

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



## **FACILITATOR'S MANUAL: PART 2 OF 3:**

SESSION 4 FOR OLDER CHILDREN: TALKING ABOUT INTENTIONS

SESSION 5 FOR OLDER CHILDREN: TALKING ABOUT PERSPECTIVES

## **Mphatlalatsane (Early Morning Star) Book-Sharing Programme for Older Children (PART 2) Facilitators Manual**

August 2016

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- **MONITORING:** Process and outcome data collected during the implementation of the Mphatlalatsane (Early Morning Star) Book-Sharing Programme shall in principle be shared with the authors of the programme and Parenting for Lifelong Health.

## Session 4 for Older Children: Talking about Intentions

### BOOK-SHARING SESSION 4 GROUP PRESENTATION

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

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

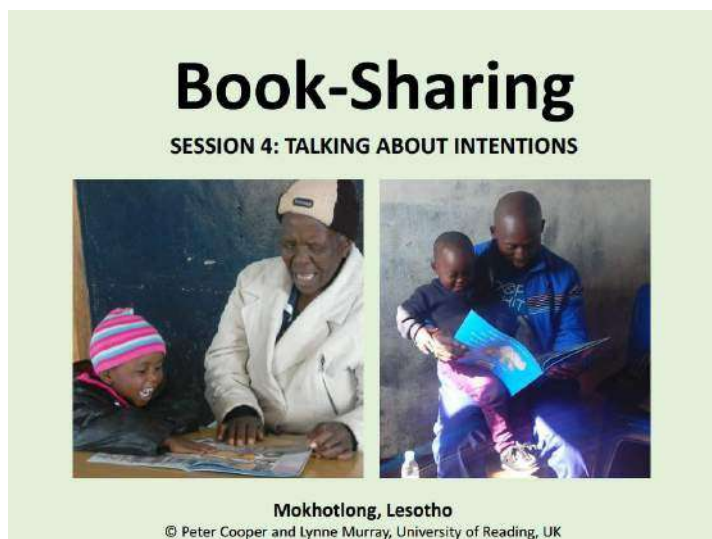
Each of the group members should be given an opportunity to give feedback.

Tell the group that they will be taking home a new book at the end of today's session: THE HERD BOY

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 4 Slide/Card 1

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



### Session 4 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 4 Slide/Card 3

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

#### **SUMMARY**

- Book-sharing should always be FUN for your 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 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**

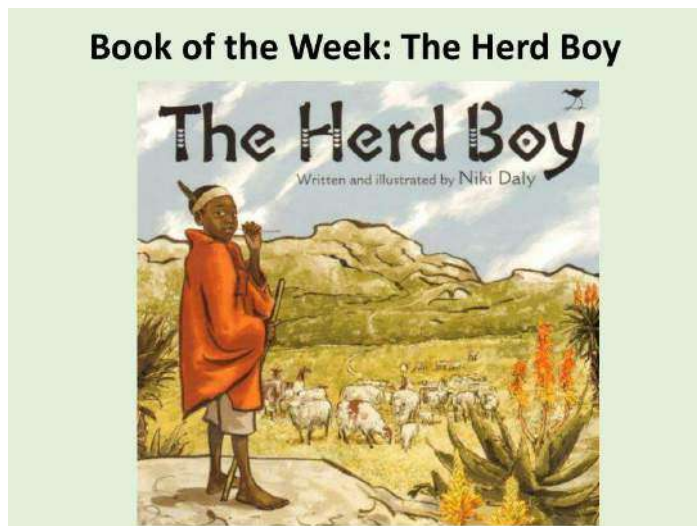
After you have gone through the main points from the previous session, give the group a brief summary of the book that they will be taking home this week:

- 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: THE HERD BOY**

Malusi is a herd boy who tends to his grandfather's sheep and goats in the mountains. High above, eagles fly while on the ground below, beetles crawl and dust flies as Malusi plays games of stick-fighting with his friend. But there's danger too...Can Malusi save his lambs from the hungry baboon who's stalking the flock?

#### **Session 4 Slide/Card 4 – Session 4 Slide/Card 14**



#### **Session 4 Slide/Card 15**

Remind them that it is very important that they always follow their child's interest. And that the child must set the pace of the book sharing episode. Also remind caregivers that it is very important that they have a conversation with their child about what has interested them in the book. Caregivers should encourage their child to speak as much as possible.

## 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 4 Slide/Card 16

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

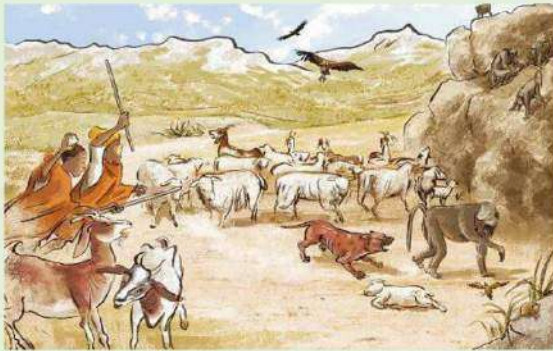
- Try to get your child to talk about what is happening in the book
- You can do this by asking “Where/Who/What/Why” questions

### Session 4 Slide/Card 17

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

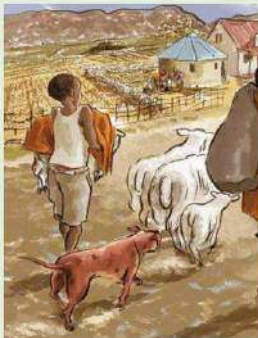


E.g. “**Who** is barking at the baboon?”  
Or “**What** are the boys doing with the sticks?”

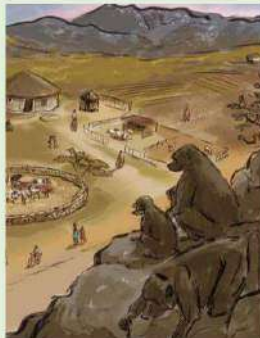
### Session 4 Slide/Card 18

## Asking “Where / Who / What / Why” Questions

E.g. “**Why** is the boy carrying the lamb in his arms?”



Or “**Where** are the baboons sitting?”



### Session 4 Slide/Card 19

Add that by being supportive and encouraging their children will want to speak more. It is very important they are never critical of what their children say, and so they should avoid telling their child that they are wrong. Tell caregivers that they can correct the form of a word for their child, if their child has understood the meaning of the word correctly but says it in the wrong way.

## ALWAYS BE POSITIVE

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

**Find opportunities to praise your child**

- When your child says a word and gets the meaning right, but says it in the wrong way (e.g. *“the boy has two foots”*), ignore the mistake and agree with the meaning and use the correct form.

- So you could say:

*“Yes, that’s right. The boy does have two feet.”*

- 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?”*

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

### Session 4 Slide/Card 20

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, when your child says something you think is wrong or silly (e.g. *“that dog wants to bite the lamb”*)

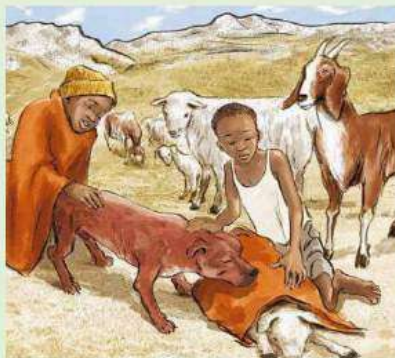
**You could say:**

*“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 dog is standing close  
to the lamb because he wants to  
see if the lamb is alright?”*



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 child if they think that their 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.



## Session 4 Slide/Card 21

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. 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:

### Talking 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 this boy looks so angry?"*

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

*"Do you think the boy is angry because the baboon is trying to catch one of his sheep?"*



## Session 4 Slide/Card 22

### Talking about Feelings

Or you could say:

*"Why do you think this boy looks worried?"*

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

*"Do you think he is worried because his lamb is hurt?"*



### Session 4 Slide/Card 23

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. This boy is angry because the baboon wants to take one of his lambs.*

*Can you remember when you were last angry?*

*What made you feel angry?*

*Were you angry when I didn't let you play outside this morning?"*

*"Do you remember daddy was angry this morning because he couldn't find his shoes? What other things make you angry?"*

### Session 4 Slide/Card 24

Tell caregivers that also asking their children to talk about the reasons behind what the characters are doing in the book helps with the development of their language and thinking. They should ask their children to talk about what the characters are thinking, and what they are intending to do. So, they should ask their child what they think the character is doing. They can also ask their child why they think they are doing that:

## Talking about Intentions

- It will help the development of your child's language and thinking if you encourage your child to talk about **why** the characters in the book are doing what they are doing
- In particular, encourage your child to talk about what the characters are **thinking** and **intending** to do
- You can do this by asking what your child thinks the characters are doing and why they are doing this

**Session 4 Slide/Card 25**

## **Talking about Intentions**

- As with feelings, when children know about intentions, it can help them understand other people and get along better with them

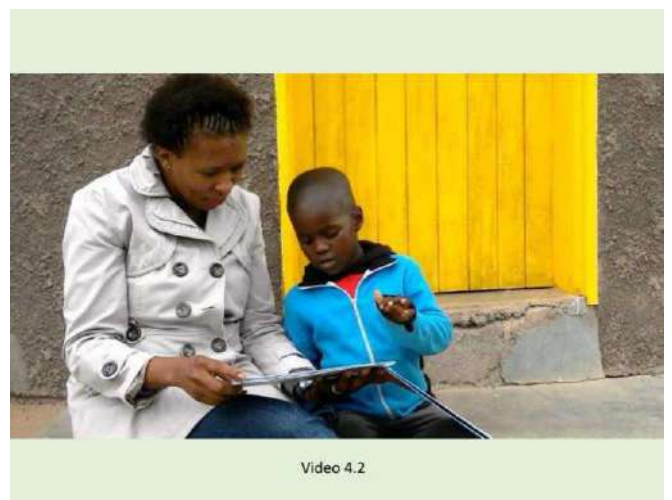
**Session 4 Slide/Card 26:**

**VIDEO 4.1 (Talking about Intentions 1)**



**Session 4 Slide/Card 27**

**VIDEO 4.2 (Talking about Intentions 2)**



**Session 4 Slide/Card 28**

Tell caregivers that they should also look for opportunities to ask questions which help their child see the link between a character's intentions/beliefs/desires and their following action. So, caregivers must draw attention to when something has happened to a character in the book, or to times where a character is intending on doing something, and can ask their children why they think the characters are doing what they are doing.



## Accidents and Intentions

- Highlight for your child things that just happen to characters in the book – like something falling on their head – and things that the character **intends** to do – like someone dropping something on their head
- Look for opportunities for getting your child to think about how people's actions follow from their desires and intentions
- You can do this by asking your child **why** they think the characters are doing what they are doing – what they wanted to happen and what they meant to do.

### Session 4 Slide/Card 29

Use examples from the book of the week to show the caregivers how they can use what happens in the book to help their child see the link between a character's intentions/beliefs/desires and their following action:

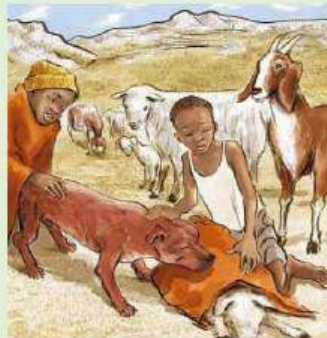
## Talking about Intentions

For example, you might ask your child the following sorts of questions:

*"Why does the dog bark at the baboon?"*



*"Why does the boy cover the lamb with a blanket?"*

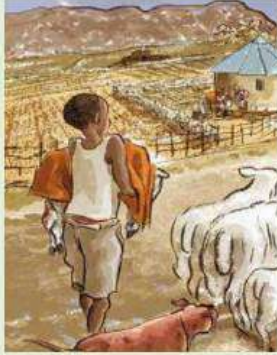


Session 4 Slide/Card 30

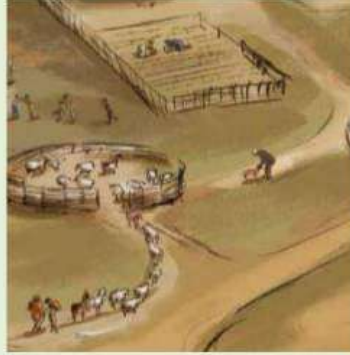
## Talking about Intentions

Or you could ask:

*"Why is the boy carrying the lamb in his arms?"*



*"Why is the boy leading the animals in there?"*



Session 4 Slide/Card 31

VIDEO 4.3 (Talking about Intentions 3)



Video 4.3

Session 4 Slide/Card 32

VIDEO 4.4 (Talking about Intentions)



Video 4.4



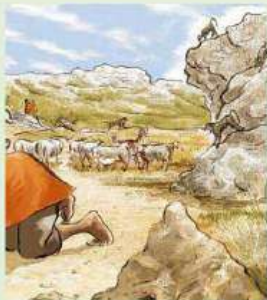
### Session 4 Slide/Card 33

Asking their children questions like “Why do you think they are doing that?” and “What are they trying to do?” encourages their children to be curious.

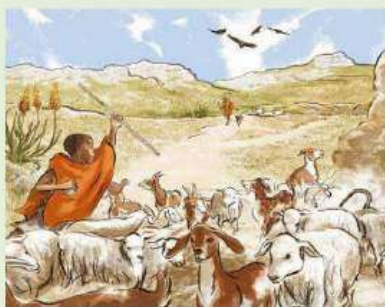
#### Encourage your child to be curious

- Encourage your child to be curious about what will happen next in the story
- You can ask:

*“What do you think these baboons are going to do?”*



*“Who is that coming closer? What do you think will happen next?”*



### Session 4 Slide/Card 34: VIDEO 4.5 (Talking about Intentions 5)



Video 4.5

### Session 4 Slide/Card 35

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

## SUMMARY

- Book-sharing should always be fun for your child
- Always follow your child's lead
- You can help your child learn about feelings by encouraging your child to talk about what the characters in the book are feeling
- Encourage your child to think about **why** the characters feel the way they do
- 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
- Ask your child questions about what the characters in the book are **thinking** and **intending**
- You can do this by asking your child **why** they think the characters are doing what they are doing
- Encourage your child to be curious by asking your child what they think will happen next in the story

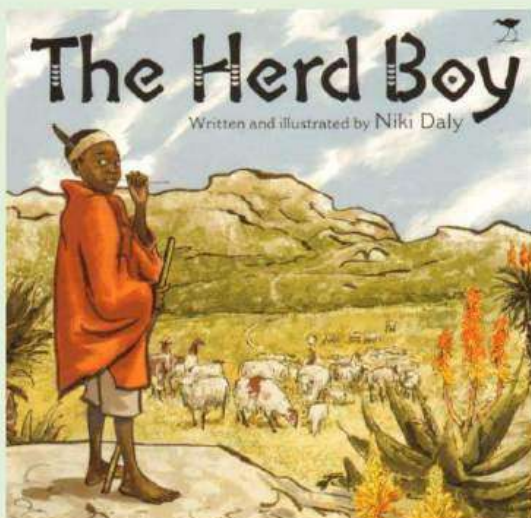
**Find opportunities to praise your child**

**ALWAYS be supportive and encouraging and never be critical**

### Session 4 Slide/Card 36

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

## Book of the Week: The Herd Boy



Session 4 Slide/Card 37



You could say:

*"Malusi is looking after the sheep and goats while they are grazing in the mountain."*

*"Malusi is looking up at the sun. Can you see what he is looking at?"*

Session 4 Slide/Card 38



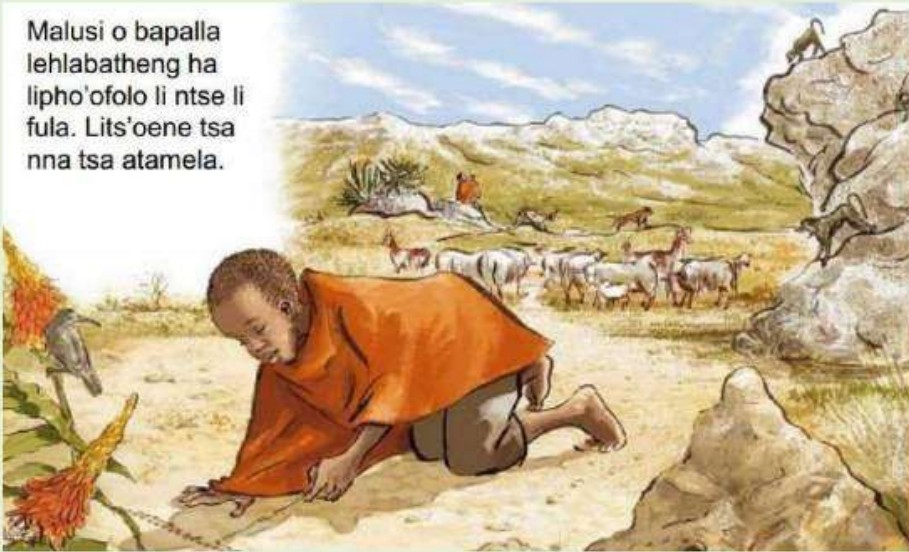
You could say:

*"Now Malusi is looking up at the rocks. Who is sitting there? Can the baboons see Malusi and his sheep? Let's hope they don't cause trouble!"*



Session 4 Slide/Card 39

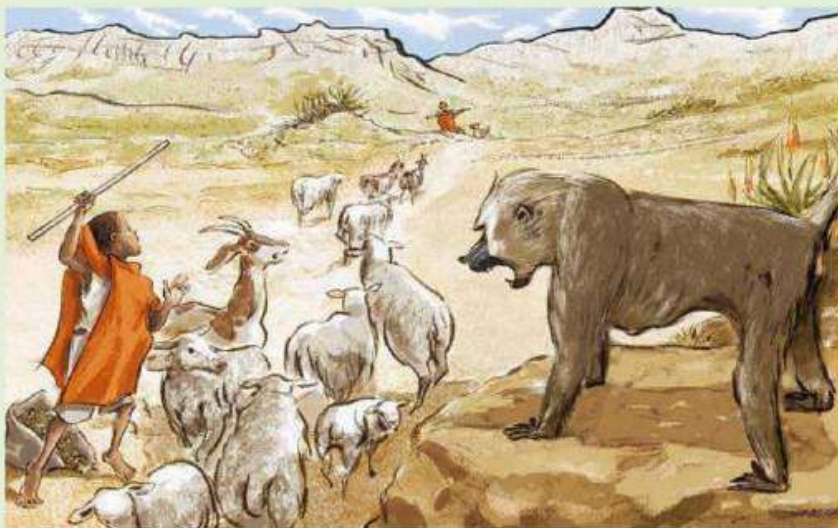
Malusi o bapalla  
lehlabatheng ha  
lipho'ofolo li ntse li  
fula. Lits'oene tsa  
nna tsa atamela.



*"What is Malusi doing while his sheep and goats are grazing?"*

*"Look, who is that coming down from the rock? What do you think they want to do with Malusi's sheep and goats?"*

Session 4 Slide/Card 40

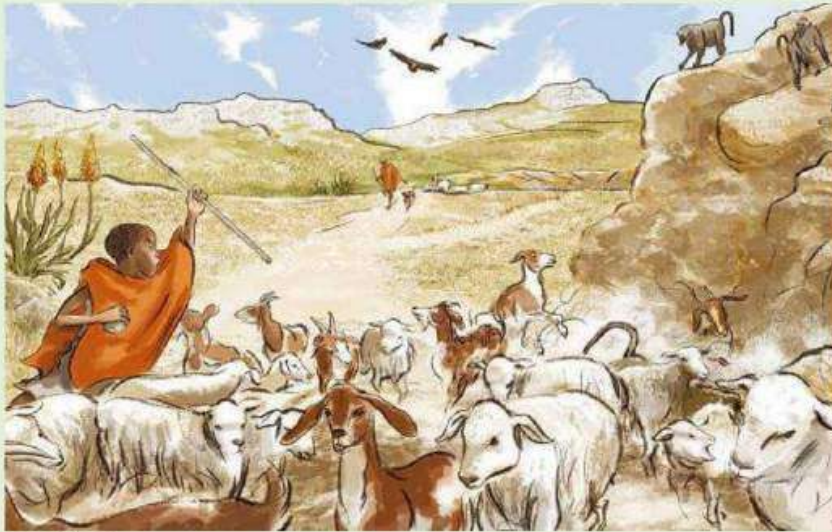


**You could say:**

*"Oh no, look at the baboon. What is he doing? Can you see his sharp teeth?"*

*Malusi is calling someone to come and help. Can you see them there in the distance?"*

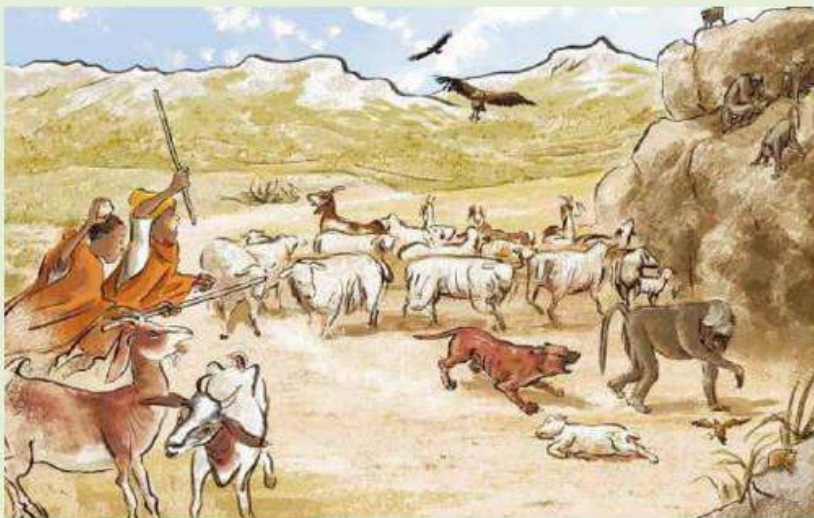
Session 4 Slide/Card 41



You could say:

*"Oh no! The baboon is now between the sheep and goats! Malusi is shaking his stick. Can you see his friend coming closer? Who is that next to his friend?"*

Session 4 Slide/Card 42



You could say:

*"Malusi's friend brought a dog to come and help. What is the dog doing? And what's the baboon doing?"*



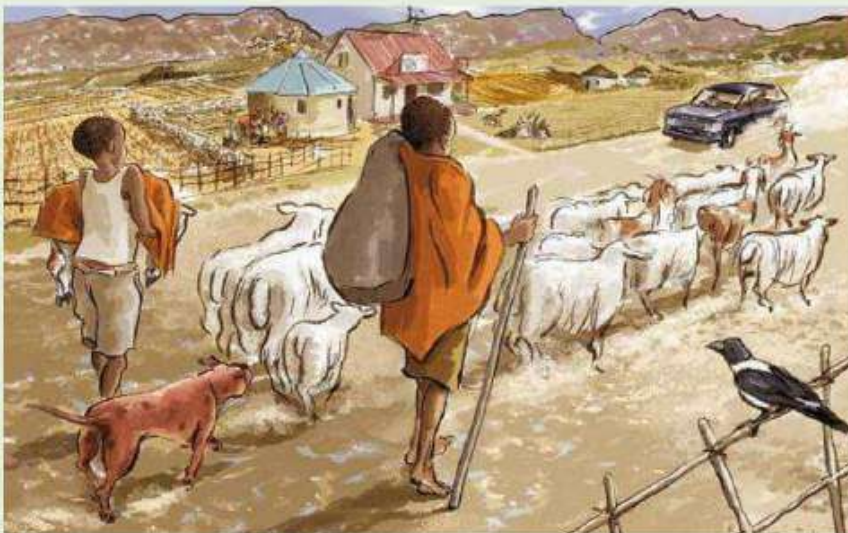
Session 4 Slide/Card 43



You could say:

*"It looks like the little lamb might be hurt. And what is Malusi doing?"*

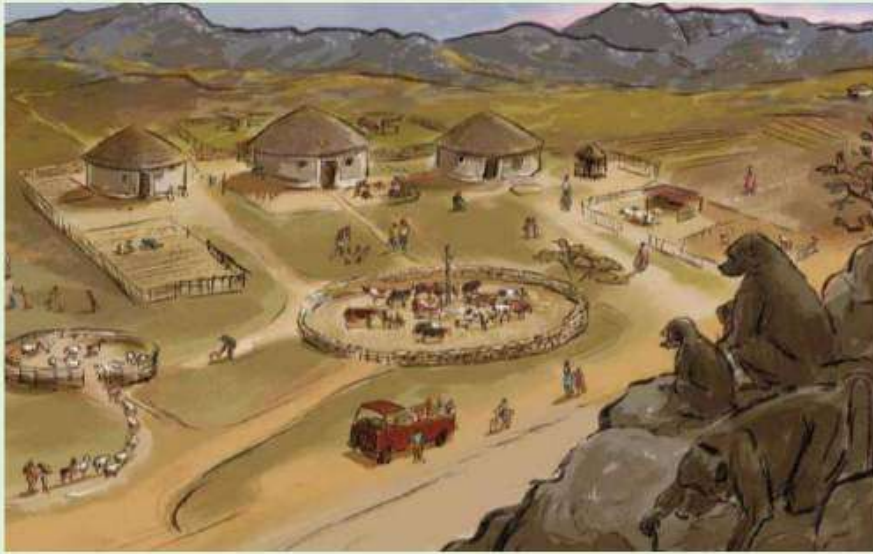
Session 4 Slide/Card 44



You could say:

*"What is Malusi is carrying in his arms? Where do you think they are going?"*

Session 4 Slide/Card 45



**You could say:**

*"It is getting darker in the village. Luckily now the baboons are far away from Malusi's sheep and goats. Let's see if we can find Malusi. What is he doing?"*

Session 4 Slide/Card 46



**You could say:**

*"Now that his sheep and goats are safe, Malusi can sleep well. He has been a brave boy, don't you think so? And who is that lying next to Malusi under the blanket?"*

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

**Session 4 Take Home Card:**



- Book-sharing should always be fun for your child
- Always follow your child's lead
- You can help your child learn about feelings by encouraging your child to talk about what the characters in the book are feeling
- Encourage your child to think about *why* the characters feel the way they do
- 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
- Ask your child questions about what the characters in the book are thinking and intending
- You can do this by asking your child *why* they think the characters are doing what they are doing
- Encourage your child to be curious by asking your child what they think will happen next in the story

Find opportunities to praise your child  
ALWAYS be supportive and encouraging and never be critical

## Session 5 for Older Children: Talking about Perspectives

### BOOK-SHARING SESSION 5 GROUP PRESENTATION

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

- Ask the caregivers how they felt they got on over the previous week. Did some things go well? Did some things go not so well?
- Ask the caregivers to give specific feedback about how it went in terms of using the book to talk about feelings and describing emotions in the book to their child; and linking the emotions in the book to their child's experience; talking about what the characters in the book are thinking and what they are intending to do; helping their child see a link between the book character's intentions and their following action? Also, do they think the baby learned new words and if so, what words?

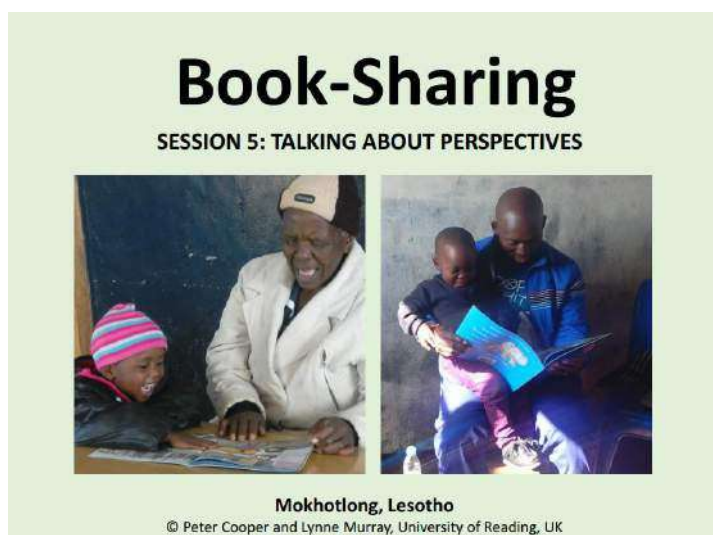
Each of the group members should be given an opportunity to give feedback.

Tell the group that they will be taking home a new book at the end of today's session: YES

Give a brief summary of the book to the group: tell the caregivers what the book is about, and flip through the book and show some of the pictures (but do not give the book to them yet)

#### Session 5 Slide/Card 1

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





### Session 5 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 5 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
- You can help your child learn about feelings by encouraging your child to talk about what the characters in the book are feeling
- Encourage your child to think about **why** the characters feel the way they do
- 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
- Ask your child questions about what the characters in the book are **thinking** and **intending**
- You can do this by asking your child **why** they think the characters are doing what they are doing
- Encourage your child to be curious by asking your child what they think will happen next in the story

**Find opportunities to praise your child**

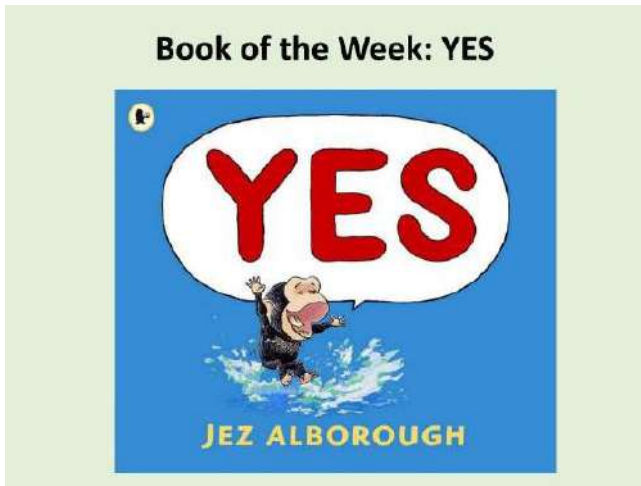
**ALWAYS be supportive and encouraging and never be critical**

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

**Book of the Week: YES**



**Session 5 Slide/Card 4 – Session 5 Slide/Card 20:**

Bobo is back! In this book, Bobo's mother has no trouble getting her little monkey to take a bath. "Yes!" he shouts. But when it's bedtime for Bobo, he responds with a definite "No." It takes some patient animal friends and plenty of splashing to help change Bobo's mind.

**Session 5 Slide/Card 21**

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

**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 5 Slide/Card 22

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:


E.g.

**Where** is the monkey?

**Who** is talking to him?

**What** is he doing?

**Why** is the monkey upset?



### Session 5 Slide/Card 23

Add that by being supportive and encouraging their children will want to speak more. Remind caregivers that if they disagree with what their child has to say, they should never be critical and say "no" or "you're wrong". Instead, 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

- When your child says a word and gets the meaning right, but says it in the wrong way (e.g. *"they are playing in the waters"*), ignore the mistake and agree with the meaning and use the correct form.
- So you could say:  
*"Yes, that's right. They are all playing in the water"*
- 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?"*  
  
*"That's interesting. Do you think maybe that..."* (then give your interpretation)


### Session 5 Slide/Card 24

Remind them that they should use this opportunity to explain to their children why people feel certain emotions:

## Talking 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 this little monkey is cross?"*  
(... wait for your child to respond...)  
*"Do you think maybe he is cross because he does not want to get out of the water?"*



### Session 5 Slide/Card 25

## Talking about Feelings

**You could ask:** *"Why do you think this elephant looks so happy?"*  
(... wait for your child to respond.)  
*"Do you think she is happy because she is going to jump into the water?"*



### Session 5 Slide/Card 26

Add that caregivers can also use this opportunity to make links between the emotions being shown in the book to their child's own emotions:



Session 5 Slide/Card 27

Remind the caregivers that they should ask their children to talk about what the characters are thinking, and what they are intending to do. So, they should ask their child what they think the character is doing. They can also ask their child why they think they are doing that:

## Talking about Intentions

- It will help the development of your child's language and thinking if you encourage your child to talk about **why** the characters in the book are doing what they are doing
- In particular, encourage your child to talk about what the characters are **thinking** and **intending** to do
- You can do this by asking what your child thinks the characters are doing and why they are doing this

Session 5 Slide/Card 28

## Talking about Intentions

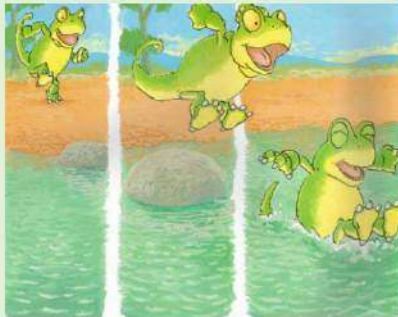
**You could ask:**

*"Why is the mother monkey pouring water on the little monkey's head?"*



**Or you could ask:**

*"Why does the lizard run towards the water?"*



Session 5 Slide/Card 29

## Talking about Intentions

You could ask:

- “Why does the elephant pick the little monkey up when he falls asleep?”



Session 5 Slide/Card 30

Tell caregivers that they should also look for opportunities to ask questions which help their child see the link between a character's intentions/beliefs/desires and their following action. So caregivers must draw attention to when something has happened to a character in the book, or to times where a character is intending on doing something, and can ask their children why they think the characters are doing what they are doing.

## Accidents and Intentions

Highlight for your child things that just happen to characters in the book – like something getting splashed in the face because someone jumped in the water – and things that the character *intends* to do – like someone using their hands to splash water in someone's face:



Accident



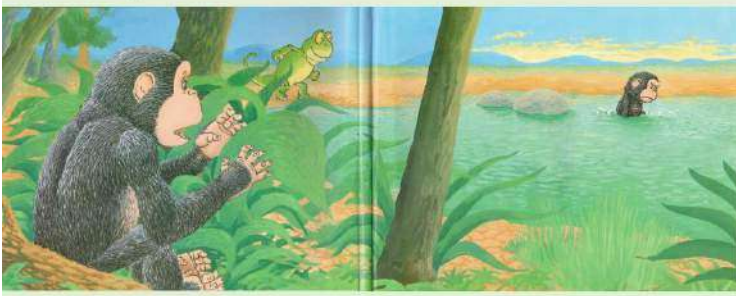
Intention

### Session 5 Slide/Card 31

Asking their children questions like “Why do you think they are doing that?” and “What are they trying to do?” encourages their children to be curious.

#### Encourage your child to be curious

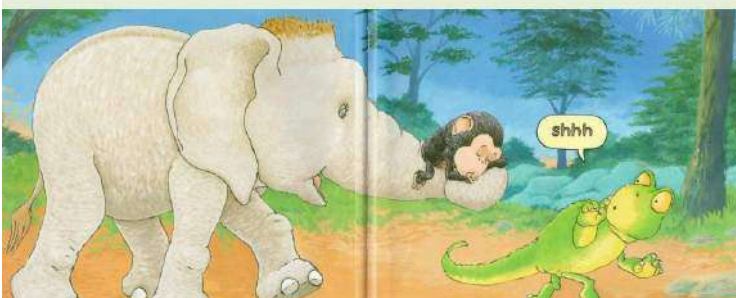
- Encourage your child to be curious about what will happen next in the story
- **You can ask:**  
*“Look, that lizard is coming closer to the water. What do you think he is going to do?”*



### Session 5 Slide/Card 32

#### Encourage your child to be curious

- **Or you can ask:**  
*“Look, the elephant is carrying the little monkey who is fast asleep. I wonder where they could be taking him? Let’s turn the page to find out”*





### Session 5 Slide/Card 33

Tell the caregivers that another thing book sharing can help their children understand is that different people can think different things to one another. Then tell caregivers that to encourage their children to think about this, they should ask their children questions about what a character thinks, or how or why one character thinks or knows what they do.

## Perspective Taking

- Help your child see that different people can think different things and can see things differently
- Like with feelings and intentions, when children know about different points of view, it can help them make sense of what is happening
- And when children know about different points of view, it can help them understand and get along better with other people

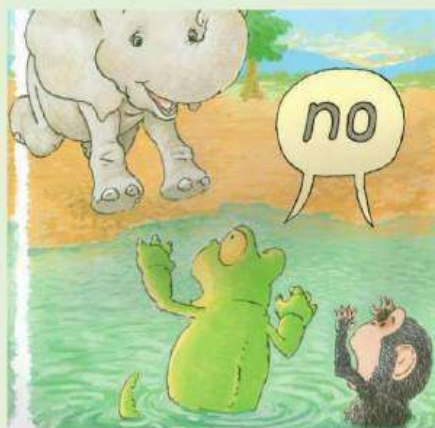
### Session 5 Slide/Card 34

Use examples from the book of the week to show the caregivers how they can use what happens in the book to help their child see that different people can think different things and see things differently:

## Perspective Taking

**So, for example, you could ask:**

*"We can see that the elephant wants to jump into the water. Do you think the lizard and the monkey think it is a good idea?"*



**Session 5 Slide/Card 35**

## Perspective Taking

Or:

*"We can see that the mommy monkey knows that the lizard is going to jump into the water, but do you think the little monkey knows that the lizard is going to jump in?"*



**Session 5 Slide/Card 36**

Tell the caregivers that they can also use the book to talk about differences in what the characters can see and know, but also differences in what you and your child can see as opposed to the characters in the book:

## More about Perspectives

- You can also talk about differences in what characters in the book can see and know
- You can do this by highlighting differences in what you and your child can see or know and what the characters in the book see and know.

*"And who is that coming to the water?"*

*"Does the little monkey know that he is coming?"*

*"Does the mommy monkey know that he is coming?"*

*"Why does the mother monkey know that he is coming, but the little monkey does not?"*



**Session 5 Slide/Card 37:**  
**VIDEO 5.1 (Talking about Perspectives 1)**



Video 5.1

**Session 5 Slide/Card 38:**  
**VIDEO 5.2 (Talking about Perspectives 2)**



Video 5.2

**Session 5 Slide/Card 39: VIDEO 5.3 (Talking about Perspectives 3)**



Video 5.3

**Session 5 Slide/Card 40**

Tell the caregivers that book sharing can also help their children understand that different people can feel different things to one another. They can do this by asking their children to first identify what feeling each of the characters may be feeling. They can then ask their children why they think the characters may be feeling different emotions.



## Feelings and Perspective

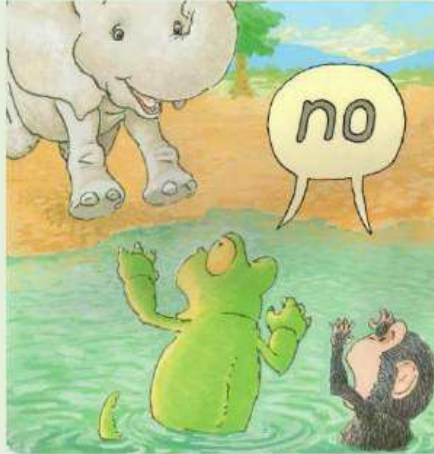
Help your child to see that the different characters in the book have different feelings

So you can ask questions like:

*"So what is s/he feeling now?"*

*"And what about her, what is s/he feeling?"*

*"And why do you think that they have different feelings?"*



### Session 5 Slide/Card 41

It is very useful if caregivers encourage their children to talk about why the different characters in the book are doing what they are doing. Tell caregivers to start by asking their child "what" they think the characters are doing. Then they should ask their child "why" they think the characters are doing that. To help their children notice the differences between what people can see or think about things, they should highlight the differences between what they can see or know, and what their child can see or know. They can also do this for the different characters in the book.

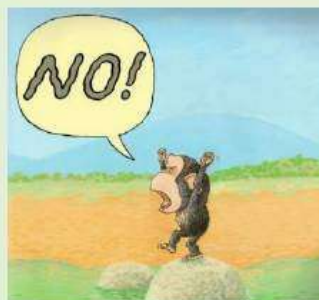
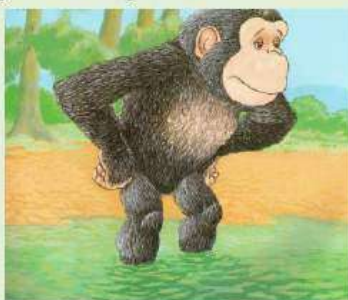
## Feelings and Perspectives

And you can also talk about differences in what characters in the book feel.

**So you can ask:**

*"Why is the little monkey feeling cross?"*

*"Do you think the mother monkey is also feeling cross, or is she feeling something else?"*



## Session 5 Slide/Card 42

Tell caregivers that they can ask questions about each of the character's thoughts around the same event.


### Feelings and Perspectives

Or:

*"How does the little monkey feel when the lizard splashes water in his face?"*

*"Why does he feel like that?"*

*"And what is the lizard feeling?"*



Add that they should also talk to their children about the differences between what the characters in the book can see and know. They can do this by first asking their children what they know about an event.

Then they can ask their children to talk about what each of the characters knows about the event. Then they can ask their children why they think there is a difference between what each of the characters knows.

The caregivers can also talk about differences in what the characters in the book feel. They should start by asking their children to identify the character's feeling. They can say something like "What/how is the (character) feeling?" Then they should ask their children to think about why the character is feeling that way. They can ask something like "Why is the (character) feeling like that?"

### Session 5 Slide/Card 43

Tell the caregivers that they can encourage their child to talk about why the characters in the book are doing what they are doing by asking their child why they think they are doing this, and also that different people see and think differently, and therefore also do things differently:

#### Talking About Intentions and Perspectives

- It will help the development of your child's language and thinking if you encourage your child to talk about why the characters in the book are doing what they are doing. It can help them understand people and get along with them too.
- You can do this by asking what your child thinks the characters are doing and why they are doing this.
- Help your child see that different people see things differently and can think different things.

### Session 5 Slide/Card 44

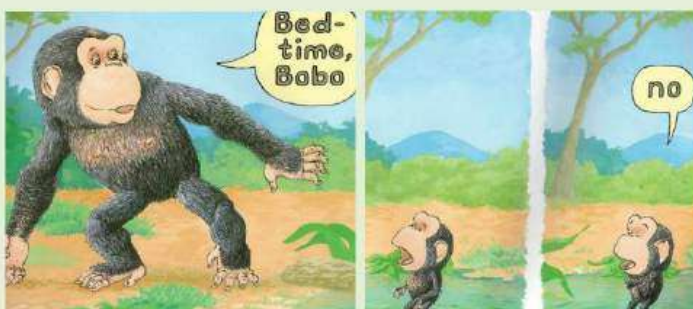
Use examples from the book of the week to show the caregivers how they can talk to their child about different intentions and perspectives of the characters in the book:

#### Talking about Intentions and Perspectives

**So you could ask:**

*"What do you think the mommy monkey wants the little monkey to do?"*

*"Is that what the little monkey wants to do also? Why does the little monkey stay in the water?"*



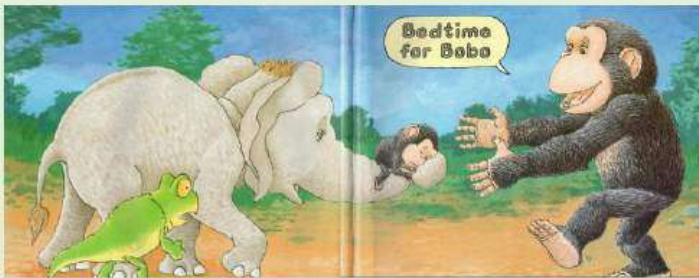


Session 5 Slide/Card 45

## Talking about Intentions and Perspectives

Or:

*"When the elephant brings the little monkey to the mummy monkey, does the little monkey know that the mother monkey is happy to see the little monkey?"*



Session 5 Slide/Card 46

Then, summarise the main points contained in this session.

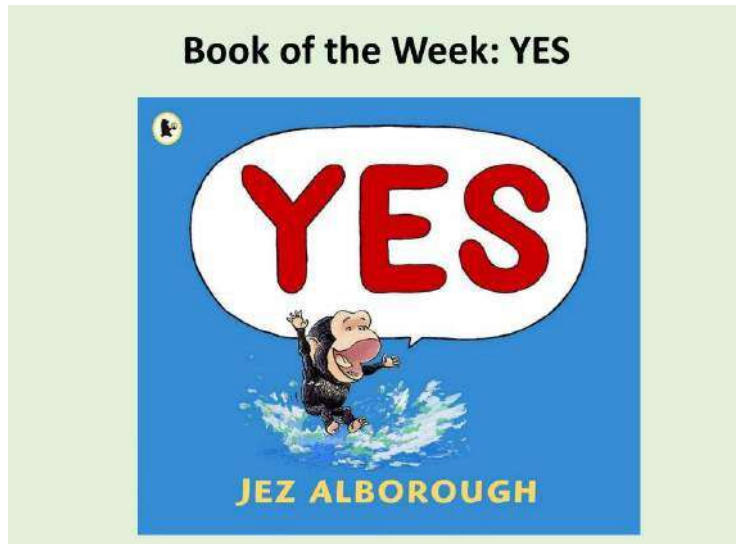
## SUMMARY

- Book-sharing should always be FUN for your child
- Always follow your child's lead
- You can help your child learn about feelings by encouraging your child to talk about what the characters in the book are feeling
- Encourage your child to think about *why* the characters feel the way they do
- Ask your child questions about what the characters in the book are **thinking** and **intending**
- You can do this by asking your child **why** they think the characters are doing what they are doing
- **Help your child see that different people can think different things**
- Highlight differences in what you and your child can see or know and what the characters in the book see and know
- Help your child to see that the different characters in the book have different feelings

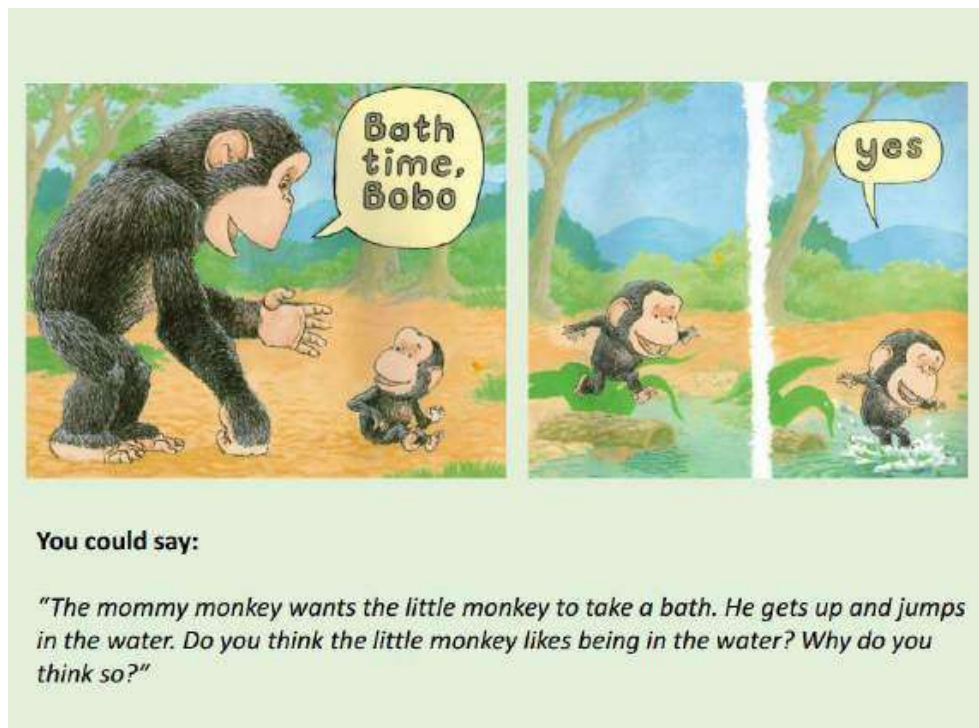
**Find opportunities to praise your child**  
**Always be supportive and encouraging and never be critical**

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 5 Slide/Card 47**



**Session 5 Slide/Card 48**



**You could say:**

*"The mommy monkey wants the little monkey to take a bath. He gets up and jumps in the water. Do you think the little monkey likes being in the water? Why do you think so?"*

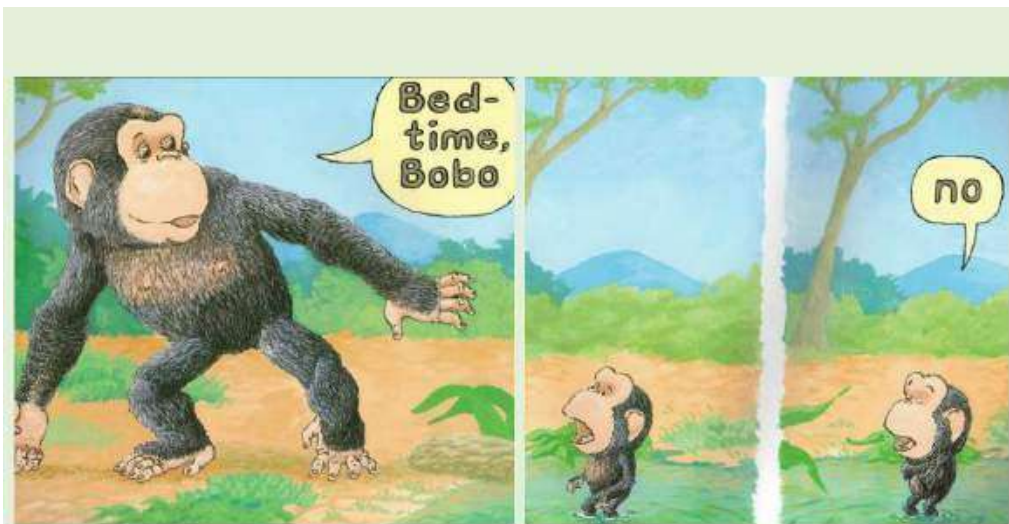
Session 5 Slide/Card 49



**You could say:**

*"Look, the mommy monkey is pouring water on the little monkey's head. What is the little monkey doing now?"*

Session 5 Slide/Card 50



**You could say:**

*"Now it's time for the little monkey to get out of the water and go to bed. Look he is crossing his arms. Why do you think he is doing that?"*



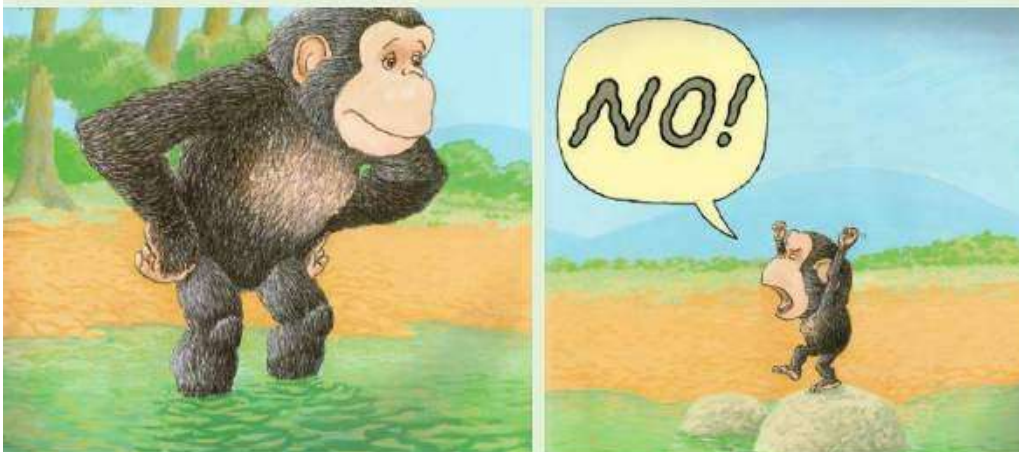
Session 5 Slide/Card 51



You could say:

*"The little monkey **really** does not want to get out of the water. What is he doing when the mommy monkey tries to get him out of the water?"*

Session 5 Slide/Card 52

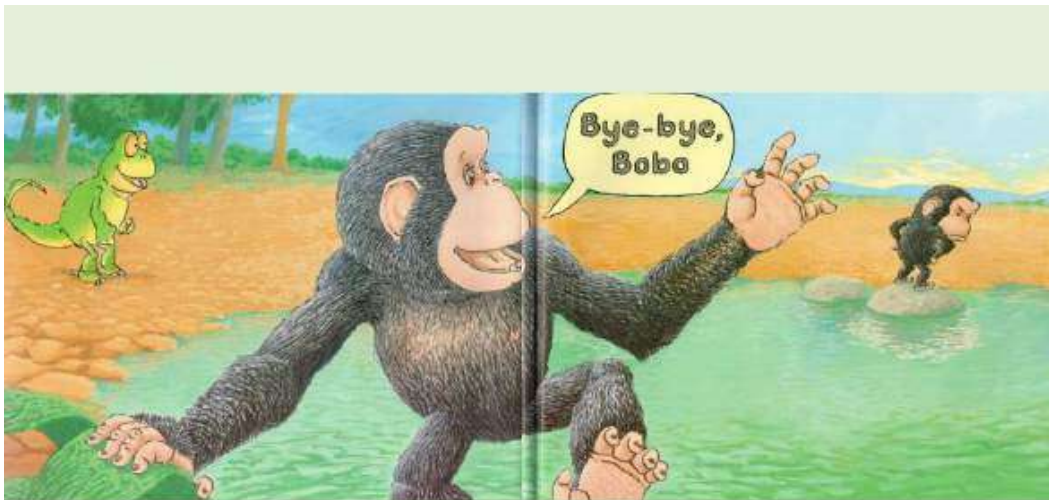


You could say:

*"The little monkey wants to stay in the water. Is that what the mommy monkey wants the little monkey to do?"*

*"What is the little monkey doing now?"*

Session 5 Slide/Card 53



**You could say:**

*"Look, the mommy monkey has decided to leave. What is the little monkey doing?"*

*"Who is that standing next to the water? That looks like a lizard. What do you think the lizard wants to do?"*

Session 5 Slide/Card 54



**You could say:**

*"We can see the mommy monkey is hiding behind the trees. She is watching the little monkey."*

*"What do you think the little monkey is feeling? Do you think he is still having fun in the water?"*

*"The lizard is coming closer to the water. What do you think is going to happen next?"*



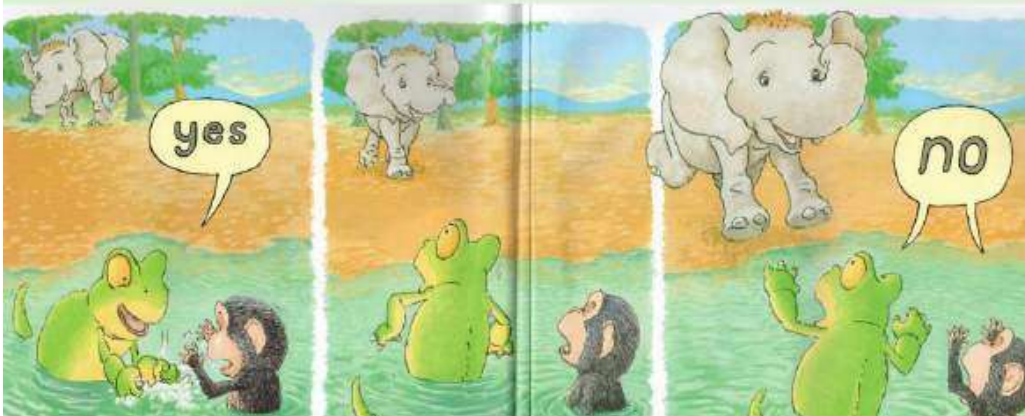
Session 5 Slide/Card 55



**You could say:**

*"The lizard runs towards the water and.....SPLASH! He lands in the water, splashing water in the little monkey's face. Does the little monkey like having water splashed in his face? What does he do to the lizard?"*

Session 5 Slide/Card 56

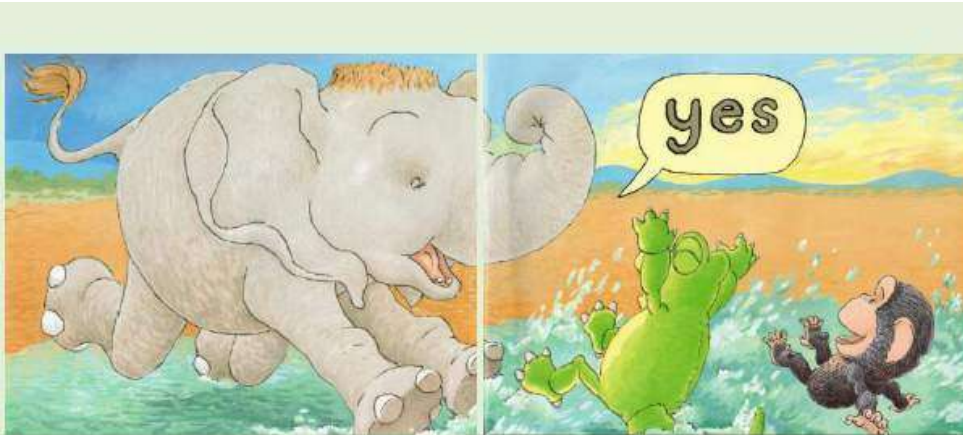


**You could say:**

*"The lizard and the monkey are splashing each other with water. Who is that coming from the trees? That's an elephant. The elephant is running towards the water. What do you think the elephant is going to do next?"*



Session 5 Slide/Card 57



**You could say:**

*"The elephant jumps in the water and makes a big splash. What is happening to the lizard and the monkey? How are they feeling now?"*

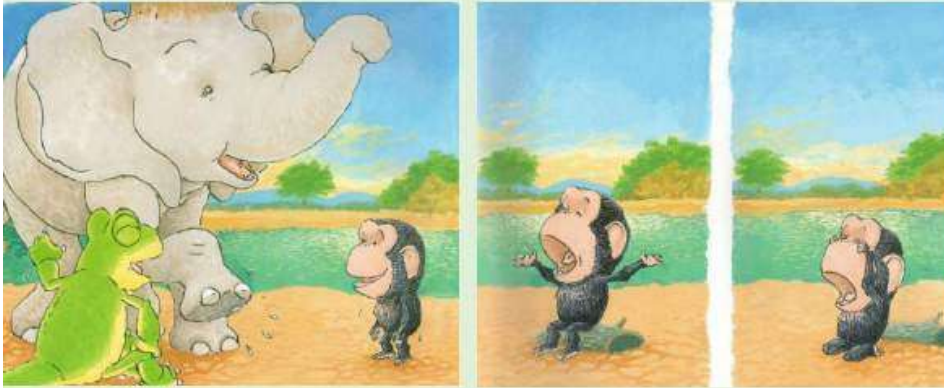
Session 5 Slide/Card 58



**You could say:**

*"Look, the monkey, the lizard and the elephant are all playing in the water. What is coming out of the elephant's nose? How do you think they are feeling?"*

Session 5 Slide/Card 59



**You could say:**

*"Now they are out of the water. What is the little monkey doing? He is yawning. Why do you think the little monkey is yawning?"*

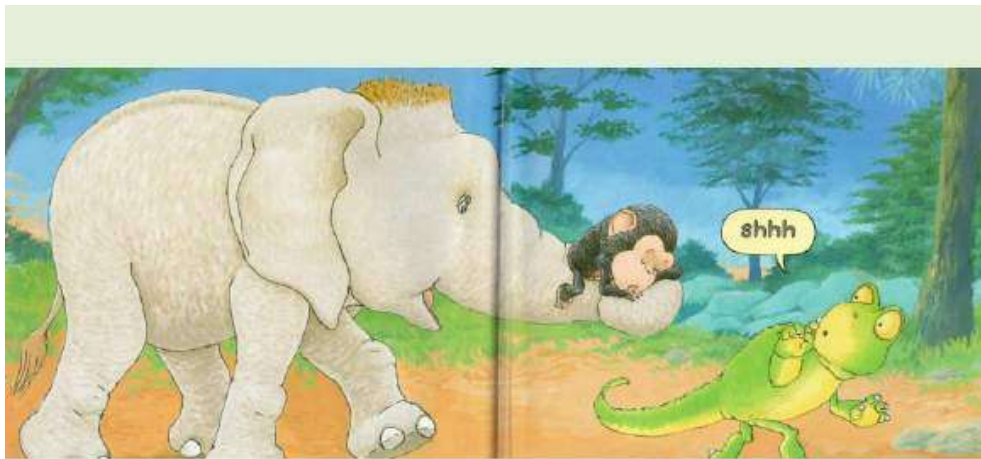
Session 5 Slide/Card 60



**You could say:**

*"The little monkey has fallen asleep. What is the elephant doing? Why is he doing that?"*

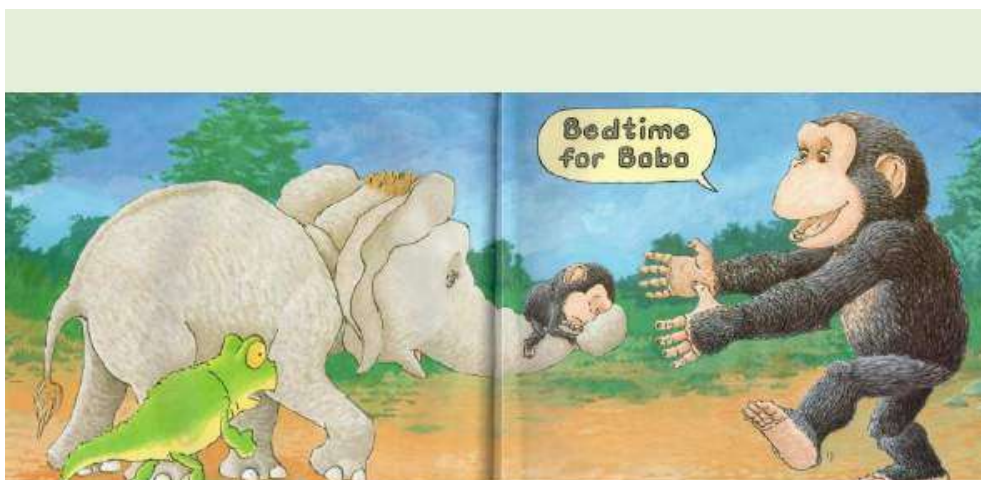
Session 5 Slide/Card 61



**You could say:**

*"Look, the elephant is carrying the sleeping monkey. The lizard is putting his finger to his mouth. Why is he doing that?"*

Session 5 Slide/Card 62

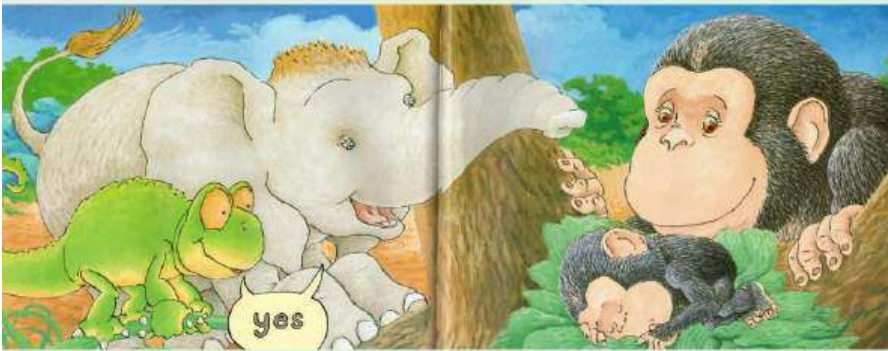


**You could say:**

*"The elephant and the lizard brought the sleeping monkey to his mommy. What do you think the mommy monkey is going to do now?"*

Session 5 Slide/Card 63





**You could say:**

*"Look, the mommy monkey put the little monkey in his bed. He must be very tired after all that playing!"*

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

### **Take Home Card for Session 5**

- Book-sharing should always be FUN for your child
- Always follow your child's lead
- You can help your child learn about feelings by encouraging your child to talk about what the characters in the book are feeling
- Encourage your child to think about *why* the characters feel the way they do
- Ask your child questions about what the characters in the book are **thinking** and **intending**
- You can do this by asking your child **why** they think the characters are doing what they are doing
- **Help your child see that different people can think different things**
- Highlight differences in what you and your child can see or know and what the characters in the book see and know
- Help your child to see that the different characters in the book have different feelings



**Find opportunities to praise your child**  
**Always be supportive and encouraging and never be critical**