

# ಆಟದ ಮೂಲಕ ಶಿಕ್ಷೆ



ಮೂರರಿಂದ ಆರು ವಯಸ್ಸಿನವರೆಗೆ



# ಆಜದ ಮೂಲಕ

೪೬೫



ಮೂರರಿಂದ ಆರು ವಯಸ್ಸಿನವರೆಗೆ



## ಆಟದ ಮೂಲಕ ಕಲಿಕೆ

ಪ್ರಿಯ ತಂದೆ ತಾಯಿಯರೇ,

ಎಲ್ಲಾ ಮಕ್ಕಳು ತಮ್ಮ ತಮ್ಮ ಅಪೂರ್ವ ವ್ಯಕ್ತಿತ್ವ ಹೊಂದಿದ ಮತ್ತು ದಕ್ಷತೆಯುಳ್ಳ ವಿಶಿಷ್ಟರು. ಈ ದಕ್ಷತೆಯು ಅಭಿವೃದ್ಧಿಸಲು ಮಗುವಿನ ಬಾಲ್ಯದಲ್ಲೇ ಮಾರ್ಗದರ್ಶನ ಆರಂಭಿಸುತ್ತದೆ.

ಮಕ್ಕಳು ಬಹು ವಿಧ ಉತ್ತೇಜಿಸುವ ಆಟಗಳನ್ನು ಆಡಿದರೆ ಶಾಲೆಯಲ್ಲಿಯೂ ಮತ್ತು ಬಾಳಿನಲ್ಲಿಯೂ ಜಯಿಸಲು ಜಾಸ್ತಿ ಅವಕಾಶವುಂಟಾಗುವುದೆಂದು ಸಂಶೋಧನೆಯಲ್ಲಿ ತೋರಿಸಿದೆ. ಮಕ್ಕಳು ಹೊಸ ಹೊಸ ಕುಶಲತೆಗಳನ್ನು ಕಲಿಯಲು, ಆತ್ಮವಿಶ್ವಾಸ ಬೆಳೆಯಲು ಮತ್ತು ಆರೋಗ್ಯಕರವಾದ ಸಂಬಂಧವನ್ನು ಅಭಿವೃದ್ಧಿಸಲು ಮಕ್ಕಳಿಗೆ ಆಟ ಸಹಾಯ ಮಾಡುತ್ತದೆ.

ಈ ಕ್ಯಾಲೆಂಡರ್ ನಿಮ್ಮ ಮೂರು ವರ್ಷದಿಂದ ಆರು ವಯಸ್ಸಿನ ಮಗುವಿನೊಡನೆ ಕೂಡಿ ಆಡಲು ಬಹು ವಿಧ ಚಟುವಟಿಕೆಯ ಆಟಗಳನ್ನು ಒದಗಿಸಿದೆ.

ಆಟದ ಮುಖಾಂತರ ಕಲಿಯಲು ನೀವು ನಿಮ್ಮ ಮಗುವಿನೊಡನೆ ಕೂಡಿ ಬಹಳ ಪ್ರೋತ್ಸಾಹಕರವಾದ ದಾರಿಯನ್ನು ಕಂಡುಹಿಡಿಯುವಿರಿ.

For child  
24/2/23



ಈ ಕ್ಯಾಲೆಂಡರನ್ನು ಪ್ರತಿದಿನವೂ ಕಲಿಕೆಗೆ ಪ್ರೋತ್ಸಾಹಿಸಲು ಮತ್ತು ತಮಾಷೆಯಾಗಿರುವ ಆಟಗಳನ್ನು ನೀವು ಕಂಡುಹಿಡಿದು ಆಡಲು ಉಪಯೋಗಿಸಬಹುದು. ಒಂದೊಂದು ಕಾಲಕ್ಕೂ ತಕ್ಕ ಚಟುವಟಿಕೆಗಳು ಐದು ಬೇರೆ ಬೇರೆ ಬೆಳವಣಿಗೆಯ ವಲಯಗಳಲ್ಲಿ ತೋರಿಸಿದೆ.

• ಸ್ವಜ್ಞಾನ

• ಶಾರೀರಿಕ ಬೆಳವಣಿಗೆ

• ಸಂಬಂಧ

• ತಿಳುವಳಿಕೆ

• ಸಂಪರ್ಕ

ಒಂದೊಂದು ವಲಯವೂ ಬಹಳ ಮುಖ್ಯವಾದುದು.



ಸ್ವಜ್ಞಾನ

ನಮ್ಮನ್ನು ನಾವೇ ತಿಳಿದು,  
ನಮ್ಮ ಮನೋಭಾವನೆಗಳನ್ನು  
ಅರ್ಥಮಾಡಿಕೊಂಡರೆ  
ನಮ್ಮಲ್ಲಿಯೇ ನಮಗೆ  
ಸಮಾಧಾನವುಂಟಾಗುತ್ತದೆ.



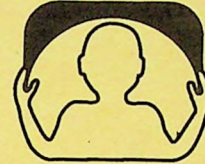
ಶಾರೀರಿಕ ಬೆಳವಣಿಗೆ

ನಮ್ಮ ದೇಹ ಹೇಗೆ  
ಚಲಿಸುವುದೆಂದು ತಿಳಿದು  
ಹತೋಟಿಯಲ್ಲಿಡುವುದನ್ನು  
ಕಲಿತರೆ ಹತ್ತುವುದು  
ಮತ್ತು ರೇಖಾ ಚಿತ್ರಿಸುವುದು,  
ಈ ತರಹದ ಕುಶಲತೆಗಳನ್ನು  
ವೃದ್ಧಿಪಡಿಸಿಕೊಳ್ಳಲು  
ಸಹಾಯವಾಗುವುದು.



ಸಂಬಂಧ

ಕುಟುಂಬಸ್ಥರೊಡಗೂಡಿ,  
ಸ್ನೇಹಿತರೊಡಗೂಡಿ ಮತ್ತು  
ಅನ್ಯರೊಡಗೂಡಿ ಹೇಗೆ  
ಸಂಬಂಧವನ್ನು ಬೆಳೆಸುವುದೆಂದು  
ಕಲಿತರೆ ನಾವು ನಿಶ್ಚಿತಿಯಿಂದಿರಲು  
ಸಹಾಯವಾಗುತ್ತದೆ.



ತಿಳುವಳಿಕೆ

ಹೇಗೆ ಸಾಮಾನುಗಳು ಕೆಲಸ  
ಮಾಡುವುದೆಂದು ತಿಳಿದರೆ ನಮ್ಮ  
ಬುದ್ಧಿವಂತಿಕೆಯನ್ನು  
ಅಭಿವೃದ್ಧಿಪಡಿಸಿಕೊಳ್ಳಲು  
ಸಹಾಯವಾಗುತ್ತದೆ.



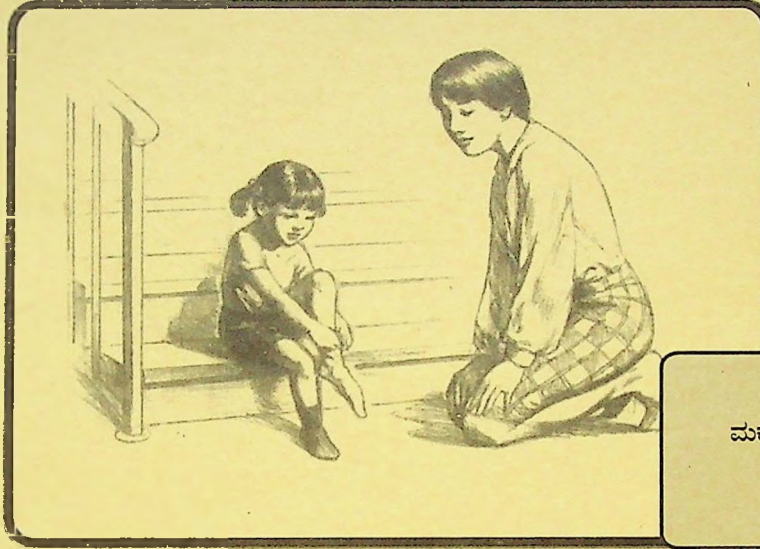
ಸಂಪರ್ಕ

ಕೇಳಿಸಿಕೊಳ್ಳುವುದು, ತಿಳಿಯುವುದು,  
ಮತ್ತು ನಮ್ಮ ಮನೋಭಾವನೆಗಳನ್ನೂ,  
ಯೋಚನೆಗಳನ್ನೂ ತಿಳಿಯಪಡಿಸುವುದು  
ಹೇಗೆಂದು ತಿಳಿದರೆ ನಾವು ನಮ್ಮ  
ಪ್ರಪಂಚದೊಡನೆ ಹೊಂದಿಕೊಳ್ಳಲು  
ಅನುಕೂಲವಾಗುತ್ತದೆ.

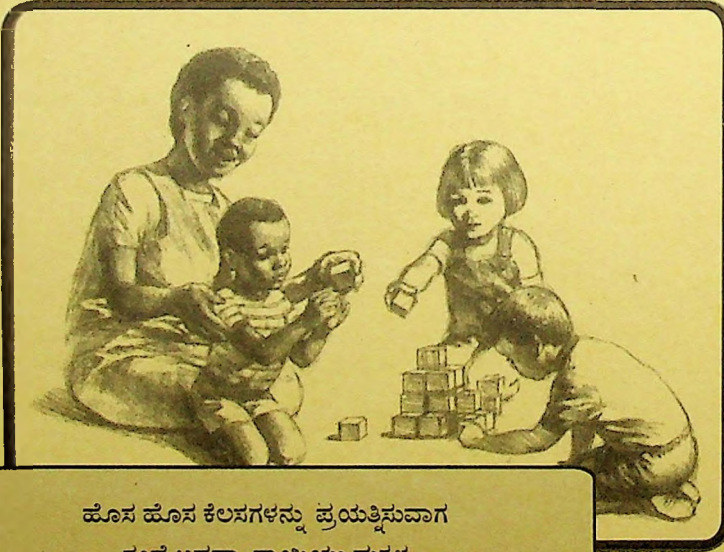


# ಕಿರಿಯ ಮೂರು ವಯಸ್ಸಿನ ಮಗು

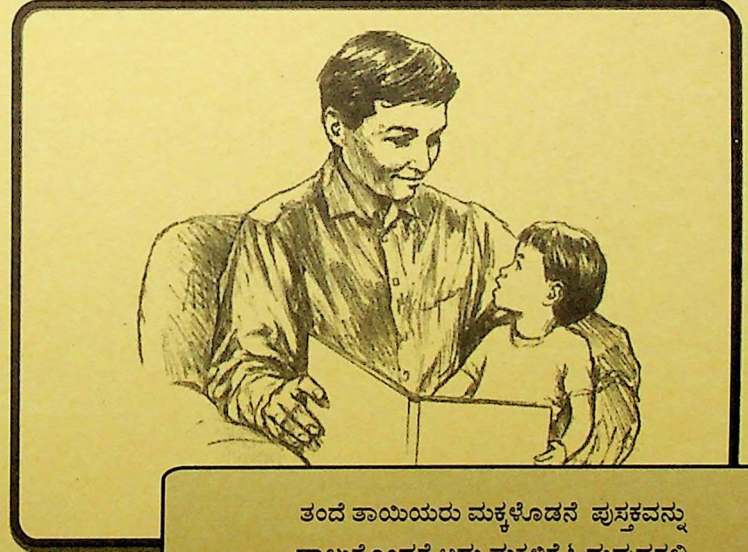
3-3 1/2 ವರುಷ



ಮಕ್ಕಳಿಗೆ ತಾವೇ ಕೆಲಸಗಳನ್ನು ಮಾಡಿಕೊಳ್ಳಲು  
ಅವಕಾಶಗಳನ್ನೊದಗಿಸುವುದು ಅಗತ್ಯ



ಹೊಸ ಹೊಸ ಕೆಲಸಗಳನ್ನು ಪ್ರಯತ್ನಿಸುವಾಗ  
ತಂದೆ ಅಥವಾ ತಾಯಿಯು ಮಕ್ಕಳ  
ಹತ್ತಿರದಲ್ಲಿರುವುದು ಅವಶ್ಯ.



ತಂದೆ ತಾಯಿಯರು ಮಕ್ಕಳೊಡನೆ ಪುಸ್ತಕವನ್ನು  
ಪಾಲುಗೊಂಡರೆ ಅದು ಮಕ್ಕಳಿಗೆ ಓದುವುದರಲ್ಲಿ  
ಆಸಕ್ತಿ ಉಂಟಾಗಲು ಪ್ರೇರಿಸುವುದು.





ಸ್ವಚ್ಛಾನ



ಶಾರೀರಿಕ ಬೆಳವಣಿಗೆ



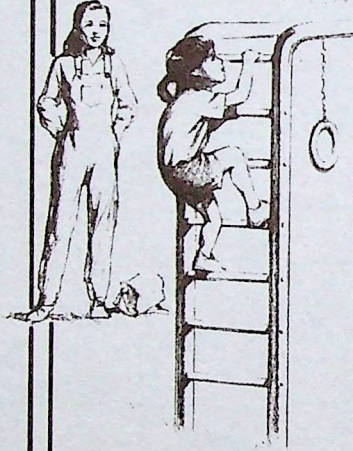
ಸಂಬಂಧ



ತಿಳುವಳಿಕೆ



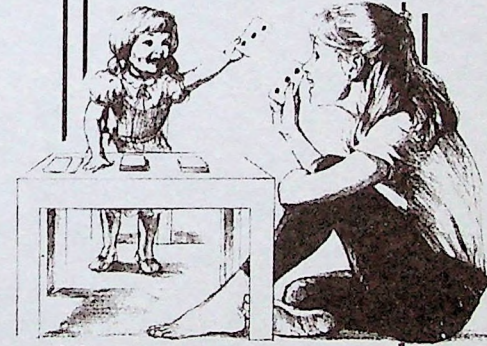
ಸಂಪರ್ಕ



“ನನಗೆ ಭಯ! ನೀನು ನನ್ನನ್ನು  
ಒಡನೆಯೇ  
ಸಮಾಧಾನಪಡಿಸಬೇಕು”.



“ನಾನು ಸುರಕ್ಷಿತವಾದ ಜಾಗದಲ್ಲಿ  
ಹತ್ತುವುದನ್ನು ಮತ್ತು  
ಕುಪ್ಪಳಿಸುವುದನ್ನು  
ಅಭ್ಯಾಸ ಮಾಡುವುದು ಅಗತ್ಯ”.



“ನನಗೆ ಚಿಕ್ಕ ಮಗುವಿನ ಪಾಲನೆಯಲ್ಲಿ  
ಸಹಾಯಮಾಡಲು ಆಸೆ. ಆದರೆ ನನ್ನ  
ಮನೋಭಾವನೆಗಳನ್ನೂ ನೀವು  
ಗಮನದಲ್ಲಿಟ್ಟುಕೊಳ್ಳುವುದು ಅಗತ್ಯ”.



“ನಾನು ಸರಿಜೋಡಿಸುವ  
ಆಟವಾಡುವಾಗ ಅದು ಓದಲು  
ನನ್ನನ್ನು ತಯಾರು ಮಾಡಲು  
ಸಹಾಯವಾಗುವುದು”.

“ನಿನ್ನ ಭಾಷೆಯಲ್ಲಿ ಕಥೆಗಳನ್ನು  
ಇಬ್ಬರೂ ಹೇಳಿ ಕೇಳಿದರೆ ನಾನು  
ಹೊಸಹೊಸ ಮಾತುಗಳನ್ನು  
ಕಲಿಯುವೆನು”.



# ಹಿರಿಯ ಮೂರು ವಯಸ್ಸಿನ ಮಗು

3 1/2 - 4 ವರುಷ



ತಂದೆ ತಾಯಿಯರಿಗೆ ಮನೆಯಲ್ಲಿ ಸಹಾಯ ಮಾಡುವುದನ್ನು  
ಮಕ್ಕಳು ಅನಂದಿಸುವರು. ಅವರ ಮುಂದಿನ  
ಜವಾಬ್ದಾರಿಗಳಿಗೆ ಈಗ ಅಭ್ಯಾಸ ಮಾಡಿಕೊಳ್ಳುವರು.



ಪಾಠಶಾಲೆಗೆ ಬೇಕಾದ ಕುಶಲತೆಗಳನ್ನು  
ಮಕ್ಕಳು ಕಲಿಯಲು ಆರಂಭಿಸುವರು.

ಏಕೆ ?



ಯಾರಾದರೂ ತಮ್ಮ ಪ್ರಪಂಚದ ವಿಷಯಗಳನ್ನು  
ತಿಳಿಸಲು ಸಹಾಯ ಮಾಡುತ್ತಾರೆಂದು ಮಕ್ಕಳಿಗೆ  
ತಿಳಿಯುವುದು ಅಗತ್ಯ. ತಾಳ್ಮೆಯಿಂದಿರಿ.





ಸ್ವಜ್ಞಾನ



ಶಾರೀರಿಕ ಬೆಳವಣಿಗೆ



ಸಂಬಂಧ



ತಿಳುವಳಿಕೆ



ಸಂಪರ್ಕ



“ನಟನೆಯ ಆಟದ ಮೂಲಕ  
ನಾನು ಬಹಳ ಕೆಲಸಗಳನ್ನು  
ಮಾಡಬಹುದೆಂದು ಊಹಿಸಲು  
ಸಾಧ್ಯವಾಗುವುದು”.



“ಹೊರ ವಲಯದಲ್ಲಿ ಆಡುವುದರಿಂದ  
ಒಳ್ಳೆಯ ರೀತಿಯಲ್ಲಿ ನನ್ನ  
ಶಕ್ತಿಯನ್ನು ಪಯೋಗಿಸಿ ರಾತ್ರಿಯಲ್ಲಿ  
ನನಗೆ ನಿದ್ರೆ ಬರಲು  
ಸಹಾಯವಾಗುವುದು”.

“ನನ್ನ ಸರದಿ ಬರುವವರೆಗೆ  
ಕಾಯಲು ಕಷ್ಟ  
ಆದರೆ ನಾನು ಕಲಿಯುತ್ತಿದ್ದೇನೆ”.



“ದೊಡ್ಡದು ಮತ್ತು ಚಿಕ್ಕದು  
ಎಂಬುದನ್ನು ತಿಳಿದರೆ ಗಣಿತ  
ಕಲಿಯಲು ಸಹಾಯವಾಗುತ್ತದೆ”.

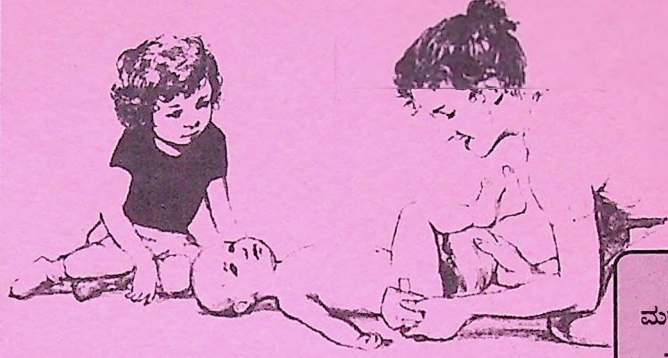


“ಅಮ್ಮ ನೋಡು! ನೀನು  
ಕೇಳಿದ್ದನ್ನೆಲ್ಲಾ ತಂದಿದ್ದೇನೆ!  
ನಾನು ಒಂದೇ ಸಮಯದಲ್ಲಿ  
ಬಹಳ ಕೆಲಸಗಳನ್ನು  
ನೆನಪಿನಲ್ಲಿಟ್ಟುಕೊಂಡು  
ಮಾಡುತ್ತೇನೆ”.



# ಕಿರಿಯ ನಾಲ್ಕು ವಯಸ್ಸಿನ ಮಗು

4 - 4 1/2 ವರುಷ



ಮಕ್ಕಳಿಗೆ ತಮ್ಮ ದೇಹದ ಭಾಗಗಳನ್ನು ತಿಳಿಯಲು ಬಹಳ  
ಕುತೂಹಲವಿರುವುದರಿಂದ ಅದರ ಹೆಸರುಗಳನ್ನು  
ಸರಿಯಾಗಿ ಕಲಿಸಬೇಕು.

ನಾನು ನಿನ್ನನ್ನು  
ದ್ವೇಷಿಸುತ್ತೇನೆ



ನೀನು  
ಕೋಪ  
ಗೊಂಡಿದ್ದೀಯೆ



ಮಕ್ಕಳು ಅವರ ಬಲವಾದ ಮನೋಭಾವನೆಗಳನ್ನು ಸರಿಯಾದ  
ನುಡಿಯ ಮೂಲಕ ವ್ಯಕ್ತಪಡಿಸಲು ನಮ್ಮ ಸಹಾಯ ಅಗತ್ಯ.



ಮಕ್ಕಳಿಗೆ ಏನು ನಿರೀಕ್ಷಿಸಬೇಕೆಂದು ತಿಳಿದಿರುವುದರಿಂದ, ದಿನಚರಿ  
ಕೆಲಸಗಳು ಮಕ್ಕಳಿಗೆ ಕ್ಷೇಮವಾದ ಮತ್ತು ನಿಶ್ಚಿತೆಯ  
ಮನೋಭಾವವನ್ನುಂಟು ಮಾಡಲು ಅನುಕೂಲವಾಗುತ್ತದೆ.





ಸ್ವಚ್ಛಾನ



ಶಾರೀರಿಕ ಬೆಳವಣಿಗೆ



ಸಂಬಂಧ



ತಿಳುವಳಿಕೆ



ಸಂಪರ್ಕ



“ಎರಡು ಅಥವಾ ಮೂರು ಸಾಮಾನುಗಳೊಳಗೆ ನಾನು ಆಯ್ದುಕೊಳ್ಳುವಾಗ ಹೇಗೆ ಇತ್ಯರ್ಥಗೊಳಿಸುವುದೆಂದು ತಿಳಿಯುವೆನು”.



“ಬರೆಯಲು ಬೇಕಾದ ಕುಶಲತೆಯನ್ನು ಅಭಿವೃದ್ಧಿಸಲು ರೇಖಾಚಿತ್ರವು ಸಹಾಯ ಮಾಡುತ್ತದೆ”.



“ನನ್ನ ಸ್ನೇಹಿತನನ್ನು ಆಟಕ್ಕೆ ಆಹ್ವಾನ ಮಾಡಲು ನನ್ನ ತಾಯಿ ನೆರವಾದುದು ನನಗೆ ತುಂಬ ಸಂತೋಷ”.



“ನಾನೇ ಕೆಲಸಗಳನ್ನು ಮಾಡಿದಾಗ ಶ್ರೇಷ್ಠ ರೀತಿಯಲ್ಲಿ ಕಲಿಯುತ್ತೇನೆ ಮತ್ತು ಗ್ರಹಿಸುತ್ತೇನೆ”.



“ಹಿರಿಯರ ಜೊತೆಯಲ್ಲಿ ಆಟವಾಡುವುದರಿಂದ ನನ್ನ ಅಭಿಪ್ರಾಯವನ್ನು ಹೇಳಲು ನನಗೆ ನೆರವಾಗುವುದು”.

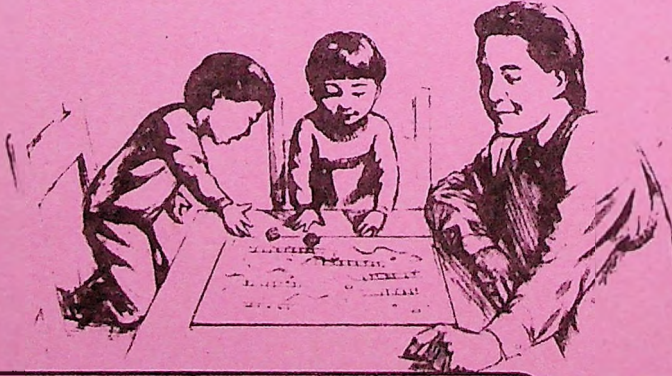


# ಹಿರಿಯ ನಾಲ್ಕು ವಯಸ್ಸಿನ ಮಗು

4 1/2 - 5 ವರುಷ



ತಮ್ಮ ಪಾಡಿಗೆ ತಾವೇ ಆಡಿಕೊಳ್ಳಲು ಮಕ್ಕಳಿಗೆ ಕಾಲ  
ಮತ್ತು ಜಾಗವನ್ನು ಒದಗಿಸಲು ನೆರವು ನೀಡಬೇಕು.



ಮಕ್ಕಳೊಡನೆ ತಂದೆ ತಾಯಿಯರು ಸರಳವಾದ  
ಆಟಗಳನ್ನು ಆಡಿದಾಗ, ಮಕ್ಕಳಿಗೆ ಒಂದುಗೂಡಿ  
ಆಡುವುದನ್ನು ಕಲಿಯಲು ಸಹಾಯವಾಗುವುದು.

1210



ಸಂರಕ್ಷಣೆಯ ಕಾರಣದಿಂದ ಮಕ್ಕಳಿಗೆ ಅವರ  
ಮೊದಲ ಮತ್ತು ಕೊನೆಯ ಹೆಸರು ವಿಳಾಸ ಮತ್ತು  
ಫೋನ್ ನಂಬರ್ ಹೇಳಿಕೊಡಬೇಕು.





ಸ್ವಚ್ಛಾನ



ಶಾರೀರಿಕ ಬೆಳವಣಿಗೆ



ಸಂಬಂಧ



ತಿಳುವಳಿಕೆ



ಸಂಪರ್ಕ



“ನನ್ನ ಪ್ರಶ್ನೆಗಳಿಗೆ ದಯವಿಟ್ಟು ಸತ್ಯವಾಗಿ ಮತ್ತು ಸರಳ ರೀತಿಯಲ್ಲಿ ಉತ್ತರಿಸಿ”.



“ನನಗೆ ಬಹಳ ಶಕ್ತಿ ಇದೆ. ನಾನು ಹೊರವಲಯದಲ್ಲಿ ಆಡುವುದು ಆಗತ್ಯ”.



“ಬೇರೆಯವರು ಅಸಂತುಷ್ಟರಾದಾಗ ನಾನು ಗಮನಿಸುವೆನು ಅವರು ಸುಧಾರಿಸಿಕೊಳ್ಳಲು ನಾನು ಅವರಿಗೆ ಸಹಾಯ ಮಾಡಲು ಇಚ್ಛಿಸುವೆನು”.



“ನಾನು ಗಣಿತವನ್ನು ಕಲಿಯಲು ಬಹಳ ಕೆಲಸಗಳನ್ನು ಮಾಡಬಲ್ಲೆನು”.

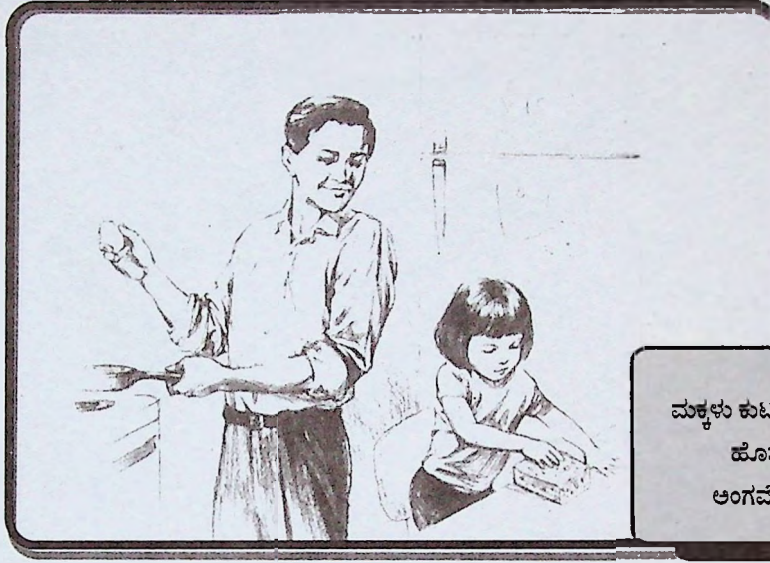


“ನನಗೆ ಹಾಡು, ಅಂತ್ಯಪ್ರಾಸ ಮತ್ತು ವಚನಗಳ ಜೊತೆ ಹುಡುಗಾಟವಾಡಲು ಬಹಳ ಆಸೆ”.



# ಕಿರಿಯ ಐದು ವಯಸ್ಸಿನ ಮಗು

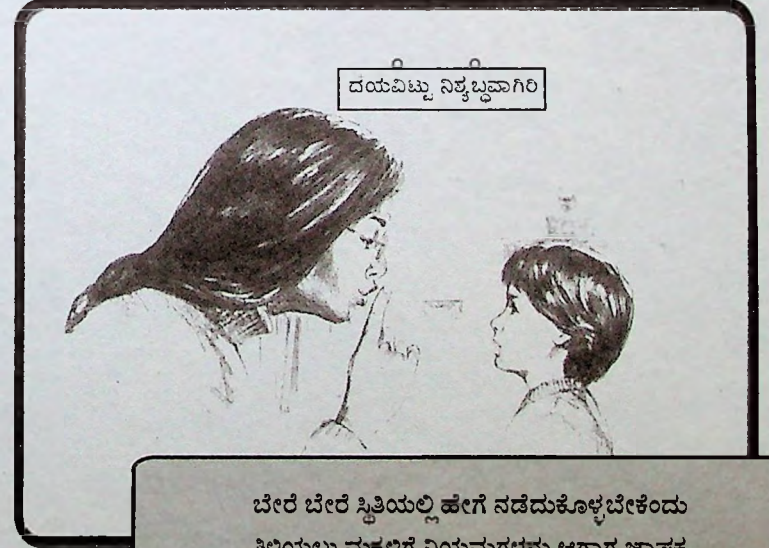
5-5 1/2 ವರುಷ



ಮಕ್ಕಳು ಕುಟುಂಬದ ಸಾಧಾರಣ ಕೆಲಸದ ಹೊಣೆಯನ್ನು  
ಹೊತ್ತಾಗ, ತಾನು ಕುಟುಂಬದಲ್ಲಿ ಮುಖ್ಯ  
ಅಂಗವೆಂಬ ಮನೋಭಾವಲುಂಟಾಗುವುದು.



ಸುತ್ತ ಮುತ್ತಲಿನ ಪ್ರದೇಶವನ್ನು ಪರಿಚ್ಛೇದವಾಗಿ ಮಕ್ಕಳು  
ಪ್ರಕೃತಿಯ ವಿಷಯಗಳನ್ನು ತಿಳಿಯುವರು



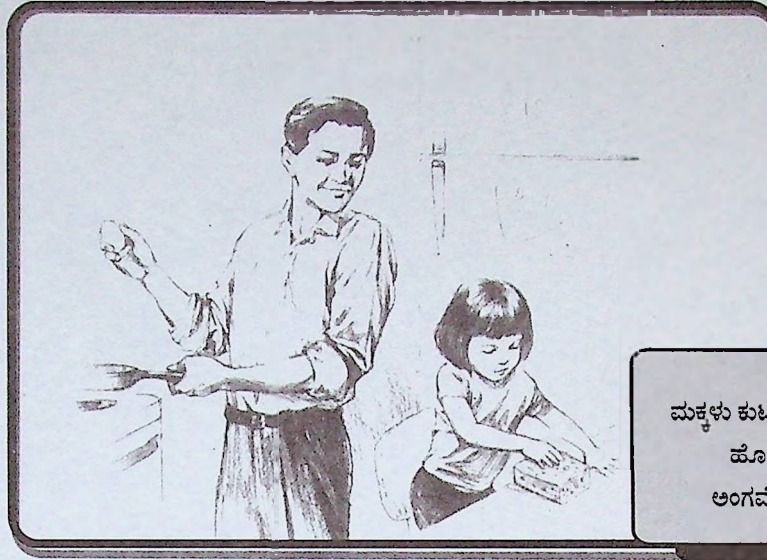
ದಯವಿಟ್ಟು ನಿಶ್ಚಯವಾಗಿರಿ

ಬೇರೆ ಬೇರೆ ಸ್ಥಿತಿಯಲ್ಲಿ ಹೇಗೆ ನಡೆದುಕೊಳ್ಳಬೇಕೆಂದು  
ತಿಳಿಯಲು ಮಕ್ಕಳಿಗೆ ನಿಯಮಗಳನ್ನು ಆಗಾಗ ಜ್ಞಾಪಕ  
ಪಡಿಸುವುದು ಅಗತ್ಯ.



# ಕಿರಿಯ ಐದು ವಯಸ್ಸಿನ ಮಗು

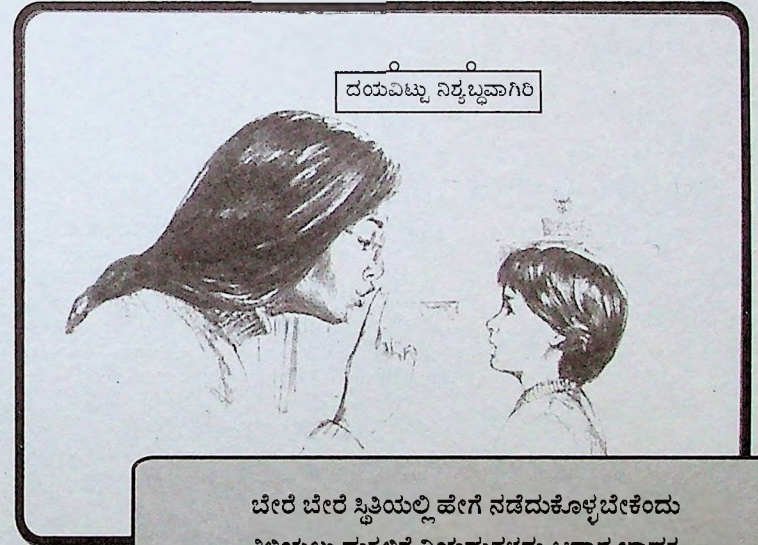
5-5 1/2 ವರುಷ



ಮಕ್ಕಳು ಕುಟುಂಬದ ಸಾಧಾರಣ ಕೆಲಸದ ಹೊಣೆಯನ್ನು  
ಹೊತ್ತಾಗ, ತಾನು ಕುಟುಂಬದಲ್ಲಿ ಮುಖ್ಯ  
ಅಂಗವೆಂಬ ಮನೋಭಾವಲುಂಟಾಗುವುದು.



ಸುತ್ತಮುತ್ತಲಿನ ಪ್ರದೇಶವನ್ನು ಪರೀಕ್ಷಿಸುವಾಗ ಮಕ್ಕಳು  
ಪ್ರಕೃತಿಯ ವಿಷಯಗಳನ್ನು ತಿಳಿಯುವರು



ದಯವಿಟ್ಟು ನಿಶ್ಚಯವಾಗಿರಿ

ಬೇರೆ ಬೇರೆ ಸ್ಥಿತಿಯಲ್ಲಿ ಹೇಗೆ ನಡೆದುಕೊಳ್ಳಬೇಕೆಂದು  
ತಿಳಿಯಲು ಮಕ್ಕಳಿಗೆ ನಿಯಮಗಳನ್ನು ಆಗಾಗ ಜ್ಞಾಪಕ  
ಪಡಿಸುವುದು ಅಗತ್ಯ.





ಸ್ವಜ್ಞಾನ



ಶಾರೀರಿಕ ಬೆಳವಣಿಗೆ



ಸಂಬಂಧ



ತಿಳುವಳಿಕೆ



ಸಂಪರ್ಕ



“ನೀನು ನಾನು ಮಾಡಿದ ಕೆಲಸ ಚೆನ್ನಾಗಿದೆಯೆಂದು ಹೇಳಿದರೆ ನಾನು ತಿರುಗಿ ಮಾಡಲು ಇಚ್ಛಿಸುವೆನು”.



“ಕಟ್ಟಡ ಕಟ್ಟುವುದು ತಮಾಷೆ ! ನಾನು ನನ್ನ ಮಾಂಸಖಂಡಗಳನ್ನು ಬೇರೆ ಬೇರೆ ರೀತಿಯಲ್ಲಿ ಉಪಯೋಗಿಸಲು ಕಲಿಯುತ್ತಿದ್ದೇನೆ”.



ನೀನು ನನಗೆ ಸಹಾಯ ಮಾಡುವುದಕ್ಕೆ ಮುಂಚೆಯೇ ನನ್ನ ಸಮಸ್ಯೆಗಳನ್ನು ನಾನೇ ಪರಿಹರಿಸಲು ಪ್ರಯತ್ನಿಸಿ ದಾರಿ ಕಂಡುಹಿಡಿಯುವೆನು.



“ನಿನ್ನೊಡಗೂಡಿ ಕ್ಯಾಲೆಂಡರನ್ನೋದಿದರೆ ದಿನವೂ ಏನಾಗುತ್ತದೆಂದು ನಿರೀಕ್ಷಿಸಿ, ತಿಳಿಯಲು ನೆರವಾಗುವುದು”.

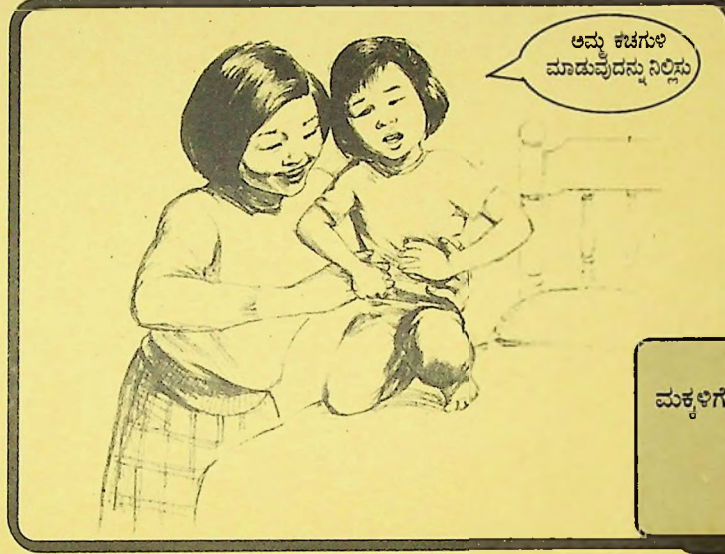


“ಸಂಕ್ಷೇಪ ಸಮಾಚಾರವನ್ನು ಕೇಳಿ ಒಪ್ಪಿಸಲು ನನಗೆ ಆಗುವುದು”.

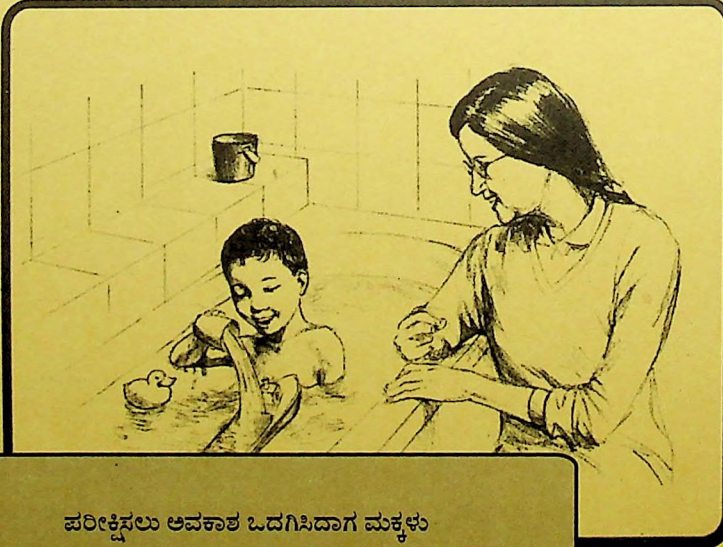


# ಹಿರಿಯ ಐದು ವಯಸ್ಸಿನ ಮಗು

5 1/2 - 6 ವರುಷ



ಮಕ್ಕಳಿಗೆ ಅಹಿತವೆನಿಸಿದಾಗ “ಸಾಕು” “ಬೇಡ” ಎಂದು  
ಹೇಳುವ ಹಕ್ಕಿದೆ. ಹಿರಿಯರು ಅದನ್ನು  
ಗೌರವಿಸುವುದು ಅಗತ್ಯ.







ಸ್ವಚ್ಛಾನ



ಶಾರೀರಿಕ ಬೆಳವಣಿಗೆ



ಸಂಬಂಧ



ತಿಳುವಳಿಕೆ



ಸಂಪರ್ಕ



“ನನಗೆ ಪ್ರಯತ್ನವಾಗದಾಗ,  
ನನ್ನ ಪ್ರೋತ್ಸಾಹ ನನಗೆ ಮತ್ತೆ  
ಪ್ರಯತ್ನವು ಸರವಾಗುವುದು”.



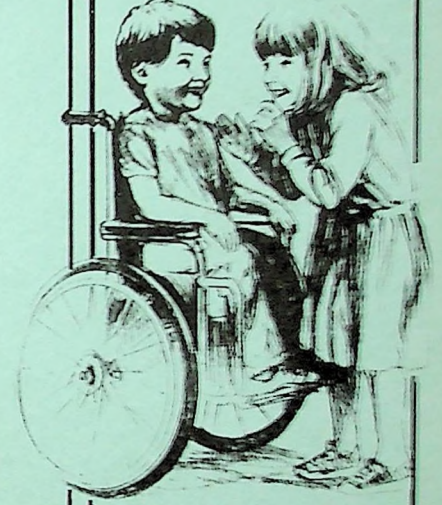
“ಕೈಕೆಲಸಗಳು, ನನ್ನ ಕೈ ಮತ್ತು  
ಬೆರಳುಗಳ ಹತೋಟಿಯನ್ನು  
ಅಭಿವೃದ್ಧಿಪಡಿಸಲು  
ಸರವಾಗುವುದು”.



“ನೀನು  
ಅಸಮಾಧಾನವಾಗಿರುವಾಗ ಕೂಡ  
ನನ್ನನ್ನು ಪಾಲಿಸುತ್ತೀಯೆಂದು  
ತಿಳಿಯುವುದು ನನಗೆ ಬಹಳ  
ಮುಖ್ಯ”.



“ನಾನು ಮನೆಗೆಲಸದಲ್ಲಿ ಸಹಾಯ  
ಮಾಡಿದರೆ ವಿಂಗಡಿಸಲು, ಎಣಿಸಲು  
ಮತ್ತು ಮಾದರಿಯ ಆಕಾರಗಳನ್ನು  
ಮಾಡಲು ಕಲಿಯುವೆನು”.



“ಹಾಸ್ಯ ಮತ್ತು ಒಗಟುಗಳಲ್ಲಿ  
ಪಾಲುಗೊಳ್ಳುವುದು ವಿನೋದ  
ರೀತಿಯ ಬಾಷ್ಪ ಕಲಿಯುವಿಕೆ”.





ಸ್ವಜ್ಞಾನ



ಶಾರೀರಿಕ ಚಳವಣಿಗೆ



ಸಂಬಂಧ



ತಿಳುವಳಿಕೆ



ಸಂಪರ್ಕ



“ನನಗೆ ಪ್ರಯತ್ನಭಂಗವಾದಾಗ,  
ನಿನ್ನ ಪೋಷಾಹ ನನಗೆ ಮತ್ತೆ  
ಪ್ರಯತ್ನಿಸಲು ನೆರವಾಗುವುದು”.



“ಕೈಕೆಲಸಗಳು, ನನ್ನ ಕೈ ಮತ್ತು  
ಬೆರಳುಗಳ ಹತೋಟಿಯನ್ನು  
ಅಭಿವೃದ್ಧಿಪಡಿಸಲು  
ನೆರವಾಗುವುದು”.



“ನೀನು  
ಅಸಮಾಧಾನವಾಗಿರುವಾಗ ಕೂಡ  
ನನ್ನನ್ನು ಪಾಲಿಸುತ್ತೀಯೆಂದು  
ತಿಳಿಯುವುದು ನನಗೆ ಬಹಳ  
ಮುಖ್ಯ”.



“ನಾನು ಮನೆಗೆಲಸದಲ್ಲಿ ಸಹಾಯ  
ಮಾಡಿದರೆ ವಿಂಗಡಿಸಲು, ಎಣಿಸಲು  
ಮತ್ತು ಮಾದರಿಯ ಆಕಾರಗಳನ್ನು  
ಮಾಡಲು ಕಲಿಯುವೆನು”.



“ಹಾಸ್ಯ ಮತ್ತು ಒಗಟುಗಳಲ್ಲಿ  
ಪಾಲುಗೊಳ್ಳುವುದು ವಿನೋದ  
ರೀತಿಯ ಭಾಷೆ ಕಲಿಯುವಿಕೆ”.



# ಆಟದ ಮೂಲಕ ಕಲಿಕೆ

ಮೂರರಿಂದ ಆರು ವಯಸ್ಸಿನವರೆಗೆ

“ಹುಟ್ಟಿನಿಂದ ಮೂರು ವಯಸ್ಸಿನ” ಆಟದ ಮೂಲಕ ಕಲಿಕೆ ಕ್ಯಾಲೆಂಡರನ್ನು ತಂದೆ ತಾಯಿಯರು ಬಹಳ ಹರುಷದಿಂದ ಅನುಭವಿಸಿ ಸಂತುಷ್ಟರಾಗಿರುವರು.

ಚಿತ್ರ ಪಠಗಳು ಮತ್ತು ಭಾಷೆ ಸುಲಭವಾಗಿದೆಯೆಂದು ಮತ್ತು ಅವರದೇ ಆದ ಚಟುವಟಿಕೆಗಳನ್ನು ಸೃಷ್ಟಿಸಲೂ ಉಪಯೋಗವಾಗಿದೆಯೆಂದು ಭಾವಿಸಿದರು.

ಅವರ ಮಕ್ಕಳು ಬೆಳೆಯಲಾರಂಭಿಸಿದಾಗ, ಮೂರರಿಂದ ಆರು ವಯಸ್ಸಿಗೆ ಇದೇ ತರಹದ ಕ್ಯಾಲೆಂಡರನ್ನು ತಂದೆ ತಾಯಿಯರು ತಯಾರಿಸಲು ಕೇಳಿಕೊಂಡರು.

ಇದೋ!

ಬಹಳ ಸಂಶೋಧನೆಯ ನಂತರ ಒಂದೊಂದು ವಲಯಕ್ಕೂ ಮಕ್ಕಳ ಬೆಳವಣಿಗೆಯನ್ನು ಪ್ರೋತ್ಸಾಹಿಸುವಂತೆ ತಕ್ಕ ಆಟದ ಚಟುವಟಿಕೆಗಳನ್ನು ಆರಿಸಿದೆ.

ಈ ಕ್ಯಾಲೆಂಡರನ್ನು ಇತರ ತಂದೆ ತಾಯಿಯರೊಡನೆ ಪಾಲುಗೊಂಡರೆ ಅವರ ಮಕ್ಕಳಿಗೂ ಒಳ್ಳೆಯದಾಗುವುದು.

ಸಮೂಹ ಸೇವೆಯ ಆರೋಗ್ಯ ಕೇಂದ್ರದಲ್ಲಿನ ನರ್ಸ್ ನಿಮಗೆ ಮಗುವಿನ ಬೆಳವಣಿಗೆಯ, ಪೌಷ್ಟಿಕತೆಯ, ಸುರಕ್ಷಿತವಾಗಿ ಪಾಲಿಸುವ ಮತ್ತು ಪಾಲನೆಯ ವಿಷಯಗಳನ್ನು ಹೇಳಬಲ್ಲರು.

For copies and training contact :



1645 Sheppard Ave. West,  
Toronto, Ont. M3M 2X4  
Tel: (416) 633-0515  
Fax : (0416) 633-7141

Developed in collaboration with :



BABIES BEST  
START PROGRAM  
TORONTO

Special thanks to the following, without whose generous support this calendar could not have been developed

- The Catherine & Maxwell Meighen Foundation
- The Wood Gundy Charitable Foundation
- The Community Foundation For Greater Toronto

May be reprinted with written permission.

● by The Hincks-Dellcrest Centre

Reprinted in India by Bala Mandir Research Foundation, Chennai

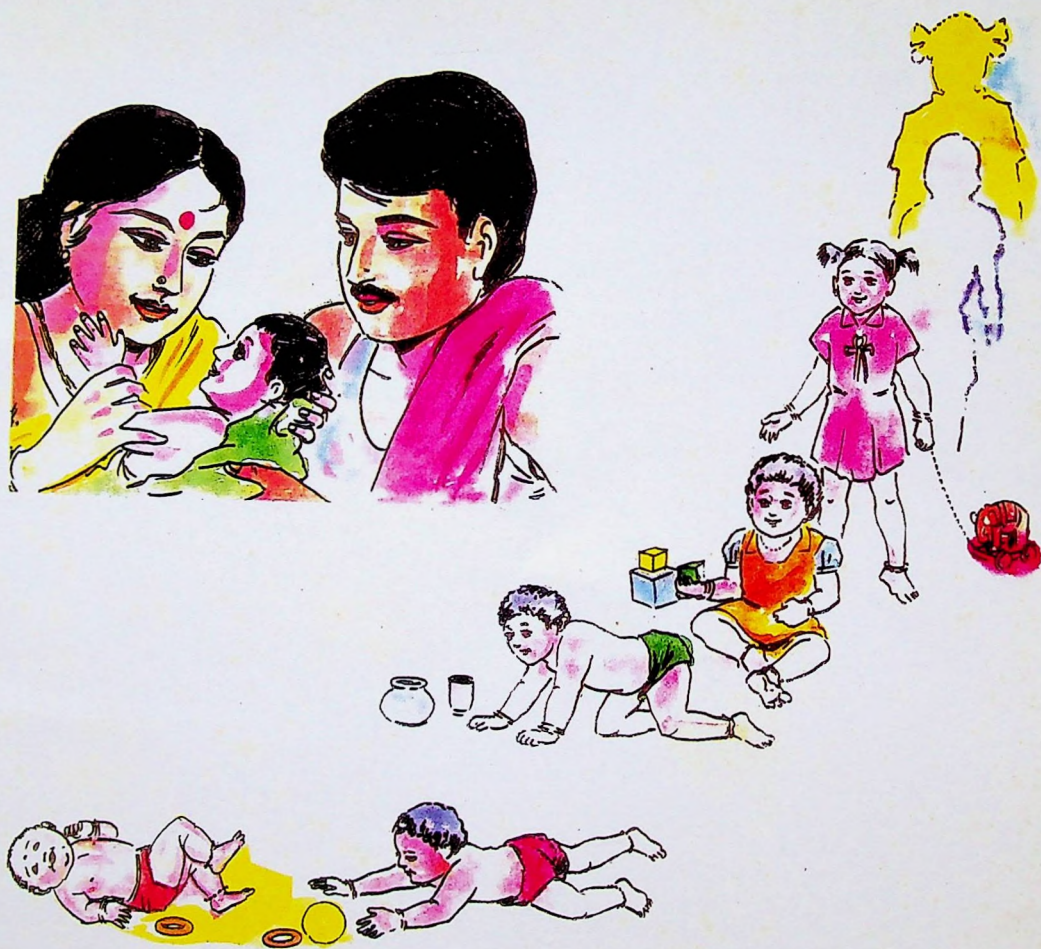
Design & Production : The Cranmark Group Ltd.

Based on the original Learning Through Play From Three To Six Years calendar developed by the Parents Helping Parents Program - City of Toronto Public Health.



# Learning Through Play

Birth to 3 years



**Child's development - Joy of Parents**

NETWORK FOR INFORMATION ON PARENTING (TAMILNADU)  
UNICEF COLLABORATION

CHENNAI



### GUIDELINES FOR USING THE FLIPCHART

Through research, Psychologists and teachers have come to know that certain stimulating play activities from birth – 3 years help children learn. This enhances brain development. In spite of giving the child education in the best of schools, if age appropriate, but stimulating experiences are not provided, learning skills will not be acquired to their fullest level.

#### **We all know that –**

- We as parents/caregivers want the best for our children.
- Parents in families are in a position to be the best observers of children and, consequently are best able to understand physical and psychological needs of the children.
- However sometimes we do not always know how, when and what is most appropriate for our child.

**This flipchart** is an excellent PARENT EDUCATION RESOURCE- indigenised and revised by Bala Mandir from the original Hinck's Dellcrest Learning through Play Calendar (Birth – 3 years)

- prepared pictorially to present a range of activities, culturally sensitive with an easily understood instruction material to help your child during each stage of their development
- is a tool which will encourage parents of our Anganwadi/Balwadi/Creche children, their families and others in the community to understand traditionally appropriate, good parenting practices. It indicates parenting practices supported by science, which will have a positive effect on bringing about healthy and total development of the child.
- will help both caregivers and parents to understand the important developmental needs of the child and indicate the parenting skills and positive parenting practices.
- has messages which reach out to various people in a parenting role, – Caregivers/Teachers/Health workers/Government bodies and those preparing for Parenthood. Adolescents/Pregnant mothers/Young couples.
- shows the importance of **Parenting through activities of Play** which, when, done regularly, will provide age appropriate and positive stimulation for all areas of the brain development and will help the child to develop to their full potential (at birth the brain is only 25% developed and early experiences help the brain to develop to its potential by 3 years (75%)).

#### **Importance of Play for Children:**

- Play is children's work, it stimulates all areas of development and helps to develop emerging skills.
- Playing with the child provides Parents and caregivers an opportunity to experience and **enjoy** the growth and development of the child.
- Since the child learns many things through play everybody should be aware that play has a major role in laying the foundation for and in the development of the child.
- While playing with a child you will find yourself thinking of more ways to play in your own special way. If you share this flipchart with other parents and caregivers they too will become aware of how important the activities are to their child's development

#### **Flip the Cover Page and YOU will find that**

- This flipchart has 9 pages each highlighting 9 stages of development. The caption on the top of each page indicates the significant developmental activity of the child at that stage.

1. Heads up stage – (Birth to 2 mths),	5. Early Walker Stage (13 to 15 mths)
2. Looker stage – (2 to 5 mths),	6. Walker Stage (15 to 18 mths),
3. Crawler - Sitter Stage (5 to 8 mths),	7. Doer Stage (18 to 24 mths)
4. Cruiser Stage (8 to 13 mths),	8. Early tester Stage (2 to 2 ½ yrs)
	9. Tester Stage (2 ½ to 3 yrs).
- Each stage is very important in itself and requires appropriate activity.
- However it is important to know that incidents that take place during one stage are not necessarily confined to that stage alone and could continue into the next stage also.
- We must all understand that while the child's developmental stages are universal. The child's readiness for development and the ability to perform the skills varies from child to child. This depends largely on timely and age appropriate early childhood experiences.
- While it is important to monitor growth/development at every stage it is necessary also to ascertain whether there has been any deficiency in and provide the appropriate activities.
- As you go through the flipchart you will also understand the importance of Early Intervention in case of any developmental delay, important nutritional inputs and necessary health care for each stage of child's development.
- **In each stage, the child's development is taking place in 5 areas of development**



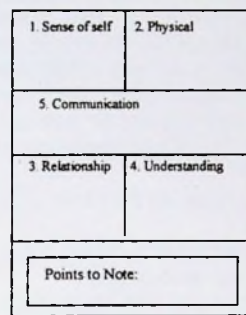
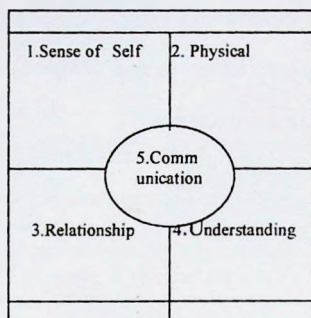
- a. **Sense of Self:** This is another way to describe infant's personalities and how children feel about themselves
- b. **Physical:** This refers to what children are able to do at certain phases. Eg sitting, crawling and standing.
- c. **Relationship:** This describes how children learn to interact with people.
- d. **Understanding:** This refers to the development of intelligence and awareness of the world.
- e. **Communication:** This describes how children express their thoughts and feelings.

While each area possesses its own individuality, development does not take place just in that area only nor does it follow a sequence from one area to another in any particular sequence but is interconnected and interdependent.

- While we tend to focus more on areas of physical and understanding (cognitive) development you will find that this parenting programme lays more emphasis on the Psycho social aspects of development - Sense of Self, Relationship and Communication.

**As you face your audience with this tool you will find :**

- The cover page is followed by 9 pages with illustrations and messages. There is information about the first page on the back of the cover page you will find similar on the back of each page of the flipchart.



- \* The 5 pictorial illustrations in each page visualize one of the important activities for that area of development and are in the order indicated above .
- \* Each picture has a one liner which is a significant/self explanatory statement highlighting the particular activity.
- \* Illustrations show parenting practices and encourages family to be supportive of the child's development and show inexpensive activities available in the environment

- \* The Instruction material indicated at the back of each page is also arranged in the same order as the illustrations.
- \* Helps parents/caregivers to understand stagewise, highlighted points indicative of development and to understand the required parenting skills.
- \* has at the bottom, points to note regarding nutrition, health and early intervention of that stage.

**Methodology**

- Start with eliciting parenting points from the participants shown in the illustrations and discuss the parenting issues, points and ideas that emerge while talking about the Calendar.
- Do not use an instructional mode while explaining domains of development in the illustration and the Instruction material, demonstrating through activities, story and song will be more useful.
- As you go along record the positive and negative effects of parenting practices shared by participants and use this knowledge in future interactions.
- Be a confident, concerned, friendly guide, respecting parents views and goals, understanding parent priority and concerns and individual experiences in the relationship between parent and child.
- Appreciate parenting abilities encourage and confirm parent strength and always maintain confidentiality.
- Early experiences especially between the age birth – 3 years helps to determine brain development, thus shaping the way people learn, think and behave for the rest of their lives.
- Providing the right stimulation at the right time is the key for brain development.

\* THE FLIPCHART TOOL IN TAMIL IS AVAILABLE SINCE APRIL 2001 IN ALL ICDS CENTRES OF TAMILNADU. THIS BOOKLET IS THE REVISED, EDITED ENGLISH VERSION OF THE FLIPCHART



## HEADS UP STAGE (BIRTH TO 2 MONTHS)

<b>Sense of Self</b> <ol style="list-style-type: none"> <li>1. Babies should be held close to the body and cuddled often. This will make them feel loved and secure.</li> <li>2. Tending to the physical needs of babies as and when they arise, eg. Feeding, cleaning, changing, will create a sense of self and increase the feeling of security in them.</li> <li>3. The mothers should look into the babies' eyes while breast feeding (even if with alternative milk) and gently talk or sing.</li> <li>4. Tending immediately to crying babies in gentle manner calms them down and help build trust in adults.</li> </ol>	<b>Physical growth</b> <ol style="list-style-type: none"> <li>1. Grasping, sucking, smiling, crying, being startled by sounds are responses given by babies as reflex actions and performed instinctively.</li> <li>2. Dangling objects at hands' reach or legs' reach will help them reach out and grab or kick. This stimulates their growth.</li> <li>3. Leave babies arms and legs free for movement.</li> </ol>
<b>Communication</b> <ol style="list-style-type: none"> <li>1. Looking at the eyes while talking to babies is important.</li> <li>2. Babies communicate through body movements, facial expressions, gurgling sounds and crying. The different signals should be recognized and attended to.</li> <li>3. Nurturing with loving care and talking affectionately by both father, mother &amp; family members lays the foundation for development of communication skills.</li> <li>4. Talking, singing and playing with babies helps language development.</li> <li>5. Singing lullabies helps baby sleep well and at times also soothes the crying baby.</li> </ol>	
<b>Relationship</b> <ol style="list-style-type: none"> <li>1. Babies begin to recognize the faces of parents &amp; caregivers.</li> <li>2. Playing and interacting with babies helps the development of the senses.</li> <li>3. Babies are soothed and comforted when gently massaged and talked to. This will help them and their parents to relate to each other.</li> <li>4. Interaction by other family members, besides the mother, will pave the way for other close relationships to develop.</li> <li>5. Routine care-giving activities like bathing, feeding and cleaning babies when done with personal attention and interest will help relationships to develop.</li> </ol>	<b>Understanding</b> <ol style="list-style-type: none"> <li>1. Babies recognize their mother's voice and feel comforted</li> <li>2. Babies look at objects that are within one-foot distance from their eyes.</li> <li>3. Babies turn their eyes towards light, sound and bright objects, like mobiles</li> <li>4. Babies understand soothing lullabies and feel comforted.</li> <li>5. Babies know that gentle rocking soothes them.</li> </ol>

### Health and Nutrition

1. During this stage breast milk is sufficient and a complete food for the baby.
2. Colostrum, the pale liquid that is secreted before milk, should be given to the baby as it contains immunity factors and is also nutritive.
3. Mother's milk contains factors that help in the development of the baby's brain.
4. Mother must be clearly guided on the correct care in breast-feeding and in observing personal hygiene.
5. Newborns should be fed on demand-every few hours.
6. Baby's weight should be recorded soon after birth, after teen days and then regularly every month.
7. If anticipated milestones are delayed or deviated, professional advice must be taken. Hearing & Seeing should be tested.
8. First dose of triple antigen and polio drops should be given as well as TB inoculation.
9. Exposing baby for a short while, to early morning sunlight enables baby to receive vitamin <sup>D</sup> from a natural source.

### Safety:

1. Babies should not be left unattended, especially when awake.
2. Risks should be avoided while handling babies during bath times and other activities.
3. Support the baby's head at all times when carrying.
4. Loud noises, bright lights may damage eyes & ears. Never shake baby - this can cause permanent damage to the brain.

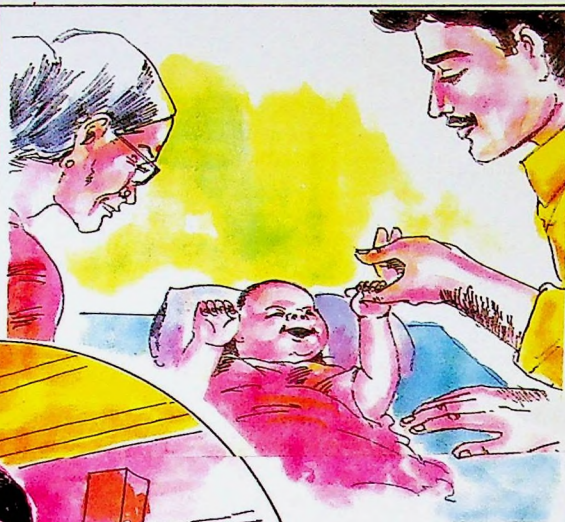


# Heads up-Birth to 2 Months

Mother's milk is the complete baby food.



The skill of grasping gradually develops.



Eye-to-eye contact while talking to baby develops communication.



Gentle massage is soothing and correct bathing practices keep baby safe and healthy.



Baby's attention is always drawn towards the direction of light and sound.



## LOOKER STAGE (2- 5 MONTHS)

<b>Sense of Self</b> <ol style="list-style-type: none"> <li>1. Hugging, gentle rocking, holding baby and talking and calling baby by name will help baby to develop emotional security.</li> <li>2. Babies express likes and needs through various sounds &amp; body movements. Parents will come to recognize and must respond to them immediately and appropriately.</li> <li>3. Babies use the five senses of sight, sound, smell, taste and touch to learn about themselves and their surroundings.</li> <li>4. Babies develop attachment to the family when they interact with them.</li> </ol>	<b>Physical Growth</b> <ol style="list-style-type: none"> <li>1. Babies should not always be on the lap or in a cradle. They should be placed on the floor &amp; allowed free body movements.</li> <li>2. Babies begin to reach out to objects, and instinctively put them in the mouth.</li> <li>3. Babies begin to coordinate movements by using different parts of the body.</li> <li>4. Babies will try to raise the head when placed on the stomach and look at the surrounding world in exploration.</li> <li>5. Babies focus on distant objects improves, and will turn their heads to look around.</li> </ol>
<b>Communication</b> <ol style="list-style-type: none"> <li>1. Parents/Caregivers must respond to babies by smiling and talking in simple language. This promotes language development and speech. Baby uses facial expressions, body movements &amp; babbling sounds to express feeling like happiness etc.</li> <li>2. Parents and caregivers must talk to baby in clear and consistent speech . When baby responds parents can encourage them appropriately.</li> <li>3. Pointing out and naming objects within baby's vision will help in the development of baby's communication skills.</li> </ol>	
<b>Relationship:</b> <ol style="list-style-type: none"> <li>1. Spending time playing with, carrying around and hugging babies provides joy and helps build a sense of security.</li> <li>2. Relationships are developed when more time is spent with the baby.</li> <li>3. Babies start recognizing family members besides the mother, and respond spontaneously.</li> <li>4. Rough handling, shaking, pinching babies can cause serious harm to babies.</li> </ol>	<b>Understanding:</b> <ol style="list-style-type: none"> <li>1. Placing toys within babies' reach encourages and stimulates them to reach out &amp; grasp them.</li> <li>2. Babies learn of their world through new sensorial experiences especially sight, taste and touch.</li> <li>3. Introducing babies to new environments creates an opportunity for them to explore their surroundings through reaching out, looking, touching and tasting.</li> <li>4. Stimulating babies through interaction helps them to understand the world around them.</li> </ol>
<b>Health and Nutrition</b> <ol style="list-style-type: none"> <li>1. Breast-feeding must be continued.</li> <li>2. Second and third dose of triple antigen and polio drops should be given.</li> <li>3. Babies weight should be recorded every month to monitor growth.</li> <li>4. If anticipated milestones in baby's <sup>development</sup> growth seem to be delayed are deviated professional opinion (Counselling) must be sought.</li> </ol> <b>Safety</b> <ol style="list-style-type: none"> <li>1. The surroundings in which the baby is brought up should be safe, clean and hygienic.</li> <li>2. Babies must be watched at all times when they are awake.</li> <li>3. Very small objects should not be give for babies to hold. They can choke on them.</li> <li>4. Toys should be soft, non-toxic and safe.</li> <li>5. Very loud sounds, bright lights and rough handling should be avoided.</li> </ol>	

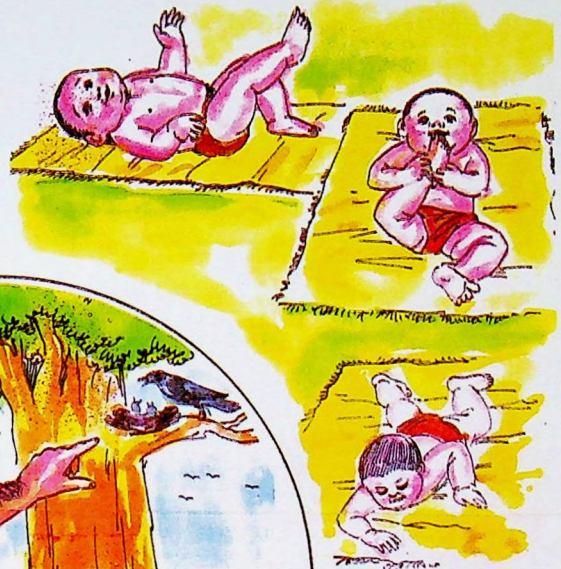


# Looker Stage - 2 - 5 Months

Baby develops a sense of bonding when cuddled and held close.



Baby learns about his/her hands and feet through movement and play.



Point out and name all objects within baby's vision.



Social skills are developed when more time is spent with the baby.



Grasping skills can be developed by encouraging babies to reach out to play objects.



## CRAWLER SITTER STAGE (5-8 MONTHS)

<p><b>Sense of Self</b></p> <ol style="list-style-type: none"> <li>1. Addressing babies by name helps them identify as an individual self.</li> <li>2. Babies express likes and dislikes, acceptance and rejections through sounds and actions.</li> <li>3. When a familiar person holds baby check to check in front of the mirror and points to the reflection it gives an opportunity for baby to identify herself.</li> </ol>	<p><b>Physical growth</b></p> <ol style="list-style-type: none"> <li>1. Babies play with anything they find.</li> <li>2. Placing babies on their stomach on the floor facilitates turning over and crawling.</li> <li>3. Babies use their hands to grasp and grab and play with objects.</li> <li>4. Babies shake objects that make sounds and find rattles attractive.</li> <li>5. Babies hold and drop objects. They are attracted to colourful objects.</li> <li>6. Babies can sit with support. But should not be made to sit if not ready.</li> </ol>
<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Babies like to listen to sounds in adult's speech and responds by babbling.</li> <li>2. Talking to babies in simple language promotes their speech development.</li> <li>3. Even though baby does not repeat words exactly as parents &amp; caregivers do, talking to babies about their surroundings, and activities, help them link words to objects and actions.</li> <li>4. Playing and singing to babies make them happy and relaxed.</li> </ol>	
<p><b>Relationship</b></p> <ol style="list-style-type: none"> <li>1. Babies may show anxiety on seeing strangers. Introducing the person in a cordial manner may help them get over their fear and feel secure. This will take time.</li> <li>2. Babies recognize words such as yes/no, want/don't want by responding suitably. It is important to use these words appropriately, gently and firmly while talking to the baby about their actions.</li> <li>3. Parents should be consistent in their behaviour and words to inculcate a sense of confidence in the baby.</li> <li>4. When parents/caregivers talk to baby and explain that they would be absent for a while babies fears are reduced and help her to build confidence in people.</li> </ol>	<p><b>Understanding</b></p> <ol style="list-style-type: none"> <li>1. Pointing out and naming objects many times will help babies name them later.</li> <li>2. Babies repeat actions over and over again to understand how things happen. This is part of learning and should not be discouraged.</li> <li>3. Babies like to play pee-ka-boo. This game will help babies to understand object permanence which is, knowing that something exist even when it cannot be seen</li> <li>4. Babies can identify many objects by name.</li> <li>5. Babies try to repeat the words they hear adults say.</li> <li>6. Babies explore the world around them, and like to handle many textures.</li> </ol>
<p><b>Health and Nutrition:</b></p> <ol style="list-style-type: none"> <li>1. Breast-feeding must be continued.</li> <li>2. Milk should be supplemented with traditional family food items in small quantities that are mild (non-spicy) soft and easily digested., twice or thrice daily.</li> <li>3. Baby's weight and growth should be monitored.</li> <li>4. If milestones are delayed or absent immediate professional (Counselling) help should be taken.</li> </ol> <p><b>Safety:</b></p> <ol style="list-style-type: none"> <li>1. Since babies crawl at this age, the surroundings must be clean and hygienic.</li> <li>2. Sharp and small objects should not be placed within baby's reach.</li> <li>3. Since they are able to crawl &amp; do things on their own, the environment should be safe and secure.</li> </ol>	

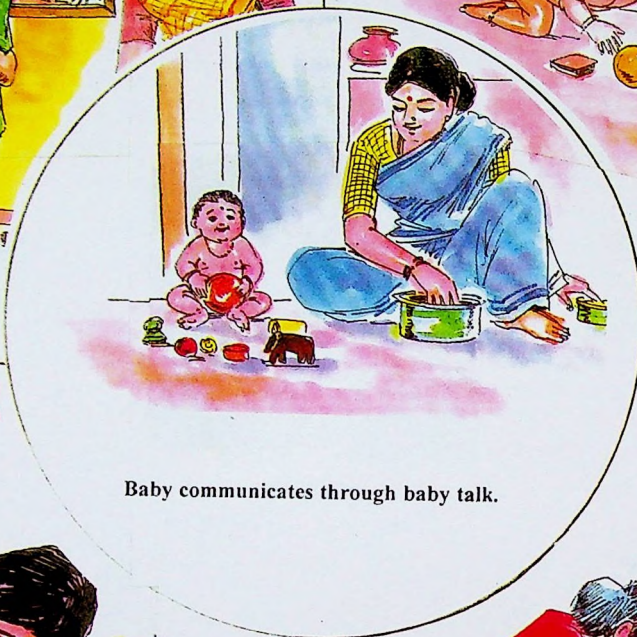
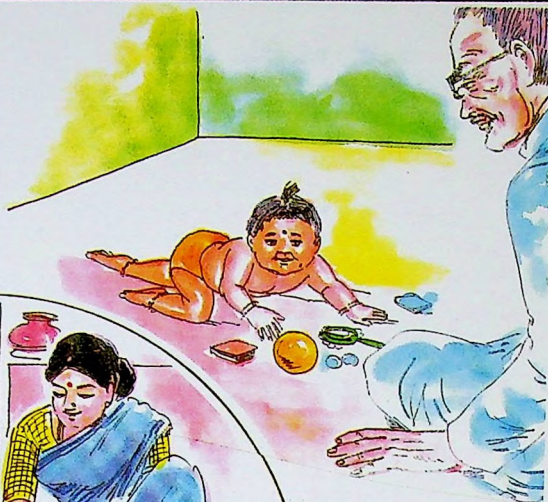


# Crawler sitter Stage - 5 - 8 Months

Calling baby by name, will help to develop a sense of identity.



Provide baby with her favorite playthings.



Baby communicates through baby talk.



Reassure and hold baby when she is frightened by others.



Playing peek-a-boo brings joy to baby.



## CRUISER STAGE (8-13 MONTHS)

### Sense of Self

1. Babies observe and try to imitate the actions of others. They identify strongly with the parents.
2. Expression of emotions of joy, sorrow, anger, boredom and aggression are normal. Babies are only asserting themselves.
3. Babies are egocentric and may be possessive and say 'me' and 'mine'. They name themselves and this is normal.
4. Babies experience feelings of fear and insecurity when forceful words are used to control or correct behaviour.
5. When babies express frustration and anger at not being able to do something, adults should be supportive and encouraging them to try again & again. This enhances self-esteem. If it does not work, they should distract them.
6. Babies enjoy being hugged and cuddled often. This promotes a sense of security in them.

### Physical Growth

1. Babies pick up small objects with their fingers and usually put them in their mouths.
2. Babies love to drop objects and watch them fall.
3. Babies can pull themselves up to standing position, and can stand with support.
4. Babies try to walk and should be encouraged with stimulation and encouragement at first baby begins to cruise.
5. Babies can see and hear clearly and start to try and feed themselves.
6. Rhymes & games stimulate babies

### Communication

1. When listening to songs, watching actions or dancing, babies express their joy by performing rhythmic actions like clapping or jumping.
2. Showing picture books, reading stories and talking promotes language development in babies.
3. Parents & Caregivers should always talk in a clear and sensible manner to babies, with the correct use of words.
4. The language used to communicate while talking or playing should be appropriate to babies.

### Relationship

1. Babies enjoy being with the family and respond to each person individually.
2. Babies express happiness when their needs are understood and fulfilled immediately.
3. Babies like the company of other children but do not play with them. Babies gaze at faces of their siblings.
4. At this age babies try to do actions independently, but an adult should always be watchful.

### Understanding

1. Babies enjoy exploring any object held by them by turning over, rolling and throwing, and examining keenly.
2. Babies like to experiment with different objects to understand their properties.
3. Babies like to repeat actions until they have conquered them.
4. Babies observe and imitate the action of others.
5. Babies like playing games. This helps them understand reality and fantasy.

### Health and Nutrition

1. Breast milk should be supplemented with sufficient quantities of soft, non-spicy foods (Idly, boiled Vegetables, etc.) *developmental*
2. Weight gain, growth and milestones should be monitored.
3. Measles vaccine should be given at 9 months.

### Safety

1. Since babies are trying to stand and walk, the home should be safe and free from risks.
2. Surroundings should be clean since baby puts everything in their mouth.
3. Babies cheeks should not be pinched as a form of endearment.
4. Babies should not be tossed in the air or thrown about. This might cause permanent harm to the baby.

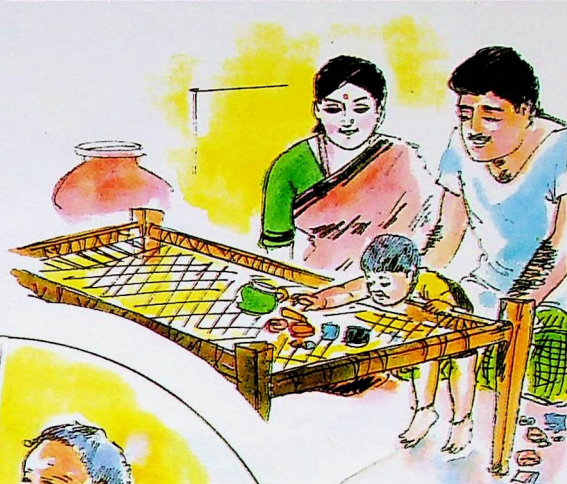


# Cruiser Stage 8 - 13 Months

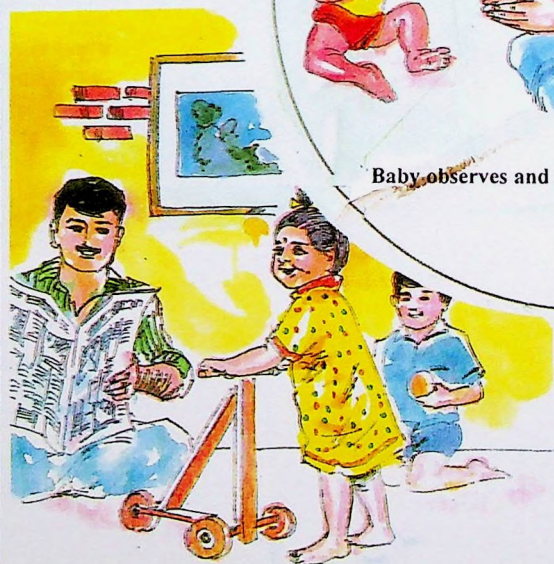
Parents are role models for their baby.



Baby explores and understands object by reaching out, dropping and picking up.



Baby observes and imitates other's action.



Baby enjoys warmth and comfort from the family members.

Baby shows interest in searching for and finding hidden objects.





## EARLY WALKER STAGE (13 to 15 months)

<p><b>Sense of Self</b></p> <ol style="list-style-type: none"> <li>1. Toddler shows interest in imitating others' actions.</li> <li>2. Toddler shows interest in her body. This is natural. When asked to point to her nose, she will touch her nose in response.</li> <li>3. When toddler is stubborn or throwing a temper tantrum, caregivers may adopt the following methods to handle the toddler and promote healthy mental development: a) Appear calm and show patience b) Understand the reason for the behaviour and take steps to move toddler from the situation, by distracting her attention. c) Hitting or threatening, shouting at or isolating the child should be strictly avoided. d) Toddler must be assisted and encouraged in her effort with words of appreciation.</li> </ol>	<p><b>Physical Growth</b></p> <ol style="list-style-type: none"> <li>1. Toddler will be very active and try new activities at this stage. This will improve her motor skills.</li> <li>2. Toddler will hold on to furniture with her hands and try to walk or use a walker.</li> <li>3. Toddler acquires various skills through play.</li> <li>4. Toddler needs opportunities to exercise their finger control. eg. Self-feeding, colouring, etc.</li> </ol>
<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Toddler likes to look at distant objects such as moon and stars. Tell her what they are and help her to learn the new words.</li> <li>2. Toddler begins to be able to connect the word for an object in the real world, to the picture he sees in a book.</li> <li>3. Toddler communicates not only through words, but also by gestures like pointing out, shaking his head, crying and laughing.</li> <li>4. In his eagerness to communicate with others, toddler converses in baby language. He often says "NO" meaningfully.</li> <li>5. Toddler understands the meaning of some words in speech or song and may express this through actions.</li> </ol>	
<p><b>Relationship</b></p> <ol style="list-style-type: none"> <li>1. Toddler acquires various social skills through imitating the actions of adults. This helps her identify herself as an important individual.</li> <li>2. Toddlers are beginning to make choices and selecting games, food, people to play with etc. Toddlers need guidance from parents at this time.</li> </ol>	<p><b>Understanding</b></p> <ol style="list-style-type: none"> <li>1. Toddlers learn about objects through examination, exploration and perform acts such as throwing, pulling, pouring, filling and so on.</li> <li>2. When they play, toddlers learn new concepts such as "inside-outside," and "up-down".</li> <li>3. Toddler's independent choices should be encouraged, by creating settings, which increase her access to people and objects.</li> </ol>

### POINTS TO NOTE

#### Health

- Breast milk may be continued.
- Independent eating of food, along with the family at meal times, must be encouraged.
- Regular monitoring of the balanced diet provided to the toddler is necessary
- If there is a delay in the developmental milestones, help must be sought from doctor, social worker or caregiver and suitable remedial measures taken through early intervention programs.

#### Safety

- The toddler tends to put everything into her mouth. The objects, which are offered for her to play with, her clothes and her bed should be kept very clean. In fact, the immediate environment must be constantly cleaned.
- Since Toddler gains knowledge by exploring everything around. Creating a safe environment is imperative.

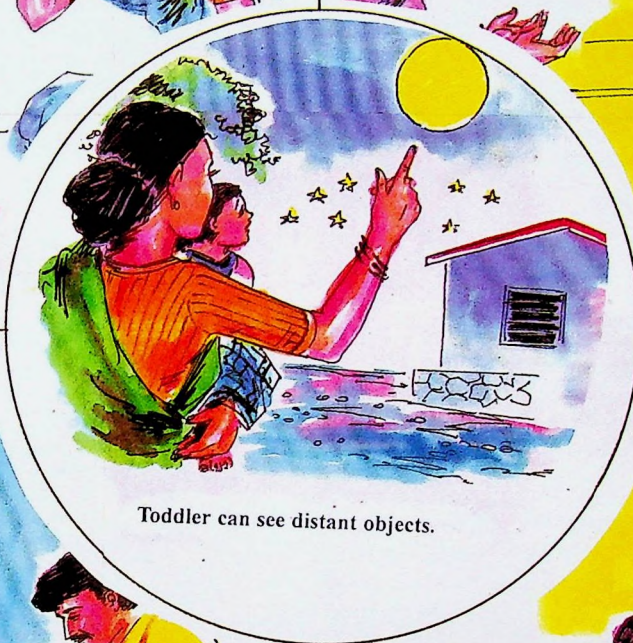


# Early Walker stage - 13-15 Months

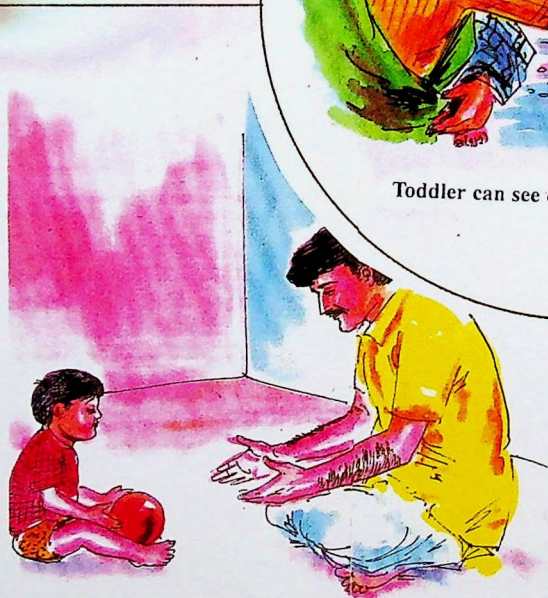
Toddler shows interest in learning about parts of her body.



Encourage toddler to walk.



Toddler can see distant objects.



Playing with your toddler, motivates him to play with others.



In this stage of exploration to learn basic concepts such as *in & out*, encourage toddler by providing various objects.



## WALKER STAGE (15 to 18 months)

<p><b>Sense of Self</b></p> <ol style="list-style-type: none"> <li>1. Toddler tries to do things on his own. This might cause the toddler to become frustrated. Parents should try to gently clam him and try to distract him with another activity</li> <li>2. When toddler has difficulty with an activity, caregivers must be observant and provide support to complete the activity. This promotes self-confidence and pride in the toddler.</li> <li>3. Toddlers feel secure when they are told what will happen next. This helps them to know what will happen next.</li> <li>4. Praise and appreciation for something toddler tried out, makes him feel good about himself.</li> </ol>	<p><b>Physical Growth</b></p> <ol style="list-style-type: none"> <li>1. Providing toddler with opportunities to perform various activities eg. Finger painting, rolling dough, helps in the improvement of his fine motor skills and also brings out his creative potential.</li> <li>2. Toddlers walk sideways, backwards, climb Stairs without support. It is necessary to encourage and supervise toddler in his attempts and ensure that he does not hurt himself.</li> </ol>
<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Communication skills improve when grandparents or other elders narrate stories, sing songs and show pictures.</li> <li>2. Frequently repeating the name of an object helps toddler to remember and recognize it and identify the objects by associating it with the name whenever the opportunity arises.</li> <li>3. Talking about the people and things that the toddler likes, helps her communication skills and language to develop</li> <li>4. Toddlers know the names of some familiar objects</li> </ol>	
<p><b>Relationship</b></p> <ol style="list-style-type: none"> <li>1. Offering support to toddlers when they play helps in the development of their social skills.</li> <li>2. They like to have other children around, and while they find it difficult to share they do play with them in a parallel way.</li> <li>3. Toddlers enjoy playing hide and seek with adults and older children. This helps them learn that people exist even when they are not seen.</li> <li>4. When the parents' set aside some time everyday to play with the toddler, the bond between them gets strengthened.</li> </ol>	<p><b>Understanding</b></p> <ol style="list-style-type: none"> <li>1. Toddler begins to notice that objects are similar and different.</li> <li>2. Toddlers show interest in playing with water, sand and clay and learn some basics of science.</li> <li>3. Toddlers use their senses as they explore objects, for example, touch, smell and sound.</li> <li>4. Toddlers recognize familiar objects and attend to unfamiliar things in a different way.</li> </ol>
<p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Breast milk must be supplemented with soft, semi-solid food and a balanced diet</li> <li>• Toddler must be given the 1<sup>st</sup> booster dose and oral polio drops in his 18<sup>th</sup> month.</li> <li>• Toddler's weight must be recorded on a monthly basis to monitor growth.</li> <li>• When the milestones of <del>growth</del> <sup>development</sup> are delayed or found lacking, the Doctor or the Health Visitor must be consulted and the suggested early intervention in nutrition and exercise must be taken.</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Toddler should not be given toys with sharp edges or cutting tools or scissors to play with.</li> <li>• Caretakers must be watchful to see that the toddler does not hurt himself, while playing.</li> <li>• Care must be taken to see that the kitchen (stove, stored water) is out of reach for the toddler.</li> </ul>	

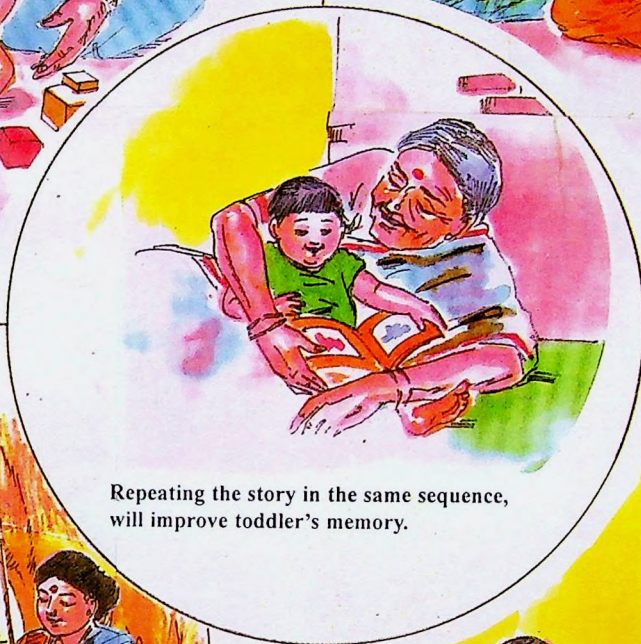
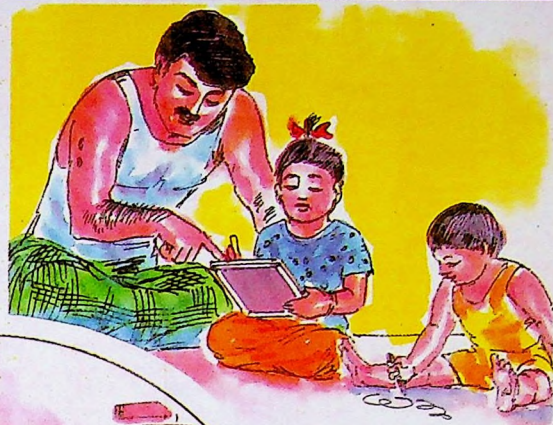


# Walker Stage - 15 - 18 Months

Encourage toddler to learn things independently.



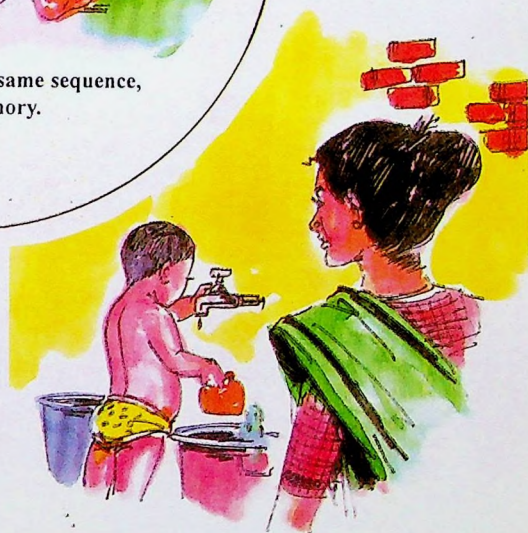
Toddler's fine motor skills become more refined.



Repeating the story in the same sequence, will improve toddler's memory.



Toddler enjoys playing with other children.



Toddler explores and understands the world surrounding him.



### DOER STAGE (18 to 24 months)

#### **Sense of Self**

1. Parents should patiently encourage toddler to perform activities independently. Their support and interest helps the child to progress in every way.
2. Self-esteem of the toddler is enhanced when each and every effort is appreciated and complemented.
3. When toddler observes adults behave in a steady & consistent manner, she develops a sense of security and is infused with self-confidence. This helps her to start new activities.
4. Parents must understand and respect toddler's changing emotional needs, laugh with her, hug or embrace her and express their unconditional love.
5. Toddler's needs (hunger, thirst, sleep) must be recognized & responded to immediately. This attention will help the toddler to express her needs without hesitation.

#### **Physical Growth**

1. Toddlers run, jump, pull, dance and perform several movements. They are trying to coordinate their movements.
2. Teaching toddlers healthy habits through play is important.
3. When toddler shows a preference for using either hand, she must not be forbidden to do so. Allow children to use the hand they feel most comfortable with.
4. Encourage toddlers to assist in getting dressed and encourage them to try on their own.

#### **Communication**

1. Toddler experiences pleasure in listening to music, and the rhythm. At the same time, she is able to understand simple words and emotions.
2. Toddler derives great joy in using household objects as musical instruments.
3. Children can understand more words than they can say. Name every object around them. This improves her ability to speak.
4. Toddler tries to express ideas through words and actions. She is happy when parents/caregivers understand and respond to her needs.

#### **Relationship**

1. Toddler enjoys playing make believe and pretend games. The involvement and support of the parents/caregivers strengthens her relationship with them and encourages her.
2. Toddlers tend to be possessive about people and objects and use the words "me" and "mine".
3. It will take a long time for toddler to learn how to share and give. Caregivers/parents /older siblings can begin to teach the importance of sharing and giving & be role model.
4. Toddlers like to play alongside other children, rather than participate with them.

#### **Understanding**

1. When toddler is at play, parents should try to play with them. If busy with other work, parents/caregivers should continue to show their interest in her activity by talking to her and listening to her, while continuing their work.
2. Toddler learns the nature of objects through various activities for which caregivers must provide the proper environment.
3. Toddler seeks solutions to problems through self-experiment. This also helps to generate ideas and develop concepts.
4. When toddlers imitate elder's positive actions encouragement is necessary.

#### **Health**

- Breast milk to be continued, if possible.
- Nutritious food should be given three times a day.
- Continue monitoring growth by recording the weight on a monthly basis.
- Delay or deficiency in anticipated milestones must be recognized and timely intervention given.

#### **Safety**

- Children at this age are very active and will move quickly as they try out many new activities.
- Parents should ensure that all dangerous objects (matches, penknives, forks) are kept out of reach.
- Children should be watched closely all the time, to make sure they are safe.

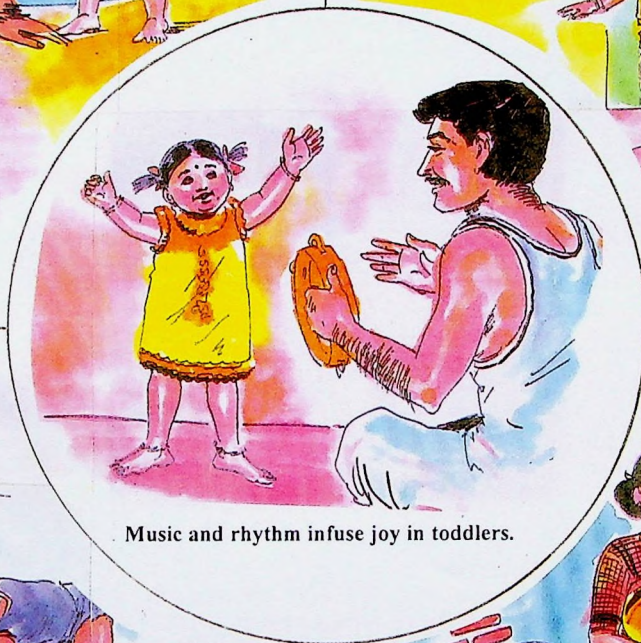


# Doer Stage 18 - 24 Months

Be patient, and provide opportunities for toddlers to do things on their own.



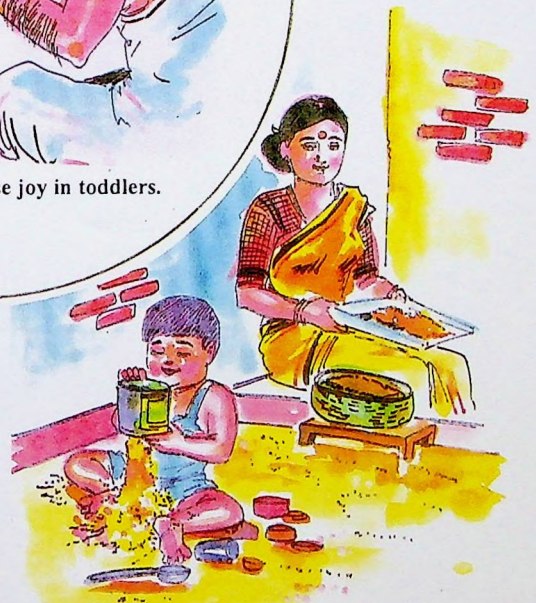
Provide stimulation for toddler to control and co-ordinate body movements.



Music and rhythm infuse joy in toddlers.



Toddler enjoys playing 'pretend games'.



Toddler explores and understands the characteristics of objects in several ways.



## EARLY TESTER STAGE (2 to 2½ years)

<p><b>Sense of Self</b></p> <ol style="list-style-type: none"> <li>1. Allowing and giving opportunities to the child to do simple tasks independently promotes self-confidence in him.</li> <li>2. Children like to have things that they can call their own. This helps them to feel valued.</li> <li>3. When child is discouraged constantly in his actions, he will lack courage &amp; confidence to take initiative.</li> <li>4. Every child is an individual and when the parents/caregivers expect and force the child to perform beyond his skills, or compare him with other children, his self-esteem is adversely affected.</li> </ol>	<p><b>Physical Growth</b></p> <ol style="list-style-type: none"> <li>1. Child displays skills to coordinate body movements and perform new activities and becomes more adept than earlier at all tasks.</li> <li>2. Child has the ability to handle two activities at the same time and is more active.</li> <li>3. Eating on their own, building with blocks and colouring with crayons will help children to develop the muscles in their hands and fingers.</li> </ol>
<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Children enjoy playing "guessing games" and learn &amp; utter new words while playing. This also helps them to converse with adults.</li> <li>2. Narrating stories, reading books aloud, singing and similar activities helps the child to learn to listen carefully, understand and respond.</li> <li>3. During play, child prefers at times, to be left alone. During this time, child carries on in self-play by talking to toys and other items.</li> </ol>	
<p><b>Relationship</b></p> <ol style="list-style-type: none"> <li>1. Including the child in simple family activities helps in the development of new skills in the child and builds relationships with family members.</li> <li>2. Meal times should be shared with the whole family and the child encouraged to eat independently. This helps the child to feel part of the family and provides an opportunity for interaction.</li> <li>3. By closely observing the manners and practices of family members, the child imitates them and wants to be like them. If adults behave in a contradictory manner, child gets confused.</li> <li>4. Through hugs and kisses children experience closeness with family members.</li> </ol>	<p><b>Understanding</b></p> <ol style="list-style-type: none"> <li>1. Child learns concepts of measurement through day-to-day activities. He recognizes big-small, more-less, up-down, before-after and so on.</li> <li>2. Child learns to relate objects with their functions ( a spoon for eating with etc)</li> <li>3. Almost everything the child does is a learning activity for the child. Provide the right setting and your caring guidance at all times, motivates the child &amp; helps him to develop a sense of understanding faster.</li> <li>4. Children learn best through play activities.</li> </ol>
<p><b>Health and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Nutritious food, which is not spicy, must be given to the child at least three times a day.</li> <li>• Any delay or deficiency in growth should be attended to and remedial steps taken.</li> <li>• Television viewing by children should be strictly controlled. Too much television will affect adversely, all areas of a child's development.</li> <li>• To give the child an opportunity for full development, he may be sent to an Anganwadi or Balwadi or other day care centre. Make sure that child does not have to learn formal reading and writing. He is not fully developed in his mental &amp; motor skills and is not ready for these activities.</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• As the child is fearless and keeps trying out activities beyond his physical abilities, parents/caregivers must be observant and act when needed.</li> <li>• Child should not be allowed to do anything dangerous or risky.</li> <li>• The home should be kept free of dangers and risks for the child (kerosene oil, matches, knives etc.)</li> </ul>	



# Early Tester 2 - 2½ Years

Child's self-confidence develops, by doing things independently,



Child reveals skills by performing various activities.



Child enjoys 'guessing games'



Child must be encouraged to eat independently.



Day-to-day activities make the child understand quantitative concepts.



## TESTER STAGE (2 1/2 years to 3 years)

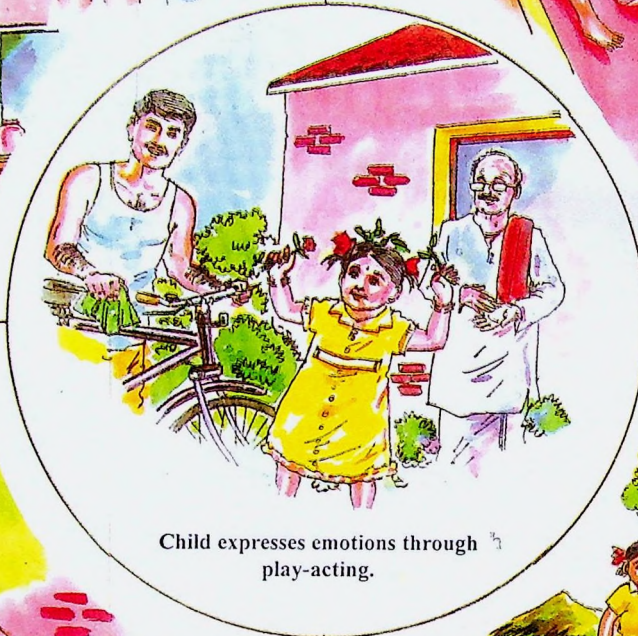
<p><b>Sense of Self</b></p> <ol style="list-style-type: none"> <li>1. Allowing child to perform self-help activities increases self-confidence in her.</li> <li>2. Child expresses emotions of different types clearly. Their emotions can change very quickly. Sometimes, the emotion is expressed strongly by the child and may result in a temper tantrum. At this time, the child should consoled patiently and her attention diverted.</li> <li>3. Though the child can do things by herself, she may seek the attention of others for approval. When they approve, she feels happy.</li> <li>4. Branding or labelling the child as "stupid", "shy" or "cowardly" should be absolutely avoided. This kind of word to describe her, will make her feel unworthy.</li> </ol>	<p><b>Physical Growth</b></p> <ol style="list-style-type: none"> <li>1. Child's physical coordination and skill to do things get strengthened and she is physically able to discover new skills in herself and play games.</li> <li>2. Children explore their surroundings and learn as they do.</li> <li>3. With the development of fine motor skills, the child is able to draw horizontal and vertical lines.</li> <li>4. They are extremely active and need to expend their energy and be given all kinds of opportunities for play activity.</li> </ol>
<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Child listens keenly and imitates adult speech. She constructs sentences of two or three words.</li> <li>2. Child loves listening to stories repeatedly. When stories are narrated, she expresses joy by facial expressions and gestures.</li> <li>3. While playing on her own, it is natural for the child to talk to herself or to her toys.</li> <li>4. It is natural for the child to ask questions like "why", "what" and "when".</li> <li>5. Child expresses emotions and ideas through play activity – appreciating this improves self confidence</li> </ol>	
<p><b>Relationship</b></p> <ol style="list-style-type: none"> <li>1. Since child's imagination is fertile at this stage, she shows interest in role-play games.</li> <li>2. Watch out always that the child is active, safe and happy when at play. If she is not, deal with gentle firmness, diverting attention or pacifying her.</li> <li>3. Child sees herself as a member of the family and wants to be a part of all interactions.</li> </ol>	<p><b>Understanding</b></p> <ol style="list-style-type: none"> <li>1. Child recognizes concepts of before after, more-less, big-small up-down, using objects around her.</li> <li>2. She enjoys playing with older children and imitates them.</li> <li>3. She shows interest in jigsaw puzzles, guessing games, building games etc</li> </ol>
<p><b>Health and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Though the child eats with the family, the food given to the child should not be spicy. Keep the child's share separate before adding hot spices.</li> <li>• The child's weight must be taken and recorded every month, and development monitored.</li> <li>• When the doctor visits the childcare centre attended by your child, bring up any observation you have made of the child, which is unusual or different from the others.</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• The child's routines should be kept undisturbed as far as possible. It is not advisable to take the child along for an adult cinema, where the theme is unsuitable and the duration too long.</li> <li>• While encouraging the child's self help activities, ensure that the settings are totally safe.</li> </ul>	



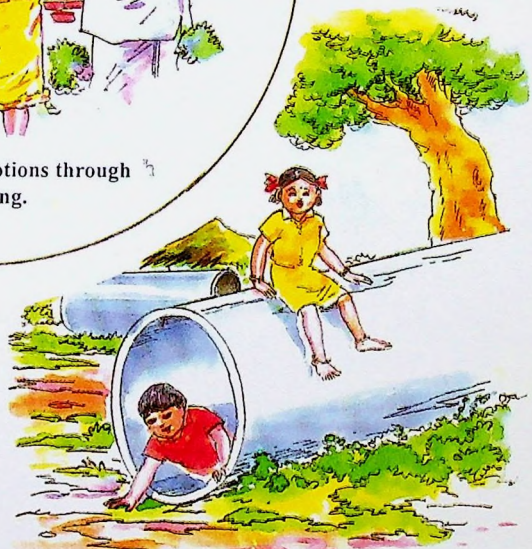
# Tester Stage 2½ - 3 Years

Child prefers doing activities independently.

Set a safe environment for the child to play actively.



Child expresses emotions through play-acting.



Child prefers playing with older children.

As child's imagination grows, interest in role play increases.







## Report on the Bangalore Workshops on the 'LEARNING THROUGH PLAY' Calendar Parenting Programme

### Name of the Organization:- REDS

They work with the children and families of Rag pickers, Street children, School Drop outs, Pre School in the community, Day care centers, Non Formal Education Centers.

Name of the Participants:- 1. Ms.Anthonamma 2. Ms.Fathima Bibi 3. Ms.Claudia Sumathi

### Report:- April - May 2002

1. Pre workshop Parenting issues that they were concerned about End of April
  - Fairly good understanding of the parenting issues.
  - Stimulation, Bonding, Nutrition.....
  - More concerned about the 3-6 year old children.
2. Their needs from this Workshop
  - Their need was to learn better communication skills with the parents as well as with the children.
  - To learn about 3-6 years old children's activities, and how to stimulate the children with these activities.
3. The Nature of work of the participants
  - Pre School Teachers.
  - They get lot of opportunities to meet the parents daily, and also in the parents meetings.
4. Feedback at the end of the first 2 days of the workshop in April 2002
  - Better understanding of the age appropriate play activities.
  - The importance of the brain development.
  - They felt more confident about the communication skills with the parents.
  - Understood the importance of first three years.
5. Review in May (After a month) Fathima, Antony Mary
  - Written Review report and feed back after the second phase is not available but following is the verbal feedback.
  - I have two children. Often I used to beat them out of frustration and never allow them water play.
  - Now I am allowing them to play with water and also I am making an effort not to beat them.
  - Some mothers I approached told me blankly - go tell your Ramayana elsewhere.
  - Breast-feeding till 2 years is quite common. Mothers play with the children and do not think of sending them to School. They feel they are unlettered and cannot teach and help the child.

However for myself and those who come to my Day Care Centre I can use these messages.



6. Feedback and sharing of their experiences in July 2002 ( a month after training)

- They were able to train 15 of their own other staff members - in LTPC. The special highlight of their sharing were the points regarding brain development.
- Disseminated Parenting information to the parents of school dropouts in their community.
- Visited street children and rag picker families and talked to them about parenting and shared the calendar messages.
- The messages can also be taken through the SHG's.
- Parenting values picked up from the Joy of Parenting programme and used them to talk to the parents of the teenage children also.
- Fathers in particular were quite surprised to note how important it was for them to play and cuddle the child.
- The Parenting messages are like distributing sweets in the community - nobody will refuse them.

7. Hema's Visit to REDS on 20/11/2002.

Went to CHC to pick up Mr. Rajendran and then to proceed to the biggest slum of Bangalore in Koramagala.

Met Dr. Thelma at CHC. Briefed her about my visits to the organisations .

We went to the field center of REDS where they are working.

This was the most disappointing after the very interesting interactions I had in other places.

Met their staff who are all working in their preschools in that area.

The following are the staff who met us.

Ms Gayathri, Ms. Rashma, Ms Gulazar, Ms. Vasanta, Ms. Usha, Ms. Kausar, Ms. Rajeswari, Ms. Ammu, Ms. Rekha, Ms. Gladia, Ms. Selvi, Ms. Sophia, Ms. Krishnaveni, Ms Sathya.

Ms Anthoniamma , who took training with us , who is mainly a teacher in their non formal education , has trained the other preschool staff in the calendar. I asked them to fill the profile formats of those and also to fill in the feedback form, so that we will be able to know what they have understood.

But the staff seems to be very negative in their approach, may be because of their difficult stubborn experience with the parents in the area.

They are having 4 centers in that area.

About 100 children are there in the non-formal education between the age of 5 and 15. Ms. Anthoniamma has talked to few of the parents of these children, but they feel the parents are not responding.



Even the preschool teachers are also finding it very difficult to disseminate the messages to the parents of this area. They were saying, parents have no interest and patience to listen. They some times get angry also with them. They have tried to talk to 10 parents.

Apart from that ,I felt the preschool teachers needs training with us. They are not sure and confident them selves. Because of that , they have not tried at all.

What surprised me was, In the July meeting , they had told that they have reached out to parents and it was very well received, but today, they said they haven't been able to do much at all.

Most of the families have more than 3 children, some having 7-8. There is no family planning, and women are not following any kind of family planning methods. The elder children take care of the siblings, while the mother is most of the time away on work. They are either housemaids or agarbathi workers. Poverty, too many children to take care, alcoholic husbands to cope have made these women very indifferent to child care in general.

They say that they send their children to school only on that day when they supply ration, and rest of the time children are all on the roads. Boys are not sent to school. Instead they go to work, or rag picking or some such thing, and rest of the time on the streets.

Most of the children get into bad habits very early, and to crime. This area which is predominantly Tamil area , is full of all kinds of criminals, where youngsters , and unemployed uneducated ,drop outs and rag pickers almost all the time live on the streets.

In fact while we were driving through the lane, hundreds of children both very young to youth are all on the streets fighting playing etc. which made me ask them about it.

The Staff of REDS also are not at all enthusiastic. They have SHG s in the area. I told them that I will come and talk to the leaders of this self help group women about various issues. In fact, I thought of taking the Doctor from CHC also along with me to talk to them about Family Planning issues. So that these leaders , the women will be able to motivate others. During that time, the staff also can be there to get more awareness.

Their coordinator, Mr. Vijay has joined them after our workshop in June. He has not even looked into the material. I told him to read the information and help the staff to understand and talk to the parents.

I felt, it may be a good idea to call all the coordinators and give them a day's session.

They are not in a position to give any feedback report, but can give a survey report in a very general way.



**Name of the Organization:-** Stepping Stones.

Infant Programmes, Toddlers Programmes, Pre school programme, After School Programme.

**Name of the Participants:-** 1. Ms.Anthonamma 2. Ms.Fathima Bibi 3. Ms.Claudia Sumathi

**Report:-**

1. Pre workshop Parenting issues that they were concerned about
  - Age appropriate Play.
  - Emotional development
  - The needs of the child.
2. Their needs from this Workshop
  - To learn more about play activities.
  - To understand the parenting issues and how to disseminate.
3. The Nature of their work
  - Managing a parent child center. And a pre school.
  - They meet parents very often.
  - They meet parents who are well educated and affluent..
4. Feedback at the end of the first 2 days of the workshop in April
  - Very happy and felt that the calendar is a very useful tool.
5. Review in may (After a month)
  - She contacted many parents with various problems.
  - The calendar was very useful.
  - She used the messages also to give solutions.
6. Feedback and sharing of their experiences in July 2002 ( a month after training)
  - Very happy about the programme.
  - Felt that the programme is very direct and simple in approach, with no heavy technical words. That is what impressed them.
  - They are very sure that this programme is very useful for their parents.
  - Since they are meeting educated parents who can afford to spend money, they want to introduce this programme by charging them for the set of calendars and the supportive material.
  - They are sure to convey this to 100 parents. Who come to their center and the school. They are also running crèche in corporate offices, which they feel is very important meeting point of young parents who are in need of these messages.



## 7. Hema's visit to Stepping Stone on 29/10/02.

They have a very small place, single storied house.

We spent 2 hrs in their center.

Mr. Rajendran from CHC also accompanied.

Stepping stone is mainly a day care for working parent's children in the area.

There were about 15 children below 4 years, at the time when we went. They were all very happily playing, talking, and generally enjoying. The staff were busy playing with them, and then later busy with lunch arrangement.

They get primary children after school. To stay till 6.00p.m. They seem to be having lot of problems with them and they want us to talk to parents of these primary children.

We met Ms. Gowri subramanyam, and Ms. Meena who is running the center.

They have trained their own staff members, Ms. Kasthuri and Ms. Sylaja, in parenting using the Learning Through Play calendar.

It has helped those two staff very much, and their attitude towards various aspects have changed.

They have also trained one Ms. Vijaya from Akshara foundation, sent by them to get training. As part of their training they included the calendar training also, and they felt it was very useful.

I have asked them to give us the profile format of these.

Their report on their experiences after the training, and how they are using the calendar, and has it helped to solve any of the parent's problems in caring children will be sent to us in detail after few days.

Ms. Meena and Ms. Gowri shared some of their experiences, and how it helped them to solve problems like tantrums, eating problems. They feel more confident to talk to parents because of the calendars.

They have talked to 5 affluent parents, and 10 underprivileged parents using the calendar, and they are planning to take this across to all their parents also.

Stepping stone is also conducting counseling classes to Pregnant ladies, who are sent by few gynecologists. The information on emotional aspects which we gave during our workshop has helped them to talk to them about it. They are also using the information on brain development, which is very useful for them.

In fact, the idea of networking with the gynaecologists and pediatricians, and having an understanding with them to send them to learn all about parenting seems to be a very good idea, and they are using the parenting information well to convey.



Ms. Meena being a consultant to one corporate company called Bio-Con, which is running a day care within their campus, she is now using the learning through play calendar messages for them also. Most of the children are the children of the teachers from the school opposite, she is planning to get those teachers to talk about parenting to them.

She is also consultant in an orphanage run by a missionary, where she wants me to go and talk to the senior children.

They need 3 sets of kannada calendars.

Their report and the commitment letter, general socio economic survey report will follow.



Name of the Organization:- Deena Seva Sangh

- Deena Seva dispensary.
- Nutrious feeding programme.
- The DSS community Health project
- DSS school health programme.
- Reha ilitation programme.
- Vocational Training Centres for women.
- Andal girls home.
- Seva Ashram Children's Home.
- Students home.

Name of the Participants:- 1. Mr.Kulakarni      2. Ms.Seethamma.

Report:-

1. Pre workshop parenting issues that they were concerned about
  - Health and hygiene.
  - Parenting.
2. Their needs from this Workshop
  - How to convince poor parents about finer aspects of parenting.
  - Needed material to talk about parenting.
3. The Nature of their work.
  - Health officers-Communicators.
4. Feedback after the first 2 days of the Workshop in April
  - They wanted more practical experiences.
  - Expressed that smaller group would be better.
  - Expressed the need to get certificates at the end of the programme.
5. Review in May (After a month) : Mr.Kulkarni and Seethamma
  - Used the Calendar messages well.
  - They felt it was very useful and convincing to talk to the parents.

We are undertaking special project in 3 slums.

The focus is on MCH - however do get to meet fathers and other elders.

This is a new 3 area we can speak about and develop a rapport with the community.

While the women may be illiterate - they fully enjoyed seeing the pictures and the cute children.

There are older siblings who are looking after younger ones and who can benefit from this Parenting Programme.

We will also bring this up in our group discussion.



6. Feedback and sharing of their experiences in July 2002 ( a month after training)

- They met Parents of children from different age groups and were able to give solutions to parents problems by referring the Calendar, either the message or the picture which are given age appropriately.
- And they were also use all the information during the workshops they hold for 15 - 20 parents at a time..
- They were able to solve parents "NO TIME" problem by telling them about time management.
- They have incorporated *Parenting* as a topic during their on-going 3 day workshop on Health and Hygiene which they conduct for volunteers in the community.
- The feedback from the community highlighted the importance of cuddling, father's involvement, talking to the child from infancy, learning to deal with naughtiness

7. Hema's visit to Deena Seva Sangha on 12/11/2002.

Had a very interesting meeting with MR. Rama Rao and his other members of the sangha. He was so very happy that I was very punctual. He was ready with all the material and people, which was such a change from the other places. He is very happy about the parenting programme. In fact he said, how they in DSS did not think of it earlier. Their main programme is health and hygiene. But they are very effectively and meticulously including this parenting also in all their routine activities.

They call 25 to 30 parents once a month for a full day workshop to disseminate information on health, hygiene, communication, leadership, and now they have included parenting skills also as one topic. Apart from this, in the field daily when they visit, the calendar is shown and parenting message is given.

But he was telling me that it is not enough. Parenting needs a separate workshop. and they don't have enough money to do that. If Bala Mandir funds , then he is prepared to conduct workshops to reach out to many people and also document and give feedbacks .

He has given the budget for one workshop.

The interesting thing is, he gives Rs.25 to each parent to attend the workshop. As that is their daily wages, it is an incentive for them.

He said, otherwise, they don't attend with interest and the information is very important to reach to people.

Their home visiting record is very good, which he showed it. They are able to follow the child's growth and development for few years .



Ms. Seethamma and Mr. Kulakarni who attended our sessions, shared their experiences in the field and how this programme and the calendars have helped the community. They will be sending their report very soon.

Later we went along with them to the slums, Okalipura. where they are working extensively towards building toilets in each house and teaching them cleanliness, helping them when they are sick.

It was my first experience into the slums of Bangalore.

Deena Seva Sangha is doing excellent work in health and hygiene, and because of that the community have such a high regard for them. Both Mr Kulkarni and ms. Seethamma have very good relation ship with all of them.

We had a meeting with the parents. Every house hold as we walked along are all aware of the calendar and the messages. There are about 200 houses. They are planning to enlarge the calendar and put it on the walls of the houses, so that as they walk through they can look at it.

The parents main problem is their husband's alcoholism. They seem to be otherwise very good to their children and being Agarbathi workers, they stay at home doing their work.

They shared their problems, specially health .

In few houses the elder girl is staying at home taking care of the younger siblings.

One interesting thing about Bangalore slums is---There are many NGOs with the govt or without ,seems to be doing lot of work and lot of money is being spent to keep the slums clean and also health awareness.

When one compares the slums in Chennai, here it is very well kept and people are more aware of ,and they are also looking better., even though most of them are Tamil speaking. There seems to be a kind of a competition in doing things for the slum people.

Apart from that , Infosys and other corporate people are also doing work. And trying to bring in lot of education programmes for children.

I have explained to them about the report and the general survey report, which they said that they will send it by the end of the month.



**Name of the Organization:- DEED**

- Child care services
- Family services.
- Community services.

**Name of the Participants:-** 1. Ms.Kamala 2. Ms.Prema 3. Ms.P.Geetha  
4. Ms.P.Shanthakumari 5. Ms.Velankanni 6. Ms.L.Prabha

**Report:-**

1. Pre workshop parenting issues that they were concerned about
    - Not much aware of parenting issues. Only about nutrition.
  2. Their needs from this Workshop
    - How to teach children
    - How to take care of them
    - How to counsel teenage children.
  3. The Nature of their work.
    - Teachers in non-formal education
    - Meet lot of teenage children in their work.
  4. Feedback after the first 2 days of the Workshop in April
    - Very happy "Parenting". The topic was new to them.
    - Felt it very useful.
  5. Review in May (After a month)
    - Most of them used the Calendar with the parents and were quite happy about the effect.
    - They seem to have used the Calendar in different situations, like home visits, mothers meeting.
    - They felt very comfortable to use the calendars and messages.
- Gita:- We can easily give these messages at the monthly mother's meeting. A mother in the neighborhood who was quite ill-planned was sending her children late to the stages - She understood the importance and need for play and interaction and started spending time in conversation etc. - saw a difference in her children from careless to more careful and caring.
    - Other parents liked the divisions in LTTC - they did not know that there are so many ways in which a child needs to given.
    - We have missed out some things for our child - we shall ensure better for the next (Nepali).
    - We went to the mothers with the messages and they really enjoyed it. I have always had stage fright - But your training programme has helped me overcome it. I feel more confident now.
    - an office going mother I spoke to is trying to spend more time with her child.



- We are very happy our HOD sent us and now was happy where we should our joy, with her.
- Nice to see Grandma other's face in LTPC.

Villankkai, Shanthakumari

- We always listen critically. I was at first scared and then decided to share it as tips rather than a talk.
- Use it when you have time.
- Some of them are maid-servant of affluently child they are happy with these messages. She spends time.
- About patience and criticism - did not know what to say. All those in my mother's group had older children. So I called in a separate group. At first they said "No time". But when I showed LTPC they were interested in the pictures and messages. They liked the Tamil".

#### 6. Feedback and sharing of their experiences in July 2002 ( a month after training)

- They met 10 families.
- Had mothers meeting and shared the messages.
- Most of the mothers asked for the calendar books, both in Tamil and Kannada.
- LTPC was helpful while dealing with problems of older children since it highlights need for unconditional love, interaction between parents and children.
- They met parents older age group children's parents from their non formal education programme. Used the Calendar to solve their problems. Talked to them about universal parenting value and the needs.
- Met 10 mothers of children in the age group of 1-3 years. All of them asked for the Calendars while waiting in the OP.
- Met a mother in the hospital and disseminated the messages, while waiting.
- Gave a solution to the mother who was complaining about the child's tantrum.

#### 7. Hema's Visitto Deeds on 18/11/2002.

Mr. Rajendran and an Young doctor Ms. Mary, who is working in CHC also accompanied.

Met Mr. Thyagarajan, and Mr. Sundaresh , programme In charge. At DEEDS office in S.K.Garden area

They are very keen to have a meeting again of all the NGOs who participated in the workshop, to plan jointly . Mr. Thyagarajan feels that parenting being a very important issue in the communities, for all age group children, one organisation, or one person cannot do things, and it should be the joint effort with commitment.



When I told them that I am quite ready to conduct sessions, whenever they call, he was very happy about it, and they may do so. They are also working in few districts of Karnataka also for working children and ,conducting non-formal education.

After meeting them, Mr.Sundaresh took us to a slum called Sathyanagar, in Fraser town where they are doing lot of community work.

They have a file making unit and paper bag making unit for the women in the group. All these women were waiting for us.

The field workers who took training were in charge of this center and a day care center near by.

The DEEDS staff wanted me to talk to them about the Brain development, and the importance of good environment at home.

Some of them had problems like eating , bedwetting. Told the mother about the reasons, and also how important it is to not to talk about it . The child will feel more miserable. Dr. was also able to calm the mother by telling her not to worry, and if she is tested for infections and if that is not the cause, she may get over that soon. Mother was happy for the concern and attention we gave to her problem. The doctor From CHC talked to them about the importance of Hygiene, and De worming the children as well as the family people. One of the mother brought her 5 year old child who is not talking, but otherwise all right. I explained to them in the calendar, how some times the developmental delay can be identified and helped by stimulating accordingly. Dr. also tested the child for hearing and suggested what to do and where to go for testing.

Parents were all very happy with the staff of the DEEDS who are giving them lot of inputs on parenting.

Most of the parents are all House maids, and they are also in the SHG .

We went to see their daycare nearby. Around 25 children were there who were all eating Lunch. Gave them a suggestion to hang the calendar in the center .Staff told us that they are now very much following the calendar. Earlier they were making the children write, but now through play they teach. And also .only after 5 years they make them write in the books.

After that, we visited another slum near Lalbagh called Ramana nagar, a big slum. but neat with big roads. In fact even the earlier one also was very neat with big roads and good houses.

We had a very interesting session with a large group of mothers in this center. It is a big center with a programme co-ordinator Ms. Vijaya , doing various activities like, non-Formal education for drop outs and working children,



Running day care for nearly 40 children, conducting women's group meetings, and field visits. The staff who took parenting training Ms. Geetha and Ms. Prabha are very enthusiastic and active ones.

The parents had brought their children between 1 month -2years along with them. The older ones are all in the daycare, who were all sleeping.

They wanted me to talk to them some thing new. I started asking each one of them to tell me what is it that they have understood by the calendar and the parenting workshop that the DEEDS have conducted. So each one said one point which almost summed up ,all the parenting issues. The parents specifically wanted me to talk about Breast milk.

Some of the other issues that they wanted to discuss was. Over protectiveness, comparison, thumb sucking, play,,punishment.

I told them also couple of stories..

Few of the parents wanted to ask the doctor about family planning, bleeding during menstruation and things like that.

Dr. Mary from CHC, though young, having 2 children, is a very concerned person and she was talking to them very well, making them feel comfortable to ask about their health problems. She told them about de worming, and how important it is to take care of hygiene. And how important it is to teach children not to use outside roads as toilets, but to go to the community toilets.

Here again, told them about general survey and their own personal experiences report .

They said they will send it by first week of December.

One of the staff who had a problem mother who was treating the child very harshly, and because of that the child's development was not all right told me that her constant talking to the mother and spending time with the child has helped a lot and now the child is fine and doing well. He laughs and talks now. She said, all this was possible only because of the training and the knowledge gained during the parenting workshop.

They were asking for few more calendars, for which they will contact Mr.Rajendran later.



**Name of the Organization:-** TRED, Talawadi

- Adivasis programme.
- Dalith women programme.
- Programme for persons with disabilities.

**Name of the Participants:-** 1. Ms.Jayalakshmi 2. Ms.M.Shantha  
3. Ms.Shanthakumari

**Report:-**

1. Pre workshop parenting issues that they were concerned about
  - Good awareness on parenting issues.
2. Their needs from this Workshop
  - They needed to know more parenting information during pregnancy.
3. The Nature of their work.
  - Health workers.
  - School health programme
4. Feedback after the first 2 days of the Workshop in April
  - Felt good about it.
  - Felt that workshop will be very useful for them to convey the parenting messages in their community.
5. Review in May (After a month) Jayalakshmi, Shanthi
  - Visited villages and used the parenting messages with the pregnant mothers.
  - Tribals feel they can look after their children. They told us there is no need for you to come and tell us. The teachers in the school were very receptive and we spoke about these ideas in our Monday Meeting. We will reach parents through them.
  - Many villagers I spoke to were very happy to hear these ideas. My sister used to beat her child k- I showed her LTPC. She said I was beating - without knowledge - now I will avoid beating.
  - We can spread these messages in 7 villages. My sister has a young child. Through LTPC I have shown her different activities she can do with her child and have time she spends with her child will help its development.



6. Feedback and sharing of their experiences in July 2002 ( a month after training)

- They trained 4 more of their staff.
- 45 villages are within their field of work. They were able to contact balawadi parents and teachers through the monthly meetings
- 1 to 5 standard parents were invited to witness in the evenings drama, role plays and street theatre. The scripts have been developed by the staff and were found to be a very effective method of disseminating the Parenting messages and teaching Parenting skills.
- The Parenting values expressed in LTPC helps participants reach a higher level of thinking.

7. Mr. Rajendran's visit to TRED—Thalawadi on 7<sup>th</sup> December, 2002.

The following report sent in by Mr. Rajendran . I could not go due to lot of disturbances in that area during that time, as it is the area where Veerappan's adventure took place and Mr. Nagappa was killed . I am planning to make a trip at a time when they are arranging a workshop.

TRED is a grass root level organization working for tribal and scheduled caste people's development in the remote and draught area of Talawadi in Tamilnadu.

They are covering 47 villages and community health programmes are going on in these villages. Community based rehabilitation for handicapped is also one of their very effective programme.

Following three health workers attended parenting skills training programme and they are very effectively implementing the parenting programme in their area.

1. Ms. Jayalakshmi.
2. Ms. Shantha Kumari.
3. Ms. Shanthi.

There are seven health workers in TRED including the above, who got trained at Bangalore. These three conducted parenting skills training for others. They discussed in detail the use of LTPC.

They have conducted sessions in 21 villages for the women groups, about the parenting skills. Approximately they have contacted 450 parents in their working area, and the following are the villages they have contacted.

1. Igglor
2. Chikkahalli.
3. Thalavadi
4. Balapadaga.
5. .
- 5..Ellakatte.
6. Marure.
7. Kungundapuram.



They have integrated the parenting programme with the community health programme. Ms Nalini, Co-ordinator for community health programme said that every monthly meeting they have discussed about the parenting programme and reviewed it.

From January 2003 onwards, they have planned to conduct parenting sessions for 10 anganavadi children's parents in thalavadi thaluk. For that purpose they have requested 10 sets of Tamil Calendars immediately.

They would like to give 5 sets of kannada calendars to each women sangas of 45 villages. Already they have contacted 21 villages, and the remaining they would in January 2003. For that they need 215 kannada printed calendars. They feel that the photo copied version is not very clear. They Have requested to conduct refresher workshop, and also to conduct 2 day workshops in February to the following at their place, They have promised that they could organise teachers to attend.

- All the health workers of TRED.(Refresher)
- 2 from 45 women sangas.
- 45 Balavadi teachers from 45 villages.

While interacting with the parents, they have expressed that this is very new to them, and they have always thought about their work for their livelihood and neglected children. Now they have realized the importance of love, care, talking with the children, playing with them. This has helped them to understand new things in nurturing.

Health workers of TRED said, in the beginning the parents were not showing any interest in this programme.

So, because of that, they decided to include in each of their health sessions, and talk about parenting. This generated interest and slowly, they started showing lot of interest in the calendars. These health workers are planning to prepare a street play on parenting, and they have requested to send some scripts.



Name of the Organization:- Sanjivini Trust

- School Health programme.
- Child health and nutrition.
- Lobbying and advocacy.

Name of the Participants:- 1. Ms. Annapoorni 2. Ms. D. Geetha

Report:-

1. Pre workshop parenting issues that they were concerned about
  - Very good awareness on parenting issues.
2. Their needs from this Workshop
  - Needed to know finer aspects of parenting.
3. The Nature of their work.
  - Health and adolescent programme workers.
4. Feedback after the first 2 days of the Workshop in April
  - Very happy and felt it would be very useful for them.
5. Review in May (After a month)
  - Not available, because they were not able to meet parents.
  - But used it among relatives and friends.
6. Feedback and sharing of their experiences in July 2002 ( a month after training)
  - Helped me to understand my child better and the need to be more pleasant with her (CHC Naveen)
  - The LTPC gave me what I needed for the stage in which my niece was - 8 months and she did not say much - we realized from the Calendar that therefore she was in the care of her grandmother who rarely spoke - she had not received proper stimulation.
  - I am under constant work and home pressure and get angry often LTPC was very useful to me personally. It helped us with my 3 yrs. old niece who was throwing things around - when we converted it into a play and understood it as such and stopped scolding her. Things eased up - My sister was more relaxed - I gave her a Xerox copy (Sayan Training).
6. Feedback and sharing of their experiences in July 2002 ( a month after training)
  - Identification of the mal nourished children - and how to help the parents to stimulate those children.
  - Planning to use the Calendar in the Mother's group meetings.
  - When they are going to use the assessment scale (Like TECER scale), they can also meet the Creche workers and the parents.



7. Hema's visit to Sanjivini on 25/11/2002.

Mr. Rajendran and Dr. Mary from CHC also accompanied.

We met MS Annapoorna (Geetha), and Ms. Geetha at their office., Both of them attended the parenting workshop. These 2 are founder members of sanjivini along with Dr. Zacharia

Interestingly, all the three of them were earlier working in Deena Seva sangha , in their school Health Programme, and later got together to start Sanjivini" in 1996.

They have a small office in Dr. Zacharia's parent's compound, including them-- 4 staff members.

They make nutrition -supplement Flour and sell them at the premises.( Supplementary food) It was very tasty and good. It is prepared by these 4 members only.

They run 3 school Health Programmes---- in Austin town for 10<sup>th</sup> st students, Viveknagar 7<sup>th</sup> students in their 3 school, Neelasandra 7<sup>th</sup> students. They have prepared their own curriculum. Their main area of work is the school Health Programme. They take training programmes for health workers.

They have just started the Learning Through play calendar programme in the community. They are working in a slum called Ambedkar nagar near Koramagala opposite to Asian games village complex.

We went there and spent about 45 minutes in their center.

They have a class for 2-3 year olds called Stimulation class every day. One teacher and a helper is taking care of that.

30 children are attending that class. Now they are planning to take parenting class for these 30 parents .. So far they have done for 5 parents.

5 more parents had come at the time we went. They seem to be quite young parents. The girls seems to be getting married very early and get children also. No family planning again, and 4-5 children is common. According to sanjivini staff, mal-nutrition is very common. So they focus on mal- nutrition—awareness on nutrition, monitoring the effect of the nutrition supplement , immunisation, family planning. But they expressed, it is very difficult to really change them, because men are not doing anything about all this. Here again, the same story, like men are not working, or alcoholics, children are not in school, drop out rate is high, early marriage of girls. The reason seems to be, if the girl is by 16 very difficult to protect her and take care of her, marriage is the safest way to keep her free from problems of eve teasing or any other related problems.



Mr. Rajendran and Dr. Mary offered to help to talk to the men on alcoholism and family planning, deworming. The DR. Feels the worms are the main cause for various problems in children.

At their center which is small but kept well, they make the community women to prepare Nutritious powder( Sathumavu), . 8 women are working for that and they are being paid.

The future programme—

They are planning to train their one teacher and the helper in the Learning through play calendar, so that they can use it well and also talk to the parents.

And they are planning to contact all the 300 parents in the locality who are all in their health programme to disseminate the parenting messages with the calendar. They are planning to call them in small groups and do that. These women come to the center once a month to collect the powder and weigh the children, and generally get checked for any health problems.

They use puppets to convey health messages. They may use the same technique to convey some of the parenting messages also.

They may be able to complete it by the end of January.

They will now give a report on what they have done so far with 5 parents and also their own feedback on that. Briefly write a survey report.

We could not meet Dr. Veda. She had to go to attend some meeting. I will talk to her over the phone later.



**Name of the Organization:-** TREDA

- Residential programme
- Primary rehabilitation.
- Aftercare services.
- Training programme in treatment of addiction and counseling.

**Name of the Participants:-** 1. Ms.A.Joyce.

**Report:-**

1. Pre workshop parenting issues that they were concerned about
  - Aware of the parenting issues.
2. Their needs from this Workshop
  - Needs to know more about emotional aspects of children.
  - Interested to know parenting points for adolescent children.
3. The Nature of their work.
  - Working mainly in De addiction center as counselor.
4. Feedback after the first 2 days of the Workshop in April
  - Very useful.
  - Felt empowering women with parenting messages is the best.
  - And the calendar as a tool is very powerful.
5. Review in May (After a month)
  - Very interesting report done in K>G>F? Parents did not show interest in the beginning as they are all having problems of unemployment and poverty. But the Calendar helped them to get them all to listen and be interested.
  - De-addiction and counseling Centre - Fridays.
  - Empowering wives and mothers of alcoholics.
  - Many are house-maids - no knowledge of the needs of their children.
  - We never new they wanted our companionship - even now we let them in front of the T.V. - we now realize it teaches them so many bad things.
6. Feedback and sharing of their experiences in July 2002 ( a month after training)
  - Used the Calendar and the messages and the pictures very effectively in the community. She was able to convince parents of problem teenage children. Why their children are what they are, and how to get them back to development.
7. Hema is yet to visit this organization



Name of the Organization:- Navajivan Mahila Sanga.

- Community health promotion.
- Women empowerment programme.
- Educational development.
- Organizing women domestic workers.
- Short stay home for women in distress
- Care for children.
- Value education and pastoral. Care.

Name of the Participants:- 1. Loordh Nayaki 2. Ms.M.Mary 3. Ms.Jyothi 4. Ms.Nirmala  
5.Ms.Mocharani 6. Ms.Kannagi.

Report:-

1. Pre workshop parenting issues that they were concerned about
    - Not much aware of parenting issues except Nutrition.
  2. Their needs from this Workshop
    - They are very concerned about behaviour and de-addiction of teenagers and they want to be addressed through this programme.
    - Since most of them visit slums often, they come across these problems.
    - They want to know parenting about 12-21 years of children.
  3. The Nature of their work.
    - Community animators.
    - Does lot of work with the community women.
  4. Feedback after the first 2 days of the Workshop in April
    - Very happy and they felt the calendars are very useful for them
  5. Review in May (After a month) Kannagi, Nirmala, Rani, Jothi, Lourdu Nayaki
    - Each one of them have given a report and have used the Calendar extensively with the parents and felt them very useful. They have also used among the neighbors and relatives.
- I was always busy working in the field and never really bothered about my own children. I am sure these messages would have helped me with my children.
- Supported by SHG a Balwadi has been opened -  
They appointed just any women and as a Creche worker she spent most of her time starting at the children. Now we understand the need of age-appropriate actively need for love - how to solve problem.  
We are so involved with earning we seem to have forgotten these other important things in life.



- My sister died leaving a 1 year old in our family. I have shown the LTFC to my family members and they now feel more confident to bring up the child.
- I was always scolding my children. Often abusing them - Saying "Get out" and "Get lost".

I talked to my teenage son. We argue so much that I had not talked to him for 10 days. The messages in the LTFC touched my heart. I called and apologized to my son. We are now starting to talk. We both like it. I am hoping to share it with my friends and relatives even before I use it in my work.

- When I spoke to a mother, she was angry and asked me to mind my own business. But I stayed on and helped her bathe her baby. Now she was happy with the comradeship and listened.
- I have a 15 years old daughter - mentally retarded. I was always harsh with her and cursed her for not acting her age.

LTFC brought to my knowledge that her development delay meant her mind was a younger one.

I have started playing with her 5 year old games. She is less stubborn. She no longer complains to her father. She tells every one - my mother is playing with me. Her attitude to me has changed. I am so happy. I want to share with others.

#### 6. Feedback and sharing of their experiences in July 2002 ( a month after training)

- They used it for domestic workers and SHG's.
- Trained 8 animators in their organization.
- Planning to talk to youth and men in the community.
- Planning to talk to adult education group and girls groups in the community.
- Day care centers - parents and children - of 2-4 years. They have about 50 parents of which they had talked to at least 20..
- Main problem of these parents are writing - Children are not writing and reading - Their expectation of 2-4 years.
- Using the Calendar to tell them about age appropriate activities.

#### 7. Hema's visit to Navajivan

Visited a slum colony sudamanagar, where is doing field work. on 15.11/2002.

Mr. Rajendran had arranged a meeting with the parents of that colony . The sister from navajivan had come there to meet us.

The reach out of Navajivan is unimaginable. They told me they would have conveyed the parenting messages to somewhere around 2500 to 3000 people.

They are working in many slums, and the group of workers are very enthusiastic field workers, and they want to talk to everybody about this parenting.



The field workers Ms. Kannagi and Ms Nirmala had arranged the meeting with the 40 to 45 parents in a small daycare run by Navajivan.

As I was searching for the place in the slums, I came across 2 anganavadi centers. So I asked the navajivan staff why are they running a daycare similar to anganvadi when it is already doing the work. They told me, that the slum is very huge and spread out, each area within the slums is taken over by one organisation or the other, and the anganvadi is there only where there is no other daycare. Akshra foundation is also doing lot of work in that area. So when one goes there asking for places, they wont guide you if it is a competing NGO.

It was a very sharing participatory session. Parents were all very eager to share their experiences. There were many children also in various age group, which helped me to tell them about development

They were very keen listeners when I told the stories, and they wanted to know why children are not learning .

Elicited from them—what is the most required for good environment in the house. Each one of them gave one which became a good starting point for me to talk about learning environment. They were all very aware of the calendars.

They had many questions to ask and clarify which they did . Their main problem is their own uncontrolled anger.

Most of them are house maids. And some of them are just house wives. There were few young mothers who were very bright and intelligent. They expect a lot from their children academically, and because of that punishment is very common.

They thanked me a lot and requested me to visit them once a month.

The report from the field workers will be given may be by the end of this month.

They have worked in many areas , in different slums. I have asked them to give a report area wise, so that it will cover well.

They have also requested for ten sets of calendars , so that in each area they can keep one set of the calendars in their center for any reference., or to lend.



**Name of the Organization:- APSA**

- Skill training - slum out reach.
- Micro credit.
- Child labour, street children.
- Child help line and police training.
- Disability.
- Vikas.
- INCHARA
- Self help group project.

**Name of the Participants:- 1. Ms.Chandana Shoba.**

**Report:-**

1. Pre workshop parenting issues that they were concerned about
  - Not much aware of parenting issues.
2. Their needs from this Workshop
  - Main concern is sickness.
  - Needed to understand how to care for children.
3. The Nature of their work
  - Health worker. Mainly working with 14 year olds.
4. Feedback after the first 2 days of the Workshop in April
  - Found the Calendar very useful.
  - They feel, if these kind of workshops are conducted in various places and in orphanages and other institution, then it will help, the caregivers also to understand "Parenting" and the children will benefit.
5. Review in May (After a month)
  - As they visit the slums regularly, they met parents and were able to convey the messages and also help.
  - They have around 200 children in their institution, which was useful to talk to the caregivers.
  - 70 shows - 3 months we have Parent meetings.
  - 200 children - 1 month training.
  - 2 year old treated like 7 ;month.
  - Realise need for water play, sand play - enjoyment and for us to take pre-caution and safely. Using the Calendar to tell them about age appropriate activities.
6. Feedback and sharing of their experiences in July 2002 ( a month after training)
  - \* Did not attend the July review



7. Hema's visit APSA 11/11/2002.

It was a very different experience.

Met Mr. Lakshapathi, Their executive director.

He was telling us about the work and various activities that they are doing for street children and child labour.

It is a very unique institution, housing nearly 250 boys and girls of all age group at a given time, in a house called Namma mane. Both boys and girls are living together as one big family. They have a very active skill training programme for them in electronics, tailoring, and fine arts. They get huge orders from people and it is a very busy center, where children are learning the skill under good teachers and also producing and selling.

What surprised me was, the 2 girls who attended our workshop Ms. Shoba and Ms. Chandana, are wardens, and they manage these children excellently. Even though they are young, they handle these children, some of them are really huge in size also and, they seem to be natural parents doing parenting very well.. They were telling me, at nights they manage the whole thing, and even any kind of emergencies. Of course the emergency network is very good. But they told, the workshops on parenting is what gave them lot of insight, and helped them to solve some difficult problems. Now they understand these children better. They requested me to take sessions on parenting teenage children. They need to know because they do have to talk to parents of these children.

I have requested them to send us a report giving us some of the episodes where the parenting skill helped them.

Both of them expressed that the parenting programme helped them a lot in taking care of these children, as it helped them personally.

It is a wonderful institution that one must visit.

But as for as their work as a follow up in parenting, they were not very sure about where they can do it. Till now they have not used parenting information or the calendars to disseminate.

I suggested them to take sessions for the 70 field staff of theirs who go into the field regularly., if necessary, I can also take some sessions for their field workers.

Apart from that, they have late adolescents, both boys and girls in the institution, to whom they can talk to.

I Expressed it to their director, if any time they wish to call me to any group of people or community where they are working, I will come.

Since the 2 girls were little unsure, I have also told them, if any time they need any clarification, or would need my help to talk to any group, I will do so.



In fact all the children in their non formal education group were quite enthusiastic when I told them I would come one day and talk to them.

I have also explained to them about the general socio economic survey. Since they have not done any work, and the two of them haven't got much of a direct contact as they are not field workers, but are in a position to train others ,whenever they train, they have to collect the profile format of them.

They have also got a future plan to go to the community themselves and try it out.

As they are very busy with their own various activities, only now they are thinking of parenting.

Their INCHARA programme is very interesting and is a good way of boosting child's self esteem.

The boys were very proud to show their art work.



**Name of the Organization:-** APD

- Shradhanjali integrated school.
- Urban slum out reach programme.
- The ortho appliance center and physiotherapy unit.
- Industrial training center.
- Horticulture training.
- Home based programme.
- Communication and fund raising cell.

**Name of the Participants:-** 1. Ms.Amuda 2. Ms.K.S.Sunitha 3. Ms.Regina

**Report:-**

1. Pre workshop parenting issues that they were concerned about
    - Not much aware of parenting other than health..
  2. Their needs from this Workshop
    - Needed to understand other aspects of parenting.
  3. The Nature of their work.
    - They work with teachers, parents, anganwadi workers, adolescent groups. But mainly on health awareness.
  4. Feedback after the first 2 days of the Workshop in April
    - They felt we should have had more time to discuss and share more of actual problems and they are facing in the field or others
    - How to solve them.
    - They found the calendar very useful.
    - They need more calendars.
  5. Review in May (After a month) Regina, Amudha, Sunitha
    - No report available.
    - But during the workshop, they shared lot of their experience and how they used the parenting messages, how it was useful in some cases and how difficult in some.
    - One of them shared how she was able to actually help a parent who was very abusive to the child earlier, and how because of that the child is delayed in development.
- My six month old child was being brought up by mother - who first feel her - now I have learnt that talking is so essential and am talking to my child who has started responding so well.
    - The superstition of the mirror was in our home. I spoke to my husband and the child now looks at the reflection and kisses it.
    - My child was scared of many things - including the sight of an auto - My husband and I held her and took he along familiarized now she is happy.



- My own children are grown up - yet the LTPC has made me aware of the need to communicate. We will definitely use these hints for the next generation and make our children play/interact with our grand children.
- My sister is always comparing her two daughters. She was keen to see the LTPC to check if her child were performing upto the mark. She however also learnt many psycho-social messages, which were a gap in her interaction.
- Many mothers in the Women's health were quite disinterested - They were quite pre-occupied with poverty, economic and health issue - But we are sure that over a period of time, they will response to these ideas.  
They will think more once we use the methodology  
you have taught to communicate.  
When they saw the picture of playing, in the bath-tub  
Their reaction was "No time".

6. Feedback and sharing of their experiences in July 2002 ( a month after training)

- They gave 2 day training to their own staff members.
- They are covering 9 slums with 15 families each and are in the field 4 days a week.
- They have divided the families between the staff to disseminate parenting messages and were particularly appreciative of the communication skills that they had picked up during the training programme..
- They are also visiting NGO day care centers and 22 anganwadis.
- They are planning to train the teachers and parents and also take the messages through Home visits.
- Helped a parent to learn the parenting skill to deal with a very stubborn child.

7. Hema's visit to APD center on 8/11/02

Spent 3 hrs . Mr. Rajendran could not come.

APD is an excellent institution doing various activities for children. It is a huge campus having many units. They have contact with children from pre primary to teens and late teens., since they are running various programmes like school, vocational training centers, producing equipment needed for physically disabled,. What impressed me most was their horticulture, training disabled children in a certificate course . They have a wonderful nursery, which is totally taken care of by these students.

I met their field workers who had attended our workshop and also those whom they have trained on the calendar and doing lot of disseminating work in the field along with their co-ordinator for community development Ms.kamakshi. We had a meeting with all of them, discussing the work so far they have done, and their future plan and their needs. Discussed about how to report their parenting activities.  
Following attended the meeting.



Ms. Kamakshi( co-ordinator) , Ms. Manimala, Ms. Anthonyamma, Ms. Amudha, Ms. Rakini, Ms. Sunithamma, Ms. Regina. Ms. Narayanamma, Ms. Thulasi, Ms. Rani.

It was a very interesting sharing . They are in the field most of the time doing their work. And during that time , they are able to talk to the parents about parenting as well as show them the calendars. Their feedback is very good, and I have asked them to write a report to us giving all those anecdotes so that it will be an interesting information for us.

Those who went through 2 day workshop conducted by those who were already trained, expressed that this programme has helped them very much in their personal life, in their family and with their children. All are young mothers. They have conveyed these messages to their own mothers in law and mothers who are taking care of their children when they are at work.

Most of the parents to whom they have gone are agarbatthi workers, who are available to them at home.

They have reached out to nearly 200 parents or even more. I have asked them to give us a general socio economic survey keeping the format as a base. Each one of them is going to give their report.

They were very happy with my visit, because it clarified their doubts about certain issues in parenting as well as in reporting.

Interestingly, they have called a meeting of 22 anganavadi workers in their field area, and have talked to them about the parenting messages using the calendar.

They need calendars/kannada to give it to these anganvadi workers.

I have told them that I would like to interact with the anganvadi workers when they conduct a meeting next time. In fact they were very happy and they are quite eager to call me to meet the parents also next time , as their area of work is close to my place.

They have requested for 3 sets of kannada and tamil calendars each for their staff.

Ms. Kamakshi expressed , if possible to get the parents of the school children, and have an awareness programme with them. She said that she will contact me at that time.

They do have a large no. of children in the age group of 18 -25 in their vocational unit as well as in other units, who can be a target group to talk on the first 2 segments of the parenting. All the students , though disabled ,are very high on their confidence level.

The report on the general socio economic survey, feedback with their experiences will be sent later by them.



**Name of the Organization:- MAYA**

Facilitating local community participation (Mahila Sangas)

- Child community intervention.
- Community run pre schools.
- Child development centers.
- School information campaign.
- Pre vocational programme.
- Vocational training and income generation.
- Self help.

**Name of the Participants:-** 1. Ms.Mubarak 2. Ms.Rani 3. Ms.Shamshunnisa 4. Ms.Motcha  
5. Ms.Roopa 6. Ms.Maheswari 7. Ms.Venkatamma  
8. Ms.Jabeena Taj 9. Ms.Mumtajunneesa  
10. Ms.Vijaya, (Co-ordinator)

**Report:-**

1. Pre workshop parenting issues that they were concerned about
  - Fairly good idea about parenting issues.
2. Their needs from this Workshop
  - As their nature of work is so varied, they needed parenting information on all age group.
3. The Nature of their work.
  - Pre school teachers and co-ordinators.
  - Field workers working with Child labor, Women groups, School drop-outs, teenage children.
4. Feedback after the first 2 days of the Workshop in April
  - Wanted to know more on health and nutrition.
  - Most of them have expressed that this workshop helped them personally.
  - Very useful in their field of work.
5. Review in May (After a month) Jabeen, Taj
  - Used the Calendar and the parenting messages in different situations and very happy with the effect.

**Hesitant to share** - we realised it had brought back implement memories. "I could not do anything" - when we assured her she was meant to" Then she shared her feelings of acceptance of the LTTC.

- We run 50 pre-schools - Parents do not know any of the activities that are necessary for the child - No knowledge of age-appropriate.  
We will use this in our Creches as well as tell parents.



- Have used it with my neighbours who have a variety of children in different age groups.

I used it in the bus to talk to a fellow passenger.

In a function I met 15 parents - many fathers who were all quite interested to hear what I had to say.

- We all really liked what we heard so much love we never gave our children. In fact often we were quite harsh with them. The LTPC has made me change my attitude to my older children. I am talking to them and they like it. Surely we will help other parents as well.

#### 6. Feedback and sharing of their experiences in July 2002 ( a month after training)

- They want more calendars in Urdu, Kannada and Tamil.
- They shared many situations where they could help the parents.
- Used the Calendar to convey the parenting message for 8 year old child who was handicapped, could not speak and was always huddled up in the corner. LTPC helped the parents to understand the importance of gentle touch and care and stimulation, and within a few weeks the child started to respond and smile. A 7 year old hyperactive child was also helped through the Calendar. The constant crying of a 11 month old baby was solved when parents understood that children can naturally have stranger anxiety.
- They were all very enthusiastic about the programme and were very confident to take this forward.
- All of them were very appreciative of these 5 day workshop, and every one of them have expressed, that it helped them to understand themselves better, and there has been a change in their attitude.
- They have expressed, it has helped them personally to build better relationship with their own family and understand their parents better.
- They have all used the calendar for all age groups to convey the parenting values. They have used the pictures very successfully to convey a parenting point like, love, touch, care, etc....
- They have all told and written how well it was presented and how interesting it was. They were very impressed with the team.

#### 7. Hema's visit to MAYA on 28/11/2002.

MAYA's office is located in a very nice place in Jayanagar , in a residential locality. It is very busy with many young women working as coordinators in their various programmes. Very neat and nice office. All the furniture in the office , very beautifully done, are made by the students in their vocational training center. They admit students ,if they show interest from the low income group and slums. There is no restriction of passing 10<sup>th</sup>, as it is not recognised by the govt. But children get their certificate, and it is vocational training and income generating programme , as they sell their products done by the students. They are able to get employment for all of them.

Met Ms.Rashmi, and Ms. Veena.

Ms. Rashmi is in charge of all the community programmes.

Ms. Veena is the chief co-ordinator for their 84 preschool programme. She is not still familiar with the Learning Through Play calendar. Later other few coordinators under her joined us, but they are also not familiar with the calendar. They said that they have't looked at it at all.

Those who attended workshop are all community Based organisers picked from the communities. There is no direct control or contact on daily basis with them . These Community based organisers(CBO)) monitor the preschools in their areas.

So what I could understand, non of their coordinators who are directly involved in running their 84 preschool centers in slums, are familiar with the Joy Of parenting programme and the learning through play calendars. They are all child development or home science graduates interested in field work, and they do talk to the parents about care, but not referring to our material.

Ms. Veena is in charge and co-ordinating all the activities of the 84 preschools. ,in bannegatta(10000families), Vinayaknagar(5000 families), Azad nagar(4000families). They have contacts with all these families either through preschools, or non-formal education centers, women's co-operatives, and SHGs, child labour programmes, school betterment programmes in govt.schools.

There is a coordinator for each of these localities . They are Ms.Savitha, Ms.sandya, and Ms.Rani, who in turn directly involved with the teachers of 84 preschools and the CBOs. I met all these 3 co-ordinators, and they felt , that they themselves need to get oriented with the calendar and the programme. The one co-ordinator who came along with the CBOS for our workshop,ms.Vijaya is no more with them and infact she did not attend the following 3 days in june.



Under These coordinators, there are 84 preschool teachers and 84 helpers. They need to be trained in the calendar, as they are the most important communicators to the community.

Ms. Rashmi has suggested that I give them an orientation talk in their monthly meeting , on 13<sup>th</sup> /and 16<sup>th</sup> of december. And then conduct 4-5 half day workshops on calendar after getting them enroled. They seem to have their own way of doing that. These workshops can be conducted in all the 3 areas getting that area teachers to-gether. That is what they have planned.

They will contact CHC and let us know.

What they require for these workshops , is the tamil calendars, kannada calendars and the urdu calendars. Majority are tamilians and muslims in most of the bangalore slums. Rarely come across a total kannadiga.

Once that is done , then may be it is possible for them to reach out to large no. of parents. MAYA's reach out is mind boggling, nearly 20 to 30000 families in many slums through their various programmes.

Each preschool has 25 to 30 children. ( $84 \times 30 = 2520$ ) , 30 rs fees per month , and thrice a week , they supplement nutrition.

So their reach out to parents through schools itself is so very large. Apart from that they have SHGs. Women co-operatives, and parents of their non formal group.

One of their co-ordinator was sharing that the Akshara foundation, (Wherever we are going , in all the slums, akshara foundation seems to have taken over , providing free education, and mid day meal, running day care centers etc.....) is doing lot of work and is also running preschools but free of charge, and because of that these parents send them there, but few of them get back ,as they find this very good.

After the meeting in the office, we went and visited one of their area of work in a slum called viveknagar, near city market area. They had arranged a meeting with the parents of one play school. Again, no family planning, all tamilians, and young mothers.with 4-5 children. Infact I joked with them , that they seem to be so very experienced with parenting with so many children, that I may have to learn a thing or two from them. They are all very happy with the preschool teachers. They were saying, after coming to this school, children are talking better, learning to eat by them selves, and they are clean. Some of them who were earlier talking bad language is not doing it now. One who was not calling me amma is now calling. Lot of positive feedback about the school

When asked what is the main problem for them in caring children, it is again alcoholism which disturbs them. They wanted to know how to control anger, and not beating the child , when I told them about creating a learning environment for children.

Most of them are agarbatthi workers. Few are staying at home. Few are housemaids.

I came to know later, that the area is ganja producing area. So may be lot of addiction problem among children. But strangely, in this area, I did not see many boys hanging around like in other places.

Name of the Organization:- CHC

Name of the Participants:- 1. Ms.Noren Hoskings 2. Mr.Rajendran 3. Mr.C.James  
4. Mr.Prahalad

Report:-

1. Pre workshop parenting issues that they were concerned about
  -
2. Their needs from this Workshop
  -
3. The Nature of their work.
  - Co-ordinators
  - Researcher.
4. Feedback after the first 2 days of the Workshop in April
  - Very useful and good.
5. Review in May (After a month)
  - They, the participants does not work directly on the field.
6. Feedback and sharing of their experiences in July 2002 ( a month after training)
  - The workshops created lot of interest in the subject and awareness has helped them in their attitude and in their work.
  - CHC is more keen to pursue the process of Networking on Parenting
  - Mr. Rajendran has been given complete charge of co-ordinating the programme, arranging meetings etc. on behalf of BMRF in Banagalore.



**Name of the Organization:- Belaku**

- Exploration of socio-cultural determinants.
- Of obstetric care and maternity outcomes in Kanakapura villages.
- Care of infants and feeding practices.
- Life values - a study of sexuality and sexual behaviour among adolescents in Kanakapura villages.
- Training women in basic health care during pregnancy and infants, delivery post natal periods.

**Name of the Participants:- 1. Ms.Mani 2. Ms.Mallika**

**Report:-**

1. Pre workshop parenting issues that they were concerned about
  - Awareness on parenting issues other than health and hygiene was not good.
2. Their needs from this Workshop
  - Needed to know more about other aspects of parenting like emotional and social.
3. The Nature of their work.
  - Mostly working with pregnant mothers and child birth.
  - They are called as investigators.
  - They meet women very often in their field of work.
4. Feedback after the first 2 days of the Workshop in April
  - They felt the messages take up lot of time and is difficult to do it as part of their intervention programme.
  - They feel this has to be a total programme by itself.
  - Very happy about the workshop, enjoyed, learnt a lot on parenting.
  - They felt that they learnt a lot of new things.
5. Review in May (After a month)
  - Visited many homes as part of their work. Talking about brain development helped them talk to the women and get them interested.
6. Feedback and sharing of their experiences in July 2002 ( a month after training)

Did not attend. Indicated their inability to join the partnership

Name of the Organization:- World Vision

Name of the Participants:- 1. Ms.J.Girija 2. Ms.S.Christy 3. Ms.Vijayarani

Report:-

1. Pre workshop parenting issues that they were concerned about
  - Not much aware of the parenting issues.
2. Their needs from this Workshop
  - Needed to know 6-10 year old parenting issues..
3. The Nature of their work.
  - Day care center teachers and self help group animators.
4. Feedback after the first 2 days of the Workshop in April
  - Very useful workshop.
  - Learnt a lot about parenting in theses two days.
  - Would like to know more about Nutrition of each stage.
5. Review in May (After a month)
  - Contacted parents.
  - Used the parenting messages and the calendar well, and felt it was very useful.

World Vision - Christy, Vijay Rani

- sponsored children's programme - Many parents have no time to do what we ask them.
- SHG meetings - they are unlettered and have requested we give them a few messages each meeting.
  - I went home and shared with my husband the same night. I experienced the joy in my have before I tell makkilu"  
In my elder sister's house, I spoke to my brother-in-law to play a more supportive role. He is at present out of work. I convinced him his children and wife would bond with him better if he took responsibility.  
He was convinced - I think it will work. My nephew eats better - while he eats they are playing.
  - I learnt patience with children from the Programme. When I spoke to my friends and relatives - they teased me saying I was too young. My mother supported me and all the messages.  
I am sure I can help my friends, nieces, nephews, children on the community and of course my children what I have them.
  - Hrudaya Mary - Preethi - SHG  
We have five ("hallis") villages in our case and while we run meetings some parents do not care.
- We feel we can convey these messages through Home-visiting.
- It is an important that we have understood that "Galata" is play for the child. Elders get angry and scold the child we now know it wrong.  
Children must play and express their feelings.



- Alamelu-Gowri-Maya - I was told to attend. Now I have learnt. Child Development and as a result of the sessions. My body language and words with children has changed.
  - While I was not able to do much in the field I used it - when I went at a mothers meet talked to the 10 families.
  - When they posed a few "Q" it was a plumber's wife who helped give solutions. I realized that parenting when its comes naturally and is enjoyed the right insights also come automatically.
  - My kids have grown up and I realize that there is great need to make proper use of the word No.1.
    - Mallika - Research Project Billaku
  - We are making parents of young children.
  - We showed this Panchangam to them and used it as information to support their child's development.
  - We would like you to give a few more examples in the training.
  - Most parents have a time problem ignorance therefore they are uneducated. But we will make a trial in 2 courses.
6. Feedback and sharing of their experiences in July 2002 ( a month after training)  
Did not attend. Indicated their inability to join the partnership

Name of the Organization:- Dalith Kranthi Chaluvali (Preethi Mahilodaya)

Name of the Participants:- 1. Ms.Erudaya Mary

Report:-

1. Pre workshop parenting issues that they were concerned about
  - Not much of awareness on issues other than Nutrition and health.
2. Their needs from this Workshop
  - Needed to know what is parenting.
  - How to parent 6-10 year olds.
3. The Nature of their work.
  - Health Worker.
  -
4. Feedback after the first 2 days of the Workshop in April
  - Wants to take this programme more and more to village parents.
5. Review in May (After a month)
  - Used the Calendar extensively and she felt very good about the response and the effect. It helped the parents to change.
6. Feedback and sharing of their experiences in July 2002 ( a month after training)

**Did not attend. Indicated their inability to join the partnership**