

Mphatlalatsane (Early Morning Star) Book-Sharing Programme for Younger Children



MPHATLALATSANE

FACILITATOR'S MANUAL: PART 2 OF 3:

SESSION 3 FOR YOUNGER CHILDREN: POINTING AND NAMING

SESSION 4 FOR YOUNGER CHILDREN: MORE POINTING AND NAMING

SESSION 5 FOR YOUNGER CHILDREN: MAKING LINKS

Mphatlalatsane (Early Morning Star) Book-Sharing Programme (PART 2)

Facilitators Manual

August 2016

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The authors of the Mphatlalatsane (Early Morning Star) Book-Sharing Programme also request that individuals and organizations adhere to the following principles:

- **IMPLEMENTATION:** Implementation of the Mphatlalatsane (Early Morning Star) Book-Sharing Programme shall only be conducted by certified facilitators. Implementers shall adhere to all protocols regarding implementation and training of the programme;
- **TRAINING:** Training of staff in the implementation of the Mphatlalatsane (Early Morning Star) Book-Sharing Programme shall only be conducted by certified trainers and for personnel within the same organization unless permission is granted by Parenting for Lifelong Health;
- **MONITORING:** Process and outcome data collected during the implementation of the Mphatlalatsane (Early Morning Star) Book-Sharing Programme shall in principle be shared with the authors of the programme and Parenting for Lifelong Health.

Session 3 for Younger Children: Pointing and Naming

BOOK-SHARING SESSION 3 GROUP PRESENTATION

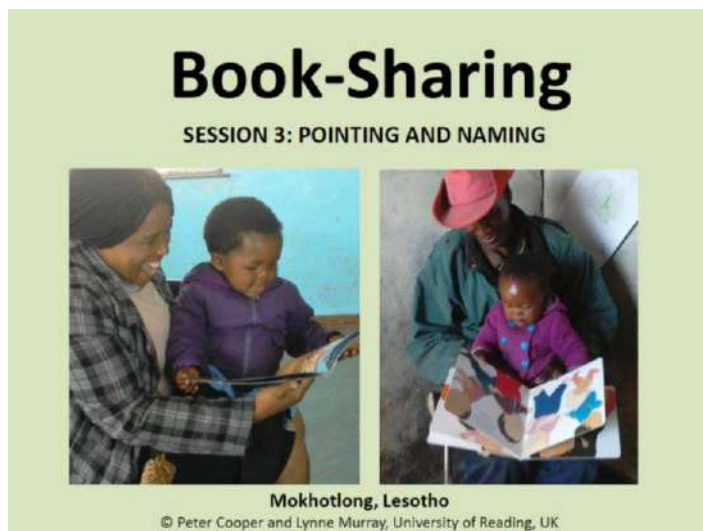
Start the session with an introductory discussion or review of the previous week:

- Ask the caregivers how they felt they got on over the previous week. Did some things go well? Did some things go not so well?
- Ask the caregivers to give specific feedback about how it went in terms of following their baby's lead; using a lively voice to keep the baby interested; what caught their baby's attention; do they think the baby learned new words and if so, what words?

Each of the group members should be given an opportunity to give feedback.

Session3 Slide/Card 1

Begin the session with the presentation for Session 3, accompanied by the visual cards/slides and video materials:




Session3 Slide/Card 2

Remind the caregivers why book-sharing will be helpful to their babies:

Book-Sharing will help your baby:

- Concentrate
- Learn new words
- Learn to use books
- Feel closer to you



Books-sharing prepares children for starting school

Session3 Slide/Card 3

And remind the caregivers of the main points you told them about at the previous training session:

SUMMARY

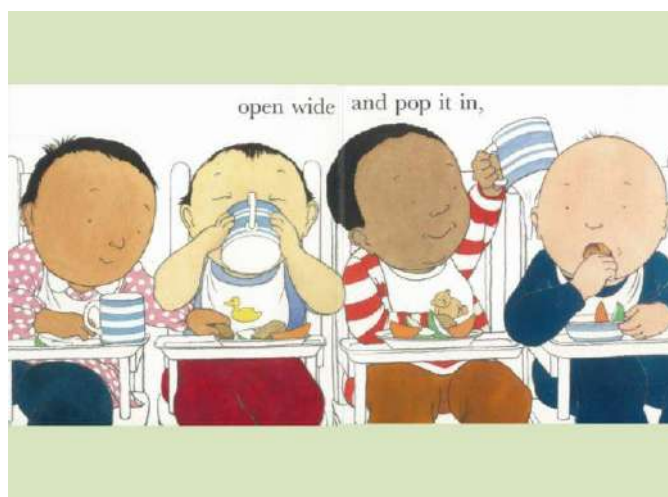
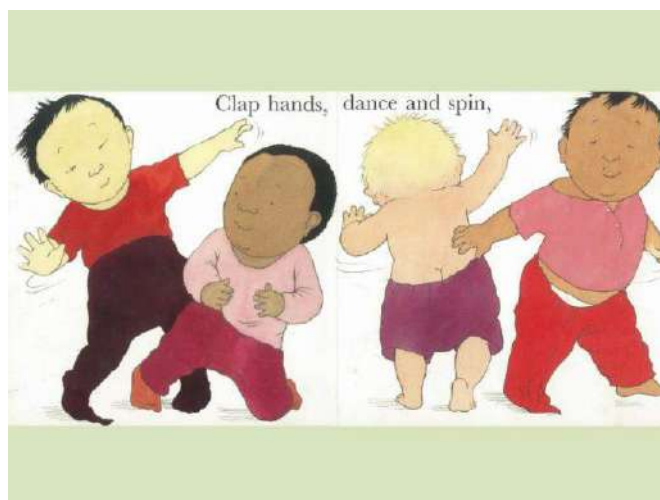
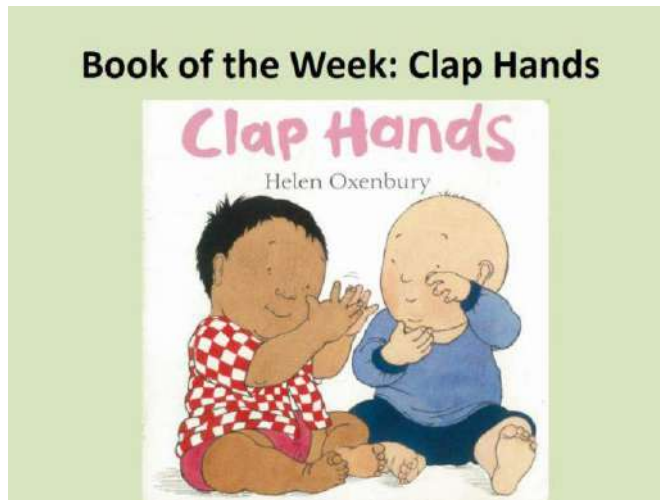
- Book sharing should always be FUN for your baby
- Book sharing is an opportunity for you and your baby to be close
- Always follow your baby's lead
 - let your baby set the pace
 - give your baby time to explore the pictures
- Notice what your baby is looking at and talk about it with him/her
- Stop when your baby is tired or has lost interest

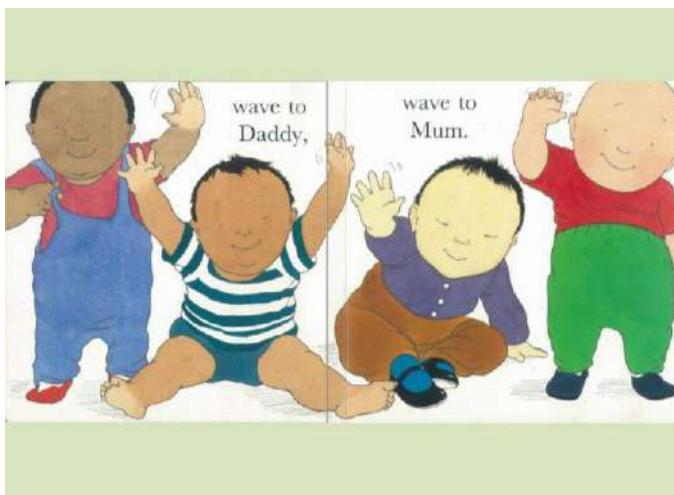
Tell the group that at the end of the session they will be taking home CLAP HANDS

- Give a brief summary of the book to the group: tell the caregivers what the book is about, and flip through the book and show some of the pictures

Book of the Week: Clap Hands

Session3 Slide/Card 4 – 8





Session3 Slide/Card 9

Remind the caregivers from last time that the most important aspect of good book-sharing is the caregiver attending to what it is that the baby is interested in and then talking about that:

Follow the baby's interest

- Talk about what interests the baby



When your baby shows interest in a picture or a particular part of a picture (by pointing, or patting, or just looking), you should use this as a chance to talk about what has attracted your baby's interest

Show them the following video to illustrate this:

Session3 Slide/Card 10: VIDEO 3.1 (Follow Child's Lead 1)



Session3 Slide/Card 11

And also remind the caregivers that part of this is allowing the baby to set the pace of the book- sharing experience:

Follow the baby's interest

- Allow the baby to set the speed of book-sharing
- Give your baby time to explore and enjoy the pictures
- If the baby starts to lose interest, suggest turning the page

Session3 Slide/Card 12

Remind the caregivers that it is important when they are sharing a book with their baby that they should speak with a lively voice, as this will help to keep the baby's attention on the book:

Lively voice

- Helps keep baby interested
- Makes it fun



This will help your baby learn

Session3 Slide/Card 13

Tell the caregivers that to help their baby learn a word, they should point to an object in the book and they should say the word. This will help their baby learn new words:

Point and Say

- Point at something on the page and say the word for it

This helps the baby learn words; and understand what is happening on the page



For example, they could point to an object (say, a picture of a dog) and they should say the word ("That's a dog"). The caregiver should repeat the word and look for opportunities elsewhere in the book to say ("that's another dog").

Show them the following video to illustrate this:


Session3 Slide 14: VIDEO 3.2 (Point and Say 1)




Session3 Slide/Card 15

Tell the caregivers if they think their baby does not know a word, they should point to the object and say the word. For example, they could point to an object (say, a picture of a spoon) and they should say the word ("That's a spoon"). The caregiver should repeat the word and look for opportunities elsewhere in the book to say ("that's another spoon").

Responding to the baby

Baby doesn't know word		Point and say the word
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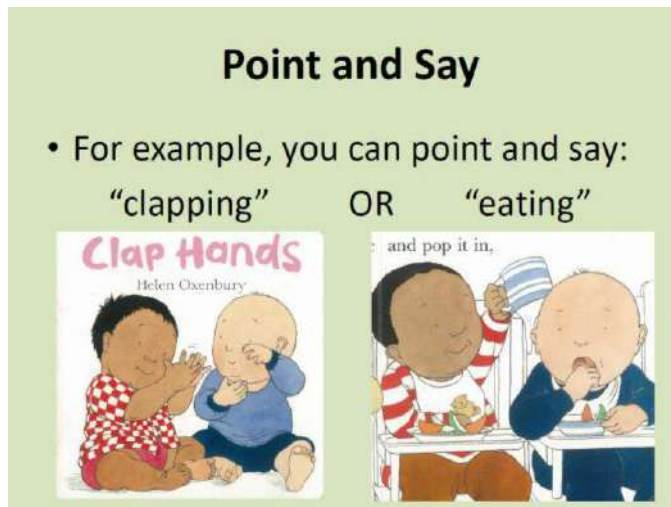
EXAMPLE: "That is a pot" OR "That is a spoon"



The illustration shows four children sitting on the floor, playing with musical instruments. One child is holding a trumpet, another is holding a drum, and two others are holding spoons. The text above the illustration says "blow a trumpet," "bang a drum," and "bang a drum."

Session 3 Slide/Card 16

Give them another example from the book of the week:



Show them the following video to illustrate this:

Session 3 Slide/Card 17: VIDEO 3.3 (Point and Say 2)



Session3 Slide/Card 18

And tell them that babies learn well if things are repeated. So they should say the word, and then repeat it several times:

Repeating the word

- If your baby says a word, repeat what the baby says
- This helps your baby practice the word
- And it helps your baby remember the word

Show them the following video to illustrate this:

Session 3 Slide/Card 19: VIDEO 3.4 (Repeating the word)



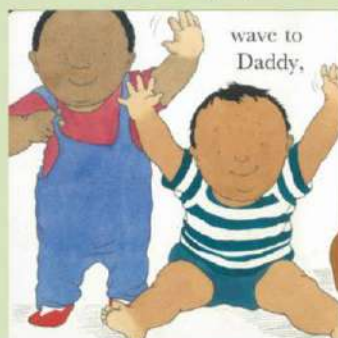
Session 3 Slide /Card 20

And if their baby says the word they should repeat it. Give them the following example from the book of the week:

Repeating the word

E.g. if your child points and says "*baby*" you can reply:

"Yes. That is right. That's a baby. The baby is waving."



Session 3 Slide /Card 21

Tell caregivers that it is important that they are always supportive when their baby says something about an object or about what is happening in the book. By being supportive they will encourage their baby to keep talking about the book:

ALWAYS BE POSITIVE

- The more supportive and encouraging you are, the more your baby will want to speak and the more they will learn

Never say “No” and never say “You are wrong”

Find opportunities to praise your baby

- If you ask “*Where is the baby?*” and your baby points to it, you could say:
“That’s right. Well done! That is a baby”

Show them the following video to illustrate this:

Session 3 Slide/Card 22:

VIDEO 3.5 (Praise Your Baby 1)



Session 3 Slide/Card 23:

VIDEO 3.6 (Praise Your Baby 2)



Session 3 Slide /Card 24

Tell the caregivers that if they are critical of what their baby saying, their baby will not want to speak again. So tell caregivers it is also important that they are never critical of what their babies say:

ALWAYS BE POSITIVE

- So never say "no" or "no, you are wrong" because your baby will get discouraged and not want to talk.
- When your baby says a word, but says it in the wrong way (e.g. "poon" instead of "spoon"), ignore the mistake and use the correct form
- So you could say:
"Yes, that's right. That is a spoon."

For example, if their baby points to an object, but says the word for that object in the wrong way (e.g. "poon" instead of "spoon") they should ignore the mistake and use the correct form of the word ("Yes, that's right! That is a spoon").

Show them the following video to illustrate this:

Session 3 Slide/Card 25: VIDEO 3.7 (Always be Positive)



Session 3 Slide/Card 26: VIDEO 3.8 (Praise Your Baby 3)



Session3 Slide/Card 27

Then remind the caregivers of the main points covered in that session:

SUMMARY

- Book sharing should always be FUN for your baby
- Book sharing is an opportunity for you and your baby to be close
- Always follow your baby's lead
- Your baby will learn new words by you pointing and naming
- Point and name things in the book and repeat this

Never say "No" and never say "You are wrong"
Find opportunities to praise your baby

End with the book of the week. Get the caregivers of the group to make suggestions of what might catch their baby's interest and what they might talk about.

INDIVIDUAL SESSION

In a private space, each caregiver gets a turn to share the book of the week with his/her child, in the presence of the facilitator.

Caregivers receive their 'Take Home Card of the Week' (see below) and the book of the week.

SESSION 3

- Book sharing should always be FUN for your baby
- Book sharing is an opportunity for you and your baby to be close
- Always follow your baby's lead
- Your baby will learn new words by you and naming
- Point and name things in the book and repeat this

Never say "No" and never say "You are wrong"

Find opportunities to praise your baby



Session 4 for Younger Children: More about Pointing and Naming

BOOK-SHARING SESSION 4 GROUP PRESENTATION

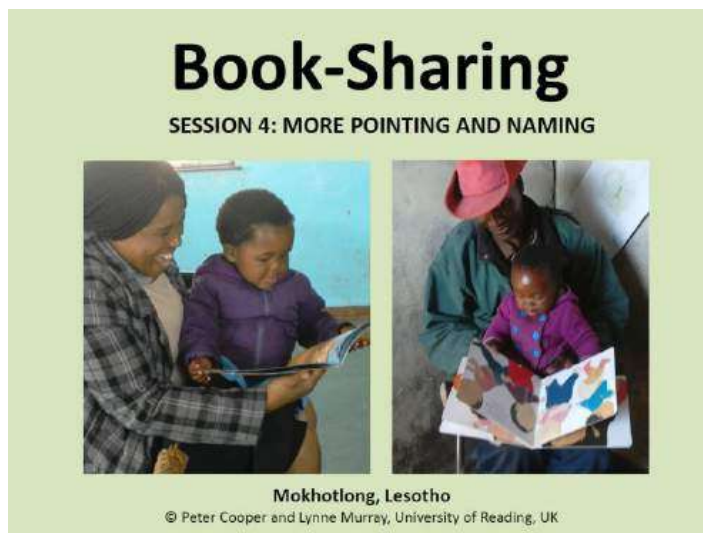
Start the session with an introductory discussion or review of the previous week:

- Ask the caregivers how they felt they got on over the previous week. Did some things go well? Did some things go not so well?
- Ask the caregivers to give specific feedback about how it went in terms of using a lively voice to keep the baby interested; pointing and naming things in the book; repeating words that the baby says and being supportive and encouraging? Do they think the baby learned new words and if so, what words?

Each of the group members should be given an opportunity to give feedback.

Session4 Slide/Card 1

Begin the session with the presentation for Session 4, accompanied by the visual slides and video materials:




Session4 Slide/Card 2

Remind the caregivers again why book sharing is going to help their baby:

Book-Sharing will help your baby:

- Concentrate
- Learn new words
- Learn to use books
- Feel closer to you



Books-sharing prepares children for starting school

Session4 Slide/Card 3

And review with the caregivers the main points covered in the previous session:

SUMMARY

- Book sharing should always be FUN for your baby
- Book sharing is an opportunity for you and your baby to be close
- Always follow your baby's lead
- Your baby will learn new words by you pointing and naming
- Point and name things in the book and repeat this

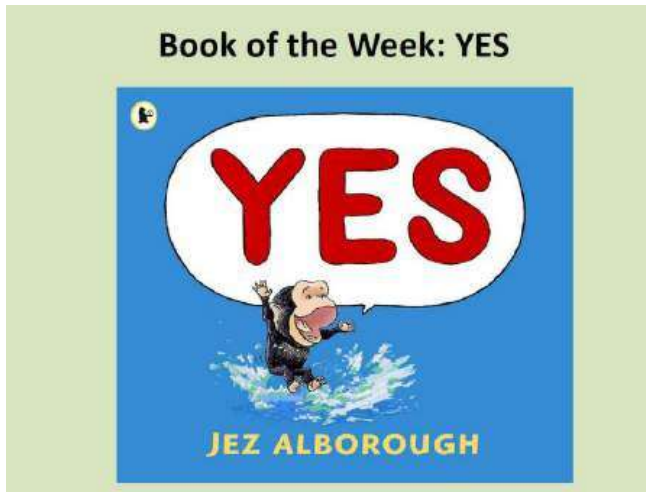
Never say "No" and never say "You are wrong"
Find opportunities to praise your baby

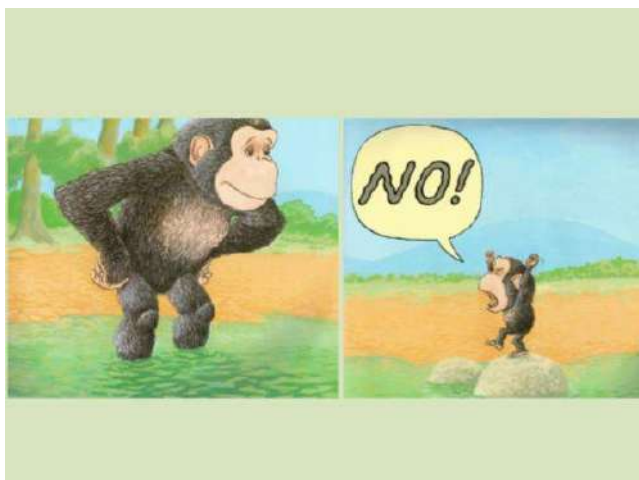
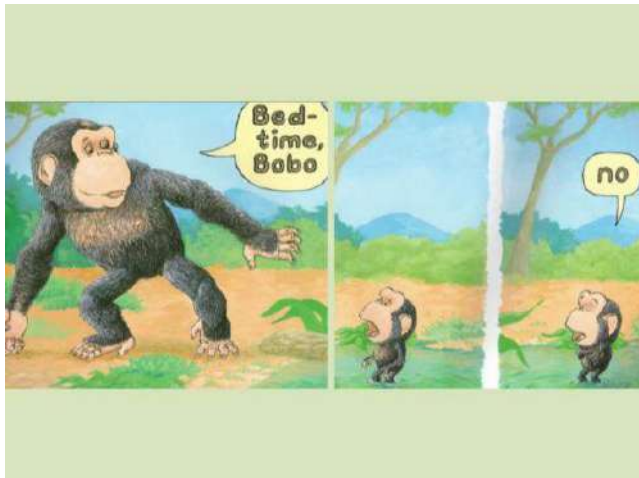
Tell the group that at the end of the session they will be taking home YES

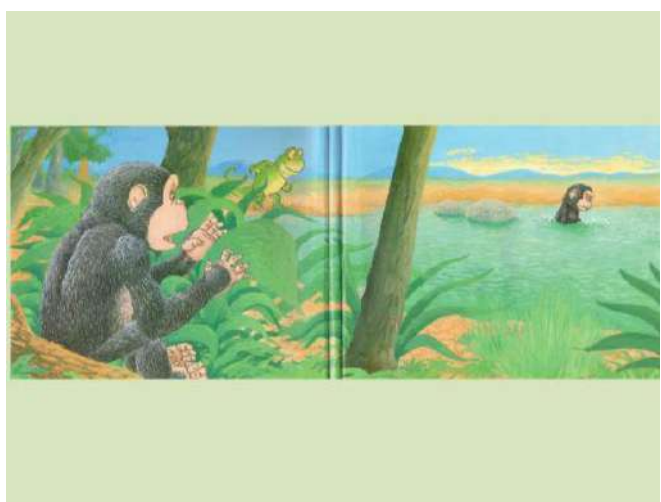
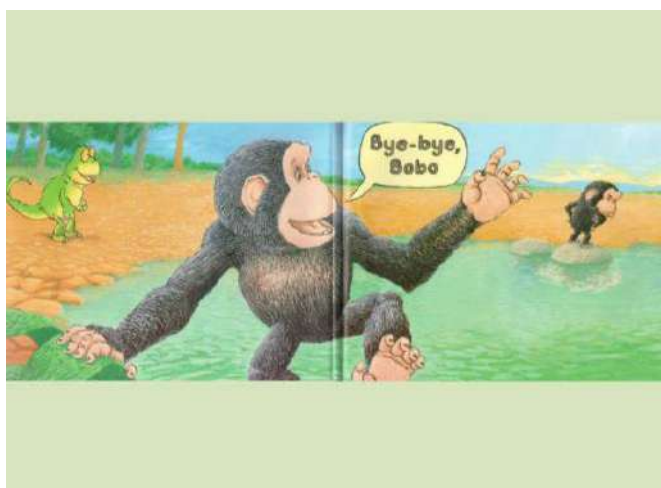
- Give a brief summary of the book to the group: tell the caregivers what the book is about, and flip through the book and show some of the pictures

Book of the Week: YES

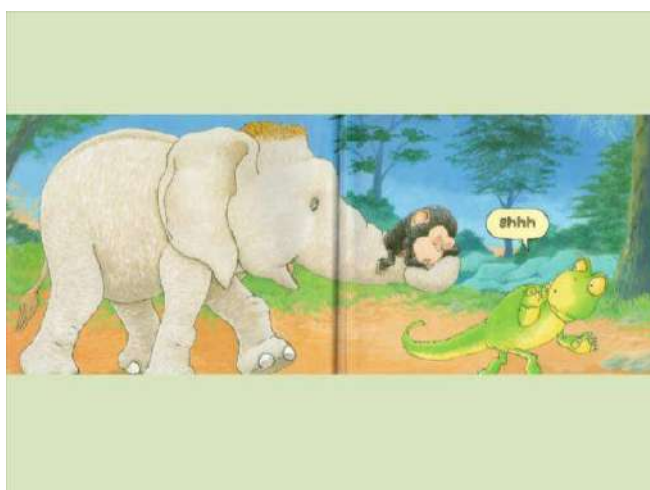
Session4 Slide/Card 4 – 20

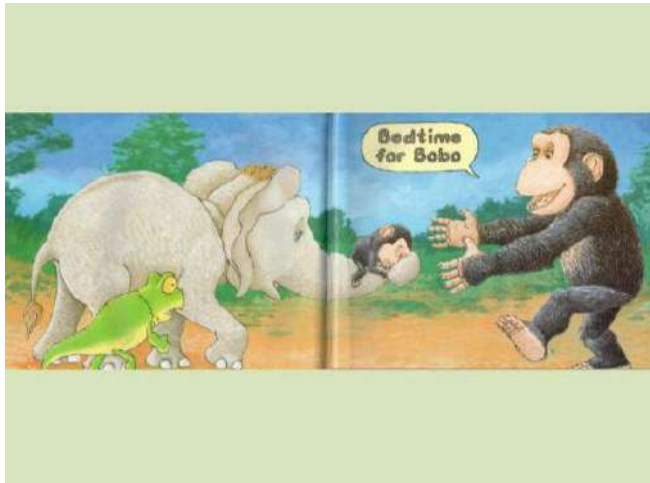












Session4 Slide/Card 21

Remind the caregivers that it is very important that they always follow their baby's interest:

Follow the baby's interest

- Talk about what interests the baby



When your baby shows interest in a picture or a particular part of a picture (by pointing, or patting, or just looking), you should use this as a chance to talk about what has attracted your baby's interest


Session4 Slide/Card 22

And remind the caregivers that to help their baby learn a word, they should point to an object in the book and they should say the word for it. This will help their baby learn new words:

Point and Say

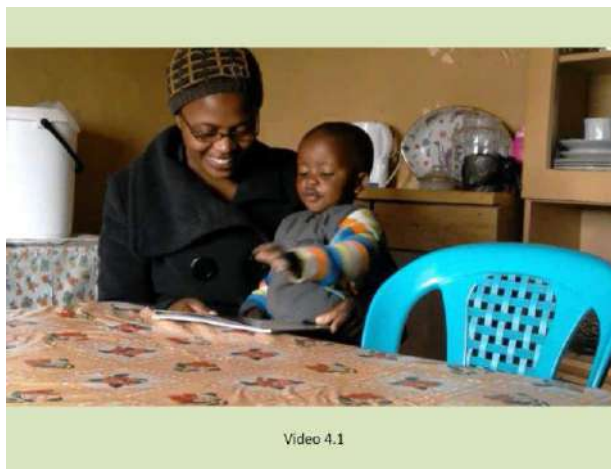
- Point at something on the page and say the word for it

This helps the baby learn words; and understand what is happening on the page

A photograph showing a caregiver wearing a blue headscarf and a grey sweater, pointing with their right index finger to a colorful illustration in a book. A baby wearing a pink headscarf and a purple long-sleeved shirt is sitting on the floor, looking at the book. The book is open, showing a page with various colorful shapes and patterns.

Show them the following video to illustrate this:

Session4 Slide/Card 23: VIDEO 4.1 (Point and Say)



Session4 Slide/Card 24


Give them the following examples from the book of the week:

Point and Say

- For example, you can point and say:

"This is a lizard. The lizard is jumping in the water"

Or: *"Here is the baby monkey. The baby monkey is sleeping"*



Session4 Slide/Card 25

And that the caregiver should repeat the word, especially when the baby says the word:

Repeating the word

- Repeat what your baby says

E.g. if your baby points and says "monkey" you can reply:

"Yes, that's right. That's a monkey."



- This helps your baby practice the word
- And it helps your baby remember the word

Session4 Slide/Card 26

Remind the caregivers that last time you talked about pointing and naming objects when the baby doesn't know the word:

Responding to your baby

Baby doesn't know word	→	Point and say the word
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EXAMPLE: "That is an elephant" OR "That is a lizard"



Show them the following video to illustrate this:



Session4 Slide/Card 27: VIDEO 4.2 (Baby doesn't know word)



Session4 Slide/Card 28

Then tell the caregivers that if the baby knows the meaning of a word, but can't say it, they should ask the baby to point to it:

Responding to your baby

Baby knows the word but can't say the word		Say the word. Ask the baby to point to where it is on the page
		EXAMPLE: "Show me where the rock is"

For example, tell the caregivers that if their baby can't say the word 'monkey', but knows the meaning of the word 'monkey', she should say 'There's a monkey. Show me where the monkey is. Where is the monkey?'

This is very important and the caregiver should be encouraged to repeat this several times. So, on the next page the caregiver could say 'There's another monkey. Point at the monkey'.

Show them the following videos to illustrate this:

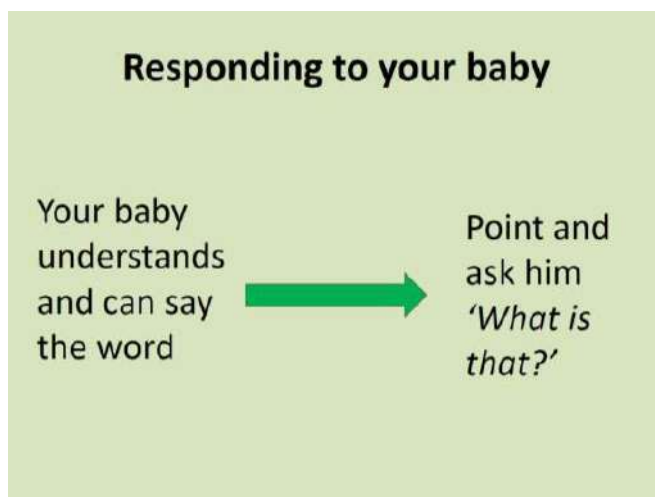
Session4 Slide/Card 29: VIDEO 4.3 (Point to...)



Session4 Slide/Card 30

Tell the caregivers that if their baby knows a word and can say that word, they should give their baby the opportunity to say the word and point to it.

Tell the caregivers that they can do so by asking their baby "what's that?" for words that the baby understands and can say:



Show the following video to illustrate this:

Session4 Slide/Card 31: VIDEO 4.4 (Baby Understands the Word)



Session4 Slide/Card 32

Remind the caregivers that it is important that they are always supportive when their baby says something about an object or about what is happening in the book. By being supportive they will encourage their baby to keep talking about the book:

ALWAYS BE POSITIVE

- The more supportive and encouraging you are, the more your baby will want to speak and the more they will learn

Never say “No” and never say “You are wrong”
Find opportunities to praise your child

- If you ask *“Where is the monkey?”* and your baby points to it, you could say:
“That’s right. Well done! That is a monkey”

Show the following video to illustrate this:

Session4 Slide/Card 33: VIDEO 4.5 (Always be Positive)



Session4 Slide/Card 34

Tell the caregivers that they can connect words in the book with familiar things in their baby's life:

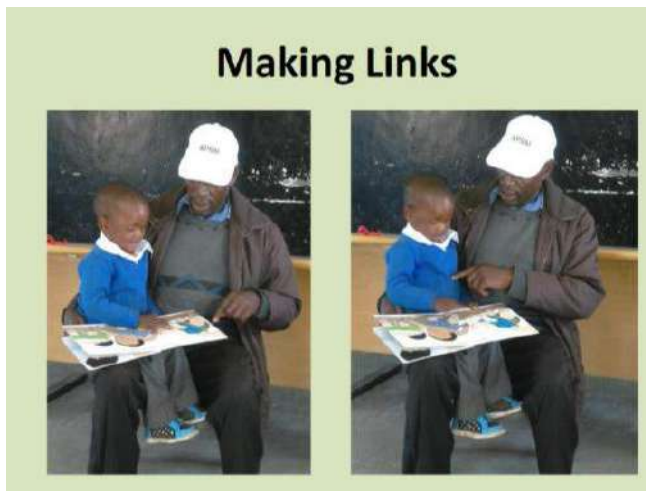
Making Links

- Connect words in the book to familiar things
 - Point at a child's shirt in the book, and say '*child's shirt*'; then point at your baby's shirt, and say '*your shirt*'; then point at your shirt and say '*mummy's shirt*'.

Session4 Slide/Card 35

For example, tell the caregivers that they can point to the shirt of the child in the book and say "child's shirt". They can then point to their baby's shirt and say "your shirt". They could also point to their own shirt and say "mummy's shirt" (or daddy or granny).

Tell the caregivers that they can also point out to their baby if the clothing in the book is the same colour of the baby's clothing:



Show the following video to illustrate this:

Session4 Slide/Card 36: VIDEO 4.6 (Making Links 1)



Session4 Slide/Card 37

Give them the following example from the book of the week:

Making Links

- Or: Point at shoes in the book, and say “*baby’s shoes*”; then ask your baby to show you their shoes



Show the following video to illustrate this:

Session4 Slide/Card 38: VIDEO 4.7 (Making Links 2)



Video 4.7

Session4 Slide 39

Then remind the group of the main points covered in that session:

SUMMARY

- Book sharing should always be FUN for your baby
- Always follow your baby’s lead
- Your baby will learn new words by you pointing and naming
- Point and name things in the book and repeat this
- When your baby knows a word, ask him/her to show it to you (“*where’s the monkey?*”)
- When your baby can say a word ask him/her to say the word for you (“*what is that?*”)
- Connect words in the book to familiar things (*point to monkey’s mouth, point to baby’s mouth*)

Never say “No” and never say “You are wrong”
Find opportunities to praise your baby

End with the book of the week. Get the members of the group to make suggestions of what might catch their baby's interest and what they might talk about.

INDIVIDUAL SESSIONS

In a private space, each caregiver gets a turn to share the book of the week with his/her child, in the presence of the facilitator.

Caregivers receive their 'Take Home Card of the Week' (see below) and leave with the book of the week.

Session 4 Take Home Card:

- Book sharing should always be FUN for your baby
- Always follow your baby's lead
- Your baby will learn new words by you pointing and naming
- Point and name things in the book and repeat this
- When your baby knows a word, ask him/her to show it to you ("**where's the monkey?**")
- When your baby can say a word ask him/her to say the word for you ("**what is that?**")
- Connect words in the book to familiar things (**point to monkey's mouth, point to baby's mouth**)

SESSION 4



Session 5 for Younger Children: Elaboration and Making Links

BOOK-SHARING SESSION 5 GROUP PRESENTATION

Start the session with an introductory discussion or review of the previous week:

- Ask the caregivers how they felt they got on over the previous week. Did some things go well? Did some things go not so well?
- Ask the caregivers to give specific feedback about how it went in terms of pointing and naming things in the book; asking the baby to point and name things in the book; repeating words that the baby says; being supportive and encouraging and connecting words in the book to familiar things? Do they think the baby learned new words and if so, what words?

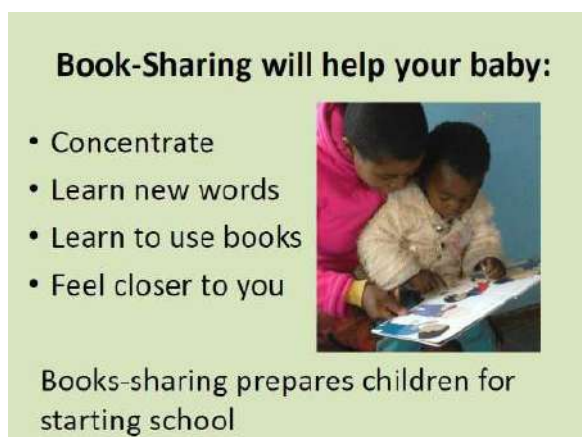
Each of the group members should be given an opportunity to give feedback.

Session5 Slide/Card 1

Begin the session with the presentation for Session 5, accompanied by the visual slides and video materials:



Session5 Slide/Card 2



Session5 Slide/Card 3

Remind the caregivers of the main points you told them about at the previous training session:

SUMMARY

- Book sharing should always be FUN for your baby
- Always follow your baby's lead
- Your baby will learn new words by you pointing and naming
- Point and name things in the book and repeat this
- When your baby knows a word, ask him/her to show it to you (*"where's the monkey?"*)
- Connect words in the book to familiar things (*point to monkey's mouth, point to baby's mouth*)

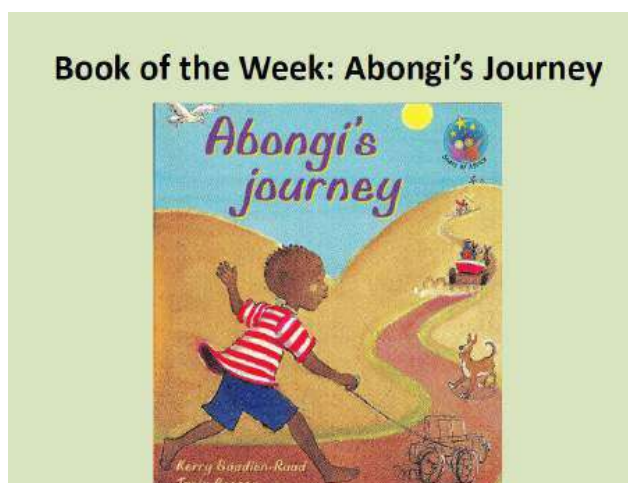
Never say "No" and never say "You are wrong"
Find opportunities to praise your baby

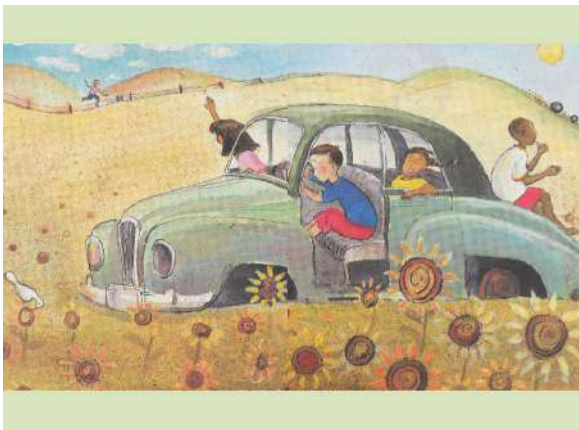
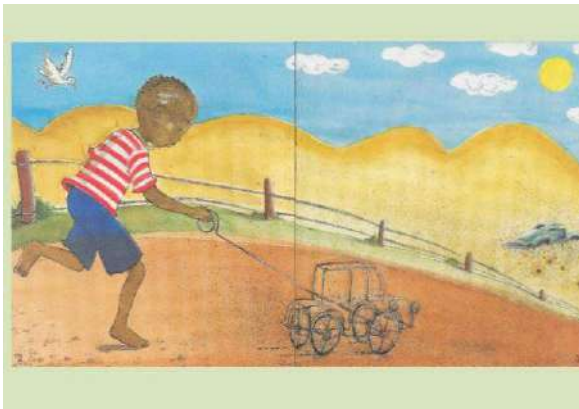
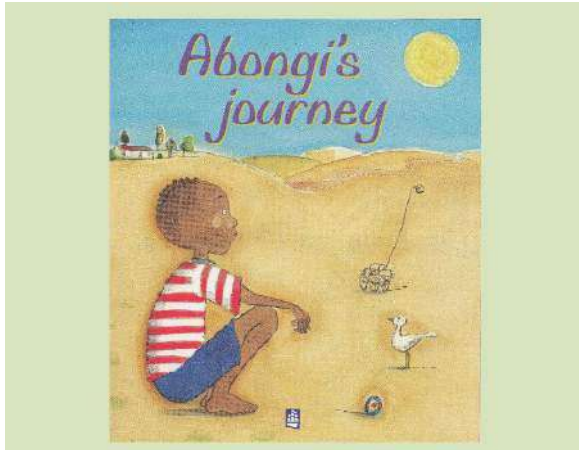
Tell the group that at the end of the session they will be taking home ABONGI'S JOURNEY

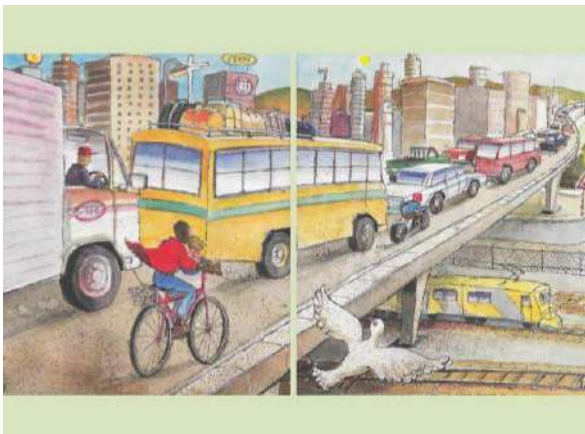
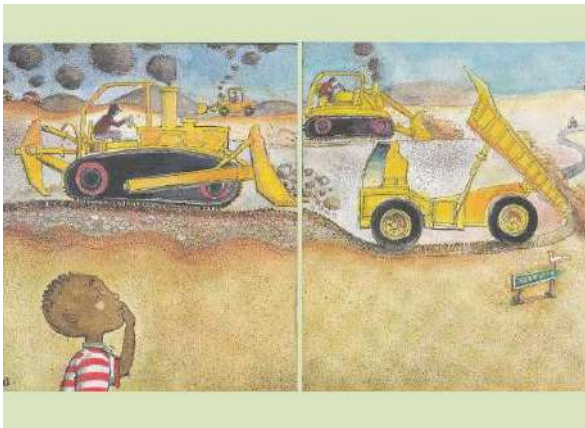
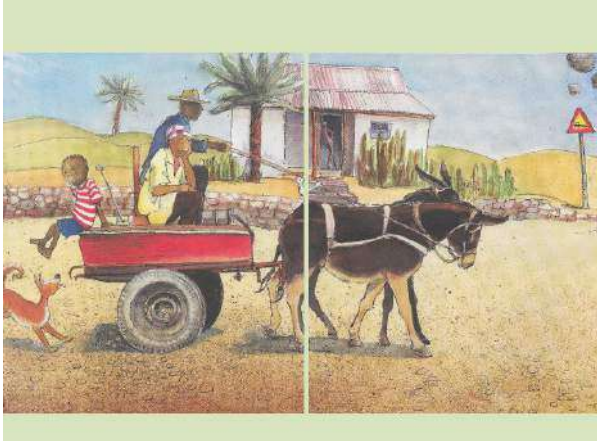
Give a brief summary of the book to the group: tell the caregivers what the book is about, and flip through the book and show some of the pictures

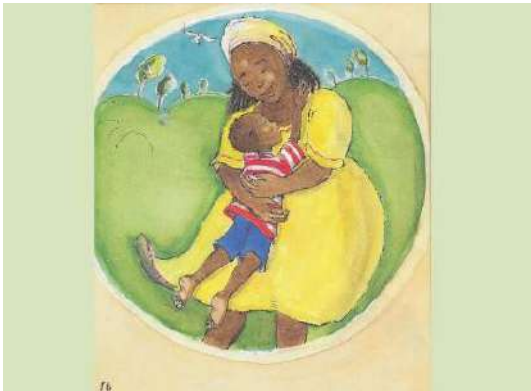
Book of the Week: Abongi's Journey

Session5 Slide/Card 4-13









Session5 Slide/Card 14

Remind the caregivers that book-sharing will be successful when they follow their baby's interest ...and that they allow the baby to set the pace.

Follow the baby's interest

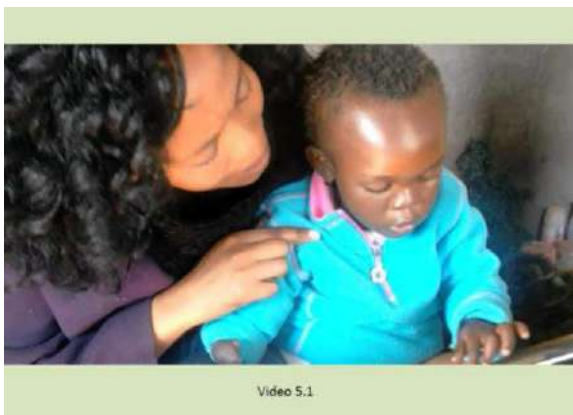
- Talk about what interests the baby



When your baby shows interest in a picture or a particular part of a picture (by pointing, or patting, or just looking), you should use this as a chance to talk about what has attracted your baby's interest

Show the following videos to illustrate this:

Session 5 Slide/Card 15: VIDEO 5.1 (Follow Child's Lead 1)

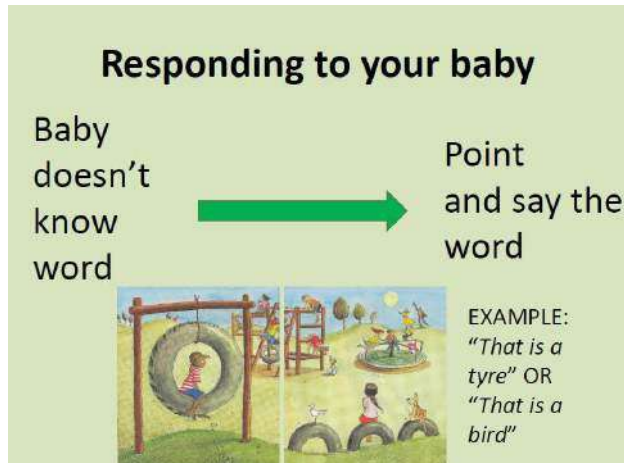


Session 5 Slide/Card 16: VIDEO 5.2 (Follow Child's Lead 2)



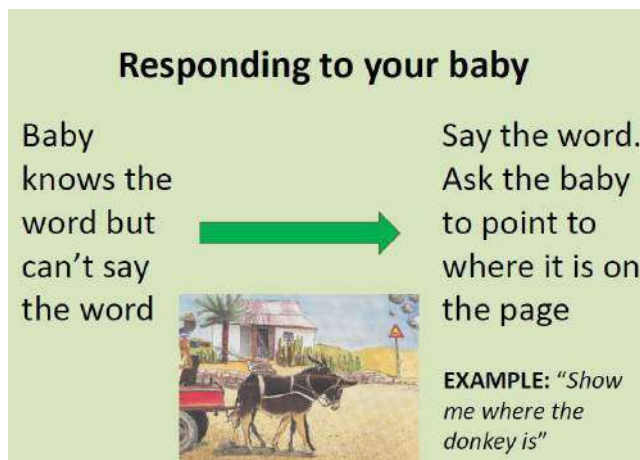
Session5 Slide/Card 17

Also, when their baby does not know a word, they should point to it and say the word:



Session5 Slide/Card17

And when their baby knows the meaning of a word but can't say it yet, they should say the word and ask the baby to point to it:

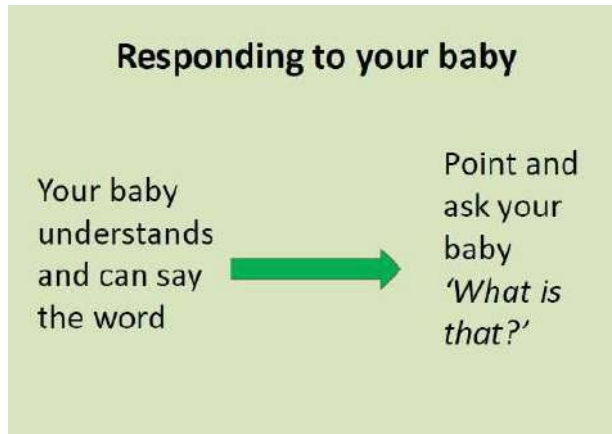


For example, 'show me the donkey'; 'can you see another donkey?' and 'where is there another donkey?'

Session5 Slide/Card19

Tell the caregiver that is important when sharing books with her baby that s/he encourages their baby to speak as much as possible.

So when their baby knows the meaning of a word and can say the word, s/he should point to the object and say 'what's that?'



Session5 Slide/Card 20

Remind the caregivers that it is important that they are always supportive when their baby says something about an object, or if they say something about what is happening in the book.

By being supportive they will encourage their baby to keep talking about the book:

ALWAYS BE POSITIVE

- The more supportive and encouraging you are, the more your baby will want to speak and the more they will learn

Never say "No" and never say "You are wrong"
Find opportunities to praise your baby

- If you ask *"Where is the donkey?"* and your baby points to it, you could say:
*"That's right. Well done! That **is** a donkey"*

Session5 Slide/Card21:
VIDEO 5.3 (Praise Your Baby 1)



Session5 Slide/Card22:
VIDEO 5.4 (Praise Your Baby 1)



Session5 Slide/Card 23

Tell the caregivers that they can connect words in the book with familiar things in their baby's life:

Making Links

- Connect words in the book to familiar things
- Point to the book character's shirt in the book, and say '*baby's shirt*'; then point at your baby's shirt, and say '*your shirt*'; then point at your shirt and say '*mummy's shirt*'.

Session5 Slide/Card 24

Tell the caregivers that they can do this by pointing at something in the book and relate it to the baby's immediate experience, such as pointing out similar clothing, shoes, body parts or objects as in the book:

Making Links



Show them the following videos to illustrate this:

Session5 Slide/Card 25:
VIDEO 5.5 (Making Links 2)



Session5 Slide/Card 26:
VIDEO 5.6 (Making Links 2)




Session5 Slide/Card 27

Remind the caregivers that they can make links by pointing at something in the book and relate it to the baby's immediate experience, such as pointing out similar clothing, shoes, body parts or objects as in the book:

Give them the following example from the book of the week:

Making Links

➤ Or: Point at shoes in the book, and say *"baby's shoes"*; then ask your baby to show you their shoes

Three small images showing a woman in a pink jacket pointing at shoes in a book to a young child. The child is sitting on the ground and looking at the book.

And show them the following video to illustrate this:

Session5 Slide/Card 28: VIDEO 5.7 (Making Links 3)



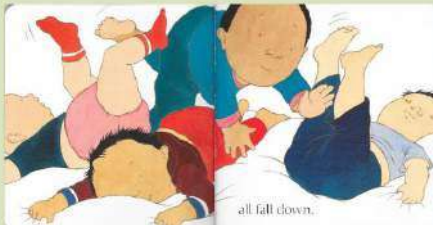
Video 5.7

Session5 Slide/Card 29

Tell the caregivers that they should enact actions from the book with their child:

Actions

Make an action of the book picture:
If the baby in book is falling down,
pretend to fall down with your baby



Session5 Slide/Card 30

Actions

- Pretend to fall down with your baby



Show them the following video to illustrate this:

Session5 Slide 31: VIDEO 5.8 (Actions)



Session5 Slide 32

Give them the following example from the book of the week:

Actions

- If the book characters are hugging, you could give your child a hug



And show them the following videos to illustrate this:

**Session5 Slide 33:
VIDEO 5.9 (Actions 2)**



**Session5 Slide 34:
VIDEO 5.10 (Actions 3)**



Session5 Slide/Card 35

Explain to the caregivers that they can use the material in the book to make links to the baby's experience – not just to the immediate (e.g. 'that's the baby's mouth; and here is your mouth'), but also to their baby's wider experience:

Making Links Beyond the Immediate

- Connect words in the book to familiar things in your baby's world.
 - For example, comparing a dog in the book to a neighbourhood dog
 - or...
 - Commenting on how what is happening in the book is like something which happened to your baby

Session5 Slide/Card 36

Remind the caregivers that they must use what is in the books and what the baby is attending to, to make links with baby's experience.

Give them the following example from the book of the week:

Experiences

- **Link experiences in the book to your child's own experience**

If the child in the book is waving, you could talk about your baby waving. You could say:

"Look, they are waving. We wave to daddy when he goes to work in the morning"



Session5 Slide/Card 37

Give them another example from the book of the week:

Experiences

- If the children in the book are playing, you could talk about your baby playing with friends

You could say: *"Look, these children are playing with the tyres. Do you remember when you played with the tyres on the hill outside our house the other day?"*

An illustration showing a child in a red and white striped shirt and blue shorts standing on a grassy hill, holding a large black tire. In the background, other children are playing with tires on the same hill under a blue sky with birds.

Session5 Slide/Card 38

Then remind the group of the main points covered in today's session:

SUMMARY

- Book sharing should always be FUN for your baby
- Always follow your baby's lead
- Point and name things in the book and repeat this to help your baby learn new words
- Connect words in the book to familiar things (***point to the book character's shirt, point to the baby's shirt***)
- Make an action of what is happening in the book and show it to your baby (***e.g. falling down, hugging or waving***)
- Link what is in the book to your baby's experience

Never say "No" and never say "You are wrong"
Find opportunities to praise your baby

End with the book of the week. Get the members of the group to make suggestions of what might catch their baby's interest and what they might talk about.

INDIVIDUAL SESSIONS

In a private space, each caregiver gets a turn to share the book of the week with his/her child, in the presence of the facilitator.

Caregivers receive their 'Take Home Card of the Week' (see below) and leave with the book of the week.

Session 5 Take Home Card

- Book sharing should always be FUN for your baby
- Always follow your baby's lead
- Point and name things in the book and repeat this to help your baby learn new words
- Connect words in the book to familiar things (***point to the book character's shirt, point to the baby's shirt***)
- Make an action of what is happening in the book and show it to your baby (**e.g. falling down, hugging or waving**)
- Link what is in the book to your baby's experience

Never say "No" and never say "You are wrong"

Find opportunities to praise your baby

SESSION 5

