

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



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MPHATLALATSANE

## **FACILITATOR'S MANUAL: PART 3 OF 3:**

SESSION 6 FOR YOUNGER CHILDREN: TALKING ABOUT  
FEELINGS

SESSION 7 FOR YOUNGER CHILDREN: SUMMARY

SESSION 8 FOR YOUNGER CHILDREN: REVIEW

## **Mphatlalatsane (Early Morning Star) Book-Sharing Programme (PART 3)**

### **Facilitators Manual**

August 2016

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- **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;
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## Session 6 for Younger Children: Talking about Feelings

### BOOK-SHARING SESSION 6 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 connecting words in the book to familiar things, making actions of what is happening in the book and showing it to their baby or linking what is in the book with their baby's experience? Also, 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.

#### Session 6 Slide/Card 1

Begin the session with the presentation for Session 6, accompanied by the visual slides and video materials:



### Session6 Slide/Card 2

#### 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

### Session6 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
- 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

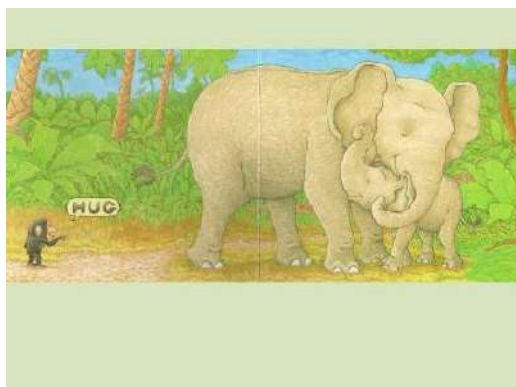
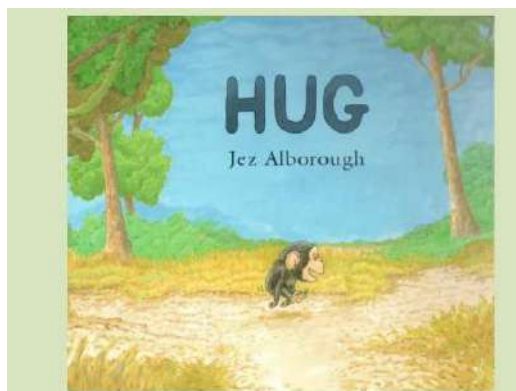
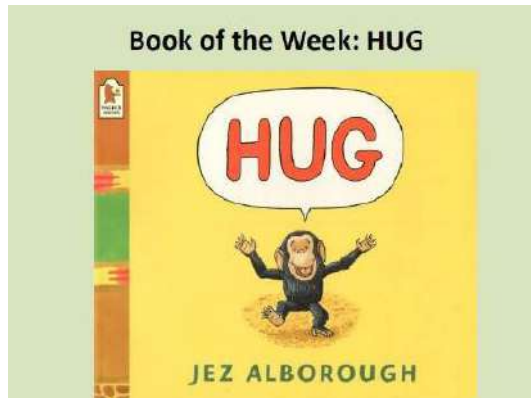
**Never say "No" and never say "You are wrong"**  
**Find opportunities to praise your baby**

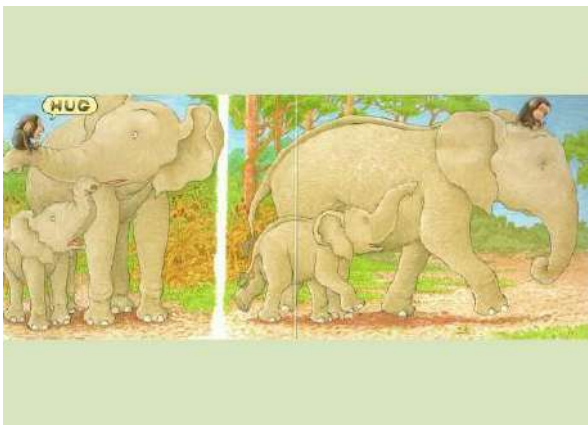
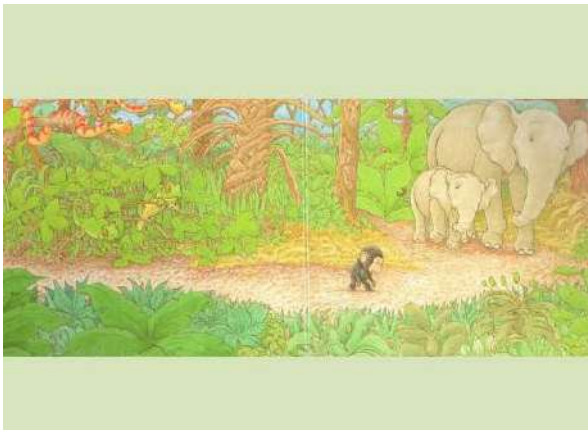
Tell the group that at the end of the session they will be taking home HUG

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

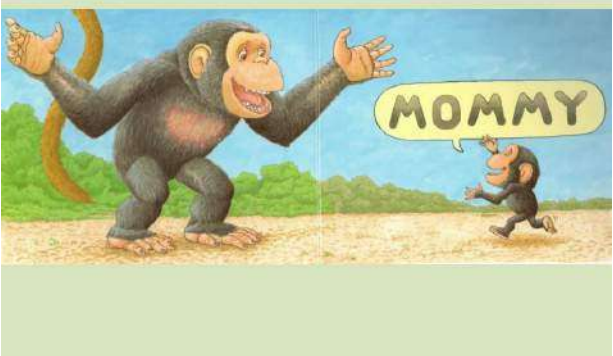
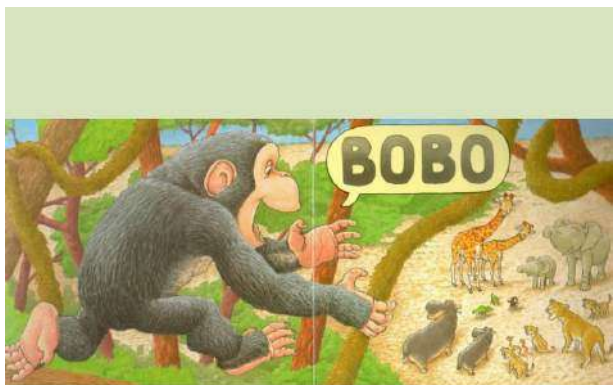
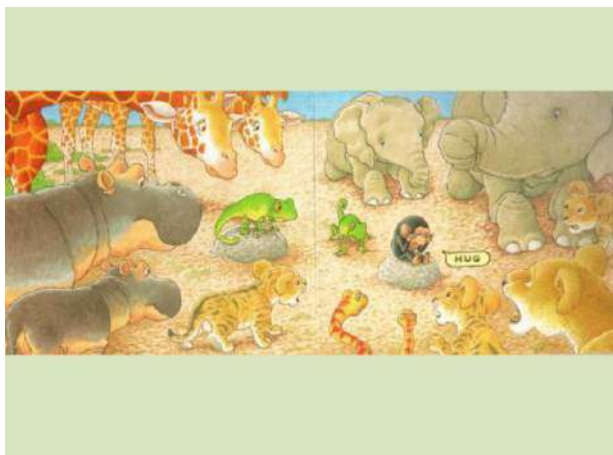
**Book of the Week: HUG**

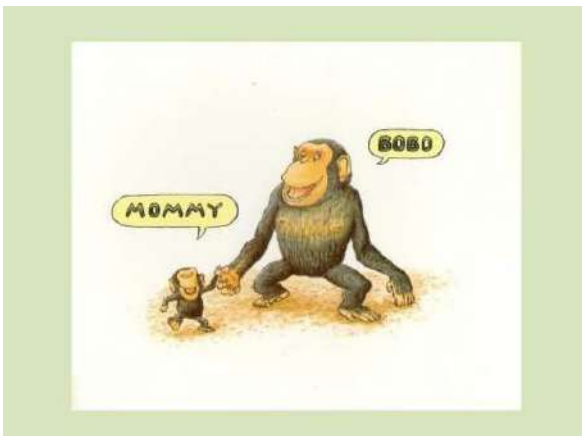
**Session6 Slide/Card 4-19**













### Session6 Slide/Card 20

Remind the caregivers that book-sharing will be successful when they follow their baby's interest:

### Follow your baby's interest

- Talk about what interests your 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 interest as a chance to talk about what has attracted your baby's interest.

And that they should allow the baby to set the agenda.

### Session6 Slide/Card 21

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. 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

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

**Find opportunities to praise your child**

- The more supportive and encouraging you are, the more your baby will want to speak and the more they will learn.
- When your child says a word and gets the meaning right, but says it in the wrong way (e.g. "*the monkey goed away*"), ignore the mistake and agree with the meaning and use the correct form.
- So you could say:  
*"Yes, that's right. The monkey went away."*

Show the following video to illustrate this:

**Session6 Slide/Card 22: VIDEO 6.1 (Always Be Positive)**



**Session6 Slide/Card 23**

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**

- 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

### Session6 Slide/Card 24



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

## Making Links

- Connect the objects and actions in the book to familiar things in the child's life

E.g. you could say: *"Look, the big elephant is carrying the little monkey. Do you remember when I carried you the other day when you were tired?"*

Or you could say: *"Look, there are two elephants. There's a big one and a little one. They are standing close together. And look, there are two of us – also a big one and a little one. And we are also sitting close together"*



And show them the following video to illustrate making links:

### Session6 Slide/Card 25: VIDEO 6.2 (Making Links)



### Session6 Slide/Card 26

Explain that in this way the caregiver can help her baby understand how their own experience relates to the wider world and to the experience of other people.

Then tell the caregiver that one area where books can help their baby is in their coming to understand about feelings:

## Talking about Feelings

- You should use book-sharing as an opportunity to talk to your baby about how the people in the book feel
- At first, help your baby understand the meaning of emotion words like 'happy', 'angry', 'sad', and 'scared'

### Session6 Slide/Card 7

Tell the caregivers that they can also help their baby learn about different feelings by using their facial expressions and tone of voice:



Show them the following videos to illustrate this point:

**Session6 Slide/Card 28:**  
**VIDEO 6.3 (Using Voice and Face 1)**



**Session6 Slide/Card 29:**  
**VIDEO 6.4 (Using Voice and Face 2)**



**Session6 Slide/Card 30:**  
**VIDEO 6.5 (Using Face and Voice 3)**



**Session6 Slide/Card 31:**  
**VIDEO 6.6 (Lively Voice)**



### **Session6 Slide/Card 32**

Show caregivers that they can use what is happening in the book to talk to their baby about different types of feelings, and why people might feel a certain way.

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

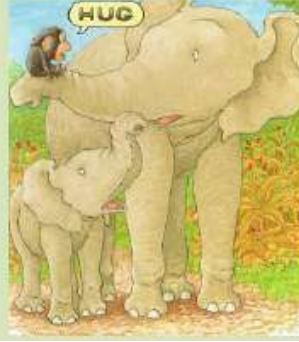


## Talking about Feelings

### So you can say:

*'That little monkey looks sad.  
Why do you think she is sad?'*

*'Look, the elephants are helping the  
little monkey. Why do you think they are  
doing that? Do you think it is because  
they are worried that the monkey is all  
on her own?'*



And show them the following video to illustrate this:

### Session6 Slide/Card 33: VIDEO 6.7 (Talking about Feelings 1)



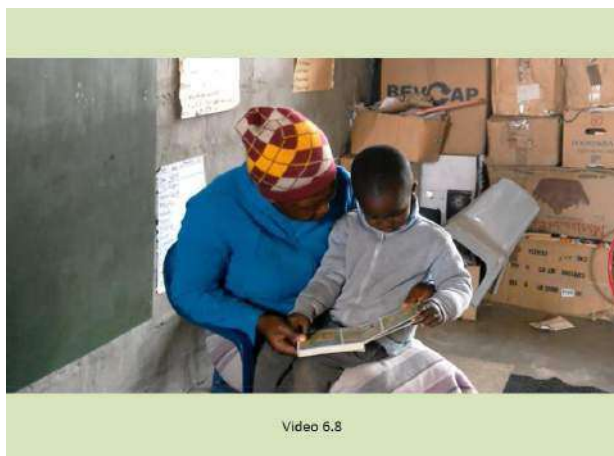
### Session6 Slide/Card 34

Give them more examples from the book of the week:



And show another video to illustrate to the caregivers how to use the book to talk about feelings with their baby:

**Session6 Slide/Card 35: VIDEO 6.8 (Talking about Feelings 2)**



**Session6 Slide/Card 36**

Also, as explained earlier to the group, caregivers can use their face and voice to convey different feelings. Tell the caregivers that they should do this in a pretend way, so that their baby knows that they are talking about the book, and not the caregiver's own feelings.

## Talking about Feelings

- Use your face and the tone of your voice to convey the **feeling** (i.e. happy voice; sad voice; angry voice, frightened voice)

So, if you say, *"Oh no. Now she feels really sad"* – you should say this using a really sad voice

Or, if you say, *"She is very happy to see the little monkey"* – you should say this using a really happy voice

Or, if you say *"Now he is really angry at that man"* - you should say this using a really angry voice

- Do it in a pretend way so that your baby knows that you're talking about the book character's feeling and not your own feelings.

### Session6 Slide/Card 37

Explain that in this way the caregiver can help her baby understand more about why people feel the way they do:

## More about Feelings

You should use sharing books with your baby as an opportunity to talk about why the characters in the book feel the way they do. You could ask:

*"Why do you think the little monkey looks so sad?"*

(... wait for your child to respond...)

*"Do you think she is sad because she can't find her mommy?"*

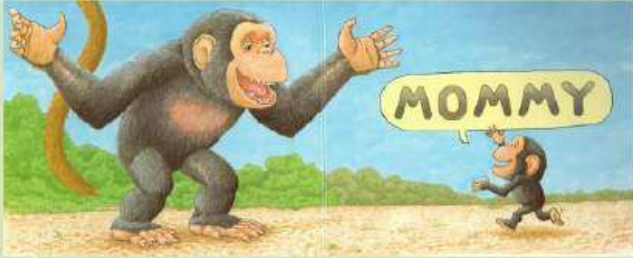


### Session6 Slide/Card 38

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

## More about Feelings

Or you could ask: *"Why do you think the big monkey looks so happy?"*  
(... wait for your child to respond...)  
*"Do you think maybe she is happy because she has just found the little monkey?"*



The illustration shows a large, dark brown monkey on the left, standing on its hind legs with its arms outstretched and a wide, happy grin. To its right, a much smaller monkey of the same color is running towards it. A yellow speech bubble with the word 'MOMMY' in bold, black capital letters comes from the small monkey. The background is a simple landscape with green bushes and a blue sky.

### Session6 Slide/Card 39

Tell the caregivers that in this way their baby will not only learn the words for different emotions, but also learn about when people feel different emotions. And they should use this opportunity to explain to their babies why people feel certain emotions.

## Talking about Feelings

- When your baby knows a word, ask him/her to show it to you (*'Which baby is sad?'*)
- When your baby can say a word ask him to say the word for you (*'Point and say 'How is this baby feeling?'*)
- Explain to your baby why the character feels the way they do (e.g. *'Why do you think this baby is scared? This baby is scared because he is frightened of the big dog.'*)

### Session6 Slide/Card 40

Also, as explained earlier to the group, they can use this opportunity to make links between the emotions being shown in the book to their baby's own emotions:



## Making Links about Feelings

You should make links between the feelings being expressed by the characters in the book and your baby's own experience

**So you could say:**

*"Yes. The monkey is sad because she is all on his own. Can you remember when you were last sad? What made you feel sad? Were you sad when I was cross with you this morning?"*



*"Do you remember I was cross this morning because I couldn't find my shoes. What things make you cross?"*

Use the following video to illustrate some of these points:

### Session6 Slide 41: VIDEO 6.9 (Making Links about Feelings)



Video 6.9

### Session6 Slide/Card 42

Tell the caregivers that they should use the book to help their baby understand their own feelings by making links between the feelings in the book and the baby's own feelings:



## Making Links about Feelings

- You should make links to the baby's own experience.
- So, when you say *'he fell over and hurt his knee'*, you could rub the baby's knee and say *'poor baby'*.
- You could also link the emotion being talked about to a previous experience of your baby. So you could say
- *'That girl is smiling because she is **happy**. Do remember you were happy this morning because granny came to see you'*.
- *This boy is crying because he is **sad**. Do remember you were sad yesterday because you fell over and cried'*.
- *'This boy is shouting because he is **angry**. Do you remember daddy was angry this morning because he couldn't find his shoes'*.
- *This boy is hiding because he is **frightened**. Do remember you were frightened when there was thunder and lightening'*

### Session6 Slide/Card 43

Explain to the caregivers that, for babies who are slightly older, they can talk more about the story, not just the individual pictures in the book:

## Book-Sharing with children 24-30 months

### Session6 Slide/Card 44

To illustrate this point, you can talk about the book of the week – Hug – and show the caregivers how to talk more about the story rather than just the pictures in the book:

### Story Structure of HUG

- The baby monkey is on his own
- He meets pairs of animals hugging each other
- It makes him feel he also wants a hug
- He goes with other animals looking for someone to hug
- He feels sadder and sadder as he can't find a hug

#### Session6 Slide/Card 45

### 'Hug' continued

- His mummy spots him (perhaps she has been looking for him)
- They share a big hug
- Baby monkey is happy and can enjoy hugs with other animals
- The different animals all give each other hugs

#### Session6 Slide/Card 46

Tell the caregivers that by telling the story in this way, they can help their baby think about the reason for feelings, and what might happen next in the story:

## Telling the Story

- Talk around the main story theme, go beyond the individual pictures
- Think with the child about the reasons for feelings
- Think with the child about what might happen next
- Link the ending to the start and the middle

### Session6 Slide/Card 47

Finally, summarise the main points contained in this session:

## SUMMARY

- Book sharing should always be FUN for your baby
- Always follow your baby's lead
- You can help your baby learn about feelings by talking about what the characters in the book are feeling
- Point to a picture and describe the emotion of the character (e.g. *"That baby is laughing. He is feeling happy". Or "That baby is crying. She is feeling sad"*)
- Use the tone of your voice to convey the feeling (i.e. happy voice; sad voice; angry voice; frightened voice)
- Link the emotions shown by the characters in the book to your baby's experience of their own emotions and the emotions of other people in their lives (e.g. *"That baby is laughing because she is happy; like you were laughing and happy this morning when you were playing with your sister"*)

**Find opportunities to praise your child**

**Always be supportive and encouraging and never be critical**

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 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 they leave with the book of the week.

### Session 6 Take Home Card

#### SESSION 6



- Book sharing should always be FUN for your baby
- Always follow your baby's lead
- You can help your baby learn about feelings by talking about what the characters in the book are feeling
- Point to a picture and describe the emotion of the character (e.g. *"That baby is laughing. He is feeling happy". Or 'That baby is crying. She is feeling sad' )*
- Use the tone of your voice to convey the feeling (i.e. happy voice; sad voice; angry voice; frightened voice)
- Link the emotions shown by the characters in the book to your baby's experience of their own emotions and the emotions of other people in their lives (e.g. *"That baby is laughing because she is happy; like you were laughing and happy this morning when you were playing with your sister"*)

**Find opportunities to praise your child**

**Always be supportive and encouraging and never be critical**

## Session 7 for Younger Children: Summary

### BOOK-SHARING SESSION 7 GROUP PRESENTATION

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

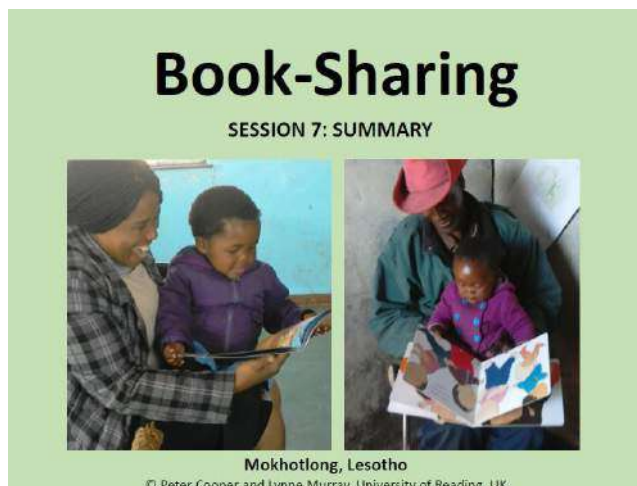
- Ask the caregivers how they felt they got on over the previous week. Did some things go well? Did some things go not so well?
- Ask the caregivers to give specific feedback about how it went in terms of describing emotions in the book to their baby; talking about the book character's feelings; using their tone of voice to convey feelings and linking the emotions in the book to their baby's experience? Also, 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.

For session 7, the video material used in this session should be a collection of clips of the participants themselves enacting optimal book-sharing behaviours – i.e. recordings of the individual sessions of the previous 6 weeks. This serves as a valuable tool to illustrate their progress over the course of the program.

#### Session 7 Slide/Card 1

Begin the session with the presentation for Session 7, accompanied by the visual slides and video materials:





### Session 7 Slide/Card 2

Remind the caregivers that book-sharing will be successful when they 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

### Session 7 Slide/Card 3

So, see what your baby is looking at, or touching, and talk about it. For example, if your baby is looking at a picture of a baby, you could say 'That's a baby. The baby is waving'.

Remind the caregiver that it is their baby who must set the pace of book-sharing:

### 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

### Session 7 Slide/Card 4

Remind the caregivers that it is also important when they are sharing a book with their babies that they 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


### Session 7 Slide/Card 5

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. This will help their baby learn new words:

## Point and Say

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

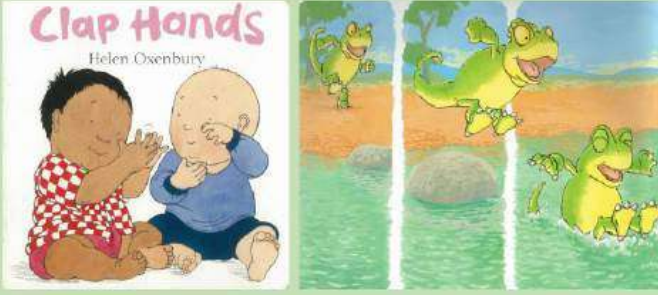
This helps the baby learn words; and understand what is happening on the page



### Session 7 Slide/Card 6

## Point and Say

- For example, you can point and say:  
“That’s a baby. The baby is clapping hands” Or: “This is a lizard. The lizard is jumping in the water”



### Session 7 Slide/Card 7


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

- 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


### Session 7 Slide/Card 8

Tell the caregivers if they think their baby does not know a word, they should point to the object and say the word. Remind the caregivers to look for opportunities elsewhere in the book to say the word:

### Responding to the baby

Baby doesn't know word → Point and say the word

EXAMPLE: "That is a pot" OR "That is a spoon"




The illustration shows four children sitting on the floor. From left to right: a boy in a purple shirt is blowing a trumpet; a girl in a white shirt is holding a drumstick over a pot; a boy in a striped shirt is holding a drumstick over a drum; and a girl in a red shirt is holding a spoon over a pot. Above the trumpet is the text 'blow a trumpet...' and above the drum is 'bang a drum...'.

#### Session 7 Slide/Card 9

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 donkey is"

The illustration shows a black and white donkey pulling a red cart. In the background, there is a small white house with a thatched roof, a palm tree, and a yellow field under a blue sky.

#### Session 7 Slide/Card 10

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

## Responding to your baby

Your baby understands and can say the word



Point and ask him  
'What is that?'

### Session 7 Slide/Card 11

So they should say the word, and then repeat it several times:

## Repeating the word

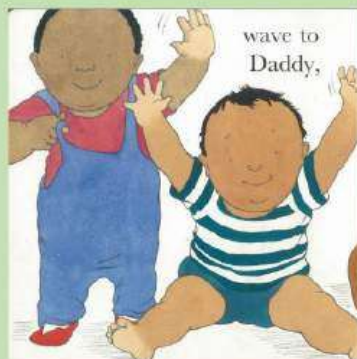
- If your baby says a word, repeat what the baby says
- This helps your baby practice the word
- And it helps your baby remember the word

### Session 7 Slide/Card 12

## 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 7 Slide/Card 13

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”*

### Session 7 Slide/Card 14

Remind 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.”*

### Session 7 Slide/Card 15

Another thing to do is to point at something in the book and relate it to the baby's immediate experience or things that the baby know:

## 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*'.

### Session 7 Slide/Card 16

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:


## Making Links



**Session 7 Slide/Card 17**

### Making Links

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



**Session 7 Slide/Card 18**

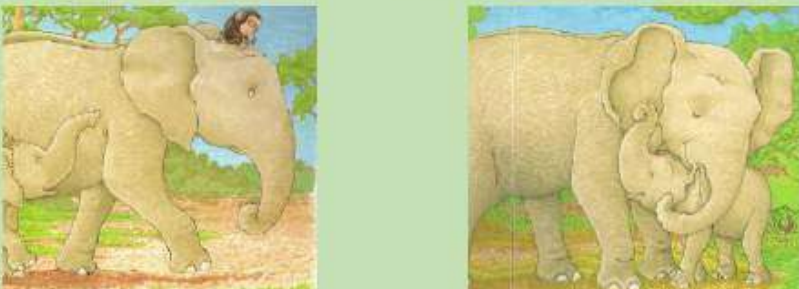
Explain to the caregivers that they can use the material in the book to make links to the baby’s experience – not just to the immediate (e.g. ‘that’s the baby’s mouth; and here is your mouth’), but also to their baby’s wider experience:

### Making Links

- Connect the objects and actions in the book to familiar things in the child’s life

E.g. you could say: “*Look, the big elephant is carrying the little monkey. Do you remember when I carried you the other day when you were tired?*”

Or you could say: “*Look, there are two elephants. There’s a big one and a little one. They are standing close together. And look, there are two of us – also a big one and a little one. And we are also sitting close together*”




### Session 7 Slide/Card 19

Remind 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

An illustration from a children's book showing a caregiver in a blue shirt and red pants helping a baby in a pink shirt and blue pants who is falling backwards. The baby's legs are in the air. The text "all fall clown." is visible at the bottom of the illustration.

### Session 7 Slide/Card 20

**Actions**

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

An illustration of a woman in a yellow dress hugging a child in a red and white striped shirt and blue pants. They are standing on a green hill under a blue sky with birds.A photograph of a caregiver in a grey hoodie hugging a child in a pink shirt and white pants. The caregiver is sitting on a chair, and the child is standing in front of her.

### Session 7 Slide/Card 21

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:



## 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"*



### Session 7 Slide/Card 22

## 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?"*



### Session 7 Slide/Card 23

Then tell the caregiver that one area where books can help their baby is in their coming to understand about feelings:



## Talking about Feelings

- You should use book-sharing as an opportunity to talk to your baby about how the people in the book feel
- At first, help your baby understand the meaning of emotion words like 'happy', 'angry', 'sad', 'scared'

### Session 7 Slide/Card 24

Tell the caregivers that they can also help their baby learn about different feelings by using their facial expressions and tone of voice:

## Talking about Feelings

Use your face and the tone of your voice to convey the book character's feeling  
(i.e. happy voice; sad voice; angry voice, frightened voice)

The image contains two photographs side-by-side. Both show a caregiver, a woman wearing a blue headwrap and a dark jacket, sitting at a wooden table and reading a book to a baby. In the left photograph, the caregiver is looking at the book with a neutral to slightly happy expression. In the right photograph, the caregiver is looking at the book with a sad expression, her mouth slightly open as if speaking.

### Session 7 Slide/Card 25

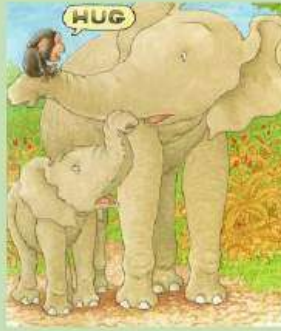
Show caregivers that they can use what is happening in the book to talk to their baby about different types of feelings, and why people might feel a certain way.

## Talking about Feelings

### So you can say:

*'That little monkey looks sad.  
Why do you think she is sad?'*

*'Look, the elephants are helping the  
little monkey. Why do you think they are  
doing that? Do you think it is because  
they are worried that the monkey is all  
on her own?'*



### Session 7 Slide/Card 26

Remind the caregivers that they can use their face and voice to convey different feelings. Tell the caregivers that they should do this in a pretend way, so that their baby knows that they are talking about the book, and not the caregiver's own feelings:

## Talking about Feelings

- Use your face and the tone of your voice to convey the feeling (i.e. happy voice; sad voice; angry voice, frightened voice)

So, if you say, "Oh no. Now she feels really sad" – you should say this using a really sad voice

Or, if you say, "She is very happy to see the little monkey" – you should say this using a really happy voice

Or, if you say "Now he is really angry at that man" - you should say this using a really angry voice

- Do it in a pretend way so that your baby knows that you're talking about the book character's feeling and not your own feelings.

### Session 7 Slide/Card 27

Tell the caregivers that they should use the book to help their baby understand their own feelings by making links between the feelings in the book and the baby's own feelings:

## Making Links about Feelings

You should make links between the feelings being expressed by the characters in the book and your baby's own experience

**So you could say:**

*"Yes. The monkey is sad because she is all on his own.  
Can you remember when you were last sad?  
What made you feel sad?  
Were you sad when I was cross with you this morning?"*



*"Do you remember I was cross this morning because I couldn't find my shoes. What things make you cross?"*

### Session 7 Slide/Card 28

Then summarise the main points covered over the previous six weeks, and that were revised here:

## SUMMARY (1)

- Book-sharing should always be FUN for your baby
- Always follow your baby's lead
- Give your baby freedom with holding the book, turning the pages, going backwards or biting the book
- Notice what your baby is looking at and talk about it with him/her
- Stop when your baby is tired or has lost interest
- 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**

Session 7 Slide/Card 29

## SUMMARY (2)

- Connect words in the book to familiar things (*point to monkey's mouth, point to baby's mouth*)
- 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
- You can help your baby learn about feelings by talking about what the characters in the book are feeling
- Use the tone of your voice to convey the feeling (i.e. happy voice; sad voice; angry voice; frightened voice)
- Link the emotions shown by the characters in the book to your baby's experience of their own emotions and the emotions of other people in their lives

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

**Find opportunities to praise your baby**

### INDIVIDUAL SESSIONS

In a private space, each caregiver gets a turn to share a book with his/her child, in the presence of the facilitator. For this session, let the child select his/her favourite book from the previous 6 weeks.

## Session 8 for Younger Children: Review

Sessions 8 is a review session, using more videos of the caregivers who have been receiving the training as the examples of good practice. These examples could cover the following principles:

- Giving the baby freedom with the book
- Following the baby's lead
- Lively voice
- Point and say new words
- Repeating words that the baby knows
- Asking the baby to point to words that he/she knows
- Praising the baby and being positive
- Making Links
- Actions and experiences
- Talking about feelings
- Using your voice and tone of voice to convey different feelings
- Making links about feelings
- Telling the story

As there is no formal group presentation, facilitators are able to spend more individual time with caregivers and their children working on each dyad's specific needs.

As Session 8 is the last session, the facilitator needs to encourage the group to think about ways in which they themselves can keep the programme going. Ideally, the group would continue to convene on a regular basis, discuss their book-sharing experiences and continue to exchange books amongst the group's members after the 8-week program has concluded. The groups need to identify the strategies that will work best for them, such as electing a caregiver to act as the new leader of the group or deciding on a place to continue meeting and keep the books.

After this discussion, each child receives his/her 6 books to take home and keep.