

GUIDE FOR PLAYBOX SESSION IN WAITING ROOM & PEDIATRIC WARD

STEP 1: OPEN THE PLAYBOX AND DISPLAY SOME TOYS & THE POSTERS

STEP 2: GREET THE CAREGIVERS AND EXPLAIN THE PLAYBOX RULES:

- 1) Children can use these toys **while waiting** for the consultation (or recovering in the pediatric ward).
- 2) Caregivers should **wash their own and their children's hands** before playing with the toys.
- 3) Children should **return the toys to the box** before entering the consultation room/leaving pediatric ward.

STEP 3: BRIEFLY TALK ABOUT THE IMPORTANCE OF PLAY (5-10 min)

- 1) **ASK:** Why is play **important?** Explain **how playing and responding to children helps them** develop and learn, including during illness.
- 2) **ASK:** What are **good moments for playing and talking with children?** Explain how to play during daily routines.



STEP 4: HELP CAREGIVERS WASH THEIR OWN AND CHILDREN'S HANDS

HELP CAREGIVERS SELECT THE TOYS & START PLAYING

STEP 5: FIND AND ENGAGE MODEL MOTHERS OR FATHERS

- 1) Observe and find 1 or 2 caregivers who **respond and play well with their child**.
- 2) Praise them. Invite them to **demonstrate** how they play with their child, to **share** their experiences.
- 3) Ask them to **share** what the benefits of play are for their child, in their own words.



STEP 6: SELECT AND COUNSEL INDIVIDUALLY 2-3 CAREGIVERS

In the pediatric ward, each caregiver should be counselled.

STEP 7: ORGANIZE THE BOX (CHECK THE INVENTORY).

REGISTER PLAYBOX SESSION.



RECOMMENDED PLAYBOX KIT

FROM 3 MONTHS	FROM 9 MONTHS
<p>RATTLES/ SHAKERS (4)</p> 	<p>HOMEMADE BALLS, ROLLING BOTTLES (3-5)</p> 
<p>TOYS ON STRINGS (3)</p> 	<p>HOMEMADE "DRUM" (2)</p> 
FROM 1 YEAR	FROM 1.5 YEARS
<p>CARS, PLANES (5-6)</p> 	<p>HOMEMADE CHILDREN'S BOOKS (5-6)</p> 
<p>DOLLS & SCARVES (5-6)</p> 	<p>STACKING CUPS, TINS, DISCS (2-3 SETS)</p> 
FROM 3 YEARS ONWARDS	
<p>CONTAINER WITH THINGS TO COUNT, GROUP, & MAKE PATTERNS (2 SETS)</p> 	<p>DRAWING, BRAIDING, WEAVING (1-2 EACH)</p> 

DO NOT GIVE SMALL OBJECTS TO CHILDREN UNDER 3. MAKE SURE THAT PLAYTHINGS DO NOT HAVE SHARP PARTS THAT CAN HURT THE CHILD. DISINFECT AND CLEAN THE TOYS AFTER EACH PLAYBOX SESSION.

HOW CAREGIVERS CAN USE PLAYBOX MATERIALS

PLAYTHINGS	SUGGESTED ACTIVITIES
RATTLES, SHAKERS	<ul style="list-style-type: none"> • Shake gently and let the child look for the shaker • Shake, sing and dance with the child • With 1.5 year old, take all the cloth pegs out of the bottle and let her work on putting them back in; ask her about the colors of the pegs. ENSURE THAT PEGS GO IN THE BOTTLE!
TOYS ON STRINGS	<ul style="list-style-type: none"> • Hold the toy above the child; let the child reach and pull on the strings • Let the child handle the toy, bang with the toy on the floor, move the objects on the string • Pretend that the toy is some kind of animal; play with the “animal”
BALLS, ROLLING BOTTLES	<ul style="list-style-type: none"> • With 6-9 child: Roll the boll to the child, and ask him to roll it back to you. • Let the child crawl after the rolling ball or bottle • Kick the ball to each other, in the box or hole, on the target on the wall
HOMEMADE “DRUMS”	<ul style="list-style-type: none"> • Let the child bang on the plate, tin or any other object • Try to make different rhythms with the child: faster, slower etc. • Drum, dance and sing together
CARS, PLANES, DOLLS, SCARFS	<ul style="list-style-type: none"> • Ask the child to take some “passengers” from one place to another in the car or plane • Talk about the stops the car takes, and if you are far or close to home • Ask the child who has a car like this, what color is the car etc. • Ask the child about the doll’s name and age, who she lives with, what she likes to eat and to do • Tell the child the doll is hungry, sleepy, sad etc., and ask to help the doll • Hide your face under the scarf and let the child find you
HOMEMADE BOOKS	<ul style="list-style-type: none"> • Point at the pictures and tell a story to the child, then ask the child to tell you a story • Ask the child to name the pictures in the book • Talk about colors and sizes you see in the book – a big white dog, a small grey cat etc.
STACKING CUPS, TINS, PLATES	<ul style="list-style-type: none"> • Show the child how to stack the cups; ask the child to try. Praise the child • Play pretend: cooking and serving food or drinks • Ask the child for a blue cup, a small tin etc. • Drum on the cups or tins • If stacking different size discs on the pole, show the child how to put them from largest to smallest. Let the child try. Praise the child.
CONTAINER WITH CAPS	<ul style="list-style-type: none"> • Make a simple pattern or a shape with the caps; ask the child to copy • Count how many orange or green caps there are etc. • Mix up the caps and ask the child to find all the blue ones, all metal ones etc.
DRAWING, WEAVING, BRAIDING	<ul style="list-style-type: none"> • Draw with the child on the sand or with coal or chalk on the cardboard (or with pencils if available). Tell what you are drawing; ask the child what she is drawing. • Guess each other’s drawings • Show the child (4 and up) how to braid or weave the pattern. Talk about colors or shapes of the braid or the weave.

A TIP: The same tin that serves as a drum can have strings attached to it, for braiding. For weaving, make the patterns on the cardbox in the shape of things the child knows, like fish, egg, banana etc. This will also teach the child the names of the healthy goods. Attach something sturdy but not sharp to the end of the string, for the child to weave in and out.

Integrating play into a child's daily routine

A child needs play and stimulation, in addition to good health and nutrition, for healthy growth and development



1. **ASK:** Do you play with your child? Do you talk to your child? **ASK** to demonstrate. **PRAISE.**
2. **DEMONSTRATE** and help the caregiver practice a new stimulating activity with the child. **PRAISE.**
3. **EXPLAIN** what the child learns from the stimulating activity.
4. **ASK:** Can you continue doing this activity at home? How? **PRAISE.**

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IF WE RESPOND TO, PLAY AND TALK WITH THE CHILD FROM BIRTH...

The child will be healthier



The child will do well at school



When teenager, she or he is more likely to avoid alcohol and drugs, and is less likely to get pregnant early

Premature or sick baby will have fewer delays or no delays at all



The child will have a loving relationship with the parents for the rest of his or her life



When adult, she or he is more likely to have a job



SELECT AT LEAST 2 OR 3 OF THESE CAREGIVERS FOR COUNSELLING AT EVERY PLAYBOX

<p>Caregiver who does not play or talk with child</p> 	<p>Caregiver who treats the child harshly</p> 	<p>Very young or elderly caregiver</p> 
<p>Caregiver of child that shows poor growth</p> 	<p>Caregiver of HIV positive or HIV exposed child</p> 	<p>Caregiver of child with developmental delay or disability</p> 

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THESE CHILDREN ARE AT GREATER RISK FOR POOR DEVELOPMENT