

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



FACILITATOR'S MANUAL: PART 1 OF 3:

INTRODUCTION AND PROGRAMME OVERVIEW

SESSION 1 FOR OLDER CHILDREN: INTRODUCTION TO BOOK-
SHARING

SESSION 2 FOR OLDER CHILDREN: NAMING AND LINKING

SESSION 3 FOR OLDER CHILDREN: TALKING ABOUT FEELINGS

Mphatlalatsane (Early Morning Star) Book-Sharing Programme for Older Children (PART 1)

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.

Introduction

In 2014, as part of its orphans and vulnerable children (OVC) programming, the United States Agency for International Development (USAID) and the President's Emergency Plan for AIDS Relief (PEPFAR) funded programmes for children under age five affected by the HIV epidemic. These interventions in three southern Africa countries (Eswatini [formerly Swaziland], Lesotho, and Zimbabwe) took an approach combining early childhood development (ECD) with HIV testing and treatment.

In Lesotho, the Mphatlalatsane programme (Sesotho for "early morning star") was implemented with the aim to increase HIV testing and treatment while improving ECD outcomes. The intervention uses a group-based parenting programme delivered to groups of five to six caregivers and their children by trained community health workers at local village preschool centres. The programme consists of eight weekly sessions, with each session lasting for two to three hours. Each session consists of training and support for caregivers to engage with their children in sensitive book-sharing, combined with activities and group discussions to convey messages on health, nutrition and the importance of testing for HIV.

The book-sharing component of the Mphatlalatsane programme makes use of group presentations and one-on-one assistance from a trained facilitator to provide caregivers with the skills to practice quality book-sharing with their infants or toddlers. Quality book-sharing between a caregiver and young child may be especially effective as a means of promoting infant cognitive and language development. The introduction of sensitive and reciprocal book-sharing could have a profound effect on children's intellectual development and readiness for school. Separate book-sharing programmes for caregivers with younger children (ages 12-30 months) and for caregivers with older children (31-60 months) have been developed in order to speak to the different developmental needs of children of different ages. For both the younger children group and the older children group, there are eight sessions, with a new book of the week each week. The health and nutrition content delivered at each session does not differ for the two age groups*.

*for health and nutrition content and materials, see separate manual

BOOK-SHARING COMPONENT

The book-sharing sessions make use of group presentations accompanied by slide materials (bullet points with key messages and pictures). These can be shared with the group electronically using a laptop, tablet or projector. Where such resources are not available, the slides can be printed out as flash cards to show the group during the presentation. For each point made in the group presentation, brief video clips are shown of caregivers and children which illustrate the point made. The facilitator talks to the group during these clips, highlighting the important aspects of the video. These clips come from a library of videos the authors of the training manual have made of caregivers from Lesotho book-sharing with their young children. At the end of each session, there is a summary card/slide which reviews the key aspects of that session.

For both the younger children group and the older children group, there are 8 sessions, with a new book of the week each week.

8 Book-Sharing Sessions for Older Children:

Session 1: Introduction to Book-Sharing

Session 2: Naming and Linking

Session 3: Talking about Feelings

Session 4: Talking about Intentions

Session 5: Talking about Perspectives

Session 6: Numeracy and Comparisons

Session 7: Summary

Session 8: Review

After the initial introductory session, each session begins with a review of the previous week. This is an opportunity for the facilitator and the group to help the caregivers find solutions to any problems they report having experienced, and to provide support and encouragement for activities that have gone especially well. This introduction is followed by the training session.

The group session ends with a discussion of the 'book of the week' – that is, the book the caregivers will be taking home with them at the end of the session. The facilitator – and, increasingly, the caregivers themselves – work through the book together highlighting how the book-sharing principles introduced to date can be used with particular features of the book.

The session ends with each caregiver and child receiving individual attention from one of the trainers for 10–15 minutes while sharing the book. In a private space, each caregiver shares the book of the week with his/her child, in the presence of the facilitator.

The role of the facilitator is to provide support and encouragement to the caregivers in their positive book-sharing skills, and to guide them in consolidating the principles from previous sessions and in introducing the new principles discussed in the group during that session.

Where appropriate, the facilitators can take over as the adult book-sharing partner and model particular behaviours. This structure is followed for the first 6 sessions of book-sharing:

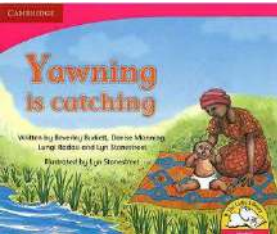
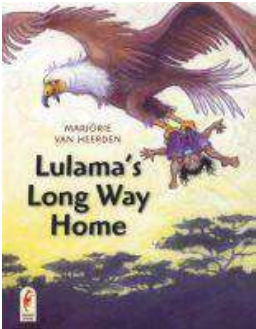
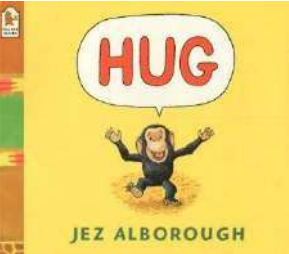
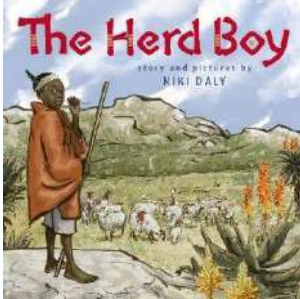
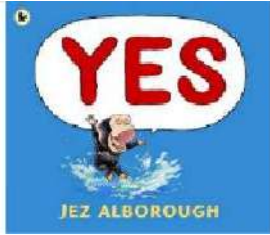
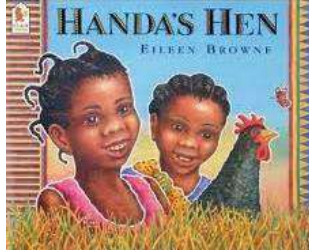
1. Group discussion (introductory discussion or review of the previous week)
2. Group presentation, using presentation materials, conducted by the facilitator
3. 'Book of the Week' discussion
4. Individual sessions with each caregiver and child pair, filmed
5. Caregivers leave with take home card and book of the week

During these first 6 sessions, the facilitator (or an assistant) needs to video-record the book-sharing activities of each caregiver-child pair. During Session 7, the topics of the previous 6 sessions are summarised, using clips of the participants themselves to accompany the summaries. So, within each group, the illustrations of good practice largely come from the members of that group. (Of course, care is taken to ensure that at least one piece of illustrated good practice is included from each of the caretakers in that group). This serves as a valuable tool to illustrate their progress over the course of the programme.

Sessions 8 is a review session, using more videos of the caregivers who have been receiving the training as the examples of good practice. 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. A mobile library of books could be set up in the community so that books can rotate between families 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.

Books:

Caregivers may take the picture books home for the week and they are encouraged to practice book sharing with their children for at least 10 minutes every day. The idea is that the caregiver brings the book back the next week, and this book is exchanged for a new book. This means that over the first 6 weeks, the caregiver and child will have had 6 different books to use for book-sharing. During the individual sessions in Session 7, the child should be encouraged to choose his/her favourite book from the previous 6 sessions. At the last session (Session 8), the caregiver and child should be given all 6 books to keep.

SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	SESSION 7
INTRODUCTION	NAMING AND LINKING	TALKING ABOUT FEELINGS	TALKING ABOUT INTENTIONS	TALKING ABOUT PERSPECTIVES	NUMERACY AND COMPARISONS	SUMMARY
						Favourite Book (child may choose his/her favourite book from the past 6 weeks)

Session 1 for Older Children: Introduction to Book-Sharing

Begin the session with everyone introducing themselves and ask them to say something about their family structure and their children. Invite a general discussion about the caregivers' hopes and fears for their children. Explain how book-sharing could help meet those hopes and overcome those fears. Explain the structure of the training programme. Emphasise that book-sharing is not about reading – a child or caregiver does not need to know how to read in order to do book-sharing – it is about using the pictures in the book, not the words.

BOOK-SHARING SESSION 1 GROUP PRESENTATION

Session1 Slide/Card 1

Introduce the session by explaining that you will be providing training in good book-sharing practices with children.



Session1 Slide/Card 2

In fact, children who have had regular book-sharing adapt to school much quicker than other children, they learn much faster, and they generally do much better at school. So, it would be very helpful to their child if they learned how to do good book-sharing with their child:

Book-Sharing will help your child:

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



Books-sharing prepares children for starting school

Explain that you will start the session with a couple of examples to show what we mean when we talk about book-sharing and what an activity of sharing a book between a caregiver and a child may look like. Then show Video 1.1 and 1.2:

Session1 Slide/Card 3:
VIDEO 1.1 (INTRODUCTION)



Session1 Slide/Card 4:
VIDEO 1.2 (INTRODUCTION)



During these videos point out to the caregiver how engaged the child is and how much they are enjoying the experience. Talk about how focused the child is, how attentive, how captivated, and about how much this is a shared experience between the child and the caregiver.

Follow these videos with the rest of the presentation, accompanied by the rest of the visual cards/slides and video materials.

Session1 Slide/Card 5

Explain that, even if their child cannot read yet, if they regularly share books with a caregiver, this can be enormously helpful to their development.

So when should they share a book with their child?

When to share books?

- When it's quiet
- When you aren't busy
- When your child is not hungry or tired
- When your child wants to

Session1 Slide/Card 6

Add that as well as being important to share books regularly with their child, it is a good idea if they do it at a regular time – so the child can come to expect it and be ready for it. For example, just before going to bed is a good time to share books.

It is also a good idea if book-sharing is done in a special place, so the child can come to expect that that place is where book sharing happens:

Where to share books?

- Somewhere quiet
- Somewhere comfortable

It's nice to have a special time for book-sharing

For your special time, use the same place

Ask each group member to tell the group where they think they might sit and do book-sharing with their child; what will be there special place?

Session1 Slide/Card 7

Tell the caregivers that it is important when sharing a book with their child that they are both comfortable:

Sitting with your child

- Sit closely
- Sit comfortably



Session1 Slide/Card 8

Tell them that one way to be comfortable is to sit side by side:

Sitting with your child

- Sit side-by-side



Show the following videos to illustrate how caregivers can sit side by side with their child:

Session1 Slide/Card 9:
VIDEO 1.3 (Sitting Side By Side 1)



Session1 Slide/Card 10:
VIDEO 1.4 (Sitting Side By Side 2)



Session1 Slide/Card 11

And that another way is to sit with their child on their lap:

Sitting with your child

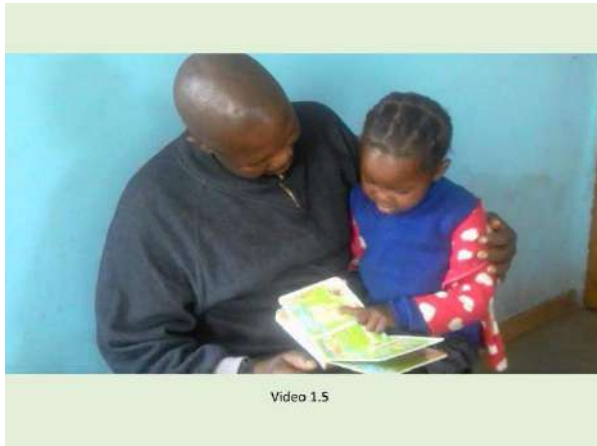
- Or sit with your child on your lap



Show the following videos to illustrate how caregivers can sit with their child on their lap:

Session1 Slide/Card 12

VIDEO 1.5 (Sitting on Lap 1)



Session1 Slide/Card 13

VIDEO 1.6 (Sitting on Lap 2)



Explain that, apart from sitting side by side or sitting with the child on their lap, there are other positions for book-sharing. Tell the caregivers that the best position is one which is comfortable for both them and their child.

Session1 Slide/Card 14

It is important to inform the group that when they start sharing the book with their child, they have to be patient and allow their child to find out about the book:

Starting to Book-Share

- Always follow what your child is doing
- Don't go too fast

Children learn most when they are having fun!

- Help your child see that the story as a whole moves through the book, with a beginning, a middle and an end

Stress to the caregivers that their children will learn most from book-sharing if they are enjoying the experience. So this is not about the caregiver trying to teach their children and their children trying to learn. It is about the caregiver sharing the book with their child in a way that s/he enjoys. In this way the child will learn the most.

Show the following video to illustrate this:

Session1 Slide/Card 15: VIDEO 1.7 (Starting to Book-Share 1)

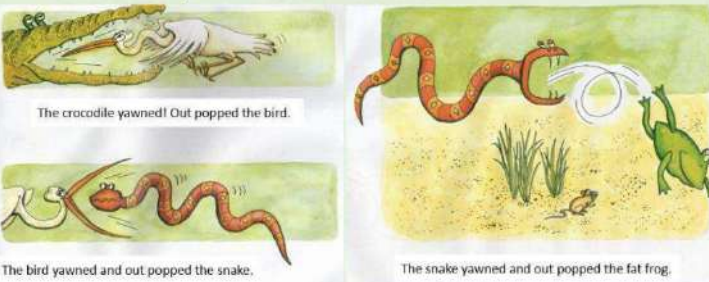


Session1 Slide/Card 16

Explain to the caregivers that an important part of book-sharing is to help your child see that there is a story to follow. Tell them that you can help your child see that the story moves from left to right:

Starting to Book-Share

- Help your child see that for each double page the story moves from left to right
- In *Yawning is Catching*, we see the baby and then each animal disappear and then reappear one by one after the hippo yawns until the baby lands back on the blanket



The crocodile yawned! Out popped the bird.

The snake yawned and out popped the fat frog.

The bird yawned and out popped the snake.

The snake yawned and out popped the fat frog.

Session1 Slide/Card 17

Tell the caregivers that they can help their child follow the story through the book by making sure that the page you are talking about is directly in front of the child:

Starting to Book-Share

- Story moves from **left** to **right**
- Make sure that the page you are talking about is in front of the child



Show the following videos to illustrate this:

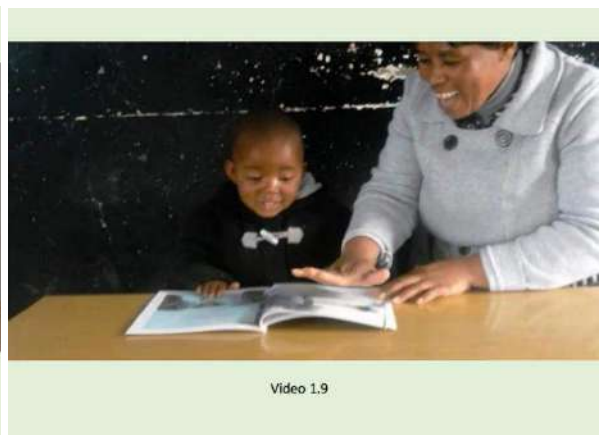
Session1 Slide/Card 18:

VIDEO 1.8 (Left to Right 1)



Session1 Slide/Card 19:

VIDEO 1.9 (Left to Right 2)



Session1 Slide/Card 20

Tell the caregivers that if their child is trying to handle the book and having difficulty, they should gently help him/ her:

Show the following video to illustrate this:

Starting to Book-Share

- Help your child with the book if he has difficulty - for example, with turning the page



Session1 Slide/Card 21: VIDEO 1.10 (Turning Page)



Video 1.10

Session1 Slide/Card 22

Emphasise to the caregiver that the most important thing about sharing a book with their child is that they should try to see what it is that their child is interested in and talk about whatever it is that their child is attending to:

Follow your child's interest

- Talk about what interests your child



When your child shows interest in a picture (for example by pointing) you should use this as a chance to engage your child in a conversation about what is happening in the story

Show the following video to illustrate this:

Session1 Slide/Card 23: VIDEO 1.11 (Following Child's Lead)



Session1 Slide/Card 24

So, see what your child is looking at, or touching, and talk about it. For example, if your child is looking at picture of an elephant you could say "that's an elephant. The elephant has big ears and a long nose!"

Tell the caregiver that it is their child who must set the pace of book-sharing.

Follow your child's interest

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

Show the following video to illustrate this:

Session1 Slide/Card 25: VIDEO 1.12 (Following Child's Lead 2)



Session1 Slide/Card 26

Tell the caregiver that when her child is not interested in the book then s/he will not enjoy book sharing and will not learn from it, so she should not force the child to carry on:

Follow your child's interest

- Stop if the child tires



Session1 Slide/Card 27

Then summarise the main points from the session for the group:

SUMMARY

- Book-sharing should always be FUN for your child
- Book-sharing is an opportunity for you and your child to be close
- Always follow your child's lead and let your child set the pace
- Notice what your child is looking at and talk about it with him/her
- Help your child see that the book has a story with a beginning, a middle and an end
- Stop when your child is tired or has lost interest

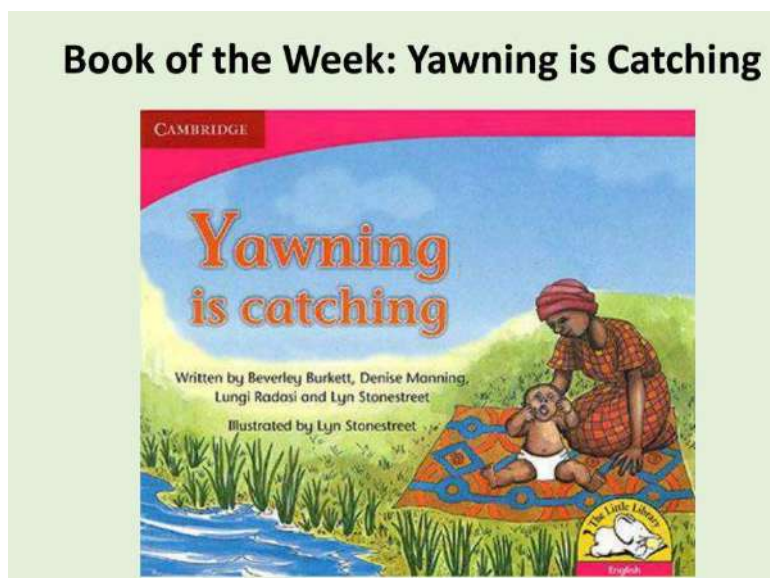
Session ends with 'the book of the week' – i.e. discussion between caregivers and the trainer of the book they will be taking home with them.

Note to Facilitator: At this first session, most of the discussion about the book of the week should come from the trainer who should point out what might catch a child's interest and what a caregiver could talk about if her child did show a particular interest.

The book of the week for Session 1 is "Yawning is Catching"

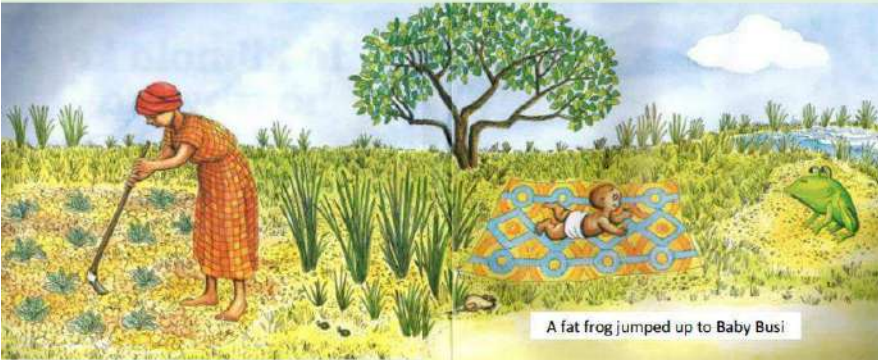
Book of the Week: YAWNING IS CATCHING

Session1 Slide/Card 28



In this book, Baby Busi is lying near the river while her mother is working in the fields. All of a sudden, Baby Busi is swallowed by a frog, which is swallowed by many other animals. But the animals start to yawn, giving the animals they have swallowed a chance to escape. Baby Busi escapes and ends up on the blanket where she was in the beginning.

Session1 Slide/Card29




A fat frog jumped up to Baby Busi

You could say:

"Look, the baby is lying on the blanket while his mother is working in the field."

"And who is that? That looks like a frog. What do you think the frog is going to do?"

Session1 Slide/Card30




The frog ate Baby Busi

You could say:

"Look, the frog has swallowed the baby up!"

"Did the mother see what happened to the baby?"

Session1 Slide/Card31



A snake saw the fat frog.
The snake ate the fat frog.

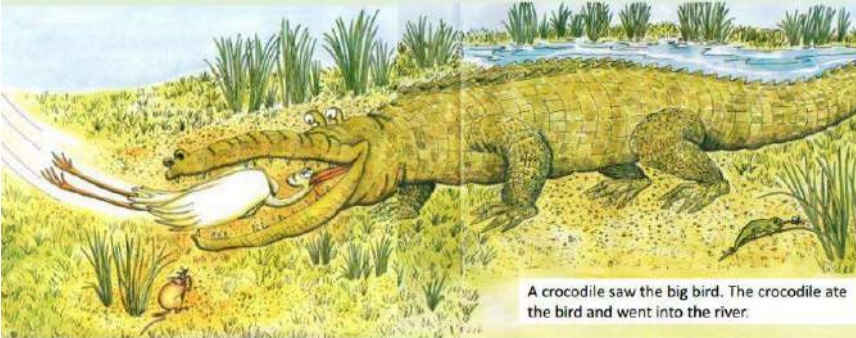
A big bird saw the snake. The bird
ate the snake.

You could say:

"What is that sticking out of the frog's mouth? Is that the baby's foot?"

"And look, the snake has swallowed the frog! Can you see his feet sticking out of the snake's mouth?"

Session1 Slide/Card32



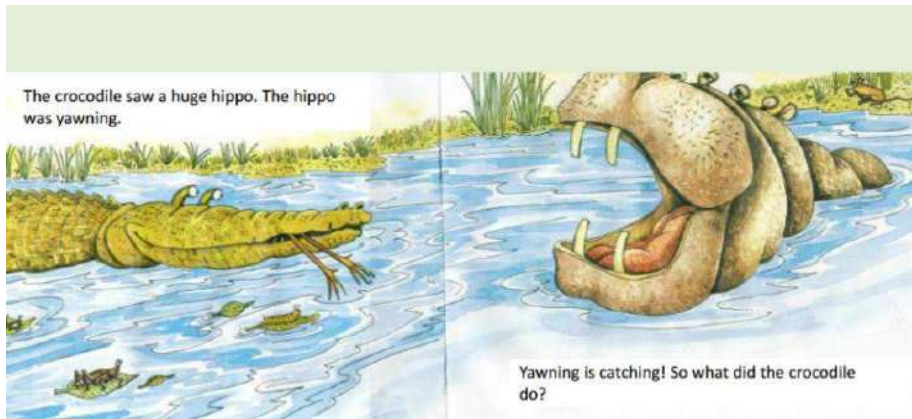
A crocodile saw the big bird. The crocodile ate
the bird and went into the river.

You could say:

"What is that? That's a crocodile. The crocodile is standing next to the water."

"What is happening to the bird? What do you think the crocodile is doing? Do you remember what happened with the baby, the snake and the frog?"

Session1 Slide/Card33

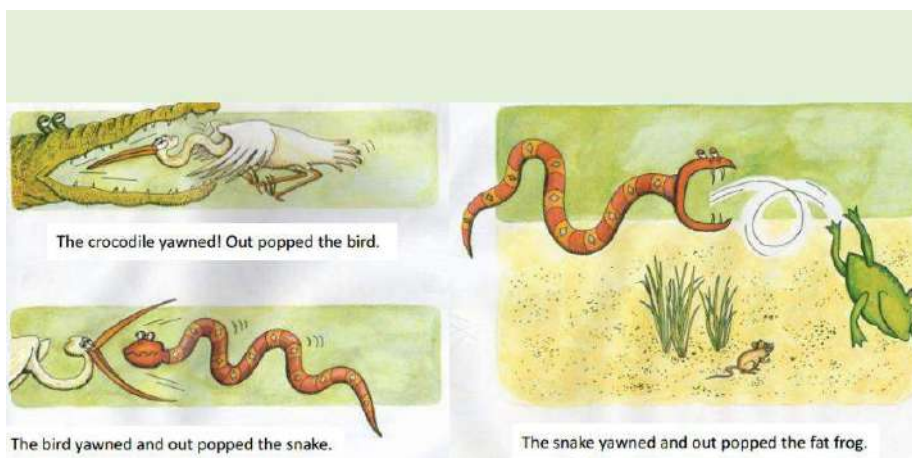


You could say:

"Here's a big hippo. Can you see how big his mouth is?"

"It looks like the hippo is yawning! That must be why his mouth is open so wide. Can you show me what a yawn looks like?"

Session1 Slide/Card34

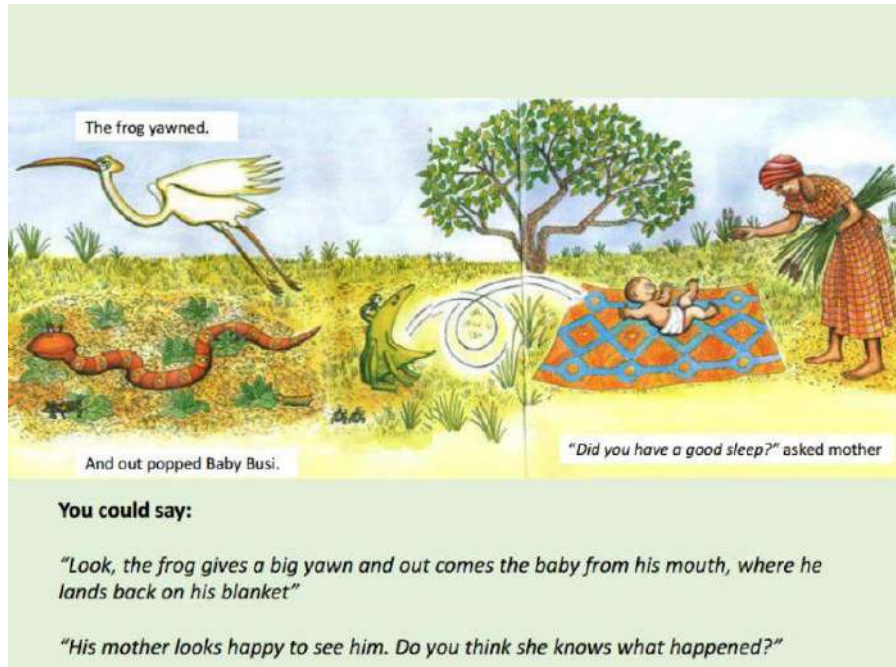


You could say:

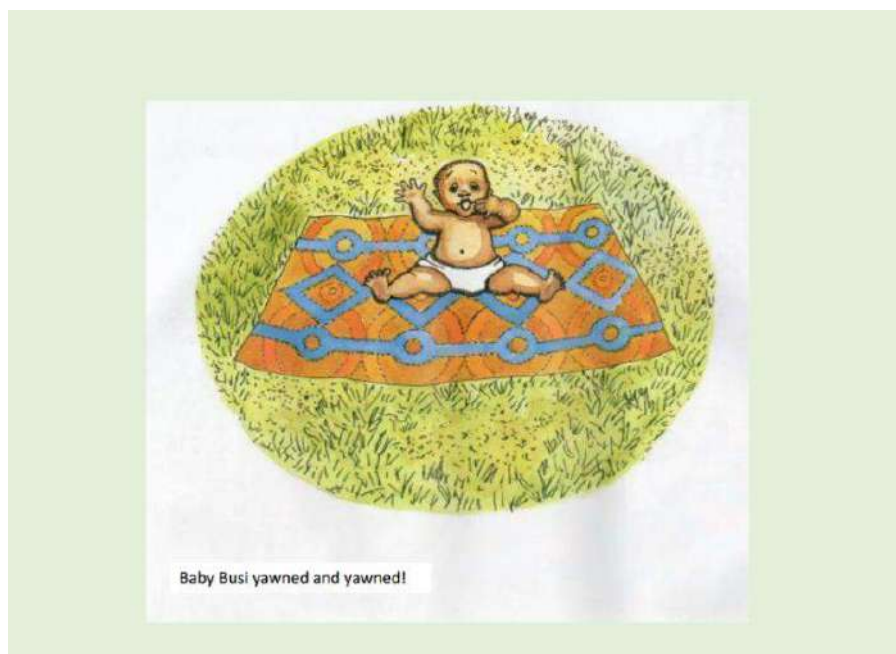
"What is happening here? It looks like the crocodile is yawning too. Who is that coming out of his mouth? Is that the bird?"

"And what happens when the bird yawns? Who is that coming out of his mouth? And then what happens when the snake yawns? What do you think the frog is going to do now?"

Session1 Slide/Card35



Session1 Slide/Card 36



The individual session follows:

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. The role of the facilitator is to provide support and encouragement to the caregivers in their positive book-sharing skills, and to guide them in consolidating the principles from the session. Where appropriate, the facilitators can take over as the adult book-sharing partner and model particular behaviours. This is especially important in the first session.

Note to Facilitator: During the individual session, pick up on what that caregiver said in the group session about making a special time and place for book-sharing with their child and explore the options with them. At this session the object is to ensure that the child is comfortable, and that the caregiver understands that s/he is to allow the child to explore the book in whatever way the child wants.

Caregivers leave with the book of the week and a take home card that contains the key messages covered during the session:

Session 1 Take Home Card

- Book-sharing should always be FUN for your child
- Book-sharing is an opportunity for you and your child to be close
- Always follow your child's lead and let your child set the pace
- Notice what your child is looking at and talk about it with him/her
- Help your child see that the book has a story with a beginning, a middle and an end
- Stop when your child is tired or has lost interest



SESSION 1

Session 2 for Older Children: Naming and Linking

BOOK-SHARING SESSION 2 GROUP PRESENTATION

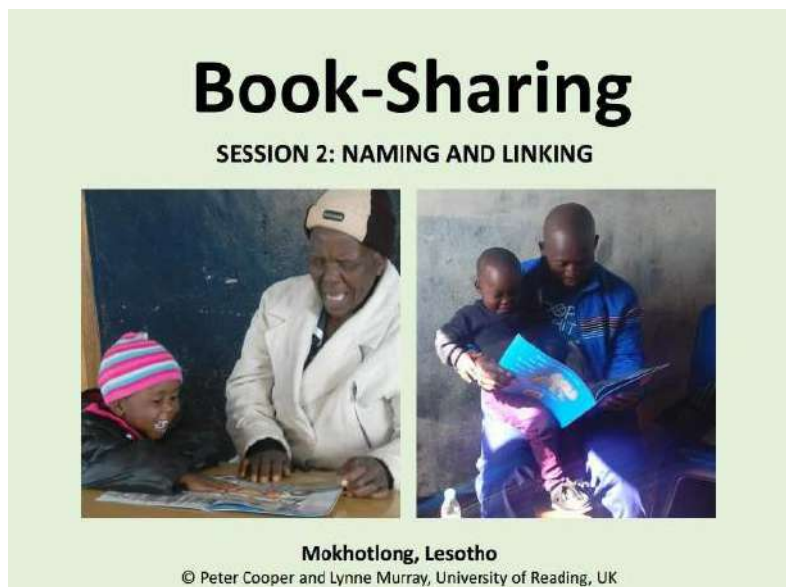
Start the session with an introductory discussion or review of the previous week:

- 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 feedback on finding a special place and a special time for book-sharing with their child. Did it work? Why/why not?
- Ask the caregivers to give specific feedback about how it went in terms of sitting with their child, giving the child freedom with the book; what caught their child's attention; do they think the child learned new words and if so, what words?

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

Session 2 Slide/Card 1

Begin the session, accompanied with the Session 2 slides and video materials:



Session 2 Slide/Card 2

Remind the caregivers why book-sharing will be helpful to their children.

Book-Sharing will help your child:

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



Books-sharing prepares children for starting school

Session 2 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 child
- Book-sharing is an opportunity for you and your child to be close
- Always follow your child's lead and let your child set the pace
- Notice what your child is looking at and talk about it with him/her
- Help your child see that the book has a story with a beginning, a middle and an end
- Stop when your child is tired or has lost interest

After you have gone through the main points from the previous session, give the group a brief summary of the book that they will be taking home this week:

Tell the caregivers what the book is about (keep it short and simple – no more than two/three minutes)

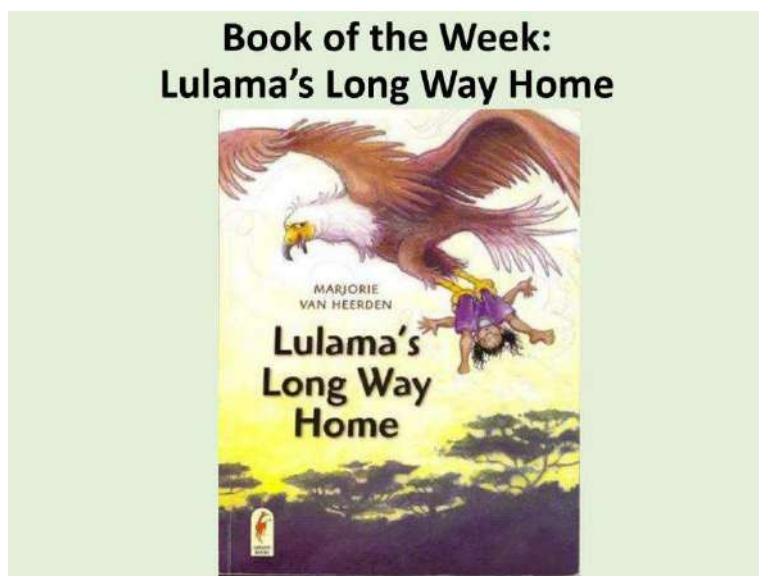
Use the slides that show every page of the book when you tell them what the book is about

Do not give the book to them yet

Book of the Week: Lulama's Long Way Home:

One day when Lulama was playing in the shallow waters of the river near her home, a fish eagle with very poor eyesight swooped down and scooped Lulama out of the water. Where will the fish eagle take Lulama? How is Lulama going to find her way home? Lulama goes on an exciting adventure as she meets a ticklish snake, a confused troop of baboons, a gullible lion and many other wonderful animals.

Session 2 Slide/Card 4 - Session 2 Slide/Card 18



Session 2 Slide/Card 19

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

Lively voice

- Helps keep child interested
- Makes it fun



This will help your child learn

Show the following videos to illustrate how to use a lively voice to keep their child interested in the book:

Session 2 Slide/Card 20:

VIDEO 2.1 (Lively Voice 1)



Video 2.1

Session 2 Slide/Card 21:

VIDEO 2.2 (Lively Voice 2)



Video 2.2

Session 2 Slide/Card 23: VIDEO 2.3 (Lively Voice 3)



Video 2.3

Session 2 Slide/Card 24:

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 child is interested in. Add that part of this is allowing the child to set the pace of the book-sharing experience.

Follow your child's interest

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

Session 2 Slide/Card 25

Remind the caregivers that what is most important is that they talk about what their child is interested in:

Follow your child's interest

- Talk about what interests your child



When your child shows interest in a picture (for example by pointing) you should use this as a chance to engage your child in a conversation about what is happening in the story

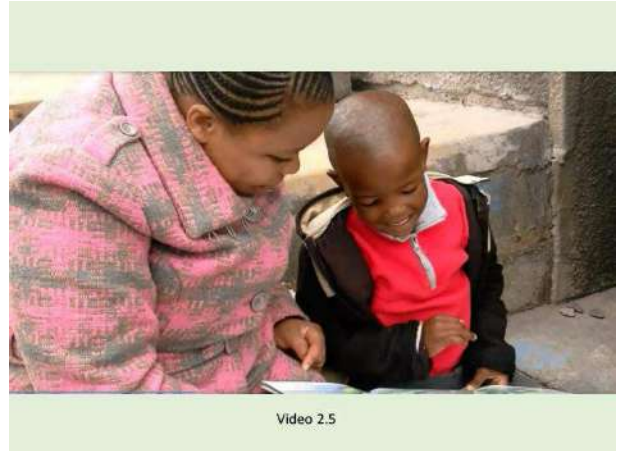
Session 2 Slide/Card 26

VIDEO 2.4



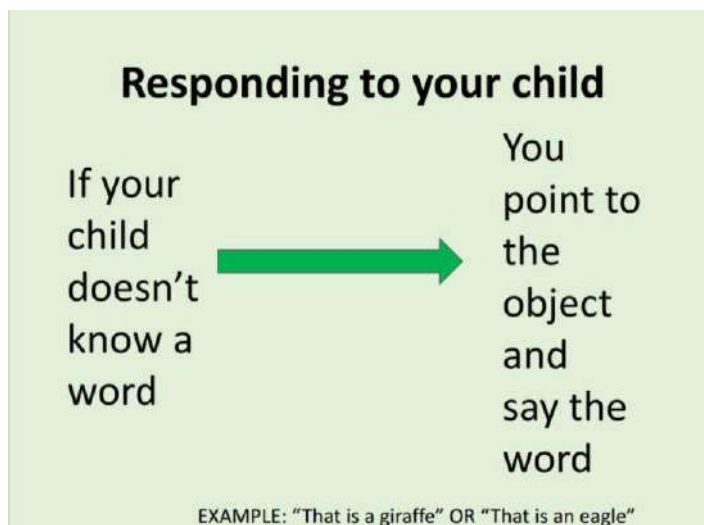
Session 2 Slide/Card 27

VIDEO 2.5



Session 2 Slide/Card 28

Tell them, if they think their child does not know a word, they should point to the object and say the word:



Session 2 Slide/Card 29

Tell the caregivers that pointing at something on the page and saying the word for it helps the child learn new words, and helps the child to understand what is happening on the page:

Point and Say

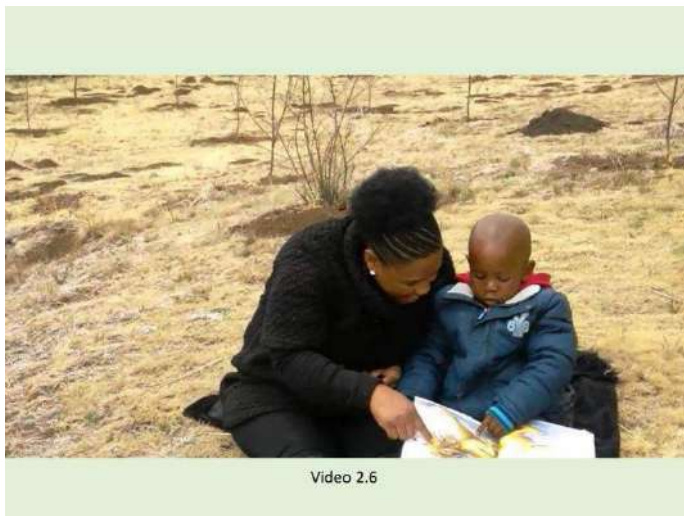
- Point at something on the page if the child does not know what it is and say the word for it

This helps your child learn new words; and understand what is happening on the page



Show the following video to illustrate pointing and naming:

Session 2 Slide/Card 30: VIDEO 2.6 (Point and Say)



Session 2 Slide/Card 31

Tell the caregivers that to help their children learn a word, they should point to an object (say, a picture of a bird) and they should say the word ("*That's a bird*").

Repeating the word

- If your child says a word, repeat what your child says

So if your child points and says “*bird*”, you could say “*Yes, that’s right. That’s a bird and he is flying*”

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

And tell them that children learn well if things are repeated. So, they should say the word, and then repeat it several times. And if their child says the word, they should repeat it (*‘Yes. That’s a bird’*).

The caregiver should repeat the word and look for opportunities elsewhere in the book to say (*‘that’s another bird’* or *‘there the bird is again’*).

Session 2 Slide/Card 32

Then tell the caregivers that if the child knows the meaning of a word, but can’t say it, they should ask the child to point to it. So, tell the caregivers that if their child can’t say the word ‘cat’, but knows the meaning of the word ‘cat’, she should say *‘There’s a cat. Show me where the cat is. Where is the cat?’*

Responding to your child

If your child knows the meaning of the word but can’t say the word

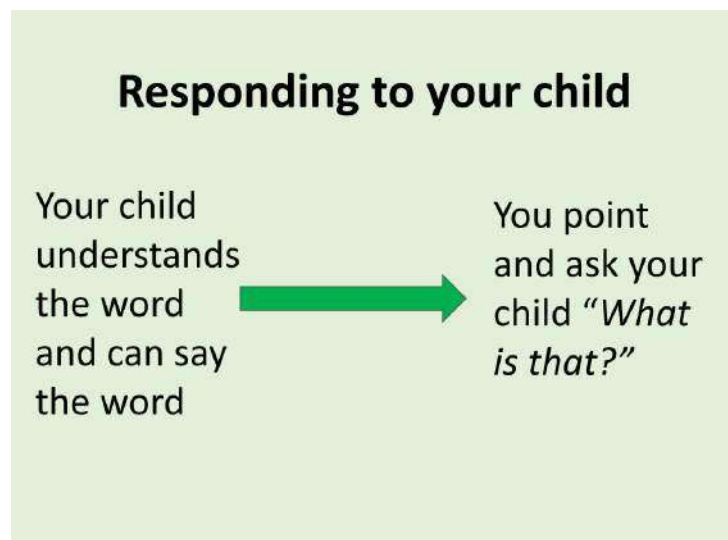


You ask your child to point to where the object is on the page (Say: *“Show me where the snake is on the page”*)

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 cat. Point to the cat'. Tell the caregiver that is important when sharing books with their child that she encourages the child to speak as much as possible.

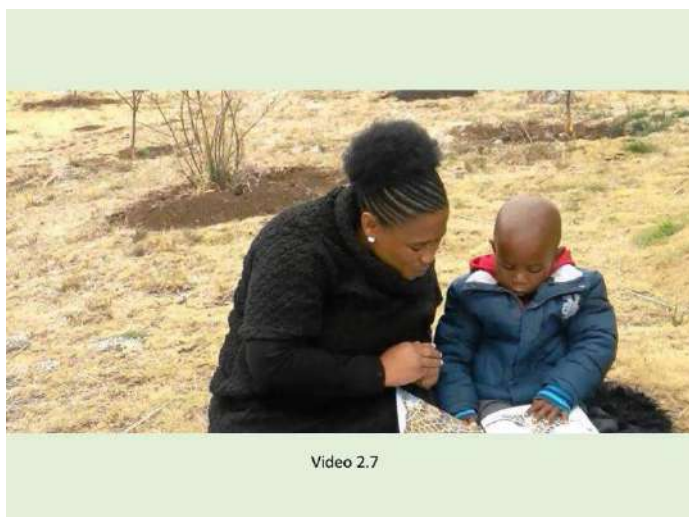
Session 2 Slide/Card 33

So, when her child knows the meaning of a word and can say the word, she should point to the object and say 'what's that?' For example, if the child can say the word 'bird', the caregiver should point to a bird and say: 'what's that?'. And then she points to another bird and says: 'and what's that?'



If s/he doesn't answer, then you can remind him/her by saying 'That's a bird, isn't it?'. Show the following video to illustrate this:

Session 2 Slide/Card 34: VIDEO 2.7 (Responding to Child 1)



Session 2 Slide/Card 35

Tell the caregivers that they can use the book to show the child familiar things in the book (such as body parts or clothing) and connect it to the child's own life.

Making Links

- Connect words in the book to familiar things in your child's life
- E.g. point at a child's blue shirt in the book and say *"that child is wearing a blue shirt"*
- Then point to your child's shirt and say *"your shirt is also blue"* (or whatever colour it is)
- Then point to your own shirt and say *"my shirt is red"* (or whatever colour it is)
- You can then ask *"So which of us is wearing the red shirt? And which one is wearing the blue shirt? And who is wearing a yellow shirt?"*

For example, the caregiver can point to the character's mouth in their book and say 'Look, there is her mouth'. They can then point to their child's mouth, and say 'Here is your mouth'; or to get their child to point, the caregiver can ask 'Where is my mouth?'

Session 2 Slide/Card 36

Or you can point to the book character's shirt and then point to your child's shirt to show your child that they are both wearing shirts. You can point out colours that are the same, or colours that are different.

E.g. point at a child's blue shirt in the book and say *"that child is wearing a blue shirt"*
Then point to your child's shirt and say *"your shirt is also blue"* (or whatever colour it is)
Then point to your own shirt and say *"my shirt is red"* (or whatever colour it is)
You can then ask *"So which of us is wearing the red shirt? And which one is wearing the blue shirt? And who is wearing a yellow shirt?"*

Making Links



Show the following video to illustrate this:

Session 2 Slide/Card 37:

VIDEO 2.8 (Making Links 1)



Video 2.8

Session 2 Slide/Card 38:

VIDEO 2.9 (Making Links 2)



Video 2.9

Session 2 Slide/Card 39: VIDEO 2.10 (Making Links 3)



Video 2.10

Session 2 Slide/Card 40


The caregiver should be told that s/he can also imitate actions being shown in the book.

And if the person in the book is making the action, then the caregiver could say what the action is (e.g. 'that child is flying') and then imitate the action herself.

Actions

- Make an action of what is going on in the book

If the child in the book is flying, pretend to fly with your child



Show the following videos to illustrate how to imitate actions in the book:

Session 2 Slide/Card 41:

VIDEO 2.11 (Actions 1)



Session 2 Slide/Card 42:

VIDEO 2.12 (Actions 2)



Session 2 Slide/Card 43: VIDEO 2.13 (Actions 3)



Session 2 Slide/Card 44

Another thing to do is to point at something in the book and relate it to the child's immediate experience.

Experiences

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

If the child in the book is sliding, you could talk about the place where the child slides themselves

E.g. "Look, that child is sliding. Do you remember the place at home where you like to slide down the hill?"




Session 2 Slide/Card 45

Experiences

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

If the child in the book is hiding, you could talk about the child playing at hiding

E.g. "Look, that child is trying to hide from the baboons. Do you remember when you played a game of hide and seek with your friends?"



Show the following video to illustrate this:

Session 2 Slide/Card 46: VIDEO 2.14 (Experiences 1)



Session 2 Slide/Card 47

Tell caregivers that another way they can encourage their child to talk is by asking them questions which allow their child to tell them about what is happening in the book. The questions they can ask their child must start with the words 'WHERE/WHO/WHAT or WHY'.

**Asking
"Where / Who / What / Why"
Questions**


- Try to get your child to talk about what is happening in the book
- You can do this by asking "Where/Who/What/Why" questions

Session 2 Slide/Card 48

Use examples from the book of the week to show the caregivers how they can use Who/What/Why/Where questions:

Asking “Where / Who / What / Why” Questions


E.g. “**Where** did the girl land when the eagle dropped her?” Or “**Who** is touching the girl’s head?”



Session 2 Slide/Card 49

Asking “Where / Who / What / Why” Questions

E.g. “**What** is the lion doing?” Or “**Why** is the snake laughing?”



Session 2 Slide/Card 50

Add that another useful type of question that caregivers can ask the child to get the child to talk more about what is happening in the book is OPEN-ENDED QUESTIONS. Explain that when they ask ‘closed’ questions the child can only answer ‘YES’ or ‘NO’. ‘Open’ questions mean that the caregiver asks the child to tell them what they think is happening in the book.

Asking OPEN-ENDED Questions

- You can get your child to talk more about what is happening in the book by asking “open” questions rather than “closed” questions”

A closed question would be:
“Is the eagle carrying the girl?”

It is closed, because your child can only answer “Yes” or “No” (or “I don’t know”)



Session 2 Slide/Card 51

Asking OPEN-ENDED Questions

- **Open** questions require your child to tell you what they think is going on in the book:

“What do you think is happening here?”

“What do you think the eagle is doing?”

“Why do you think the eagle is doing that?”

“Where do you think he is going?”



Session 2 Slide/Card 52

Tell caregivers that it is important that they are always supportive when their child talks about what is happening in the book. By being supportive they will encourage their children to keep talking about the book. If caregivers are critical of what their children are saying they will not want to speak again. So, tell caregivers it is also important that they are never critical of what their children have to say.

How to react to your child talking

- When your child talks about what is happening in the book, you must always be **supportive**, because this will encourage your child to talk more
- And you must **NEVER be critical** because your child will then not want to speak
- So if you agree with what your child has said, you could say:
"Yes, you are right. He is doing that, isn't he"
- And if you think what your child has said is not right, you could say:
"Oh is that what you think he is doing. That's interesting"

Session 2 Slide/Card 53

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 child will want to speak and the more they will learn
- If you ask *"Where is the giraffe?"* and the child points to it, you could say:
"That's right. Well done! That is the giraffe"

Tell caregivers to avoid saying "No" or "That's wrong" in response to their children's answers.

Session 2 Slide/Card 54

If they disagree with their child's answer they can ask "What makes you think that?" instead. After the caregiver has listened to their reason and wants their child to think about a different interpretation, they should ask their child if they think that their own idea is also a possible explanation.

ALWAYS BE POSITIVE

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

Find opportunities to praise your child

- So never say “no” or “no, you are wrong” because your child will get discouraged and not want to talk.
- When a child says something you think is wrong or silly, you could say:
 “Oh, is that what you think? What makes you think that?”
- And then, after listening to them, if you want to steer them towards a different interpretation you could say:
 “That’s interesting. Do you think maybe that...”
 (then give your interpretation)

Show the following video to illustrate how to be positive:

Session 2 Slide/Card 55: VIDEO 2.15 (Always be Positive)



Video 2.15

Session 2 Slide/Card 56

Use examples from the book of the week to show the caregiver how to respond in a positive way when your child says something you think is wrong or silly:

ALWAYS BE POSITIVE

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

- For example, when your child says something you think is wrong or silly (e.g. “that lion is washing the girl”)

You could say:

“Oh, is that what you think?

What makes you think that?”

(Allow your child to respond)

Then you could say:

“That’s interesting. Do you think maybe the lion is licking the girl’s arm because he might want to eat her?”



Session 2 Slide/Card 57

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

SUMMARY

- Book-sharing should always be fun for your child
- Always follow your child’s lead
- Help your child see that the story has a beginning, a middle and an end
- Your child will learn new words by you pointing and naming
- Point and name things in the book and repeat this
- When your child knows a word, ask your child to show it to you (“where’s the cat?”)
- When your child knows a word, ask your child to say the word (“what is that?”)
- Link what is in the book to your child’s experience (“That child is sliding. Do you remember the place at home where you like to slide down the hill?”)
- Encourage your child to talk about the book by asking **open** questions (Where Who What Why)

Find opportunities to praise your child

ALWAYS be supportive and encouraging and never be critical

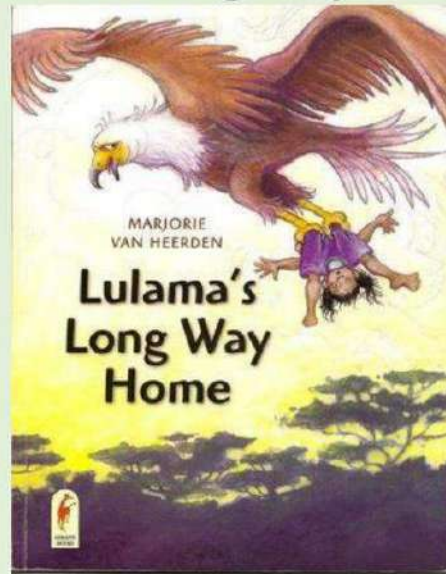
Go through the book of the week with the group, and discuss what caregivers could point out or ask on each page:

Book of the Week: Lulama’s Long Way Home

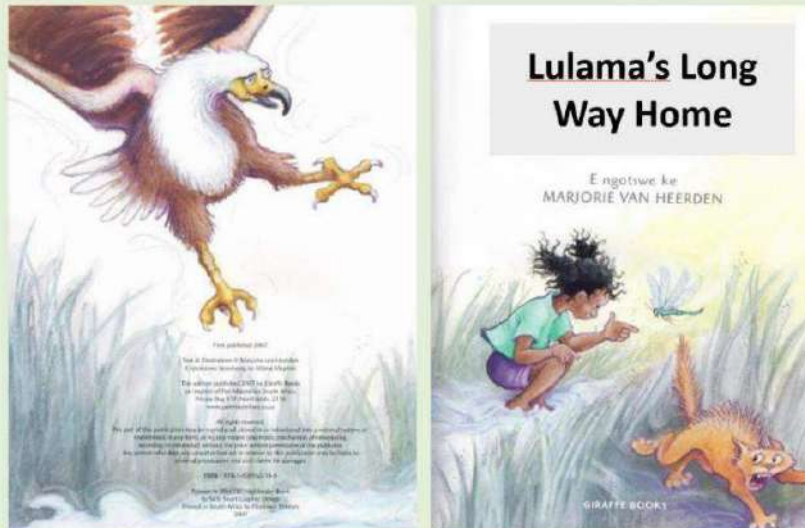
End with the book of the week. Get the caregivers of the group to make suggestions of what might catch their child’s interest and what they might talk about.

Session 2 Slide/Card 58

Book of the Week: Lulama's Long Way Home



Session 2 Slide/Card 59



You could say:

"Look, that's Lulama. She is playing in the river. What is that near her hand?"

"And who is that? That looks like an eagle. What do you think the eagle is going to do?"

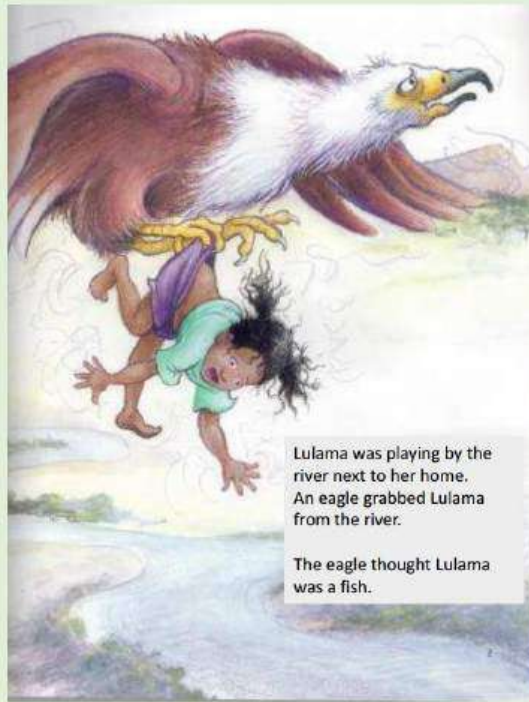
Session 2 Slide/Card 60

You could say:

"Look, the eagle picked up Lulama with his claws. Now they are high up in the air"

"She looks a bit frightened, doesn't she? Do you think the eagle knows that he picked up a little girl?"

"What do eagles usually catch out of the water?"



Lulama was playing by the river next to her home. An eagle grabbed Lulama from the river.

The eagle thought Lulama was a fish.

Session 2 Slide/Card 61



Lulama kicked and screamed, "Leave me alone!" The eagle was shocked and dropped Lulama.

And she dropped downwards....



downwards...

downwards!

You could say:

"Look, Lulama is yelling at the eagle. The eagle did not expect her to talk, so he lets her go."

"And now she is falling down, down from the sky. Where do you think she is going to land?"

Session 2 Slide/Card 62

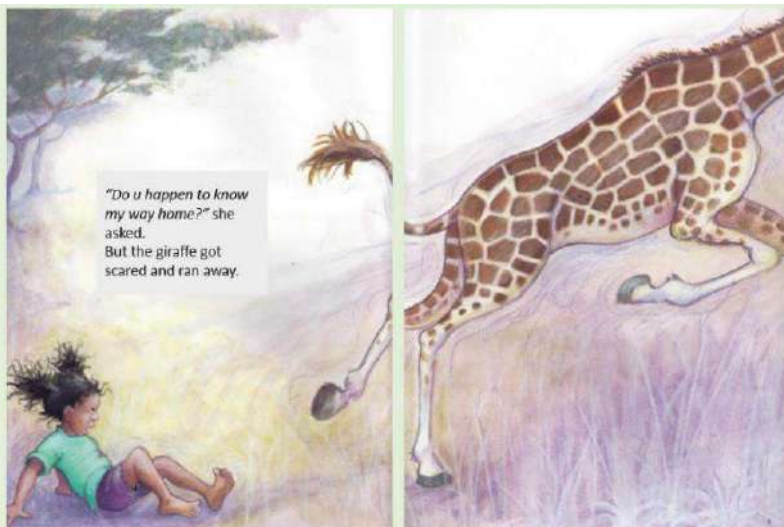


You could say:

"Look, Lulama landed on top of the giraffe's head! The giraffe looks a bit surprised, doesn't he? Do you think he knew that was going to happen?"

"And what is Lulama doing now?"

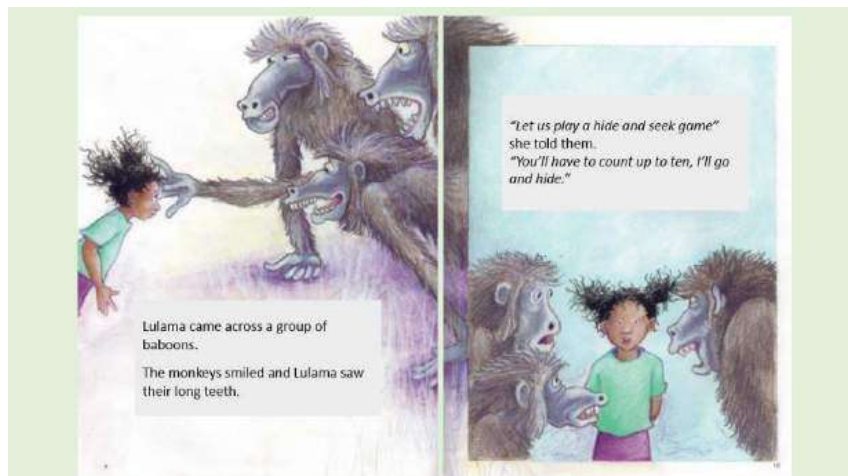
Session 2 Slide/Card 63



You could say:

"Where did Lulama land? Lulama landed on the ground. And look, the giraffe is running away. Why do you think he is running away?"

Session 2 Slide/Card 64

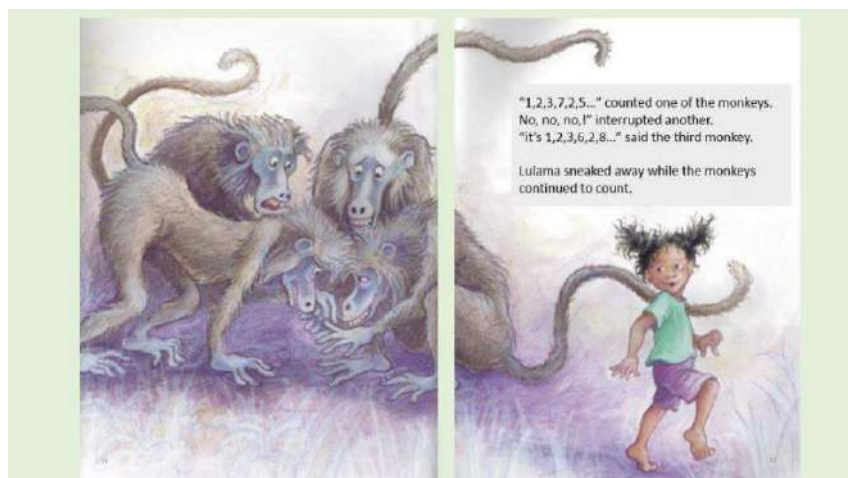


You could say:

"Now Lulama has come across some baboons. What is that baboon doing?"

"Lulama wants to play a game of hide and seek with them. Do you know how to play hide and seek?" Why do you think does she want to play hide and seek with them?"

Session 2 Slide/Card 65

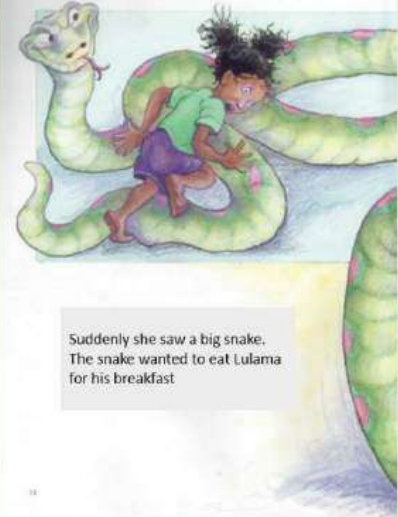


You could say:

"What are the baboons doing now? It looks like they are counting. See, they are using their fingers to count"

"What is Lulama doing? Do you think the baboons can see her walking away?"


Session 2 Slide/Card 66



Suddenly she saw a big snake. The snake wanted to eat Lulama for his breakfast


"Do you happen to know my way home?" Lulama asked the snake. "Definitely," answered the snake. "Hug me first."

You could say:
"And look! Lulama tripped over something? What did she trip over? That's right, it is a big snake."
"Look, the snake is wrapping himself around Lulama. Why do you think he is doing that?"



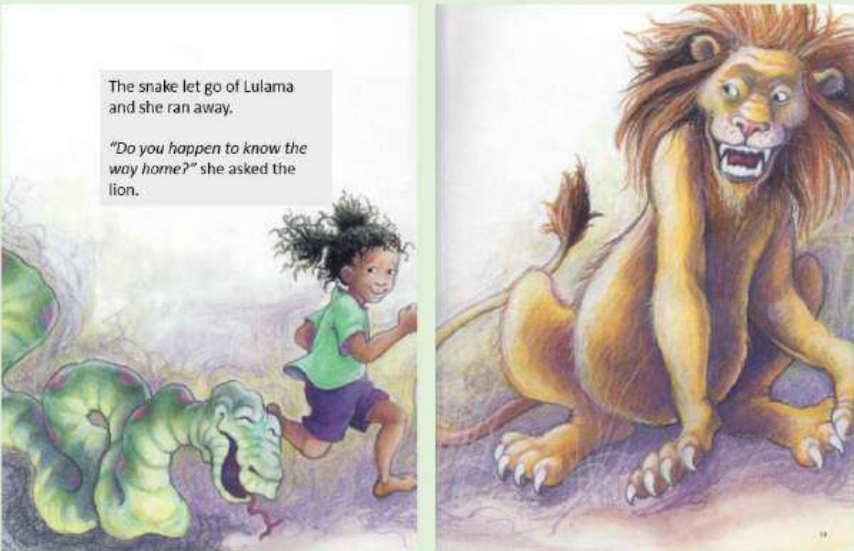
Session 2 Slide/Card 67

You could say:
"Lulama is tickling the snake. Why do you think she is doing that?"
"What is the snake doing? The snake is laughing. Do you think he can keep her squeezed tight while he is laughing like that?"



Lulama knew she had to run away. She tickled the snake.
The snake laughed and laughed. "Hi-hi-hi! Ha-ha-ha!"

Session 2 Slide/Card 68



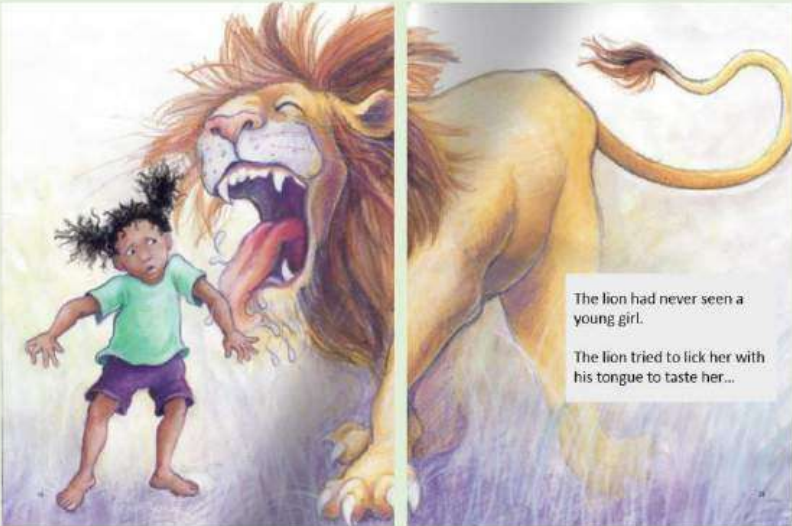
The snake let go of Lulama and she ran away.

"Do you happen to know the way home?" she asked the lion.

You could say:

"What a clever girl! Lulama can get away from the snake, because he is still laughing. But who is that? It looks like a big lion. Why do you think he looks so happy to see Lulama?"

Session 2 Slide/Card 69



The lion had never seen a young girl.

The lion tried to lick her with his tongue to taste her...



You could say:

"Look, the lion is licking Lulama's arm with his big tongue. Why do you think he is doing that? Do you think maybe that he wants to eat Lulama?"

Session 2 Slide/Card 70

Lulama realised she was in danger.
She quickly thought of a way to escape.
She told the lion her arm was poisoned.

The lion got very scared.
"Rescue me! Rescue me!"
The lion pleaded with her.





You could say:

"Lulama is being clever once again. She is telling the lion that her arm has poison on it. What do you think the lion feels when he realises that he licked her poisoned arm? Is there really poison on Lulama's arm?"

Session 2 Slide/Card 71

Lulama jumped on its back and they hurried along the forest.

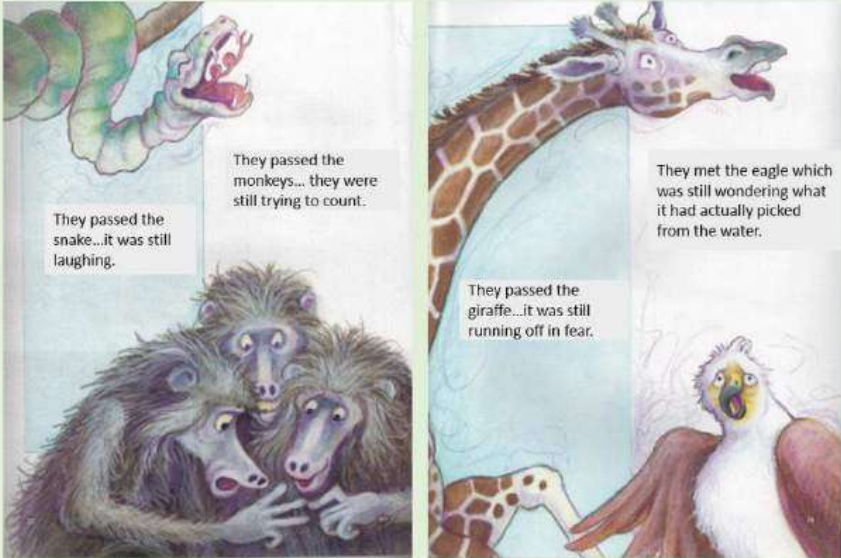


You could say:

"Lulama tells the lion that he needs to wash his tongue in the river to get the poison out. Why do you think Lulama told him that?"

"What is the lion doing with Lulama on his back? Where do you think he is going?"

Session 2 Slide/Card 72



They passed the snake...it was still laughing.


They passed the monkeys... they were still trying to count.

They met the eagle which was still wondering what it had actually picked from the water.

They passed the giraffe...it was still running off in fear.

You could say:
"Who does Lulama and the lion pass on their way to the river? Looks like they pass the snake who is still laughing. And the baboons who are still counting. And the giraffe who is still surprised about what landed on his head. Who else do they pass?"

Session 2 Slide/Card 73



Finally they got to the river next to Lulama's home.

The lion started to drink water to wash off the poison.

Lulama's mother gave her a big hug.

You could say:
"What is the lion doing now? Do you think he is washing the poison off his tongue?"
"What is Lulama doing now?"

The individual session follows, and caregivers leave with the book of the week and take home card.

Session 2 Take Home Card:



SESSION 2

- Book-sharing should always be fun for your child
- Always follow your child's lead
- Help your child see that the story has a beginning, a middle and an end
- Your child will learn new words by you pointing and naming
- Point and name things in the book and repeat this
- When your child knows a word, ask your child to show it to you (*"where's the cat?"*)
- When your child knows a word, ask your child to say the word (*"what is that?"*)
- Link what is in the book to your child's experience (*"That child is sliding. Do you remember the place at home where you like to slide down the hill?"*)
- Encourage your child to talk about the book by asking open questions (Where Who What Why)

Find opportunities to praise your child

ALWAYS be supportive and encouraging and never be critical

Session 3 for Older Children: Talking about Feelings

BOOK-SHARING SESSION 3 GROUP PRESENTATION

Begin the session by asking 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 child interested; pointing and naming things in the book; repeating words that the child says and 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?

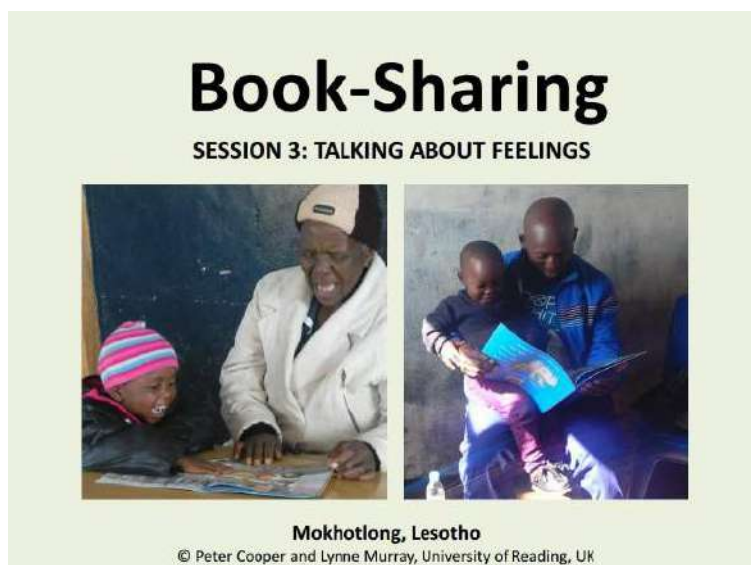
Each of the group members should be given an opportunity to give feedback.

Tell the group that they will be taking home a new book at the end of today's session: 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 (but do not give the book to them yet)

Session 3 Slide/Card 1

Begin the session, accompanied with the Session 3 slides and video materials:



Session 3 Slide/Card 2

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

Book-Sharing will help your child:

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



Books-sharing prepares children for starting school

Session 3 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 child
- Always follow your child's lead
- Help your child see that the story has a beginning, a middle and an end
- Your child will learn new words by you pointing and naming
- Point and name things in the book and repeat this
- When your child knows a word, ask your child to show it to you (*"where's the cat?"*)
- When your child knows a word, ask your child to say the word (*"what is that?"*)
- Link what is in the book to your child's experience (*"That child is sliding. Do you remember the place at home where you like to slide down the hill?"*)
- Encourage your child to talk about the book by asking **open** questions (**Where Who What Why**)

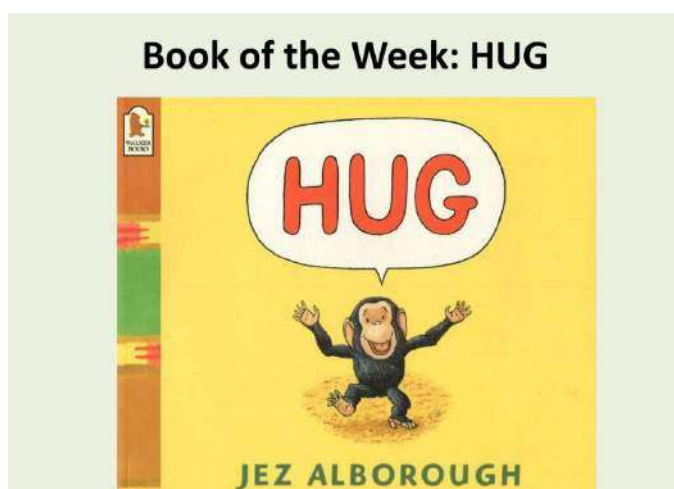
Find opportunities to praise your child

ALWAYS be supportive and encouraging and never be critical

After you have gone through the main points from the previous session, give the group a brief summary of the book that they will be taking home this week:

- Tell the caregivers what the book is about (keep it short and simple – no more than two/three minutes)
- Use the slides that show every page of the book when you tell them what the book is about
- Do not give the book to them yet

Session 3 Slide/Card 4 – Session 3 Slide/Card 19:



Book of the Week: HUG

The book of the week for Session 3 is “HUG”. The book is about a baby monkey named Bobo who needs a hug! But his friends don’t seem to understand. “Hug” he asks again and again – from the smallest chameleon to the tallest giraffe – but still Bobo does not find his hug. In the end, his elephant friends help him find the hug he is looking for. It seems someone (Bobo’s mother) was looking for him too and they both get their big hug.

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

Session 3 Slide/Card 20

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

Lively voice

- Helps keep child interested
- Makes it fun



This will help your child learn

Show the following video to illustrate this:

Session 3 Slide/Card 21: VIDEO 3.1 (Lively Voice)



Video 3.1

Session 3 Slide/Card 22

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

Follow your child's interest

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

Session 3 Slide/Card 23

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 child is interested in. Add that part of this is allowing the child to set the pace of the book-sharing experience.

Follow your child's interest

- Talk about what interests your child



When your child shows interest in a picture (for example by pointing) you should use this as a chance to engage your child in a conversation about what is happening in the story

Session 3 Slide/Card 24

Tell the caregivers that to help their children learn a word, they should point to an object (say, a picture of a monkey), they should say the word ("That's a monkey") and give it context ("the monkey is standing under the tree") to help the child understand what is happening in the story:

Repeating the word

- If your child says a word or some words, repeat what your child says and give it context

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

*"Yes. That is right.
The monkey is
standing under the
tree"*



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

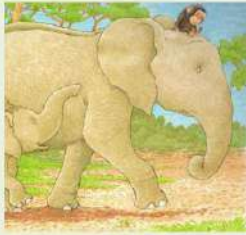
Session 3 Slide/Card 25

Tell the caregivers that they can use the book to show the child familiar things in the book and connect it to the child's own life:

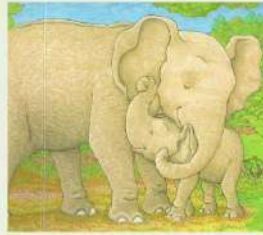
Making Links

- 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"



Show the following video to illustrate this:

Session 3 Slide/Card 26: VIDEO 3.2 (Making Links)



Video 3.2

Session 3 Slide/Card 27

Or you can point to the book character's shoes and then point to your child's shoes to show your child that they are both wearing shoes. You can point out colours that are the same, or colours that are different.

Making Links

- E.g. point at a child's green boots in the book and say *"that child is wearing green boots"*
- Then point to your child's shoes and say *"your shoes are brown"* (or whatever colour it is)
- Then point to your own shoes and say *"my shoes are white"* (or whatever colour it is)
- You can then ask:
"So which of us is wearing green boots?"
"And which one of us has brown shoes?"
"And who is wearing white shoes?"

Session 3 Slide/Card 28

Also remind caregivers that by asking 'WHERE/WHO/WHAT or WHY' questions they encourage their child to talk to them about what is happening in the book:

Asking "Where / Who / What / Why" Questions

- Try to get your child to talk about what is happening in the book
- You can do this by asking
"Where/Who/What/Why" questions

Session 3 Slide/Card 29

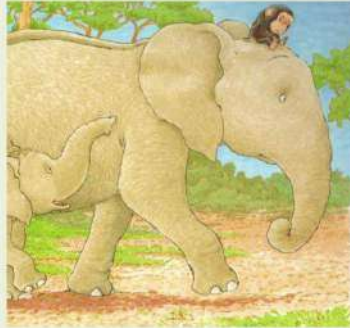
Use examples from the book of the week to show the caregivers how they can use Who/What/Why/Where questions:

Asking “Where / Who / What / Why” Questions

E.g. “**Where** are the two snakes sitting?”



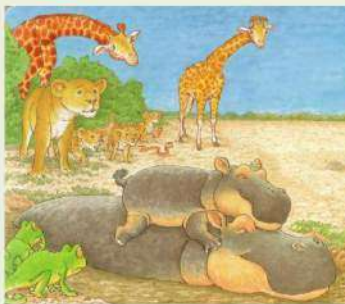
Or “**Who** is sitting on the elephant’s head?”



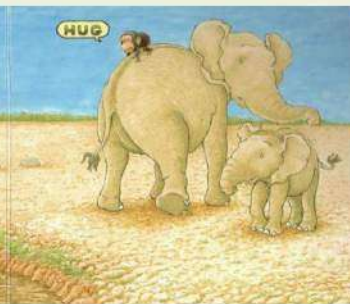
Session 3 Slide/Card 30

Asking “Where / Who / What / Why” Questions

E.g. “**What** is the little monkey looking for?”



Or “**Why** is the little monkey sad?”



Session 3 Slide/Card 31

Add that by being supportive and encouraging their children will want to speak more. It is very important that they are never critical of what their children say. Remind caregivers that if they disagree with what their child has to say, instead of saying “no” or “you’re wrong”, they should ask their children “what makes you think that?” Caregivers can also ask their children if they think that their own understanding of what is happening in the book is a possible interpretation of the story, to show them a different way of understanding what is going on.

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 child will want to speak and the more they will learn.
- So never say “no” or “no, you are wrong” because your child will get discouraged and not want to talk.
- 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:

Session 3 Slide/Card 32: VIDEO 3.3 (Always Be Positive)



Session 3 Slide/Card 33

If they disagree with their child's answer they can ask “What makes you think that?” instead. After the caregiver has listened to their reason and wants their child to think about a different interpretation, they should ask their child if they think that their own idea is also a possible explanation.

ALWAYS BE POSITIVE

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

Find opportunities to praise your child

- When a child says something you think is wrong or silly, you could say:

“Oh, is that what you think? What makes you think that?”

- And then, after listening to them, if you want to steer them towards a different interpretation you could say:

“That’s interesting. Do you think maybe that...”
(then give your interpretation)

Session 3 Slide/Card 34

Use an example from the book of the week to show the caregivers how they can respond when they think their child has said something wrong or silly:

ALWAYS BE POSITIVE

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

- For example, if your child says something you think is wrong or silly, (e.g. *“that big monkey wants to catch them”*) you could say:

“Oh, is that what you think? What makes you think that?”

(Allow your child to respond)

Then you could say:

“That’s interesting. Do you think maybe that the big monkey is running towards them because she is happy to see the little monkey?”



Session 3 Slide/Card 35

Then tell the caregiver that one area where books can help their child is in their coming to understand about feelings. It is important that when they start talking about feelings to their children, they should mention what emotion a character is feeling. They should point to the picture and say something like “She is feeling happy” or “That person looks sad”.

Talking about Feelings

- You should use book-sharing as an opportunity to talk to your child about how the people in the book feel
- **When children know about feelings, it can help them make sense of their own experiences**
- **When children know about feelings, it can help them understand other people and get along better with them**
- At first, help your child understand the meaning of emotion words like 'happy', 'angry', 'sad', 'frightened', 'proud', 'shy', and so on

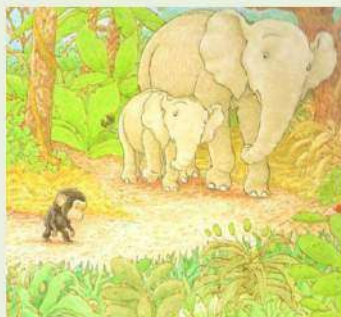
Session 3 Slide/Card 36

It is also helpful if caregivers tell their child how they know this is the emotion that the character is feeling by mentioning the character's action. They can say something like "He is laughing" or "He is crying" for example. Tell the caregivers that in this way their child will not only learn the words for different emotions, but also learn about when people feel different emotions. Use these examples from the book of the week to show the caregivers how they can use the book to talk to their child about different feelings:

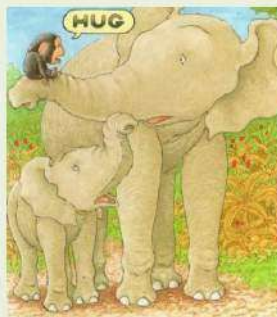
Talking about Feelings

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?'



Show the following video to illustrate this:

Session 3 Slide/Card 37: VIDEO 3.4 (Talking about Feelings 1)



Video 3.4

Session 3 Slide/Card 38

Talking about Feelings

So you can say:

*'Look, the little monkey is smiling.
Why do you think the little monkey is
smiling? Do you think she is happy
because she found her mommy?'*

Or you could say:

*'And why do you think the other animals
are smiling? They are feeling happy
because the little monkey found her
mommy'*



Show another video to illustrate this:

Session 3 Slide/Card 39: VIDEO 3.5 (Talking about Feelings 2)



Video 3.5

Session 3 Slide/Card 40

Tell caregivers that when they talk about the character's feelings with their children, they should use the tone of their voice to convey the character's feeling. So, tell them that if the character is scared, they should read the section in a frightened voice, or if they were angry then they should use an angry voice to read it.

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 child knows that you're talking about the book character's feeling and not your own.

Session 3 Slide/Card 41

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)



And they should use this opportunity to explain to their children why people feel certain emotions. Caregivers can do this by asking "Why do you think (the character) looks (the emotion)?" and wait for their child's answer. If their child does not reply, then tell them that they can suggest the reason to their child by saying something like "Do you think (the character) is (the emotion) because of X"

Session 3 Slide/Card 42:
VIDEO 3.6 (Using Voice and Face 1)



Session 3 Slide/Card 43
VIDEO 3.7 (Using Voice and Face 2)



Session 3 Slide/Card 44: VIDEO 3.8 (Using Voice and Face)



Session 3 Slide/Card 45

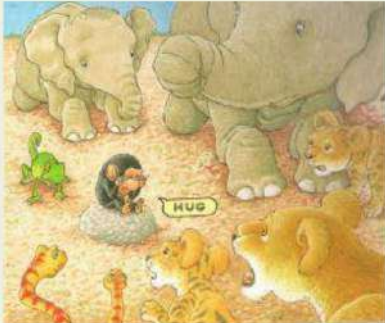
Use examples from the book of the week to show the caregivers how they can use the book to talk about why the character feels the way they do:

More about Feelings

You should use sharing books with your child 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?"



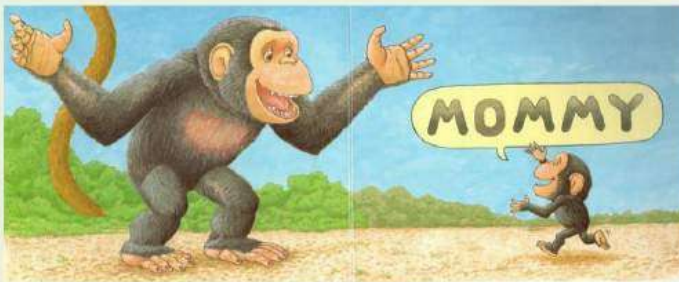
Session 3 Slide/Card 46

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?"



Session 3 Slide/Card 47

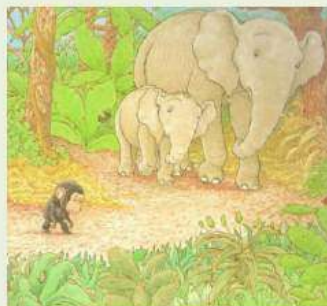
Tell caregivers that they can also use this opportunity to make links between the emotions being shown in the book to their child's own emotions. Caregivers can do this by asking their children questions about when they last felt a particular emotion, or what makes them feel certain emotions?

Making Links about Feelings

You should make links between the feelings being expressed by the characters in the book and your child'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?"

Show the following video to illustrate this:

Session 3 Slide/Card 48: VIDEO 3.9 (Making Links about Feelings)



Session 3 Slide/Card 49

Finally, summarise the main points contained in this session.

SUMMARY

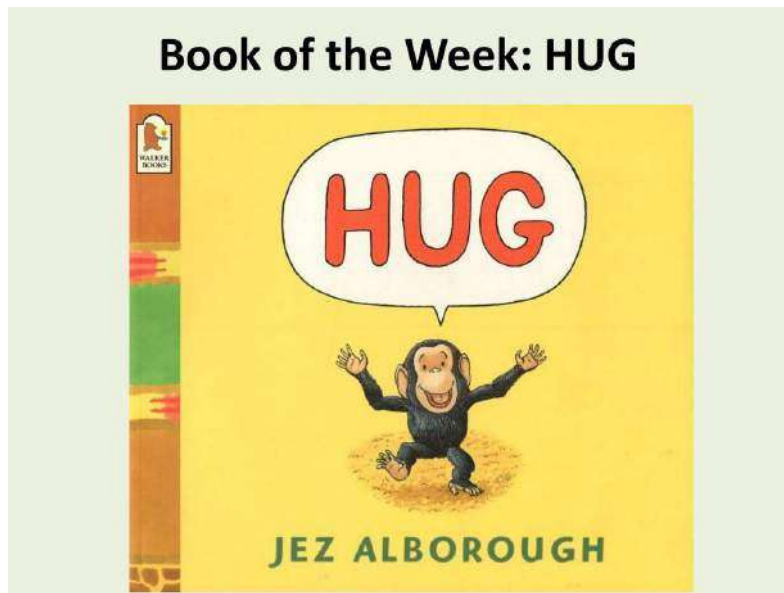
- Book-sharing should always be FUN for your child
- Always follow your child's lead
- Get your child to talk about the book by asking open questions (Where Who What Why)
- You can help your child learn about feelings by encouraging your child to talk about what the characters in the book are feeling
- Point to a picture and discuss with your child the emotion the character is experiencing (e.g. *'That child is laughing. He is feeling happy'. Or 'That little girl is crying. She is feeling sad?'*)
- Use your face and 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 child's experience of their own emotions and the emotions of other people in their lives

Find opportunities to praise your child

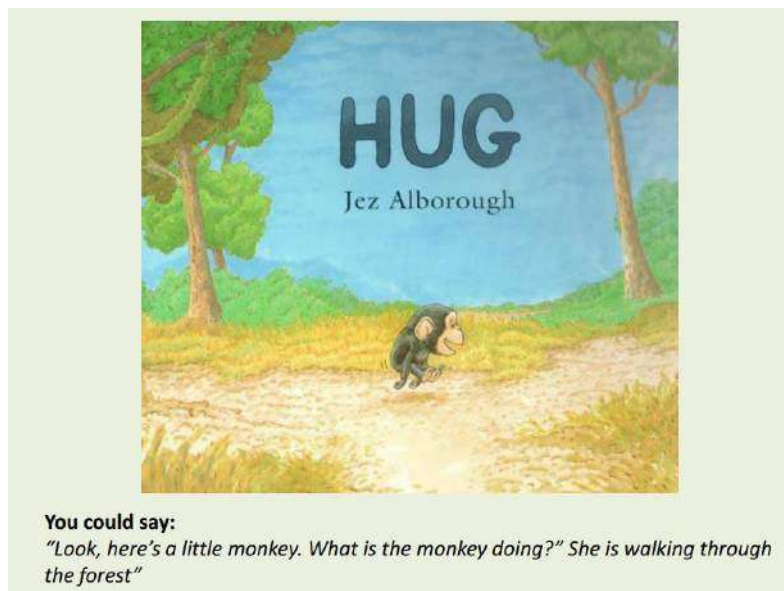
Always be supportive and encouraging and never be critical

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

Session 3 Slide/Card 50

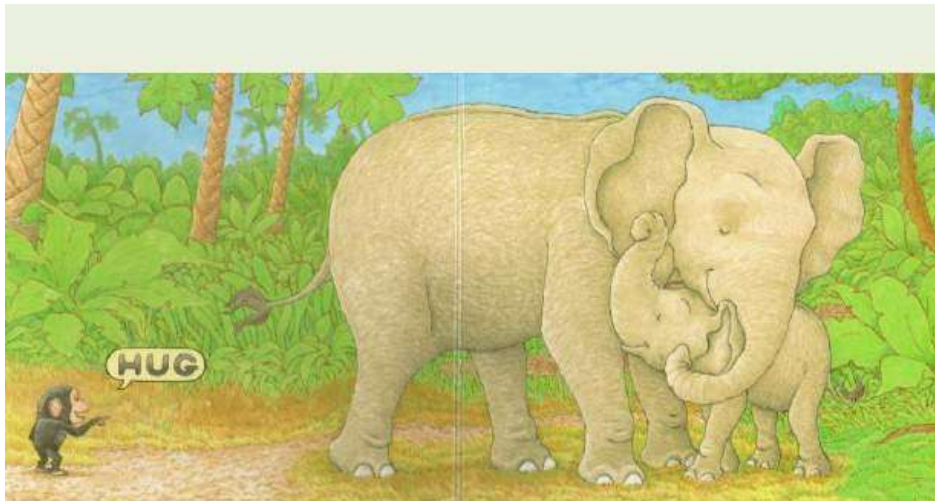


Session 3 Slide/Card 51



You could say:
"Look, here's a little monkey. What is the monkey doing?" She is walking through the forest"

Session 3 Slide/Card 52

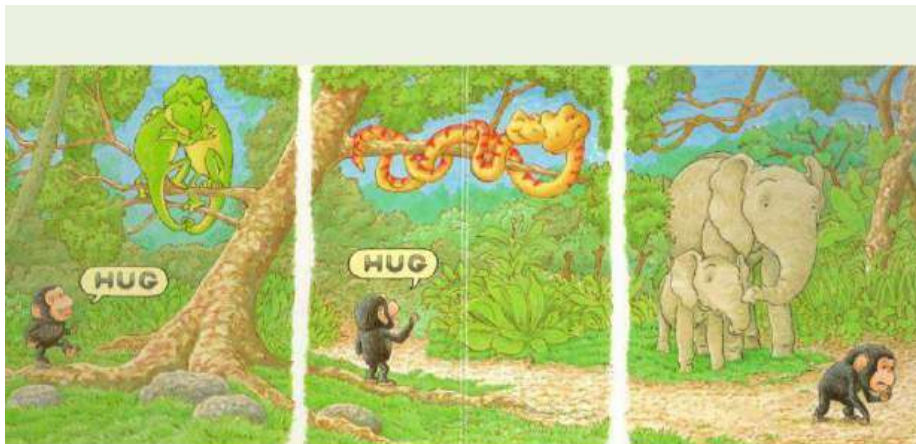


You could say:

"Look, there's two elephants. One is big and one is small. What are they doing?"

"The little monkey sees that they are hugging. Does the little monkey also have someone to hug?"

Session 3 Slide/Card 53

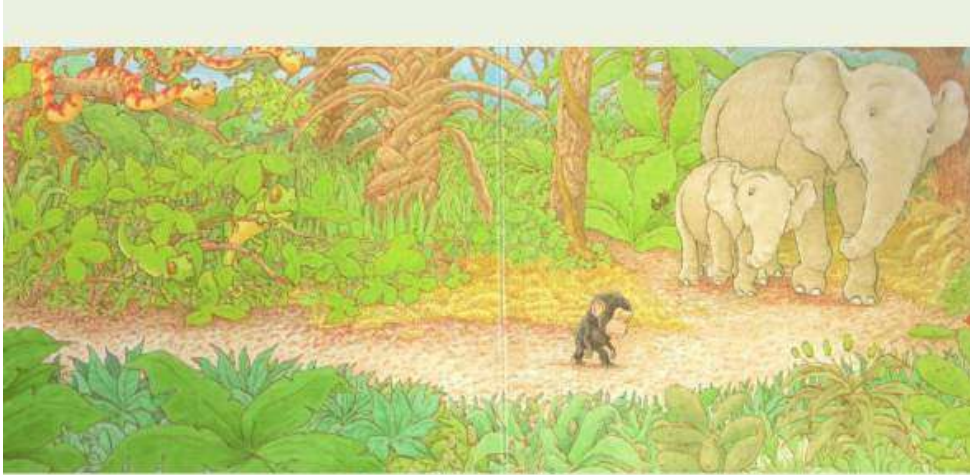


You could say:

"Look, there are two lizards sitting in the tree. What are they doing? What about these two snakes? What are they doing?"

"The little monkey sees that they are hugging. Does the little monkey have someone to hug?"

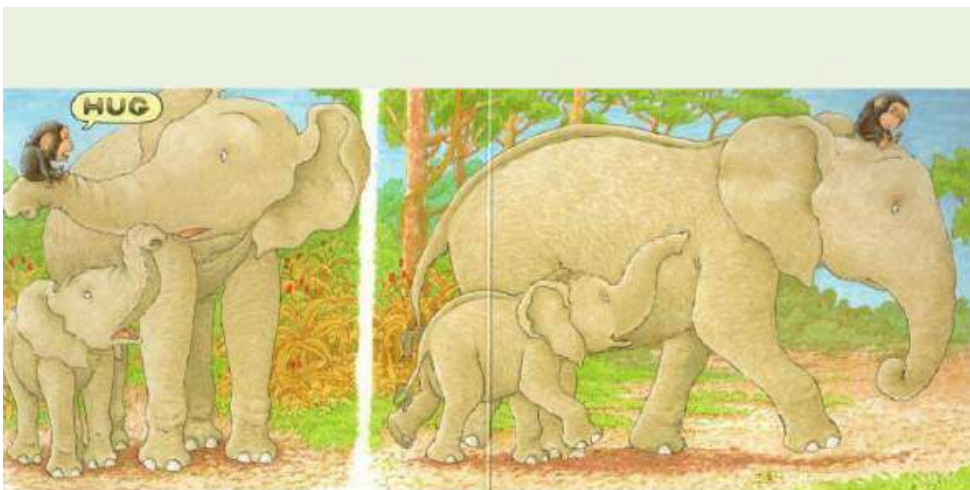
Session 3 Slide/Card 54



You could say:

"The little monkey is all by herself. The elephants are watching the little monkey as she walks on her own through the forest. What do you think the elephants are feeling?"

Session 3 Slide/Card 55



You could say:

"And now the big elephant has picked up the little monkey. The little monkey is telling the elephant that she really wants a hug"

"Where do you think the elephants might be taking the little monkey?"

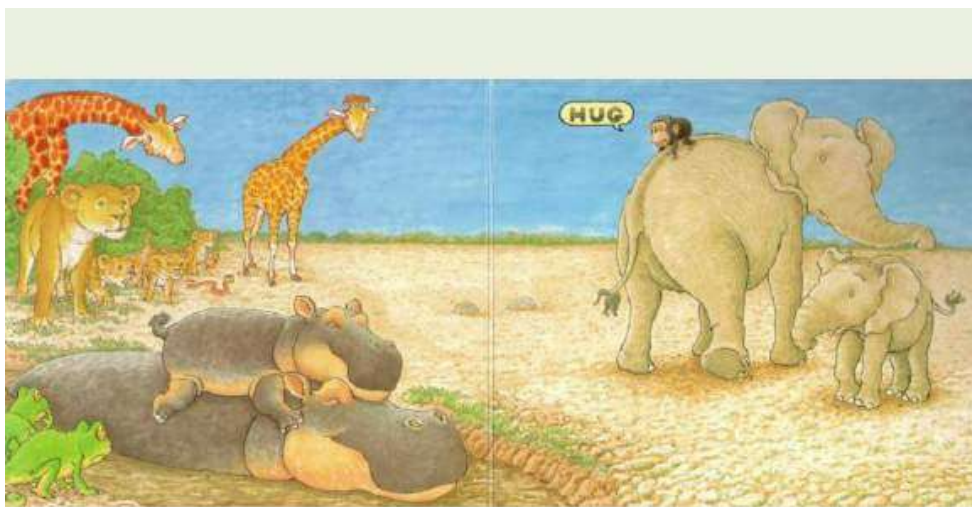
Session 3 Slide/Card 56



You could say:

"Look, here is a mommy lion with her baby lions and they are all having a hug. The little baby monkey still has no one to hug. What do you think the baby monkey feels?"

Session 3 Slide/Card 57



You could say:

"And now the hippos are also hugging. And we can see that the other animals are also feeling a bit worried for the little monkey, who still has found no one to hug"

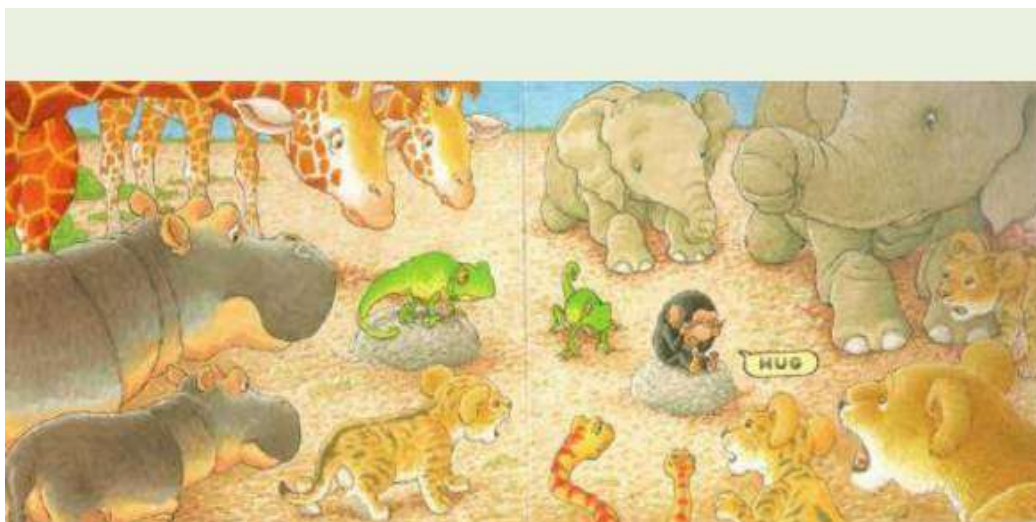
Session 3 Slide/Card 58



You could say:

"And now the little monkey is feeling really sad. Why do you think she is shouting like that? I think she desperately wants a hug. Can you see all the other animals looking at the baby monkey? Do you think they feel?"

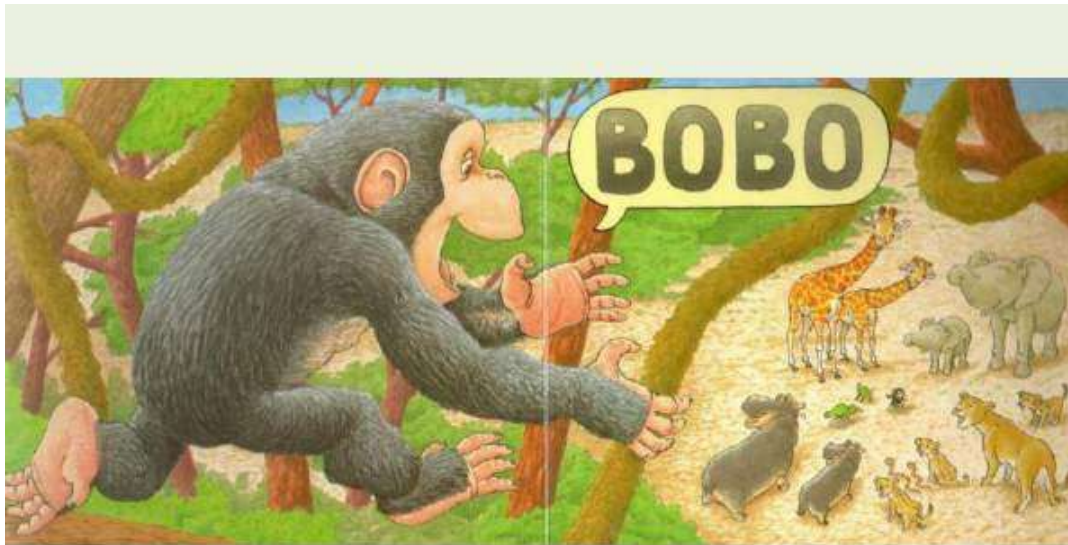
Session 3 Slide/Card 59



You could say:

"The little monkey is crying because she has no one to give her a hug. All the animals are watching the little monkey. What do you think might happen next?"

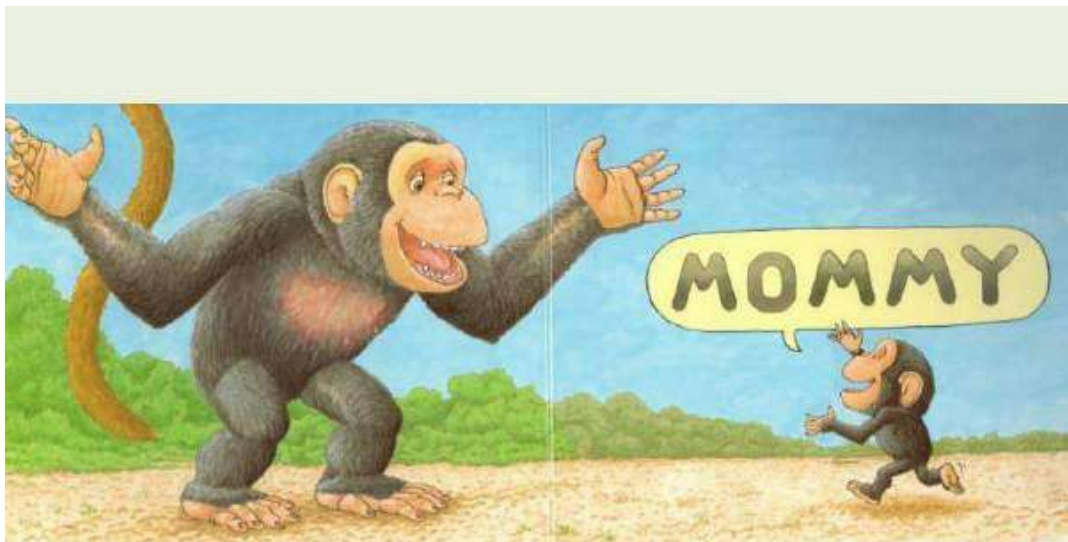
Session 3 Slide/Card 60



You could say:

"Look! Here comes the big monkey! The big monkey is shouting the little monkey's name. What do you think the big monkey feels?"

Session 3 Slide/Card 61



You could say:

"The little monkey runs to the big monkey, saying 'Mommy!'"

"Can you see the big monkey's arms are wide open? What do you think the big monkey is going to do?"

Session 3 Slide/Card 62

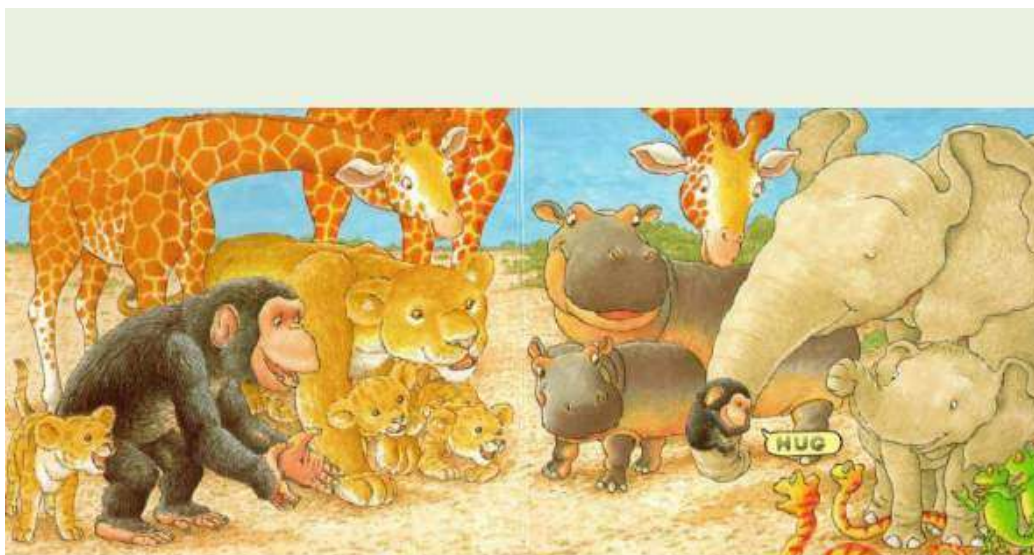


You could say:

"The big monkey gives the little monkey a nice big hug. Look, the little monkey is smiling. How does the little monkey feel now?"

"And what are the other animals doing? I think they are smiling. What do you think they are feeling?"

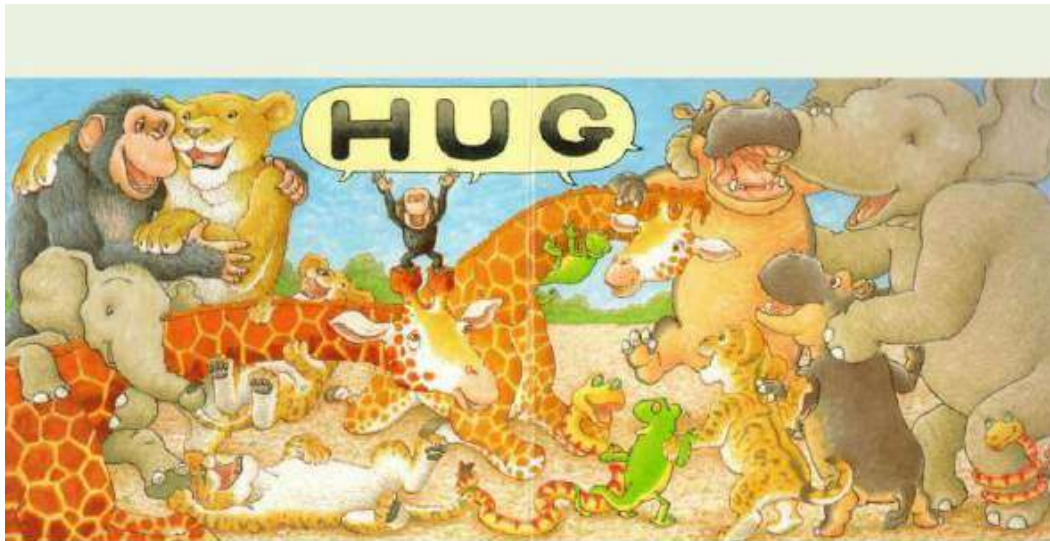
Session 3 Slide/Card 63



You could say:

"Who is getting a hug now? Why do you think the little monkey is hugging the big elephant?"

Session 3 Slide/Card 64

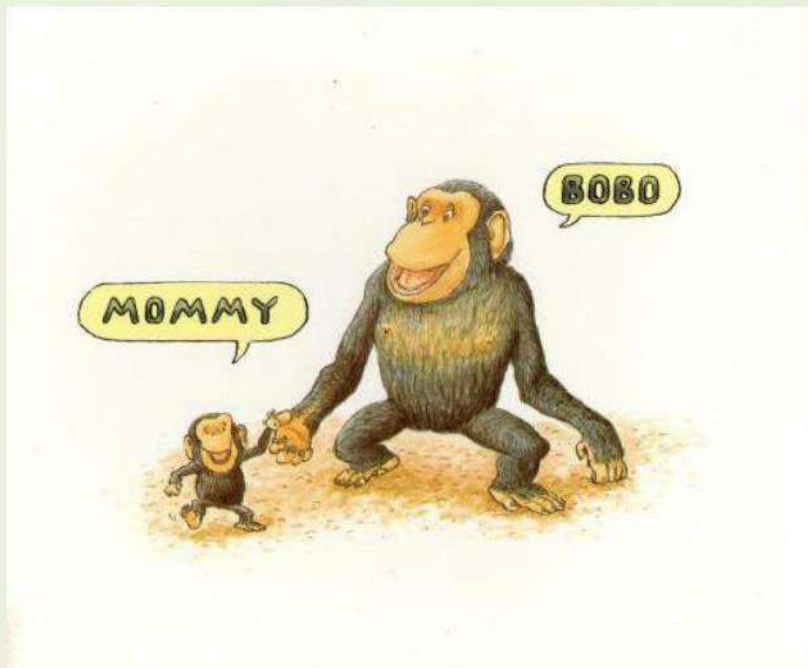


You could say:

"Now everyone looks very happy, and they are all hugging each other"

"Can you see who is hugging the elephant's leg? And who is hugging the big monkey?"

Session 3 Slide/Card 65



Then have the individual session; and they leave with the book of the week and the take home card.

Take Home Card for Session 3



Session 3

- Book-sharing should always be FUN for your child
- Always follow your child's lead
- Get your child to talk about the book by asking open questions (Where Who What Why)
- You can help your child learn about feelings by encouraging your child to talk about what the characters in the book are feeling
- Point to a picture and discuss with your child the emotion the character is experiencing (e.g. *'That child is laughing. He is feeling happy'.* Or *'That little girl is crying. She is feeling sad?'*)
- Use your face and 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 child's experience of their own emotions and the emotions of other people in their lives
- **Find opportunities to praise your child**
- **Always be supportive and encouraging and never be critical**