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Introduction

The EVERY WORD COUNTS programme was developed for those who care for and work with babies and young children. It is designed to build knowledge and practical skills for supporting early language and literacy development.

Who is the Facilitator's Guide for?

- This guide was designed to be used by facilitators running Every Word Counts workshops for home visitors, ECD practitioners, parenting group facilitators, parents and caregivers.
- The facilitators should have experience in how to facilitate a group – the programme involves lots of discussion and group participation rather than lecture-style presentation.
- The facilitator should have some background knowledge on how young children learn, be positive, non-judgemental, organised and who can have fun too!

How to use the Facilitator's Guide

The Facilitator's Guide is aligned with the Workbook for participants. The Facilitator's Guide includes facilitation ideas and tips, answers to questions, and additional information for facilitators. The Workbook has space for participants to write their own notes.

The guide covers six sessions, and all of the sessions include:

- **Activities linked to an overall theme:** there 10 to 12 activities for each session and each activity should take between 5 and 15 minutes to complete.
- **Images with speech bubbles:** these images provide the focus for different activities and lead into activities and discussion.
- **A list of resources for the session:** the resources will be used for practical activities and should be prepared before the session.

- **Encouraging messages** to share with parents/caregivers or an **encouraging phrase** for them to use with the children in their care.
- **Things to think about and try:** suggested tasks for participants to think about and try out at home and/or in their ECD centre.
- **Time for feedback:** participants have an opportunity to share what they have tried since the last session.

Each session includes some activities that will be completed in the big group, others are better suited to small group work or in pairs. There are also a few activities for participants to complete on their own. As a facilitator, you will need to gauge the mood of the group, keep track of time, and assess whether some activities need to be adjusted. For example, you may decide to open up a discussion in the big group, if you feel that important points are being made during a small group activity. In the interests of time, you may decide to present an activity in the big group, rather than in small groups.

Essential skills for facilitators

Some adult learners may be shy and reluctant to participate, possibly because of language challenges or because they are self-conscious about their lack of formal education. Being in a 'classroom' can be very stressful for adult learners, so it is important that you **take off your teacher's hat**. This is not a "talk and chalk" programme where you (the facilitator) are the expert. All the participants will have knowledge and experience to share, and will learn from you as the facilitator and from each other.

To guide you in facilitating a positive adult learning space, we have listed some principles and tips for facilitating adult learning. Many of these ideas are adapted from the UNICEF Parenting Education Toolkit:

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Working with families to support young children https://www.unicef.org/southafrica/SAF_resources_parentals.pdf.

Group leadership skills and facilitation tips

- **Time keeping:** This is essential. It helps to keep the discussion on track and prevents too much time being spent on one topic.
- **Addressing common concerns:** Look for opportunities to help participants see that others share their concerns. Participants may feel that they are the only ones with a particular problem. Look for common threads or themes and promote the group's awareness by asking questions such as: "Who else has?" or "It seems like many of us are concerned about ...".
- **Linking:** This involves careful listening for comments and feelings, identifying common themes or linking to new knowledge.
- **Redirecting:** Sometimes participants need to discuss issues with each other and not just the facilitator. One strategy is to redirect a question by asking: "What do the rest of you think/feel about this?"
- **Summarising:** This is essential! This helps participants to understand concepts and skills discussed and to integrate what they have learnt. This can be done throughout the session.
- **Working from participants' understanding and experience:** It is important to recognise what participants bring to the sessions and build on their knowledge in a non-judgemental and inclusive way. Ask for examples of participants' childhood experiences, their local knowledge and traditional games. Integrate these as examples. It is very empowering for parents to realise that they can use their own experiences to find solutions. They see that knowledge is not just the property of experts, but that everyone has something to contribute.
- **Being a good listener:** Listen carefully during sessions, try not to interrupt, and if necessary, ask 'checking questions' (e.g. "I just want to check if I understood you correctly. Did you mean ...?")
- **Explaining why:** Explaining the focus of each session and the purpose of different activities will help the parents see how they are progressing towards their goals and dreams for their children.
- **Talking and doing:** In addition to discussing new ideas it is important to let participants try out activities for themselves. Experiential learning works best, so provide plenty of opportunities for group work, talking and doing. Play games, read or tell stories together, draw, write messages and share ideas.
- **Giving feedback:** When we give feedback with respect, we encourage open communication and change. We always give some affirmation for effort.
- **Promoting interaction:** Arrange the seats in a circle for the first and last sessions. Make sure to balance discussions with partners and small groups with facilitator presentation. Give participants time to think about, question and discuss what they are learning. Develop an informal buddy system to ease the way for shy parents.
- **Providing encouragement:** Encouragement is the most important facilitation skill. Encouragement means focusing on efforts, improvements, progress and strengths, and demonstrating faith in participants' ability to change and grow.
- **Knowing when you don't know:** If you are not sure how to answer a question, be honest. Say: "I will consult someone who might know and report back." If necessary, refer the parent to an outside organisation.
- **Building leaders:** In most groups, natural leaders emerge. Encourage positive leaders and role models, but don't allow one or two people

Introduction

to dominate the conversation. Make it clear that each person will get an opportunity to share his or her ideas.

- **Acknowledging different languages and cultures:** be conscious about reinforcing the equality of all participants. Make a joint decision with the group about language preferences for the sessions.
- **Asking positive questions:** Sometimes, we tend to focus more on problems. It is important to ask questions that help people recognise and build on their strengths, for example: “What is working well in your family/school/community?”
- **Setting manageable homework tasks:** Start each session with a feedback activity, where parents can be inspired by each other’s experiences. Encourage participants to listen and learn from the experiences of their colleagues, and acknowledge the contributions made by others. Adult learners respond very well when they can see the benefit of the programme in their own lives.

Here are some suggestions for managing problems with difficult group members

- **A participant dominates the discussion:** If this becomes a pattern, you may have to gently interrupt at some point and turn to the whole group and ask: “Does anyone have something to say about this topic?” or “Has anyone else had similar experiences?”
- **A participant is verbally abusive:** This situation demands your immediate attention. It undermines the entire group’s feelings of safety.
- **A participant ‘knows it all’:** You may find yourself in the role of mediator and might say something like: “Bongi seems to have an opposing idea. I wonder what others think.” At all costs you must avoid getting into the conflict yourself.

- **A participant constantly interrupts others:** Often this is just a sign of enthusiasm and is not a serious problem. It can usually be solved by pointing out what is happening to the person interrupting: “Kagiso is not quite finished what he is saying. You will be next, Bongi.”
- **A participant constantly changes the subject:** You can point out that the group has not yet finished with the topic, but that as soon as they have, you will address the new topic.
- **A participant brings up serious concerns:** A person may talk about concerns regarding his personal relationships, or bring up issues relating to a family member or their own problem with substance abuse, accommodation, etc. These are significant concerns, but they are beyond the scope of the course. Tell the participant that you will discuss these matters privately when the session has ended. You may need to refer the person to an organisation or someone who can give them the necessary help.

Welcome and introductions

Work in the big group

- 1 Introduce yourself and share a little of your background and whether you are a parent, grandparent or if you care for young children.
- 2 Enjoy getting to know each other while the facilitator leads a warm-up activity such as a song, a prayer or an icebreaker game.
- 3 Page through the Workbook that the facilitator hands out. The Workbook is for you to write your own personal notes. You should use the language of your choice and if you prefer, use drawings, diagrams or highlight text to remind you of the points or ideas you'd like to remember.
- 4 Discuss which languages are spoken by people in the group. Agree on which languages will be used during sessions and if necessary, appoint a translator from the group.
- 5 Discuss basic ground rules for the sessions. Here are some examples:
 - It is important to keep the space safe, to listen to one another and give each person time to speak and ask questions.
 - Agree on turning off mobile phones during the sessions.,

Resources

Whiteboard markers, flipchart, register, pens, name tags, laptop, data projector and extension cord (optional).

Facilitator's notes:

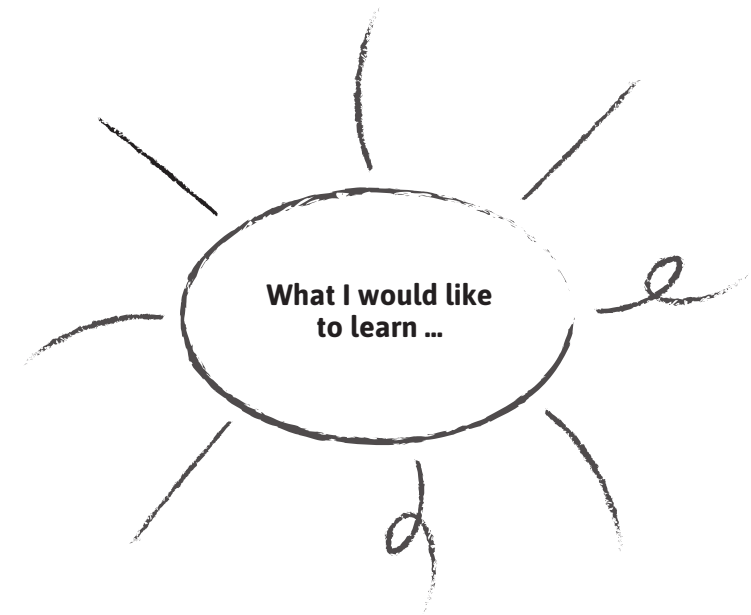
- Make sure that everyone has signed the course register and give everyone a name tag.
- Remember to give directions to the toilet, and tell participants if and when you will take breaks for tea.
- Remind the group that there will be no formal teaching, but that they will learn through activities and play. This is the group's time to share ideas, ask and answer questions and enjoy being together.
- Remind participants that there are six 2-hour sessions in total and they must attend at least five sessions in order to get a certificate.
- Explain that you would like everyone to have a chance to speak, rather than have a few people always answering.
- Explain that there will be activities to try with young children after each session.

What would I like to learn?

Work in pairs

- 1 **Chat to another participant** and share what you would like to learn on this course. Make notes on the mindmap.
- 2 **Report back** to the whole group while the facilitator writes up the expectations of the group on newsprint.
- 3 **Listen as someone reads this paragraph:** We all want to help our children fulfil their potential (to be their best selves). The purpose of this course is to build on what you are already doing to support young children's learning. We will be learning together, and from each other. Let's keep the space safe and respect each other.

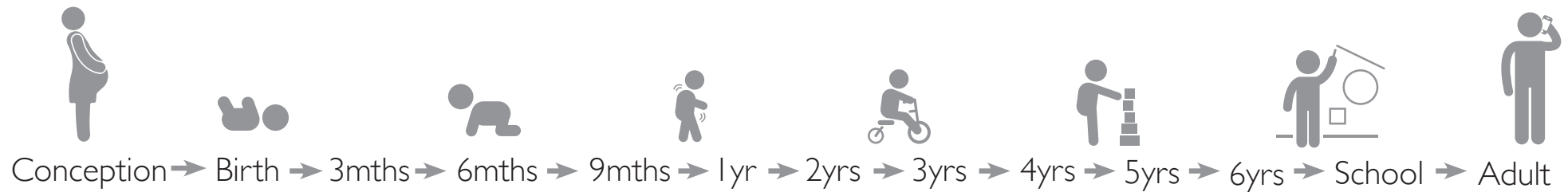
Facilitator's notes: Refer to what participants said they would like to learn about. Identify which topics you will be able to cover during the course. If participants want more information on certain issues, suggest that they invite someone from another organisation to introduce this topic at a follow-up session.



When does learning start?

Work in small groups

1 When does learning start? Look at the timeline and discuss this question in small groups and then give feedback in the big group:



Facilitator's notes: What happens during pregnancy and in the first few days and months of babies' lives has an influence on their ability to learn and fulfil their potential. How do we know this? We have always watched how children's bodies grow, but it has not always been possible to see what is happening inside their brains. Recently researchers have been able to use scans to look at what happens in children's brains as they grow and develop. They have found some surprising things:

- Although every baby is born with the potential to learn, a baby's brain is not fully developed at birth and brains are built over time.
- Children's ability to learn is influenced by what they inherit from their parents through their genes as well as by their early experiences. These experiences actually shape the brain.
- A warm, nurturing, responsive relationship with a caregiver helps a child's brain to grow!

Learning is a journey

Work in the big group

- 1 Can you think of something new that you have recently learnt to do? Share your experience with a partner.
- 2 Do you agree with this statement?
Learning something new is often difficult, no matter what your age. We need to encourage and praise our children. If we laugh at their mistakes or embarrass them, they may not feel brave enough to try again.
- 3 **Look at the pictures and listen as the facilitators reads this paragraph:** Learning is a journey. It takes time and much practice in a safe space to develop a new skill. When babies are learning to walk they take months to develop the skills needed to walk independently. They practise each new skill over and over before they progress to the next level. These pictures show a very young child on the journey to becoming an independent walker with the help of the mother's encouragement and support. During this course, we are going to talk and learn about all the different skills children need on their journey to becoming successful readers and writers. As with the baby learning to crawl and walk, children need practice, support and encouragement.



What do we teach children in our care?

Work in the big group

- 1 Think about the children in your care and the things you have taught them this week. Think about informal, everyday things. Make notes below and then share with the big group.

Last week I taught my child _____

Facilitator's notes: Remind participants that you are not focusing on school work, but everyday things such as: how to dress themselves, how to pack their school bags, how to greet other adults. As participants share their ideas, ask questions such as: Why is this important? What did the child learn?



How do young children learn?

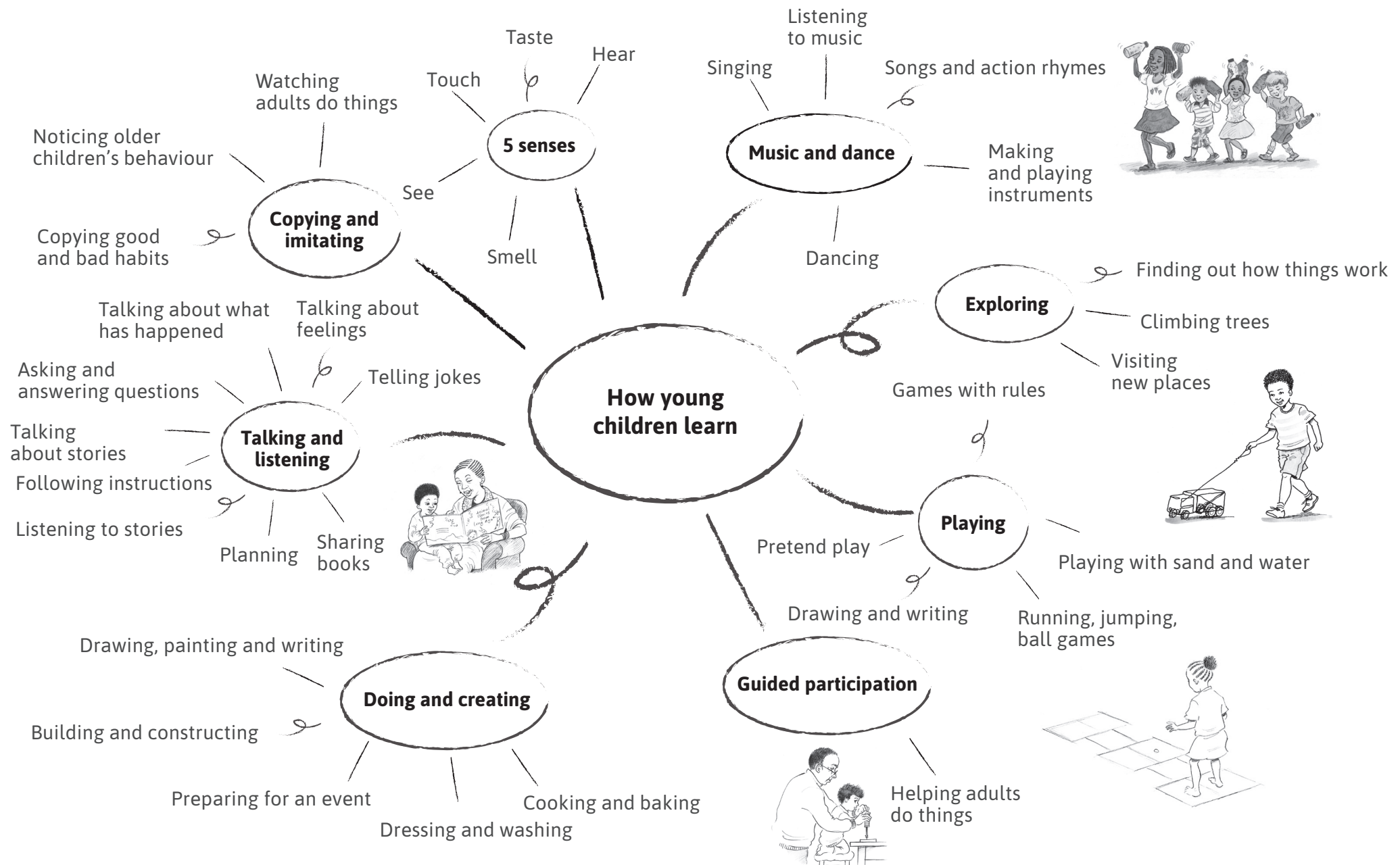
Work in small groups

- 1 The facilitator will ask each group to discuss part of the mind map on the next page. Think of examples from your own experiences with young children and share these in the group.
- 2 Answer these questions:
Which of these activities do your children do (either your own children or the children you teach)?

Which of these activities would you like to do more of with the children you care for?

- 3 Share some of your ideas with the big group.

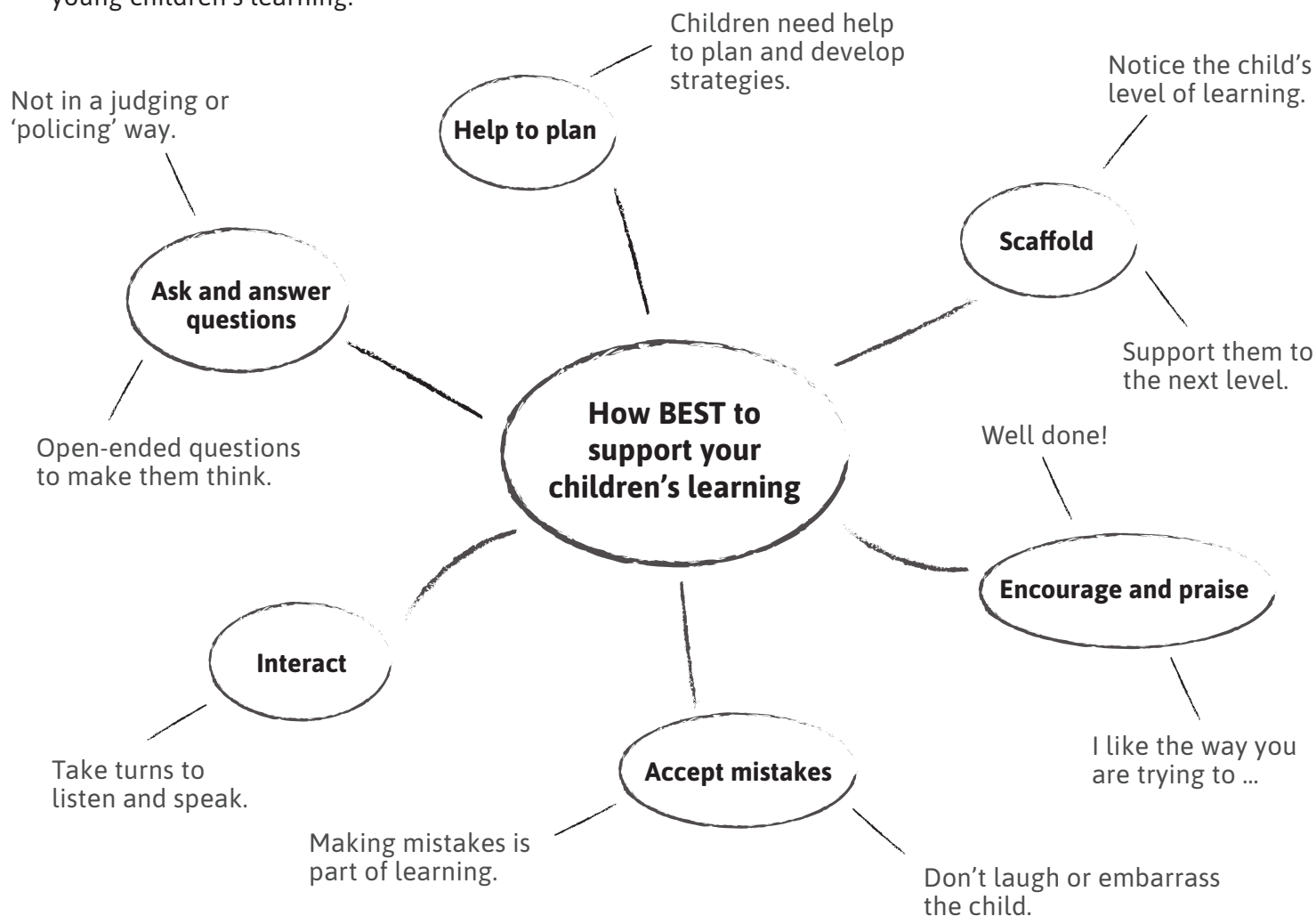




How can we support young children's learning?

Work in the big group

- 1 Look at the mindmap below and listen and make notes as the facilitator explains how we can support young children's learning.



Facilitator's notes: Ask

participants to give the word for terms like 'scaffolding' and 'interacting' in their own language. Here are some key points to make:

- Scaffolding means noticing the child's level of skill and understanding, and then supporting or guiding them to the next level.
- Interacting means sometimes we listen to our children and sometimes they listen to us – we take turns.
- Asking the right sort of questions is a powerful way to stimulate logical and creative thinking. The best questions are open-ended questions which don't have one answer, such as: "What do you think will happen if we do...?" or "Have you seen something like this before? Where?"

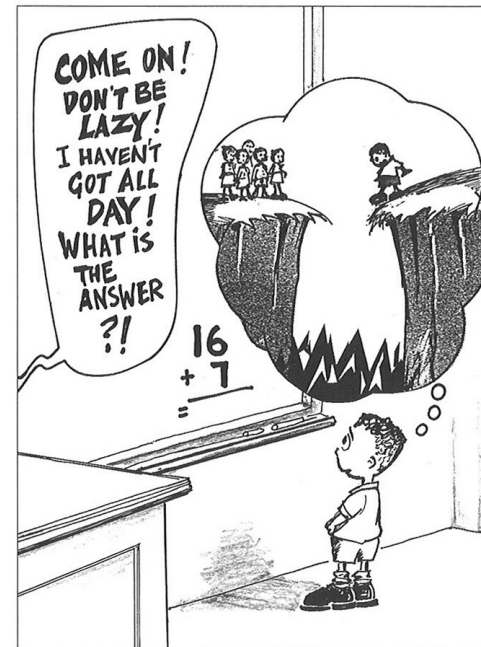
How our attitudes influence children's learning

Work in pairs

- 1 Look at the cartoon picture. If you think back to your school days, which of these two pictures best describes how you felt about school? Why? Discuss with a partner.
- 2 Now imagine you are the little boy in the picture on the left. How would you feel?

- 3 In which situation do you think children learn best?

- 4 Share some of your ideas in the big group.



Permission granted to use the above cartoon from: Winkler, G., Modise, M., and Dawber, A. (2004). All children can learn. A handbook for teaching children with learning difficulties. Second Edition. Cape Town: Francolin Publishers.

Choosing my own way of parenting and teaching

Work in pairs

- 1 **Read and discuss:** When we were children our parents, caregivers or extended family looked after us and we also attended a preschool and school. Our parents and teachers had certain rules and ways of treating us, or ways of being as a parent or teacher – let's call these 'parenting or teaching strategies'. Now you will have a chance to think about these strategies and decide for yourself which of them you want to continue using 😊 and those you do not want to use ☹️. Some of us have had very painful experiences as children. You do NOT have to write or talk about these at all. You do NOT have to talk about anything that makes you sad or angry.

2 Make notes here:

When I was a child...

YES 😊

NO ☹️

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Things that I want to do differently with the children in my care...

Now that I am a parent or a teacher, I want to do these special things with my children...

Facilitator's notes: As some of the parents' reflections may be painful or uncomfortable, facilitators need to be sensitive. However, this activity should not become a counselling session. The purpose is rather to help parents reflect so that they can make changes and positive choices on how they parent their own children.

Topics we will cover in the course

- 1 Listen as the facilitator explains the topics that will be covered in the course.



Talk



Play

Draw and write



3- and 4-year-olds



Share books and notice print



Tell stories and sing

Facilitator's notes: It is very important that throughout the course you show respect for people's cultural beliefs about young children's learning, while finding ways to share new information in a non-threatening way.

Over the next week, think about each of the following questions. Write your answers in the space below each question.

- Make a note of a time when warm and loving communication happened between you and a young child. Where were you? What were you doing? Why was it good? (For example: We didn't rush; we listened to each other and we said what we felt.)

- Decide on something you will do this week to make your child/ren feel loved.

- What routines do you have in place for your child/ren?

- When do your best 'teaching and learning moments' usually happen?

Date and time for the next session

SESSION 2

Talk



Activity 1

3- and 4-year-olds

15

Feedback

Work in small groups

- 1 Since the last session, can you remember any 'teaching and learning' moments you enjoyed with young children. Share in the group.
- 2 Was there a time in the last week when warm and loving communication happened between you and a young child? Where were you? What were you doing? Why was it good? (For example: We didn't rush; we listened to each other and we said what we felt). Share in the group.
- 3 Give feedback in the big group and make your own notes.

My ideas and ideas I got from the group

Enjoy good talking time

Work in the big group

- 1 Share your ideas about what is happening in the picture.

Facilitator's notes: The children and their mother are sitting chatting while they finish their meal. Their mother takes time to listen and makes sure they all have a chance to talk. Sometimes they talk about their day, sometimes they talk about how they are feeling, sometimes they tell stories and jokes. We call this 'good talking time'.

- 2 When can you encourage 'good talking time'? Make notes as you listen to others.

Facilitator's notes: Before sleep time, during meal times, after eating, in the car or taxi, during bath time, walking from preschool.

- 3 How can you encourage 'good talking time'? Brainstorm ideas while the facilitator writes these on a flip chart.

Facilitator's notes:

- Talk about what the child is interested in
- Listen to what children have to say
- Turn off the television
- Encourage children to ask and answer questions
- Be patient if young children don't say all their words correctly at first.



Use feeling words

Work in pairs

- 1 Look at the two pictures and read the speech bubbles. How is the grandmother helping to build her grandchild's language? Discuss and then give feedback in the big group.

Facilitator's notes: In Picture 1 the grandmother has given her grandson the word for how he is feeling – excited! He has repeated the word in his own way. Children learn language in a playful way while they are busy with everyday activities. In Picture 2 the boy is using his new word again. His grandmother is encouraging him and repeating the word.

- 2 Close your eyes and think about how you are feeling. What words can you use to describe how you feel? Start like this:

I feel _____ because _____

- 3 What feeling words could you share with a child you care for?

How am I feeling? (emotions)	How is my body feeling?
happy, sad, angry, excited, anxious, scared.	hot, cold, hungry, tired.

- 4 Listen as the facilitator reads this paragraph: Encourage children to talk about their feelings and give them the words they need to be able to tell you how they feel. Helping children understand and express their feelings can help them to manage their behaviour.

1



2



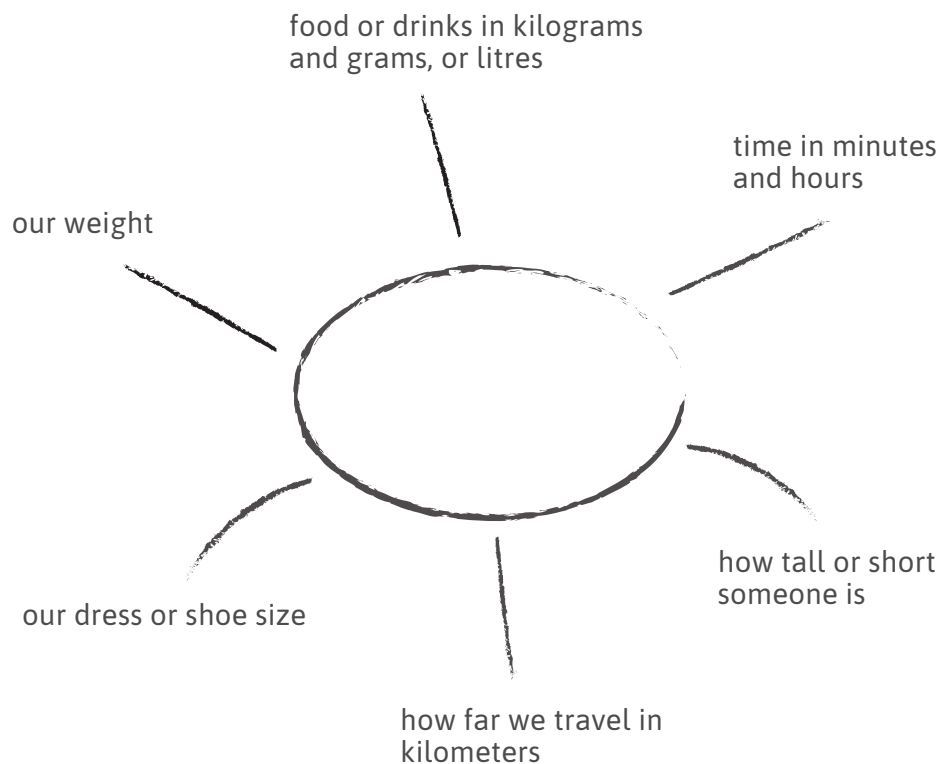
An encouraging phrase to use with a child

I can see you are feeling sad/happy/excited/scared.

Use measuring words

Work in pairs

- 1 **Listen as someone reads this paragraph:** In this picture, the father is having fun with his son and learning to compare sizes and use measuring words at the same time! Did you think you could learn about maths while comparing shoe sizes?
- 2 Make a list of other things that we measure every day. Write your ideas in the mindmap and share in the big group.



Resources

Cups, plastic caps of different sizes and colours, shoes of different sizes.



An encouraging phrase to use with a child

You worked that out fast! Good thinking.

Use words to describe things

Work in the big group

- 1 **Listen as someone reads this paragraph:** In picture 1 the little boy is sorting and matching socks with his mother. They are talking about the colours and patterns on the socks and his mom is giving him words to describe what he sees. In Picture 2, the children and their father are talking about a new gate in their neighbourhood. They are using words to describe what they see. They are also learning to look carefully and notice how things are different and the same.
- 2 When can you and your child use words to describe the things around you? For example: 'Let's put on your dark blue shorts today'; 'Be careful of that sharp piece of wood'.

Facilitator's notes:

- As you fold and sort washing together, describe the clothes. For example, 'Pa's shirt has blue and red stripes and Ma's has sparkly buttons'.
- Find pictures in brochures or magazines and use descriptive words to talk about the pictures – 'those sausages look fat and juicy'; 'that jacket looks warm and cosy'.
- Collect different colour and size lids and help your child to sort them while you describe them. For example: 'Here's a big red lid. Should we put all the red lids here? Here's a tiny blue lid ...'

An encouraging phrase to use with a child

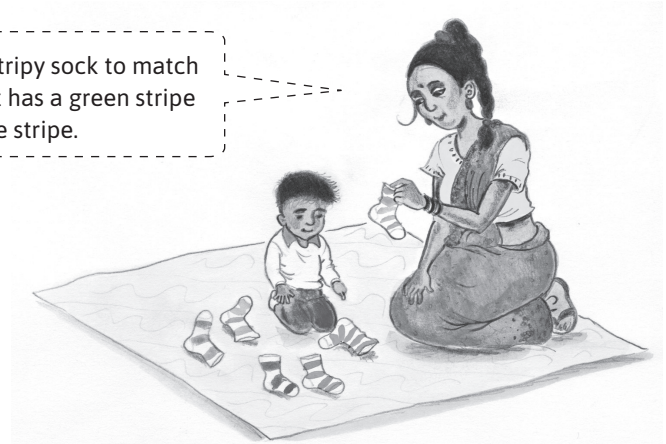
Thanks for helping.

Resources

Lids of different colours and sizes; buttons, shells or stones; an egg box for sorting.

1

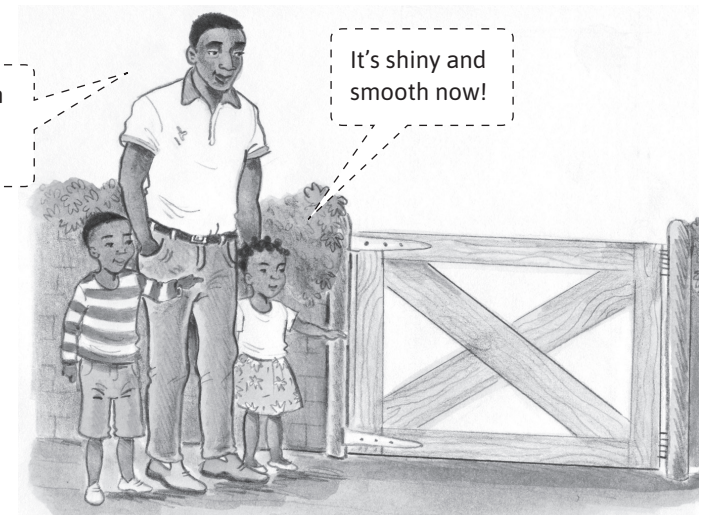
Can you find a stripy sock to match this one... look it has a green stripe and then a white stripe.



2

Remember how rough the wood on this gate used to be.

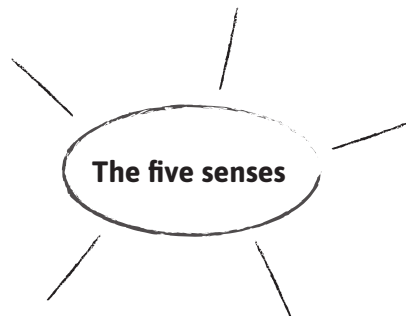
It's shiny and smooth now!



Use words to describe things

Work in the big group

- 1 **Listen as the facilitator reads this paragraph:** In this picture the little boy has tasted a lemon for the first time and his mother gives him the word 'sour'. We can use meal times to introduce different words, especially 'taste' words. Children learn these new words more easily when the word goes with an experience!
- 2 Taste is one of our five senses. What are the other senses? Fill in the mindmap below.



- 3 The facilitator will pass around objects for you to see, hear, taste, smell and touch. Share words that can be used to describe each sense.
- 4 Think of things you could collect to put in a sensory box or feely bag for young children.

An encouraging message to share with a caregiver

Give your children opportunities to try many different things.

Resources

Items to demonstrate the five senses: TASTE: lemon, sweet fruit; SMELL: soap, curry powder; TOUCH: pot scourer, velvet, wool; SIGHT: bright cloth, dark cloth, torch; HEARING: rattle, balloon.

Sour, yes, lemons are **sour**!

I like lemons even if they are sour. Look!



Facilitator's notes: Words to describe the five senses:

Taste: salty, sweet, burny/hot, sour, delicious

Touch: rough, smooth, hard, soft, sticky, sharp

Hearing: loud/soft, near/far

Sight: light/dark, bright/dull/faded

Smell: sweet, bad, burnt, delicious

Use position words

Work in the big group

- 1 Watch the facilitator as she hides a favourite soft toy. Describe where you think the soft toy is hiding. Give these words in your home language.

Facilitator's notes: Hide the soft toy behind / on / under / between / next to. Make sure it is just visible so that participants can describe where it is!

- 2 Look at the picture and notice how the father pretends he can't see the children and uses important words such as 'behind' and 'under' to talk about where the children are hiding. Knowing these easy words helps children later with maths. They are best learnt in a fun sort of way. Can you think of other position words children can learn? Write these below.

Facilitator's notes: on top, behind, in, on, over, in front, under, next to.

- 3 Listen as the facilitator reads this paragraph: There are so many opportunities for learning every day – just add words to what you are already doing e.g. 'Can you check if my shoes are under the table?'; 'Please put the rubbish behind the gate'.

Resources

Two or three objects to hold to introduce position words – a bean bag or toy.



An encouraging phrase to use with a child

I'm excited to see what you do.

Use number words

Work in the big group

- 1 Look at the pictures. What do you notice about the way the child is counting? What does his mother do to help him?

Facilitator's notes: In Picture 1 the boy is counting and making mistakes – this is how children start learning to count. He is just 'having a go' on his own. In Picture 2 the mother and the child are counting together. She is holding his hand and they are pointing to each potato as they count. To be able to count, a child needs to match one counting word to one object. This is often difficult for young children.

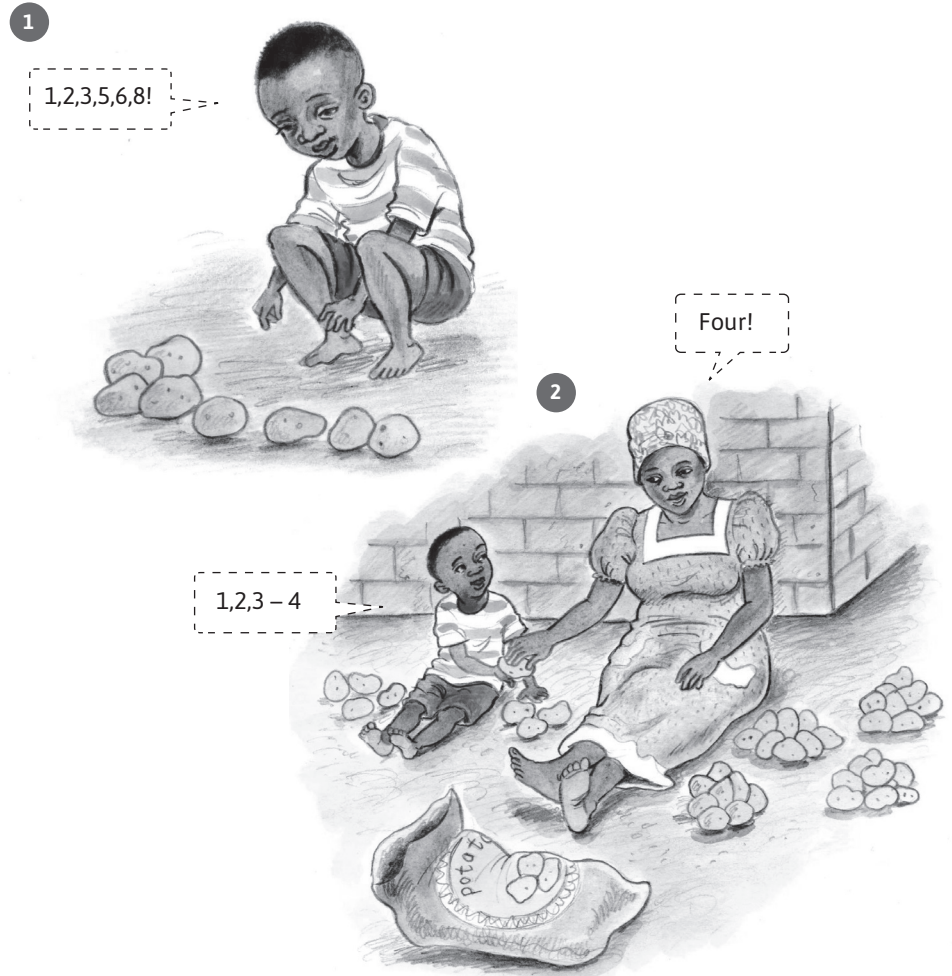
- 2 Can you estimate how many apples are in this bag? Or how many beans there are in this packet? Have fun trying this with young children.
- 3 **Listen as the facilitator reads this paragraph:** Children often start learning to count by imitating the counting of older children and adults. Initially young children do not fully understand the meaning of the words and might skip numbers in a counting sequence. Children develop the skill of counting when they count real objects and are encouraged and praised for trying.

An encouraging phrase to use with a child

Good counting! I like the way you're thinking.

Resources

Objects that can be counted or estimated eg apples, balls, oranges, socks, spoons.



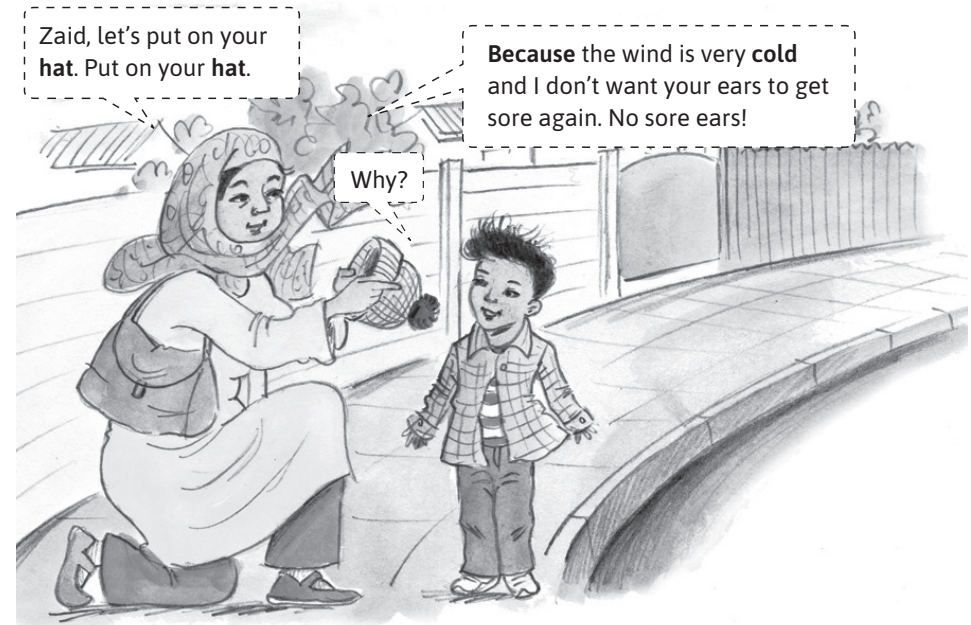
Ask and answer questions

Work in small groups

- 1 **Choose someone to read this paragraph:** In this picture the mother wants to put on her child's hat. The child wants to know why he needs a hat and his mother explains. Now he feels better about doing what she asks because he knows why he must put his hat on.
- 2 Do you remember a time a young child asked 'why?' How did you answer?

- 3 How do other adults you know feel about children asking questions? In your family are children encouraged to ask questions? When? With whom? Share your group's ideas with the big group.

Facilitator's notes: Don't let anyone feel that they are wrong as they share different views. Children generally ask questions because they want to know more and find out more about their world. Some adults consider it 'cheeky' for children to ask questions. Talk about the difference between 'cheeky questions', and when children really want to find out the answer.



An encouraging phrase to use with a child

It's good to be curious.

Ask and answer questions

Work in small groups

- 1 **Listen as someone reads the speech bubbles and this paragraph:**
In this picture the grandmother and the little girl are baking. The little girl feels very comfortable asking questions. Her grandmother answers her questions but also gives her a chance to think first by asking: 'What do you think?' Some children need more time to answer questions – remember to listen and be patient. A warm and trusting relationship is the first step in building strong language foundations.
- 2 If children are not used to asking and answering questions, try asking some yourself, and then thinking of the answer together. For example: 'Do you think it's going to rain today? Let's look outside and see if there are any clouds'; 'I wonder why that lady is so grumpy? Maybe because she had to wait so long in the queue'. Write down another example:

- 3 **Listen as the facilitator reads this paragraph:** Asking and answering questions is one of the ways children learn. It is very important that children feel safe asking questions and giving answers – even if these are not always correct. Incorrect answers are part of learning together.



An encouraging phrase to use with a child

That's a great question!

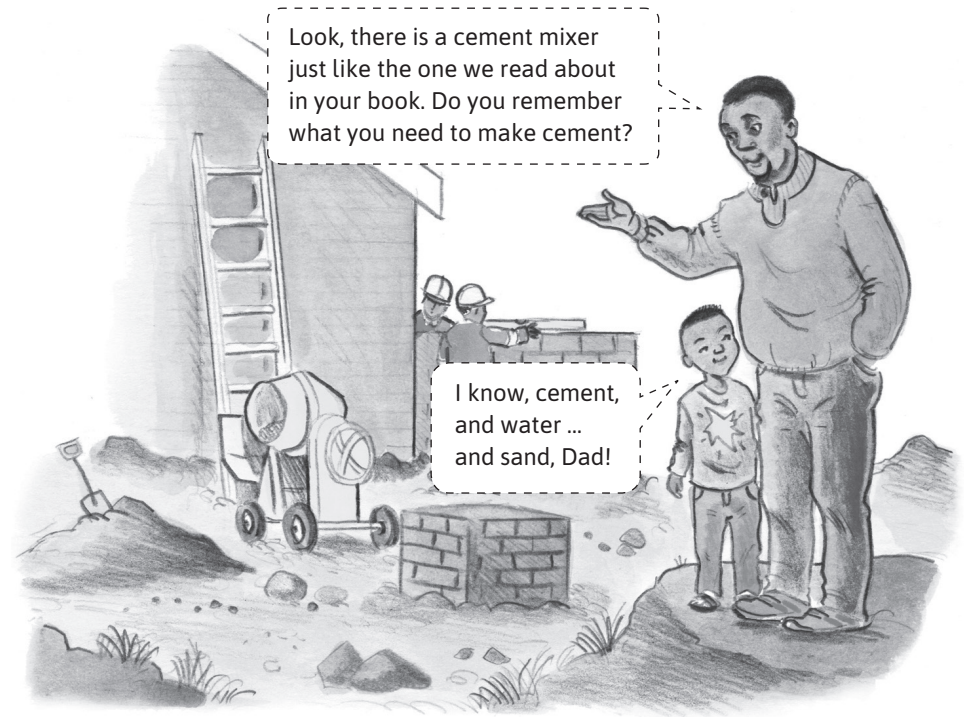
Follow children's interests

Work in pairs

- 1 **Choose someone to read this paragraph:** In this picture the father is pointing out the cement mixer at a building site. They are also talking about how cement is made. The father knows his son is interested in building so they often walk past the site. At home they also have a book about building. The little boy is learning many new things and sharing a special interest with his father. He feels confident asking and answering questions.
- 2 Think of a young child you know well. Talk about what he/she is interested in and how you can use this interest to support learning.
- 3 Are there some family members with a special interest that they could share with your child?

Facilitator's notes: Here is an example: My son is 4 years old and he is interested in baking. We bake together and I write down easy recipes with pictures. We make a shopping list together and buy ingredients. He also likes to bake bread with his pa.

- 4 Do you ever go on outings to learn about and experience new things? For example, to a park or garden; the beach; a museum. Share with your partner.



An encouraging phrase to use with a child

It's fun to do things with you!

Try out some of the new ideas you learnt about in this session. You can share these ideas with friends and family; spread the word! Make a note of the things you try.

Make a note of new words children use.

Make a note of questions children ask.

Date and time for the next session

Play



Activity 1

3- and 4-year-olds

15

Homework feedback

Work in small groups

- 1 Give feedback on when you enjoyed 'good talking time'.
- 2 Share some of the new ideas you tried for building children's language.

My ideas and ideas I got from the group

[illegible]

- 3** Put a tick next to the things you tried and didn't manage to try.

Things I tried with the children in my care:	I tried this	I didn't manage to try this
I showed children I was actively listening to them.		
I used unusual words and explained word meanings.		
I created a safe space for children to ask questions and gave them plenty of time to think before responding when I asked a question.		
I explained my thoughts and feelings (and the thoughts and feelings of others).		

Different kinds of play

Work in the big group

- 1 Can you give some examples of different kinds of play? Brainstorm ideas as the facilitator makes a mindmap on newsprint. Make your own notes on the mindmap below.

Facilitator's notes: Mindmap: water play, sand play, ball play, building play, playing with playdough, pretend play, listening and thinking games, board games, card games.

- 2 Can you think of three things that children learn from play? Share your ideas as the facilitator writes them on a flipchart.

Facilitator's notes: Children learn so much from play! Play develops problem solving, creativity and concentration. Children learn how to try and see if things work, and to persevere. They learn social skills like following rules, taking turns and managing their feelings if they lose. Play is also a great way to build children's language.

- 3 Do you think it is important for adults to sometimes be involved in children's play? Why?

Facilitator's notes: Children respond and learn when we interact with them in a friendly and playful way. It is important to strike the right balance between adult-led learning and child-led learning. We should be careful not to do things for children, but rather to help them to take initiative, make choices and decisions and learn from their mistakes.

Facilitator's notes: For the next activities you will need to set up 4 stations with different play stations before the session (Water, Pretend Play, Playdough and Puzzles). Make 4 groups and give each group a chance to play for 10 minutes at each station.

Water play

Work in small groups

- 1 Go to the water play station that the facilitator has set up.
- 2 **Listen as someone reads this paragraph:** In this picture the mother has used a large plastic tub and collected things that will pour, float, sink or squirt. She has chosen a warm day and is careful not to leave her children alone with the water. She notices that her child is interested in a leaf and gives her a new word: floating. The child notices that the boat is also floating (fotin).
- 3 Have fun playing with the water using the objects provided. What new words could you introduce during water play?

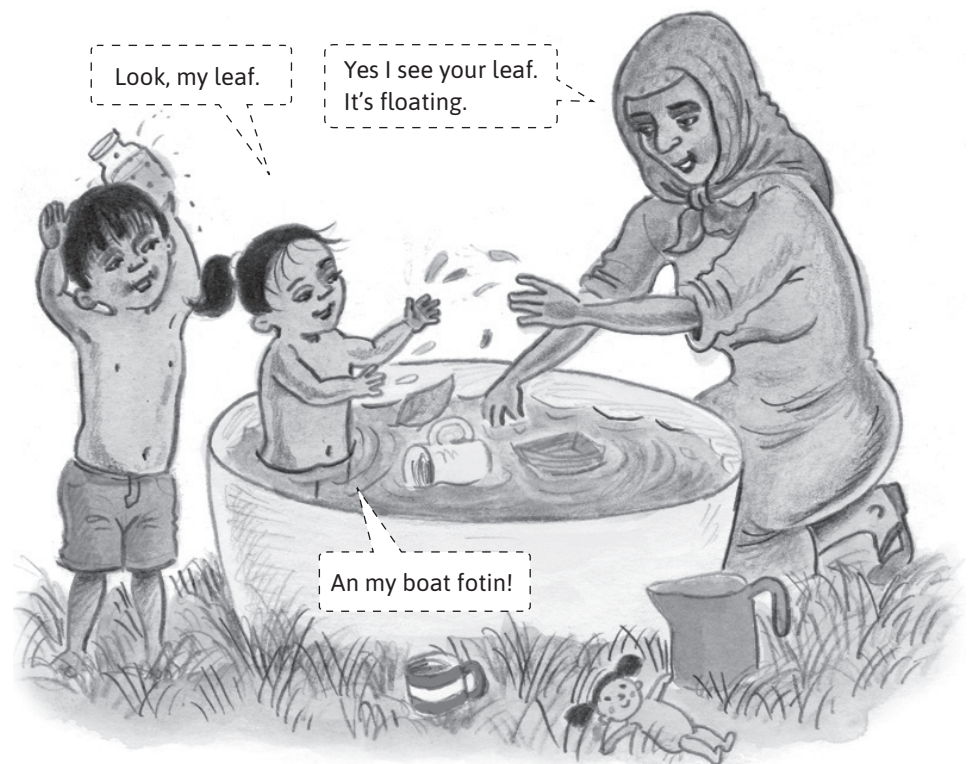
Facilitator's notes: wet, dry, damp, full/empty, half full/empty, full/fuller/fullest, overflowing, slippery, heavy/heavier/heaviest, light/lighter/lightest, sinking/floating, squirt, spray, squeeze, pour, splash, bubbles, foam.

An encouraging message to share with a caregiver

Play is a child's work.

Resources

Here are some things you could use for water play: cups, small plastic containers, spoons, spray bottle, stones, marbles, sponges, a funnel, and plastic toys such as dolls, vehicles, ducks and boats.



Playdough

Work in small groups

- 1 Go to the playdough play station that the facilitator has set up.
- 2 **Listen as someone reads this paragraph:** In this picture the little boy is playing with playdough while his mother is resting. He has learnt to roll the dough and has made a snake. He is using his imagination and being creative, at the same time he is building his small muscles in his hands. Playing with playdough helps children to notice how things look and to make something that 'stands for' the real thing. This will help them as they learn to draw.
- 3 Use the playdough at your table and try making a ball, a snake, a flower, an animal or a person.
- 4 Here is a recipe for playdough.

Ingredients

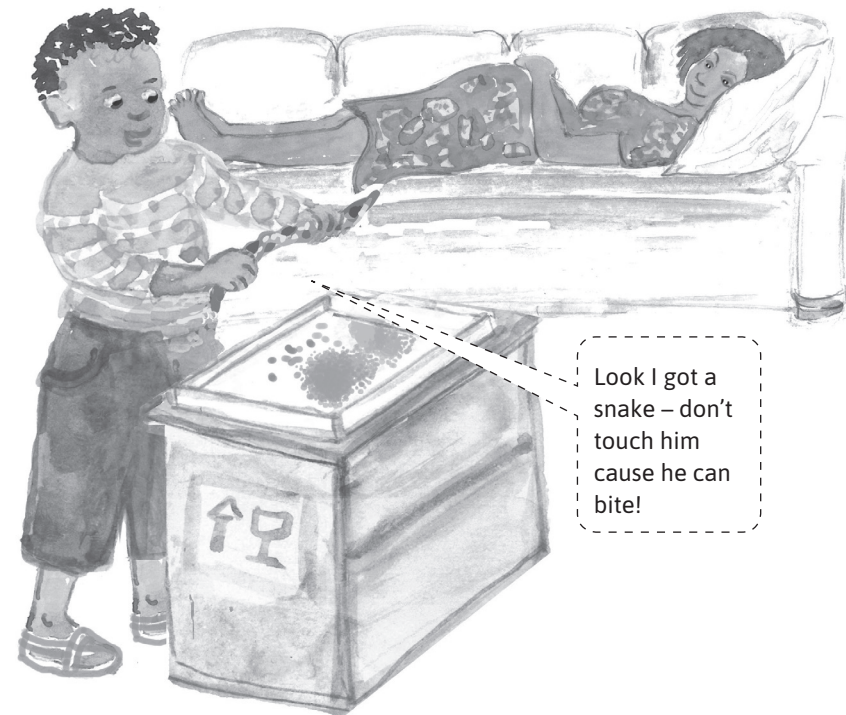
2 cups flour
1 cup salt
2 tablespoons oil
2 cups water
2 tablespoons cream of tartar
food colouring

Method

Put all the ingredients in a pot and mix well.
Cook slowly over a low heat, stirring all the time for 5–10 minutes.
When it forms a ball and is less sticky, take it off the heat. When the mixture is cool, knead it with your hands until smooth. Then add food colouring.

Resources

Playdough in a plastic bag (can be stored in the fridge), two eyes made from plastic caps, a plastic knife, a place mat or some plastic to work on.



An encouraging phrase to use with a child

That's coming on nicely.

Puzzles

Work in small groups

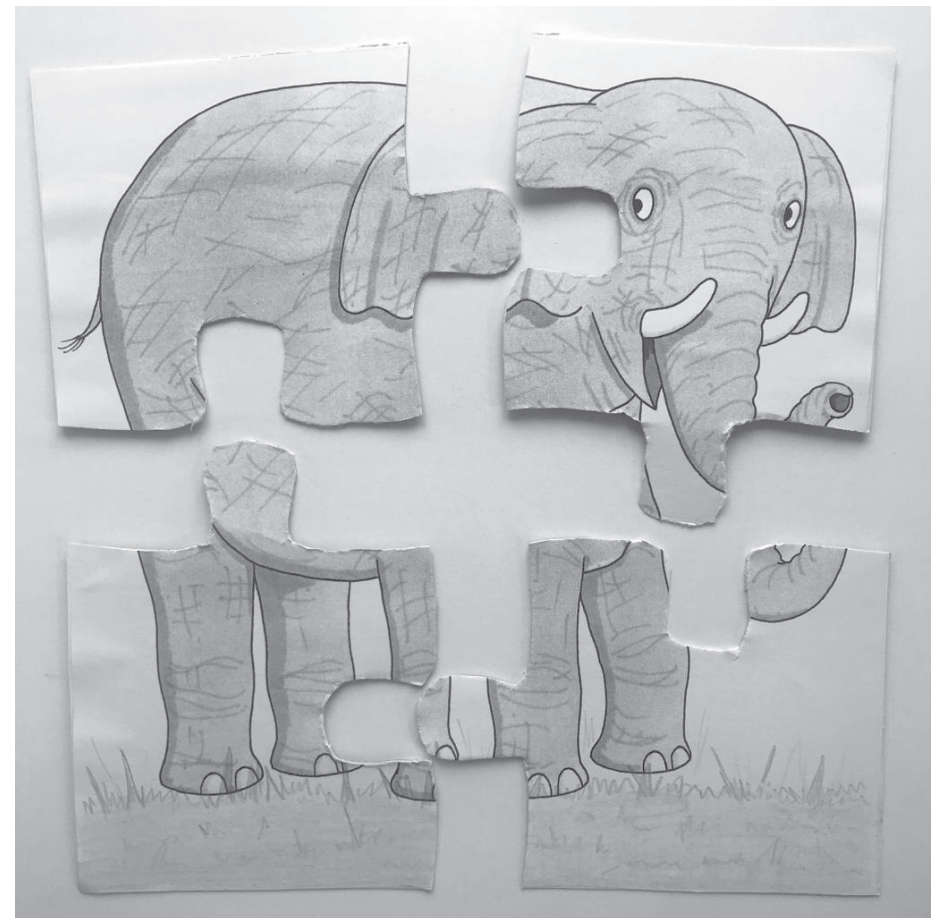
- 1 Go to the puzzle play station that the facilitator has set up
- 2 **Listen as someone reads this paragraph:** The picture shows a four-piece, homemade puzzle. The puzzle is made from a picture stuck onto a piece of cardboard and then cut out. When you are doing puzzles with children, help them to notice and describe the pieces of the puzzle. For example: 'This piece has a straight side and this piece has a corner here'; 'Look, this piece has a bit of the elephant's ear!'; 'Can you find a piece with the elephant's grey trunk?'; 'Look these two pieces have green grass, so they must go at the bottom of the puzzle'. Talking in this way encourages children to look carefully and gives them the words to describe what they are looking for.
- 3 Look at the homemade puzzle the facilitator has given you. Have fun putting the pieces together!
- 4 What could you use to make a simple puzzle that your child might enjoy? Share ideas in the group.

An encouraging message to share with a caregiver

Don't rush to correct your child – making mistakes is one of the best ways to learn.

Resources

Two- and four-piece puzzles; materials for making a homemade puzzle: picture, glue, scissors, cardboard.



Pretend play

Work in small groups

- 1 Go to the pretend play station that the facilitator has set up.
- 2 **Listen as someone reads this paragraph:** In this picture, the children are acting out something that happened recently. Young children enjoy retelling stories through pretend play – and even the littlest children can take part. They are practising telling stories through their play, and one day this will help them when they want to write their own stories!
- 3 Have fun trying on the clothes and props your facilitator has given you, while you enjoy pretend play. What could you give young children to use for their pretend play? Is there a space where these clothes and props could be stored?

Resources

Table, chairs, old blankets or sheets, clothing.



An encouraging message to share with a caregiver

Share stories together every day.

Pretend play

Work in the big group

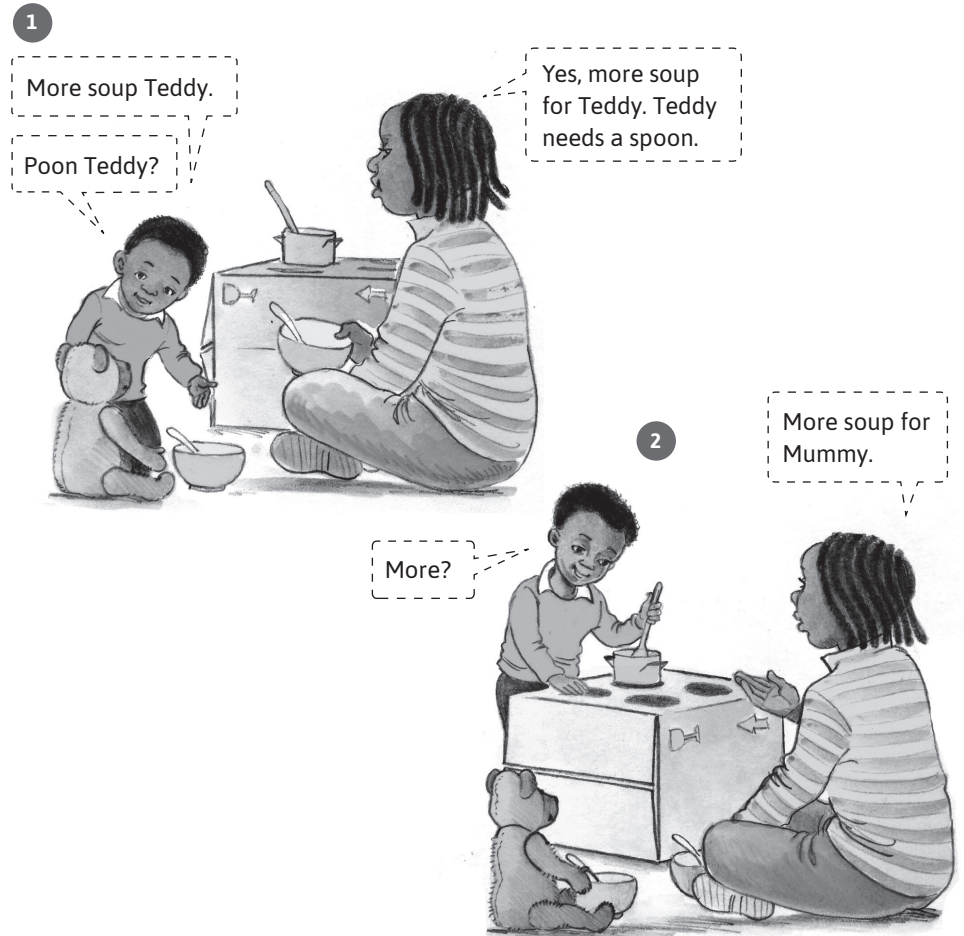
- 1 **Look at the pictures and listen as someone reads the speech bubbles and this paragraph:** The child is pretending to make soup and his mother is playing along and adds to the game. The mother gets down to the child's level so he can see her face. This makes it easier for him to learn from her and he loves it! She observes first and sees what her child wants to do, then joins in and gives words.
- 2 What kind of pretend play does your child enjoy? Have you ever joined in with one of your child's pretend games? How did you feel?
- 3 Why is pretend play important? **Discuss the points below:**
 - Children use language to play different roles and explain their ideas.
 - It encourages children to use their imagination and be creative.
 - Children learn that one thing stands for something else e.g. a box can represent a stove.
 - Children learn to co-operate and understand others' feelings.
 - Children take on different roles eg teacher, parent, doctor, which can require different, 'grown up' language.

An encouraging message to share with a caregiver

It only takes a few minutes every day to spark your child's imagination.

Resources

Pretend play: box for bed, doll, kitchen utensils, adult clothes (handbag, hat, beads, jersey, etc), grocery boxes (tea box, egg box etc), home-made stove and pots, spoons.



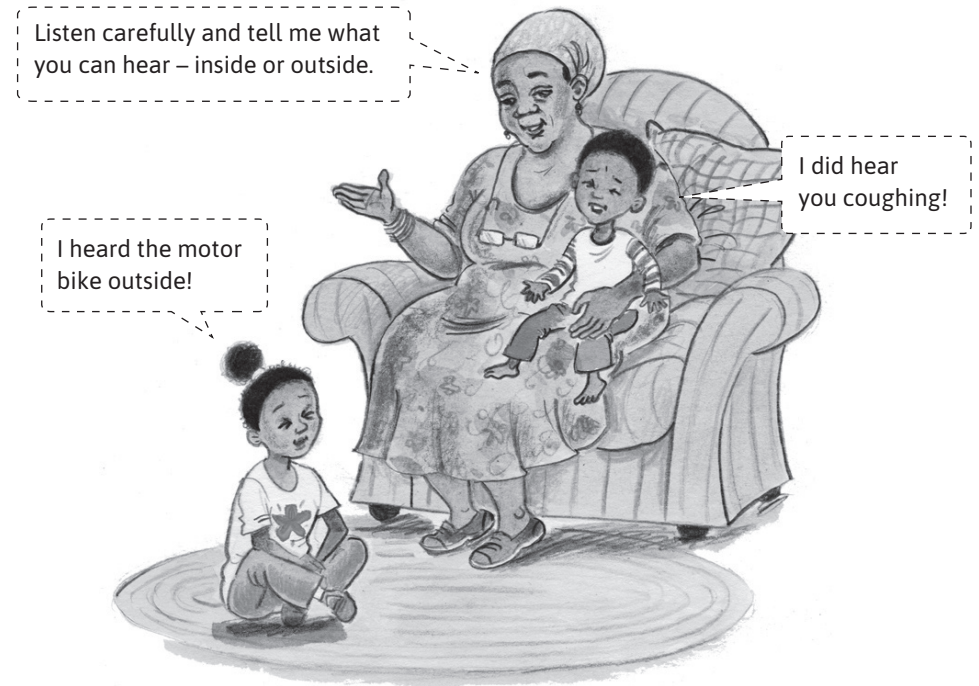
Listening games

Work in the big group

- 1 Close your eyes and listen carefully to the sounds around you. What types of sounds did you hear (eg a car, a cough, an aeroplane)? What sounds does your body make? What sounds are inside and outside the room; near and far away; loud and soft?
- 2 Why do you think it is important to help children develop their ability to listen carefully?

Facilitator's notes: There is so much visual input around for children, especially through TV, and this means that we need to help children develop their ability to listen carefully. One way to help children to listen carefully is to cut down the noise level around them. It is important to turn off the television for part of the day so that they hear one sound/voice at a time. Then you can start noticing if your child is having difficulty hearing softer sounds.

- 3 **Listen as the facilitator reads this paragraph:** If your child has difficulty hearing, check whether his ears are blocked and make an appointment at the clinic. Children who can't hear well won't learn language as easily as children who hear well, and may struggle to learn to read when they go to school.



An encouraging phrase to use with a child

Wow, you've got it!

Listening and thinking games

Work in the big group

- 1 Look at the picture and listen as someone reads the speech bubbles and this paragraph: The mother and the children are playing a thinking game together. The little girl has thought of a kind of food but she is not telling what she is thinking of, the others have to ask questions such as: Is it a fruit? Is it a vegetable? Do you cook it? Is it green? Soon they can guess the right answer using the 'clues' she gives them.
- 2 Listen to the facilitator. He/she is thinking of a type of food and you must try and guess what it is. You must ask questions about the type of food and not just guess or call out the answer.

Facilitator's notes: Start guessing games with the sentence: 'I am thinking of something...'. To make it easy for young children, collect a few everyday things and put them on the table, or in a bag or a box (e.g. a pen, a spoon, a comb/hairbrush, a toothbrush). You could say, 'I am thinking of something blue and it's on the table. What is it?' OR 'In my bag I have something you find in the kitchen, and you eat porridge with it'.



An encouraging phrase to use with a child

Take your time.

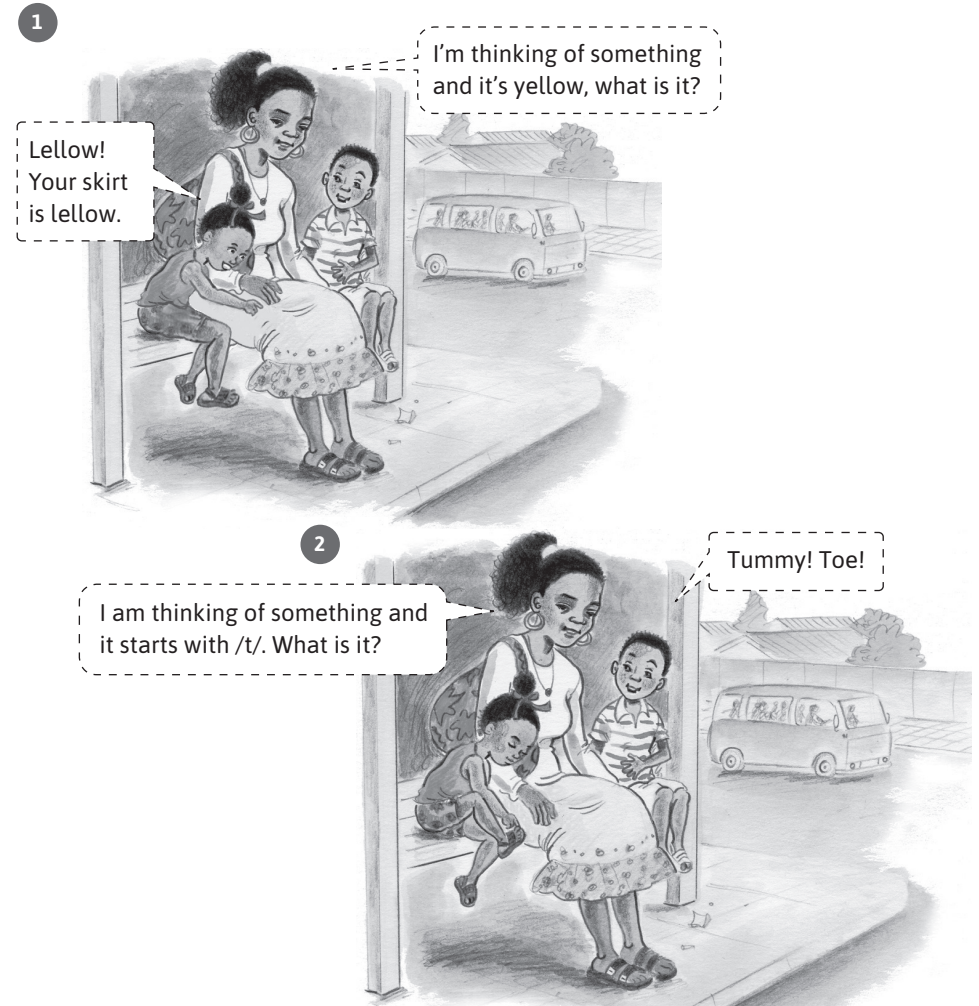
Listening and thinking games

Work in the big group

- 1 Listen as the facilitator explains how to play the game 'I spy with my little eye...' Look around the room and see if you can guess what she is thinking about.

Facilitator's notes: Begin by playing the game using colours: 'I'm thinking of something in the room and it's red. You can also use participants' names: 'I'm thinking of someone in the room and her name starts with /z/' – Zanele). Encourage participants to join in the game and try giving clues and keep guessing. Remind them to use the sound of the letter and not the name.

- 2 **Listen as the facilitator reads this paragraph:** The 'I-spy' game with sounds in words can be difficult for 4- to 5-year-olds so remember to be patient. If a child does not give a word starting with the correct sound, don't criticize but say: 'Almost right! Listen carefully: the sound is... and the word you gave me starts with ...' Children sometimes give a word that starts with the correct sound, but isn't the word you are thinking of. You can say: 'Yes, that does begin with the right sound but I am thinking of something else'.
- 3 **Listen as someone reads this paragraph:** It is very important for children to hear well. There are many signs to look out for: a child complaining of sore ears, asking you to repeat what you are saying, or misunderstanding what you are saying. When you take your child to the clinic or hospital to have her ears checked, ask the doctor for a report so that you can inform your child's teacher.



An encouraging phrase to use with a child
Almost right. Keep thinking!

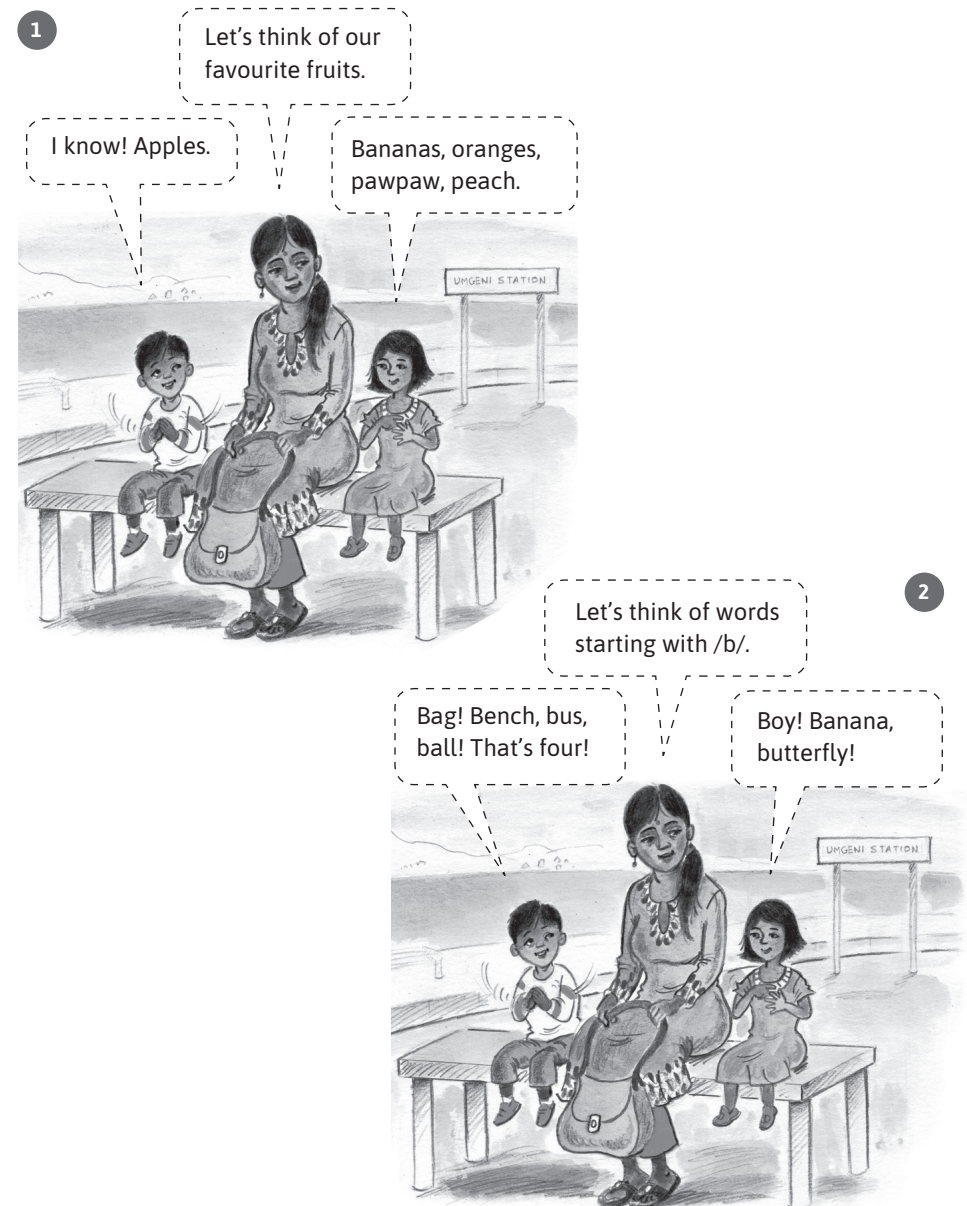
Listening and thinking games

Work in the big group

- 1 Look at the picture and listen as someone reads the speech bubbles. Can you explain what the children and their mother are doing while they wait for the train?
- 2 Try to think of as many words as you can that belong to a category. For example: vegetables, wild animals, sea creatures. Then think of things that start with the sounds /s/ and /b/. When could you play this game with your child? Are there any other family members that would enjoy playing this game?
- 3 **Listen as the facilitator reads this paragraph:** Remember, all children are different, and develop at different rates. We should never ridicule or tease children, particularly if they struggle with certain activities. It is important to build children's confidence by playing a game they can manage and enjoy. Remember not to play games that are too difficult – we want children to succeed. The focus is on playing rather than winning!

An encouraging phrase to use with a child

Take your time.



Card games

Work in the big group and then in small groups

- 1 Look at the picture and the speech bubbles. What kind of game do you think the father is playing with his child?

Facilitator's notes: Explain to participants that they are playing a matching game using pictures of animals. Demonstrate the matching game with the whole group.

- 2 Can you remember any card games you played as a young child? Share with your group.
- 3 Watch as the facilitator demonstrates different card games or follow the instructions in the instruction booklet and have fun playing in your group. Feed back to the big group (i) the name of their game and what you enjoyed about the game, and (ii) what children would learn from the game.

Facilitator's notes: It is important to know how to play the games before you demonstrate them to participants, so practice with your colleagues before the workshop. You will need enough packs to give each group a pack of cards with the instructions.

Resources

Homemade matching cards: cardboard, scissors, glue, matching pictures from a pamphlet.



An encouraging message to share with a caregiver

Playing games together and having fun is a great way for children to learn lots of new words and ideas.

Which games did you enjoy most?

Which games do you think children will learn the most from? And why?

Choose three games that you learnt today that you would like to play with your child/ren. Write these below:

Notice and encourage your children's pretend play.

Date and time for the next session

SESSION 4

Tell stories and sing

Activity 1

3- and 4-year-olds

15

Feedback

Work in small groups

- 1 Talk about the games that you played with young children since the last session. Did the children enjoy the games? Did you play with them?
- 2 Give feedback in the big group and use the space below to make notes.

My ideas and ideas I got from the group

Work in the big group

- 1 Complete the following and then share in the big group:

When we played games, my child/ren

It was easy for me to

It was hard for me to

A question I want to ask:



Action rhymes

Work in small groups

- 1 Choose a song or an action rhyme to sing to the group, and some household items you can use to make music. You have 5 minutes to prepare, and 1 minute each to perform for the big group. If possible, write some of the words of your song on newsprint so that everyone can sing along with you. Have fun!
- 2 Why are songs and action rhymes important for language learning? Discuss and share with the big group.

Facilitator's notes:

Add these ideas to what participants say:

- Children have to learn to listen carefully to follow the words of the song or rhyme.
- Children learn new words more easily when they link words with actions and when phrases are repeated.
- Action songs and rhymes are fun for children, and especially for those who find it difficult to sit quietly for long periods.

- 3 **Listen as the facilitator reads this paragraph:** All cultures make music and sing. Singing and making music is good for the heart, the head and the whole person! Singing and making music is fun for children and helps their brains to GROW!

Resources

Examples of household items for making music: tin, wooden or metal spoons, pot, plastic bottle with stones, bag with bottle caps.

Head and shoulders!

Knees and toes!



An encouraging phrase to use with a child

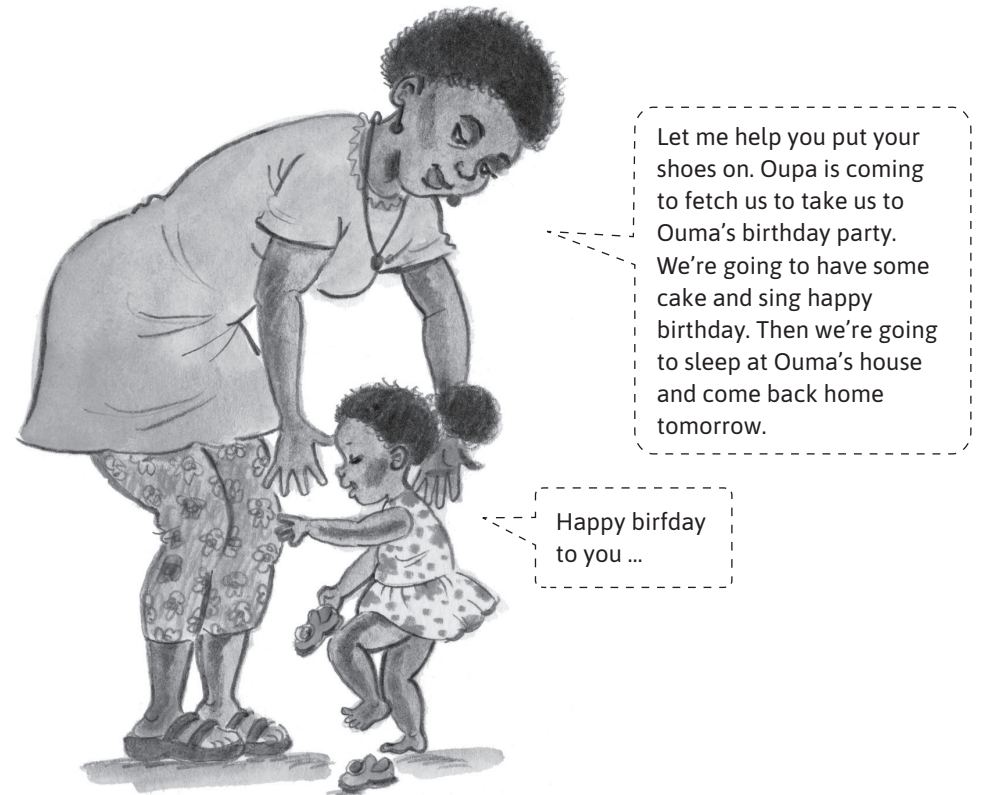
One step at a time – you can do it!

Talk forward

Work in small groups

- 1 Look at the picture and listen as someone reads the speech bubbles and this paragraph: In this picture the mother is helping her little girl get ready to go out. She is telling the 'story' of where they are going and what they are going to do. The little girl understands what her mother is saying and joins in with a song. These simple 'stories' are the easy and natural way children develop language and become good storytellers. We can 'talk forward' about things that are going to happen, and 'talk back' about things that have happened.
- 2 Why is it important to talk to children about what is going to happen in the future? Discuss in small groups and share your thoughts in the big group.

Facilitator's notes: Children feel more prepared; they feel safer when their environment is more predictable; they learn to use language to explain things and describe what is going to happen.



An encouraging message to share with a caregiver

The more talking you do together, the more your young child will learn the right way of saying things. Don't worry about correcting every mistake – just keep the conversation going!

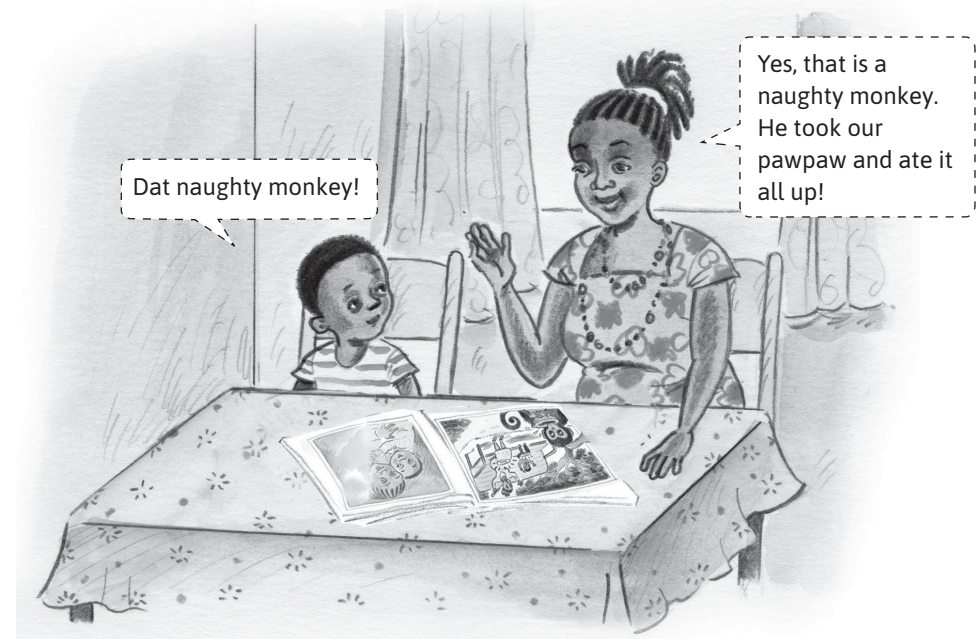
Talk back

Work in pairs

- 1 In this picture the caregiver and child are enjoying retelling a story about something that happened when they were together. Share your own story about something that has happened recently that could become a simple story that a young child would enjoy.
- 2 **Read and discuss this paragraph:** Babies and young children understand much more than they can say, so even if they can't yet use language to tell their own stories, they can still participate by listening and adding words or actions. Talk together with your child about the simple, everyday things you do together and tell other family members what has happened or where you have been. These are children's first stories.
- 3 Do you have any photos on your cell phone that remind you of something that happened recently? Do you think you could show the picture to a young child and start talking about what happened – give them a chance to add to the story!

Resources

Your cellphone with photos you have taken and can talk about; photos of special family events.



An encouraging message to share with a caregiver

If we listen to our children they learn that what they have to say is important!

Share everyday stories

Work in small groups

- 1 Look at the picture and read the speech bubbles. Can you think of a time your child was trying to tell you a story? How did you respond?

The next time your child tries to tell you a story, try to use who, where, what, why and how questions to keep the story going.

- 2 **Read this paragraph and share your thoughts:** Telling a story about something that has happened is not always easy for young children (talking back). They often begin with the most exciting part so might need help remembering what happened first! Sometimes children want to tell their story but they can't get the words out fast enough and they get frustrated or seem to hesitate and repeat words. This is the time to be patient and not to tease or criticize. Just give them time or gentle prompts to help them find the words they need. Encourage family members to take time to listen and show they are enjoying listening.

Telling simple stories helps children become good storytellers and organise their thoughts. This will help them later at school.



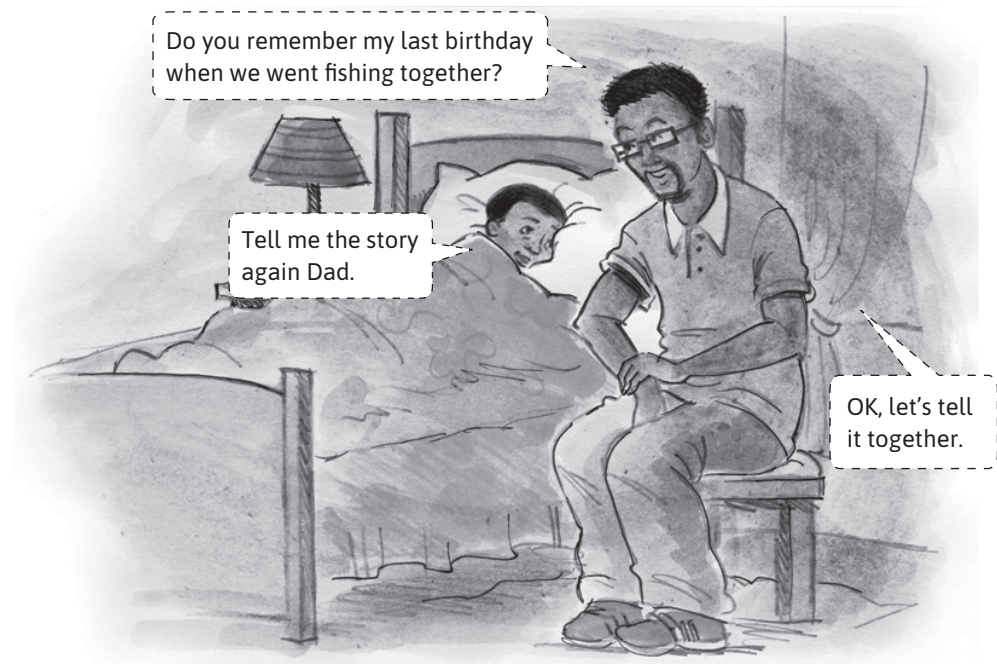
An encouraging phrase to use with a child

That was really brave.

Share positive family stories

Work in small groups

- 1 Listen as someone in the group volunteers to tell a short positive family story, from their childhood or later. The story should take no more than 5 minutes to tell.
- 2 Can you think of any stories about your childhood that you could share with your child? Even simple things that happened can seem very exciting to a young child.
- 3 Who in your family is a good storyteller? Encourage older family members to tell their stories, especially those showing how clever or brave they were. You could make these stories into little books about different family members.
4. **Listen as the facilitator reads this paragraph:** Children love to hear these stories over and over again, especially when they have a good ending! Children enjoy stories about people that they know, especially when there is mischief involved. There is no better gift you can give your child than the gift of stories!



An encouraging phrase to use with a child

You did well today.

Share traditional tales

Work in the big group

1 Listen as the facilitator tells you a story.

Facilitator's notes: Demonstrate how you would tell a story to young children in an interactive way. Use these tips to help you:

- Link the story to children's own experiences.
- Talk with expression, using different voices.
- Keep children involved by asking a few questions and making comments that link the story to everyday life.
- Ask questions that will help children predict what is coming next in the story.
- Ask open-ended questions (where there isn't a right or wrong answer) that will make children think.
- Encourage children to talk about the story, to ask questions and share their personal responses to the story.

2 Can you remember any traditional or folk stories you were told as a child? Share the names of stories you remember from your childhood?

3 What are the best kinds of stories to tell young children?

Facilitator's notes: Young children enjoy stories with a simple plot and a good ending, stories that have some repetition, that are funny, not too scary, easy to follow, exciting or fun! Be careful not to tell stories that will frighten young children – some stories are better for older children or adults!

4 **Listen as the facilitator reads this paragraph:** All cultures have stories to tell and we are all storytellers! Telling our stories is one of the ways we teach our children. Stories to share with children can be found online: www.nalibali.org

Resources

Go to the Nalibali website to find wonderful stories in all African languages: www.nalibali.org. The website also has audio stories to listen to!



An encouraging message to share with a caregiver

Tell stories together every day.

Share a love of books

Work in the big group

- 1 **Listen as someone volunteers to read the following paragraph:**
When we tell children stories we are preparing them for the kind of language that they will encounter in books. We need to make telling and reading stories part of our daily lives at home and at preschool.
- 2 Why do you think children need to see adults reading? Discuss then share in the big group.

Facilitator's notes: Children love to imitate parents and older siblings. If the adults in their home enjoy reading, children will be excited to become readers too!

Resources

Books or magazines suitable for adults and children.



An encouraging message to share with a caregiver

Well-known and much-loved books help children to feel secure.

Join the library

Work in small groups

- 1 Libraries have many books on different topics that are suitable for children of different ages. Look at the books on your table and discuss the following questions in your group:
 - Which books are about real things (non-fiction), which are story books?
 - At what age do you think a child would enjoy these books?
 - What is the difference between a story book and a school reader?
 - How can adults share books with a child if they can't read themselves?

Facilitator's notes:

- A story book usually has interesting ideas and characters, lots of rich language and longer sentences.
- A school reader has a few, simple words that new readers can easily read. The words are repeated often and are used to practice reading.
- Adults can use the pictures in a book to tell the story if they cannot read.
- Some books are wordless. This means you can talk about the pictures and tell the story together.

Resources

A collection of library books.



Facilitator's notes:

Encourage participants to visit the following websites to download free books:

- Book Dash www.bookdash.org
- African Storybook Project www.africanstorybook.org

An encouraging message to share with a caregiver

Any book that helps a child to form a habit of reading is good for him or her.

- Tell your children one of your favourite stories from your childhood.
- Listen to a child telling you a personal story.
- If you have access to the Internet, visit www.nalibali.org/story-library to find stories to read online to your children.
- Involve older brothers or sisters or other family members in reading and telling stories, explaining to them why stories are important and how to read/tell stories so that younger children really benefit.
- Have fun singing an action song together.
- Find out if there is a library near you and join. Bring your books to show the group.

Date and time for the next session

SESSION 5

Share books and notice print

Activity 1

3- and 4-year-olds

15

Homework feedback

Work in small groups

- 1 Did you manage to include storytelling in your weekly routine? Did you tell any family or personal stories? Did you 'talk forward' or 'talk back'?
- 2 Use the space below to make notes and then give feedback in the big group.

When I told a story, my child/ren

When my child/ren tried to tell a story about something that happened, I



Share books

Work in the big group

- 1 Listen as the facilitator shares a story with you.

Facilitator's notes: Prepare the day before so you know the story well and have ideas about how you are going to read it in an interactive way (see notes below). Think about what questions to ask and which 'new' words to introduce and explain.

- 2 What surprised you about the way the story was read?
- 3 What did you learn about how to read stories to young children?

Facilitator's notes:

- Do a picture walk to show what the story is about.
- Talk about the book before, during and after reading the story.
- Ask questions and make comments that link the story to everyday life.
- Ask questions that make you think about what is coming next in the story.
- Ask open-ended questions that make you think e.g. 'I wonder why he?'; 'How do you think she was feeling?'
- Let children ask questions and share their opinions about the story.

Resources

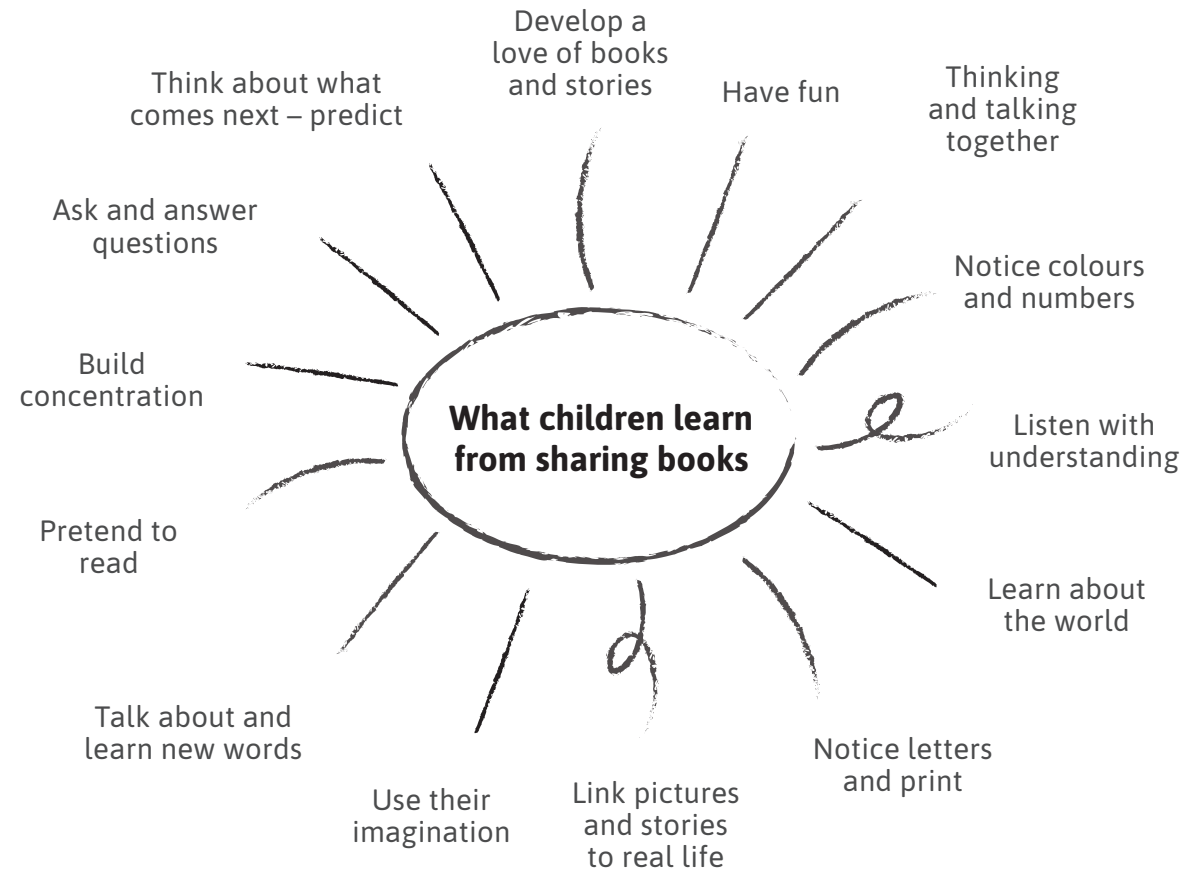
A story book.



What children learn from sharing books

Work in the big group

- 1 Answer the following question as the facilitator creates a group mindmap. What do children learn from sharing books in an interactive way?
- 2 Make notes on the mindmap in your workbook.
- 3 **Listen as the facilitator reads this paragraph:** Telling and reading stories in an interactive way is one of the most important things parents and families can do for their children to support their education – give me books, give me wings!



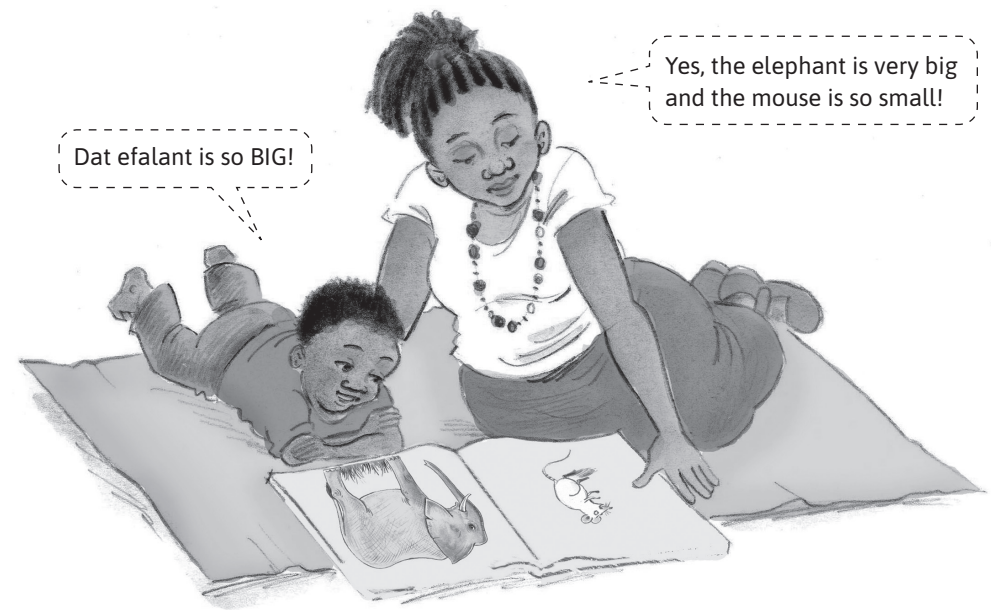
Talk about new words in books

Work in pairs

- 1 **Read this paragraph:** Whether you are reading books to a group of children in an ECD Centre or one child at home, looking at pictures and books together is an easy and fun way of introducing new words and ideas. If you talk about the pictures you don't have to use the words written in the book – you can use your own language. In this picture the mother and her child are looking at the pictures in a book and talking about which animals are big and small, tall and short, fast and slow, heavy and light.
- 2 Page through a book together and look for new words that a child might learn when reading the book.

Resources

Visit these websites for storybooks for children
<http://bookdash.org>; <https://www.africanstorybook.org/>



An encouraging message to share with a caregiver

Reading is to the mind what exercise is to the body.

Talk about new words in books

Work in the big group

- 1 Look at the picture and then discuss this question: How did the caregiver respond when the child made a mistake with the name of the animal?

Facilitator's notes:

- She was encouraging and affirming.
- She never said he was wrong, but instead she quietly gave him the correct word.
- She also gave him more information about cheetahs.

This is how children build on what they know and learn more.

Resources

A box with pictures from magazines or leaflets; books.



An encouraging message to share with a caregiver

Be your child's biggest encourager – the world is already full of critics.

Link books to real life

Work in the big group

- 1 Watch the video (Handa's surprise) or look at the pictures below.
The children are listening to a story and then acting it out. They are linking the book to a real life experience!



- 2 Now look at the picture on the right and read the speech bubbles.
The father and son are linking what is happening in the book to their real life experience.
- 3 How could you link stories, books or pictures to your child's life?

Resources

Story books, and real objects to help you illustrate the story.
Video: Handa's surprise

Facilitator's notes: Participants can make a little book about something in their child's life e.g. take photos or draw pictures of things in their environment (e.g. the neighbour's dog; the park); make a 'food book' with pictures of different kinds of food in their kitchen.



An encouraging message to share with a caregiver

There are many little ways to enlarge your child's world. A love of books is the best of all.

Ask and answer questions

Work in the big group

1 What do you notice in this picture?

Facilitator's notes: They are reading an exciting story together. The mother has asked an open-ended question. There is no right answer!

2 What is the difference between an open-ended question and a closed question? And why are open-ended questions important?

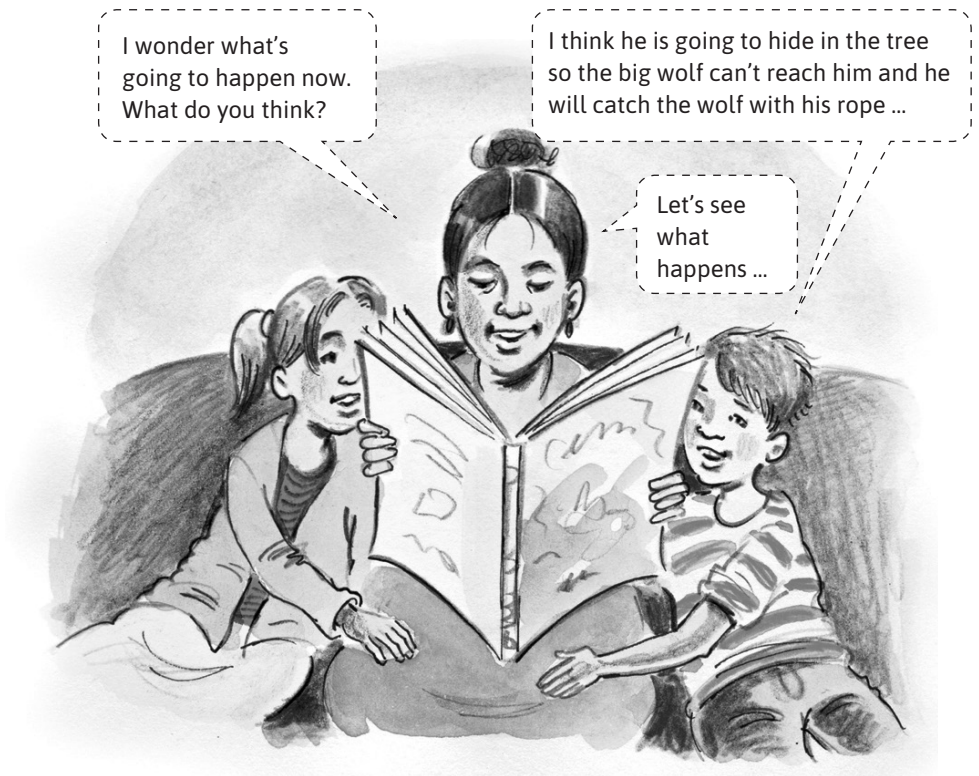
Facilitator's notes: A closed question is when there is only one right answer. For example: 'what colour is the girl's dress?'. There are many different answers to an open-ended question.

Open-ended questions:

- Use imagination, building pictures in children's minds.
- Encourage critical thinking.
- Help children learn to predict. This is one of the most important strategies used by good readers.
- Encourage acceptance of different opinions.
- Help children to realise that there is not always only one correct answer.
- Help children learn how to ask their own questions about the world.

Resources

A collection of storybooks.



Make little books

Work in the big group

- 1 Watch as the facilitator demonstrates how to make a little book.

Facilitator's notes: Show examples of little books that can be made with a blank page. Show how books can be put into a jelly box to make a mini library.

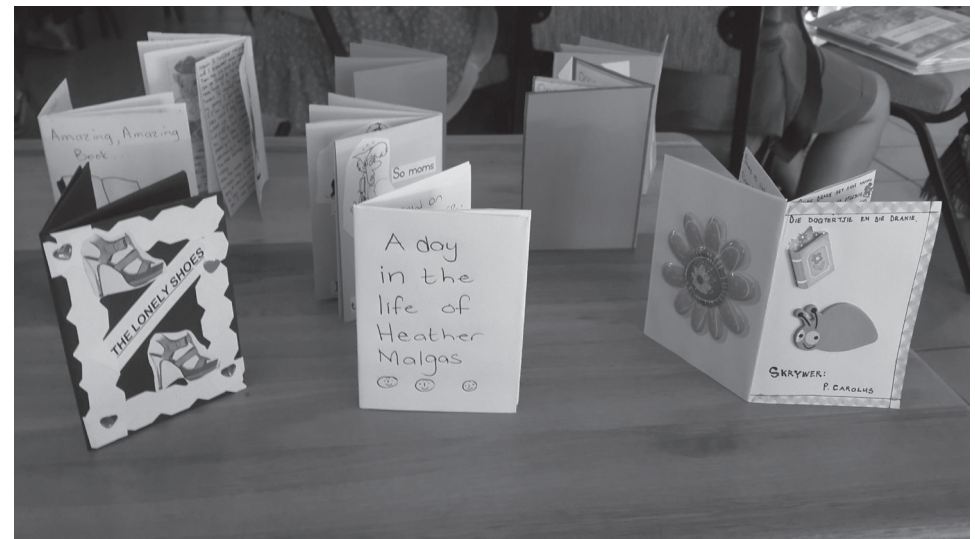
- 2 Now fold your own little book.
- 3 Share ideas for topics for little book for children while the facilitator writes the group's ideas.

Facilitator's notes: People doing different things (e.g. sleeping, running), simple objects, food, animals, things in the environment, pictures of things that are different in size (e.g. big and small, tall and short), your own or your child's stories.

- 4 Have fun illustrating your book!
- 5 If there is time, make another little book using a Wordworks template.

Resources

Materials (paper, scissors, glue, crayons, pictures) to make little books together. Pictures could be photos, drawings or pictures from a magazine. When you have made a few books, find a small box, such as a jelly box, decorate it together with your child and store the books in the box. This is your child's own little library!



An encouraging phrase to use with a child

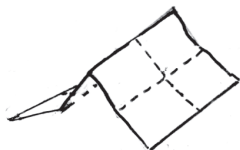
It's fun to do things with you.

How to make a little book:

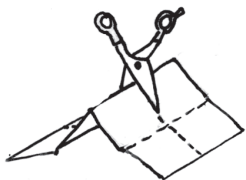
1. Fold an A4 page into eight pieces. Unfold.



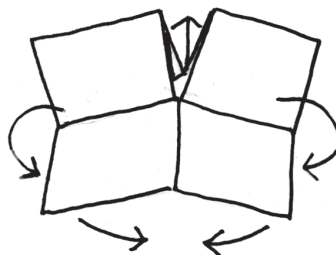
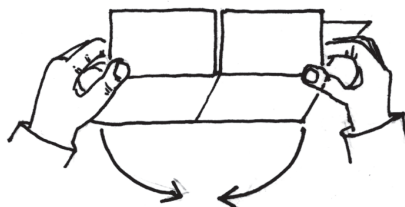
2. Fold the page in half again.



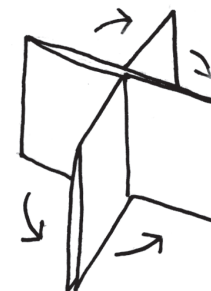
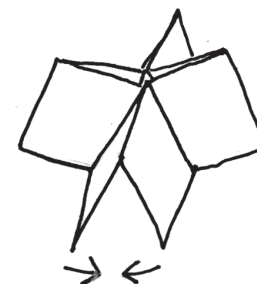
3. Cut on the middle fold (see dotted line in diagram below).



4. Hold the page between your finger and your thumb on both sides. Bring your hands together



5. Follow the diagrams below to complete the little book



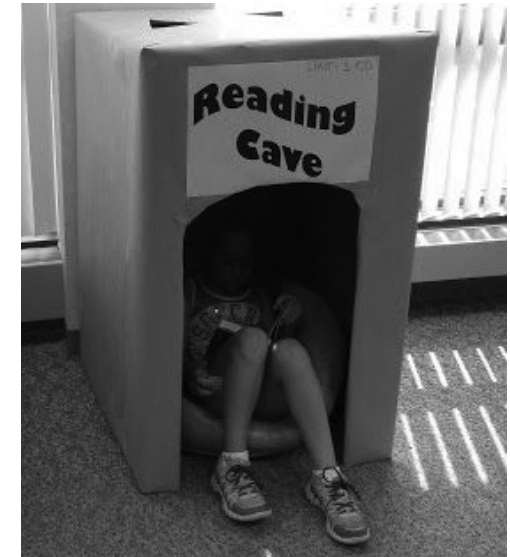
Encourage emergent reading

Work in the big group

- 1 **Listen as someone reads this paragraph:** Learning to read and write is not something that happens overnight, but is a process that takes many years. When we use the term 'emergent reading and writing' we mean that learning to read and write starts early in children's lives, long before they are taught formally in Grade One. Children don't need to wait for reading lessons to discover the magic of printed words and to learn about why we read and write!
- 2 If you work with children in an ECD Centre, write down four ways that you can create and use print to make a 'print rich' environment.

Facilitator's notes:

- Make a poster that shows the daily programme with pictures and words.
- Put a poster next to the sink with a picture to remind children to wash their hands.
- Create a book corner or a comfortable space where children can read.
- Make a postbox for children to post letters (even if their letters are just scribbles).
- Hang up children's drawings at their eye level.



- 3 If you are a parent, think of simple ways you can make a home environment 'print rich'. Make notes below.

Facilitator's notes: Here are some suggestions:

- Keep crayons or pencils and scrap paper in a container.
- Write reminder notes, lists and make cards for special occasions.
- Get books from the library or a second hand bookshop.
- Collect magazines and brochures.

Encourage emergent reading

Work in the big group

- 1 Look at the pictures and read the speech bubbles. Have you ever seen children 'reading' in this way?
- 2 How do children benefit from pretend reading in this way? Brainstorm ideas while the facilitator writes these on a flipchart.

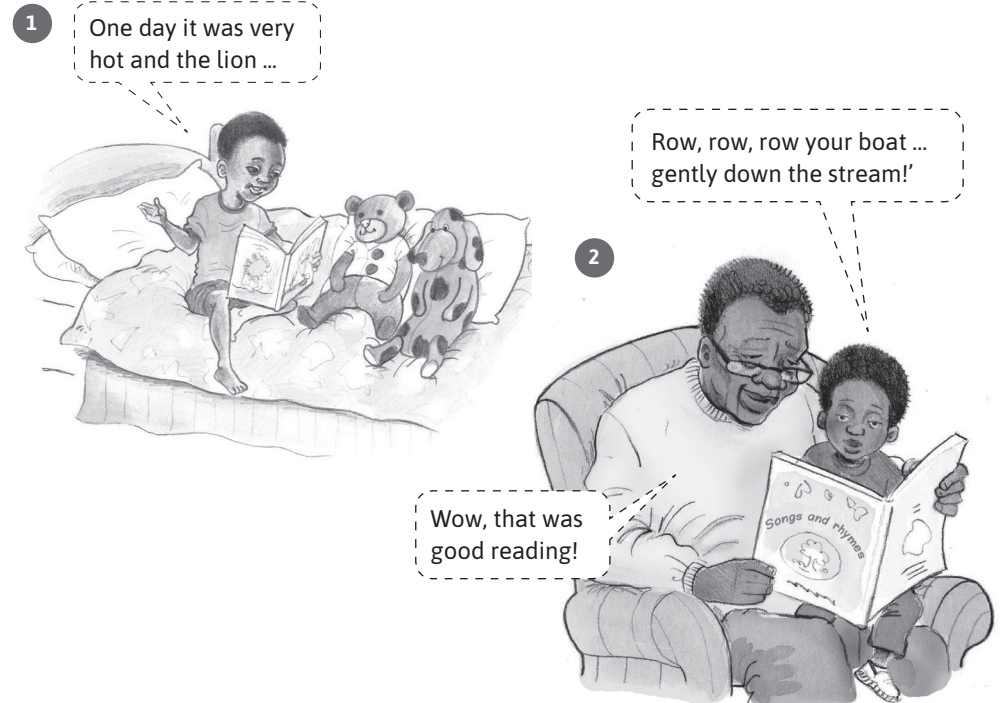
Facilitator's notes:

- Children are not afraid of books – they see them as 'friends'.
- Children learn that we read from the front of the book, from left to right and from top to bottom.
- Children understand how books work. They learn that pictures and text are linked and use the pictures in books to help them read.
- Children build confidence in their ability to communicate and 'read'.
- Children notice signs, logos and labels and try to read them.
- Children look for familiar letters to help them guess what words say.

- 3 **Listen as the facilitator reads this paragraph:** Pretend reading is the first step in becoming a reader. If we criticize and correct children often, they lose confidence in themselves and stop trying. Children love to show how they can 'read' what is written on the page, even if they are just saying words from memory.
- 4 Watch the video (Pretend reading)

Resources

Video. A simple story or rhyme book. Although books are expensive, buying a book for your child is a great investment in their future. Try looking for books at second-hand bookshops or bargain bookstores?



An encouraging message to share with a caregiver

Celebrate your children's accomplishments.

Encourage emergent reading

Work in the big group

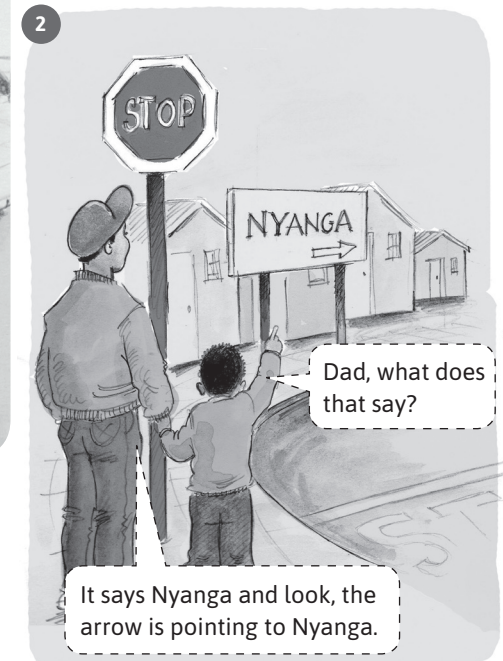
- 1 **Listen as someone reads this paragraph:** In these pictures the caregivers are helping children to see that the numbers and words around them carry a message and have meaning. In this way, the children begin to understand what reading and writing is for and this motivates them to want to read and write themselves. When children realise that print tells us something, they become interested in what it says.
- 2 Did you know that you can use the world around you to help children to learn about print. What signs are there in your neighbourhood that have useful information? Brainstorm ideas while the facilitator writes them on a flipchart.

Facilitator's notes: Talk about what different signs mean – both pictures and words. Here are some examples: male and female signs for the toilet; a cross for the hospital or clinic; a danger sign; a no entry sign.

- 3 **Listen as the facilitators reads this paragraph:** When young children try to read signs or labels don't worry about correcting what they say. We don't want to discourage them by telling them they are wrong. You can use words like: 'I like the way you're thinking'.

Resources

Print on food packets and shopping leaflets.



An encouraging message to share with a caregiver

It only takes a few minutes every day to develop young readers!

Encourage emergent reading

Work in the big group

- 1 Look at the pictures and read the speech bubbles. Do you think the child is reading the words on the cereal box? What do you notice about how the grandfather responds?

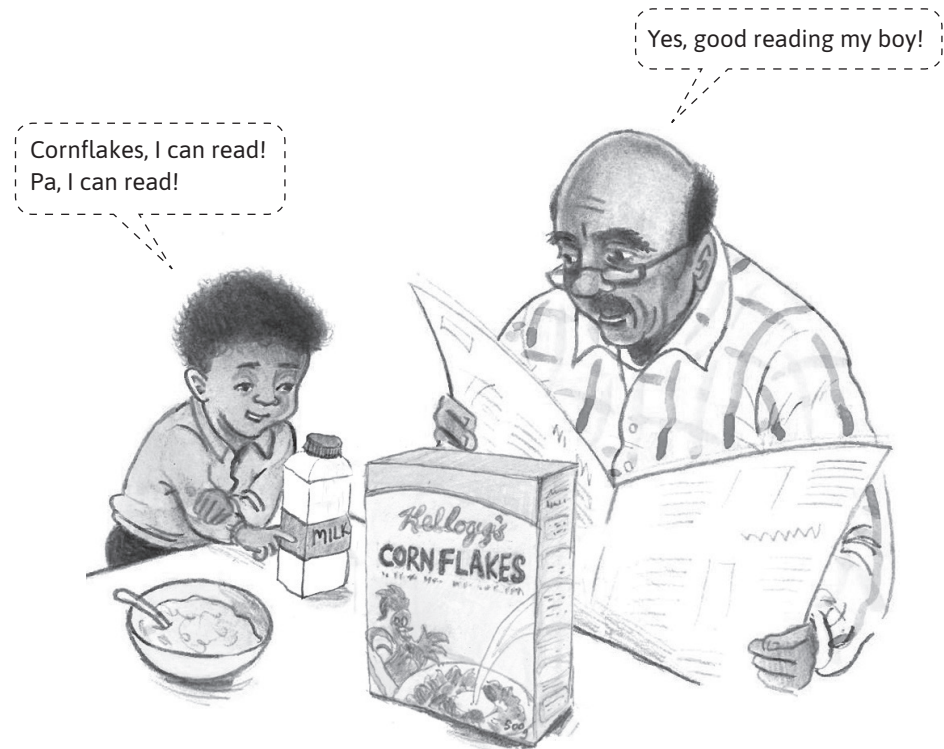
Facilitator's notes: The little boy is noticing the print on the cereal box and wants to show his grandpa how he can read. Young children often read print in the environment in this way – they are not really sounding out the words, but they know that print says something and they use the logo or the box to help them read.

His grandfather knows that it is fine if he is using the pictures to help him guess what a word says. He encourages this important step on the way to becoming a reader.

- 2 Watch the video (Talk about print – in your home).

Resources

Video. Things from around the house e.g. a tea box, coffee tin, milk carton, cereal box, pamphlets, used train or bus tickets



An encouraging phrase to use with a child

I like to see that you are trying.

- Join the library.
- Make a children's rhyme or song book.
- Make story time and book sharing part of your routine, just like brushing teeth!
- Read the tips for sharing books and choose 4 things that you would like to try:

Before reading

- 1 Let children sit comfortably so that they can see the text and the pictures.
- 2 Look at the cover of the book together. Ask children what they think the story will be about.
- 3 Take a picture walk through the book, look at the pictures and chat about what is happening on some of the pages.
- 4 Read the title of the story, and point out the name of the author and the illustrator.
- 5 Link the story to some of the children's own experiences.

During reading

- 1 Read with expression, using different voices for different characters, as well as facial expressions.
- 2 Keep children involved by asking a few questions and making some comments that link the story to everyday life.
- 3 Ask questions that will help children predict what is coming next in the story, e.g. "Who do you think is?"
- 4 Ask questions that make children think. For example: "I wonder why he ...?" or: "How do you think he was feeling?"
- 5 Use dramatic pauses to make the story exciting.

After reading

- 1 Encourage the children to talk about the story, to ask questions and share their personal responses to the story. What did they like about the story? What didn't they like? What was their best part? What did they learn from the story?
- 2 Ask and answer questions about the story.
- 3 If there is time, ask the child to tell you the story in their own words, or you draw a picture about the story.

Date and time for the next session

SESSION 6

Draw and write

Activity 1

3- and 4-year-olds

15

Feedback

Work in small groups

- 1 If you made a little book at home, show the group. Did you make the book with your child/ren?
- 2 If you read a story to your child, complete the following and then share:

When we shared a book, my child/ren:

It was easy for me to: _____

It was hard for me to: _____

A question I want to ask: _____

- 3 Write down three things that you learnt about in the last session that you didn't know before. Share these with the group.



Draw a picture

Work in the big group

- 1 Use a blank page and crayons and spend a few minutes drawing a house, a tree, or a person, not worrying about whether it is good or not – just ‘have a go’!

Facilitator’s notes: Walk around and use some of these phrases to encourage parents: I like the colours you have used; I like the way you have drawn ...; I can see you were really planning carefully.

- 2 Spend a few minutes chatting to a partner about your drawing. Ask your partner: What did you draw? How did it feel to draw? What skills do we use when we draw? Think about what you did before you started drawing and while you were drawing. Give feedback in the big group.

Facilitator’s notes: You thought about what you wanted to draw and planned your drawing, thought about your colours, you looked, and you concentrated.

- 3 Now colour in a small picture handed out by the facilitator.
- 4 What is the difference between drawing and colouring in? What is the value for children? Discuss then share in the big group.

Resources

Blank pieces of paper and crayons, a picture to colour in.

Facilitator’s notes:

- Colouring in can be creative but is mainly a fine motor activity. It helps children to practice holding and using crayons and strengthens their finger muscles. Some children find it very relaxing and non-threatening.
- Free drawing includes these things but it requires more brain work. A child needs to plan, to think of how to make something that is 3D (solid) into something 2D (flat, on paper)
- Children take a big step when they draw freely. They put something that they imagine onto paper.

Create time and space for drawing

Work in the big group

- 1 How is this mother supporting her child?

Facilitator's notes: The little boy is sitting at the table on his mother's lap. It is their special drawing time together. His mother is supporting him with both hands. One hand is on the paper and one is close by and this helps him to keep focused. She has moved the toys and other things out of the way so that they do not distract him. She watches her child drawing and encourages him to keep doing more. They draw for a little time each day but stop when he gets tired. He loves this special time with his mother!

- 2 Discuss with a partner: Does your child ever draw at home? Do you keep any of his/her drawings? Do you think drawing is important?
- 3 **Listen as the facilitator reads this paragraph:** The first time you try drawing with your child, he might just make marks on the paper. Keep encouraging him and saying things like: Good drawing; I like the way you're trying to draw; Can you draw some more?

Drawing is real brain work. When we lower the noise by turning off the television, it's much easier for children to think.

Resources

Paper and crayons.



An encouraging phrase to use with a child

I'm excited to see what you do.

Create time and space for drawing

Work in the big group

- 1 **Listen as someone reads this paragraph:** Here are some examples of a young child's drawings. She is proud of her drawings and she'll be able to tell you what she has drawn. Two- and three-year-olds often enjoy holding a crayon in their fist and hitting it on a page to make marks or lines. Sometimes they are trying to draw something and sometimes they are just enjoying the experience of making a mark. They will find it difficult to hold a pencil and it is a good idea to use a fat crayon that won't break easily. Marks can also be made with a stick in the sand or mud on a finger!
- 2 Do you have some scrap paper and a crayon that you could keep safely in a box for drawing time? If you don't have crayons, what else could you use?

Facilitator's notes: Young children often enjoy painting with their fingers or a thick brush. You can buy powder paints that will last for a long time if you mix them with water. This can be messy work so make sure you have big pieces of newspaper for children to paint on. Children can also use old tea bags steeped in water or black coffee if you don't have paints. Making marks with paint is good practice for drawing and writing – and it's great fun too!

Resources

Paper and crayons.



An encouraging phrase to use with a child

You are very good at that.

Help children build their small muscles

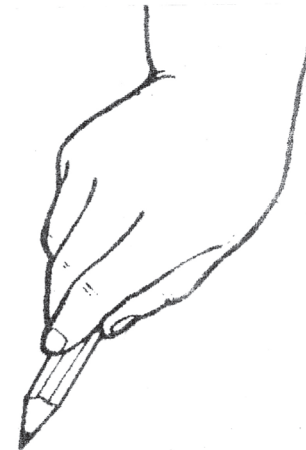
Work in small groups

- 1 **Listen as someone reads this paragraph:** This picture shows that children hold their crayon or pencil in a different way depending on their age. Young children often make a fist around the pencil and then hit the crayon on the page to make marks. As they learn to hold a crayon with their fingers, they will have more control and be able to do better drawing – and start writing!
- 2 Have you noticed how young children hold crayons? Look at the pictures so that you know what is expected at different ages.
- 3 To be able to hold a pencil, children need strong small muscles in their fingers. How can you help to strengthen their small muscles?

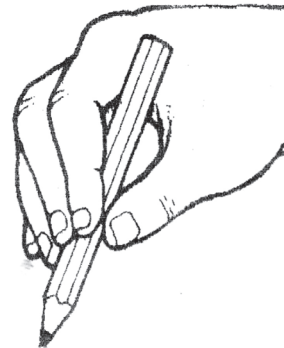
Facilitator's notes: Screwing and unscrewing lids on jars or tearing newspaper also helps to strengthen their fingers. Opening and closing clothes pegs can be tricky for young children but will help them to develop the muscles they need to hold a pencil correctly.



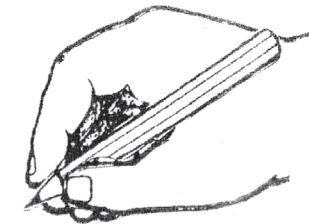
1 – 1 ½ years



2 – 3 years



3 ½ - 4 years



4 ½ - 6 years

An encouraging phrase to use with a child

Almost! You can try again tomorrow.

Help children to look and then draw

Work in pairs

- 1 Read the following paragraph:** These pictures show how children of different ages are trying to draw a picture of a person. A child's first picture of herself is often just a circle and some lines. Her drawing might not look like a person at first, but keep encouraging her. Children need help working out what to draw – and where to put everything on the page. To help a child draw a picture of herself, begin by talking about her body (e.g. 'feel your head, it is at the top of our body', 'you have two legs'; 'you have two arms on the sides of your body').
- 2 Do a role play to try out ways of supporting children's early drawings** (one person is the parent and the other the 'child' drawing a picture of herself). Tip: Talk about the 'child's' own body to guide their drawing: 'how many legs do you have? Yes, 2. Can you draw 2 legs?'
- 3 Listen as someone reads this paragraph:** Remember to be patient and don't be tempted to draw for children or ask them to copy your drawing. Show children's drawings to other family members so that children know that their efforts are appreciated. This will encourage them to draw more.

Facilitator's notes: Bring some examples of children's drawings to show participants. Show a range, not only 'good' drawings. Explain that we praise all children's efforts to draw, and not just those who can draw well.

Resources

Paper and crayons.



An encouraging phrase to use with a child

That's coming on nicely.

Encourage children to draw their stories

Work in small groups

- 1 **Listen as someone reads this paragraph:** In this picture the mother is busy in the kitchen and her two children are drawing. She talks to them about their pictures and encourages them. When children draw, they learn to put their thoughts on paper. This is preparation for later when they put their thoughts on paper by writing. They often draw things that don't look very much like the real thing – remember never to criticise or laugh at their drawings. Encourage them to tell you what they have drawn and add more if they can. It is so important that children are not afraid of making mistakes.
- 2 Discuss these questions and give feedback in the big group:
 - Can you think of something that has happened recently that your child would enjoy drawing about?
 - Do you ever encourage your child to tell stories by drawing pictures?
 - Once children have finished drawing a picture, do you ask them about their drawing and write down their words for them?

Resources

Paper and crayons.



An encouraging message to share with a caregiver

Be your child's biggest encourager – the world is already full of critics.

Encourage emergent writing

Work in the big group

1 Listen as someone reads this paragraph:

When children watch adults reading and writing, they learn that the marks they make on paper carry a message and have meaning. They begin to understand what reading and writing is for and this motivates them to want to read and write themselves. Their writing may not look like grown-up writing, but they are becoming writers as they try to communicate their ideas on paper and use writing for different purposes. We use the term 'emergent writing' to describe the mark making and writing that young children do before they learn to write in a conventional way.

Work in pairs

1 Look at the list below. Do you know any young children who have these skills and do these things? Share your experiences with your colleague.

- I draw pictures of things I see around me.
- I draw pictures of stories and things that happen.
- I try to write about my drawings or I ask someone to write what I say.
- I write with marks and scribbles.
- I make letters and cards for my family and friends.
- I copy the writing that I see around me.
- I try to listen to sounds in words and write letters for the sounds I hear.



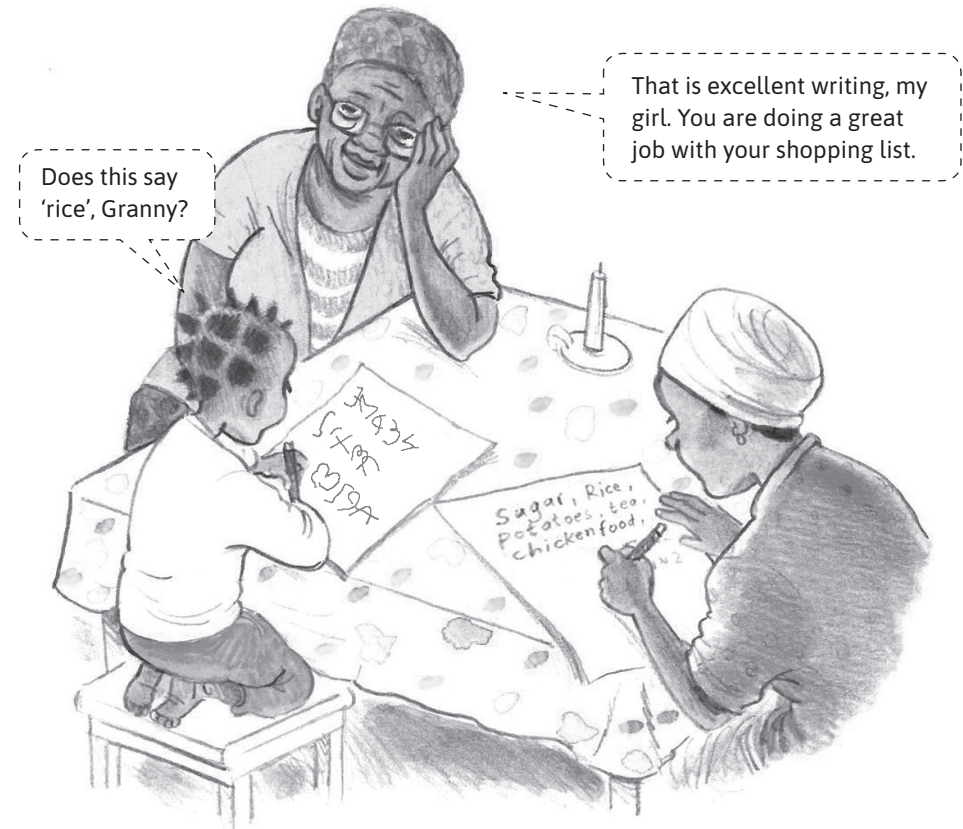
Write for a purpose

Work in the big group

- 1 Look at the picture and read the speech bubbles. Notice how the grandmother responds in a very positive way, NOT worrying if the spelling is correct.
- 2 What do you use writing for in your house? Do you ever write phone messages or notes? Could you include your child next time you write?
- 3 **Listen as the facilitator reads this paragraph:** Remember that when children first start writing, they will write words as they sound. This means that the spelling might not be correct. If they speak two languages, they might also mix up the spelling of the two languages. Praise their attempts rather than correct them. Encourage children to write in their home language even if they are going to go to school at an English school. Once they are confident to try and write in their own language, learning to write in another language will be so much easier!

Resources

Paper and crayons.



An encouraging message to share with a caregiver

A bit of encouragement is much more helpful than doing it for your child.

Write for a purpose

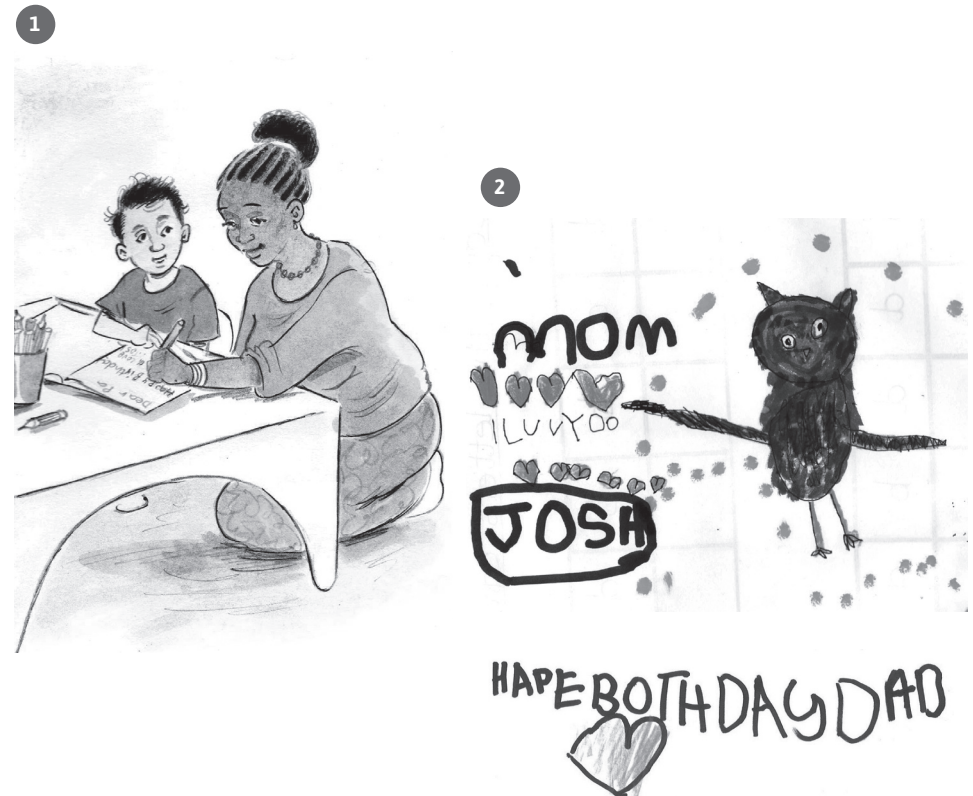
Work in small groups

- 1 **Listen as someone reads this paragraph:** In the first picture, the mother is helping her son to write a letter to his dad. They are talking together about what he wants to say and his mom is helping him to think of the right words. Children get very excited when they see that their words can be written down! Let your child write his name at the end of the letter and draw a picture. Even if he is only able to make marks on the page, he will feel like a writer. In the second picture, the little boy has now made a card on his own! What a special gift for his mother or father.
- 2 Can you think of a reason for writing a letter or making a card with your child?

Facilitator's notes: If a friend or neighbour is sick, suggest to your child that you write a card to say that you hope she feels better. If family members live far away, ask your child to draw a picture for them and send the drawing together with a short message. Hopefully they will write back, and you will be able to read the message to your child. This is the best way to learn about writing! When we write messages to other people, children learn that writing is a way of talking to someone who is somewhere else - writing has a purpose.

Resources

Paper and crayons.



An encouraging phrase to use with a child

What a great idea!

Stages of writing development

Work in the big group

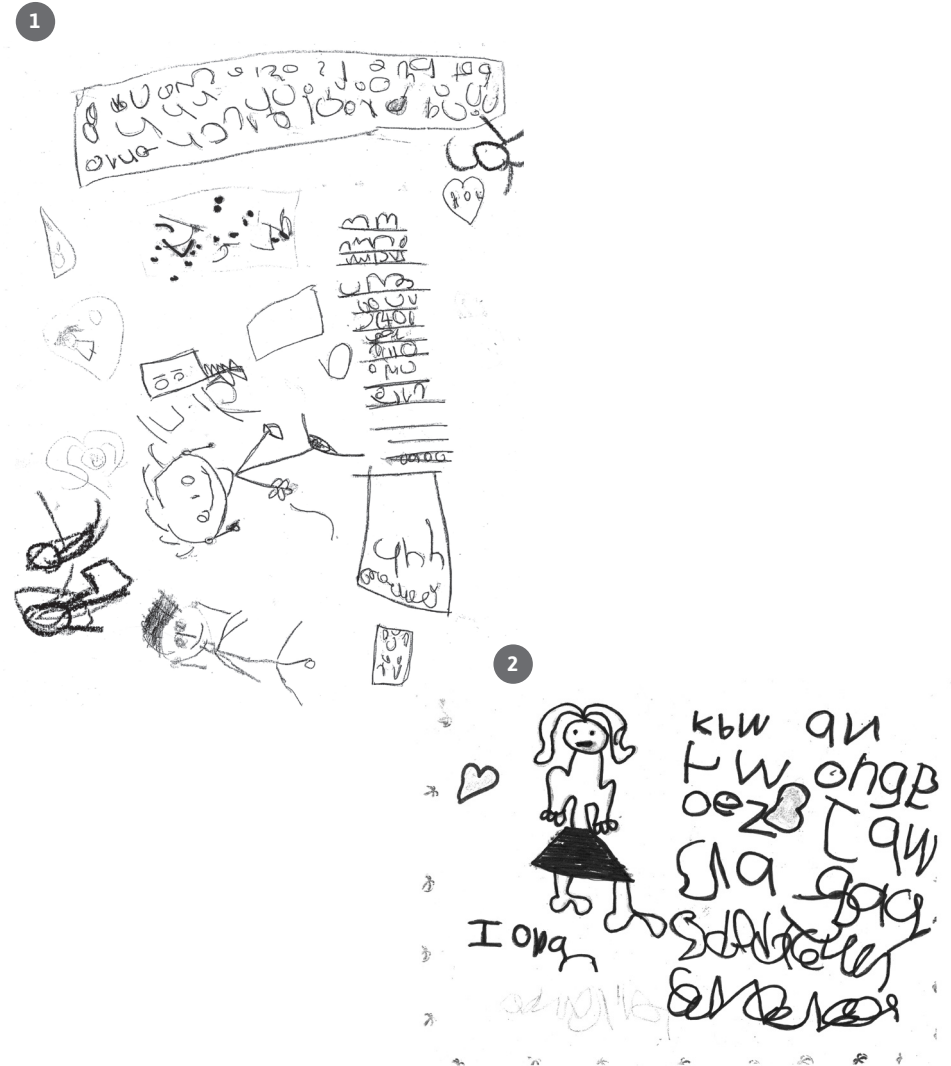
- 1 What do you notice in the 1st picture and the 2nd picture?

Facilitator's notes: In the first picture the child is drawing and scribbling, making shapes and markings that look like letters. In the second picture she does something different - she realises that writing is different from drawing. She has written strings of letters to form 'words'.

- 2 Did you know that scribbles and letters all mixed up show that children are becoming writers? Do you encourage your child if she does this kind of 'writing'? Share your thoughts in the big group.
- 3 **Listen as someone reads this paragraph:** Children love to copy adults and older children. When you are writing a note to someone, let your child see you writing and give her some paper so that she can write too – even if she just scribbles. When older children are doing homework, give younger children some paper and a crayon and they can also do 'homework'! Children need lots of opportunities to experiment with drawing and writing.
- 4 Watch video (emergent writing).

Resources

Video. Paper and crayons.



Stages of writing development

Work in pairs

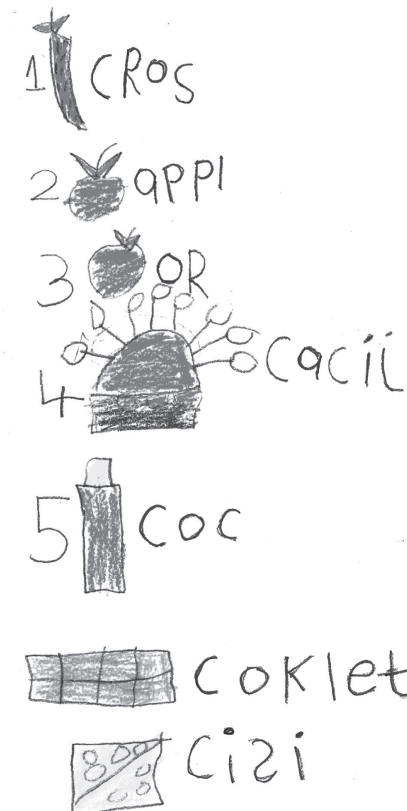
- 1 Can you read this shopping list? How do you think this child managed to write this shopping list?

Facilitator's notes: She has tried to sound out the words – and has done a very good job! We call this 'invented spelling'. It isn't quite correct but it makes sense and many of the letters match the sounds in the words. We need to give young children the confidence to try and write words as they sound – and not worry too much about spelling at this young age!!

- 2 Read these suggestions and share your thoughts about this approach to supporting young children's writing:
 - Try to focus on encouraging rather than correcting young children when they write.
 - You can be proud of your young child's writing – even if the spelling isn't correct.
 - If children ask you how to write something, here are some good ways to respond: 'How do you think you write it?; Try and write it just the way you think; Don't worry if you make a mistake; What does it start with? What other sounds can you hear?'

Resources

Paper and crayons.



An encouraging phrase to use with a child

You are doing beautifully!

Observing the development of emergent reading and writing

Work on your own and then in pairs

- 1 Think of a child you know well, and write their name in the second column.
- 2 Put a tick in their column if you have seen them doing any of the things listed.
- 3 Now describe their emergent reading and writing behaviours to your partner, giving examples wherever possible.

	Child's name
Listens attentively to stories.	
Seems to understand what stories are about.	
Can sequence and re-tell stories.	
Often looks at and 'reads' books and has knowledge of how books work.	
Aware of and interested in print in the environment.	
Interested in and able to interpret pictures.	
Draws pictures relating to stories and events and talks about what she/he has drawn.	
Asks for someone to write about what he/she has drawn.	
Makes marks, scribbles and some letters next to his/her drawings.	

Work in the big group

What did you learn today that you want to do differently in future?

Homework suggestions

- Keep crayons and paper in a place that is easy for children to get to.
- When you write your shopping list, ask your child to write a list too.
- After reading a story, ask your child to draw what she liked most. Then let her tell you about her drawing as you write down what she says under her drawing.

Date and time for final session and celebration

Work on your own and then share your feedback in the big group

List three things that you learnt on this course that you are now doing differently with young children.

Have the young children in your family and/or work benefited from the ideas and activities that you learnt in this course? Please describe.

Celebrate the learning and growth that has happened during this course.

Invite special guests, hand out certificates, and serve tea and eats. Share what the course has meant to you (1 minute each).

Facilitator's notes: Thank participants, share your highlights, and close the workshop.