



**REACHUP**  
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# Training Manual

Guidelines for Workshop Sessions with Demonstration Videos

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**With the support of Grand Challenges Canada**

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## Blocks

### AIMS:

- Understand the sequence of block activities
- Be able to conduct block activities with mother & child
- Understand the skills that are taught through block activities (e.g. importance of concept words)



### MATERIALS:

**Items for demonstration:** 4, 6, 8 and 10 blocks and containers; 10 blocks and 10 blocks and farm animals

**Flip Chart:** 'Concept words- Blocks'

**Other materials:** Flip chart paper, markers

### SAY:

- *Blocks can be used to teach many things.*
- *Children can use them to stack, to build and to strengthen their motor skills*
- *They can be used to teach position words, like on top of, off, next to, behind, under etc.*
- *Now we are going to play with some blocks.*



**Brainstorm:** Split participants into small groups. Distribute blocks and containers to each group of participants and have them play freely with them. Ask participants to share ideas about things children might do with the blocks.



**Demonstrate:** Quickly show the participants all the block activities from 6 months to 20 months:

4 blocks- in & out

6 blocks- under & on top of, high

8 blocks- down & next to

**Practice:** Demonstrate how to do each block & container activity with participants pretending to be a mother & child. (Use different participants for each toy demonstration, so everyone will have a chance to participate)

During demonstration, make sure to:

- give baby time to explore materials
- demonstrate activity to mother
- allow mother to do the activity with baby
- praise the mother and baby
- allow child to try alone and praise

**Demonstrate:** Quickly show the participants all the block activities from 21 months to 35 months:

10 blocks- stop & go, big & little, long & short, all & some

**Practice:** Demonstrate how to do each block activity with participants pretending to be a mother & child. (Use different participants for each toy demonstration, so everyone will have a chance to participate)

During demonstration, make sure to:

- give baby time to explore materials
- demonstrate activity to mother
- allow mother to do the activity with baby
- praise the mother and baby
- allow child to try alone and praise



**Brainstorm:** *What are some words that can be learned from using blocks?* Make a list of these words on a large piece of paper to compare with the flip chart below.

Display the flip chart to participants. Praise them for identifying the concept words.



#### **Concept Words- Blocks**

- |             |          |           |
|-------------|----------|-----------|
| • In        | • Out    | • Under   |
| • On top of | • High   | • Next to |
| • Stop      | • Go     | • Down    |
| • Big       | • Little |           |
| • Short     | • Long   |           |
| • All       | • Some   |           |



**Small Group Work:** Split into small groups and give each group one activity to practice (see *Practice Activities*). Allow a few minutes for this. While they are practising, walk around to each group and ensure they understand how to do the activities. Help where necessary. Then have each group present their activity to the whole group.

**PRAISE/FEEDBACK:** Ask participants to give examples on how each group:

- used the blocks to teach the concept words
- gave baby time to explore materials
- demonstrated activity to mother
- allowed mother to do the activity with baby
- praised the mother and baby
- allowed child to try alone and praise

## Providing Feedback to Mothers

### AIMS:

- Understand importance of providing feedback to mothers
- Be able to conduct an activity including feedback to mother



### MATERIALS:

**Items for demonstration:** Pictures-to-talk-about 3 & 5, Puzzles 5 & 8, Truck and Road

**Video:** Jamaica- 'Providing supportive feedback to mother'

**Other materials:** Flip chart paper



**Brainstorm:** *When can you provide praise to the mother?* Give examples and ask participants to provide more.

*Record answers on flipchart paper; see suggestions below.*

### *Praising mothers*

**Praise the mothers** often. You can praise them when they:

- do the activity with their child
- praise their child
- talk to their child
- tell you what their child does/can do
- tell you what activities they do with their child (ask for examples)

### SAY:

- *Visitors should praise mothers for participating in or doing well on an activity and say what they have done well.*
- *Feedback should also be used to make mothers feel more comfortable during a visit and confident enough to do activities on her own.*

***What are some ways you can provide positive feedback and praise to the mother?***

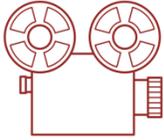
Give examples and ask participants to provide more.

*Record answers on flipchart paper; see suggestions below.*

### *Praising mothers*

You can praise mother by:

- acknowledging things mother already does
- smiling with mother
- using labelled praise to let mother know what she is doing well



**Video:** Jamaica- “Providing Supportive Feedback to Mother”

HV demonstrates how to provide positive feedback to mothers in various examples.

**SAY:** *In this video we will see several clips of HVs providing feedback to mothers.*

**While watching, pay attention to the following:**

- **When the HV praises the mother**
- **How the mother reacts to feedback**

**Play clip**

Questions for discussion	Suggested Answers
<b>1. Give examples of when and how the HV provides feedback to the mother.</b>	<p>The HV praised the mother when she:</p> <ul style="list-style-type: none"><li>• explained the activity</li><li>• did an activity with their child</li><li>• praised their child</li><li>• responded to child</li><li>• talked to their child</li></ul> <p>The HV also tells the mother what she has done well and encourages her to continue doing things with her child.</p>
<b>2. How do you think the mother felt after receiving the feedback?</b>	<p>The mother appeared happy after receiving feedback from the HV.</p>