

TIME WITH OUR CHILDREN

**A Multisectoral Holistic Parents'/Caregivers' Support
Package for ECD**

May 2024

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The Federal Ministry of Education

Introduction

General Overview

Nurturing children is a task that calls for great expertise. The responsibility is tough and intricate. Besides fulfilling their basic needs, it involves producing competent citizens by all standards. It requires loving children unconditionally and heartily. It is the responsibility of parents/caregivers to protect children from any harm which may endanger or deprive them of physical and psychological wellbeing. Bringing up children also entails coaching them, assisting them to know their environment and grooming their behavior thereby creating self-reliant, imaginative and responsible citizens that can give and take love.

Parents or caregivers should have the necessary knowledge and skills so that they can properly discharge their noble duties of fostering children. This knowhow would help avoid the conventional way in which parents/caregivers rear children the way they themselves were raised. In view of that, various efforts are underway globally to build the capacity of parents/caregivers. Likewise, in Ethiopia, similar endeavors are underway by various pertinent bodies. The Pre Childhood Development and Education Policy, which was revised for the first time recently, highlights the need to work in partnership with relevant stakeholders so as to enhance the all-round development of children. Taking this opportunity, UNICEF in coordination with the three main actors (government ministries) in the sector, has realized the production of multifaceted educational package on Early Childhood Development to build the capacity of parents/caregivers. Among these educational packages is a radio spot for which this script has been prepared.

Objective of the radio spot

The purpose of the radio spots is enhancing the all-round development of children through improving the child rearing ability of parents/caregivers.

Preparation of the radio spots

Pre-script writing:- Primarily, identification of relevant and appropriate radio spots was done based on various child care and development theories as well as research outcomes. And the foundation for the spots was mainly a survey conducted by Addis Ababa University's Early Childhood Care and Education Center for the same cause. This report produced by professionals of the center was of great help in script production ranging from creating the content to identifying the segments and organizing them accordingly. It was also helpful to organize the content in agreement with the setting (time and place) in the script.

Script writing:- During script writing, beside consulting professionals of Addis Ababa University's Early Childhood Care and Education Center, we explored researches on childcare and development. Based on the aforementioned research, we also examined the creative brief which was prepared bearing in mind the general overview in each section of the spot, the target communities, existing problems and possible remedies, and customs that need to be changed,

alongside the objective reality in our country. Then, inputs were gathered by convening a three-day consultative workshop in Adama city which brought together partners. Next, we tabled the spots for public discussion via mass media in which invited childcare and development professionals addressed queries from the audience. Taking into account the inputs and recommendations, we afterwards wrote the first draft of the script and handed it to pertinent professionals several times for comments. Later, we presented the revised document to partners at a validation workshop, and having gathered and incorporated additional input, we ultimately produced the final draft of the radio drama script.

The production phase:- After the radio script was prepared with special care, our next mission was finding actors and actresses that resemble and epitomize the characters by age, stature and manner. Specially, the task of picking child actors/actresses was a much more demanding one. After selecting the artists, we acquainted them not only with the characters but also with the objective of the radio spot. Then, every one of them was made to rehearse his/her part in each of the 24 episodes of the radio drama, first individually and then with partners. A practice recording was done to make them feel they were presenting the main performance. They were also made to listen to the practice recording, review if there were any errors and get ready for the main performance. Later, the main recording done without any background sound, and was readied for the editing work.

A variety of sound effects including spot IDs and transitional music were readied to help relate the radio play with the main message as well as emulate the vibes and actions in the setting of the radio drama.

The script recording was integrate synchronized with a selection of sound effects by inserting the sound effects in all segments of the script recording, and that marked the end of the production phase.

Contents of the radio spots

The spots which cover eight major topics are categorized into 24 subsections. The topics include Children's health and nutrition, Responding to children's feelings and emotions (Having good time with children), The role of parents and caregivers in nurturing preschool children, Children's safety and protection, Children's behavior follow up, Children with special needs and girls, Economic benefits of women, and Developing the caregiving skills of mothers by utilizing the support of friends and relatives in the neighborhood. Under these major topics, a total of 24 spots were produced in audio format whose text versions are found in this publication.

Characters

In character design, for example in resolving the type and size of family, we tried to stick to the objective reality in our country. We also tried our best to relate the characters' remarks with the main purpose of the radio play and to keep them short so that they would not be boring. The gap between the conventional child rearing practice in our country and the scientific way of doing it

was also taken into consideration in script writing and character design. In view of that, continual informative meetings and extensive discussions were held with a team of professionals from Addis Ababa University. Efforts were made to correlate one segment of the radio spot with another and make them interdependent, as well as leave a room to incorporate feedbacks from both the message sender and receivers in future episodes. The radio play is not meant for a one-way communication; they are supposed to spark further discussion among the audience. It is produced in a way that facilitates a two-way communication between the message sender and receivers (parents/caregivers). Both the content selection and its presentation (the script writing) were done with great care following in-depth discussions child development professionals and the script writers. Having passed through all these rigorous procedures, we believe that the script in this publication would have great contribution to easily acquaint parents/caregivers with scientific way of child rearing.

While the radio spot has a total of 21 characters, some of them act in most segments of the play; a few of them act only in certain segments of the radio play; few others are only portrayed by other people. Accordingly, the characters represented in both the script and the production are the following:-

- ❖ Weizero Tigist - She is 30 years old; she has two sons and two daughters.
 - Robel - 6 months
- Natnael – 3 years
- Bethelihem – 5 years
- Selam – 7 years
- ❖ Ato Dires – He is 32 years old; he is Tigist’s husband and father of the four children.
- ❖ Weizero Etagegn – Tigist’s mother and grandmother of the four children; she currently lives with them.
- ❖ Askale – she is 33 years old; she is Tigist’s neighbor; she is a mother of two daughters and two sons; there are dairy cows in her residence; she sells milk. Her kids are:-
 - Samuel – 9months
 - Meron – 2 years
 - Amele – 5 years
 - Birhanu – 7 years
- ❖ Ato Fiseha – He is Askale’s husband and father of the four children; he is 39 years old.
- ❖ Weizero Tirhas – Fiseha’s mother and grandmother of the four children.
- ❖ Ato Mohammed – former neighbor of Weizero Tirhas who is displace from the countryside where he used to live.
- ❖ Fetiya – a 21 year old young lady who got married recently; she is in sixth month of her first pregnancy.
- ❖ Nuriya – health professional (nurse)
- ❖ Weinshet – child care and development professional

- ❖ Priest Ashagre
- ❖ Haji Husen (portrayed by Priest Ashagre)
- ❖ Pastor Alemayehu (portrayed by Priest Ashagre)

Section 1. HYGIENE AND NUTRITION (Spots 1 – 4)

Subsection 1. Hand washing during critical times

Characters

Tigist – mother

Robel – a 6 month old baby

Dires – father

Askale – neighbor

Spot ID (instrument)

(Sound effect - a 6 month old baby crying)

Tigist – Shhh my sweetheart! I’m here for you my honey! That’s enough, don’t cry! (Soothing her baby boy)

Dires – Wait, please, don’t. Every time he cries, you don’t have to ... (he leaves his statement unfinished)

Tigist – (the sound of a crying baby is still there) come on, my dear; come on, let me carry you on my back.

(Door knocking sound effect)

Tigist – you better go and open the door.

(Door knocking sound effect, again)

(Door opening sound effect)

Askale – Good afternoon.

Dires – How’re you, Askale?

Tigist – Praise be to God; come in, please, Askale.

Askale – I heard your baby crying, should I say?

Dires – Please, do!

(all three of them laugh)

Askale - What may have happened to him?

Tigist – We haven't examined him yet, doc?

(the all laugh again)

Askale – (as she laughs) Tigist my dear, there at the health center ...

Tigist – What did they say to you, this time? (interrupts)

Askale – They were telling us that we should wash our hands before breastfeeding and dining plus after using poppy and toilet.

Tigist – Is that how our mothers brought us up?! I was not worried like that when I brought up my other kids, either.

Askale – If our mothers did not care for us, it means we were getting sick. There may well be others who may have died. When raising our other kids, if you remember, we used to go from one health center to another regularly. And we used to say “that's how a child grows”.

Dires – Well said! She needs to be told like that. That's what she does to our baby; every time he cries, she takes him here and there.

Askale – Does that mean you are transferring all responsibilities to her?

Tigist – Of course! Let him know it; shouldn't we help each other?

Askale – Raising a child is the responsibility of both the mother and the father. Hygiene, too, is a joint duty.

Tigist – You're right! Cleanliness also saves you from smelling like a woman-in-childbed.

Askale – We touch many things with our hands. Unknowingly, we may touch germs or bacteria. She was telling us that we should wash our hands properly with water and soap.

Dires – (Laughter) Who is she that said so?

(Everyone laughs)

Tigist and Askale – (together) The nurse!

(They laugh together again)

Tigist – Ok; let me accept everything else; should a baby's poop be a big deal, for heaven's sake?

Askale – Yes indeed. If we don't wash our hands after changing our baby's diaper, and feed it holding our breast with our unclean hand, we make our baby sick with our own hands.

Tigist – (the baby resumes crying as she removes her breast from his mouth) Forgive my ignorance! Let me wash my hands and come back. Shhh my sweetheart; I'm here for you my darling (she soothes him and he gradually stops crying) Would you, please, come and help me wash my hands, dear?

Dires – With pleasure, darling.

Askale – This one also has a solution, they said.

Dires – Who? The health center?

(Everyone laughs)

Askale – Don't ridicule, Dires. In fact you and I don't have a washbasin. But at least you can reproduce what I have done.

Tigist – You're right. We can drill a jerican on one side near the bottom with a nail, and use the nail as a plug.

Askale – You're smart, my dear Tigist. You see, if you have this traditional washbasin, you can simply get to your feet wash your hands. You won't be discouraged. You won't be bothered when Dires is not around.

Dires – No doubt, it would benefit us all.

Askale – While it is possible to keep our hygiene easily, unfortunately many children are subjected to diarrhea and even death.

Tigist – That's enough; don't talk about death, please.

Askale – Being cautious is the only way to avoid thinking about death.

Tigist – I'm glad you enlightened me. Dires, please, help me wash my hands, only for now.

Dires – Okay (he stands); having helped you with that, I will set up the washbasin.

... Bridge ...

(the sound of pouring water)

Tigist - Good job, my darling.

Dires – Apply adequate soap to your hand and rub hands palm to palm with fingers interlaced.

(the sound of pouring water)

... Bridge ... /back announcement/

Are you a mother? Then, keep your child's health by washing your hands with clean water and soap before nourishing and breastfeeding your child, and after using potty or toilet.

This message was brought to you through the joint collaboration of the Ministry of Education, the Ministry of Health, and the Ministry of Women and Social Affairs. UNICEF was involved through financial grant while Addis Ababa University's Early Childhood Education Center offered professional support.

Subsection 2. Improve breast feeding practice

Characters

- Tigist
- Askale
- Fetiya
- Sr. Nuriya

Spot ID (Instrument)

(The sound of street noise sound effect)

Tigist – Aski, I didn't know you were out here; I thought you were staying at home.

Askale – Yeah, I was here waiting for you. My honey ... mwah (She kisses Robel)

Tigist – Robel will receive his 6-month vaccine, today.

Askale – Great; children will be subjected to various diseases unless they are vaccinated in time.

Tigist – Samuel has turned 9 months; isn't it?

Askale – You're right! So listen, TG; we should make sure our children get all their lifesaving vaccines.

(The sound of footsteps; the sound of cars)

Tigist – Today, we will be listening together; isn't that Fetiya?

Askale – Yes, she is.

Tigist – How far along is she?

Askale – I think she is in her sixth month.

Tigist – Yeah, her belly is growing.

... Bridge ...

(Noise of women at health center)

Sr. Nuriya – How have you been?

(The women in group) - Fine, thank God.

Sr. Nuriya – Today, at the outset, we will be having a conversation with the expectant mothers.

... Bridge ...

Nurse Nuriya – It is great that you showed up for your follow up on time. Among you are expectant mothers with first to nine months of pregnancy. So today we will be learning about breast feeding.

Fetiya – That’s great.

Sr. Nuriya – What is the first priority for mothers right after delivery? (Pause) What’s that, Tigist?

Tigist – There’s the labour, um ... there’s anxiety; what can they do at that time?

Sr. Nuriya – You’re right, there’s the anxiety and exhaustion. But there’s also one most important thing in the first one hour after delivery.

Askale – We hug our newborn with love.

Sr. Nuriya – In fact, infants need to have contact with their mothers’ bodies as soon as they are born. This is so important. Yet another very important thing is suckling the newborn within the first one hour after birth. The first milk that the mother’s breast produces called colostrum is like a vaccine for infants. It protects them from various diseases. It helps the baby’s intestine to carry out its natural duty properly. It also cleanses the baby’s stomach. In fact, up until they are 6 months old, we should give them only their mother’s breast milk.

Fetiya – What if they take food other than the mother’s milk?

Sr. Nuriya – We should not give them anything other than their mother’s milk. If we make the infant suckle its mother’s breast in the first one hour after birth, it will not be subjected to various diseases. This will help its body organs carry out their natural duty properly. Is that clear, mothers?

(**All together** – Yes)

Sr. Nuriya – Is there anything that’s not clear to you?

Tigist – But the first milk that the mother’s breast produces is thick. Wouldn’t that cause digestive disorders?

Sr. Nuriya – It is quite the contrary; it purifies the stomach. Infants should get their mother’s breast milk as soon as possible right after birth, or within one hour, at least.

... Bridge ... /backannouncement/

Let's make sure that children have access to their mother's milk as soon as they are born. Let's protect their health by letting them take only their mother's breast milk up until they are 6 months old.

This message was brought to you through the joint collaboration of the Ministry of Education, the Ministry of Health, and the Ministry of Women and Social Affairs. UNICEF was involved through financial grant while Addis Ababa University's Early Childhood Education Center offered professional support.

Subsection 3. Ensure complimentary feeding

Characters

- Tigist
- Ato Dires
- Baby Robel
- Woizero Etagegn

Spot ID (Instrument)

(Sound effect – the sound of a crying baby)

Tigist – What happened to my baby? What shall I do, Dires?

Shhh my sweetheart! I'm here for you my honey! That's enough, don't cry! (She also sings him a song)

(He continues crying but with lower voice)

Tigist – (Continues singing him a song)

Dires – (From inside) Haven't you breastfed him?

Tigist – Yes, I have; but I think he hasn't had enough.

Dires – (Approaching them) I have told you repeatedly; you need to eat well and also take enough fluid.

Tigist – Do you think my eating alone would be enough?

Dires – As for me, I've always been eating very well. And who said you should eat alone?

Tigist – (As she laughs) Are you making fun of me? As we were told yesterday at the health center, ...

Dires – (Interrupts her) Hurrah! Lucky me! My wife is being trained in scientific child raising practices.

Tigist – Still joking? Believe it or not, the health professional told me that at 6 months, children need to have complementary food.

Dires – That sounds good!

Tigist – Robi has turned 6 months now, isn't it? He needs to have complementary food. Just to suggest we include hom in our menu when going grocery shopping.

Dires – So, why don't we rent milk for him? Yeah, we shall rent milk from Askale; ok?

Tigist – Milk alone won't be sufficient; he needs to have balanced diet.

Dires – They will give us the food as well, or only the advice?

Tigist – (Laughter) If they give us appropriate advice, then you should consider it as if they gave us something better than food for our child.

Dires – What are the food items that they say he should eat?

Tigist – Daily, he should be given food consisting of three or four food groups.

(The child is still crying)

Tigist – I'm here for you, my dear. I and your dad were talking about you only this minute. My hero! My love! (She sings him a song) And until your food is prepared, here, have your breast milk.

Dires – Then the idea of complementary food is good not only for him but also for you; isn't it?

Tigist – I'm glad that you are my husband. Now let's try to quickly earn the required amount of money.

Dires – What are the three or four food groups which you talked about earlier?

Tigist – As the health professional told us, these include dairy products like milk, meat and eggs
...

Dires – Okay?

Tigist – Grains like corn, sorghum, oats, rice and beans

Dires – Keep on, third? (Both laugh together) Just listen and learn. Then you have lentils.

Dires – Fourth?

Tigist – The fourth one is fruits and vegetables.

Dires – My dear Tigist, you're so smart. Did you take a note or memorized it by heart?

Tigist – My dear husband, how can I forget this? This is about our child. Look, the grains and lentils could be ground together into flour; then the flour could be used to prepare gruel for our baby.

Dires – How about the rest of the food groups you mentioned earlier?

Tigist – Before referring to the rest, let's first assess our financial capacity. Milk and other animal products are also important provided that we can afford them. Renting milk and adding dry beef into the child's food is recommended. She also told us that when we prepare the child's food, we should not make it thin like soup, but thick like porridge. We should use milk instead of water when cooking the food so as to enrich the food with dairy product. We should also provide boiled vegetables including cabbage, potato and carrot as well as various fruits.

Dires – Very good.

Tigist – If the child is provided with these complimentary foods 3 to 4 times along with my breast milk he will grow without any impairment.

Dires – My wife, you're so incredible!

(His phone rings – Sound effect)

Dires – I think the time has gone; it's from my work place; good day, dear!

Tigist – Good day, darling!

(They kiss each other)

Dires – (Mwua) he kisses her. This is for my kid.

(Laughter, together)

... Bridge ... /back announcement)

Let's make sure children have balanced diet after 6 months of age. Give your child a variety of food items 3 to 4 times a day. These should be items that are readily available in your area and that can be prepared easily, such as animal products, grains, fruits and vegetables.

This message was brought to you through the joint collaboration of the Ministry of Education, the Ministry of Health, and the Ministry of Women and Social Affairs. UNICEF was involved through financial grant while Addis Ababa University's Early Childhood Education Center offered professional support.

Subsection 4 - Timely Care Seeking for Childhood Illness, with focus on full immunization

Characters

- Askale
- Fiseha
- Tirhas
- Muhammad

Spot ID (Instrument)

(A baby's bitter cry)

Askale - Let me take all your troubles away, my little one. Mom, give me that diaper, please.

Askale - Wait; let me change the diaper for him. He will keep quiet. I'm here for you, my love. (Holding him and putting him to sleep) (He is still crying) Yes, sleep like this. Let me change it for you. Oh my goodness! This kid has diarrhea. (He hasn't stopped crying)

(Sound of door knocking)

Askale – That should be Fiseha, mom.

(Sound of door being opened and closed - sound effect)

Fiseha - How are you? Why is he crying? He can be heard from outside!

Muhammad - Good afternoon, residents of this house?

Tirhas - Good afternoon; how are you Muhammad?

Askale - How are you? Have a seat. He probably has diarrhea.

Fiseha – If he has diarrhea with all your care, ... (leaves it unfinished)

Askale – His poo is too watery. The diarrhea hasn't stopped yet. He may also have stomach ache; that may be why he kept crying.

Tirhas - Brother Muhammad, I'm sorry that I couldn't visit your family.

Muhammad – Even if you wanted to, our residence isn't convenient for visitors, Tirhas. Your kids are fine, aren't they?

Tirhas - They are fine. How about yours? How is the newborn, and how is its mom?

Muhammad – My dear Tirhas, you are asking me about a newborn’s mom, who has been displaced from her native area? What can I say? There are the kids, no schooling, nothing.

Askale - When will our troubles end? Is the newborn being vaccinated?

Muhammad - So far, yes. God knows what's next.

Askale - But he needs to take all the vaccines. If missed or suspended, there is a risk.

(The baby is still crying)

Muhammad – What's better? The baby couldn’t stop crying.

Fiseha - Shall we take him to health station?

Askale – I’m here for you, my dear! (He cries repeatedly) He doesn't have fever. But he cries nonstop.

Askale – It is only recently that he received his vaccine.

Tirhas - I was telling her to squeeze that herb and give him the juice orally. She refused saying she is unconventional, and now there seems to be no way out.

Askale - Didn't I tell you? Nothing is given to children without a doctor's prescription.

Fiseha – She’s right, mom. What's better, then?

Askale – He is having watery stool for the 3rd time only this afternoon. Wait, let me prepare the ORS for him.

Fiseha - I will bring it for you; Sugar, salt and clean water, right?

Askale - Yes (I’m here for you, my dear!) (He is crying)

(The sound of footsteps is heard)

Fiseha – Here you are! A liter of water, isn't it?

Askale - That's right. Show me the spoon; yes, it's a tea spoon.

Fiseha - How many spoons of sugar?

Askale - Six spoons of sugar (clinking sound) Fill it to the brim; don’t overflow. Yes, like that.

Fiseha - I added six spoons of sugar.

Askale – Then, add half a spoonful of salt to it.

Fiseha – Here; shall I stir it?

Askale - Of course; great. Give it to me; I will let him drink it slowly (She receives it) Here you are my dear, my hero.

Fiseha – My goodness! My wife, you have become a doctor, yourself.

Askale - The first doctors should be us. If he doesn't recover, we'll take him.

Fiseha - It means that the diarrhea will be treated here.

Askale - No. Bloody diarrhea should be treated immediately. This one doesn't have blood. They also said we should take him to a health station immediately if he has trouble breathing, or a persistent cough. Now Sammy doesn't have these severe symptoms.

Fiseha – The vaccine he received may have helped him, isn't it?

Askale – Thank God, he has not missed a single vaccine. What the doctors tell you is very sad; many children die from diarrhea alone.

Fiseha - But how do you remember the due date for your child's vaccination?

Askale – Forget mine. Some associate the month with the harvest season, annual festivals, or something else. They attach the date with monthly get together, holidays or other occasions. There is also a calendar in urban centers like this particularly among people who are educated.

Muhammad – Among refugees like me, it is difficult to identify even the month, let alone the date. Whenever they can, they come and vaccinate. But sometimes we go to the health center on our own initiative; so it's good to know that we can remember the dates and months like this. It's a good thing that you told me, Askale. I will also tell others about it. The problem is when the vaccine itself isn't available; otherwise the method is best.

Askale - If they don't get vaccinated, they are exposed to diarrhea, cholera and other diseases.

Fiseha - It's sad. Refugee camps are extremely dangerous for children's health. Disease on top of their displacement. The sound of gunfire, what not. And on top of all these, disease and death!

Muhammad - Do you think the disease is easy? There are children who died before my eyes.

Tirhas – I wish I died on their behalf; without their sins.

Fiseha – Refugee camps are very difficult places for children. Given the poor hygiene and suffocation, these places aren't safe for them to live in.

Tirhas - Let it be the will of the almighty God that our sufferings are no more existent.

Fiseha - Sammy became quiet now, hasn't he? Is he getting better?

Askale - Let's observe his condition for some time. Otherwise, we will take him to health station.

- Bridge - /Back Announcement/

Let's help children to be protected from various diseases and to have lifelong immunity by getting them vaccinated!

This message was brought to you through the joint collaboration of the Ministry of Education, the Ministry of Health, and the Ministry of Women and Social Affairs. UNICEF was involved through financial grant while Addis Ababa University's Early Childhood Education Center offered professional support.

Section 2 - RESPONSIVE CAREGIVING (QUALITY TIME AND INTERACTION WITH THE CHILD) (spots 5 - 7)

Subsection 5 - Responsive care

Characters

- Tigist
- Natnael - Bethelihem - Selam
- Askale
- Baby Robel
- Baby Samuel

Spot ID (Instrumental)

(Noise of children playing – Sound effect)

Tigist- Children, play slowly so you don't fall. Don't bother your grandmother, either.

(To Askale) When the weekend comes, you know our house turns into a marketplace.

Askale- It's nice. Let them play. They say playing is important for children, isn't it?

Tigist- That's right. (Children's noise is heard once in a while)

Askale- When I bring Sammy with me and add him to the crowd, the market is becomes more vibrant, isn't it?

(They laugh)

Tigist- I hope you don't mean he would bother me, do you? (As if she was offended by Askale's remarks) Rather, your kid appears to be restless. What may have happened to him? (Sammy made a sound which signaled his restiveness)

Askale- You're right. I think embrace didn't give him comfort.

Tigist- Why don't you lay him here on the sofa.

Askale- Okay. Let me level the surface of the sofa for him so that it wouldn't cause him discomfort.

(Sound of clothes swishing)

(Tigist's son started crying)

Tigist- I think I delayed his food. (loudly) Mom, it isn't cool yet? I'll give him now.

(The baby continues to cry)

To her mother- You brought me the food, great. Hand me the spoon, Askale.

Askale- It's hot; let it cool down a bit.

Tigist- You have clean, cold water over there.

(Sound of plates and spoons) Come on, my dear; my love. (She sings him a song)

Askale- If you publish children's songs, you would make it!

(They laugh together)

Tigist- What shall I do? If he cries a little, I'm saddened deep inside.

Askale- We all are, Tigist, my dear.

Tigist - Do you think all mother have this feeling? I know many mothers who are never worried when their child cries. They say he would stop crying it in his own time.

Askale- That's wrong. A child does not cry without a reason. The restlessness, the uneasiness is not without reason.

Tigist- There's nothing you haven't known thanks to that child care and development expert.

(They laugh)

Askale- "How would I hate being beautiful," said the woman. I can't tell you how much it helped me in raising my child appropriately. You have also followed me now.

Tigist- It's true.

Askale- What the professionals also say is that children don't cry for no reason. They're either hungry or sick, or there's something they're not comfortable with. They may have cramp, or they're suffocated... or there's just something wrong. So we must analyze and interpret this symptom.

Tigist- Last time Robel cried. I thought he was hungry and gave him food, and what not. There was literally nothing I haven't tried. He couldn't stop crying. At last, I found a toy in his bed which Natnael had left. He was sleeping on it, and it was eventually that I realized this was the cause of his discomfort.

Askale- We need to keep an eye on children's feelings every minute.

Tigist- Looking into their eyes by itself is heartwarming, isn't it?

Askale – Yes, it increases the love of the baby and ours. On top of that, when we follow them, we understand their feelings. We know what they want. Since they don't speak out loud like us, they use different ways including gestures and sounds. Nature itself pushes them. At this time, it is necessary to observe children attentively. We must understand the signals they give us and respond and provide solutions.

Tigist- I think he has had enough now; he began to close his mouth.

Askale- Does that mean I'm full?

Tigist- Yes, my hero, my love. Wait; let me wipe your mouth. Come on, my sweetheart; are you smiling for me? Now you will let out a little burp, yawn and fall asleep, okay dear?

Askale- Mine is also comfortable now. He is sleeping peacefully. When children express their feelings with different signs, if we understand them and warm them when they are cold, make them comfortable when they are uneasy, and feed them when they are hungry, they will be happy. They grow up in good health. If we can't read our children's feelings, they can get into trouble.

Tigist- The belief that a child grows by luck has become a thing of the past, dear.

Askale- The child care and development professional says regular monitoring of children is very important for their development. She says this increases their ability to understand things quickly.

(The sound of children's noise is heard - sound effect)

- Bridge - /Back Announcement/

Mothers and caregivers, let's understand deeply attentively. When they are hungry, sick, uneasy, crying or showing other symptoms, let's understand their problem and provide them a quick response!

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Subsection 6 - Create Stimulating Environment and Enhance Sensory Stimulation

Characters

- Selam
- Bethelihem
- Natnael
- Tigist
- Askale

Spot ID (Instrument)

Bethelihem - Are you sleeping - are you sleeping

Brother Jack - brother Jack

Morning bells are ringing - morning bells are ringing

Ding, dang, dong - Ding, dang, dong

(In the living room, the baby Reuben is lying on the sofa. Far away, in front of Reuben and Nathaniel, she pretends to be a person sleeping on a mattress wearing a blanket. Bethelihem is singing to her.)

Tigist - (Laughing) Oh, you children.

Bethelihem – (continues) Are you sleeping (2)

Brother Jack (2)

Morning bells are ringing (2)

Ding, dang, dong (2)

(Robel's joyful laughter is heard in the effect)

Okay, I'll get up - Okay, I'll get up

Washing my face - brushing my teeth

Wearing my clothes - eating my breakfast

I will go to school

I will acquire good knowledge

(Tigist and Askale laugh with amazement)

Tigist- When we sometimes play with them, we sing songs to them, so they are used to it.

Askale- That's good. It's nice. It means that our efforts are bearing fruit. On top of that, our home itself should be a place for children to play and learn many things.

Tigist- What kind of game?

Askale- Look at your house now. It doesn't have a wide playground in the middle. The chair, the coffee pot, it's not for play because it doesn't take up space. On top of that, it is recommended that our home and surroundings be suitable for children to gain a lot of knowledge through their senses. When there are things that children can easily see with their eyes, smell with their nose, touch with their hands, hear with their ears and taste with their tongue, it is important for their development and education.

Tigist- How is it comfortable for their senses?

Askale- If there's something that they can see, touch, smell, hear and taste nearby, they can understand things easily. We ourselves can sometimes stimulate their senses by asking questions.

Tigist- Go ahead. I will also follow you.

Askale- Hey Betty, come towards me; I have a question for you.

Askale- Nice; stand there turning your face toward us. Okay --- What's there on the wall behind you above the chair?

Bethelihem- It's a photo

Askale- It's a photo. But what photo is it?

Bethelihem- I know.

Tigist- Okay, tell me!

Bethelihem- It is a photo of my mother and father!

Askale- (Applause) It's a photo of TG and Dires. Let me ask you one last question---- what color is the photo? (In a way that is clear to a child)

Bethelihem- It's old color!

Askale- I did not ask you about its time, but about its color.

Bethelihem- Do you mean whether it's green or ... ?

Askale- Yes! (Extending the word)

Bettelhem- But the photo is old, you know, right?

Askale- (laughing) Yes, I agree.

Bethelihem- You won't score me wrong for that, right?

(Everyone laughs)

Askale- (As she laughs) I won't.

Bethelihem- The color is partly black and partly white.

(Everyone claps together)

Tigist- Clever girl! May I ask now?

Bethelihem- Why? Are you just asking? No reward?

(They laugh)

Tigist- (laughing) You will be rewarded my child! You just answer. Selam, come back; I'm watching you. If you are asked another time and you answer, you will be rewarded. Now I'm going to ask you an audio question.

Bethelihem- But don't forget the prize.

Tigist- Never mind. I will make two sounds and you will tell me what they are.

The first --- Koo Koo Koo Kukulu (she makes a chicken's sound)

Bethelihem- (Laughs happily) This is a chicken's sound. (She screams like a chicken)

(They laugh)

Tigist- Hear the second voice. Woo woo woo woo (she makes a dog's sound)

Bethelihem- I know. (In a childish way) It's Bucci's (dog's) sound.

(They clap together) Clever, Betty!

Askale- Let's applaud them, isn't it Tigist?

Tigist- Clever children (collective applause).

Askale- Now it's my turn. Selam, please hand me the diaper.

- Bridge -

Askale- Natty, come here, please.

Askale- Show me the smallest of these fingers of mine?

Askale and Tigist- (They laugh together)

Askale- Look, you touched my thumb. The smallest finger is the one on the opposite side of my thumb.

Askale- And now you touch these two papers with your fingers and tell me what you feel on your hands.

Come on, first, here's a paper from a notebook. Bring your hand - - - Yes! Brilliant!

And this is cardboard. Bring your hand again. Yes, like this. ----- You have touched both with your hands.

Tell me how you feel. - - - - correct! The first is soft. The second is rough.

Excellent, Natty! (Both clap)

Tigist- Very good, Natty. (applause)

Askale- Come here, let me kiss you, Sammy, my sweetheart! Now we're going to change your diaper. But first let me massage your hands, your feet, your back gently. My dear, give me your hand. (Laughs) Wait, I'll take it. You see, Tigist; when he takes a bathe, I look into his eyes and massage his whole body gently. Good Sammy. Let's give Sammy a round of applause

(All together) Good Sammy!

Tigist- And now let me bring something and we'll be asking Betty.

- Bridge -

Tigist- Now I am holding two tasty things in my right and left hands. Betty, you tell us what you taste.

Taste this first, Betty.

Bethelihem- Ey---

Tigist- (laughing) What?

Bethelihem- Hey mom, what's up? You gave me salt.

Askale- You know it's salt, right?

Bethelihem- Yes, it is salt.

Tigist- Very good. Now open your mouth without seeing it. Great.

Bethelihem- Ask me again, momr.

Tigist- Tell me what it is.

Bethelihem- It's sugar.

Tigist- Here, taste it again.

Bethelihem- It is sweet.

Tigist- Is it sugar?

Bethelihem- Yes, mom.

Tigist- Good, my daughter. Thank you, Askale.

Askale- It's okay. I and my son Sammy have also finished changing our diaper. My dear, my smart boy. Dires also makes them play this game, isn't it? Fiseha likes the game as stimulates the children's sense organs.

Tigist- The involvement of husbands is critical. Yes, Dires also makes them play the game while I am busy taking care of Robel. In fact, there is nothing like knowledge. And raising children really requires knowledge.

Askale- The child care and development expert is giving us a lot of knowledge about child rearing. We need to inform other mothers about this.

- Bridge - /Back Announcement/

**Let's support children's healthy development by stimulating their sense organs.
Let's make it comfortable and safe for them to explore their environment!**

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Subsection 7 - Mediated Parent-Child Interaction and Communication

Characters

- Bethelihem
- Tigist

Spot ID (Children's Instrument)

Tigist – Betty, my daughter, we will now prepare lunch with me, do you want?

Bethelihem - I'd love to - - - Are we going to make stew? Thank you, mom!

Tigist- Very good. You see, these are the ingredients that we need to make the stew. Tell me what they are called.

First, what is this?

Bethelihem- I know. This is a cooking pot.

Tigist- What do we do with a pot?

Bethelihem- We make stew.

Tigist- Of course, we make stew with it. SO to make stew, what do we do with the pot?

Bethelihem – We put all ingredients in it and place it on fire.

Tigist. We put the ingredients in it step by step as we stir the contents. Look, what do you see in the pot now?

Bethelihem - There's onion in the pot.

Tigist- Before the onion was added into the pot, it was whole. Then what did I do?

Bethelihem- You chopped it with a knife. Then you added it to the pot.

Tigist- You are right, my child.

(The sound of a cooking pot on fire – sound effect)

Tigist-You see, now placed the pot on fire, why?

Bethelihem- To cook it.

Tigist- (Sound effect of a cooking pot being stirred) Look, what am I doing now?

Bethelhem- You're stirring the pot, mom.

(Sound effect of a cooking pot being stirred continues)

Tigist- Come here, hold the stirring stick carefully and stir the pot like me?

Bethelhem- Okay, mom.

Tigist- Smart girl; that's exactly how you stir the cooking pot. Now give it back to me. What should I add next from what's in here?

(Sound of door opening and closing)

Dires - What are you doing? Are you teaching Betty how to cook? It's great. I also remember learning to cook at her age. And what is to be added next, Betty?

Bethelhem- It's Shiro.

Tigist- Not Shiro. Shiro also will be added, but that is later. Now I will add oil. Look, I added oil. (The sound of the boiling food increases)

Tigist- What will be added next?

Bethelhem- Is it pepper?

Tigist- Yes, It's pepper. But I will have to balance the amount of pepper that add. But what will happen if I add excess pepper?

Bethelhem- It'll be very hot, mom!

Tigist- You're right. But how do I know how much to add?

Bethelhem- You measure it with a spoon

Tigist- (laughs) How many spoons?

Bethelhem- I don't know that.

Tigist- I will have to balance it with the amount of stew I would like to make; it should be neither too little, nor too much.

Bethelhem- Mom, what do you do after you add onion, oil and pepper?

Tigist- I blend it.

Bethelhem- What does to blend mean?

Tigist- To blend means to cook the onion, oil and pepper with water for a while stirring the ingredients together. What do I do then?

Bethelihem- You add water. I saw adding water last time.

Tigist- Yes, Betty; I add water. But the amount of water I add should be well-balanced with that of the stew I'm making. Now who would like to eat the Shiro with eats syrup with bread?

Bethelihem- We all would; I, You, Daddy, Natty, Grandma and Selam.

Tigist- You see, since I should prepare enough food for the family, I need to consider this when adding not only the ingredients but also the water. What is added then when the water boils?

Bethelihem- When the water boils, you add the Shiro. May I stir it, mom?

Tigist- Here, take the stirring stick; but be careful so it won't burn you.

Dires – That Betty would become a qualified girl is evident from the way she handles the stirring stick. May I stir now?

- Bridge- /Back announcement/

By discussing with our children about activities, let's lay the foundation for their speech and work skills.

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Section 3 - PARENTS' / CAREGIVERS' COMPETENCIES ON CHILDREN'S EARLY LEARNING (spots 8 - 11)

Subsection 8 - Enhance effective use of oral literature with children

Characters

- Woizero Etagegn
- Birhanu
- Amele
- Meron

Spot ID (Instrument)

Etagegn - Now, children, let's get out of here and go to the field outside (the children make joyful noises) (the sound of footsteps and children running is heard) Then we will all sit on the grass.

(The sound effect of going to the field)

I will sit here on the rock under the tree. You sit down on the grass in front of me. Yes, like that, very good.

Today I will tell you about the goat and her eight kids. I will also ask you questions when I finish the story, so listen carefully.

All together- Okay!

Etagegn - Great.

Once upon a time, there was a rural village far from the city. There lived a goat with eight beautiful little kids. They also had a beautiful cottage. The kids used to go and play in the beautiful fields and hills around them.

One day, their mother planned to go far in search of food for everyone. She called them and said-

(changed voice) "My kids, do not open the door to anyone except me. Don't let him deceive you, because there is a sly wolf in the area that does not go away." But the lurking wolf came up with a plan. Covering his body with dust, he imitated their mother. Then he reached the door and knocked, pretending his voice was hers.

“My children, I am your mother, open the door for me.” The youngest of them all looked through the hole in the door. It was suspicious. The little goat

(changed voice)

“Show us your palms,” she said suspiciously. Then he quickly dusted his palms and showed them. His palms were black. The children realized that it was not their mother who knocked on the door.

“You are not our mother. You are the sly wolf.” And the wolf was afraid and ran away. But he didn’t give up. He decided to try for the last time. He went to a bakery and asked the baker to cover his body with dough and the baker covered him.

He went back a second time. He knocked on the door. “My sweet children. I am your mother. Open the door for me.”

Again the little goat is suspicious

“Show us your palms.”

And the wolf turned on his back and showed them his tail. When they looked through the keyhole, the tail was not their mother’s. Their mother’s tail is thin, white and long. But his was gray and fat. They yelled at him

“You are still the sly wolf. Get out of here.” As if the wolf was hungry, he went away ashamed. But he didn’t give up. He wanted to try one last time. Then he looked for milk and found it. Sift the flour and the dough. Now he slaughtered their mother as a goat. He knocked on the door and said to them

“My dear children, I am your mother. Open the door for me.”

The children are a little confused now.

"Show us your palm through the doorknob."

The wolf did as he was told. The palm looks like theirs. If you open the door. He jumped inside. He decided to eat them. But the clever little goats had opened the window. As he bent down to eat them, they escaped by jumping out the window. The wolf hugged the empty house, his stomach growling.

After that day, the children stopped opening their doors to guests. They continued to live happily with their mother.”

The children squealed with joy.

Etagegn- Did you guys like the story?

The children- Very much

Etagegn - Okay, now it's time for me to ask and identify those of you who have listened attentively. What are the animals in the story?

(A moment of silence) That's right, goats and a wolf.

Well, what did the wolf do to trick the little goats? (pause) Right, he changed himself first by dusting, then by battering with milk.

But what did their mother warn them before she left? (pause)

That's right. Before their mother left, she warned them not to open the door to anyone but her because there was a sly wolf.

Another question, when the wolf first came, how did they know it wasn't their mother? (pause)

They asked him to show them his palms. Their mother's palms were white and his were black.

Do you have any other questions? ----- (pause) Very good. Okay, Amele.

That's a good question. You asked why their mother left them. It would be nice if they were together. But they also need something to eat. And if there is nothing to eat, they will starve. So the mother left to feed her kids.

Very good children. So, from this story, we learned that we should discriminate between good and bad, not just by listening to things or people, but by examining them. In addition, we will have a prize for the winner. So next time it will be your father's turn. He will tell us another fable.

- Bridge - /Back Announcement/

Let's help our children develop their knowledge and have a healthy growth through stories, songs and riddles!

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Subsection 9 - Promote Mediated Play with Children

Characters

- Tigist
- Dires
- Askale
- Selam

Spot ID (Instrument)

(Sound of door knocking)

(The sound of door opening and closing)

Askale- Good morning, Tigist? Is everything okay, Dires?

Tigist - Thank God, how about you?

Dires - Thank God, how are you?

Askale- I'm fine. Where have the kids gone? I'm not hearing their voice. Wow, Robi is growing up.

Tigist- Thank goodness, now we are raising them with better knowhow.

Askale- The credit goes to the child care and development professional. Her advice is the main source of our better understanding on the subject matter.

Tigist- Mom has also become our helper. Last time she was telling them stories and discussing with them.

Askale- It's really nice. I helped Amele to find a tree leaf on her own initiative for today's game. So we have a tree leaf.

Dires- Weizero Tigist, how about you,?

(They laugh)

Tigist- All complete, everything ready. Selam has readied wood and sand. How about you, Ato Dires?

Dires- On my part, Betty prepared the timber and cardboard according to her request.

Askale- It's nice. It's better outside, right? And let the children be called. Today, the main developer is Selam, isn't it?

Tigist- (raises her voice) Come on, kids, everyone, Natnael, Selam, Betty. (the sound of footsteps) Very good. Come on, let's go outdoor (the sound of footsteps is heard).

(pause)

Selam- Well, as you can see, Betty has prepared the timber and cardboard. I brought sand and wood. Amele has tree leaf. It's my turn today. What I have planned to build is a house. I will show you how.

Askale- Here is timber and wood (sound of wood colliding with one another) where do you want the sand to be kept?

Selam - On the ground.

Askale- Very good. (The sound of sand being unload to the ground is heard) And here's the cardboard (sound is heard as she picks up and puts down the cardboard)

(brief background music)

(knocking sound of wood, sand and cardboard)

Tigist- What are the woods for?

Selam - They are for fence.

Tigist- (pause) Very good, so they're meant for fence. Wait, be careful so don't cut your hand, Okay. I'll cut it for you. What about the cardboard? You made a very good door and a window.

Askale- Is it two houses?

Selam - It's a house and a kitchen.

Askale- (Laughing) A house and a kitchen, okay. Let her show you the kitchen so that you will cut and make a door and a window for it.

Tigist- There; okay. Now both the house and the kitchen have got doors and windows. Don't be afraid. The sand won't hurt you. You will wash when you're done. (back ground) Great! It means the sand is a garden? Nice! She planted the tree leaves in the sand.

Dires- You positioned the timbers at the front. ... door. Okay, very good. It's over?

Askale- Well, this is the house she saw in her own house. She made the kitchen and the bathroom out of cardboard. Then she spread the sand like a garden in this yard. And she surrounded it with wood. It means that she left a small space in front of it, positioned the timbers

and built an outer door. Interestingly, she decorated the garden with tree leaves on the sand. A very talented girl. Let's all clap for Selam!

(all clap together)

Dires- Selam will be awarded a jigsaw game for her great work.

(Everyone claps)

Tigist - Next time, Selam will practice and show us how to build a house with the jigsaw game that was bought for her. Also Betty and Natty would formulate a plan to produce whatever they want. We will help you find the items.

Dires- I plead you not to ask us to bring expensive material.

Askale- My children are doing the same. When you finish at household level, you will plan what you will do and play together. Now Betty will take a picture of Selam's house and finally restore the sand in a plastic bag and other materials to their respective places. Let's go home now. Next time you will be leading the game.

Bridge /Back Announcement/

Parents, let's do our part by organizing and participating in child-led games. Let's contribute to the healthy development of our children!

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Subsection 10 - Enhance rich talk with children

Characters

- Dires
- Tigist
- Bethelihem

Spot ID (Instrument)

(The sound of door knocking)

(The sound of door opening and closing)

Dires - How are you, my dear? (They kiss each other) Hand me, let me hug this young man.

Tigist- Here; hold him close ...

Dires- Come to me, come to me, my dear, my hero, let me kiss you (Mwua, mwua)

Oh come here, let me kiss you too (Mwua, he kisses them one by one)

Yes, Natty... What, hug me too?

(Laughing) Okay my dear

Go to your mom, My hero, my sweetheart! (The sound of raising up a child)

Tigist- How was work?

Dires- It's okay; how about yours?

Tigist- Staying with Robel? Don't call it work. We were playing together.

Tigist- My love, mwua!

Dires- How beautiful his smile is! He is happy.

Tigist- My sweetheart, mwua (thrilled) Take a rest and have your supper, dear.

- Bridge -

Bethelihem- Mom, the little 'Enshirarit' came to me. Oh mom!

Tigist- Be brave! Come to me and sit here!

Dires- What is it, Betty?

Bethelihem- It's an Enshirarit; look at it, daddy!

Dires- Say shererit, my child.

Bethelihem- Enshrit.

Tigist- She - re - ri - t

Bethelihem- She - re - ri - t

Tigist- Good, Betty! It is called shererit.

Bethelihem- She - re - ri - t (pause) But why is a shererit called shererit?

Tigist- It may be from the way it passes by?

Bethelihem- Are all those which pass by like it are called shererit?

Not Dires. No, your mom didn't say they are, did she?

Bethelihem- No, she just asked a question. Look at it; it is climbing to towards the roof. 1 - - - 2
- - Oops, it is gone. How many legs does it have?

Dires- Let me count. Right 1 – 2 – 3 – 4 Left 1 – 2 – 3 – 4 It has a total of eight legs.

Bethelihem- Yes; 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8. That's right, she has eight legs.

Tigist- Good Betty! How many legs does shererit have?

Bethelihem – A shererit has eight legs. Look at it, mom; it approached the cockroach! The cockroach ran and escaped. Oh mom!

Dires- You see, my daughter; the shererit ran to eat the cockroach.

Bethelihem- But the cockroach escaped her. The cockroach is brilliant. Daddy, but how did it know that the cockroach was there?

Dires - That's a good question, Betty. Animals use their senses to detect and hunt other animals that they prey.

Bethelihem- What does hunting mean, daddy?

Dires - Hunting means finding and eating.

Bethelihem- You mean just like the lion in the story you told me last time, which chased, captured and ate the deer?

Tigist- You are right my child! You are a very talented girl!

Bethelhem- Well, tell me how the shererit knew the cockroach was around.

Dires- Okay, my son. Yes, some animals have a good sense of smell, some have good sight, and some have a good hearing ability. Shererit can detect small movements, so it can easily spot the cockroach from a distance. Then, it traps the cockroach with its web.

Tigist- What is a web, my child?

Bethelhem- It's a thin thing that shererit makes, isn't it?

Tigist- Excellent my, dear. You're right. We applaud you for your talent.

By the way, since shererit is harmful, we should avoid it as much as possible by cleaning our homes. Cockroach is also harmful.

Dires- Very good. And now it is time for puzzle. You are the one who prepared the puzzle. Mom will be asking us.

- Bridge -

Tigist- Uh... the first one

Let me ask you a puzzle.

Bethelhem- Ask me.

Tigist- Two asari three observant

Bethelhem- Uh...

Tigist- Two asari three observant

Bethelhem- When a finger cleans a nose.

Tigist- Who's next?

Daddy? Ok, daddy, it's your turn.

Let me ask you a puzzle.

Dires – Ask me.

Tigist- Its milk is drunk, but its flesh is not eaten?

Dires- Its milk is not drunk, but its flesh is not eaten? (In the form of a question)

E. So Reuben will drink milk from your breast.

But... yes, yes you

Bethelhem – There isn't such kind of answer, daddy.

Tigist- Daddy, you didn't get the answer. Betty, tell me what the correct answer is..

Bethelhem- Mother

Tigist- Very clever, my child.

(they applaud her)

- Bridge - /Back Announcement/

Discussions conducted with the initiative and leadership of children have great contribution to their overall development. Parents, let's help our children by participating in a developed conversation!

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Subsection 11 - Guide Reading Activities with a Child

Characters

- Askale
- Meron
- Amele
- Birhanu
- Fiseha

Spot ID (Instrument)

Askale- (sings him a song)

Okay, that's enough, he's asleep.

Fiseha- He was touching his eyes with his hand repeatedly.

Askale - His eyes grew smaller. If I haven't made him to sleep, he would have been complaining.

Fiseha- My wife, you are the best.

Fiseha- We have a reading program today, right?

Askale- You are right. We read to them for 20 minutes every day after dinner before going to bed, isn't it?

Fiseha- Mother Askale, you will read to us today. Wait (The sound of footsteps is heard)

Did you guys finish your homework?

("Yes," they say together)

Great. Now it's time for Mother Askale to tell us a story. Here she comes. (The sound of footsteps)

Askale- Okay, children, you have also cleaned your bedroom.

Fiseha- It's true.

Askale- Very good! Today I will read to you the story of the forest deer; okay, kids?

The children- (together) Okay

Askale- I will come and show you where you are sitting what the forest where the deer lives is like. (Sound of footsteps and book being opened) Here it is. Deer with his forest on the mountain! He has big horns on his left and right. As you can see, it looks like a goat. (voice of footsteps and book being opened) Well, thank you for making me a bedtime story teller today! I'm starting my story:

Animals often seek out deer. Wolves, dogs, lions, tigers, and even humans are keenly searching for deer. So the deer is very afraid of all these hunters. Because of this, his life is full of caution. If he's distracted, he's gone. Therefore, deer live cautiously and sensibly.

One day, a male deer wanders through the forest looking around, sniffing the air and listening to his hooting, making sure it's safe. Nothing happened on the road. While leisurely walking, he found a pond full of crystal clear and still water. And he went near the pond to drink water. He saw his own image clearly in the pond. He was amazed at the image he saw and said-

(changes her voice)

“How beautiful are my horns! No wild animal is so lucky as I am. This crown on my head is so beautiful and a wonderful gift from nature that no other animal has. I am the one who should have been the king of the jungle. But it didn't happen. It's really annoying.”

Soon the image of his feet flashed in his eyes. His legs were thin, long and bare bones, so they hugged him tightly. And he said...

(changes her voice)

“That's why I'm not the king of you. How can I be king when I have these ugly legs?” He started talking to himself. (She changes the tone of her voice with the spirit of the text)

The deer was driving in the thought, and immediately he heard the sound of a kote in the area saying kosh kosh. He immediately looked up to see the hunter aiming his arrow at him. Wasting no time, he sped off into the forest. The hunter started chasing the deer with his dog. Thrown to the head while running an arrow flew past him for a short distance and stuck in a tree trunk. The deer began to run zigzagging through the forest. The hunting man and his dog quickly followed. The deer began to run quickly, hearing the sound of the pursuers behind him.

While he was running, he suddenly lost his way and walked into a tangle of tree branches and smoke. The beard he entered grabbed hold of him with its long, branched horns. He started struggling to get out. But he couldn't. After a long struggle, he somehow gathered his strength and started shaking his head from left to right. Then there was a breaking sound. Those broken were his horns that he loved and cared for. Breaking out of the forest with his thin and long legs,

he said, "Take me off my feet," and he left the forest and left them in the green field. Dires the hunter and the dog were far away. And he escaped from his enemies.

A few days later, the deer was in the same forest as always, scanning and sniffing around, making sure it was safe, and approached the pond to drink water.

(changes her voice)

"These are my wonderful beautiful feet that keep me alive. These thin and long legs are my life insurance that protects me from the enemy. My feet are my life." he said to himself.

Children

Everything made by nature is wonderful. It has its own benefits. No part of the body is ever made useless. So, if we hear this, we will discuss how they protect themselves from the enemy by using living things that we know. Our reading ends here.

Next, I will ask you some questions from the story.

(A question and answer is assumed to be there)

- Bridge - / Back Announcement /

Parents by reading to our children and asking questions, let's help enrich their learning skills and overall development, their reading experience, and their sensory abilities.

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Section 4 - SAFETY, SECURITY AND PROTECTION (spots 12 - 14)

Subsection 12 - Protecting children from physical and emotional harms

Characters

- Askale
- Fetiya
- Tigist
- Weinsket (early childhood development specialist)
- Muhammad

Spot ID (Instrument)

(Askale and Tigist are going to the health center; sound effect - noise of people, cars...in the street)

Askale- Tigist, let me hold the umbrella for you.

Tigist- No problem, dear.

(Sound effect - noise of people, cars...in the street)

Askale- Isn't that Fetiya?

Tigist- Yes, mom. Now she is getting heavy. As she is walking slowly, we will catch up with her

(sound effect - noise of people, cars...in the street)

Askale- How are you, Fetiya?

Fetiya- Praise be to the Creator. How are you? What about the children? My sweetheart! (To Robel) Tigist, Cover his head with cloth so that the sun won't scorch him.

Tigist- Okay. You've aged well now.

Fetiya- Isn't it?

Askale- Be strong, you're getting there. Are you ashamed?

Fetiya- I'm a little nervous because it's my first time.

Askale- If you keep to your pregnancy follow up and eat well, you will be fine.

Fetiya- The almighty Creator knows. I think there is a lesson today.

Askale- Yes, the child care and development expert will come. And that's why I came.

Fetiya- It's my follow up day, too.

Tigist- Well, you better attend the lesson; you will find it beneficial when you give birth and raise your child.

Fetiya- You're right. Expectant mothers also tell us about the follow up and what we need to do.

- Bridge -

(The sound of women's noise and children's shouts are heard)

Weinshet- Welcome parents. Let's make a deal, so that we hold a fruitful session. Now it's my turn, so you will pay attention to me. When you have questions, you will raise your hand and ask. (Is that clear?) Okay, Askale ...

Askale- Are you addressing us all?

Weinshet- Yes, it's for all of you. This session is beneficial for both expectant mothers and those who came here for vaccination. First of all, thank you all for coming. So today we will exchange ideas on how to protect our children from physical and emotional harm and stress. Those at the back, can you hear me?

(Collectively - yes)

When you don't understand what I say, you will raise your hand and ask me.

(pause) Is it a question? Okay.

Fetiya- I'm sorry I interrupted you. Just to make sure if I understand what you said.

Weinshet- No problem, go ahead.

Fetiya- Thank you. What do you mean by emotional harm?

Weinshet- Good. Just as children are physically harmed by accidents and other reasons, their feelings are also hurt when they are deeply saddened, repeatedly insulted or cursed. Due to these and other various reasons, they feel that they are unwanted and neglected by others. That's what I meant by emotional harm. Ok Fetiya, is it clear?

Fetiya- Do you mean that thoughts and worries are also with children?

Weinshet- You asked me a good question, Fetiya. We don't think kids care. But we are wrong. When their peers ostracize them, when we abuse or threaten them at home or when we punish

them physically, when they have an abusive or alcoholic parent, when they lose a parent or someone they love, when they experience a separation from their mother or father, and for other reasons, they become depressed. (Pause) Go ahead - - -

Askale - We hear some kids say very mature things. Everyone wonders where they get it from. Where do they really get it from?

Weinshet- You see, we have to be careful about what we say in front of children. Some of us don't even think children will listen to what we say. But at times they hear and understand more than we expect. If we investigate how they knew this, we may find that we ourselves have said it in front of them. We hear them say is a mixture of what they hear from us or other adults and a thought of their own. (pause) Okay; is it a question, Tigist? Go ahead ...

Tigist- What kind of things should we not say in front of them?

Weinshet- Sometimes our bad affairs bother them. Therefore, we should refrain from saying anything that will upset them. Don't assume that this is normal, especially when your children are showing symptoms. Talk to them. Bring them closer. For example, when they are scared, when they stay away from their favorite game or activity, when you hear them complain about their school, when they cry for no reason, or if their eating and sleeping habits are disrupted, it means that their mood is disturbed and they are in trouble.

Muhammad- What is the problem that stress brings to children?

Weinshet- Excessive stress disturbs children's cognitive processes. It also slows down growth. It causes the problem of receiving education as well as physical and mental health problems. Therefore, we should encourage our children to tell us if there is anything they have experienced so that we can understand their feelings. If it is too much, we need to take him to psychiatric treatment.

By the way, there are some displaced persons among us who have come from refugee camps. We have discussed in the past. Mr. Muhammad, I think you have a lot of experience, so please tell us some of the things you have seen there.

Muhammad- Anyone who happens to visit refugee camps can understand well what you mean by the emotional damage of children. Anyone who has seen children who have lost their parents to death, or who have witnessed the death of others, will understand the pain of emotional breakdown. Our children do not sleep. Even if they sleep, most of it is filled with nightmare. `

Weinshet- As you know, particularly children who have come from conflict areas may have heard the sound of gunfire, observed the fear of their parents, witnessed someone being killed, shot or abused. Such children suffer from serious mental crises. I realize what you may be going through in your camps or outside. I also understand that and circumstances don't allow you to take care of yourself and your children. Therefore, your condition requires special attention.

Tigist- Does it matter if we pinch our children when they make a mistake?

Weinshet - We should never beat or pinch children. Instead, we can influence them to change their behavior by praising them for the good things they do, telling them what behavior they should have, but denying them what they want in the form of punishment when they cross the line. But we should avoid physical punishment. The place where they play should be safe and away from electricity. They should not stay away from places where we can see and hear them. We should also monitor their school lives closely to make sure they are safe.

Lack of playgrounds is another serious problem that can expose children to physical harm. At times we could see children playing in the driveway, and this is very dangerous. You see, children are not as capable of defending themselves as adults. They are our responsibility as parents.

Askale- How articulate you are! I have no words to appreciate, my sweetheart. (lowers her voice)

(Tigist and Askale laugh)

- Bridge - / Back Announcement /

Let's protect children from emotional and physical harm. Let's save them from stress by controlling what we say and do in front of them!

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Subsection 13 - Avoiding harmful childcare practices

Characters

- Askale
- Tigist
- Fetiya
- Weinshtet - child care and development professional

Spot ID (Instrument)

(Women's noise, children's shouts – at health center)

Weinshtet- How are you, mothers?

Together- (Fine, thank God)

Weinshtet- I also see some men. How are you, guys?

The men - (Fine, thank God)

Weinshtet- Fathers, brothers and husbands have a responsibility to take care of both the mother and the fetus during pregnancy. Today we will be discussing about harmful traditional practices.

Who is going to tell me about harmful traditional practices? Okay, Askale?

Askale – Scratching the gums, female genital mutilation

Weinshtet - Very good. Uvulectomy, female genital mutilation, abduction, early marriage and corporal punishment of children are among harmful traditional practices. What do you say should be done? Okay, Fetiya.

Fatiya- Parents everywhere need to be educated about the dangers.

Weinshtet- That's great; what else?

Tigist - I think it would reduce if wrongdoers are held accountable by law. Once we know harmful traditional practices cause serious damage to children's lives, we should not do them, and we should teach others not to do them.

Weinshtet - This is a wonderful idea.

Tigist- I'm a bit confused on how our experience of talking to children should be like.

Weinshet- We should approach them and talk to them, share our feelings with them and share their feelings. Yelling, threatening and insulting children makes them fearful, suspicious and insecure. Bring your children closer.

Fetiya- Why is it said that a girl should not be circumcised, Sister?

Weinshet- In many areas, it is believed that if a girl is not circumcised, she will break things and trouble her husband. This is absolutely wrong. Instead, circumcising a girl can make her husband uncomfortable and lead to divorce. We take away her sexuality, which is her grace. She would also be prone to heavy bleeding during childbirth. So under no circumstances should we circumcise our daughters. You should teach this to other parents as you go. Gum scratching and uvulectomy, especially with unsanitary tools, can leave a permanent illness on the child. Parents, please take your children to a medical center when they have epilepsy or toothache, and avoid such actions that harm the children.

- Bridge -

(the sound of road traffic in the street – sound effect)

On their way back home

Tigist- How eloquent she is?

Askale- She really cares for both mothers and children.

Tigist- I didn't know that scolding, cursing, and insulting children was so harmful. At times, I have been doing all these things to them. Can you believe this?

Askale- We have to break that, Tigist.

- Bridge - /Back Announcement/

Let's save children from harm caused by harmful traditional practices!

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Subsection 14 - Enhancing parental monitoring

Characters

- Askale
- Fiseha
- Fiseha's mother (Tirhas)

Spot ID

(The sound of plates, tables and chairs being arranged is heard)

Fiseha- Very good, children. Today all of us jointly prepared and served breakfast.

Askale- Me and mom were guests.

Fiseha- Although the breakfast was not as sweet as yours, it helped us to learn the worth of teamwork and the value of the task.

Askale- My competent husband and children! My children, you woke up early in the morning, got ready, tidied up the house and helped your father. You are so competent.

Fiseha- Have a good breakfast.

(The sound of plates, tables and chairs and the sound of people dining is heard)

Askale- It's very sweet. Thank you. How is it, mom?

Tirhas- It's nice, my daughter! May your hands be blessed, Fiseha.

Tirhas- Now husbands help their wives, my daughter. It was not like this in our time. Helping each other is good. Formerly, Fiseha didn't care to pick up a toppled water can.

Fiseha- It's due to the era, mom. If we don't support them, they will be hurt. But how was dad, by the way?

Tirhas- He goes out; he works; he comes back; he eats what we offer him. Where did the children go? Where did they come from? He never asked! We are the ones who cheered you up when you failed, accompanied you to school and welcomed you. This has changed now.

Askale- But not everywhere, mom. Still there are not only fathers but there are also many mothers who do not look after their children.

Fiseha- It's true. We are relatively better, isn't it?

Askale- Please, eat. Birhanu, you're not eating; are you satisfied? All of you? Okay; then wash your hands and take a sunbath. Let's play, too.

Askale- I was waiting for them to finish. My dear husband, as you said we're relatively better; but there's still more to be done. When children are playing, their learning, speech and every movement needs to be specially monitored. We need to monitor their inclinations, their friends, their conduct in class with other students, the relationship they have with teachers. So, how are we in this regard, my dear husband?

Fiseha- Of course, there's more to be done.

Askale- We need to watch their play area around home and school so that they don't get hurt while playing. Who do they hang out with, what are their tendencies and talents? All these require monitoring.

Fiseha- Yes, character is a central thing.

Askale- When there is a mistake, we can influence those who make them to turn away from their mistakes, reward those who have done good, and when they behave inappropriately, deny them what they want. We are certainly not as careless as some parents.

Fiseha- There are fathers I know who don't even know their child's age and class level (laughs). And there are many.

Askale- That he didn't know the class level or he didn't know the age means that he neglected the child.

Fiseha- How were our parents and grandparents in this regard. Mom, how old am I now?

Tirhas- Wait! Yes! You were born when the generals staged a coup.

Askale- You mean the coup during Janhoy's (the emperor's) time, mom? (laughing)

Tarhas- No, that of Dergue or Mengistu Hailemariam.

(Askale and Fiseha laugh)

Fiseha- And you got me registered upon birth?

Tirhas- What registration are you talking about? Your father had written down the date, the day and the time of your birth in a notebook.

Askale- Is the notebook accessible now?

Tirhas- Don't remind me now, my daughter; how many things have been lost.

Askale- I am not sure of my husband's age now.

Tirhas- I'm telling you, my daughter.

Fiseha- She's just kidding, mom

(All three laugh)

Askale- Previously, children were not registered. Most of them were born at home. But now children must be registered as soon as they are born.

Tirhas- What's the need? You know your children's birthday, don't you?

Askale- What if we don't remember it like you?

Fiseha- What if we pass away by chance?

Tirhas- What? Don't say like that!

Fiseha- I'm sorry mom! But not everyone remembers. And with time, it is forgotten. Children don't get much service if they don't undertake vital registration upon birth.

Askale- He's right, mom. There are those in the countryside. There are those in the city. There are those internally displaced people like your friend Muhammad. There are those who come a long way as refugees. And there are those who leave here for abroad fleeing poverty and in search of better lives.

Tirhas- So, how will they be? Those displaced people and refugees?

Askale- The country they migrated to, that's the host country, will take the responsibility. What I'm saying is, if their age is registered, the information is available at any time.

Tirhas- I didn't get you?

Askale- Mom, they'll come back and find the information sometime. Whose children they are, when they were born, a lot of their information is recorded.

Tirhas- I see. It's true. Now ask your husband to tell you the name of his great grandparent.

Askale- Tell me.

Fiseha- If I knew it.

Tirhas- His father died when he was only three years old. There were no relatives in our area. And when I married his father, I haven't asked him about his relatives. You see; if there had been what you call vital registration at that time, we could have known this name and beyond, isn't it?

Askale- You see, mom? That's why children should be registered as soon as they are born. On top of that, when you go to the countryside, there are problems like early marriage. Even in cities

like this, problems such as labor exploitation and illegal human trafficking are rampant. Ages of children who are victims of such problems should be registered and known so that they can get legal assistance.

Fiseha- On top of that, it strengthens the family bond. If I now happen to know the identity of my father's father, I will consequently find many relatives, isn't it? Who knows if my wife Askale is my father's relative?

Tirhas- Shut up; what are you talking about?

Fiseha- I'm just kidding, mom. I have confirmed that she is not.

Tirhas- Okay, now allow me to make you coffee so I would be happy.

- Bridge - / Back Announcement /

Parents and caregivers, let's fulfill our responsibility by monitoring children both at home and at school!

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Section 5 - CHILD BEHAVIOUR MANAGEMENT (spots 15 - 16)

Subsection 15 - Positive Child Disciplining

Characters

- Dires
- Tigist
- Natnael
- Bethelihem
- Selam

Spot ID

(Dires, Natnael, Bethelihem and Selam are together. Dires kneels down and makes his height equal to them. Tigist sits on the opposite side as she hugs Robel)

Tigist – Dires’ height today has been equal to that of Selam and others.

Dires - Come, kneel down and be equal to us

Betelheim - (Laughing) Look, mom is my equal.

Dires - Now we are all equal. Let’s go to our game ----

Dires and others - (with melody) We came to look for a child this morning

Tigist- (in melody) Who are you looking for this morning?

Dires and others- (with melody) We are looking for Robel this morning

Tigist- (with melody) Who is daring to come and take Robel

Dires and others - (with melody) There is Selam to come and take Robel

Bethelihem- (crossing the middle) No, I'll take him.

Dires- (stunned) Let's continue, okay Selam?

Dires and others- (with melody) Our sister be strong, be strong, don’t be defeated

Our sister be strong, be strong, don’t be defeated

We have pulled you across the line

Dires- Oh! Our mother you’ve been defeated. Hand over Robel to us without delay.

Tigist- Here ...

Dires- Come on, my hero. Let me hug you

Selam, come and kiss him ... brave

Bethelihem ... she's not here?

Oh, she got displeased and went away

Bethelihem come here ... come quickly

Bethelihem- I don't like you all. (She closes the door on them)

Dires- (loudly) Where are you going, Bethelihem? (quietly) Is what Bethelihem did right, dear?
(to Tigist)

Tigist- No, she isn't; despite practicing with us, she knew that Selam was going to play with me. She disturbed in the middle of the game, which is not right. On top of that she said something offensive to everyone. She also closed the door on us impolitely.

Dires- So, what is her punishment?

Tigist- She will not be given her prize today.

Tigist- So she will miss today's prize and will go with us the next day. Today Bethelihem will stay with mom. Nathanael and Selam will stay at Askale's house playing with Amele. If she improves, she will go next time.

Dires- Very good. Let's change our clothes.

- Bridge -

(the sound of footsteps)

(door knocking)

(the sound of children shouting)

(The door opens)

Askale- Welcome, my friends (from inside, the children make joyful sounds).

Tigist- Goodbye.

Askale- We were waiting for you. The children, in particular, couldn't wait. (after a pause) Now kids play within the enclosed space. We will stay and play together. Where's Betty?

(Noise and sound of footsteps is heard. Then, in the background, the sound of children shouting from a distance)

Askale- Why is Betty absent?

Tigist- Betty had committed an offence and is now receiving her punishment.

Tigist- When we were playing a game last time, she violated the rule of the game. And then she closed the door on us saying she didn't love us all.

Askale- In fact, the punishment is good. It prevents them from making a mistake again. As Sr. Nuriya told us, when children make a mistake, we should deny them what they want. Otherwise, insults, sticks and curses will spoil the children even more. Instead of correcting their wrongdoings, they become cowards and quarrelsome. Instead of admitting the wrongdoing and correcting it, they will do it just to please their families.

Tigist- I think Fiseha is not around today, is he?

Askale- I had told you, he went to work today.

Dires- The two you play together here, I will be with the children.

Tigist- Let it be. (To Dires) How is your mom? (To Askale)

Askale- She is very well. It's good to correct children's behavior by denying them something they like, as you did with Betty.

Tigist- There are things that never give a second chance. If we tell other parents what we have heard about the upbringing and treatment of children, they will be in time to guide their children to grow up with good behavior.

Askale- That's right. These are things every parent should know. Knowing what children like and dislike first. We should also do good things so that they can see us and repeat it. It is better to teach children by what we do than by what we advise them to do. In addition, everyone knows the difference between a child who has been groomed and one who has been neglected.

Tigist- You are right, Askale. If you advise them, they may not listen to you. But what you show them, they will interpret. And when they make a mistake, we should openly discuss about it. Even if they make the mistakes repeatedly, we should be intolerant or desperate. We should rather work hard to correct the mistakes through actions. In doing so, we should be consistent in our words and deeds.

(Their noise is still heard)

- Bridge - / Back Announcement /

Let's make children possess good behavior by disciplining them, by forbidding what they like when they do something inappropriate, by encouraging and rewarding those who do good! Let's take them back if they behave badly!

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Subsection 16 - Enhancing Effective Use of Screen Technology

Characters

- Weinshtet
- Tigist
- Askale
- Muhammad

Spot ID

(Children's voices are heard. Mothers' noise is also heard - sound effect)

Weinshtet- Well, today we discussed particularly with mothers about different ways of raising children. You have already told me that you will have some questions. You will take turns to ask questions. (Pause) Okay, those of you who haven't got a chance yet to ask questions ---- Over there ... Askale

Askale- I and others have started to teach others what we heard from you. I want to ask about technology. Mobile phones are keeping us away from our children. So what do you recommend?

Weinshtet- I think the question is, how do we fit phones, televisions, tablets and computers into our lives and our children? Am I right?

Askale- Yes, that's right.

Weinshtet- Very good. First, keeping kids away from technology isn't the answer, experts say. We have even started shopping with our mobile phones. Let's first examine the beneficial and harmful sides of technology for our children. Then we will see how we can fix it so that we can raise our children without harming them. (pause) I think there is something unclear. My brother over there, I think your raised your hand.

Muhammad- My name is Muhammad. I and my family have been displaced from another place and we are living in the shelter of the camp here. When my sister Askale and her friend were discussing this issue of child rearing, they told me about the classes offered here, so I started attending the classes. All things will pass tomorrow. But the life of our children is continuous, so I came hoping to find something useful. For children and parents in shelters, some things may seem luxuries. But in the shelters there are mothers who give birth and also children who grow up. Your instruction is also excellent. The message I want to convey to all my people in those shelters where there is no pastime but a lot of spare time is, how do we keep the phone that our

children get from us? So that they will not be spoiled; and so that they won't miss what they should know. Thank you!

Weinshet- Ato Muhammad, first of all, you should be thanked for being concerned not only for yourself, but also for the other displaced persons in the camp.

(Applause is heard)

A child in any situation is a child. He has equal rights. Everything that happens is not the children's fault. As you said earlier, many things are waiting for the children. So convey this message to others. We also invite others not to miss the lessons here.

Muhammad- Thank you very much! I will do as you say.

Weinshet- Well, follow me thinking that this lesson will also include displaced persons. If we help them use the technology carefully, it will be the fastest way to get education for our children. Once you are able to securely access information through technology, you will know the issues that are important to the people you are looking for. - - - Is it a question, Tigist? Okay, go ahead

Tigist- What is the problem with children using technology products with content that is not appropriate for their age?

Weinshet- That's a very good question, TG. If we don't limit the content they consume or the amount of time they spend on the screen every day, they will be exposed to social problems. They experience sleep disturbances. They go into a psychological crisis. As you can see, the content may bring cruelty. They can get into a spirit of isolation and neglect and end up killing themselves. We are seeing a lot. It is now becoming common in our country. (Pause) Okay, go ahead

Askale- You told us that you have collected a lot of information, so what should we do as parents?

Weinshet- First of all, let's sit down with our children and talk about it freely. Let's tell them the pros and cons that we know. Let's hear what they have to say. So let's tell them two things carefully.

The first is that children's screen time should be limited, and the second is that they should only watch content that is appropriate for their age.

How much time should our children spend watching television or cell phone each day? I asked the experts about this. Children between the ages of 2 and 5 should not stay on screens for more than 1 hour a day outside of school. This is for Monday to Friday. On weekends, they recommended no more than 3 hours in total.

Tigist- What about those over 6 years old?

- For children over 6 years of age, you can discuss, decide and make a mutual agreement on the content they need to watch, the time they need to study, the time they need to play and the time they need to spend with you.

- Bridge - /Back announcement/

Let's help children to use technology and content that is appropriate for their age and is helpful for learning. Let's limit their time with technological outcomes and monitor them properly!

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Section 6 - INCLUSION OF CHILDREN WITH SPECIAL NEEDS AND GIRL CHILDREN (spots 17 - 19)

Subsection 17 - Reduce misconceptions of parents about children with special needs

Characters

- Dires
- Tigist
- The children

Spot ID

Tigist- Children, today your father has something to tell us.

(The children together) Okay.

Tigist- As usual, and consistent with your choice, you will sit on your bed, and your father and I will sit on the carpet.

Dires- I'm sitting on the carpet, you're kneeling and sitting on your legs.

Tigist- Aren't you comfortable, kids? (Pause) It doesn't matter, isn't it? Thank you.

Dires - So, children, what I will tell you first today is that Bethelihem last time met a blind boy at school and asked if she could be friends with him. But first we will discuss about children with disabilities or children with special needs in general.

Dires- To better answer Betty's question, I first read research results on this topic myself and prepared a response by asking an expert.

Bethelihem- Nice, daddy; I love you!

Dires- I love you too, my daughter! I love you all! After all, it is my duty to prepare answers to my children's questions.

Bethelihem- What's special need, dad?

Dires- The best children with special needs are those who have physical and mental disabilities at birth or after birth and need support in learning and in general. We call this special support, special needs. If they get support, they have admirable skills and abilities and bright minds. Is it a question, Tigist? Okay; go ahead

Tigist- Some see physical injury as a curse, the wrath of the Creator. When parents have a curse, why do their children become disabled?

Dires- It's wrong. Disability is not a curse or the wrath of the Creator. Injuries can be caused by malnutrition as children, and children are vulnerable during war. Due to illness, children may become disabled due to lack of adequate treatment. In addition, children become disabled in accidents.

Bethelihem- Dad! What I asked was whether I could be friends with the boy, dad.

Dires- You can do it my daughter. I am telling you to know about the boy and be his friend.

Bethelihem- Thank you, daddy; all right. I also want to know better.

Tigist- Some parents hide their children's disabilities. Is this supposed to happen?

Dires- It should never happen. Why are you hiding? If they are hidden from people, they will not learn. They are not going to get help. Disability is one identity that can be taken as a difference, just as human beings are different. But they need help.

Tigist- What should parents do if they have a child with a disability?

Dires- The first thing parents of this type should do is to give enough time to their children. It is important to speak well, especially in words that are easy to grasp. Playing together and laughing together also helps. They should explain about the things around them in depth but simply and appropriately. They should try repeatedly to talk while making sounds and to respond to the sounds they hear.

Bethelihem- Dad, what can I do for the child?

Dires- My daughter, the fact that you want to be friends with a disabled child in the first place is a big thing in itself. Then you can teach the other children what I told you like to sit with him, play with him and give him the help he needs.

Tigist- What is the story you are going to tell us today?

Bethelheim- Yes, before we go to sleep, we want you to tell us a story for today.

- Bridge -

Dires- The story I'm about to tell you is related to Betty's question. Her name is Helen Keller. She was blind. But she has done more than people that can see. Children Helen Keller has written 14 books. She also fought for better support for disabled people.

Children Helen Keller was 1 year and 7 months old when she became deaf and blind due to illness. She also learned to read and write at the age of 7. Next, she entered the famous Harvard University in America and became the first deaf and blind graduate. Her family, her teacher and other people supported her to use her knowledge. She has traveled to more than 60 countries. She

was a close friend of the inventor of the telephone, Alexander Graham Bell, Charlie Chaplin, and the famous author Mark Twain.

Helen Keller could speak and write five languages fluently, including English, French, Latin, and German. Well, Helen Keller teaches that people with disabilities, if supported, have skills that can suffice for others.

So, children, let's go to the questions

First question- What is Helen Keller's disability?

- Very good Bethelihem! She was blind and deaf.

2. How old was she when she was injured?

- Yes, Dawit! 1 year and 7 months.

3. What did Helen Keller's family do when they found out about her disability?

- That's right. They started supporting her.

Very talented children!

(They clap together)

- Bridge-/Back Announcement)

Parents and caregivers, do not hide children with physical disabilities, take them to medical institutions, and find institutions where they can learn with special support.

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Subsection 18 - Understand and respond to the needs of children with special needs

Characters

- Weinshtet
- Mothers, fathers and children in the neighborhood
- Priest Ashagre
- Askale
- Muhammad

Spot ID

(The noise of mothers, fathers and children's are heard with effects)

Weinshtet- Silence, please! (After a while, everyone falls silent - except for the occasional children's voice.)

Religious leaders, local elders, mothers and fathers, how have you been?

Together- Well, thanks to the creator!

Weinshtet- So today I have come to you. You have a beautiful environment. Such spacious play areas and healthy environments are essential for the healthy development of children. Thank you very much for giving me a few minutes of your time. Count it as you have given it to your children.

Priest Ashragre- Welcome my daughter. On behalf of me, Haji Husen and Pastor Alemayehu, and all the villagers, thank you for coming to our village and teaching us. We are also attending the lessons you teach at the health center there. We are very happy. The education is useful for our children and grandchildren and for empowering mothers. Isn't that right, Haji, Pastor?

Weinshtet- Thank you very much. I sincerely thank the religious leaders and local elders for coming here understanding the importance of the lesson. (applause)

- Today we are talking about disability and disabled children.

Muhammad- Sister Weinshtet, would you first tell us general things about disability?

Weinshtet- Very good.

- All human beings are different from each other. Disability is the same. It's not that disability is different. It requires support. Our children can become disabled for a variety of reasons. If we face this, we should stop panicking and support them. For example, if you have mobility issues,

you may need a cane, walker, or wheelchair. Their homes and surroundings should not restrict their movement. Some may need people to help them on a daily basis. The damage is different.

Muhammad- Can you tell us the types of physical injuries so that we can tell others who are not here?

Weinshet- Autism, speech and hearing impairments, learning disabilities, mental illness or other disabilities can be mentioned. One or more of these may be damaged.

Askale- What should we do when this kind of injury happens to children?

Weinshet- At this time, the biggest thing is not to hide the child. It is very cruel to hide our children and exclude them from support because of wrong reasons like "it is the wrath of the Creator and it is a curse". Therefore, it is necessary to take them to a place where there is treatment, where they can get education and also we should make them play with other peers.

Askale- But nurse, is it not difficult for these children to play or learn due to their disabilities?

Weinshet- Of course, children with disabilities will not have the same conditions for learning as children without disabilities. It is also hard for them to follow. However, if they have helpful materials such as Braille, a teacher who supports them closely, who advises them to develop psychological strength and self-confidence, they can attend school like other children. In general, if the children receive support, they will continue to be successful in all areas of their lives.

Askale- There are schools that say they don't admit disabled children. Parents are not seen taking them to school either. What do you say on this?

Weinshet- It is the duty and responsibility of your parents to make disabled children go to school. At school, it is the duty of all, starting from teachers and schools, to ensure that they receive support and follow their studies. Children have the right to education, which includes children with special needs. Therefore, parents should send these children to school.

-Like any other child, they want to play. If their handicap does not allow them to play the way they want, we need to do what is necessary. Parents should encourage them to play with other children, give the children proper time and give them love. Is it clear parents? (pause)

Priest Ashagare- Our daughter, we thank you very much. He gave you a lesson that is accepted by all of our religions.

Habitually it is said: "let's keep what we heard in our mind," right? But I say to you, "Let us do what we have heard!"

- **Bridge-**

Understanding the needs of disabled children and providing the necessary support plays a major role in their overall development.

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Subsection 19 - Empower the girl child

Characters

- Tirhas
- Askale
- Fiseha
- Amele
- Birhanu

Spot ID

(Children's noise is heard)

Fiseha- Are you okay, children?

Askale- They may be playing.

Rather, who is willing to help my mom?

Birhanu- She will.

Fiseha- Who is she?

Birhanu- Amele.

Amele- Help her yourself.

Birhanu- (Laughs) It is women that should work, isn't it?

Fiseha- Who said so, Birhanu?

Birhanu- I know it!

Askale- How did you know?

Birhanu- Simply I know; Does daddy make stew?

Amele- You yourself will go.

Birhanu- This girl has a problem. (laughs a lot)

Askale- What makes you laugh?

Birhanu- When I imagined daddy making stew. (still laughing)

Fiseha- What's wrong with it?

Birhanu- (Laughing) Do you think I don't know? Let me see you work (still laughing)

Askale- Look, Birhanu; there is no such thing as a man's or a woman's job. For the time being, your father and I just shared the domestic and outdoor work between us; but we can interchange it if we like.

Fiseha- I will make a dish and show it to you.

Amele- (Laughing happily) Now, kid, go to my grandmother

Birhanu- I'm not going. Do you think I don't know?

Fiseha- Go Birhanu (slightly angry, this time)

Amele- (she laughs)

Askale- Good, my boy. There is no such thing as a man's job or a woman's job. As if we were the only ones that eat.

Fiseha- You won't have the appetite to eat alone, either.

Askale- What else did I say?

Tirhas- (in a distant voice) Sammy's food is ready. It's just freezing. (Laughing) This youngster is hilarious.

He's about to die wondering how a man makes a stew.

Askale- What did you say, mom?

Tirhas- I told him the truth, my child! Our mothers raised us to believe that a woman is subservient to a man. They told us that little education was enough for a girl, my child.

They made us to marry at early age saying that a girl's bread was her marriage. For all our expenses, big or small, we had to expect from the man. We were like strangers in our own home. We didn't have a say regarding our children's education and health.

Askale- Tell them like that, mom.

Tirhas- Do you think this is all, my children? As Birhanu said, a woman since her childhood supporting her family with work, fetching water from far away ---- no education, no study! Just serving the family!

The boy studies hard. What is said then? What will education do for a girl?

So my children, I and some others have become aware now even if it is late.

Askale- Tirhas my dear, you are really wise.

Tirhas- Do you think this is all, my daughter? Who is the brave one who walks with her head held high in the middle of people?

What kind of woman is she who speaks in front of people. (In a disrespectful voice and manner) My children, they consider a quiet woman as a decent lady, and the one who expresses her opinion as someone who is disrespectful to people. What did we benefit from this, my children?

Askale- Nothing mom! But knowing this, did you raise your child not to lift a can?

Fiseha- (Laughing) Is that true, mom?

Tirhas- Look, my daughter; well aware of this, I brought up my children, boys and girls, equally without any distinction.

I brought them up instructing them how to work, correcting gender stereotypes.

If he is not discharging domestic activities, it may be because you have denied him the opportunity.

Fiseha- I'm working, mom! If you remember, last time ...

Askale- I didn't say you don't work, did I? (Laughing) You do it once a year.

Tirhas- You need to support her, my son. You should also give him the opportunity to participate, my daughter. How can you handle all the domestic work without help? Keep him busy when I'm gone.

Askale- Following his example, even Birhanu started saying a man doesn't carry out a domestic task.

Fiseha- I will make delicious shiro today and prove to him that a man performs domestic work. You will be my assistant, okay my son?

Amele- Bravo, daddy! (she laughs)

- Bridge -

(The sound of plates and dishes is heard in the effect)

Amele- Now we will eat delicious shiro.

Birhanu- I will serve the stew my father made with bread.

Fiseha- Your mother and grandmother only wash their hands and eat today.

(the clinking of plates)

Askale- Really amazing! Tasty Shiro! Isn't it, mom?

Tirhas- It's delicious!

- Bridge - /Back Announcement/

We should provide equal education, study and play time for girls and boys!

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Section 7 - WOMEN ECONOMIC EMPOWERMENT (spots 20 - 22)

Subsection 20 - Enhance women's decision making power on house hold assets income

Characters

- Askale
- Tigist
- Dires

Spot ID

(Music about the virtue of a girl is heard (Oh, ours).

Link <https://youtu.be/DjqCEZO04yc>)

Askale- What a wonderful message. Indeed, we have a message here today.

Dires- You!?

Askale- Wait, wait, let's listen to this one too (the music continues)

Tigist- Askale, you are the best, where did you get it?

Askale- From where it is

(All three laugh)

Dires- Let's get to the main issue!

Askale- The music is supposed to be an introduction, isn't it?

Dires- There is no discrimination, okay.

Askale- We agreed. Okay, Tigist will start. This can't be discrimination.

Dires- Start

Tigist- Very good. So, as you know, Robel has passed seven months.

Askale- Thank God. Now he is being fed more nutritious food. You're keeping proper hygiene when breastfeeding, isn't it?

Tigist- Strictly!

Dires- Either way, he still needs his mother's care, right?

Tigist- I accept it. Askale we would like to consult you today because we have a difference of opinion. We want you to advise us and give us an idea on that.

Askale- Long live the difference of opinion!

(they laugh)

Dires- Look, Askale; Tigist wants us to take money from the credit and savings institution.

Askale- Why?

Tigist- To start a small business right here at my house.

Askale- That's a good idea.

Dires- But not for me.

Askale- Reason?

Dires- First of all, Robel is not strong yet.

Askale- What about the second one, sir?

Dires- Secondly, I'm afraid she would not be able to repay the loan. We take the loan by offering our house as collateral. That means the ownership certificate will be held by the lender.

Tigist- Basically, why does he say I can't repay the loan? I can't work? I'm planning to attend a relevant life skills training a saving scheme to be able to start a profitable small business and pay back my loan.

Dires- So easily?! During those good old days, it took me a life time of hard work to own this property. Now she is gonna make me lose the property that I have kept safely for so long.

Tigist- How do you ---- (with strong words)

Dires- (interrupting her) Listen to me ---- (with strong words)

Askale- Shall I intervene?

(Tigist and Dires) They shout at each other

Askale- Excuse me, listen to me once.

Dires you should first of all correct your statement which implied that you created the asset by the sweat of your brow. Because even if you work outdoor and bring money, TG contributed no less than what you did through domestic work and child raising. So, amend it with "an asset we jointly creted," do we agree?

Dires- (lowering his voice) Okay

Tigist- Tell him like that. It makes me bleed every time he says it.

Askale- If Tigist has an income, it contributes greatly to the improvement of the family's life.

Dires- What do you mean, Askale! What about Robel?

Askale- What does it matter? She will be working in her house! I bet she will support you. Another point which I didn't like is your conclusion that Tigist can't work and make profit. But why? Because she is a woman? Look at me. I'm breeding cows and rent out milk with a loan that I took. I have paid back the loan and am now supporting Fiseha. The work can't refuse being done by a woman. When I'm not around or during birth, there's a worker who will assume responsibility. Why doesn't Tigist work? Why do you incur loss?

Dires- Should it be only what she said?

Askale- It is better to talk, discuss together and weigh the pros and cons and decide together.

Deciding independently is risky. In addition, both husband and wife have the same right and legitimacy to family property and wealth.

She is actually telling you that she will take training not to go bankrupt. So talk to each other.

Discuss and decide.

Tigist- What do say, Dires?

Dires- Let's talk and decide. In the meantime, my wife, forgive me for everything that I did not understand you!

Tigist- There is no wife who does not forgive a husband who understands even if late.

(Music about the virtue of a girl is heard (Oh, ours).

- Bridge - / Back Announcement /

When women participate in family decision-making, the family's income and lifestyle improves.

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Subsection 21 - Women's social and political empowerment

Characters

- Askale
- Fiseha
- Tigist
- Dires

Spot ID

(Begins with a song by many artists called "Yehager Kasma" – it's dedicated for women;

Link <https://youtu.be/M64IP5wFn4s>) - Yes, I am the pillar of my house and of my country.)

Dires: Today's music is special.

Askale- It testifies that we are the pillars of our house and that of our country.

Dires- Have we denied that?

Tigist- So our fatigue needs to be helped and eased, right?

Dires- I'm watching you while you blink your eyes to her

Is head of the household not around?

Askale- Lady of the house is around! The head of the household is busy working. (raising her voice) My dear husband, you have guests.

Shall I let them in?

Fiseha- Let them in. They should see what your husband is doing.

(the sound of footsteps, the music (yehager kasma) is playing in the background)

(The sound of the following verse rises while they get inside.)

I am a pillar woman

For my country in my time

Dires- wonderful! --- wonderful my friend! The way you handle the spoon and the iron pan shows that you have experience.

Fiseha- Sammy's food is being prepared. My dear wife, Weizero Askale, got another task. So today it is my part to prepare Sammy's food and wash his body.

Tigist- Brilliant! Look, my husband.

Dires- I do not find it difficult to prepare food.

Askale- So what is difficult for you?

Dires- I don't think I can manage washing body. It is difficult to wash body in water. I am afraid I may lose control of the body.

Tigist- Why? Is it because it's a woman's job?

Dires- I have learned, didn't I? I didn't say it's a woman's job.

Fiseha- You see, sometimes the women are full of activity. At that time we can help them with any kind of work.

I was not taught when I came out of my mother's womb.

Tigist- So you're saying that I didn't teach him?

Askale- That's what it means.

(everyone laughs)

Tigist- No appointment required. Ready to learn Mr. Husband?

Dires- Ready!

Tigist- So we're going to practice today. Just like I learned life skills and savings.

Askale- What makes it special is that you are the teacher yourself.

Tigist- Listen Askale! Our experience shows that fathers are not the caretakers of their children.

It is wrong to teach that the father's role is to bring income to the family and that alone.

We are getting rid of our experience.

Teaching is love itself. (everyone laughs)

Dires- Attempt would be made so the lesson would last long.

(still laughing)

Fiseha- We will prepare thoroughly. How about playing with our children, chatting, telling them fables and stories, isn't it fun?! And now helping the women to get stronger in performing outdoor activities!

(sound of water splashing and sound of a baby crying)

Fiseha- I embark on my regular share of duty of baby washing.

Dires- (in a shocked voice) Slow down, please! Don't let him fall!

Fiseha- It doesn't matter, you will get used to it when you train. Helping our wives in this way, we need to accelerate their journey from the kitchen to the Square.

(entry of "Yehager Kasma" music)

----- She

Motherland life

-----Marriage and child pride

Love story home

Love is a gift

- Bridge / Back Announcement /

Fathers' involvement in child raising and housework, besides easing the burden of mothers, greatly contributes to the life and happiness of the family!

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Subsection 22 - Empower parents/caregivers self-care competencies

Characters

- Tigist
- Dires

Spot ID

(Tigist and Dires are walking on a street)

(street noise, car and crowd voice – sound effect)

Dires- Isn't it better like this?

Tigist- How wonderful the weather is!

Dires- Come here out of the middle of the road. How fast are the cars!

Tigist- It has been a long time since I walked.

Dires- A little change is needed. From home to health center, then back home.

Tigist- Then to health center. (they laugh)

Dires- Then back home

Tigist- It's true. It is boring. How happy I am! My husband, come closer to me.

Dires- The health benefits of walking like this are many. You see, my wife, you give your time and energy to me, to Robel and the other kids, but you forget yourself. I have a duty to remind you.

Tigist- On top of that, it keeps renewing our love. Thank you, my dear husband!

Dires- It's okay.

Tigist- But didn't you blow your own trumpet a little bit?

Dires- I understand. It's good when we have time together and alone. The same goes for you.

Tigist- You're right. I need my own time. On top of that I'm going to start work.

Dires- But how is the training?

Tigist- It's good. Now I have known about money management, profit and loss and how to grow the business.

Dires- So you are saying that it is the right time to relax yourself.

Tigist- Something like that. Thank you for the gift. Have you lost my beauty? (laughing)

Dires- Did you interpret it that way? You are beautiful to me in anyway.

Tigist- I know. I was very pleased with your gift of cosmetics. Taking care of my hair, my face and myself in general has been fun.

Dires- Don't forget that your beauty is beneficial not only for you but also for us.

Tigist- So you did it for your own sake!

Dires- No; for the sake us all.

Tigist- Dires, you hasten me! Slow down.

Dires- Sorry, I did not realize it. I slowed down now.

Tigist- Better now. You see, some mothers think it's selfish to take care of themselves. But it is wrong.

Dires- I am a witness. A mother's self-care is the joy of her family; boosts her self-confidence and enhances her relationship with her children. Some mothers stop taking care of themselves when they have children. This by itself is a serious problem.

Tigist- You're right. If every mother takes care of herself, if she has time for herself, her husband and children will have peace of mind.

Dires- On top of that, cause my wife is a woman who is fond of people, who care for and supports others, her health will be improved.

Tigist- Life may not always go the way we think. Aspiring than complaining, sharing feelings with people than keeping everything inside is what makes me happy at this time.

Dires- And that's what is better. Otherwise, when we see the darkness of life, we will not give peace to others.

Tigist- As I listened to the nurse's lesson, surprisingly I felt she was talking about me.

Dires- Certainly you inherently put light before darkness. Still all mothers should drive out darkness and let in the light.

Tigist- The aftermath lack of self-care and complaining is not limited to oneself.

It makes the victim rude and faultfinder. It causes lack of love for life and loss of hope. It ruins mothers' relationship with their husbands and children.

Dires- By the way, there are husbands who don't like when mothers take care of themselves.

Tigist- They may be jealous. (laughing)

Dires- That's one reason. And some others think that such women are selfish who care only about themselves than their home and children.

Tigist- There are also some women who neglect themselves thinking this would please their husbands, or deceived by the misconception that a mother who does look after herself cares for her home. Gradually they get used to it make it a habit.

Dires- You're right. Why did you stop? Did I hasten you?

Tigist- I think I walked a lot.

Dires- So let's take a rest; allow me to invite you something that I can afford.

Tigist- I would love to; it has been a while since I was invited. On top of that I was invited so politely; so how can I decline?

- Bridge - (Back announcement)

Mothers who keep their physical and psychological health and take care of themselves can raise healthy children in the right conditions!

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Section 8 - ENHANCE PARENTING CARE GIVING SKILLS FOR UTILIZING THEIR SOCIAL CAPITAL (spots 23 - 24)

Subsection 23 - Enhance parents' ability to utilize family and community resource in child care and household responsibilities

Characters

- Tigist
- Etagegn (grandmother of the children, Tigist's mother)
- Askale
- Priest Ashagre
- Fiseha
- Dires
- Selam
- Fetiya
- Weinschet

Spot ID

(It's in Tigist's house.)

Selam- Mom, did I hold the baby properly?

Tigist- Put his legs together and hold him close.

Askale- Helping each other is also a good thing. If older children, grandmothers, other relatives and neighbors help mothers with housework and taking care of children, mothers will have time for other things.

Etagegn- It is true, my children. Older children always have a desire to take care of their younger ones. However, they also need knowledge.

Askale- Taking care of children involves protecting them from danger, entertaining them, not hitting them, motivating and training them to walk, singing to them and encouraging them to sing, doing physical activities together, counting letters, encouraging them to explore their environment and conveying other knowledge that is useful for the child's development.

Etagegn - So who will give them this knowledge?

Askale- I can tell you what I have learned and what I know. If you, their father and all of us help them get this knowledge, it will be a big thing.

Selam- How fun it is to embrace Robel! And these days dad also hugs him, washes him and feeds him like this when he is home.

Askale- You are also taking care of him happily. But we also shouldn't put too much pressure on young children. You will help as much as you can. On top of that, you need knowledge.

Selam - I'd love to know better. When I'm older, I'll help more, won't I?

Tigist- Yes. Older brothers and sisters should help.

Etagegn- Selam, give Robel to me now. I'm here for him till they come back from where they went.

Tigist- Hasn't the expert come yet?

Askale- Let me check them. (pause) They're gathering.

Tigist- Let's go. I'll be back soon, mom.

Etagegn- Never mind. You breastfed him, isn't it? I feed him complementary food when he is hungry. I will change his diaper. Sometimes you forget that I raised you.

Tigist- I'm not afraid, mom.

- Bridge -

(The noise of people is heard)

Askale- (Amidst the noise) Many people from our neighborhood have come today.

Tigist- Unbelievable! No one left behind! Priest Ashagre, Haji Husen, Pastor Alemayheu, Abba the senior and other community elders are all present.

Askale- Very nice. So are the men. Ours are over there, behind the trees.

Tigist- The issue is the concern of us all, isn't it? As for ours, we already have informed them a lot.

Askale- (Laughing) Don't you say we taught them what we learned?

Tigist- (laughing) Let the educated teach, as the saying goes!

(Amidst the noise)

Weinshet- Once please, let's listen to each other. (the noise fades) Very good. My fathers, mothers, brothers and sisters first I would like to say welcome to you all. Why we met today is mainly to talk about how we can help mothers in our homes, in our neighborhood and around us, because motherhood is never an easy job. If you have comments, I will give it a chance. Ok Priest Ashagre ...

Priest Ashagre- This is a big issue. We, religious fathers and community elders, do not want our daughters to be hurt us, so are we happy. Isn't it Haji? (applause)

Weinshet- Very nice. First I would give a chance to fathers if you have something to say on this?

Fiseha- I understand that helping my wife with child rearing is to my advantage and to the family as a whole. I recommend this to others. Because I am helping my wife, she is increasing the family's income. I help her with housework from cooking to cleaning the house and washing the baby. We share the work. The children are not only theirs, either. They belong to both of us.

Weinshet- Very good. Fathers, older boys and relatives at home should also help mothers in the development of children. This is because a mother has a lot of pressure. She should not remain confined at home. Any other comments? Okay, Fetiya ...

Fetiya- My sister, it is said that formerly, it was all villagers including neighbors who took care of children. Do you say this was correct?

Weinshet- Okay; I think Memre (Priest Ashagre) has something to say.

Priest Ashagre- My daughter, at that time all the children belonged to the village. When we saw them making a mistake, we reprimanded them. Also the children were obedient respectful to us. This would have been nice. Now everyone is locked up. When a mother gives birth, all villagers used to take care of here. They took turns to clean, prepare her food, what not.

Weinshet- You are right, my father. This one can still be restored. By the same token, contemporary fathers are better than previous ones in some aspects, isn't it?

Askale- Yes. Previously, fathers used to hug their children only after they grew up.

Tigist- So, wouldn't it be better if we pick and use only the best practices from both eras, sister Weinshet?

Weinshet- You're right, Tigist. It's is better to emulate best practices to from each era to support mothers. Neighbors, when either of you has some task, the other can take care of children. This has a big advantage. If older children help their mothers as per their ability and excluding their study time, this will be additional knowledge for them; what do you say?

Fiseha- What if we discuss about areas of collaboration?

Weinshet- That's good. Give us your ideas on this.

Tigist- All of us together can follow up all the children in our village and protect them from danger. We can also advise them when they behave inappropriately.

Weinshet- You have raised some very important points. It is also possible to take turns to look after the children by setting up a day care together. While mothers on duty take care of the

children, the rest of the mothers will have plenty of time for their other duties. This is partly what civilization is.

Dires- That's right. Thank you very much for your professional support.

- Bridge - Back Announcement

Family and neighbors, mothers and women in the neighborhood in general, let's contribute to a healthy environment and child raising by easing the burden of mothers!

This message was brought to you through the joint collaboration of the Ministry of Education, the Ministry of Health, and the Ministry of Women and Social Affairs. UNICEF was involved through financial grant while Addis Ababa University's Early Childhood Education Center offered professional support.

Subsection 24 - Enhancing psychological wellbeing of mothers by engaging community opinion leaders including religious leaders

Characters

- Weinshet (child care and development expert)
- Tigist
- Askale
- Dires
- Fiseha
- Priest Ashagre

Spot ID

(Priest Ashagre and Tigist – at Tigist’s house)

Priest Ashagre- How are you all? And Birhanemeskel?(Dires’s baptism name) How is business?

Tigist- Thanks to the Creator, we are all fine, Father. I badly need your prayer and the holy water, my father. And that’s why I called you.

Priest Ashagre- What is the meaning of my being your spiritual father, my child, unless I do this? You did the right thing. By the way, your baby is growing. My hero! Let God raise you under his protection, my child.

Tigist- I am not well this season, my father. I feel worried without cause. I couldn’t sleep. I’m also scared without reason.

Priest Ashagre- What did you encounter, my child? There is nothing greater than God, in any case!

Tigist- What do I know, my father. It's some unknown threat. He is also in bad mood, this season. As you can see, the cost of living has skyrocketed. I had started a little work so that we could help each other. It didn't turn out the way I wanted it to. If things continue like this, what will I feed my children? It worries me!

Priest Ashagre- My child, we live by His promise; not just as we thirst. God himself will feed all the creatures that he originated, my daughter. Citing the example of the birds of the sky, isn't that what the book tells us about how you worry about? As humans, yes we may have a will; but it is the Lord of the earth and the sky Who realizes it.

Tigist- You are right, father. But we are human beings, after all.

Priest Ashagre- My child, it is Satan who is causing all this stress on people. Satan can be defeated by faith and prayer. God will not abandon us, as we are his children. It's no use worrying too much. Have you talked to Birhanemeskel? Ask what is bothering him and discuss it together, my child.

Tigist- I didn't say anything to him so as not to bother him.

Priest Ashagre- This is not right, my child; it's easier when you tell someone. If there is a difference, it will be resolved by talking. Talk to Birhanemeskel. Satan deliberately intervenes and sometimes whispers evil to us. He also ties our tongues so that we don't solve our problems. It's a bad time, my child. We are not afraid yet because we have God. We have a God who follows our every step. Don't be afraid.

Tigist- Father, I feel better when I talk to you.

Priest Ashagre- If not, what's the meaning of my being your spiritual father? So when is my Nebs fatherhood? If I don't show the way of the Creator, what's the point? My son, when you are worried, talk to people. I prayed. Satan be afraid.

Tigist- Thank you very much, father. I will do as you said. Take a rest, my father; let me serve you breakfast.

- Bridge -

(Fetiya has given birth; the local people have gathered; coffee is brewed and they are drinking)

Fetiya- You toiled with me; from home to health station, back home ...

Tigist- Thank God you had a safe birth. It's also good for us. When we are busy, the stress is easier.

Askale- You have heard what Sr. Weinsht said. When we help each other like this, our love increases. We will also be happy.

Fetiya- Yes, it makes us happy. There is also mom; so don't worry that much.

Tigist- Abba (Priest Ashagre), be part of our conversation.

Priest Ashagre- Okay, my child. I couldn't wait coming after I heard that that Fetiya had given birth.

Fetiya- Thank you, father. Here from the fried grain.

Askale- Here you are, Memre (Priest Ashagre). Tigist, we are waiting for your coffee.

Priest Ashagre- Sit down; I'll serve of myself."

Tigist- The coffee will also be ready soon.

Priest Ashagre- It is good that you are helping each other like this. Don't be separated in good times and bad. With time, the situation is getting worse. Now what's her name ... the woman up there in our village whose husband was a civil servant who died ...

Fetiya- Are you referring to Alemnesh?

Priest Ashagre – Yes, it's her. She had no peace after her husband passed away. As you know, she is a mother of 6 children and life is difficult. People found her locked up and troubled in her house yesterday, so they took her to the hospital.

Tigist- What a bad news! Is it mental illness?

Priest Ashagre- It is a mental illness. The Creator never created anything without a solution. Anxiety is a serious thing, my children. Mothers in particular have a lot to worry about. But do

not give face to Satan. And God says throw your burden on me. It is true. Why should we worry? After all, is there anyone who can add a fraction of an inch to his height?

Askale- And if she's getting the treatment, that's fine. Many things have become worrisome these days.

Priest Ashagre- Prayer is the solution. Everyone should pray according to their religion. Isn't it, mother Fetiya?

Fetiya- That's right. Prayer and dua are helpful.

Tigist- (sound of making coffee) The coffee is ready.

Askale- Wait, let me assist you with the delivery. (the sound of footsteps)

- Bridge -

(Under the shade of a tree in the village, the local people, the elderly, religious leaders and others have gathered)

(Outdoor effects are heard - the sound of a car in the distance, occasional chirping of birds)

(It will be assumed that religious leaders and local elders have already given a speech. Fiseha will lead the event by the residents' choice)

Fiseha- Dear attendees, as you have heard, we opened today's event with the remarks of religious leaders and community elders in our area. And now I invite the child care and development expert Sr. Weinshet.

Weinshet- Thank you very much. As my dear fathers and mothers said, gathering and conversation helps us to know and resolve our problems. It has a great contribution to improving the mental health of mothers, in particular. Religious leaders and local people can contribute by counseling and solving problems together so that mothers do not face mental health problems. For mothers to keep their mental health, it is useful to be close to other mothers, give themselves time, do things that entertain them, take a rest when the baby sleeps. Talking to other people about your feelings and anxieties is particularly helpful. Whenever we mothers are under stress,

our children also can be sick as well. Therefore, mothers should take care of themselves in various ways.

Weinshet- A gathering like this has multiple advantages. There is a need for regular dialogue in the community. You can talk about your children, your life, your environment, and solve problems together. Mothers you can also lead this local meeting. Spending your time on something worthwhile will make you happy. It also has psychological satisfaction. It is also very important for mental health.

Dires- On behalf of the residents, I would like to thank you for sharing with us what you have learned in your profession of child care and development, which is not common in our country.

Priest Ashagre- As Haji Husen and Pastor Alemayehu said when we inaugurated this event, the lesson you have taught us have entered our hearts. It is also supported by all of our religions. We want men and women to help each other. We should consider each other's children as our own and support each other in our neighborhood. Our sisters are also mothers, so we do what we can to protect them from mental and other illnesses. We religious leaders and community elders will also help our sisters with advice. Isn't it Haji Husen and the pastor Alemayehu?

(long applause)

- Bridge - /Back Announcement/

Neighbors, local residents, religious leaders and others, let's keep mothers' mental health through counseling and creating conditions for psychological wellbeing!

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