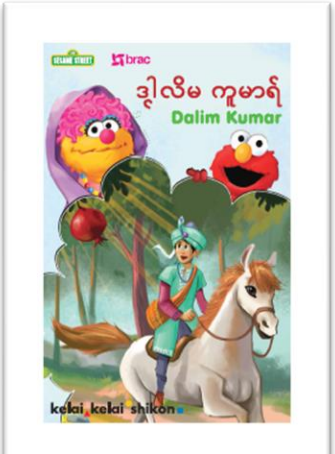
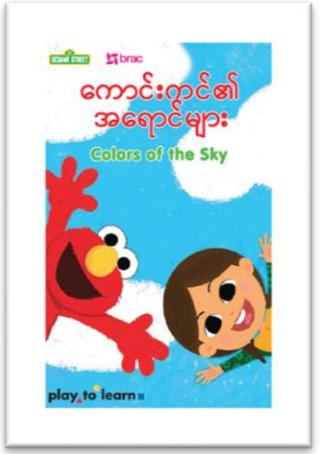
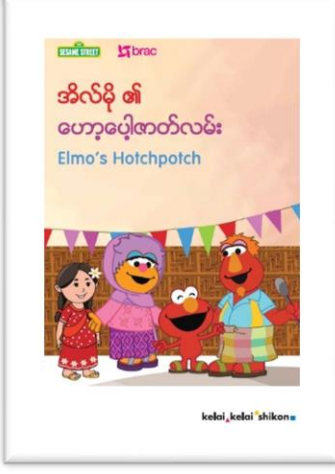
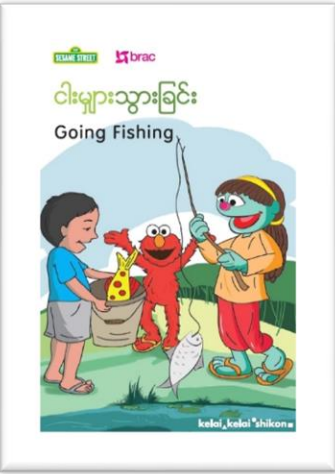
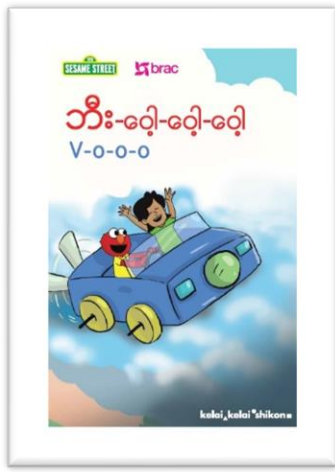
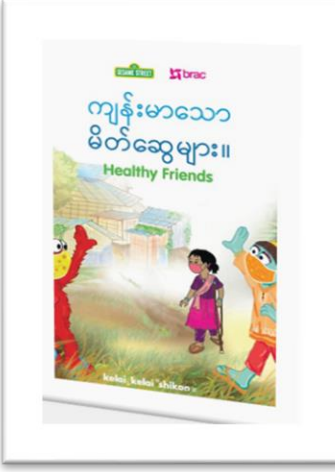




Materials/contents user guideline

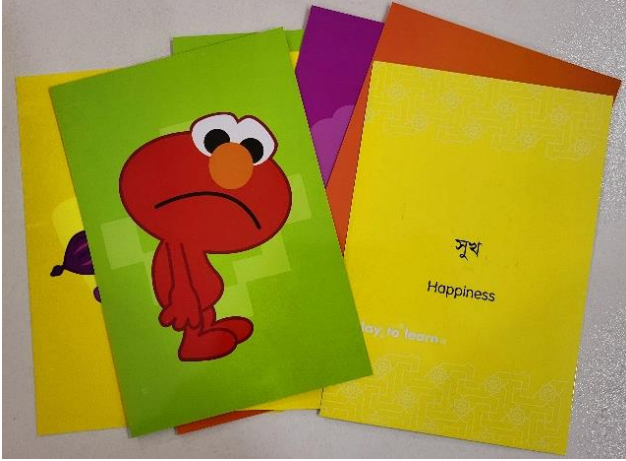
Play to Learn (PtL) Sesame Workshop

This guideline will help parents to support their children at home every day for at least half an hour to play, draw, practice pre-math activities, pre-writing, etc. Please follow the guidelines to play with toys/puzzles/colors/blocks properly.

Name of the Materials	Instruction of use
<p>1. Storybooks:</p>      	<p>Storybook helps children to build their imagination and increase their vocabulary. In this regard, parents can tell stories to their children every day. They can use books, or they can tell stories from their memories.</p> <p>We suggest parents read out the storybook every alternative day as this intervention provided only 3 storybooks for 6 months. The parents who cannot read can see the picture and can tell a story using their imagination to see the illustration of the page. Our colleagues who will supervise this project will guide how to tell stories using pictures from the books. Parents also can collect storybooks on their own. Alternatively, parents can tell stories to the children about their culture and heritage.</p> <ul style="list-style-type: none"> • 6 storybooks for 6 months. <ol style="list-style-type: none"> 1. Dalim Kumer (Burmese and Bangla language) 2. The Colors of the Sky (Burmese and Bangla language) 3. Elmo's Hotchpotch (Burmese and Bangla language) 4. Going Fishing (Burmese and Bangla language) 5. Voo (Burmese and Bangla language) 6. Healthy Friends (Burmese and Bangla language) • 3 will be given to the children, 3 will be given to the volunteers)



2. Emotion cards (PtL)



Parents /caregivers will-

1. Use Emotion Cards as per routine. They will show one card to the child and ask what is the name of the feeling that s/he can see in the picture/card.
2. listen to the answer from the child. If the child is correct parent will praise her/him, if not s/he will correct the answer.
3. ask the following question to the child (If the card is about laughing)-
 - Do you know the name of the character? his name is Elmo.
 - What is he doing?
 - Is he laughing or crying?
 - When do you usually laugh?
 - Besides laughing, what are the other feelings/emotions that people have?

3. Draw and Colorbook, Pencil, sharper, eraser and Pastel color



Parents /Caregivers will-

1. support the child every day to draw/write in the **draw and color book**. So that child can get a chance to draw regularly.
2. strictly follow the use of one page every alternative day and ensure the use of a full page. Not half or more than one page.
3. Support the Child for the freehand drawing for 10 days as per routine. Please do not dictate or advise to draw something from your mind. Also, do not tell something to draw beyond his/her capacity. The child can draw anything that could be meaningful or may not. Praise him/her first for his/her drawing then listen to what s/he has drawn. Clap for her/his work.
4. As per routine child will free-hand draw, color outlined pictures, write on patterns, and pre-write.
5. Support the child to write the number and alphabet in the last 2 months, if you wish to do it. However, at this stage of age, no child is forced to write the alphabet.

4. Dice board game



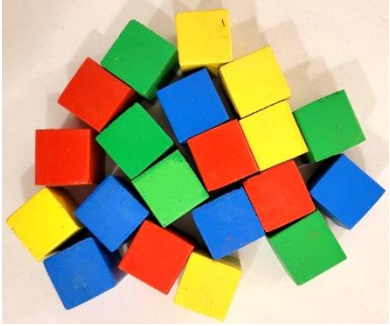


To play the dice calculating game we need two people. One person is the parent and another one is the child.

There are 2 sides to the board. Greenside and orange side.

Parents will-

1. Tell her/his child to select one side. Thereafter parents can sit on the opposite side.
2. select a number or dot dice to play with the board.
3. Prove 12 blocks to the child and he/she can keep 12 blocks for you to play with the board.
4. choose 6 dots to play on the board. If the parent/child gets 6 dots after throwing the



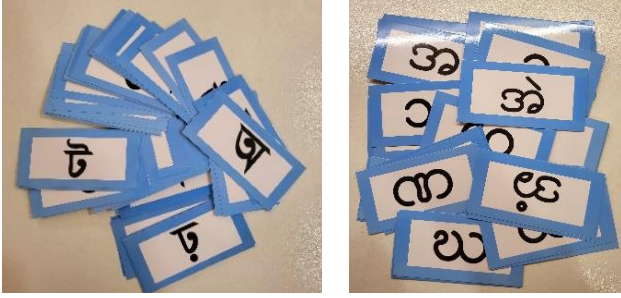
	<p>dice, s/he can put one block in her/his side in the 1st box of the 6-block column.</p> <p>In this way, the game will be carried out and whose blocks will touch the last box of the column, s/he will win.</p> <ol style="list-style-type: none"> Count how many blocks are there. You can play the game using other techniques.
<p>7. Wooden colorful blocks (20)</p>  	<p>Parents/caregivers will-</p> <ol style="list-style-type: none"> tell his/her child to build a tower using this block. provide 10 blocks to the child and keep 10 blocks with his/her own. Then parents will tell her/his children to make a tower first; who can build a tower faster? The parent or your child? ask his/her child to count blocks. How many are there? Tell her/his child to sort the blocks as per color e.g. keep all red blocks in one corner or red blocks in another corner.... tell him/her child to make a pattern by color. For example, organize blocks red> green> yellow> Blue; again red> green> yellow> Blue; red> green> yellow> Blue; in this way, parents can tell them to make patterns every day. Just you can suggest changing the order of the colors. teach how to count and add- 2 blocks+1 block how many blocks? Ask to the child, from 5 blocks, if I take 2, how many will you have now?
<p>8. Puzzle (2 sets)</p> 	<p>There are two puzzles. Please keep them nicely in the packet using a rubber band so that your child cannot lose them.</p> <p>The Parent will-</p> <ol style="list-style-type: none"> provide puzzles to the child as per routine. encourage her/his child to match the puzzle. If s/he can't match, parents will support. tell their child to do it on their own. Parents can make some low and no-cost puzzles with paper. Like: fish, frogs, cats, or familiar objects. But before that parents and caregivers should be trained on how to prepare low and no-cost materials.
<p>9. Zoo set</p>	<p>Parents/Caregivers can</p> <ol style="list-style-type: none"> Play with children with animals as per routine. use them during storytelling. Ask what the colors of animals are. teach the names of the animals. ask which animal barking in which way.



	<ol style="list-style-type: none"> 6. ask about- color, height, domestic or wild animals, and so on. 7. explain the origin and nature of each animal, 8. Familiar with birds and animals around them.
<p>10. Softball</p>	<p>Parents/Caregivers can</p> <ol style="list-style-type: none"> 1. Through the ball carefully to child and try her/him to catch it. 2. Keep a basket, 5/6 feet away from his/her child and tell him/her to through the ball inside the basket. If s/he can succeed; clap for him/her; praise him/her for the success. 3. Through the ball to him/her and count how many times s/he can catch it. Who is the winner? Parent or child? Praise him all the time if he can succeed. 4. buy or prepare another soft ball and play catch and through using two balls. 5. Play passing ball by 3/4 persons with soft music (like pillow passing): Father, mother, and son/daughter can play together. 6. Play Name game: Parents/caregiver will ask the name of flowers, hobbies, favorite food/fruits
<p>11. Soft Toys</p>	<p>Parents/Caregivers can</p> <ol style="list-style-type: none"> 1. Soft toys as characters of the storybooks. 2. Yelling like soft toys. 3. Recognize the colors of the soft toy. 4. Catch the soft toys for gross motor development and eye-hand coordination. 5. Walk/roleplay like soft toys. 6. recognizing the body parts of the soft toy elephant and fish
<p>12. Hand Puppet</p>	<p>Parents/Caregivers can-</p> <ol style="list-style-type: none"> 1. Use the hand puppet during storytelling. 2. roleplay with the child using some imaginary dialogue. It could be any dialogue of their culture, heritage, weather, river, hills, birds.... 3. use it and the hand puppet itself can talk with the child. And it can ask the child whether s/he brushes her/his teeth or not; cut nails, have a bath today/every day.



13. Bangla/Burmese alphabet cards (50/45)



Parents/Caregivers can-

1. Show the alphabet card and ask for its name. Parents will repeat it 3 to 5 times.
2. Play Feed the fish game with the support of soft fish from the bag.

Example:

- Parents/Caregivers will arrange the alphabet cards on the floor and ask the child to feed a specific letter to the fish.
- The child will take the letter and feed it to the fish.
- Parents/Caregivers will continue to do this 3/5 times.
- Show the picture and the word from the back side of the alphabet cards. Children don't need to memorize the words. It is just to engage them and give them a visual of the letters.

3. Play Alphabet matching game:

Example:

- Parents/Caregivers will make an alphabet chart with paper and keep it on the floor.
- Parents/Caregivers will ask the child to match the alphabet cards with the chart.
- 5. Technical Staff also can develop some other game with the alphabet cards

14. Bangla/Burmese number cards (20 cards)



Parents can-

1. Show the number card and ask for its name. Parents will repeat it 3 to 5 times.
2. Add real objects to play with cards.

Example:

- Parents will show 1 finger/stick/bottle cork/wooden block and ask how many fingers are there.
- The child will show the number card 1 (both Burmese and English)
- Parents will show 2 fingers/sticks/bottle corks/wooden blocks and ask how many fingers are there.
- The child will show the number card 2 (both Burmese and English)

Parents will continue to do other numbers.

3. Play a Sequence game with the number:

Example:

- Parents will keep the number card in incorrect sequence and ask the children to make the sequence correct
- Children will correct the sequence.



15. Bag



This bag is provided to keep all items/toys/books/draw and color items safe and clean. All parents are requested to-

1. Keep all the items/books/toys... in the bag after and before use. Also teach child to take care of the items.
2. Clean toys/books/items every in alternative day. Use them carefully.
3. Use rubber bands for puzzle, alphabet, and number cards.
4. Keep all colorful blocks in a plastic bag.
5. Use one page of Draw and Color book every alternative day.
6. Develop toy for your child using low and no cost materials (flute, doll, car, airplane...).
7. Buy some low cost and safe toys/items, if possible, to them from market for the child development.