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Hand  
in Hand

From  
A to Z!



# Play Workshops



COMMISSION SCOLAIRE  
MARIE-VICTORIN

Éducation  
Québec



# PLAY WORKSHOPS



## INTRODUCTION TO THE PROGRAM

The original French version of the Hand in Hand project, entitled *De A à Z on s'aide!*, received the "Prix d'excellence 2000" for outstanding achievement from the Fédération des commissions scolaires du Québec.

March 2004

# PLAY WORKSHOPS

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To obtain a set of documents and posters, please contact the Commission scolaire Marie-Victorin, Service de l'imprimerie:

- to obtain information: Richard Viens, 450-670-0730, extension 403
- to place an order by fax: Richard Viens, 450-670-0250
- to place an order by e-mail: [richard\\_viens@csmv.qc.ca](mailto:richard_viens@csmv.qc.ca)

The documents and posters are free, but there is a charge for postage. Additional copies of *From Cradle to Classroom* may also be ordered, but photocopying costs and postage are not covered.

# FOREWORD

In 1995, the Commission scolaire Marie-Victorin, in partnership with various organizations, set up a joint action-research project on the prevention of illiteracy in a working-class area of Longueuil. Subsidized by the Ministère de l'Éducation, under the Joint Federal-Provincial Literacy Training Initiatives (JFPLTI) program, and by the Direction de la santé publique de la Montérégie, the project is intended for families with children up to 4 years of age. Its goal is to support working-class families in their efforts to foster the overall development of their children and their emergent literacy skills. The project involves five areas of research: *emergent reading and writing, early family intervention, the ecological approach, primary prevention, and partnership.*

Since the beginning of the project, the team of partners has developed and experimented with various tools and approaches to help families and their children through preventive and long-term action in the area of emergent literacy. The Hand in Hand emergent literacy materials, which include eight documents and five posters, represent the culmination of all the work that went into this project.

## Documents

- *Hand in Hand: Emergent Literacy From A to Z*
- *Checklist for Parents*
- *From Cradle to Classroom*
- *Sharing Pictures and Words*
- *Play Workshops*
- *First Steps in Reading and Writing*
- *Emergent Literacy Training*
- *Communication Plan for an Emergent Literacy Program*

## Target Population

- Staff of organizations offering services to children from birth to 4 years of age and their families
- Newborns and their families
- Children from birth to 4 years of age and their families
- Children from 12 to 24 months of age and their families
- Children from 2 to 3 years of age and their families
- Children 3 years of age and their families
- Staff of organizations offering services to children from birth to 4 years of age and their families
- Staff of organizations offering services to children from birth to 4 years of age and their families

The ***Play Workshops*** have been designed to foster children's development and introduce them to written language. The program provides parents with support in educating their children, helping them discover written language and introducing them to books. It focuses on interaction between parents and their children, based on play activities involving written language. The play workshops are designed for groups of 12 parents and their 12 children, who meet twice each week for 10 weeks. Each workshop lasts two hours. For the first hour, the parents and children meet as separate groups; in the second hour, they do interactive activities together.

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# 1 FAMILY LITERACY APPROACH

## A few remarks about the approach

In the approach used to create the *Play Workshops* program, the competency to be developed is based on the individual's potential. It consists in reinforcing or sparking parents' interest (motivation) in guiding their children through the emergent literacy process and equipping them to do so (to act). The goal is not to achieve a given result or satisfy a particular requirement, as is sometimes the case. The competencies to be developed have been established according to an operational model of objectives connected with real-life situations. It is therefore an ongoing process.

The program objectives take the following into consideration:

- **the overall goal**, which is in fact the statement of the target competency
- **details** about this statement that define the competency's scope and limits
- **the learning situation**, described as an ongoing process that includes the usual phases of the learning process: motivation, acquisition, assimilation and transfer
- **training conditions** that allow trainers to apply approaches that will help parents to develop the competency
- **participation criteria** that allow parents to determine where they stand during the workshops

It is important to remember that the overall goal, as described in this document, constitutes the main objective of the training because it introduces the target competency to both trainers and parents. Trainers should therefore refer to it frequently in order to achieve the stated objective.

## 2 PARENTS' WORKSHOPS

### Overall goal

To foster their child's development in general and his or her literacy development

### Details

- Recognize the importance of fostering their child's literacy development
- Describe the attitudes and competencies that foster their child's literacy development
- Use intervention techniques that promote emergent literacy development
- Recognize and value their strengths, and recognize their limitations in terms of parenting attitudes and skills

### Learning situation

#### Phase 1: Raising parents' awareness of parenting skills that foster children's literacy development

- Determine the parenting attitudes and skills that foster children's literacy development: introducing their child to reading and writing (reading stories, looking at magazines, etc.), talking and listening to their child, creating a playful atmosphere, offering encouragement, respecting their child's pace, demonstrating the usefulness of written language
- Determine the developmental stages of children aged 2 to 3 (in terms of the motor, emotional, social and cognitive dimensions)
- Become aware of the environmental factors in children's awareness of written language: modelling, interacting, exploring
- Examine their own parenting skills and ways of supervising their child (discipline)
- Determine the strengths and limitations of their child in situations observed in everyday life and during the workshops

## **Phase 2: Familiarizing parents with strategies that foster children's literacy development**

- Examine their own habits with respect to written language and get a sense of themselves as readers
- Discuss the resources available in their environment for bringing children into contact with a range of written materials (newspapers, books, store flyers, etc.) with various functions
- Distinguish between different types of books and magazines designed for children
- Examine the main elements involved in choosing a book for their child and basic storytelling techniques
- In various learning situations, use intervention techniques that promote positive parent-child interaction (reinforcement, attitude of warmth, listening, simple and clear instructions, appropriate consequences)
- Recognize their child's strengths and limitations in terms of literacy development

## **Phase 3: Evaluating attitudes and skills that foster children's literacy development**

- Sum up their strengths and limitations in terms of their attitudes and skills with respect to emergent literacy
- Sum up the points where work is needed
- Select intervention techniques applied in the workshops that can be integrated into everyday life

## **Training conditions**

- Create a climate of trust and enjoyment that promotes discussion, awareness, cooperation and parent participation
- Ensure respect for confidentiality, for others, and for the pace of each individual in all group discussions
- Encourage individual efforts and show appreciation of all attempts to participate
- Make time available to deal with parents' specific needs
- Use learning situations, activities and worksheets to facilitate analysis and reflection
- Help parents become aware of their strengths and limitations
- Encourage parents to transfer the intervention techniques learned during the workshops to family life

## **Participation criteria**

- Phase 1:**
- Gathered information
  - Participated in discussions
- Phase 2:**
- Participated in learning situations and activities
  - Followed instructions
- Phase 3:**
- Presented at least two strengths and two limitations on which work was needed in connection with attitudes and competencies that foster literacy development
  - Shared two ways of transferring techniques to everyday life with the other parents

## Parents' workshops

| WORKSHOP | THEME                                     | ACTIVITY                                                                                                                                                                                                |
|----------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        | Welcome                                   | <ul style="list-style-type: none"> <li>– Ice breaker: "Who am I?" game</li> <li>– The <i>Play Workshops</i> program from A to Z</li> </ul>                                                              |
| 2        | Parenting skills                          | <ul style="list-style-type: none"> <li>– What is LEARNING?</li> <li>– How do we learn?</li> <li>– I learn better when...</li> </ul>                                                                     |
| 3        | Every child is a unique individual        | <ul style="list-style-type: none"> <li>– My child is a unique individual</li> <li>– Child development: an overview</li> </ul>                                                                           |
| 4        | Exploring                                 | <ul style="list-style-type: none"> <li>– An emotional head start</li> <li>– Parents are the key!</li> </ul>                                                                                             |
| 5        | Emergent literacy                         | <ul style="list-style-type: none"> <li>– What is emergent literacy?</li> <li>– Emergent literacy: Why? Where? When? How?</li> </ul>                                                                     |
| 6        | Discipline                                | <ul style="list-style-type: none"> <li>– Discussion: "What is a limit?"</li> <li>– Types of parents and their limits</li> <li>– Various ways to set limits</li> <li>– How your child behaves</li> </ul> |
| 7        | Self-esteem (part 1)                      | <ul style="list-style-type: none"> <li>– My self-esteem</li> <li>– Definition of "self" and "self-esteem"</li> <li>– Self-esteem game</li> </ul>                                                        |
| 8        | Self-esteem (part 2)                      | <ul style="list-style-type: none"> <li>– Building children's self-esteem</li> </ul>                                                                                                                     |
| 9        | Discovering literacy as a family activity | <ul style="list-style-type: none"> <li>– Discovering literacy as a family activity</li> <li>– Types of writing and their functions</li> </ul>                                                           |
| 10       | Reading for pleasure                      | <ul style="list-style-type: none"> <li>– Reading for pleasure: anywhere, anytime, anyhow!</li> </ul>                                                                                                    |
| 11       | A trip to the library                     | <ul style="list-style-type: none"> <li>– Discovering the local library</li> </ul>                                                                                                                       |
| 12       | Language (part 1)                         | <ul style="list-style-type: none"> <li>– Why do we speak?</li> <li>– How do children learn to speak?</li> <li>– My child's feelings</li> </ul>                                                          |
| 13       | Language (part 2)                         | <ul style="list-style-type: none"> <li>– Helping my child develop language skills</li> <li>– Language and nursery rhymes</li> </ul>                                                                     |
| 14       | Reading a story                           | <ul style="list-style-type: none"> <li>– Reading stories...for my child and for myself</li> </ul>                                                                                                       |
| 15       | Inventing a story                         | <ul style="list-style-type: none"> <li>– Inventing a story</li> </ul>                                                                                                                                   |

## Parents' workshops

| WORKSHOP | THEME                 | ACTIVITY                                                                                                                     |
|----------|-----------------------|------------------------------------------------------------------------------------------------------------------------------|
| 16       | Parenting attitudes   | <ul style="list-style-type: none"> <li>– Understanding autonomy</li> <li>– Parents' needs versus children's needs</li> </ul> |
| 17       | Children's literature | <ul style="list-style-type: none"> <li>– Panorama of children's literature</li> </ul>                                        |
| 18       | A book for my child   | <ul style="list-style-type: none"> <li>– Books: the gift of a lifetime</li> </ul>                                            |
| 19       | Summing up            | <ul style="list-style-type: none"> <li>– Summing up the workshops</li> <li>– Song</li> </ul>                                 |
| 20       | Party time            | See Parent-Child Workshop 20                                                                                                 |

### 3 CHILDREN'S WORKSHOPS

#### Overall goal

To interact with adults in a family environment that fosters literacy development

#### Details

- Distinguish between text and pictures
- Become aware of the usefulness and characteristics of books
- Recognize the role played by written language in logography
- Use a crayon to draw
- Perform routine tasks in an autonomous way

#### Learning situation

##### **Phase 1: Raising children's awareness of the various contexts in which literacy develops**

- Use pictures to learn about the concept of word-picture associations
- Recognize basic concepts related to books: holding them the right way up, turning the pages, differentiating between text and pictures, etc.
- Learn to use different objects to express emotion and develop fine motor skills
- Recognize, in their environment, the connection between a logo and its meaning (e.g. a logo representing food)
- In a context that fosters autonomy, become aware of their environment, the objects in it, and the routine



## **Phase 2: Applying concepts connected with emergent literacy**

- Use visual and auditory perception when being read a story: remaining attentive, recognizing characters and situations in a story, giving verbal or nonverbal answers to short, clear questions
- Identify logos, objects and people by naming them or pointing to them
- In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)
- Through the workshop activities and routines, learn to understand and follow instructions (autonomy)
- In motor activities, try out various ways to express their emotions and learn to listen carefully

## **Phase 3: Evaluating attitudes and competencies connected with emergent literacy**

- React to a stimulus by adopting behaviour or behaviours that are in keeping with the workshop routine
- Adopt attitudes and behaviours related to emergent literacy observed in previous workshops, and transfer them to a new context (e.g. a trip to the library)

## **Training conditions**

- Create a climate of trust and enjoyment that promotes the children's exploration and autonomy
- Ensure the children's safety and sense of security
- Respect the pace of each child and provide the supervision and support needed for each activity
- Promote learning through play
- Provide stimulating materials adapted to the needs of the children

- Value and encourage social and autonomous behaviour
- Listen to and observe each child

### **Participation criteria**

**Phase 1:** – Listened to the instructions

- Explored the concepts presented

**Phase 2:** – Followed the instructions

- Took part in the activities

**Phase 3:** – Adopted attitudes and behaviours that foster emergent literacy and applied them in a new context (e.g. a trip to the library, an activity at home)

## Children's workshops

| WORKSHOP | THEME                     | ACTIVITY                                                              |
|----------|---------------------------|-----------------------------------------------------------------------|
| 1        | Welcome                   | – Photo session and exploration of the room                           |
| 2        | Routines                  | – My photo<br>– Modelling<br>– Song or nursery rhyme                  |
| 3        | Exploring the environment | – Treasure hunt<br>– Kim's game                                       |
| 4        | Expressing emotion        | – My hand puppet<br>– Faces<br>– Masks                                |
| 5        | The parts of the body     | – The parts of my body<br>– Simon says...<br>– Find the missing piece |
| 6        | Music                     | – Playing with sound<br>– Maracas                                     |
| 7        | Family                    | – The mouse family                                                    |
| 8        | The library               | – My first contact with books                                         |
| 9        | Writing                   | – My pencil                                                           |
| 10       | Food                      | – Food friends                                                        |
| 11       | The library               | – A trip to the library                                               |
| 12       | The five senses           | – My necklace<br>– Discovering the senses                             |
| 13       | Plants                    | – Gardening<br>– Growing like a flower                                |
| 14       | The seasons               | – The association game<br>– Budding leaves                            |
| 15       | Clothing                  | – Clothes make the man<br>– Dressing up                               |
| 16       | Animals                   | – Animal sounds and movements<br>– Animals<br>– The cat's whiskers    |
| 17       | Sports                    | – Collage<br>– Obstacle course                                        |
| 18       | Colours                   | – As yellow as...<br>– Crayons<br>– The colour game                   |
| 19       | Transportation            | – Sound and movement<br>– Trains and buses<br>– The boat              |
| 20       | Party time                | – Decorating the room<br>– Makeup<br>– My party hat                   |

## 4 PARENT-CHILD WORKSHOPS

### Overall goal

To foster their child's development in general and his or her literacy development

### Details

- Recognize the importance of having fun in learning situations
- Recognize the advantages of effective communication
- Use intervention techniques that foster children's literacy development
- Evaluate their own abilities as parents' to remain motivated during an activity with their child

### Learning situation

#### **Phase 1: Raising parents' awareness of the importance of interaction between parent and child in learning situations**

- Recognize the importance of a child's self-esteem as an essential factor in learning and educational success
- Identify enjoyable and difficult times in an activity done together
- Identify intervention techniques that foster emergent literacy: associating words with pictures, telling stories, identifying logos, developing the child's prehension
- Be aware of attitudes that promote communication: echoing, listening, providing feedback, showing respect for each other
- Determine how to approach a shared task: show respect for each other's abilities, state clearly and precisely what each person is expected to do, work together using the available space, time and materials

## **Phase 2: Applying approaches that foster learning during harmonious interaction between parent and child**

- During activities with their child, express emotion with due respect for themselves and others (staying calm, naming the emotion, using nonverbal language that reflects what was said, praising good behaviour)
- Use ways of fostering the development of emergent literacy (associating pictures with words, telling stories, identifying logos, developing the child's prehension)
- Adopt different attitudes that promote good communication
- Participate with their child in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities
- Participate with their child in learning activities relating to the environmental factors that foster the development of emergent literacy (modelling, interacting, exploring)

## **Phase 3: Evaluating parents' ability to interact with their child**

- Determine the areas that need improvement when doing emergent literacy activities with their child
- Use acquired skills in a new context (e.g. a trip to the library)

## **Training conditions**

- Create a climate of trust and enjoyment that promotes harmonious interaction between parent and child
- Respect the pace of each individual during the activities and provide each parent-and-child pair with appropriate support and guidance
- Promote learning through play
- Provide participants with stimulating, appropriate materials
- Reinforce and encourage attitudes and behaviours that promote harmonious interaction

- Listen carefully to participants and observe each parent-and-child pair
- Help parents recognize their strengths and limitations and their child's strengths and limitations when working as a pair
- Encourage participants to transfer what they have learned into everyday life

### **Participation criteria**

**Phase 1:** – Listened to the instructions for the activities

– Gathered information

– Observed the activities

**Phase 2:** – Participated in the workshop activities

– Followed the instructions for the activities

**Phase 3:** – Shared with the group at least two emergent literacy activities carried out as a pair, in order to transfer acquired knowledge

– Identified two areas in which they need to improve in order to interact harmoniously and specified ways to achieve this

## Parent-child workshops

| WORKSHOP | THEME                     | ACTIVITY                             |
|----------|---------------------------|--------------------------------------|
| 1        | Welcome                   | – The portfolio                      |
| 2        | Creativity                | – The group mural                    |
| 3        | Introduction to colour    | – Mixing colours                     |
| 4        | Exploring the environment | – The obstacle course                |
| 5        | Food                      | – The shopping list                  |
| 6        | Autonomy                  | – Building a house                   |
| 7        | Self-esteem (part 1)      | – My body                            |
| 8        | Self-esteem (part 2)      | – My pencil holder                   |
| 9        | Fruits                    | – Fruit dominoes                     |
| 10       | The five senses           | – The grab bag                       |
| 11       | The library               | – Discovering the local library      |
| 12       | Language (part 1)         | – The puppet                         |
| 13       | Language (part 2)         | – The telephone game                 |
| 14       | Reading a story           | – My picture word book               |
| 15       | A book                    | – Making a book                      |
| 16       | My child's autonomy       | – Potato prints                      |
| 17       | Expressing emotion        | – The emotions game                  |
| 18       | The library               | – A trip to the library              |
| 19       | A big book                | – One book, one story                |
| 20       | Party time                | – Group games<br>– Chalk and bubbles |

## 5 TARGET POPULATION

The *Play Workshops* program is intended for use with children from 2 to 3 years of age and their parents.

A special effort is made to encourage the active participation of many parents from working-class backgrounds, especially individuals who are undereducated, who are experiencing personal, financial or job-related difficulties or who have problems reading and writing.

Because the groups are diverse, parents are able to benefit from the experience of others and from a wide range of models. This enriches the workshops and affords participants an opportunity to learn from each other.

Some parents may have difficulty reading and writing. Trainers should be responsive to these difficulties, offering help during the workshops in order to ensure the full participation of all the parents. Trainers should be relaxed and approachable, give clear instructions, provide simple texts, and encourage reading out loud and mutual support among peers during the activities involving reading and writing. Trainers should also encourage parents to talk about their difficulties individually. If necessary, they may refer them to local resource persons who offer literacy workshops.



## 6 OBJECTIVES

The *Play Workshops* program aims at the following objectives:

- |                                |                                                                                    |
|--------------------------------|------------------------------------------------------------------------------------|
| <b>Parents' workshops:</b>     | To foster their child's development in general and his or her literacy development |
| <b>Children's workshops:</b>   | To interact with adults in a family environment that fosters literacy development  |
| <b>Parent-child workshops:</b> | To foster their child's development in general and his or her literacy development |

## 7 WORKSHOP SCHEDULE

Workshops for parents and their children are held twice a week. Each workshop lasts two and a half hours (8:45 a.m. to 11:15 a.m.).

**Table 1**  
**Workshop schedule**

|                                                                                                                                                        |                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>8:45 a.m to 9:00 a.m.: Arrival of families, selection of books</b>                                                                                  |                                                                                                                                                    |
| <b>9:00 a.m. to 10 a.m.: Part one</b>                                                                                                                  |                                                                                                                                                    |
| <b>Parents' workshops</b>                                                                                                                              | <b>Children's workshops</b>                                                                                                                        |
| Procedure:<br>– Getting started<br>– Activities<br>– Home activity (Appendix 3) or reading for pleasure<br>– Preparation for the parent-child workshop | Procedure:<br>– Welcome and reading corner<br>– Attendance and schedule<br>– Story time<br>– Activities<br>– Song or nursery rhyme<br>– Tidying up |
| <b>10:00 a.m. to 11:00 a.m.: Part two</b>                                                                                                              |                                                                                                                                                    |
| <b>Parent-child workshops</b>                                                                                                                          |                                                                                                                                                    |
| Procedure:<br>– Transition time (and snack)<br>– Storyreading<br>– Activities (Appendix 5)<br>– Song or nursery rhyme (Appendix 4)<br>– Conclusion     |                                                                                                                                                    |
| <b>11:00 a.m. to 11:15 a.m.: Individual work and selection of books</b>                                                                                |                                                                                                                                                    |

### **8:45 a.m. to 9:00 a.m.**

The trainers welcome the parents and children. They all make their way to the workshop rooms. The parents return the books they have borrowed and choose a new one with their child.

### **9:00 a.m. to 10:00 a.m.**

For the first hour, the parents and children are in different rooms.

- Two trainers lead the children's workshop, which is organized as follows:
  - The *welcome and reading corner* segment allows the children to get comfortable in the space and make the break with their parents. It is important to have a reading corner in the room.
  - The *attendance and schedule* segment gives the children an opportunity to make their presence known and to find out about the activities they will be doing in the workshop.
  - At *story time*, stories are read to the group. The trainer uses different storyreading techniques.
  - During the *activities* segment, the children participate as a group in activities that relate to the various aspects of their development (the social, psychomotor, relational, cognitive, and emotional dimensions).
  - During the *song or nursery rhyme* segment, the group learns different songs and rhymes as well as the actions that accompany them. The trainers write the words to the songs and rhymes on large sheets of Bristol board and point to each word as it is sung.
  - *Tidying up time* provides an opportunity to put things away and get the children ready to join their parents. They will tell their parents what they did, show them their artwork, etc.
- One trainer leads the parents' workshop, which is organized as follows:
  - The *getting started* segment provides an opportunity to welcome the parents and to review the previous workshop and the emergent literacy activity done at home.
  - The *activities* segment offers an opportunity to explore specific aspects of emergent literacy that are connected with the parenting role.
  - The *home activity* segment provides parents with an opportunity to reflect on their role and to try some emergent literacy activities with their child. A complete description of this activity can be found in Appendix 3. The *reading for pleasure* segment allows parents to sit back and enjoy the experience of being read to.

- During the *preparation for the parent-child workshop* segment the trainer explains to parents the activity they will be doing with their child and gives them specific instructions.

#### **10:00 a.m. to 11:00 a.m.**

During the second hour, parents and children get back together. This time is intended to be an opportunity for parents to put into practice what they have learned during the parents' workshop.

This section is organized as follows: transition time; storyreading; activities; song or nursery rhyme; conclusion.

- *Transition time* gives parents and children a chance to talk about what they did in their respective workshops. The children tell their attentive, interested parents what they did.
- *Storyreading* is done as a group. The objective is to introduce parents to various methods of reading stories that foster children's literacy development and to allow them to discover the enjoyment of reading on their own and as a family. Over the course of several weeks, parents have an opportunity to observe the trainer reading stories and are encouraged to try reading stories themselves. The trainer suggests various ways of making the storyreading experience interesting (Appendix 1).
- Parent and child do the *activity* together. Parents have an opportunity to apply what they have learned during the parents' workshop and to observe their child in action. The emphasis is on the objectives targeted in relation to the theme of the parents' workshop and the children's literacy development and not on the activity itself (arts and crafts project). For example, if the workshop theme is self-esteem, the activity will give parents an opportunity to foster their child's self-esteem.
- The featured *song or nursery rhyme* is sung by the whole group.
- During the *conclusion* phase the trainer has an opportunity to praise the parents and children for their efforts and to ask the parents to put into practice, at home, what they have learned during the workshop.

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**11:00 a.m. to 11:15 a.m.**

Parents who wish to discuss certain issues in more depth with the trainer may do so during the final 15 minutes. Parents who did not have time to return their library book earlier may do so now and choose another one with their child.

## 8 ROLE OF TRAINERS

Trainers for the parents' workshops are responsible for leading the parents' and parent-child workshops. Among other things, their job is to:

- prepare the materials and the room before the parents' workshops and to put everything back afterwards
- prepare the workshop activities
- lead parent and parent-and-child activities so that the objectives can be achieved
- enlist the aid of the children's workshop trainers to prepare and lead parent-and-child activities
- after each workshop, write down comments and observations in a logbook
- participate in the evaluation of each workshop and the program
- participate in follow-up meetings

Trainers for the children's workshops are responsible for leading the children's workshops and assisting with the parent-and-child activities. Among other things, their job is to:

- tell parents about the activities done in the children's workshop
- prepare the materials and the room in such a way as to provide a stimulating environment (set up the reading corner, arrange the posters so that the children can see them, etc.), and put everything back afterwards
- prepare the materials for the parent-child workshop
- prepare the workshop activities
- lead children's activities so that the objectives can be achieved
- adapt activities to different times of the year (Halloween, Valentine's Day)
- after each workshop, write down comments and observations in a logbook

- collaborate on the preparation and leading of activities in the parent-child workshops, more specifically the *storyreading* and *song or nursery rhyme* activities, so that the objectives can be achieved
- participate in the evaluation of the program
- participate in follow-up meetings
- participate in the observation of the parent-and-child pairs and help with the recording of information

## 9 EMERGENT LITERACY

We concur with early childhood researchers who believe that the discovery of written language is an integral part of children's overall development. Written language is a natural extension of oral language and begins to develop well before children start school.

Many of us have observed very young children pretending to read and write, drawing shapes resembling letters of the alphabet. Such an activity comes naturally to them. Others ask questions about what is written on a cereal box or on the mail that the letter carrier delivers. Many children enjoy following a story as it is read to them by an adult or can recognize some road signs in the neighbourhood.

Certain behaviours that children display when they see printed material clearly indicate their interest in what the writing represents. The following table gives a few examples.



**Table 2**  
**Behaviours observed in children under 6**  
**who show an interest in the world of written language<sup>1</sup>**

| Child's reading behaviours                                            | Child's writing behaviours                                |
|-----------------------------------------------------------------------|-----------------------------------------------------------|
| 1. Picks up a book                                                    | 1. Scribbles                                              |
| 2. Talks while looking at illustrations                               | 2. Draws symbols that look like letters                   |
| 3. Turns the pages                                                    | 3. Draws series of lines connected by zigzags             |
| 4. Tries to read                                                      | 4. Distinguishes between writing and scribbling           |
| 5. Pretends to read                                                   | 5. Writes some letters of his or her name                 |
| 6. Distinguishes between writing and pictures                         | 6. Writes letters                                         |
| 7. Shows interest when listening to a story or other written material | 7. Moves from left to right when writing letters          |
| 8. Distinguishes between reading and storytelling                     | 8. Writes messages in the form of scribbles               |
| 9. Distinguishes between the beginning and the end of a story         | 9. Knows where a line begins                              |
| 10. Shows interest in printed material in the home                    | 10. Writes groups of letters and says that they are words |
| 11. Associates words with pictures                                    | 11. Tries to copy written text                            |
| 12. Notices some punctuation marks                                    | 12. Writes sequences of letters                           |
| 13. Knows what a title is                                             | 13. Leaves a space between "words" he or she writes       |
| 14. Knows that a book has a cover                                     | 14. Pretends to spell words                               |
| 15. Knows that you read from left to right                            | 15. Pretends to write a letter to someone                 |
| 16. Recognizes words in his or her environment                        | 16. Copies parts of his or her favourite story            |
| 17. Shows interest in street signs                                    | 17. Creates little books                                  |
| 18. Pretends to read words, not scribbles                             | 18. Pretends to write down a story that he or she invents |
| 19. Is curious about what is written on containers                    | 19. Makes a grocery list                                  |
| 20. Asks what is written on buttons                                   | 20. Asks to write his or her name on personal snack box   |
| 21. Asks questions about written messages that appear on TV           | 21. Draws numbers to record what he or she counts         |
| 22. Pretends to read signs in shopping centres                        | 22. Asks to write his or her name on personal belongings  |
| 23. Shows interest in newspaper ads                                   | 23. Asks to write his or her name                         |
| 24. Holds a book right-side up                                        | 24. Makes a list of presents he or she would like         |
| 25. Asks someone to read what is written on the screen                | 25. Draws symbols to remember something                   |

1. The table is based on Jacqueline Thériault's *J'apprends à lire... Aidez-moi! Comment l'enfant apprend à lire et à écrire* (Montréal: Les Éditions Logiques, 1995).

## 9.1 DEFINITION OF EMERGENT LITERACY

According to Jocelyne Giasson, emergent literacy refers to the acquisition of reading and writing abilities (knowledge, skills and attitudes) that children develop, without formal instruction, before they begin to read in the conventional way.<sup>2</sup>

- The written word plays a very important role in our society. Consequently, children become interested in reading and writing at a very early age.
- One of the main discoveries of the emergent literacy movement is the fact that children formulate hypotheses on how writing works in the same way they formulate hypotheses about objects in their environment.
- Based on these hypotheses, children develop their own “theories” about written language that influence the way they learn to read and write.
- Although the school was believed to be the key player in developing children’s written-language acquisition up until about 10 years ago, according to the current conception of emergent literacy, children are introduced to written language well before they begin school.<sup>3</sup>
- Emergent literacy is an ongoing process, an extension of children’s natural acquisition of language.
- The written-language acquisition process begins at the same time as the oral-language acquisition process.

## 9.2 THE DIFFERENCE BETWEEN NATURAL AND FORMAL WRITTEN-LANGUAGE ACQUISITION

The family and social environments are significant factors in the emergence of literacy. The school’s role is to provide systematic instruction in written language.

Research on emergent literacy explains how children acquire initial knowledge of writing before they begin school. The following table illustrates the significant differences between natural and formal written-language acquisition.

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2. Jocelyne Giasson, *La lecture, de la théorie à la pratique* (Montréal: Gaëtan Morin, 1995), p. 114.

3. Jean-Marie Besse, *L’écrit, l’école et l’illettrisme* (Paris: Éditions Magnard, 1995), pp. 86-88.

**Table 3**  
**The differences between the two types of written-language acquisition**

| Natural acquisition <sup>4</sup>                                                                                    | Formal acquisition                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 1. The learning environment is the home or daycare, which are freer environments.                                   | 1. The learning environment is the school, which is a more structured environment.                                      |
| 2. Activities are based on printed matter that is meaningful to the child, adapted to his or her current interests. | 2. Activities are usually prepared in advance and have no connection with the child's daily life.                       |
| 3. The child can make many attempts and mistakes; there are no time constraints.                                    | 3. The child is not really allowed to make mistakes. He or she has to succeed quickly.                                  |
| 4. The child can take the time to observe and then pretend.                                                         | 4. Time counts; reading must be done within a given period of time.                                                     |
| 5. Reading is done when the child feels like it.                                                                    | 5. Reading is done when it is time to do so, even if the child does not feel like reading.                              |
| 6. The child listens to stories for enjoyment.                                                                      | 6. The child often listens to stories in order to answer specific questions.                                            |
| 7. The content of stories interests the child; he or she wants to read or hear stories.                             | 7. The material read is sometimes meaningless to the child.                                                             |
| 8. The adult supports and validates the child's efforts whether or not the child is successful.                     | 8. The adult is sometimes impatient when the child makes a mistake; this has a negative effect on the learning climate. |
| 9. The adult usually praises the child's attempts to write words.                                                   | 9. The adult wants the child to write a word correctly immediately after having shown it to him or her.                 |
| 10. The adult has confidence in the abilities of the child.                                                         | 10. The child is often compared with his or her peers.                                                                  |
| 11. The child is compared with himself or herself.                                                                  | 11. The adult systematically teaches written-language concepts.                                                         |
| 12. The adult shows things to the child when he or she asks.                                                        |                                                                                                                         |

### 9.3 DEVELOPMENT OF EMERGENT LITERACY

The development of emergent literacy in young children depends on their observations and especially their interactions with people who read and write.

- Literacy development begins very early in a child's life.
- Being surrounded by individuals who read and write plays a critical role.
- The range of written messages in the home elicits questions, observations and comments from the child and provides opportunities for reading.

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4. Nicole Girard, *Formation sur l'éveil à la lecture et à l'écriture, De A à Z on s'aide!* (unpublished working document). [This excerpt has been translated from the original French.]

- The child is considered an active participant in his or her own learning. The child becomes actively involved in written language when the adult encourages him or her to look at a variety of written material in the home.
- Emergent literacy seems to be based first and foremost on real-life situations.
- Each child goes through different stages of emergent literacy at his or her own pace; it is therefore not appropriate to impose the same sequences of activities on several children at the same time.

In her book *J'apprends à lire... Aidez-moi!*, Jacqueline Thériault describes the following stages of emergent literacy development in children:

**Beginner:** The child starts to express hypotheses and pretends to read and write, which is an indication of a certain level of emergent literacy.

**Intermediate:** The child strives to find meaning in written material. He or she is interested in reading and writing and uses pseudo-letters and letters.

**Advanced:** The child is nearly at the basic literate stage. He or she understands that reading involves looking for meaning, recognizes words and writes his or her name and other words.

Everyday life offers a host of opportunities for looking at, hearing, explaining, showing and talking about the written word. Taking advantage of these opportunities fosters children's literacy development.

## 9.4 FUNDAMENTALS OF EMERGENT LITERACY AND RESEARCH FINDINGS

Numerous studies have found that emergent literacy has positive effects on children's future learning in school and on their self-image.

- Research shows that there is a strong correlation between children's success in school and early exposure to reading and writing.
- Emergent literacy promotes children's openness to the world.
- It stimulates the brain and, thus, acts on memory.
- It increases children's ability to process information.
- It attenuates difficulties with oral and written language.

- It allows children to respond to people using means other than spoken language.
- Emergent literacy skills build self-esteem.
- Life is easier for children who know how to read and write. It allows them to be more autonomous.
- Emergent literacy increases children's potential for educational success.
- Knowing how to read and write is valued by society.
- Emergent literacy provides children from all backgrounds with equal opportunities for success.
- It promotes understanding of the educational concepts related to written language, which makes learning easier.
- Print is the primary medium used in school and educational success is therefore bound to the written word.
- Parents value people who can read and write well.

“Reading to preschool children is a practice that is supported by years of research.”<sup>5</sup>

No one can deny the importance of reading stories to children and all the benefits this has for developing creativity. Their vocabulary increases, their sentence structure improves, they begin to see how a story is organized and their interest in reading intensifies. Moreover, it has become increasingly evident that reading and writing skills are reinforced by one another and develop simultaneously rather than in a sequential manner.

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5. Jocelyne Giasson, *La lecture, de la théorie à la pratique* (Montréal: Gaëtan Morin, 1995), p. 115.  
[Translation]

Children develop other types of learning by listening to stories. Here are some examples:

- They discover the joy of reading.
- They learn that stories have a beginning, a middle and an end.
- They become aware of concepts pertaining to written language and realize that a text conveys meaning, that it is something stable and that it can be read over and over again in the same manner.
- They discover that the language used in books is different from spoken language.
- They become familiar with written language.
- They develop their own theories on how reading and writing function and adjust them accordingly as they continue learning.

In conclusion, preschool children learn about written language through role-playing. Printed material is incorporated into the daily interactions between adults and children. Adults take an interest in children's observations and answer their questions.

## **9.5 FACTORS THAT INFLUENCE EMERGENT LITERACY DEVELOPMENT**

The development of emergent literacy in children depends on how adults use written language in their presence.

It is through contact with adults who use oral and written language skills that children discover the common and distinct aspects between objects in their environment and written language.

The following factors foster emergent literacy in children:

- the presence of adults who make use of written language in their daily communication
- opportunities to learn through different activities that make use of written language

- encouragement and feedback from adults with respect to children’s scribbles and their attempts at reading the printed material that is part of their everyday lives

Parents’ awareness of the role and importance of written language in society and of the spoken language used in the family environment as a means of “transmitting” written language, also influences emergent literacy development.

A love of literature, as conveyed by adults who read, and who share their reading experience by laughing about, discussing and recounting what they have just read has a positive effect on children’s emergent literacy development. So, too, does demonstrating the uses of written language or having a conversation about a piece of writing that deals with a specific subject or answers a question. Adults who hold their child on their lap while they read a story and who provide print materials to make their child’s symbolic play more realistic, also encourage the development of emergent literacy.

## 9.6 ENVIRONMENTAL FACTORS THAT FOSTER THE DEVELOPMENT OF CHILDREN’S EMERGENT LITERACY

From these many experiences with written language, three environmental factors can be seen to stimulate children’s desire to know how written language works.

**Table 4<sup>6</sup>**  
**Three environmental factors essential to  
the development of written language**

|                    |                                                                                                                                                                                                                                                                                               |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Modelling</b>   | Adults who, through their behaviour, show how they use written language in their daily activities and who explain the purposes of written language, facilitate children’s discovery of the uses of written language. Adults who read in silence do so beyond children’s level of observation. |
| <b>Interacting</b> | Interaction between children and adults (or older children) in a variety of daily situations involving written language stimulates the children’s interest and fosters the development of written language.                                                                                   |
| <b>Exploring</b>   | Children should be free to explore a print-rich environment so that they can observe, compare and formulate hypotheses about the print materials around them.                                                                                                                                 |

6. Based on Jocelyne Giasson, *La lecture, de la théorie à la pratique*, p. 114.  
*Play Workshops*

## **The role model talks about written language**

When adults use a text, they explain in simple terms the reason for using it and answer children's questions. Speaking goes hand in hand with reading and writing.

## **The role model dialogues with the child**

It should be noted that reading and writing have a secretive, almost intimate quality that hinders children from understanding the uses, figuring out the rules and discovering the characteristics of written language. Hence the importance of verbalizing, naming things and dialoguing about written language in our direct interventions with children. The goal is to identify and determine the particular characteristics of written language.

Modelling by adults and dialoguing about written language are part of the language-development process.

## **Active participation**

Learning is more than just the acquisition of knowledge; children must therefore be allowed to actively explore written language in order to achieve understanding of the concept of the written word and to formulate hypotheses about written materials, their usefulness and their meaning. Certain attempts end in failure, which must be remedied by new experiences. All such efforts involve active participation on the part of children in what is a personal process.

Encouraging children to pretend they are reading a word or a story, to make up their own stories, to formulate hypotheses, to recognize and name letters and to explore a wide range of books are all ways of providing opportunities to discover written language.

These are the components of an ideal environment in which children can try, make mistakes, and then try again.



## 10 THE ROLE OF TRAINERS IN DEVELOPING EMERGENT LITERACY SKILLS

**The role of trainers is to ensure that the three environmental factors are present in both the parents' and the children's workshops.**

Trainers make sure that the *role model*, *interaction* and *exploration* factors are present in all the activities and encourage parents and children in their reading and writing practices. Trainers achieve this in a number of ways, as outlined below.

- They structure activities in such a way as to provide parents and children with a role model, with opportunities to interact and explore, and with encouragement.
- They ensure that parents also become aware of practical ways of acting as role models for their children, interacting with them, providing conditions conducive to exploration, and encouraging them. During each workshop, parents identify various ways to achieve these goals in their daily activities. For this reason, each parents' workshop ends with a group activity in which parents determine specific actions to carry out in connection with these three factors (role model, interaction and exploration).
- They set an example by becoming a role model for both parents and children, by interacting with them, by providing opportunities for exploration and by encouraging them. During the workshops, trainers have many opportunities to play this role.

**The role of trainers is to help children to discover the written language used in the workshop.**

Trainers, like parents, help children to discover the written language used in their environment and help parents to prepare and apply strategies to develop their child's emergent literacy skills.

Above all, trainers *model* the use of written language. To do this, they:

- use print materials available in the workshop, reading them aloud or commenting on their purpose
- read aloud the text on posters and labels used in the workshop, while pointing to the words and sentences
- describe how they make use of printed material or their own written material

Trainers *interact* with children by:

- answering their questions in a friendly manner and making sure that they remain interested
- asking questions without necessarily expecting an answer each time (if the child answers, the trainer continues the conversation; if the child does not answer, the trainer gives the answer)
- keeping the answers to questions simple and avoiding wordiness

Children can *explore* a wealth of written material in an environment created by the trainer who has:

- set up a reading corner
- made writing materials available to children
- arranged the room so that children are in contact with writing (e.g. posters at eye level, labels designating objects, timetable where the children can see it)

Trainers make sure that children are **receptive** and **interested** before ushering them into the world of written language. Forcing them would be counterproductive, for the motivation to learn must come from within.

Trainers take an interest in what the children are doing, however inappropriate their approach to a task may seem. It is important to encourage the children to finish what they are doing and to help them, if necessary, by focusing on what they have done well.

Trainers introduce written language ***naturally***, using a variety of everyday situations to get children to discover the written word through play, in a relaxed and enjoyable atmosphere.

# 11 CONDITIONS FOR SUCCESSFUL WORKSHOPS

Certain conditions promote successful training activities with parents and children. Some of these have an influence on the trainers' intervention.

- **The integration of training with everyday life** Trainers gear activities as much as possible to the interests and concerns of parents and children, to their vocabulary, to activities they can do at home, and to common household objects. This ensures that the training activities fit into the parents' routines. Trainers encourage the transfer of learning from workshop to home.
- **The acknowledgment of parents' and children's competencies** The training activities are based on the assumption that parents and children have previously acquired knowledge and on the assumption that they can learn by building on their own knowledge and on the knowledge of others.
- **The belief that trainers, parents and children can learn from one another**
- **The consolidation of a parents' support network** Parents are encouraged to form or to participate in self-help and discussion groups made up of parents from the neighbourhood or those participating in the Play Workshops project. Parents find out about the resources available in their neighbourhood.
- **The empowerment of parents and their participation in finding solutions to problems**

## 11.1 RECOMMENDATIONS FOR LEADING WORKSHOPS

### **Make sure that parents understand the objectives**

Trainers should ensure that the objectives are worded clearly and that parents have understood them. The use of terms that are easily understood will allow parents to process information with a view to acquiring well-defined skills and to assess, throughout the learning process, the appropriateness of certain recommendations and their progress in acquiring these skills.

## **Support motivation**

An individual's "motivation to learn" corresponds to the effort he or she is prepared to make to adapt his or her existing cognitive structure into a more appropriate cognitive structure. This effort is dependent on at least three important factors: the magnitude of the individual's needs, the scope of the learning task and the attitude of the individual towards the learning task. The following suggestions are intended to help trainers to make the most of these three factors and, thus, to increase the learner's motivation.

- Help parents to see what their learning will enable them to accomplish, to see the advantages gained from their achievement: increased self-confidence, the respect of others, self-fulfillment, etc.
- Ensure that parents understand the purpose of the skills they acquire during the activities and that they make the connection between learning and meeting needs.
- Ensure that learners are up to the challenge of acquiring a given skill.
- Plan activities that are enjoyable for learners.
- Give parents the opportunity to put into practice newly acquired skills through regular exercises or other appropriate methods. The parent-child workshops give parents a chance to apply what they have learned in the parents' workshops.

## **Choose methods adapted to the different types of learning**

It is essential for the success of the program to take a flexible approach to learning methods, choosing the most appropriate method for a given situation (clarifying concepts, observing, reflecting, applying what has been learned). Activities that promote self-fulfillment and a sense of belonging to the group contribute to a successful outcome. Trainers make use of methods that encourage parents to participate, such as assisted self-directed learning, demonstrations, peer teaching, presentations, structured information, educational games, role-playing, guided reading, case studies, discussions, projects, video-taping, simulations and competitions.

## 12 CHARACTERISTICS OF ADULTS IN LEARNING SITUATIONS

All adults undergoing a learning process share many characteristics. Trainers, too, are adults in the process of learning. Adults often have similar characteristics, desires and even fears with respect to learning. The difference lies in the fact that the starting point is not the same for everyone because everyone has a different level of experience. The process itself, however, is the same for all adults in a learning situation.

In a customized training process, the principal characteristics of adults in a learning situation are the following:

- Adults must have self-esteem in order to learn.
- Adults establish relationships between learning and personal experience.
- Adults want learning to be useful and applicable right away.
- Adults have little spare time.
- Adults are social beings.
- Adults often have learning-related fears.

### **Adults must have self-esteem in order to learn**

Learning means being prepared to change the self-image that we've built up through past experience.<sup>7</sup>

Adults value learning that reinforces their self-esteem. It is extremely important that they feel good about themselves as learners. If they do not believe in their ability to learn, they will not commit themselves to learning. A positive self-image is essential.

A positive self-image and willingness to learn go hand in hand. The more confident they feel, the more risks adults are willing to take. If, on the contrary, they have low self-esteem, they will be reluctant to change.

### **Adults establish relationships between learning and personal experience**

Faced with a new situation, adults automatically make connections with what they already know. Unlike children, adults have acquired numerous experiences and developed their own learning strategies.

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7. Monique Ouellette, *La formation sur mesure : un guide* (Québec: Ministère de l'Éducation, 1986), p. 9.

Drawing on their experience can prove to be useful and positive in acquiring new learning. However, prior learning that is associated with negative experiences can present an additional obstacle.

Adults engaged in a learning process should therefore be open to change and to new ideas, and be aware that they have a measure of control over their situation. This will enable them to develop motivation and self-confidence.

### **Adults want learning to be useful and applicable right away**

Adults are often under pressure from a number of sources such as time constraints, which increase the urgency of a situation, or social obligations arising from the different roles they play (worker, spouse, consumer, parent, etc.).

They must be quick at solving their problems and meeting their needs. If learning can't be put into practice immediately and effectively, if it doesn't reflect their reality and their needs, adults are likely to lose interest and give up quickly.

### **Adults have little spare time**

Adults assume several roles and have many responsibilities, of which learning is just one. It is important that they be able to take the time they need to learn.

The learning process should therefore be facilitated as much as possible and take into account their many responsibilities.

### **Adults are social beings**

Generally speaking, adults enjoy getting together. A customized training process promotes group encounters for purposes such as: working together on a given topic, determining needs as a group, and choosing common learning objectives.

Adults tend to share their knowledge so that others can benefit from it. The respect shown for their opinions makes them feel that they have something to contribute, a place in the group and a role to play. Generally speaking, group work promotes curiosity, reinforces motivation and stimulates imagination.

## Adults often have learning-related fears

The fear of failure is so strong in some adults that they may even refuse to undertake an educational activity for fear of being evaluated and not measuring up.<sup>8</sup>

Most adults have greater control over their emotions than children do. However, having too much control can lead to inhibitions. An elaborate defence mechanism takes hold and trainers must demonstrate patience and rely on psychology in order to understand and help the individual affected to overcome his or her mental block.

The fear of failure, anxiety and insecurity stir up negative feelings in adults who are in a new learning situation. These reactions must be taken into account.

Some of the other fears that adults may experience in the course of learning include:

- the fear of being laughed at, of not being up to the task (“The others are better than me; I never was any good at school.”)
- the fear of dealing with sensitive issues (“I didn’t come here to do group therapy.”)
- the fear of not being able to learn anymore
- the fear of having to admit to not knowing certain things
- the fear of having to change personal habits

Defence mechanisms can be manifested through various behaviours: lack of motivation, fatigue, insecurity, evasiveness, etc. It is the trainer’s responsibility to try to understand them.

In order to help adults overcome their anxiety, trainers should give a clear picture of the learning process: the objectives to be met, the learning that will be accomplished, the relevance of what they will be learning, and the opportunities they will have for transferring what they learn to everyday life. The fear of learning must be treated with care.

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8. Fernand Serre and Serge Vallières, *Enseignement aux adultes* (Faculté de l’éducation, Université de Sherbrooke), p. 65.



It is important to reduce tensions that can arise from certain situations by encouraging adults to talk about their fears, providing support and reassuring them that such fears are normal.

# APPENDIX 1

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## READING STORIES ALOUD

### Reading stories aloud helps children discover written language

Reading children's books:

- enables children to understand the value of reading for enjoyment, for dreaming or for leisure
- helps children discover that written language has meaning
- enables children to learn to express themselves using the language found in books
- enables children to distinguish between written and spoken language
- encourages children to search for the meaning of a story or text (to understand what is written)
- teaches children that books have a beginning and an end, that they have pages, that there is a relationship between the pages, which are in a certain order, etc.
- helps children differentiate between a letter, a word, a sentence, a title, etc.
- helps children understand that writing is read from left to right, that a story begins on the first page and ends on the last, that the person who wrote the book is called an author
- allows children to learn whole words before they know the individual letters of those words
- improves memory, develops the ability to anticipate and builds vocabulary
- helps children become acquainted with the parts of a story, i.e. the introduction, the plot and the conclusion
- provides opportunities for learning about life in society. The interaction between adult and text and between adult and child contributes to children's understanding, encourages them to question, develops their ability to reason and helps to impart knowledge.

It is important to read a book with your child every day. Reading books is a source of pleasure, discovery and learning for children. In the following pages you will find information on different reading techniques.

# APPENDIX 1

## READING STORIES WORD FOR WORD

One way of reading a book is word for word, i.e. exactly as it is written. This way children are drawn into the story and learn to express themselves using the language found in books. Children come to understand that written language is different from oral language. Writing cannot be altered; it is permanent. Here are some suggestions.

1. Create a mood of anticipation, enjoyment and interest.
2. Allow the child to choose the book; this will increase his or her motivation.
3. Have the child sit next to you or on your lap; this way the child can see the pictures and follow the story.
4. Show the child the cover page and mention the book's title.
5. Turn the pages and read the story word for word, without changing a single line and without stopping. Point at the words as you read.
6. Read and reread the text as is, without changing a word. Children like stories to stay the same.
7. Read with expression (vary your tone of voice, emphasize certain words, imitate the sounds made by animals or objects).
8. Children will often ask for the same story to be read over and over again. This makes them feel secure. It is by hearing the same stories repeatedly that they learn to express themselves using the language of books and narrative. Children also learn that stories have a beginning, a middle and an end, and that written language is different from spoken language. All this will help them to write their own stories once they are in school.

# APPENDIX 1

## ENLIVENING THE READING EXPERIENCE<sup>9</sup>

There are other ways to read books to children. You can encourage children to participate in the experience. They will have fun playing with the words and pictures, imitating the characters, and guessing the meaning of words. Reading should be both enjoyable and educational. The reading process can be broken down into three phases:

### 1. *Before reading*

Create a mood of anticipation, enjoyment and interest. For example, ask the child to look at the artwork on the cover and determine the book's subject. Include the child's ideas in a general description of what the story is about. Try making as many connections as possible between answers to questions and the child's experience. Provide information about the book, the author, etc.

### 2. *While reading*

Make sure that the child can see the pictures as you read (large-format books are useful). Allow for some breaks so the child can react, comment or ask questions. Make comments such as: "I think the story is about..."; "I'm a bit confused by..."; "I think that he's coming...but I'll keep reading to find out more." By listening to you think out loud, the child becomes aware that readers are active thinkers who make use of what they already know and of what they are reading to find out what happens or to construct personal meaning.

### 3. *After reading*

Depending on the child's age, initiate a discussion on the story's structure, the meaning of the different elements, the printed characters on the page and the pictures.

- a) Questions about the story's structure will allow the child to learn about the:
- context
  - characters
  - themes
  - episodes, events and sequences
  - conclusion

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9. Jacqueline Thériault, *J'apprends à lire... Aidez-moi! Comment l'enfant apprend à lire et à écrire* (Montréal: Les Éditions Logiques, 1995).

# APPENDIX 1

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- b) Questions about the meaning of the different elements of the story will allow the child:
  - to focus on details
  - to interpret and make associations
  - to gain a deeper understanding
  - to make connections with personal experience
  - to find out the meaning of certain words
- c) Questions about the printed characters will allow the child:
  - to comment on and make connections with letters
  - to comment on and make connections with sounds
  - to comment on and make connections with words
  - to talk about punctuation and about capital letters and small letters
- d) Examining the pictures will draw the child's attention to:
  - the pictures themselves
  - what they represent
  - the connection between the pictures and the story's content
  - the quality of the artwork
  - the interest it creates
  - its effectiveness in illustrating the words
  - the possibility of comparing the artwork of different illustrators

## Reference material

Demers, Dominique. *La bibliothèque des enfants*, Boucherville, Québec: Québec/Amérique, 1995.

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Paul, Marianne. *ABC, 123: A Family Literacy Handbook*. Kitchener, Ontario: Core Literacy, 1992.

Thériault, Jacqueline. *J'apprends à lire... Aidez-moi! Comment l'enfant apprend à lire et à écrire*. Montréal: Les Éditions Logiques, 1995.

# APPENDIX 1

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## INVENT A STORY TO TELL

Invent a story that will captivate your audience. Here are some suggestions:

- Tell the story in a lively manner, inflecting your voice.
- Use facial expressions.
- Use a different voice for each character.
- Use puppets and other props.
- Remember that being relaxed is the key to successful storytelling.

## Reference material

Bru, Charles, and Bernadette. *Le conte improvisé*. Brussels: De Boeck, 1997.

# APPENDIX 1

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## STORYTELLING BASED ON PICTURES IN A BOOK

The goal is to **tell** a story **in your own words, based on pictures** in a book, and to captivate your audience from start to finish. Here are some suggestions:

- Choose a story that your listeners are already familiar with.
- Wear a costume (optional).
- **Announce the title in a way that will spark your listeners' interest, surprise them and make them want to hear more.**
- Tell the story in a lively manner, inflecting your voice.
- Speak slowly.
- Use facial expressions.
- Show your enjoyment, express your fear.
- Imitate animal sounds.
- Show the pictures.
- Use methods that you are comfortable with.

**Note:** Storytelling is the art of relating a story using your own words.

## APPENDIX 2

This checklist enables parents to observe how the different reading techniques promote learning.

### OBSERVATION CHECKLIST

(For observing parents reading a story)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Regularly | Sometimes | Never | Doesn't apply |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-------|---------------|
| Read a story word for word from beginning to end, without a break<br>Read a story, enlivening the experience by asking questions and sparking listeners' interest<br>Told a story in his or her own words, based on pictures in a book                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |           |       |               |
| <b>Before reading:</b><br>Made sure that everyone was comfortable<br>Asked the group or the child to guess what the story was about by looking at the picture on the cover<br>Showed the cover page and explained what he or she would be talking about<br>Read the title, pointing at each word<br>Let listeners explore the pictures and make comments<br>Talked about the characters in the story<br>Wore a costume                                                                                                                                                                                                                                                                                                                                                                              |           |           |       |               |
| <b>While reading:</b><br>Read with expression, varying intonation depending on the character, event or situation<br>Pointed to each word while reading<br>Used a slower delivery than in a normal conversation to ensure that listeners understood the story and the words<br>Got listeners to guess certain recurring words<br>Expressed enjoyment and fear<br>Asked questions at different points in the story<br>Showed the pictures in the story<br>Made connections with familiar objects<br>Allowed children to express their emotions, either joyful or sad<br>Checked listeners' level of attention and tried to revive it if they started to lose interest<br>Imitated animal sounds and the noises made by objects as well as the angry, impatient or happy sounds made by the characters |           |           |       |               |
| <b>After reading:</b><br>Went over the pictures again and asked listeners to name the objects or the characters and to say what they were doing<br>Asked listeners to say what they thought or liked about the story                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |           |       |               |



# APPENDIX 3

## EMERGENT LITERACY AT HOME

### Objective

- To take the time to do an activity at home with their child

### Procedure

- Explain the task (in the case of an arts and crafts activity, the same technique will be used as during the workshop).
- Provide the necessary materials.
- Tell parents to glue or place the finished work in their child's portfolio.

### Notes

- If possible, provide ALL the materials required for the parent-child arts and crafts activity (give each parent and child a glue stick at the start of the session).
- Prepare ALL the required materials for each pair ahead of time; plan time accordingly.
- Discuss the arts and crafts activity at the next parents' workshop.
- Stress to parents the importance of not doing the the arts and crafts project for their child.

### Materials

- Depending on the arts and crafts activity (one work per parent and child)

## Special celebrations

Workshops can be organized around special holidays such as Halloween, Christmas, Valentine's Day, April Fool's Day, Easter, Mother's Day or Father's Day.

Keep in mind that Christmas and Easter are religious holidays. There may be people from different faiths participating in the workshops. It would therefore be advisable to avoid any religious connotation when using these themes in the stories, songs or arts and crafts activities, in order to avoid any feelings of discomfort.

# APPENDIX 4

## SINGSONG

### Objectives

- To have fun with their child
- To develop their child's vocabulary
- To develop their child's sense of rhythm
- To develop their child's memory and ability to concentrate and pay attention
- To develop their child's gross motor skills and coordination through actions accompanying the songs
- To play with the words, sounds and intonation of English
- To develop recognition of words and images in their child's environment (poster showing the words to the songs)

### Procedure

- Start by having the group form a circle.
- Show the group where the poster with the words to the song or nursery rhyme is hanging.
- Go over songs learned previously.
- Sing the new song slowly and explain any actions that accompany it. Sing it again to help participants memorize it.

### Notes

- Make sure you know the words and actions to the song to avoid creating unnecessary confusion.
- Feel free to vary your interpretation from one workshop to the next in order to stimulate the group's interest and enjoyment (pick a faster tempo, sing in a little mouse voice, in a great big giant voice, perform a circle dance, sing sitting down, sing standing up, etc.).
- If a child does not want to sing, do not force him or her. Have the child sit down and, from time to time, ask if he or she wants to join in. Encourage the parent to continue participating, even if the child is opposed, in order to stimulate the child's interest.
- Explain to parents that the goal is for the children (and parents!) to have fun and to try singing and doing the actions. It is important to allow participants to work at their own pace.
- Encourage parents to sing at home with their child.

### Materials

- Posters with the words to the songs, hanging on the wall; write the words in big letters so that parents can read them while they sing
- Pictures representing the words to the songs to help the children follow along
- Photocopies of the words to each song to give to parents

# APPENDIX 5

## ARTS AND CRAFTS FOR PARENT AND CHILD

### Objectives

- To have fun with their child
- To use appropriate methods to encourage their child to carry out a simple task
- To develop their child's fine motor skills (tearing, colouring, etc.)
- To develop their child's ability to follow simple instructions

### Procedure

- Show participants what is involved in the arts and crafts project (avoid showing a finished piece so as not to create unrealistic expectations).
- Explain the different steps.
- Identify the aspects of the project that children may find difficult.
- Support and encourage parent-child pairs.

### Notes

- Prepare ALL the materials ahead of time. This is very time consuming, so plan accordingly.
- Have parents focus on their child's effort and encourage them to take delight, with their child, in his or her creation.
- Keep in mind that the goal is not to create a masterpiece, but simply to experiment.
- Do not forget that the arts and crafts project is to be done by the child; take appropriate action if you notice the parent doing the project for the child. Helping children does not mean doing everything for them.
- Play soft background music to create a pleasant atmosphere (optional).
- It is important to allow participants to work at their own pace. Arts and crafts is an INITIATION to the different learning techniques used with children.

### Materials

- Various articles depending on the project
- Tables and chairs designed for children
- A radio, cassettes and compact discs (optional)

# BIBLIOGRAPHY

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## Parents' Workshops

# Parents' Workshops

| WORKSHOP | THEME                                     | ACTIVITY                                                                                                                                                                                                |
|----------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        | Welcome                                   | <ul style="list-style-type: none"> <li>– Ice breaker: “Who am I?” game</li> <li>– The <i>Play Workshops</i> program from A to Z</li> </ul>                                                              |
| 2        | Parenting skills                          | <ul style="list-style-type: none"> <li>– What is LEARNING?</li> <li>– How do we learn?</li> <li>– I learn better when...</li> </ul>                                                                     |
| 3        | Every child is a unique individual        | <ul style="list-style-type: none"> <li>– My child is a unique individual</li> <li>– Child development: an overview</li> </ul>                                                                           |
| 4        | Exploring                                 | <ul style="list-style-type: none"> <li>– An emotional head start</li> <li>– Parents are the key!</li> </ul>                                                                                             |
| 5        | Emergent literacy                         | <ul style="list-style-type: none"> <li>– What is emergent literacy?</li> <li>– Emergent literacy: Why? Where? When? How?</li> </ul>                                                                     |
| 6        | Discipline                                | <ul style="list-style-type: none"> <li>– Discussion: “What is a limit?”</li> <li>– Types of parents and their limits</li> <li>– Various ways to set limits</li> <li>– How your child behaves</li> </ul> |
| 7        | Self-esteem (part 1)                      | <ul style="list-style-type: none"> <li>– My self-esteem</li> <li>– Definition of “self” and “self-esteem”</li> <li>– Self-esteem game</li> </ul>                                                        |
| 8        | Self-esteem (part 2)                      | <ul style="list-style-type: none"> <li>– Building children’s self-esteem</li> </ul>                                                                                                                     |
| 9        | Discovering literacy as a family activity | <ul style="list-style-type: none"> <li>– Discovering literacy as a family activity</li> <li>– Types of writing and their functions</li> </ul>                                                           |
| 10       | Reading for pleasure                      | <ul style="list-style-type: none"> <li>– Reading for pleasure: anywhere, anytime, anyhow!</li> </ul>                                                                                                    |
| 11       | A trip to the library                     | <ul style="list-style-type: none"> <li>– Discovering the local library</li> </ul>                                                                                                                       |
| 12       | Language (part 1)                         | <ul style="list-style-type: none"> <li>– Why do we speak?</li> <li>– How do children learn to speak?</li> <li>– My child’s feelings</li> </ul>                                                          |
| 13       | Language (part 2)                         | <ul style="list-style-type: none"> <li>– Helping my child develop language skills</li> <li>– Language and nursery rhymes</li> </ul>                                                                     |
| 14       | Reading a story                           | <ul style="list-style-type: none"> <li>– Reading stories...for my child and for myself</li> </ul>                                                                                                       |
| 15       | Inventing a story                         | <ul style="list-style-type: none"> <li>– Inventing a story</li> </ul>                                                                                                                                   |
| 16       | Parenting attitudes                       | <ul style="list-style-type: none"> <li>– Understanding autonomy</li> <li>– Parents’ needs versus children’s needs</li> </ul>                                                                            |
| 17       | Children’s literature                     | <ul style="list-style-type: none"> <li>– Panorama of children’s literature</li> </ul>                                                                                                                   |
| 18       | A book for my child                       | <ul style="list-style-type: none"> <li>– Books: the gift of a lifetime</li> </ul>                                                                                                                       |
| 19       | Summing up                                | <ul style="list-style-type: none"> <li>– Summing up the workshops</li> <li>– Song</li> </ul>                                                                                                            |
| 20       | Party time                                | See Parent-Child Workshop 20                                                                                                                                                                            |

***Learning situation***

- State their expectations regarding the play workshops
- Recognize the parents' workshops as a forum created specifically for them and in which they can feel comfortable voicing their concerns

***Objectives***

- To meet everyone
- To learn about the program and the approaches used; to understand the connections between the parents' workshops and the parent-child workshops; to understand how parents can be role models for their child
- To feel comfortable with the separation of parents and children during the first hour of the workshop
- To make a commitment to the program

|                                                                             |                                                |                   |
|-----------------------------------------------------------------------------|------------------------------------------------|-------------------|
| <b>1</b>                                                                    | <b>Activity: Getting started</b>               | <b>5 minutes</b>  |
| <ul style="list-style-type: none"> <li>• Greet the participants.</li> </ul> |                                                |                   |
| <b>2</b>                                                                    | <b>Activity: Ice breaker: "Who am I?" game</b> | <b>15 minutes</b> |

**Materials**

- Names of animals written on cards (see Appendix 1.1)
- Tape

### Procedure

- Present the game. The object is for each participant to find out the name of the animal attached to his or her back. Stress the importance of “having fun” and “setting aside quality time every day.” (It is important to laugh every day.)
- Attach a card to each participant’s back. When every parent has a card with the name of an animal on his or her back, the game can begin.
- Give the following example. Peter walks around the room and meets Mary. Peter asks Mary: “Mary, do I live in water?” Mary replies, “No, Peter, you don’t live in water.” Now it’s Mary’s turn to ask a question.
- The players then change partners and continue playing until they have discovered the name of the animal on the card on their back.
- The game ends when all the parents have found out the name of the animal on their back.
- At the end of the game, the parents go back to their places. The trainer asks them if they remember the names of all the people they have met.

### Instructions for the activity

- Parents should tell their first name to every person they meet.
- Each person can ask only one question at a time.
- Answers can be only “Yes” or “No.”



3

*Activity:* **The *Play Workshops* program from A to Z**

15 minutes

### Materials

- Two large sheets of paper presenting an overview of the *Play Workshops* program (see Appendix 1.2) and giving the rundown of a typical workshop (see Appendix 1.3) as well as copies of Appendix 1.2 and Appendix 1.3 for each parent

### Procedure

- Ask parents to describe their child to the group, stating one of the child's qualities, and to say what they hope to achieve through the *Play Workshops* program, in other words what they hope they and their child will learn.
- Write the parents' expectations on the board.
- Stress that there are three types of learning, using the parents' expectations as examples.
  - Knowledge: "...everything I know about my role as a mother or father, my child's development and character. However, knowledge does not necessarily allow me to act or change the way things are. It's just a starting point..."
  - Skills: "... everything I know how to do, like sewing, cooking, reading stories to my child, applying rules (teaching discipline), playing with my child." For the workshops to be successful, that is, to allow parents to acquire new learning, they must offer skill-developing activities. Several methods will be used:
    - learning situations
    - exercises to do at home
    - activities
    - parent-child workshops
  - Attitudes: ways of behaving; e.g. being receptive, polite, flexible, self-assured. Attitudes are learned gradually, depending on the personality and aptitudes of the parents involved.

- Present the workshops that deal with each of the three types of learning.
- Present and explain the objectives, procedure and advantages of the workshops and the 10-week workshop program, pointing out connections with the expectations expressed by the parents.
  - Make connections between the expectations of the parents and the themes and objectives of the workshops. Explain how the play workshops can meet the expectations of the participants. For example, Claudia wants to know more about child development in 2-year-olds. This subject will be dealt with in Workshop 3.
  - If there is enough time and depending on the parents' interests, determine whether their expectations concern knowledge, skills or attitudes. Ask the parents to help.
  - Stress to parents the importance of reinforcing what they learn by applying it at home or elsewhere, as often as possible. The parent-child workshops will help parents apply what they have learned during the parents' workshops.
- Give the rundown for a typical play workshop and go over the objectives of each part of the routine (see Appendix 1.3).
- Discuss with parents the values or conditions that should be the focus of the weekly meetings for the *Play Workshops* program to ensure that everyone feels like taking part, is comfortable and feels respected. Note the concerns of parents, e.g. being listened to, showing respect.
- Trainers must undertake to:
  - recognize and value the competencies that the parents and children already have. The training activities are based on the fact that parents and children come into the program with a certain body of knowledge and that they can learn by building on what they already know themselves and from what others know.
  - recognize that everyone, whether a trainer, a parent or a child, can learn from other people.

- consolidate the parents' support network by suggesting that they set up and take part in self-help and discussion groups. The groups can bring together parents in a given neighbourhood or parents who have taken part in the *Play Workshops* program. The parents should be told about the resources available in their neighbourhood.
- assist the parents and help them find solutions to their problems.
- adapt the workshops to the abilities of the parents present. The activities and materials will be selected on the basis of the parents' everyday lives, in other words their concerns, their vocabulary, and the activities they can organize at home using household objects. Some parents may find it difficult to follow, or to read and write. They should be encouraged to discuss this with the trainer in order to find possible solutions.
- encourage self-help among parents.
- After the presentation, take time to answer parents' questions and understand their reasons for taking part in the program.

4

*Activity:* **Parents' logbook***15 minutes***Materials**

- One "Duo-Tang" folder or three-ring binder for each parent.

**Procedure**

- Explain to parents that the logbook will be used to hold all the sheets they receive during the workshops. Encourage parents to write their own comments in the logbook concerning the activities they do at home with their child.
- Hand out Appendix 1.4 and Appendix 1.5.
- Have parents fill out Appendix 1.4 and Appendix 1.5, and collect the sheets when they have finished. Assist parents who need help (those who have difficulty reading or writing).

*N.B. Appendix 1.4 and Appendix 1.5 can also be filled out when the parents register.*

- Ask parents to insert the nursery rhymes (Appendix 1.6) in their logbook.

5

**Activity: Preparation for the parent-child workshop***10 minutes*

- Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the workshop and the role the parents are expected to play.
- Have parents work as a group to prepare for the parent-child workshop by thinking of ways to show the children what they have to do (modelling), to encourage them to participate (interacting) and to let them take the initiative (exploring).

“How can I be a role model for my child?”

(Write down the ideas suggested by parents.)

- 
- 
- 

“How can I interact with my child to encourage him or her to participate?”

(Write down the ideas suggested by parents.)

- 
- 
- 

“How can I help my child to explore, take the initiative, and learn by trial and error?”

(Write down the ideas suggested by parents.)

- 
- 
- 

- Add other suggestions or clarify the suggestions made by parents, where necessary.

**Instructions for parents during the parent-child workshop**

Parents should:

- respect the pace and interests of their child
- maintain a playful atmosphere
- let their child take the initiative
- encourage their child to learn
- have fun with their child

### **Note for the trainer**

- Make sure there are enough copies of *From Cradle to Classroom* for the following workshop.

### **Reference material**

Duclos, Germain, Danielle Laporte, and Jacques Ross. *Les grands besoins des tout-petits : Vivre en harmonie avec les enfants de 0 à 6 ans*. Saint-Lambert: Héritage, 1994.

## APPENDIX 1.1

### NAMES OF ANIMALS

Rabbit  
Lion  
Cat  
Fish  
Dog  
Bee  
Rooster  
Elephant  
Snake  
Sheep  
Turtle  
Eagle  
Horse  
Cow

### Note for the trainer

Prepare enough cards for the number of parents in the group. Write the name of a different animal on each card.

## APPENDIX 1.2

## PARENTS' WORKSHOPS

| WORKSHOP | THEME                                     | ACTIVITY                                                                                                                                                                                                |
|----------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        | Welcome                                   | <ul style="list-style-type: none"> <li>– Ice breaker: “Who am I?” game</li> <li>– The <i>Play Workshops</i> program from A to Z</li> </ul>                                                              |
| 2        | Parenting skills                          | <ul style="list-style-type: none"> <li>– What is LEARNING?</li> <li>– How do we learn?</li> <li>– I learn better when...</li> </ul>                                                                     |
| 3        | Every child is a unique individual        | <ul style="list-style-type: none"> <li>– My child is a unique individual</li> <li>– Child development: an overview</li> </ul>                                                                           |
| 4        | Exploring                                 | <ul style="list-style-type: none"> <li>– An emotional head start</li> <li>– Parents are the key!</li> </ul>                                                                                             |
| 5        | Emergent literacy                         | <ul style="list-style-type: none"> <li>– What is emergent literacy?</li> <li>– Emergent literacy: Why? Where? When? How?</li> </ul>                                                                     |
| 6        | Discipline                                | <ul style="list-style-type: none"> <li>– Discussion: “What is a limit?”</li> <li>– Types of parents and their limits</li> <li>– Various ways to set limits</li> <li>– How your child behaves</li> </ul> |
| 7        | Self-esteem (part 1)                      | <ul style="list-style-type: none"> <li>– My self-esteem</li> <li>– Definition of “self” and “self-esteem”</li> <li>– Self-esteem game</li> </ul>                                                        |
| 8        | Self-esteem (part 2)                      | <ul style="list-style-type: none"> <li>– Building children’s self-esteem</li> </ul>                                                                                                                     |
| 9        | Discovering literacy as a family activity | <ul style="list-style-type: none"> <li>– Discovering literacy as a family activity</li> <li>– Types of writing and their functions</li> </ul>                                                           |
| 10       | Reading for pleasure                      | <ul style="list-style-type: none"> <li>– Reading for pleasure: anywhere, anytime, anyhow!</li> </ul>                                                                                                    |
| 11       | A trip to the library                     | <ul style="list-style-type: none"> <li>– Discovering the local library</li> </ul>                                                                                                                       |
| 12       | Language (part 1)                         | <ul style="list-style-type: none"> <li>– Why do we speak?</li> <li>– How do children learn to speak?</li> <li>– My child’s feelings</li> </ul>                                                          |
| 13       | Language (part 2)                         | <ul style="list-style-type: none"> <li>– Helping my child develop language skills</li> <li>– Language and nursery rhymes</li> </ul>                                                                     |
| 14       | Reading a story                           | <ul style="list-style-type: none"> <li>– Reading stories...for my child and for myself</li> </ul>                                                                                                       |
| 15       | Inventing a story                         | <ul style="list-style-type: none"> <li>– Inventing a story</li> </ul>                                                                                                                                   |

## APPENDIX 1.2

| WORKSHOP | THEME                 | ACTIVITY                                                                                                                     |
|----------|-----------------------|------------------------------------------------------------------------------------------------------------------------------|
| 16       | Parenting attitudes   | <ul style="list-style-type: none"> <li>– Understanding autonomy</li> <li>– Parents' needs versus children's needs</li> </ul> |
| 17       | Children's literature | <ul style="list-style-type: none"> <li>– Panorama of children's literature</li> </ul>                                        |
| 18       | A book for my child   | <ul style="list-style-type: none"> <li>– Books: the gift of a lifetime</li> </ul>                                            |
| 19       | Summing up            | <ul style="list-style-type: none"> <li>– Summing up the workshops</li> <li>– Song</li> </ul>                                 |
| 20       | Party time            | See Parent-Child Workshop 20                                                                                                 |



## APPENDIX 1.3

## WORKSHOP SCHEDULE

Workshops for parents and their children are held twice a week. Each workshop lasts two and a half hours (8:45 a.m. to 11:15 a.m.).

**Table 1**  
**Workshop schedule**

|                                                                                                                                               |                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>8:45 a.m. to 9:00 a.m.: Arrival of families, selection of books</b>                                                                        |                                                                                                                                                    |
| <b>9:00 a.m. to 10:00 a.m.: Part one</b>                                                                                                      |                                                                                                                                                    |
| <b>Parents' workshops</b>                                                                                                                     | <b>Children's workshops</b>                                                                                                                        |
| Procedure:<br>– Getting started<br>– Activities<br>– Home activity and/or reading for pleasure<br>– Preparation for the parent-child workshop | Procedure:<br>– Welcome and reading corner<br>– Attendance and schedule<br>– Story time<br>– Activities<br>– Song or nursery rhyme<br>– Tidying up |
| <b>10:00 a.m. to 11:00 a.m.: Part two</b>                                                                                                     |                                                                                                                                                    |
| <b>Parent-child workshops</b>                                                                                                                 |                                                                                                                                                    |
| Procedure:<br>– Transition time (and snack)<br>– Storyreading<br>– Activities<br>– Song or nursery rhyme<br>– Conclusion                      |                                                                                                                                                    |
| <b>11:00 a.m. to 11:15 a.m.: Individual work and selection of books</b>                                                                       |                                                                                                                                                    |

**8:45 a.m. to 9:00 a.m.**

The trainers welcome the parents and children. They all make their way to the workshop rooms. The parents return the books they have borrowed and choose a new one with their child.

## APPENDIX 1.3

**9:00 a.m. to 10:00 a.m.**

For the first hour, the parents and the children are in different rooms.

- Two trainers lead the children's workshop, which is organized as follows:
  - The *welcome and reading corner* segment allows the children to get comfortable in the space and make the break with their parents. It is important to have a reading corner in the room.
  - The *attendance and schedule* segment gives the children an opportunity to make their presence known and to find out about the activities they will be doing in the workshop.
  - At *story time*, stories are read to the group. The trainer uses different storyreading techniques.
  - During the *activities* segment, the children participate as a group in activities that relate to the various aspects of their development (the social, psychomotor, relational, cognitive and emotional dimensions).
  - During the *song or nursery rhyme* segment, the group learns different songs and rhymes as well as the actions that accompany them. The trainers write the words to the songs and rhymes on large sheets of Bristol board and point to each word as it is sung.
  - *Tidying up time* provides an opportunity to put things away and get the children ready to join their parents. They will tell their parents what they did, show them their artwork, etc.
- One trainer leads the parents' workshop, which is organized as follows:
  - The *getting started* segment provides an opportunity to welcome the parents and to review the previous workshop and the emergent literacy activity done at home.
  - The *activities* segment offers an opportunity to explore specific aspects of emergent literacy that are connected with the parenting role.
  - The *home activity* segment provides parents with an opportunity to reflect on their role and to try some emergent literacy activities with their child. A complete description of this activity can be found in Appendix 3. The *reading for pleasure* segment allows parents to sit back and enjoy the experience of being read to.

## APPENDIX 1.3

- During the *preparation for the parent-child workshop* segment the trainer explains to parents the activity they will be doing with their child and gives them specific instructions.

**10:00 a.m. to 11:00 a.m.**

During the second hour, parents and children get back together. This time is intended to be an opportunity for parents to put into practice what they have learned during the parents' workshop.

This section is organized as follows: transition time; storyreading; activities; song or nursery rhyme; conclusion.

- *Transition time* gives parents and children a chance to talk about what they did in their respective workshops. The children tell their attentive, interested parents what they did.
- *Storyreading* is done as a group. The objective is to introduce parents to various methods of reading stories that foster children's literacy development and to allow them to discover the enjoyment of reading on their own and as a family. Over the course of several weeks, parents have an opportunity to observe the trainer reading stories and are encouraged to try reading stories themselves. The trainer suggests various ways of making the storyreading experience interesting.
- Parent and child do the *activity* together. Parents have an opportunity to apply what they learned during the parents' workshop and to observe their child in action. The emphasis is on the objectives targeted in relation to the theme of the parents' workshop and the children's literacy development and not on the activity itself (arts and crafts project). For example, if the workshop theme is self-esteem, the activity will give parents an opportunity to foster their child's self-esteem.
- The featured *song or nursery rhyme* is sung by the whole group.
- During the *conclusion* phase the trainer has an opportunity to praise the parents and children for their efforts and to ask the parents to put into practice, at home, what they have learned during the workshop.

## APPENDIX 1.3

**11:00 a.m. to 11:15 a.m.**

Parents who wish to discuss certain issues in more depth with the trainer may do so during the final 15 minutes. Parents who did not have time to return their library book earlier may do so now and choose another one with their child.

## APPENDIX 1.4

## REGISTRATION FORMS FOR THE PROJECT

The project is intended to foster the development of children and introduce them to the world of reading and writing. It also aims to inform parents about the importance of preparing their children for school and to help them in their role as educators of their children. This is why it is important for us to get to know the families that take part in the project.

To get to know you better, it is important that you fill out the following form. We assure you that the information you provide will be used only for research purposes connected with this project. We would like to thank you for your collaboration and hope that the project answers all your questions and provides you with the support you need as parents.

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent's name: \_\_\_\_\_

**Your child**

Child's first and last names: \_\_\_\_\_

Date of birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Sex: M ☐ F ☐

Birth weight: \_\_\_\_\_

Length of pregnancy (number of weeks): \_\_\_\_\_

Postal code: \_\_\_\_\_

Is your child in daycare? No ☐ Yes ☐ If yes, how many hours per week? \_\_\_\_\_

## APPENDIX 1.4

Health problems (if your child has had health problems, please specify the type of problem):

0 to 2 years:

2 to 4 years:

At birth:

Chronic illness:

Hospitalization:

Disability:

Recurrent illness (such as ear infections):

Your child's temperament:

Please indicate how easy or difficult **you** think your child's personality is to deal with.

Easy

Very difficult

1

2

3

4

5

6

7

### Your family

Number of children in the family: \_\_\_\_

Child's birth order in the family: \_\_\_\_

Family members: Father\_\_\_\_; Mother\_\_\_\_; Brother\_\_\_\_; Sister\_\_\_\_;

Grandparent\_\_\_\_; Spouse\_\_\_\_; Spouse with a child\_\_\_\_;

Other (please specify)\_\_\_\_\_

Family income: \$0 to \$5 000\_\_\_\_; \$5 000 to \$10 000\_\_\_\_;

\$10 001 to \$15 000\_\_\_\_; \$15 001 to \$20 000\_\_\_\_; \$20 001 to \$25 000\_\_\_\_;

\$25 001 to \$30 000\_\_\_\_; \$30 001 to \$40 000\_\_\_\_; \$40 001 and over\_\_\_\_

Are there people close to you (your friends or family) who can help you in your role as a parent? Yes ☐ No ☐

How long has your family lived in the neighbourhood? \_\_\_\_\_

You (parents) read stories to your children:

every day ☐

once a week ☐

seldom ☐

never ☐

A family member has a library membership: Yes ☐ No ☐

Language spoken at home: \_\_\_\_\_

## APPENDIX 1.4

**The father (or mother's partner) living at home**

Immigrant (in Canada less than 5 years)

Yes ☐ No ☐

Date of birth: \_\_\_\_\_

Situation (check one):

## • Employed

– full time ☐– part time ☐Looking for a job ☐Stays at home ☐Receiving income security ☐

Level of education:

Elementary school (grade) \_\_\_\_\_

High school (grade) \_\_\_\_\_

College \_\_\_\_\_

University \_\_\_\_\_

Currently studying \_\_\_\_\_

**The mother (or father's partner) living at home**

Immigrant (in Canada less than 5 years)

Yes ☐ No ☐

Date of birth: \_\_\_\_\_

Situation (check one):

## • Employed

– full time ☐– part time ☐Looking for a job ☐Stays at home ☐Receiving income security ☐

Level of education:

Elementary school (grade) \_\_\_\_\_

High school (grade) \_\_\_\_\_

College \_\_\_\_\_

University \_\_\_\_\_

Currently studying \_\_\_\_\_

## APPENDIX 1.5

## YOUR OPINION CONCERNING THE PLAY WORKSHOPS

Over the next 10 weeks, you and your child will be taking part in the *Play Workshops* program. Before the workshops begin, we would like to know your opinion about various subjects.

Your name: \_\_\_\_\_

Your child's name: \_\_\_\_\_

Your child's date of birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

1. Please indicate whether you agree with the following statements by checking the appropriate box.

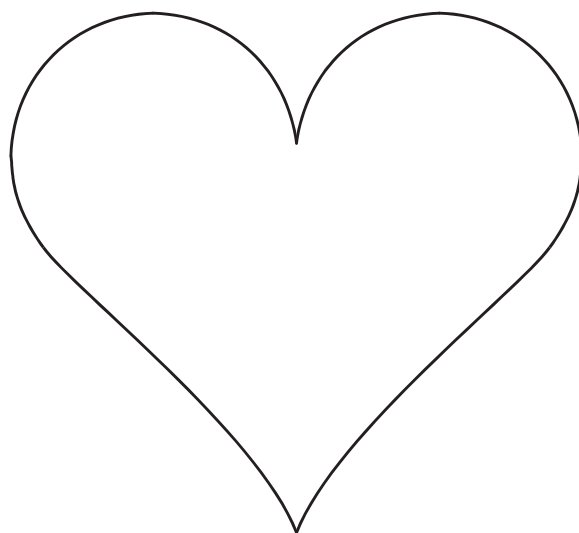
| Currently                                                        | Yes | Slightly | A little | Not at all |
|------------------------------------------------------------------|-----|----------|----------|------------|
| I know my own qualities as a parent.                             |     |          |          |            |
| I know about the development of children aged 2 to 3.            |     |          |          |            |
| I feel comfortable with my role as a parent.                     |     |          |          |            |
| I know various ways to teach discipline.                         |     |          |          |            |
| The other parents can help me during the workshops.              |     |          |          |            |
| I play with my child.                                            |     |          |          |            |
| I encourage my child at home.                                    |     |          |          |            |
| I enjoy doing various activities with my child.                  |     |          |          |            |
| I tell my child stories.                                         |     |          |          |            |
| I know how to read my child a story.                             |     |          |          |            |
| I think it is important for my child to look at books.           |     |          |          |            |
| I encourage my child to take part in daily household activities. |     |          |          |            |
| I think it is important for my child to use crayons.             |     |          |          |            |



## APPENDIX 1.5

| Currently                                               | Yes | Slightly | A little | Not at all |
|---------------------------------------------------------|-----|----------|----------|------------|
| I talk to my child.                                     |     |          |          |            |
| My child asks me to look at books with him or her.      |     |          |          |            |
| I can get my child to follow my instructions.           |     |          |          |            |
| I use books to tell my child stories.                   |     |          |          |            |
| I think it is important for my child to see me reading. |     |          |          |            |
| I think it is important for my child to see me writing. |     |          |          |            |
| I know how to choose a book for my child.               |     |          |          |            |

**APPENDIX 1.6**



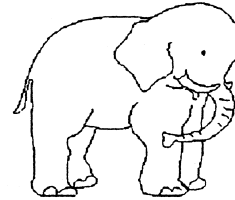
**ACKER BACKA SODA CRACKER**

Acker backa soda cracker,  
Acker backa boo.  
Acker backa soda cracker,  
I love you.

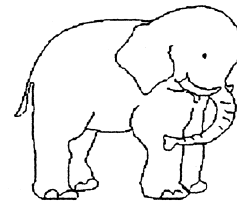
## APPENDIX 1.6

## IF YOU MET AN ELEPHANT

If you met an elephant,  
Upon a summer's day,  
What would you do?  
What would you say?



I'd say, "Good morning, Elephant,  
And how do you do?  
I'm pleased to meet you, Elephant,  
And may I dance with you?"  
Tra la la la, tra la la la,  
Tra la la la loo.



**APPENDIX 1.6**

**EENCY WEENCY SPIDER**

Eency weency spider,  
Climbed up the water spout;  
Down came the rain  
And washed the spider out.

Out came the sun  
And dried up all the rain;  
And eency weency spider  
Climbed up the spout again.

**APPENDIX 1.6**

**HERE WE GO ROUND THE MULBERRY BUSH**

Here we go round the mulberry bush,  
The mulberry bush, the mulberry bush,  
Here we go round the mulberry bush  
On a cold and frosty morning.

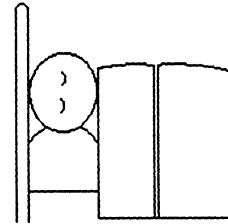
This is the way we wash our hands  
Wash our hands, wash our hands  
This is the way we wash our hands  
On a cold and frosty morning.

This is the way we brush our hair...  
This is the way we put on our boots...

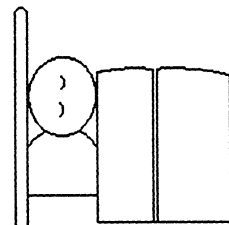
## APPENDIX 1.6

## SLEEPY TIME

Here's a little boy (girl)  
And here is his bed  
Here is his pillow  
And here is his head.

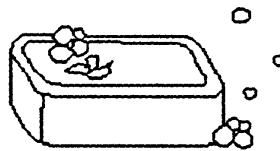


These are the covers  
Pull them up tight  
Sing him a lullaby  
And kiss him goodnight.



APPENDIX 1.6

**SHE FELL INTO THE BATHTUB**



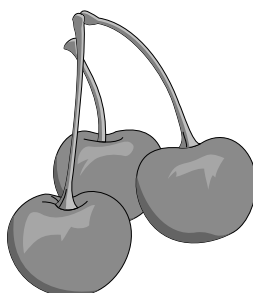
She fell into the bathtub  
She fell into the sink  
She fell into the raspberry jam  
And came out pink!

We put her in the backyard  
And left her in the rain  
By half past supertime  
She was nice and clean again.

**APPENDIX 1.6**

**ONE, TWO, THREE, FOUR**

One, two, three, four,  
Mary at the cottage door,  
Five, six, seven, eight,  
Eating cherries off a plate.





## APPENDIX 1.6

**MARY HAD A LITTLE LAMB**

Mary had a little lamb,  
Its fleece was white as snow;  
And everywhere that Mary went,  
The lamb was sure to go.

It followed her to school one day,  
Which was against the rules;  
It made the children laugh and play,  
To see a lamb at school.

And so the teacher turned it out  
But still it lingered near,  
And waited patiently about,  
Till Mary did appear.

What makes the lamb love Mary so?  
The eager children cry.  
Why, Mary loves the lamb, you know,  
The teacher did reply.

**APPENDIX 1.6**

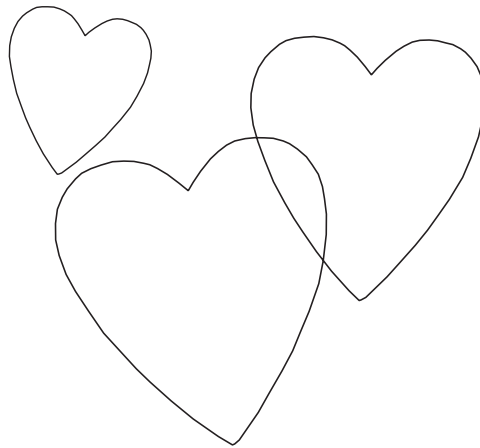
**TWO LITTLE EYES**

Two little eyes to look around,  
Two little ears to hear each sound,  
One little nose to smell what's sweet,  
One little mouth that likes to eat.

## APPENDIX 1.6

**BARNEY'S SONG**

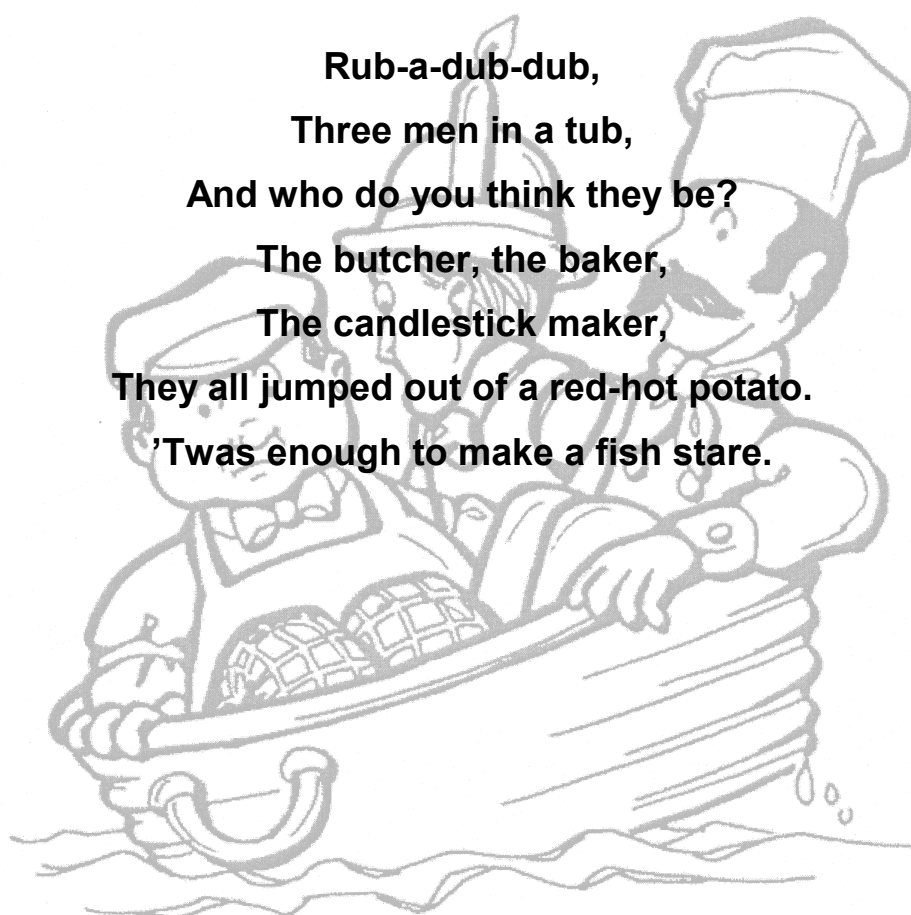
I love you, you love me,  
We're a happy family.  
With a great big hug and a kiss from me to you,  
Won't you say you love me too?



APPENDIX 1.6

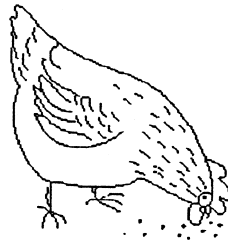
**RUB-A-DUB-DUB**

Rub-a-dub-dub,  
Three men in a tub,  
And who do you think they be?  
The butcher, the baker,  
The candlestick maker,  
They all jumped out of a red-hot potato.  
'Twas enough to make a fish stare.



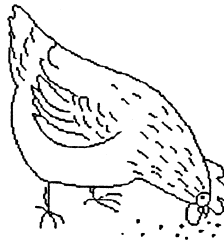
## APPENDIX 1.6

## THE LITTLE GRAY HEN

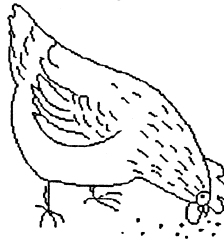


There is a little gray hen  
Who lays in the church,  
She will lay a pretty little egg  
For (child's name)  
Who is going to sleep  
Sleep, baby sleep.

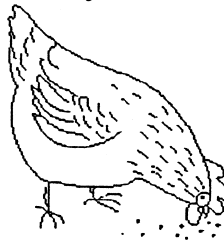
Variations:



There is a little brown hen  
Who lays in the moon...

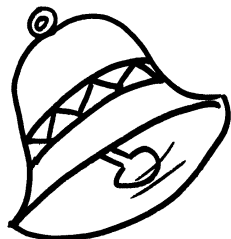


There is a little white hen  
Who lays in the branches...

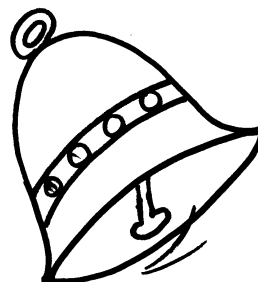


There is a little red hen  
Who lays in the meadow...

## APPENDIX 1.6

**BROTHER JOHN**

Are you sleeping?  
Are you sleeping?  
Brother John,  
Brother John,  
Morning bells are ringing.  
Morning bells are ringing.  
Ding, dang, dong,  
Ding, dang, dong.

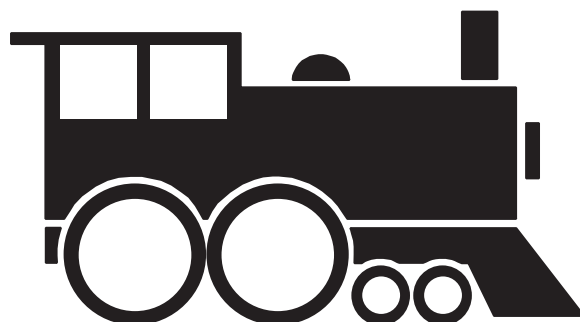


**APPENDIX 1.6**

**LITTLE BOY BLUE**

Little boy blue,  
Come blow on your horn.  
The cow's in the meadow,  
The sheep's in the corn.  
Where is the boy who looks after the sheep?  
Under the haystack, fast asleep.

**APPENDIX 1.6**



**DOWN BY THE STATION**

Down by the station,  
Early in the morning,  
See the little puffer bellies,  
All in a row.

See the station master,  
Pull the little whistle.  
Chug! Chug! Whoo! Whoo!  
Off we go!



**APPENDIX 1.6**

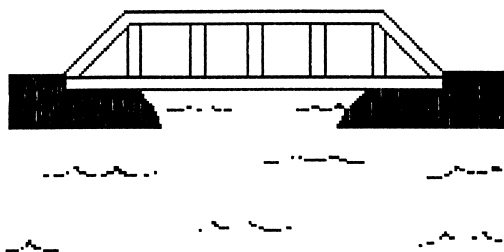
**WE ARE GOING TO PLANT A BEAN**

We are going to plant a bean,  
Plant a bean, plant a bean,  
We are going to plant a bean,  
In our little garden green.

First we plant it with our finger,  
With our finger, with our finger,  
First we plant it with our finger,  
In our little garden green.

Then we plant it with our foot,  
... our elbow  
... our nose  
... etc.

## APPENDIX 1.6

**LONDON BRIDGE**

London Bridge is falling down, falling down, falling down,  
London Bridge is falling down, my fair lady.

Build it up with wood and clay, wood and clay, wood and clay,  
Build it up with wood and clay, my fair lady.  
Wood and clay will wash away, wash away, wash away,  
Wood and clay will wash away, my fair lady.

Build it up with bricks and mortar, bricks and mortar, bricks and  
mortar...  
Bricks and mortar will not stay...

Build it up with iron and steel...  
Iron and steel will bend and bow...

Build it up with silver and gold...  
Silver and gold will be stolen away...

## APPENDIX 1.6

## ONE, TWO, BUCKLE MY SHOE

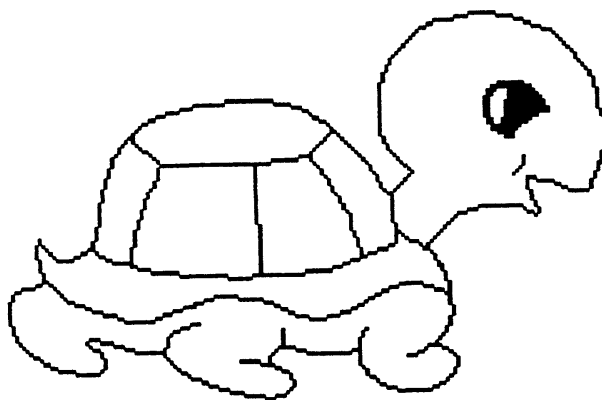
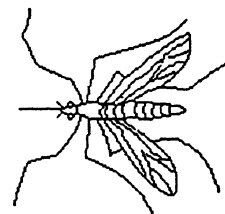
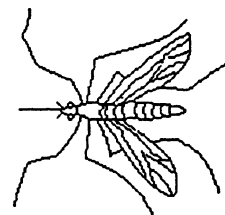
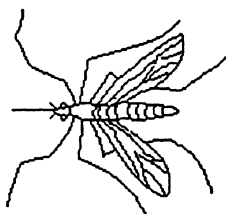
- ♪ One, two, buckle my shoe,  
Three, four,  
Shut the door,  
♪ Five, six,  
Pick up sticks,  
Seven, eight,  
♪ Lay them straight,  
Nine, ten,  
A big, red hen,  
♪ Eleven, twelve,  
Dig and delve,  
Thirteen, fourteen,  
♪ Maids a courting,  
Fifteen, sixteen,  
Maids in the kitchen,  
♪ Seventeen, eighteen,  
Maids in waiting,  
Nineteen, twenty,  
♪ My plate's empty.

♪ ♪ ♪

## APPENDIX 1.6

## THERE WAS A LITTLE TURTLE

There was a little turtle,  
Who lived in a box,  
He swam in a puddle,  
He climbed on the rocks,  
He snapped at a mosquito,  
He snapped at a flea,  
He snapped at a minnow,  
And he snapped at me,  
He caught the mosquito,  
He caught the flea,  
He caught the minnow,  
But he didn't catch me!



### *Learning situation*

- Determine the parenting attitudes and skills that foster children's literacy development: introducing their child to reading and writing (reading stories, looking at magazines, etc.), talking and listening to their child, creating a playful atmosphere, offering encouragement, respecting their child's pace, demonstrating the usefulness of written language
- Become aware of the environmental factors in children's awareness of written language: modelling, interacting, exploring

### *Objectives*

- To become aware of different ways of learning
- To identify the environmental factors that promote learning
- To understand that individuals can learn from each other (parents/trainers, parents/parents and parents/children) and in various ways: by speaking, listening, showing, observing, exploring and imitating
- To determine strategies to use at home to help their child acquire learning in various areas
- To recognize the features of successful learning

1

*Activity:* **Getting started**

*5 minutes*

- Greet the participants.

### **Procedure**

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.

- Check to see what the parents have understood and whether they are motivated to attain the objectives. “Can someone tell me in their own words what the objective of today’s workshop is? Is everyone ready to continue?”
- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Ask a parent to share briefly with the group what he or she learned from the previous workshop.
- At the beginning of the workshop, remind the parents about the importance of working together, respecting the comments and opinions of others, and respecting confidentiality within the group.

2

*Activity:* **What is LEARNING?***10 minutes***Procedure**

- Remind the parents that they are there to **LEARN** about their role as parents, about themselves and about their children.
- Ask the parents to give their own definitions of the word “learning” and write them on the board. The parents can work in teams of two.
- Using the definitions given by the parents, tell them that “learning” means:
  - changing something within themselves
  - adding something new to what they already know
  - acquiring new knowledge
  - changing the way they see things
  - using tools to work on themselves and on their environment
  - increasing their ability to solve problems
- “Learning” means building up knowledge through personal experience and the experience of others, and using this knowledge when needed.

- Two conditions must be met to ensure that what we learn becomes “learning”:
  - The result must be **longlasting**.
  - One must be able to apply **what has been learned whenever** it is needed.
- This workshop allows parents to learn new things they can use at home and in the community, based on the following exercises.

3

*Activity:* **How do we learn?**

*15 minutes*

### Materials

- Sheets of paper
- A pencil for each parent

### Procedure

- Ask the parents to write down five things they have learned during their lives that they are proud of. This can be knowledge, skills or attitudes. Ask them to choose one of these five things and answer the following questions:
  - Why did I learn this?
  - In what circumstances did I learn this?
  - How did I learn this?
  - Who did I learn this from?
- Ask the parents to share the experiences with the group as a whole, and underline the factors for success and the learning methods used.
- Explain to the parents that we can learn:
  - by chance. Give examples, use examples provided by the parents or ask them for new examples.
  - by exploring, playing with or using things on our own. Give examples, use examples provided by the parents or ask them for new examples.

- by watching other people do something, or by following a model. Give examples, use examples provided by the parents or ask them for new examples.
- We have all had learning experiences in our lives. Children learn in the same way. Children need:
  - a role model: children must see their parents doing things and talking about what they are doing, they must receive praise and know when their parents are pleased with them
  - interaction: children need their parents to answer their questions and ask them questions in turn; it is important for parents to arouse their children's curiosity with questions, answers and support
  - exploration: children must be allowed to explore and discover their environment
- The workshops allow the parents to think about these factors and work with them. They will learn how to offer their child opportunities to explore and discover things on his or her own, how to interact with their child, and how to be a role model.
- Ask the parents to determine which of the examples given by members of the group will help their children to learn. Make connections among the three factors.

4

*Activity:* **I learn better when...**

*15 minutes*

## Materials

- A copy of Appendix 2.1 for each parent

## Procedure

- Ask the participants to select from the list given in Appendix 2.1 the three conditions that help them learn better.



- Ask the participants to present the three conditions they have chosen and to explain their choice.
- The group must help each parent to find ways to ensure that these conditions are met during the workshops.
- Underlying principle: “I learn better under conditions that I am comfortable with.”
- The conditions will vary from one person to the next.
- Children learn better under certain conditions, which vary from child to child. **Each child is unique.** It is important that parents know their own child.

5

*Activity:* **Home activity***10 minutes***Materials**

- A copy of *From Cradle to Classroom* for each parent
- A copy of Appendix 2.2 for each parent

**Procedure**

- Give the parents *From Cradle to Classroom* and explain how to use it. Tell them to bring it to each workshop.
- Give the parents Appendix 2.2 and ask them to observe their children at home, while they are learning something, and to note their observations. Ask them to fill out Appendix 2.2 and bring it to the next workshop.
- Emphasize the conditions that promote learning using the examples given by the parents (see Appendix 2.1).
- Underlying principle: “When I understand the conditions I need to learn, I am in a better position to learn. The same applies to children. If I know the conditions my child needs to learn, I will be able to provide more support.”

6

*Activity:* **Preparation for the parent-child workshop**

5 minutes

- Hand out Appendix 2.3 (*Play dough*).
- Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the activity and the role the parents are expected to play.
- Have the parents prepare by thinking of things they can do during the workshop to show children how to complete their task (modelling), encourage them to participate (interacting) and take the initiative (exploring).

“How can I be a role model for my child?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

“How can I interact to encourage my child to participate?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

“How can I help my child explore, take the initiative and learn through trial and error?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

- Add other suggestions or clarify the suggestions made by parents, where necessary.

### Instructions for parents during the parent-child workshop

Parents should:

- let their child draw on the mural (see Parent-Child Workshop 2)
- write their child's name on the mural along with a word for each drawing (sun, cat, etc.)

### Reference material

Duclos, Germain, Danielle Laporte, and Jacques Ross. *Les grands besoins des tout-petits : Vivre en harmonie avec les enfants de 0 à 6 ans*. Saint-Lambert: Héritage, 1994.

## APPENDIX 2.1

**I learn better when:**

- |                                        |                                                                 |                          |
|----------------------------------------|-----------------------------------------------------------------|--------------------------|
| I listen                               | <input type="checkbox"/> I ask questions                        | <input type="checkbox"/> |
| I know why I am doing something        | <input type="checkbox"/> I am not afraid of making mistakes     | <input type="checkbox"/> |
| I am not tired                         | <input type="checkbox"/> I am in a good mood                    | <input type="checkbox"/> |
| I am having fun                        | <input type="checkbox"/> I take my time                         | <input type="checkbox"/> |
| my materials are tidy                  | <input type="checkbox"/> I am not angry                         | <input type="checkbox"/> |
| there is no noise                      | <input type="checkbox"/> I am feeling good                      | <input type="checkbox"/> |
| everyone around me is working          | <input type="checkbox"/> I can work at my own pace              | <input type="checkbox"/> |
| I haven't had too much to eat          | <input type="checkbox"/> I am part of a team                    | <input type="checkbox"/> |
| I am calm                              | <input type="checkbox"/> the subject matter is familiar to me   | <input type="checkbox"/> |
| I am alone                             | <input type="checkbox"/> I am given examples, a model           | <input type="checkbox"/> |
| I am confident                         | <input type="checkbox"/> I have the tools I need                | <input type="checkbox"/> |
| I am not thinking about something else | <input type="checkbox"/> I know that help is available          | <input type="checkbox"/> |
| I like what I'm doing                  | <input type="checkbox"/> the instructions are clear and precise | <input type="checkbox"/> |

## APPENDIX 2.2

**My child learns better when:**

- |                                                |                          |
|------------------------------------------------|--------------------------|
| he or she is interested                        | <input type="checkbox"/> |
| he or she listens                              | <input type="checkbox"/> |
| he or she is having fun                        | <input type="checkbox"/> |
| there is no noise                              | <input type="checkbox"/> |
| he or she is not tired                         | <input type="checkbox"/> |
| I encourage him or her                         | <input type="checkbox"/> |
| he or she is not distracted                    | <input type="checkbox"/> |
| he or she is not angry                         | <input type="checkbox"/> |
| he or she can work at his or her own pace      | <input type="checkbox"/> |
| he or she receives clear, precise instructions | <input type="checkbox"/> |
| I answer his or her questions                  | <input type="checkbox"/> |
| he or she gets help as needed                  | <input type="checkbox"/> |
| I give him or her a model or examples          | <input type="checkbox"/> |
| he or she can practise the task often          | <input type="checkbox"/> |

**Other observations:**

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## APPENDIX 2.3

## PLAY DOUGH

**18 months to 3-and-a-half years**

Sit the children around a table or on a plastic sheet on the floor. Give each child a lump of play dough along with cookie cutters, popsicle sticks, rolling pins, garlic presses, bottles to flatten or roll out the play dough, toothpicks, buttons etc.

## RECIPES

**First recipe**

1 cup flour

1/2 cup salt

4 teaspoons of cream of tartar

A few drops of food colouring

2 cups of hot water (approximately)

4 tablespoons of vegetable oil

- Mix the flour, salt and cream of tartar.
- Add the food colouring to the water.
- Add the oil and just enough water to the dry ingredients to make the play dough stick together.
- Form a ball and knead.

Note: The children's masterpieces can be baked in the oven at 275°F for two hours.

### APPENDIX 2.3

#### Second recipe

1 cup of flour

1/2 cup of salt

1/4 cup of water

A few drop of food colouring

1 tablespoon of vegetable oil

- Place the flour and salt in a bowl.
- Mix with fingers.
- Add the food colouring to the water.
- Pour the water into the flour and salt mixture.
- Knead until the play dough sticks together.
- Add the oil and have fun!

### *Learning situation*

- Determine the strengths and limitations of their child in situations observed in everyday life and during the workshops

### *Objectives*

- To acquire parenting attitudes that will increase their child's self-esteem
- To recognize that their child is a unique individual, with a unique personality and learning pace
- To recognize their child's strengths and limitations, take his or her limitations into account and focus on his or her strengths

1

*Activity:* **Getting started**

*10 minutes*

- Greet the participants.

### **Materials**

- Poster presenting the program for the day
- Appendix 2.2, completed by the parents

### **Procedure**

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.
- Check to see what the parents have understood and whether they are motivated to attain the objectives. "Can someone tell me in their own words what the objective of today's workshop is? Is everyone ready to continue?"



- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Ask a parent to share briefly with the group what he or she learned from the previous workshop.
- At the beginning of the workshop, remind the parents about the importance of working together, respecting the comments and opinions of others, and respecting confidentiality within the group.
- Ask the parents who did the observation activity (Appendix 2.2) at home to share their observations.
- Point out connections between this workshop and the last, stressing that each child is unique, with individual preferences and an individual way of reacting to the world around him or her. It is essential to know a child well and work on the basis of the child's strengths, preferences, etc.

2

*Activity:* **My child is a unique individual**

*15 minutes*

## Materials

- A copy of Appendixes 3.1, 3.2, 3.3 and 3.4 for each parent
- One envelope per team of parents, containing the four sentences from Appendix 3.1

## Procedure

- Ask the parents to form teams of three. Each team receives an envelope containing four sentences on the behaviour of 2-to-3-year-olds (Appendix 3.1).
  - One person from each team reads out the sentences.
  - The parents in each group hold a discussion based on two questions written on the board:
    - “Does my child behave this way?”
    - “How is my child different?”

- Review the results with the group as a whole, asking the parents what struck them the most during the team discussions. Stress that each child is different. Give the parents Appendix 3.2 and read *You know your child best!* (Appendix 3.2).
- Underlying principle: it is important for parents to understand and adjust to the personality of their child. They will then be in a better position to understand their child's needs and help him or her develop.
- Ask the parents to fill in Appendix 3.3, *Observing my child*.
- Ask the group to discuss the exercise. Ask the parents to name one or two things they have learned about their child. Help them appreciate their child's uniqueness and take it into account in their actions.
- Questions to promote dialogue:
  - “Are my expectations for my child realistic?”
  - “Do I see only one aspect of my child's personality?”

Example:

- “I have an active, quick-tempered child, but that is only one side of his personality because he can also be happy, sociable and resourceful.” “My child doesn't say much, but he's really into sports and always tries his hardest.”
- “Do I take the time to tell my child she has done a good job, or is good at something?”
- The trainer points out to the group the differences they have noticed in their children's development and strengths, and encourages them to value these differences and strengths.

3

*Activity:* **Child development: an overview**

*15 minutes*

### Materials

- A copy of Appendix 3.4 for each parent
- A table showing learning patterns for 2- and 3-year-olds, based on *From Cradle to Classroom*, pages 26 to 33

### Procedure

- With the group as a whole, discuss what 2-to-3-year-olds know how to do, what they will soon learn to do, and what they are not yet capable of doing.
- Participants take turns reading a few statements and, if they wish, adding their own comments, based on their experience or particular concerns.
- This activity could be replaced by showing a video on child development in 2-to-3-year-olds and then holding a group discussion.

### Note for the trainer

- Reassure the parents and inform them about the learning process: all girls and boys learn the same things. All progress in the same way, and no child skips any of the steps. The difference lies more in the age at which each individual child acquires a particular type of learning, but the difference is never more than a few weeks or months. Stress that each child has his or her own pace and cannot be pushed. The most important thing is to have fun together while guiding the child's development and respecting his or her learning pace.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                   |                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------|
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Activity:</i> <b>Reading for pleasure</b>                      | <i>5 minutes</i>  |
| <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A copy of Appendix 3.5 for each parent</li> </ul> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>• Read <i>The tortoise and the hare: daring to be different!</i></li> <li>• Briefly review the story.</li> </ul>                                                                                                                                                                                    |                                                                   |                   |
| 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Activity:</i> <b>Home activity</b>                             | <i>5 minutes</i>  |
| <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A copy of Appendix 3.6 for each parent</li> </ul> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>• Ask the parents to fill out Appendix 3.6 at home with their child and bring it back to the next workshop.</li> </ul>                                                                                                                                                                              |                                                                   |                   |
| 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Activity:</i> <b>Preparation for the parent-child workshop</b> | <i>10 minutes</i> |
| <ul style="list-style-type: none"> <li>• Review the workshop. Ask the parents to say what they learned during the parents' workshop.</li> <li>• Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the activity and the role the parents are expected to play.</li> <li>• Present the objective of the parent-child workshop: to apply what was learned during the parents' workshop. More specifically,...</li> </ul> |                                                                   |                   |

- Have the parents prepare by thinking of things they can do during the parent-child workshop to meet the objectives and explore the workshop theme.

“How can I be a role model for my child?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

“How can I interact with my child?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

“How can I help my child explore, take the initiative and learn through trial and error?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

- Organize the suggestions that the parents come up with into the three main categories as you go along, to help them understand that they can play their role by modelling, interacting with their child, and establishing conditions to allow their child to explore the world of literacy.
- Add other suggestions or clarify the suggestions made by parents, where necessary.
- Ask the parents to choose one or more aspects they would like to focus on with their child during the parent-child workshop.
- **Important:** Remind the parents that the parent-child workshops can provide an excellent opportunity for making the children aware of written language.

### **Note for the trainer**

- Point out to the parents the important role they have already played in their child's development.
- Ask the parents to observe new aspects of their child's personality during the parent-child workshop, and to write down their observations in their logbook.

### **Instructions for parents during the parent-child workshop**

Parents should:

- encourage their child to be independent
- give their child clear instructions
- let their child mix the colours (see Parent-Child Workshop 3)

**APPENDIX 3.1**

**LEARNING SITUATIONS: CHILD BEHAVIOUR**

1. My child never touches anything he is not supposed to.
2. My child never makes a mess eating and never spills anything.
3. My child never complains about having to go to bed.
4. My child never has a tantrum when she can't have something.

## APPENDIX 3.2

**YOU KNOW YOUR CHILD BEST!**

After two years, do you still think of your little angel as an extension of yourself? The first time you heard your child scream, you probably realized that you were in for a few surprises. And you haven't seen anything yet...

Nobody really knows why children are so different from each other. All children have a particular way of eating, sleeping, moving and speaking, sometimes to their parents' despair. It would be so nice if Baby could behave like his or her brother or sister, or like the perfect child you've read about in books.

Instead of getting frustrated, you should get to know your child's personality. If you adjust to your child, your relationship will automatically improve.

**What kind of child do I have?**

Your child's personality is made up of all the ways in which he or she reacts to the world. Enjoy yourself during your daily activities and play time. Learn to observe!

- Mood: is your child generally calm, or quick-tempered?
- Activity level: is your child generally quiet, or does she need to move around all the time?
- Reaction level: when hungry or angry, does your child scream and shout, or does he have less intense ways of expressing needs?
- Sensitivity: does your child wake up at the slightest sound? Does the sound of the telephone ringing make her jump?
- Eating and sleeping patterns: can you predict when your child will be hungry, and how much food he will eat, or is it hard to tell?



### APPENDIX 3.2

- Reaction to new situations: does your child smile and show interest when offered new foods, or does she reject them and turn her head away?
- Ability to adapt: is your child quick or slow to adapt to a change in routine?
- Concentration: is it easy or difficult to distract your child by speaking to him or picking him up, when he is busy doing something else?

**By learning to understand your child's personality, you will learn to recognize his or her needs. In this way, you will be able to help your child fully develop all his or her abilities!**

#### Reference material

*Magazine Enfants Québec*, vol. 1, no. 13, p. 5. [Translation]

Authorization: Société québécoise de gestion collective des droits de reproduction.

## APPENDIX 3.3

## OBSERVING MY CHILD

## Mood:

My child is generally calm

☐**or**

My child is generally quick-tempered

☐

## Level of activity:

My child is generally quiet

☐**or**

My child needs to move around all the time

☐

## Reaction when hungry or angry:

My child makes a big fuss

☐**or**

My child is reasonably quiet

☐

## Sensitivity:

My child wakes up at the slightest sound

☐**or**

It takes a lot to disturb my child

☐

## Reaction to new situations

My child likes to try new foods

☐**or**

My child refuses to try new foods

☐

## Ability to adapt:

My child takes a while to adapt to a new routine

☐**or**

My child adapts easily

☐

## Concentration:

My child concentrates on each task

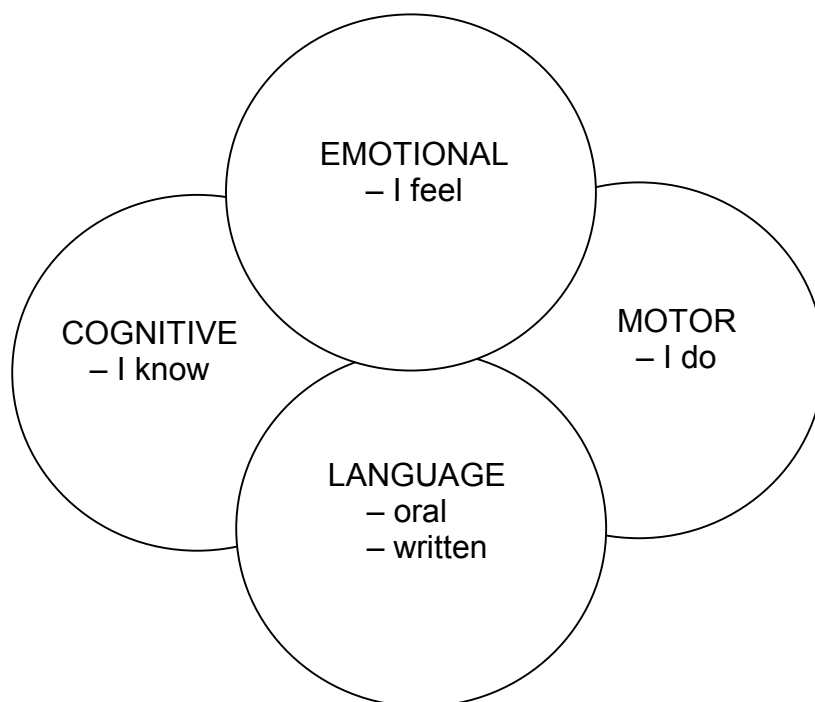
☐**or**

My child has trouble settling down to a task

☐

APPENDIX 3.4

THE FOUR AREAS OF CHILD DEVELOPMENT



## APPENDIX 3.5

## THE ADULT WORLD

## THE TORTOISE AND THE HARE: DARING TO BE DIFFERENT

All parents worry when their child is slow to speak, hasn't yet learned to drink out of a cup, or is smaller than other children. Although your child may be ahead of other children in many ways, there is always some child who can do more things than yours or who seems better behaved.

As our grandparents used to say, we're not all cut from the same cloth. The same holds true for our children. They don't all develop at the same pace, and they don't all have the same character, which is indeed fortunate because life would be very dull for parents if this were the case. There are all kinds of children, ranging from holy terrors, whom you don't dare let out of your sight for one second, but who are always lots of fun, to perfect angels, who sometimes seem too shy, but are ever so observant.

**A super kid—in his or her own way**

However quickly or slowly a child develops, his or her personality is unique. Whether a sports hero or a clown, your child, like all children, is a super kid. Why compare your child with others? The important thing is to let your child develop at his or her own pace. Even if your child does not do things as quickly as other kids, he or she still needs encouragement and kind words to learn self-confidence and to continue to develop.

**Your child's happiness is what matters most**

Help your child to feel confident and to be happy with who he or she is. Remember that your child's happiness is what matters most.

If you have concerns about your child's development, or if you think your child needs special help, contact the resource persons in your neighbourhood or other people able to provide assistance.

**Reference material**

Adapted from: *Magazine Enfants Québec*, vol.1, no. 13, p. 4. [Free translation]

Authorization: Société québécoise de gestion collective des droits de reproduction.

## APPENDIX 3.6

## UNDERSTANDING MY CHILD'S STRENGTHS AND LIMITATIONS

**A portrait of my child**

Do the following exercise.

You have to describe your child to someone who is very important to you. What would you say about your child?

---

---

---

In this portrait, which aspects of your child's personality do you think are the most important?

---

---

---

Choose a photo of your child and write a sentence that provides a good description.

*My child . . .* \_\_\_\_\_

---

---

---

List five of your child's qualities and tell them to your child:

---

---

***Learning situation***

- Examine their own parenting skills and ways of supervising their child (discipline)
- Recognize their child's strengths and limitations in terms of literacy development

***Objectives***

- To learn to recognize their strengths and limitations as parents
- To recognize the importance of the emotional dimension of their child's development
- To understand that parents can influence their children by acting as role models

1

*Activity:* **Getting started**

*10 minutes*

- Greet the participants.

**Materials**

- Poster presenting the program for the day
- *From Cradle to Classroom*
- Appendix 3.6, completed by the parents

**Procedure**

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.
- Check to see what the parents have understood and whether they are motivated to attain the objectives. "Can someone tell me in their own words what the objective of today's workshop is? Is everyone ready to continue?"

- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Ask a parent to share briefly with the group what he or she learned from the previous workshop.
- At the beginning of the workshop, remind the parents about the importance of working together, respecting the comments and opinions of others, and respecting confidentiality within the group.
- Ask the parents who have completed Appendix 3.6 to share their observations.
- Stress the fact that every child is unique, and ask the parents whether they have discovered any aspects of their child's personality that they were not aware of before.

2

*Activity:* **An emotional head start***20 minutes***Materials**

- Logbook
- Pencils
- A copy of Appendix 4.1 for each parent
- *How to give children an emotional head start* (Appendix 4.2)
- Chalk, board

**Procedure**

- Give the parents Appendix 4.1, *Words and gestures to help your child grow*.
- Observe the reactions and comments of the parents.
- Give the parents Appendix 4.2, *How to give children an emotional head start*. Read the text to the group, and ask them to insert it in their logbook.

- Observe the comments, reactions and impressions of the parents with regard to Appendix 4.2.
- Mention that it is possible for parents to give their child an emotional head start, even if they did not have one themselves.

3

*Activity:* **Parents are the key!**

*20 minutes*

## Materials

- Parent poster kit no. 1:
  - Large sheets of Bristol board
  - Markers, or cardboard labels on which the following key words or elements are written: needs; security; values; influence; model; teacher; primary educator; food; affection; I'm not perfect, I'm only human. These elements correspond to the sentences presented below. (A poster can be made with all the sentences instead of just the key words)

## Procedure

- Ask the parents in the group to form teams, with a minimum of three parents per team.
- Attach the poster (without the words) to the wall and write the following question on the board: "Why are parents so important in the lives of their children?"
- Ask each team to discuss the question and to write down its answers.
- Next, ask each group to explain its answers. The trainer identifies the key words and writes them on the parent poster, or attaches the labels.



**Key elements to be emphasized by the trainer**

- ✓ Parents are the most important people in the lives of their children.
  - ✓ Parents meet their children's needs for security, affection, food, etc.
  - ✓ Parents help their children develop language skills, an understanding of the world around them, their emotions and their physical health.
  - ✓ Parents help their children learn; they act as role models for their children, answer their questions and stimulate their curiosity, let them explore their environment in a safe way, and provide them with encouragement.
  - ✓ Children learn by observing and interacting with a role model, by exploring on their own, and by receiving encouragement.
  - ✓ Children must see their parents reading and writing to consider reading and writing to be important activities.
  - ✓ Parents help their children discover their environment. They must bring their children into contact with reading and writing as part of everyday life (shopping lists, advertising brochures, mail, logos, etc.).
  - ✓ Parents are only human; like their children, they are not perfect, but they are their children's primary educators.
  - ✓ Parents prepare their children for school; they can influence their children.
  - ✓ PARENTS HAVE POWER OVER THEIR CHILDREN'S GENERAL DEVELOPMENT AND OVER THEIR EMERGENT LITERACY DEVELOPMENT.
- Review the discussion.

4

*Activity:* **Home activity***5 minutes***Materials**

- Two copies of Appendix 4.3 for each parent
- Pencils

**Procedure**

- Ask the parents to fill out Appendix 4.3 on the basis of their own knowledge, trying to remember details of their child's behaviour.

- Give the parents a second copy of Appendix 4.3 and ask them to fill it in at home, after observing their child while they read a story or play with him or her, etc.

5

*Activity:* **Preparation for the parent-child workshop**

5 minutes

- Review the workshop. “During this workshop, we have seen how parents play an essential role in the development of their children. They can help them learn by acting as role models, by interacting with them, by giving them opportunities to explore, and by providing encouragement. In the next workshop, you will be able to apply what you have learned.”
- Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the activity and the role the parents are expected to play.
- Present the objective of the parent-child workshop: to apply what was learned during the parents’ workshop. More specifically,...
- Have the parents prepare by thinking of things they can do during the parent-child workshop to meet the objectives and explore the workshop theme.

“How can I be a role model for my child?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

“How can I interact with my child to encourage him or her to participate?”

(Write down the ideas suggested by the parents.)

- 
- 
-

“How can I help my child explore, take the initiative and learn through trial and error?”

(Write down the ideas suggested by the parents.)

- 
- 
- 
- Add other suggestions or clarify the suggestions made by the parents, where necessary.
- Organize the suggestions that the parents come up with into the three main categories as you go along, to help them understand that they can play their role by modelling, interacting with their child, and establishing conditions to allow their child to explore the world of literacy.
- Ask the parents to choose one or more aspects they would like to focus on with their child during the parent-child workshop.

### Instructions for parents during the parent-child workshop

Parents should:

- respect their child’s pace
- encourage their child to learn by trial and error
- stay calm and take advantage of the opportunity to have fun with their child

During the storyreading:

- parents should observe the method used by the trainer to tell a story

### Reference material

Paul, Marianne. *ABC, 123: A Family Literacy Handbook*. Kitchener, Ontario: Core Literacy, 1992.

Thériault, Jacqueline. *J'apprends à lire... Aidez-moi!* Montréal: Les Éditions Logiques, 1995.

### Recommendation

- Team games and teamwork are used to establish constructive group dynamics and facilitate the involvement of all participants. In addition, games make learning fun, making it easier to assimilate the learning content.

**APPENDIX 4.1**

**WORDS AND GESTURES TO HELP YOUR CHILD GROW**

Use words and gestures  
to imitate situations  
that help children grow

APPENDIX 4.2

HOW TO GIVE CHILDREN AN EMOTIONAL HEAD START

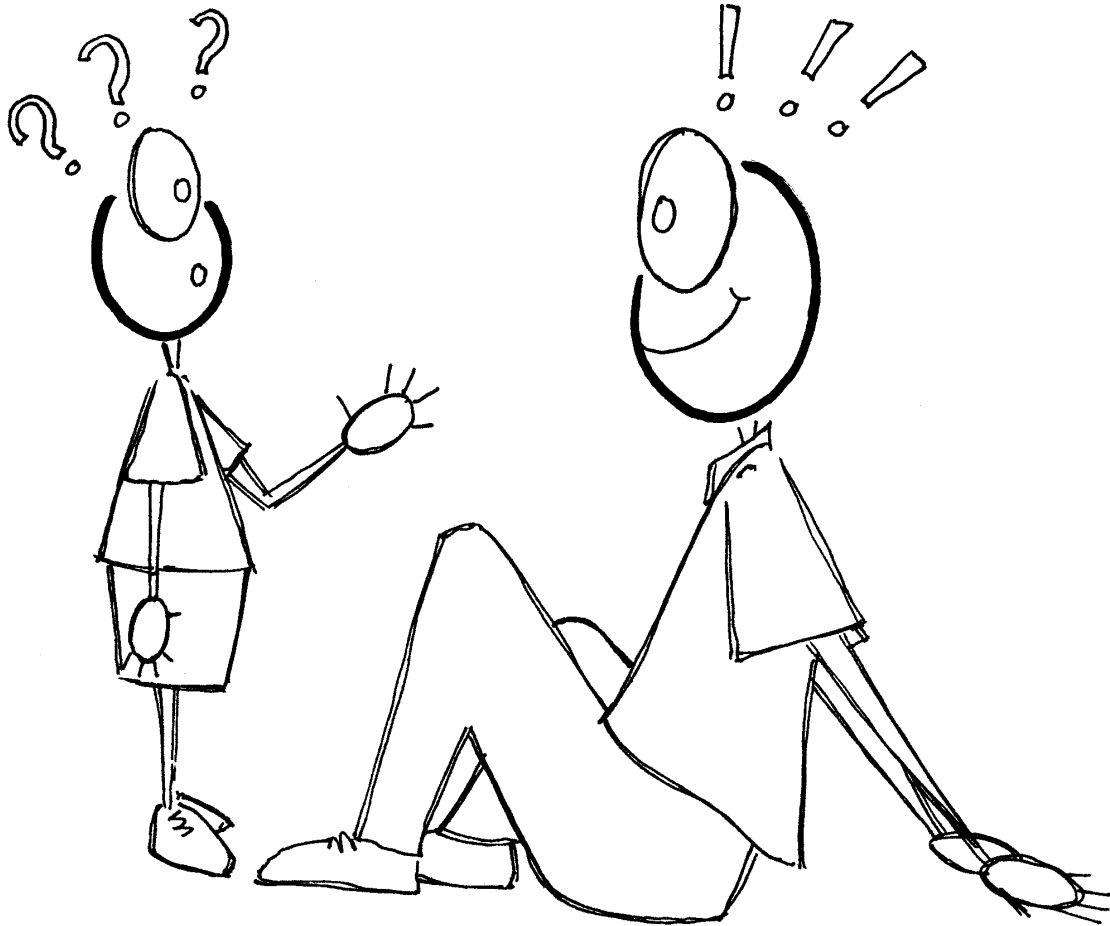


(Even if your own childhood left something to be desired)

Source: Marjon Riekerk, *How to Give Children an Emotional Head Start* (Seattle: Rational Island Publishers, 1988). Translated into French by Olivier Bory, Thérèse Dostaler, Pierrette Dubuc and Louise Ringuette. Retranslated into English for this workshop.

APPENDIX 4.2

TAKE THE TIME TO LISTEN TO YOUR CHILDREN

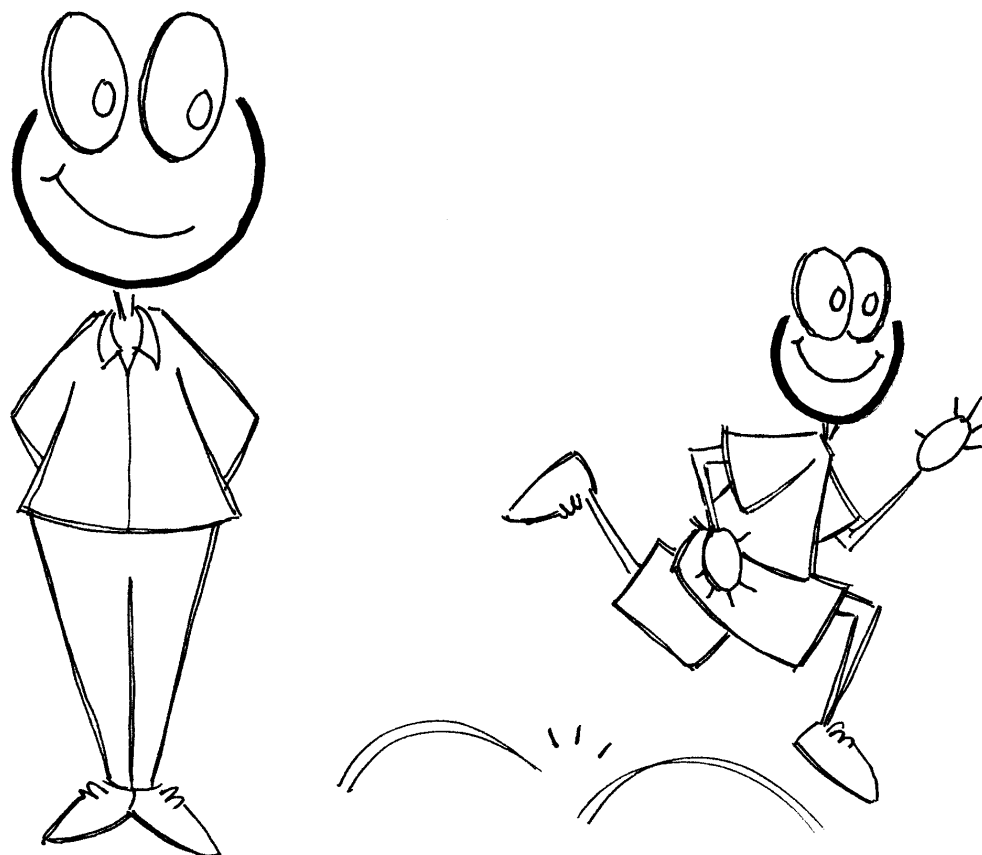


(Even if no one listened to you as a child!)

**AND THEY WILL FEEL APPRECIATED, WILL LEARN TO THINK FOR  
THEMSELVES AND WILL FIND VALID SOLUTIONS TO THE PROBLEMS  
THEY FACE**

APPENDIX 4.2

**RESPECT YOUR CHILDREN**



(Even if you got little respect yourself as a child, and even if you aren't always shown appropriate respect today)

**AND YOUR CHILDREN WILL LEARN  
TO RESPECT THEMSELVES AND OTHERS**

APPENDIX 4.2

And most importantly,

**ENJOY YOUR CHILDREN**



(and don't worry so much.)

Children are strong, clever and capable, and full of love. They are upstanding and know how to think for themselves. It is a privilege to spend time with them.

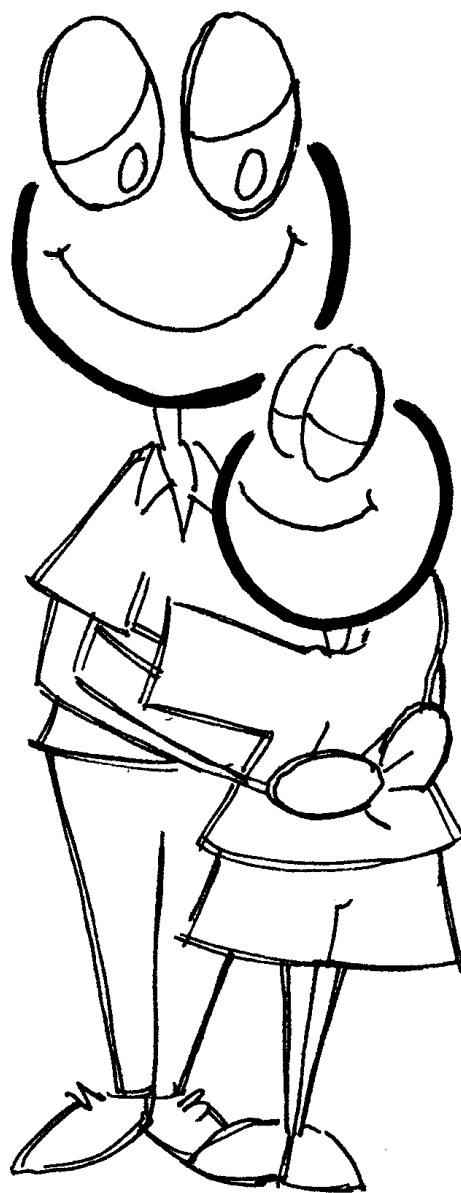


APPENDIX 4.2

**HUG YOUR CHILDREN  
(WITH THEIR PERMISSION)**

Children like  
hugging you too.

Everyone needs  
a good hug  
at least four times a day.



## APPENDIX 4.2

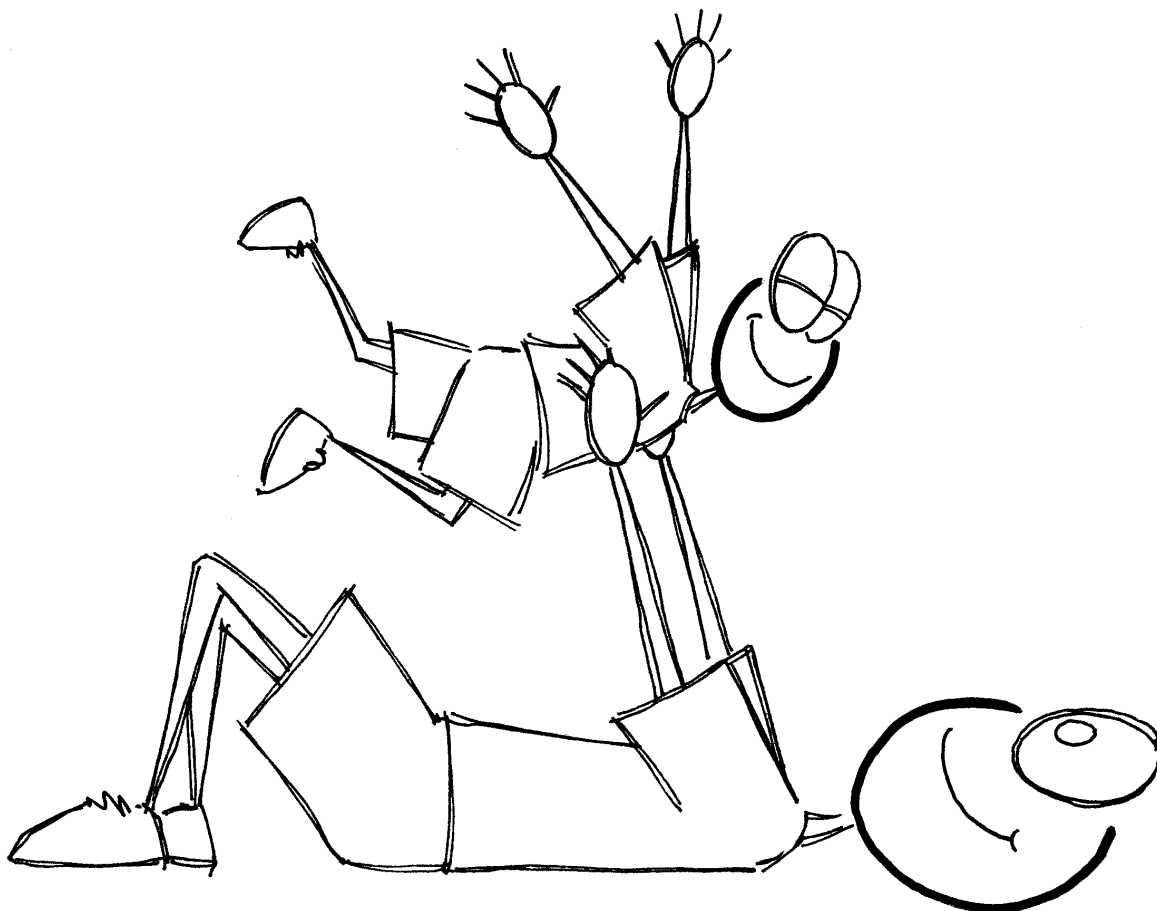
**ALLOW YOUR CHILDREN TO SHOW  
YOU THEY ARE AFRAID OR UPSET**

(Even if you were taught that “big boys and girls don’t cry” and other false notions.)

Tears and tantrums are necessary. They help get rid of frustration, and children seem to know this naturally. We get frightened too, we get frustrated, and we all need a good cry from time to time.

APPENDIX 4.2

PLAY WITH  
YOUR CHILDREN



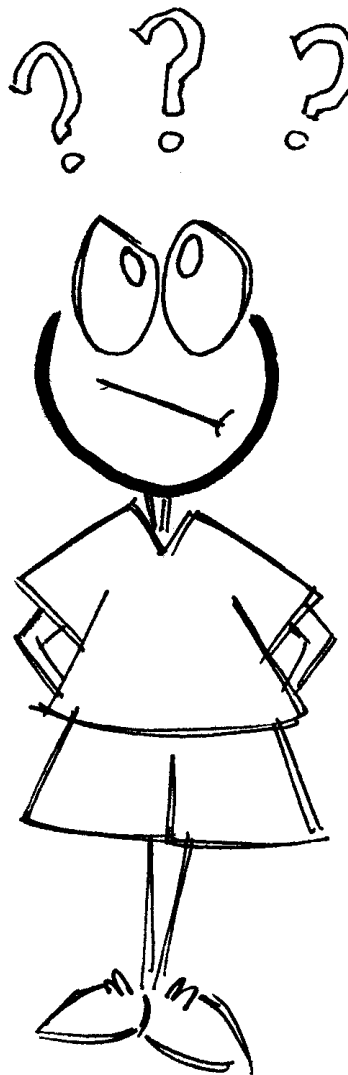
(Even if you think you have more important things to do.)

Children learn, grow and express feelings through play. Let them choose the game and follow their lead!

APPENDIX 4.2

**LET YOUR CHILDREN  
MAKE THEIR OWN DECISIONS**

as much as possible

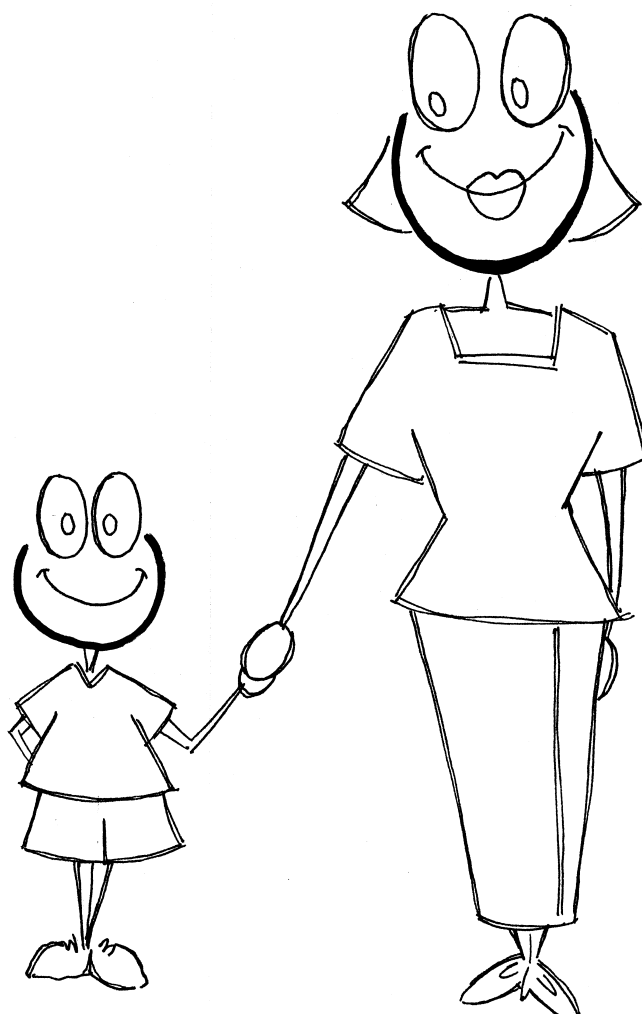


(Even if some of their decisions create difficult or awkward situations)  
because this is how they build confidence and learn to decide for themselves.

APPENDIX 4.2

**SET REASONABLE  
LIMITS FOR YOUR CHILDREN**

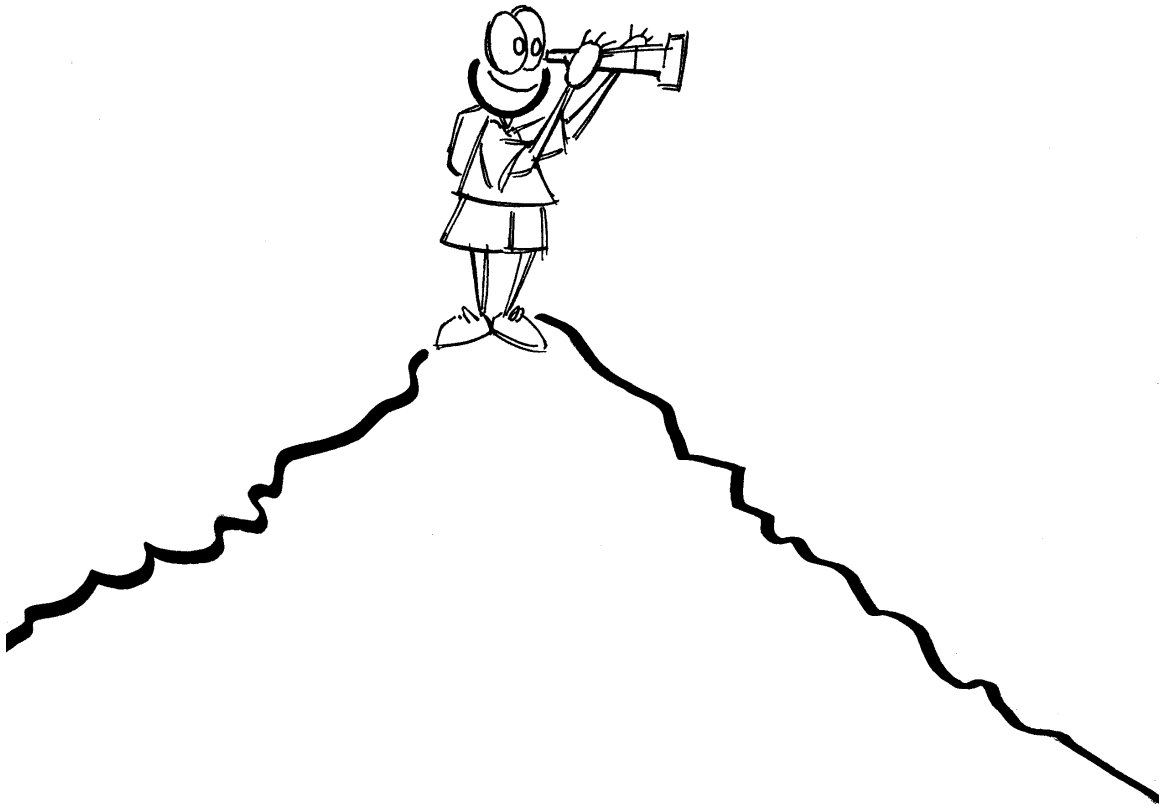
and remember that praise succeeds where punishment fails.



(Believe it or not, you didn't actually need, or deserve, the punishment you received  
as a child.)

APPENDIX 4.2

LET YOUR CHILDREN  
EXPLORE

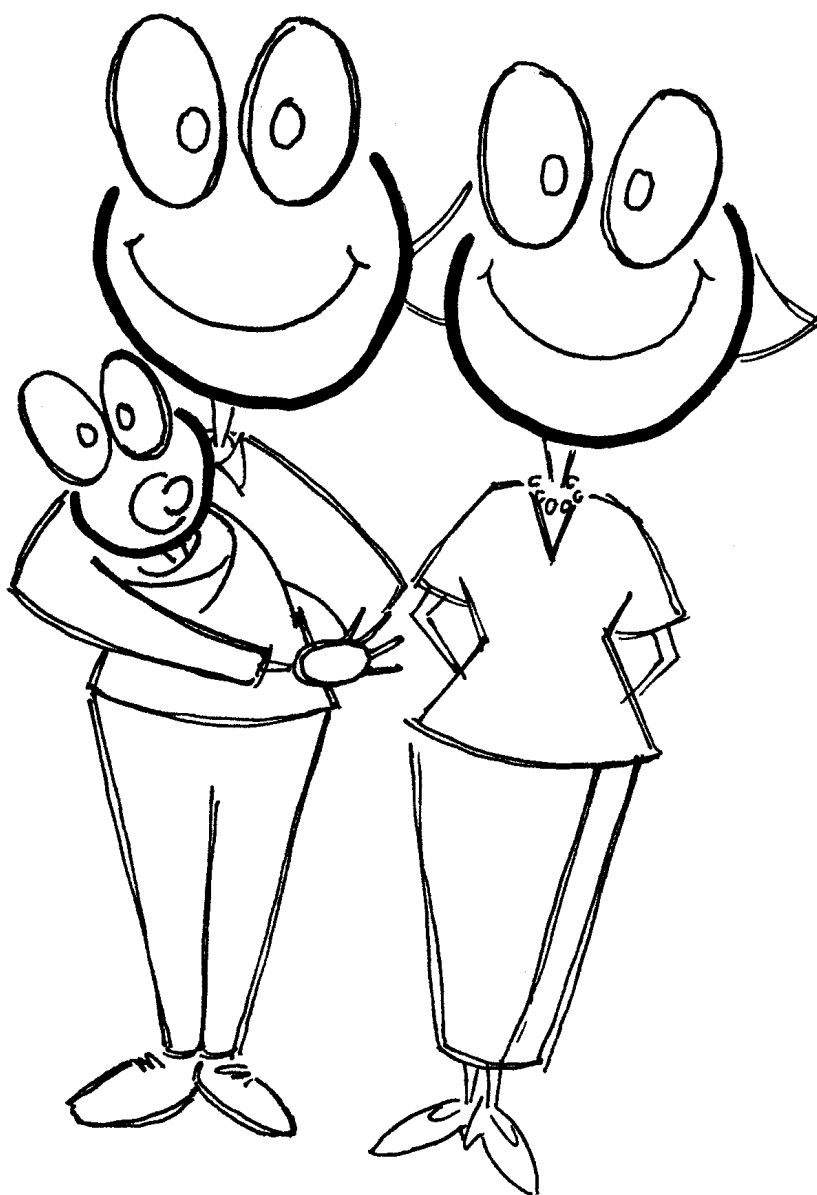


(Even if it sometimes makes you anxious.)

Children are naturally curious, but full of common sense

APPENDIX 4.2

**EXPECT THE BEST  
FROM YOUR CHILDREN**



They will do their best not to disappoint you.

**APPENDIX 4.2**

Lastly, and above all,

**THINK HIGHLY OF YOURSELF  
AND TAKE CARE OF**

*YOUR OWN  
NEEDS!*

YOU need to be hugged, YOU need to laugh and cry and sometimes lose your temper. You need time to chat, play and dream. YOU need to feel appreciated. There's something there for you too!



## APPENDIX 4.3

| My child is interested in reading                                                         | √ | My child is interested in writing                                    | √ |
|-------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------|---|
| 1. My child picks up books.                                                               |   | 1. My child scribbles.                                               |   |
| 2. My child talks while looking at the illustrations.                                     |   | 2. My child draws zigzag lines.                                      |   |
| 3. My child turns the pages.                                                              |   | 3. My child writes some of the letters in his or her name.           |   |
| 4. My child tries to read.                                                                |   | 4. My child scribbles pretend messages.                              |   |
| 5. My child pretends to read.                                                             |   | 5. My child knows where a line begins.                               |   |
| 6. My child distinguishes between words and pictures.                                     |   | 6. My child tries to copy words from a written text.                 |   |
| 7. My child shows interest in listening to and reading a story or other piece of writing. |   | 7. My child pretends to spell out words.                             |   |
| 8. My child knows the difference between <i>reading</i> and <i>telling</i> a story.       |   | 8. My child pretends to write letters to other people.               |   |
| 9. My child distinguishes between the beginning and the end of a story.                   |   | 9. My child pretends to write down a story while making it up.       |   |
| 10. My child shows interest in printed materials around the house.                        |   | 10. My child makes grocery lists.                                    |   |
| 11. My child associates words with pictures.                                              |   | 11. My child wants to write his or her name on his or her snack box. |   |
| 12. My child notices some punctuation marks.                                              |   | 12. My child wants to write his or her name on personal belongings.  |   |
| 13. My child knows what the title of a book is.                                           |   | 13. My child asks me to write his or her name.                       |   |
| 14. My child knows that a book has a cover.                                               |   | 14. My child makes a list of presents he or she would like.          |   |
| 15. My child knows that you read from left to right.                                      |   |                                                                      |   |
| 16. My child recognizes words in his or her environment.                                  |   |                                                                      |   |
| 17. My child holds books right-side up.                                                   |   |                                                                      |   |
| 18. My child pretends to read words.                                                      |   |                                                                      |   |
| 19. My child pretends to read posters and labels in shopping centres.                     |   |                                                                      |   |

Adapted from:

Jacqueline Thériault, *J'apprends à lire... Aidez-moi!* Montréal: Les Éditions Logiques, 1995,

p. 99. [Translation]

Play Workshops

***Learning situation***

- Determine the parenting attitudes and skills that foster children's literacy development: introducing their child to reading and writing (reading stories, looking at magazines, etc.), talking and listening to their child, creating a playful atmosphere, offering encouragement, respecting their child's pace, demonstrating the usefulness of written language
- Become aware of the environmental factors in children's awareness of written language: modelling, interacting, exploring
- Examine their own habits with respect to written language and get a sense of themselves as readers
- Sum up their strengths and limitations in terms of their attitudes and skills with respect to emergent literacy

***Objectives***

- To understand the concept of "emergent literacy"
- To recognize the importance of daily activities in encouraging a child's literacy development
- To find effective ways to encourage a child's literacy development
- To understand the importance of an affective relationship in a child's development
- To define a personal position concerning particular types of behaviour that foster emergent literacy

**1**

*Activity:* **Getting started**

**5 minutes**

- Greet the participants.

**Materials**

- Poster presenting the program for the day
- Appendix 4.3, completed by the parents

**Procedure**

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.
- Check to see what the parents have understood and whether they are motivated to attain the objectives. “Can someone tell me in their own words what the objective of today’s workshop is? Is everyone ready to continue?”
- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Ask a parent to share briefly with the group what he or she learned from the previous workshop.
- Ask the parents who have filled out Appendix 4.3 to share their observations with the group.

2

*Activity:* **What is emergent literacy?***20 minutes***Materials**

- The statements from Appendix 5.1, written separately on pieces of Bristol board
- A large bag
- The words “True” and “False” written on separate pieces of Bristol board
- Blue Funtak
- Pencils

**Procedure**

- Attach the “True” and “False” cards to the wall.

- Ask a parent to pick a statement at random and read it out; the group must then decide if it is true or false.
  - Ask the parent to attach the statement to the wall, under the “True” or “False” card.
  - Ask each parent in turn to pick a statement.
  - When all the statements have been attached to the wall, explain to the group what emergent literacy means.
1. Explain to the parents what emergent literacy means.

Children learn to speak within the family, which is also where they discover the usefulness of written language and the pleasure of reading. However, the term “emergent literacy” does not mean learning to read and write; it describes the process by which children discover the pleasure of reading, the usefulness of written language, and how written language works.

Emergent literacy covers everything that children learn about reading and writing before they actually learn to read and write at school.

2. Ask the parents to give examples of young children who do not yet know how to read and write, but who are interested in written language.

Write down and, where necessary, clarify the examples given by the parents. Here are some examples of the competencies acquired by young children within the family:

- understanding that written language has meaning, e.g. when a child tries to understand logos and words (stop signs, restaurant and cereal brands, etc.)
- knowing how to open a book
- understanding an illustration and saying what it means
- distinguishing between text and pictures
- pointing out pictures
- choosing a particular book
- knowing the words *book*, *page*, *at the top*, *at the bottom*, *sentence*

Add examples based on the observations made by the parents using Appendix 4.3, which they received in the previous workshop and completed at home.

3. Explain to the parents why they must support their children as they discover written language and encourage their emergent literacy.

Children who, at a young age, are brought into contact with written language become the best readers at school. Their parents read them stories, read in their presence, and make books, crayons and paper available. They stimulate their children's curiosity, answers their questions concerning reading materials found at home, and encourage them to explore books and to read and write in their own way.

4. Ask the parents to explain how, in their opinion, children become aware of written language. Write down their ideas.

Within the family, during daily activities involving reading and writing, children discover and learn more about written language.

- a) Review various ways of learning with the participants, e.g. how they learned to cook, to write, to be a parent. Remind them that you can learn
  - by chance
  - through activities that involve handling, studying and playing with objects—in other words, **BY EXPLORING**
  - with the help of an older person who guides you through an activity and encourages you to ask the right questions, make adjustments, correct your mistakes and find answers to your questions—in other words **BY INTERACTING** with other people
  - by watching what others do—in other words by observing **A ROLE MODEL**

**Children learn the same way.** This is how they learn to talk. To help them discover written language, books and words, parents must ensure that they have access to:

- a role model
- interaction
- exploration
- encouragement

Explain these **four essential factors**, referring to points (b), (c), (d) and (e).

- b) Children discover written language by watching adults use reading and writing in leisure or everyday activities. They see their parents, brothers and sisters reading books, looking through newspapers, making shopping lists, writing out cheques or saying how much they enjoyed reading a particular book. Children need to have reading **role models** in order to gain an interest in written language and discover its usefulness.
- c) Children discover written language by interacting with adults and their brothers and sisters in connection with reading and writing (e.g. when they are read a story each day or are told that logos, signs, posters and the pictures on cereal boxes mean something). Their questions about written language must be answered. Children need to learn about books and written language with the help of people older than themselves. They need to **interact**.
- d) Children discover written language by exploring the world of books and writing on their own. Adults and brothers and sisters can help them explore and discover written language by making sure that books, crayons, paper, pictures, letters and so on are always available. Children can be taken on a trip to the library, where they can choose books. Or they can be given a book as a gift. Children need to **explore** written language by pretending to read and write.
- e) Children also need to be **encouraged**. To discover written language, they need to have **reading role models**, they need to **interact** with adults in connection with written language, and they need to **explore** written language with encouragement from other family members. They learn **readily** through **play** and in everyday communication situations.

Children learn written language **naturally** during everyday activities in a playtime atmosphere. Adults and older children can help them learn about written language using everyday actions.

Parents and other family members can play a role in ensuring the presence of the four factors described above.

5. Ask the parents what they can do at home to ensure that their child sees reading and writing modelled, interacts with them in connection with written language, and explores written language. Write down the parents' suggestions.

Clarify the suggestions made by the parents, where necessary:

- Consider written language as an object, like any other object that I want to show my child
- Read or tell my child a story on a regular basis
- Answer my child's questions about written language
- Read and write in my child's presence, explaining what I am doing
- Make sure that my child has access to books, paper and crayons
- Reinforce my child's interest by offering praise and encouragement
- Encourage my child to make up his or her own way of writing a story or letter or signing a drawing by saying, "You can write any way you want."
- Ask my child to read what he or she has written, "any way you want"
- Write down a word, sentence or story dictated by my child and then ask my child to repeat it in his or her own words

3

*Activity:* **Emergent literacy: Why? Where? When? How?**

*15 minutes*

### Materials

- A poster with four columns (Why? Where? When? How?)

### Procedure

- Ask the parents to form two teams.
- Ask each team, in turn, to say **why**, **where**, **when** and **how** children can be made aware of written language in everyday activities.
- Leave the teams two minutes to discuss their answers.
- Write the answers on the poster.

### Recommendations for the trainer

- Help the teams by naming various places and situations where children can be made aware of written language; e.g. in buses and stores, at the dentist's office, at home.
- Ask the parents to suggest other ideas, and explain them.
- Ensure that all the answers are taken into consideration and receive attention, and that no answer gets a judgmental response.
- Ask the parents to suggest activities to make children aware of written language (e.g. reading a book, writing a shopping list, looking at a magazine, reading the mail or the TV guide together).
- Review the activity: parents are the primary educators of their children.
- Children become aware of written language and learn to love books when their parents expose them to reading and writing on a daily basis, act as role models in their use of written language, and create an environment conducive to exploration.

4

*Activity:* **Home activity***10 minutes*

### Materials

- Copies of Appendixes 5.2, 5.3, 5.4, and 5.5 for each parent

### Procedure

- Ask the parents to fill out Appendixes 5.2, 5.3 and 5.4 at home during the week following the workshop. This involves describing their own daily activities and the types of written language they use in the course of these activities. Give examples.
- Briefly present Appendix 5.5, which will be useful throughout the workshops and especially at home.

Example: "I get up at 8 a.m. I look at the time on my alarm clock."



5

*Activity:* **Reading for pleasure***5 minutes***Materials**

- A copy of Appendix 5.6 for each parent

**Procedure**

- Read, or ask a parent to read, *Hugo pretends to be a monster* (Appendix 5.6).
- Briefly review the text.

6

*Activity:* **Preparation for the parent-child workshop***5 minutes*

- Review the workshop.
- Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the activity and the role the parents are expected to play.
- Present the objective of the parent-child workshop: to apply what was learned during the parents' workshop. More specifically,...
- Have the parents prepare by thinking of things they can do during the parent-child workshop to meet the objectives and explore the workshop theme.

"How can I be a role model for my child?"

(Write down the ideas suggested by the parents.)

- 
- 
-

“How can I interact with my child to help him or her discover written language?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

“How can I help my child explore written language, take the initiative and learn through trial and error?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

- Add other suggestions or clarify the suggestions made by the parents, where necessary.
- Organize the suggestions that the parents come up with into the three main categories as you go along, to help them understand that they can play their role by modelling, interacting with their child, and establishing conditions to allow their child to explore the world of literacy.
- Ask the parents to choose one or more aspects they would like to focus on with their child during the parent-child workshop.

### Instructions for parents during the parent-child workshop

- Stress the importance of having fun with their child during the parent-child activities. Emphasize the concept of “quality time” (see Appendix 5.5).
- Discuss ways to have fun with their child, and the kind of attitude to adopt.
- For example, “When my child does..., I...”

### Reference material

Duclos, Germain, Danielle Laporte, and Jacques Ross. *Les grands besoins des tout-petits : Vivre en harmonie avec les enfants de 0 à 6 ans*. Saint-Lambert: Héritage, 1994.

Groupe ACCÈS. *Les livres, c'est bon pour les bébés*. Paris: 1995.

## APPENDIX 5.1

**List of statements and answers:**

1. **“I’m 2 (or 3) and I’m very curious; I like to discover new things.”** (TRUE: Children explore their environment and perform experiments. This is how they discover the world around them and give it meaning.)
2. **“Mummy is right to encourage me to explore.”** (TRUE: The degree to which a child explores reflects the child’s degree of adaptability. The more a child explores, the easier it will be for him or her to adapt to different situations. However, the child’s safety must always be assured.)
3. **“I don’t need Mummy to explore.”** (FALSE: Children expect an adult to remain available to give assistance or reassurance as required, to answer questions and to provide stimulation.)
4. **“If Mummy helps me and comforts me when I need it, I will learn to trust myself and to trust Mummy.”** (TRUE: This is how children develop a sense of security, because they know their needs will be met. They build up their confidence in themselves and in others. They can explore without anxiety.)
5. **“I don’t need anything to be able to explore.”** (FALSE: Children need stimulation, but they don’t need complicated or expensive objects. Everyday objects are what they prefer: newspapers, books, toys, magazines, crayons, etc.)
6. **“I am too young to understand when Mummy shows me pictures, asks me questions or reads me stories.”** (FALSE: Children must be brought into contact with reading and writing in order to become interested, understand its usefulness, learn new words and prepare to learn how to read at school.)
7. **“Learning new stuff is boring!”** (FALSE: Having fun is the key to learning. Children learn more easily when they are having fun. Parents must create an enjoyable atmosphere and have fun themselves to ensure that their child learns as much as possible.)

## APPENDIX 5.1

8. **“There’s no point showing me logos, sentences and words: I can’t read!”**  
(FALSE: Only by interacting with written language do children learn to distinguish between words and pictures and understand that written language is used to transmit ideas. Children at this age are not being shown how to read; they are being shown that writing, words and sentences have meaning; e.g. “Look sweetie, your name’s written right there!”)
9. **“The more I am surrounded by books, words and pictures, the easier it will be for me when I get to school.”** (TRUE: Children who grow up in a print-rich environment are better able to ask questions, make connections, acquire learning, enjoy reading, etc.)
10. **“I ask grownups lots of questions and it’s important for them to answer.”**  
(TRUE: By answering children’s questions, we encourage them to be curious, to enjoy learning. We also send the message that talking is worthwhile, because we are listening. The children feel important.)
11. **“I explore at my own pace. You can’t force me to do things.”** (TRUE: Children explore and develop at their own pace, and it must be respected.)
12. **“Mummy should spend 20 minutes per day helping me discover written language.”** (FALSE: Parents should let their children discover written language naturally, as part of their everyday activities, e.g. while cooking or making a shopping list and demonstrating the usefulness of written language. “I’m writing everything down in a list to make sure I get everything I need.” “I’m making a plan to organize my trip.” “I’m reading a magazine to relax.”)



## APPENDIX 5.3

## WEEKLY SCHEDULE AND USE OF WRITTEN MATERIALS

| Day       | Activity | Written materials used | What I like/<br>don't like |
|-----------|----------|------------------------|----------------------------|
| Monday    |          |                        |                            |
| Tuesday   |          |                        |                            |
| Wednesday |          |                        |                            |
| Thursday  |          |                        |                            |
| Friday    |          |                        |                            |
| Saturday  |          |                        |                            |
| Sunday    |          |                        |                            |

## APPENDIX 5.4

## MY CHILD'S EMERGENT LITERACY

**At home:**

My child has access to written materials and books all the time.

I read stories to my child.

I read and write in front of my child.

I answer my child's questions about written language.

I encourage my child to pretend to write.

I go to the library with my child.

Often

Sometimes

Never

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Yes

No

|  |  |
|--|--|
|  |  |
|  |  |

I know how to choose a book for my child.

I know how to make a story interesting and fun.

Date: \_\_\_\_\_

Name: \_\_\_\_\_

**APPENDIX 5.5****SPENDING QUALITY TIME WITH YOUR CHILD**

Tell your child you want to spend some time together. (It may be for only 5 or 10 minutes—what matters is that you make yourself available to your child for this time.)

Ask your child how he or she would like to spend the time. Perhaps your child will ask you to tell a story, to draw or play with dolls or toy trucks, etc.

Spend this time with your child. Do not make judgments. Do not criticize. Be willing to enter your child's world.

Tell your child that you have enjoyed your time together, but that you now have other things to do. You can do it again tomorrow.

**Spending quality time with my child**

When I spend quality time with my child, I:

- let my child know how important he or she is
- give my child affection and love
- help my child grow and develop
- help my child develop self-confidence and a sense of security
- grow closer to my child
- show my child things that will be useful for life!



## APPENDIX 5.6

## HUGO PRETENDS TO BE A MONSTER

Up to the age of 9 months, Hugo did not seem particularly interested in the books I read him. Sometimes he would flick through another book he had picked up while I was reading him a story. However, I didn't give up and often read him a story called *Where the Wild Things Are*, perhaps because I liked it myself, but also because once or twice it had looked as though Hugo was pointing the book out to me.

Max, the main character of the story, appeared on a big poster in Hugo's room, emerging from a giant cake surrounded by monsters. One of the monsters, with big round eyes and claws on his hands, had his tongue stuck out to one side.

Every evening at bedtime we used to look at the poster. One day, when I was beginning to wonder whether very young children really could appreciate a story, as I had been told, and convinced that my son was not interested, I noticed that Hugo had stuck his tongue out to the left before exploding into a tantrum. He was warning me that he was about to go into "monster" mode.

Hugo's insistence, and his jubilation when, one day, I said "You're going to turn into a monster, aren't you?" allowed me to interpret a signal that, perhaps, he had been sending me for a long time.

Source: Groupe ACCÈS. *Les livres, c'est bon pour les bébés*. Paris: 1995, p. 19.  
[Translation]

***Learning situation***

- Examine their own parenting skills and ways of supervising their child (discipline)
- Determine the strengths and limitations of their child in situations observed in everyday life and during the workshops
- In various learning situations, use intervention techniques that promote positive parent-child interaction (reinforcement, attitude of warmth, listening, simple and clear instructions, appropriate consequences)

***Objectives***

- To define limits and recognize their importance
- To set their own limits as parents
- To establish limits clearly and enforce them
- To differentiate between behaviour that causes a personal reaction and behaviour that requires the setting of a limit
- To distinguish between various types of parents
- To use positive interaction techniques

1

*Activity:* **Getting started**

*5 minutes*

- Greet the participants.

**Materials**

- Poster presenting the program for the day

**Procedure**

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.
- Check to see what the parents have understood. "Can someone tell me in their own words what the objective of today's workshop is?"
- Check to see whether the parents are motivated to continue with the workshop and support the objectives. "Do you agree with the objectives? Is everyone ready to continue?"
- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Ask a parent to share briefly with the group what he or she learned from the previous workshop.

2

*Activity:* **Discussion: "What is a limit?"**

10 minutes

**Materials**

- A copy of Appendix 6.1 for each parent

**Procedure**

- After reading the learning contexts below, ask the group whether or not the behaviour described is acceptable, and why.

**Learning contexts:**

- Caroline puts her toys away when she has finished playing.
- David bites Stephanie when she does not want to lend him her ball.
- Richard thanks his mother for getting him the book he asked for.
- Zoë does lovely drawings on the wall with her crayons.
- Frederick stands on top of the fridge and sings.
- Martin says he's sorry for hitting Mary.

- Ask the group if limits are useful and why they must be set.

#### Why set limits?

- To organize family life.
- To give children a feeling of security.
- To ensure that children learn values (respect for others, self-affirmation, taking care of oneself and others, etc.).
- Children need to know what they have to do. It makes them feel more secure, and it is important to establish a stable routine (time to get up, time to play, time to have lunch, time to take a nap, etc.).
- Limits serve as guidelines, letting the child know how far he or she can go.

#### Key points

- “There is some behaviour I accept, and some behaviour I do not accept.”
- “I want my child to learn how to act appropriately.”

|   |                                                           |                   |
|---|-----------------------------------------------------------|-------------------|
| 3 | <i>Activity:</i> <b>Types of parents and their limits</b> | <i>10 minutes</i> |
|---|-----------------------------------------------------------|-------------------|

#### Materials

- Two puppets (one a parent, the other a child)

#### Procedure

- Using the two puppets, illustrate the various types of parents discussed below.
- Ask the parents to find the differences between the types of parent, the latitude given to their children to make decisions, and the consequences for the children of having parents of a particular type.

### Types of parents

(learning situations using puppets)

- **STIMULATING** (democratic)

Parent: "I asked you to put your toys away." (Calmly)

Child: "Oh! Later..."

Parent: "You'll be going to bed soon. You can play for another two minutes, but then you have to tidy up and go to bed. OK?"

Child: "OK!" (Happily)

- **AUTHORITARIAN** (dictator)

Parent: "I asked you to put your toys away." (Sharply)

Child: "Oh! Later..."

Parent: "I told you to put them away, so do it right now!" (Sharply and severely)

Child: "OK, then" (With resignation)

- **LAID-BACK** (casual)

Parent: "I asked you to put your toys away, please."

Child: "Oh! Later..."

Parent: "Whatever."

Child: "Really?" (Surprised)

### Recommendations

- Do not be afraid to exaggerate the roles.
- The difference between the various types of parent must be obvious.

### Points to emphasize during the discussion

- **Stimulating**

The parent is fair and affectionate, and recognizes that the child has his or her own personality.

The child is confident, independent and creative and has high self-esteem. The child has learned how to settle disputes.

The parent and the child discuss a decision before it is made, but the parent makes the final decision.

- **Authoritarian**

The parent supervises everything, but remains at a distance. The parent is always right.

The child feels misunderstood, has low self-esteem, fails to develop his or her personality, and has difficulty settling disputes.

Decisions are made by the parent; the child obeys.

- **Laid-back**

The parent respects the child and his or her decisions to the point where the child is spoiled. The child is left to learn from his or her experiences, with no limits.

The child has low self-esteem, rarely takes the initiative, is not very independent, is fairly disorganized, and is unused to making an effort to overcome a problem.

The parent lets the child decide what is best.

- **Other types of parent**

**Abusive:** violent parents turn their children into victims who are wary of everything and may, later in life, also become abusive.

**Absent:** a parent who is self-absorbed because of work or personal problems ignores his or her child, who becomes anxious.

4

*Activity:* **Various ways to set limits***10 minutes***Materials**

- Two puppets (one a parent, the other a child)

**Procedure**

- Present a set of rules for setting limits.

**How to set limits**

- “I decide which behaviour is acceptable and which behaviour is unacceptable.”
- “I set clear rules and explain them to my child.”
- “I agree with the other adults in the household about the rules that must be set.” (Coherence)
- “I make sure that the consequences are always the same when my child is disobedient.” (Consistency)
- “I provide a positive model.”
- “I encourage the kind of behaviour I want.”
- “I impose logical and reasonable consequences when my child does not comply with the limits set.”
- “I ignore undesirable behaviour that is not harming anybody.”
- Ask the parents to find the rules that should be set for each of the following situations:
  - Situations:**
    - Present each situation using the puppets. The group must discover the best technique to use.

- The child shouts that he doesn't want to have a bath. The parent replies calmly and firmly that she doesn't want to hear any shouting and that, if the child continues, he will have to go away and calm down (identify unwanted behaviour, set clear limits and explain the consequences).
  - The child is whining to get a candy that the parent has already said he cannot have. The parent pretends not to hear (ignore unwanted behaviour).
  - The child says he has peed in the potty. The parent congratulates him, and says she is proud of him (behaviour reinforcement).
  - The child says that Daddy doesn't want him to play with a ball in the living room. The parent says that Daddy is right (coherence).
  - The child refuses to eat his meal. The parent says that the last time this happened, he didn't get his dessert and that this will happen again if he refuses to eat (consistency).
  - The child uses a swear word. The parent says that this is wrong, and that she never uses swear words herself (identification of unwanted behaviour, the parent as a model).
- Briefly review the activity with the parents (refer to Appendix 6.1).

5

*Activity:* **How your child behaves***15 minutes***Materials**

- A copy of Appendix 6.2, *Behaviour checklist*, for each parent
- Pencils
- Copies of Appendixes 6.3 and 6.4 for each parent

**Procedure**

- Give the parents Appendix 6.2 and ask them to write their name on it and do the exercise.



- a) Each parent must write down examples of his or her child's behaviour that are acceptable or unacceptable (at least five of each).
  - b) The trainer asks each parent to swap checksheets with the parent on the right or left. The checksheets must circulate until each checksheet has been seen by every parent, when they are given back to the original parent.
  - c) On receiving the checksheet of another parent, the parents mark a + sign in the "other parents" column for each type of behaviour they find acceptable, and a – sign for each type of behaviour they find unacceptable.
  - d) Once each checksheet has been seen by all the parents, the original parent adds up the +'s and –'s for each type of behaviour.
- Certain types of behaviour require the setting of clear and reasonable limits. Other types of behaviour are irritating to parents personally, but do not require disciplinary measures. In this case, the parent can negotiate with the child to find a solution that is acceptable to both.
  - Direct a group discussion and exchange of points of view.
  - Give the parents Appendixes 6.3 and 6.4.
  - The exercises suggested for this activity are designed to help the parents.
    - a) learn to distinguish between types of behaviour that do not actually cause a problem (but that the parent finds irritating) and types of behaviour that require the setting of a limit (discipline)
    - b) understand that the difference depends on:
      - the child concerned
      - the parent concerned
      - the environment
  - The exercises have another objective: to show parents that some of their approaches to discipline might be too severe, or that they might discipline their children too often.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                   |                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------|
| 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Activity:</i> <b>Home activity</b>                             | <i>5 minutes</i> |
| <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A copy of Appendix 6.5 for each parent</li> </ul> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>• Explain the exercise to the parents and ask them to complete it during the week following the workshop.</li> <li>• The parents must note the times of days when things are difficult, and the times when things go smoothly with their child (meals, bath time, bedtime, toy sharing, etc.). (See Appendix 6.5.)</li> <li>• Ask the parents to read page 23 of <i>From Cradle to Classroom</i>, which addresses the question of punishment.</li> </ul> |                                                                   |                  |
| 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Activity:</i> <b>Preparation for the parent-child workshop</b> | <i>5 minutes</i> |

- Review the workshop. Ask the parents to say what they learned during the parents' workshop.
- Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the activity and the role the parents are expected to play.
- Present the objective of the parent-child workshop: to apply what was learned during the parents' workshop. More specifically,...
- Have the parents prepare by thinking of things they can do during the parent-child workshop to meet the objectives and explore the workshop theme.

“How can I be a role model for my child?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

“How can I interact with my child?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

“How can I help my child explore, take the initiative and learn through trial and error?”

(Write down the ideas suggested by the parents.)

- 
- 
- 
- Organize the suggestions that the parents come up with into the three main categories as you go along, to help them understand that they can play their role by modelling, interacting with their child, and establishing conditions to allow their child to explore the world of literacy.
- Add other suggestions or clarify the suggestions made by the parents, where necessary.
- Ask the parents to choose one or more aspects they would like to focus on with their child during the parent-child workshop.
- **Important:** Remind the parents that the parent-child workshops can provide an excellent opportunity for making the children aware of written language.
- Describe some of the times that are most difficult when dealing with children in order to allow the parents to identify possible solutions.

### Instructions for parents during the parent-child workshop

Parents should:

- take the time to observe their child attentively
- let their child have fun with the house
- write their child's name on the house and show it to him or her

### Reference material

Cloutier, R., and A. Renaud. *Psychologie de l'enfant*. Boucherville: Gaétan Morin, 1990.

Duclos, G., and D. Laporte. *Du côté des enfants*, vol. III. Montréal: Hôpital Sainte-Justine, *Magazine Enfants Québec*, 1995.

Duclos, G., D. Laporte, and J. Ross. *Les grands besoins des tout-petits : Vivre en harmonie avec les enfants de 0 à 6 ans*. Saint-Lambert: Héritage, 1994.

Eaton, J.-M. et al. *Copain : Guide de l'animateur et de l'animatrice de l'atelier - habiletés parentales*. Saint-Joseph, N.B.: Développement des ressources humaines Canada, Institut de Memramcook, 1994.

Laporte, D. *Projet d'intervention précoce (le comportement de votre enfant, c'est vous)*. Université du Québec à Montréal, Département des sciences de l'éducation.

**APPENDIX 6.1****CHECKLIST****How to set limits**

1. "I decide which behaviour is acceptable and which behaviour is unacceptable."
2. "I establish clear, realistic rules and explain them to my child."
3. "I agree with the other adults in the household about the rules that must be set."  
(Coherence)
4. "I make sure that the consequences are always the same when my child is disobedient." (Consistency and points of reference)
5. "I provide a positive role model."
6. "I encourage the positive behaviour."
7. "I impose logical and reasonable consequences if my child does not comply with the limits set."
8. "I ignore undesirable behaviour that is not harming anybody."

**Knowing the limits  
makes your child feel secure!**

### APPENDIX 6.1

#### How to ensure compliance with rules in a loving way

##### ***Be clear***

- Explain rules simply and clearly.
- Explain rules in a positive way.
- Remain firm, but do not try to make your child feel guilty, make fun of your child, or make threats.

##### ***Ignore certain types of behaviour***

- Unimportant behaviour
- Nonhazardous behaviour

##### ***Be positive***

- Provide encouragement.
- Offer praise.
- Provide quality time.
- Listen, talk.
- Reward good behaviour.

##### ***Make sure your child understands that actions have consequences***

- Consequences should be natural, like cleaning up a mess.
- Consequences should be logical, clearly linked to a particular type of behaviour.
- Judge behaviour, not your child.

Source: Danielle Laporte, *Pour favoriser l'estime de soi des tout-petits*.  
Montréal: Hôpital Sainte-Justine, 1997, p. 32.

## APPENDIX 6.2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**BEHAVIOUR CHECKSHEET**

Classify your child's behaviour as acceptable or unacceptable.

| <b>Unacceptable behaviour</b><br>(behaviour that you find disturbing,<br>tiresome or irritating) |                          | <b>Acceptable behaviour</b><br>(behaviour that does not disturb you or<br>that you appreciate) |                          |
|--------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------|--------------------------|
| <b>Example:</b> My child leaves his<br>or her shoes on the carpet.                               | <b>Other<br/>parents</b> | <b>Example:</b> My child sings a<br>song he or she learned during<br>the workshop.             | <b>Other<br/>parents</b> |
| 1.                                                                                               |                          |                                                                                                |                          |
| 2.                                                                                               |                          |                                                                                                |                          |
| 3.                                                                                               |                          |                                                                                                |                          |
| 4.                                                                                               |                          |                                                                                                |                          |
| 5.                                                                                               |                          |                                                                                                |                          |
| 6.                                                                                               |                          |                                                                                                |                          |
| 7.                                                                                               |                          |                                                                                                |                          |
| 8.                                                                                               |                          |                                                                                                |                          |
| 9.                                                                                               |                          |                                                                                                |                          |

## APPENDIX 6.3

Now swap your checksheet (Appendix 6.2) with the parent on your right (or left). The checksheets must circulate until each checksheet has been seen by every parent, when they are given back to the original parent.

On receiving the checksheet of another parent, mark a + sign in the “other parents” column for each type of behaviour you find acceptable, and a – sign for each type of behaviour you find unacceptable.

Once your original checksheet has been seen by all the parents, add up the +’s and –’s for each type of behaviour. Compare the results for acceptable and unacceptable behaviour with the other parents in the group.

| Unacceptable behaviour<br>(behaviour that you find disturbing,<br>tiresome or irritating) |                  | Acceptable behaviour<br>(behaviour that does not disturb you or<br>that you appreciate) |                  |
|-------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------|------------------|
|                                                                                           | Other<br>parents |                                                                                         | Other<br>parents |
| <b>Example:</b> My child leaves his or<br>her shoes on the carpet.                        | +++<br>---       | <b>Example:</b> My child sings a song<br>he or she learned during the<br>workshop.      | +++<br>---       |



**APPENDIX 6.4****Applying discipline to young explorers  
(18 to 36 months old)**

(Children who explore, walk and are beginning to speak)

**Needs**

These children need:

- protection, by moving them away from dangerous or precious objects
- routine, to learn toilet training
- opportunities to exercise their motor skills
- immediate attention for short time spans (they often attract attention by doing something bad)
- opportunities to develop the superego: to say no to themselves
- quality time (set aside special periods of 10 or 15 minutes)
- to be told about their behaviour
- feedback (give information using “I”: “I don’t like to hear shouting”, rather than “You shout too much”)
- support through transitions
- thanks
- love and recognition of their strengths and limitations

**Discipline**

- Give an instruction only once (e.g. “Martin, don’t touch the plant”) and take action immediately if the child does not obey (e.g. go towards the child, remove his or her hand from the plant, and move the child away).
- There is no point in punishing or shouting at your child. If the child repeats the undesirable behaviour or has a tantrum, he or she should be given a short time out (a few minutes only).
- Remember that at this age children are naturally:
  - inquisitive, curious and excited
  - unable to express themselves easily in words
  - unable to understand logic

## APPENDIX 6.4

**Applying discipline to decision-makers (18 to 36 months old)**

(Children who talk, get angry and want to make all the decisions)

**Needs**

These children need:

- to make choices
- to act alone
- to make decisions, and affirm themselves through opposition
- to keep moving

**Discipline**

- Let the child decide between two options that are acceptable to you.
- Organize small races.
- Use humour (and not sarcasm).
- If the child disobeys, do not discuss the situation and stop all activities. Give the child a time out on the stairs or a chair or in his or her bedroom. **This measure should be applied only for the two or three worst types of behaviour, and should only last for a few minutes.**
- Focus positive attention on the child immediately after the incident.
- Remember that **at this age children are naturally:**
  - impulsive and quick-tempered
  - selfish
  - unable to see another person's point of view
- Recognize that there are limits to obedience, since each child has particular abilities.

**APPENDIX 6.4****Applying discipline to magicians (3 to 6 years old)**

(Children who invent stories and create magical worlds)

***Needs***

These young children need:

- to please
- to be recognized (as a girl or a boy)
- to have friends
- to use their imagination
- to be listened to
- to be stimulated
- to advance at their own pace

***Discipline***

- These children are very sensitive to mockery.
- You should start giving them small responsibilities.
- You should provide positive reinforcement.
- You should give information using “I.”
- You should always give short, logical explanations.
- You should set up rituals for bedtime, bath time and meals.
- Immediately after an example of negative behaviour, you should make sure the child experiences the consequences.
- Make sure the child experiences the logical and natural consequences of his or her actions.
- Give the child a time out.
- Reinforce positive behaviour by tracking it on a simple chart or a calendar for a short period of time.

### APPENDIX 6.4

- Remember that at this age children:
  - do not understand what lying means (they make things up)
  - have very real fears, because their imagination is so active
  - love to manipulate their parents
  - have a natural tendency to try to please the parent of the opposite sex
  - imitate their friends

Source: Laporte, Danielle. *Pour favoriser l'estime de soi des tout-petits*. Montréal: Hôpital Sainte-Justine, 1997, p. 33. [Translation]

**APPENDIX 6.5**

**DISCIPLINE**

**Times in the day when everything goes smoothly with my child:**

**What I can do to extend these periods:**

**Times in the day when things are more difficult with my child:**

**What I can do to reduce these periods:**

### *Learning situation*

- Examine their own parenting skills and ways of supervising their child (discipline)
- Discuss the resources available in their environment for bringing children into contact with a range of written materials (newspapers, books, store flyers, etc.) with various functions
- Sum up their strengths and limitations in terms of their attitudes and skills with respect to emergent literacy

### *Objectives*

- To differentiate between “self” and “self-esteem”
- To recognize the importance of parental self-esteem for both parent and child
- To recognize that parents have parenting skills and an ability to increase their own self-esteem and that of their child

1

*Activity:* **Getting started**

*10 minutes*

- Greet the participants.

### **Materials**

- Poster presenting the program for the day
- Copies of Appendixes 5.4 and 6.5, completed by the parents

### **Procedure**

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.

- Check to see what the parents have understood and whether they are motivated to attain the objectives. “Can someone tell me in their own words what the objective of today’s workshop is? Is everyone ready to continue?”
- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Ask a parent to share briefly with the group what he or she learned from the previous workshop.
- Ask the parents who have filled in Appendixes 5.4 and 6.5 to share their observations with the other parents.

2

*Activity:* **My self-esteem***10 minutes***Materials**

- A copy of Appendix 7.1 for each parent

**Procedure**

- Ask the group what self-esteem is.
- Write the answers on the board.
- Ask the parents to fill in the questionnaire *My self-esteem*<sup>1</sup> (Appendix 7.1).

**Recommendations**

- The questions should be answered openly and honestly.
- Tell the group that the questionnaire is personal and that each parent will be keeping it in his or her own logbook for later use.

1. Based on J.-M. Eaton et al., *Copain : Guide du participant et de la participante - habiletés parentales*, 1994.  
*Play Workshops*

**Notes for the trainer**

- The questionnaire is a **guide**, and nothing more. A parent who answers most of the questions by checking OFTEN is probably well-centred, with high self-esteem.
- It is important to tell the parents that if they are dissatisfied with their answers, they can complete the questionnaire a second time later on. Remind the parents that self-esteem is something they can work on, and that on some days self-esteem is higher than on others.

3

*Activity:* **Definition of “self” and “self-esteem”**

5 minutes

**Procedure**

- Present the concepts of “self” and “self-esteem.”

**Defining the concept of “self”: the image we have of ourselves**

- Self is the way we see ourselves “I am...”
- Self is a psychological mirror that reflects our physique, our talents, our values, our emotions, etc.
- Self is a concept that we don’t have at birth; it is learned through experience and from those around us (parents, family, friends, etc.).
- Children aged 18 to 24 months know that they are separate individuals. They know their name and know how to differentiate between themselves and others.

**Defining the concept of “self-esteem”**

- Self-esteem is what we think and feel about ourselves (our qualities, skills, weaknesses), in other words, it is the value we place on ourselves.
- Self-esteem can be negative (“I am not a good person”) or positive (“I am a good person”).
- Self-confidence is based on how we see ourselves.



**Recommendation**

- While explaining the concept of self-esteem, the trainer can write down key words and make connections with the definitions suggested by the parents.

4

*Activity:* **Self-esteem game***15 minutes***Materials**

- Set of blocks, such as a Jenga game or any other set of building blocks that can be piled up
- Cards on which the various components of personal self-esteem are written (Appendix 7.2)

**Procedure**

- Place the set of blocks on the floor. Pile them up to form a single cube (if you are using a Jenga set, keep nine pieces back).
- Shuffle the cards and place them upside down on the table.
- Ask the parents to form two teams and to take turns picking a card. If the statement is positive, one block is added to the pile. If the statement is negative, one block is taken from the centre.
- When all the statements have been used, ask the parents to observe the cube, which has pieces missing from the middle and extra pieces on top.
- Point out to the group that the cube represents an adult with vulnerable points (the empty spaces) and strengths (the extra blocks).
- Explain to the parents that some people experience a lack of love or difficulties during childhood that seriously impair their self-esteem. Other people are lucky enough to have experiences that reinforce their self-esteem. However, self-esteem is something we can work on (point out the extra cubes), at any age.

- Set up a new cube using only nine blocks. Show the cube to the group. It is solid, with nothing missing. The cube represents a young child. A child who receives positive reactions becomes strong and firm, and it is likely that blocks will be added rather than taken away!
- Discuss the theme with the group as a whole (very important).
- Allow enough time after the activity for the parents to express their feelings. Provide support and advice as required.
- Tell the parents that the next meeting will also focus on self-esteem.
- Suggest that the parents reread at home *How to give children an emotional head start* (distributed during Workshop 4).

5

*Activity:* **Home activity***10 minutes*

### Materials

- Magazines, catalogues and store flyers, to be handed out to the parents
- Five blank cards per parent (cut from Bristol board)
- A ready-made example
- A copy of Appendix 7.3 for each parent

### Procedure

- Before presenting the activity, ask the parents to continue filling out the *Daily schedule and use of written materials* and *Weekly schedule and use of written materials* sheets (Appendixes 5.2 and 5.3).
- Hand out Appendix 7.3 and tell the parents how to create the game at home.
- Explain the objectives of the activity: prepare the parents for completing an emergent literacy activity with their child.

- Explain to the parents that they are going to create a vocabulary game called *Wordplay* with their child at home.
  - Choose five pictures from the magazines, catalogues and store flyers of objects that the child recognizes.
  - Cut out the pictures and glue each one on a separate card.
  - Write the name of the object on the card, in capital letters.
- Emphasize the importance of having fun with *Wordplay*. The children must enjoy playing.
- The objectives of the activity are:
  - to enrich the child's vocabulary
  - to help the child make connections between pictures and reality
  - to teach the child about categories of objects; e.g. not all pots are the same, but they have enough points in common to constitute a series, a type or a concept
  - to help the child make connections between pictures and words: objects have names, and words have meaning
  - to establish three-way communication (child/written language/adult)
- Explain how to use *Wordplay* at home.
  - The parent names an object on one of the cards and asks the child to identify it.
  - The child points to the object.
  - The parent points to the object and reads the word that goes with it:  
"Look, here's the word *apple*."

Examples:

- Parent: "What's this?"
- Child: "A banana!"
- Parent: "Where's the apple?"
- Child: (The child points to the apple.)
- Parent: "Well done, that's an apple."
- Parent: "Look, this is the word *apple*." (Points to the word.)
- Parent: "Do we have any apples at home?"

**Recommendations for the trainer**

- Provide store flyers and catalogues for parents who do not have any of their own.
- Stress the importance of playing the game at home with the children.
- Stress the importance of having fun with *Wordplay*. The children must enjoy playing.
- Remind the parents that they should continue to fill in Appendixes 5.2 and 5.3 concerning their reading habits.
- Ask the parents to bring their game to the next workshop.

**6***Activity:* **Preparation for the parent-child workshop***10 minutes*

- Review the workshop, which focuses on self-esteem and encourages the participants to examine the concept of self.
- Highlight what the parents have learned.
- The parent-child workshop will give the parents an opportunity to apply what they learned during the parents' workshop.
- Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the activity and the role the parents are expected to play.
- Have the parents prepare by thinking of things they can do during the parent-child workshop to meet the objectives and explore the workshop theme.

“How can I be a role model for my child?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

“How can I interact with my child?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

“How can I help my child explore?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

- Add other suggestions or clarify the suggestions made by the parents, where necessary.
- Ask the parents to choose one or more aspects they would like to focus on with their child during the parent-child workshop.
- **Important:** Remind the parents that the parent-child workshops can provide an excellent opportunity for making the children aware of written language.

### Instructions for parents during the parent-child workshop

Parents should:

- tell their child what they are doing during the workshop
- take pleasure in drawing their child
- observe their child’s reactions during the activity



## APPENDIX 7.1

## MY SELF-ESTEEM

|     |                                        | Seldom                   | Sometimes                | Often                    |
|-----|----------------------------------------|--------------------------|--------------------------|--------------------------|
| 1)  | I consider myself unique.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2)  | I am good-natured.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3)  | I am comfortable with other people.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4)  | I am satisfied with my appearance.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5)  | I am glad to wake up in the morning.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6)  | I say what I think.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7)  | I am a good person.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8)  | I am proud of myself.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9)  | I can take responsibility.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10) | I stay calm when things get difficult. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11) | I accept compliments.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12) | I admit to making mistakes.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13) | I can accept criticism.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14) | I am comfortable talking to others.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15) | I have confidence in myself.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## APPENDIX 7.2

**Characteristics of a person with low self-esteem (write the statements below on separate cards):**

- I am shy.
- I'm afraid of lots of things.
- I hate myself.
- I'm afraid to say what I think.
- I don't like being a leader.
- I think I'm useless.
- I have no confidence in myself.
- I find it hard to make friends.
- I often give up when things get difficult.

**Characteristics of a person with high self-esteem (write the statements below on separate cards):**

- I am curious.
- I have confidence in myself.
- I am able to say what I think.
- I am happy.
- I am not afraid of responsibility.
- I make friends easily.
- I like change.
- I know I can do lots of different things.
- I know I can succeed.
- I am resourceful.
- I am proud of myself.

## APPENDIX 7.3

**WORDPLAY****1. Objective**

- To create a vocabulary game, *Wordplay*, with your child

**2. Materials**

- Magazines, catalogues and store flyers
- Five blank cards (cut from Bristol board)
- Glue stick

**3. Method**

- Choose five pictures from the magazines, catalogues and store flyers of objects that your child recognizes (familiar objects).
- Cut out the pictures and glue each one on a separate card.
- Write the name of the object on the card, in capital letters.

**4. Rules**

- *Wordplay* is meant to be fun. Your child must enjoy the game.
- Name an object on one of the cards and ask your child to identify it.
- Your child names the object in the picture, or points to it if he or she doesn't know the name.
- You point to the object and read the name: "Look, here's the word *apple*."

Example:

- Parent: "What's this?"
- Child: "A banana!"
- Parent: "Where's the apple?"
- Child: (The child points to the apple.)
- Parent: "Well done, that's an apple."
- Parent: "Look, here's the word *apple*." (Points to the word.)
- Parent: "Do we have any apples at home?"



### *Learning situation*

- Determine the parenting attitudes and skills that foster children's literacy development: introducing their child to reading and writing (reading stories, looking at magazines, etc.), talking and listening to their child, creating a playful atmosphere, offering encouragement, respecting their child's pace, demonstrating the usefulness of written language
- Determine the strengths and limitations of their child in situations observed in everyday life and during the workshops
- Sum up their strengths and limitations in terms of their attitudes and skills with respect to emergent literacy

### *Objectives*

- To find ways to increase their child's self-esteem during everyday activities
- To recognize their own ability to increase their child's self-esteem
- To recognize the relationship between self-esteem and success

### *Note for the trainer*

- Prepare the workshop *A trip to the library* (see Workshop 11 and Appendix 11.1).

1

*Activity:* **Getting started**

*15 minutes*

- Greet the participants.

### **Materials**

- Poster presenting the program for the day
- Chalkboard and chalk
- *Wordplay* games produced by the parents and children

### Procedure

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.
- Check to see what the parents have understood and whether they are motivated to attain the objectives. “Can someone tell me in their own words what the objective of today’s workshop is? Is everyone ready to continue?”
- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Review the previous workshop and ask the parents to share with the group their thoughts since the last meeting. Use Appendix 4.2, *How to give children an emotional head start* to launch the discussion.

### Recommendations

- The previous workshop will have caused some parents to react. It is important to find out what they felt during the activities and, once at home, what their thoughts were, what changes they have planned, and what their feelings were on the subject.
- It is very important that parents who behave violently towards their children are able to express themselves, examine ways to end the violence (give them hope and tell them that we all have the power within us to change our behaviour), and seek help (resources).

2

*Activity:* **Building children’s self-esteem**

*20 minutes*

### Materials

- The set of Jenga blocks used in the previous workshop
- Sheets of construction paper, cut into smaller pieces
- Markers

### Procedure

- Ask the group to form teams (4 to 6 people per team). Distribute the Jenga blocks equally among the teams. Ask the teams the following question: “How can you increase your child’s self-esteem?”
- Tell the teams they have 15 minutes to answer the question.
- Ask each team in turn to write a suggestion on a piece of construction paper, to place a block on the floor and to put the suggestion on the wall. The blocks will build up as more and more suggestions are made.
- Complete the suggestions made by the parents using the points outlined below.
- After the activity, review all the suggestions.

### Recommendation

- The parents can place their ideas (on the pieces of construction paper) on the wall from the bottom up, to illustrate the concept of “building.”

### Why is it important to have high self-esteem?

- Children (and adults) who develop their self-esteem, social skills and ability to express emotions and manage stress increase their chances of succeeding at school. A child’s self-esteem can be increased by actions, words and attitudes.

### How to build a child’s self-esteem

- By having high self-esteem as a parent, or working to increase one’s own self-esteem
- By making the child aware of the success that results from his or her efforts
- By showing the child that he or she is loved (saying “I love you,” giving kisses and hugs, smiling, offering praise, etc.)
- By encouraging the child to make friends and settle disputes on his or her own

- By focusing on the child's strengths rather than on his or her weaknesses
- By complimenting the child (on what he or she has done, on his or her efforts, on tasks completed, etc.)
- By showing trust (giving the child responsibilities)
- By trying to reduce stress factors for the child (introducing change gradually, helping the child calm down)
- By helping the child to persevere to attain his or her objectives
- By helping the child recognize and correct his or her mistakes
- By supervising the child using appropriate discipline, which must be constant and clearly established
- By giving the child tasks or challenges that he or she can successfully complete

### What types of behaviour lower a child's self-esteem?

- A lack of closeness between parent and child
- Hurtful words (e.g. "You're so stupid!")
- Ambivalence
- Overprotectiveness
- Permissiveness
- Expectations set too high or too low
- Criticism (e.g. "You could have done better than that!")

3

*Activity:* **Home activity***10 minutes*

### Materials

- A copy of Appendix 8.1 for each parent

**Procedure**

- Explain to the parents that they will be asked to list 10 of their own qualities and skills, and 10 for their children.
- Give the parents Appendix 8.1 and read the instructions and list of suggestions with them.
- The objective of the exercise is to make the parents realize that they, and their children, have qualities.

4

*Activity:* **Reading for pleasure***5 minutes***Materials**

- A copy of Appendix 8.2 for each parent

**Procedure**

- Read *Self-esteem*.
- Briefly review the text.

**Preparation for the next workshop**

- Ask the parents to continue to fill in Appendixes 5.2 and 5.3, *Daily schedule and use of written materials* and *Weekly schedule and use of written materials*.
- Ask the parents to bring to the next workshop any written materials they use at home, in the community, at work or in other places (books, cheques, accounts, letters, etc.) and Appendixes 5.2 and 5.3, duly filled out.

5

*Activity:* **Preparation for the parent-child workshop**

*10 minutes*

- Briefly review the workshop.
- Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the activity and the role the parents are expected to play.
- Present the objective of the workshop: to apply what was learned during the parents' workshop. More specifically,...
- Have the parents prepare by thinking of things they can do to improve their child's self-esteem and have them classify the suggestions under the following headings.

"How can I be a role model for my child?"

(Write down the ideas suggested by the parents.)

- 
- 
- 

"How can I interact with my child?"

(Write down the ideas suggested by the parents.)

- 
- 
- 

"How can I help my child explore, take the initiative and learn by trial and error?"

(Write down the ideas suggested by the parents.)

- 
- 
- 

- Add other suggestions or clarify the suggestions made by the parents.
- Make the parents aware that it is more important to recognize the effort made by their child than the result obtained.

- Ask the parents to choose one or more aspects they would like to focus on with their child during the parent-child workshop.
- **Important:** Remind the parents that the parent-child workshops can provide an excellent opportunity for making the children aware of written language.

### Instructions for parents during the parent-child workshop

Parents should:

- respect their child's pace
- remember that the objective of the workshops is not to produce a perfect arts and crafts project, but to ensure that their child learns something and that the two of them enjoy the workshop experience together
- enjoy watching their child take part in the activity

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## APPENDIX 8.1

## YOU HAVE QUALITIES TOO!

List your own 10 best qualities (or talents), and the 10 best qualities and talents of your child. Yes, indeed! You have qualities too! For example: smiling, being happy, knowing how to..., being good at...

## MY 10 BEST QUALITIES

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_

## MY CHILD'S 10 BEST QUALITIES

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_



## APPENDIX 8.2

## SELF-ESTEEM

Once upon a time, there lived a King and Queen who wanted, above all else, to have children. But all their efforts were in vain, and they were sad. One day, however, their wish came true—and doubly so! Twins were born to them: a dainty little girl, as pretty as can be, and a sturdy, lively boy.

The King and Queen organized a great feast, to which they invited all the fairies and all the wizards in the kingdom. The royal couple hoped that their children would be given fabulous gifts because, like all parents, they wanted their children to be happy.

The fairies leaned over the cradle of the baby girl and whispered in her ear, “Little Princess, we have brought you beauty, grace, a kind heart and a gift for poetry.” The wizards, in turn, leaned over the cradle of the baby boy and whispered, “Little Prince, we have brought you strength, determination, enthusiasm and dexterity.”

The years passed, and the two children grew in health and happiness. On their fourth birthday, the fairies and wizards were invited to a celebration in their honour. They were pleased to see that the children had developed all the gifts they had been given. But they were also surprised to observe that the little girl was mischievous, agile and determined, while the little boy was sensitive, creative, warm-hearted and joyful. They went to see the King and Queen and asked them the name of the magician who had added to their own work.

The King and Queen, beaming with joy, explained that the only magic they had used had been the magic of love, and faith in their children. “We have always tried to give them self-confidence,” they added. “We have never compared them with other children, and we have always encouraged them to develop their own qualities. This is the magic that parents use, and as you can see it is quite powerful.”

Since that day, whenever a baby has been born in the kingdom, a royal edict reminds the parents that they have the magic power to improve their child’s self-esteem.

Taken from Danielle Laporte’s *Pour favoriser l’estime de soi des tout-petits*. Montréal: Hôpital Sainte-Justine, 1997, p. 9. [Translation]

### *Learning situation*

- Determine the parenting attitudes and skills that foster children's literacy development: introducing their child to reading and writing (reading stories, looking at magazines, etc.), talking and listening to the child, creating a playful atmosphere, offering encouragement, respecting their child's pace, demonstrating the usefulness of written language
- Discuss the resources available in their environment for bringing children into contact with a range of written materials (newspapers, books, store flyers, etc.) with various functions

### *Objectives*

- To realize the usefulness of reading and writing on a daily basis
- To take stock of their daily reading and writing habits
- To determine simple ways, based on their daily reading and writing habits and preferences, to make their child aware of written language

1

*Activity:* **Getting started**

*5 minutes*

- Greet the participants.

### **Materials**

- Poster presenting the program for the day

### **Procedure**

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.

- Check to see what the parents have understood. “Can someone tell me in their own words what the objective of today’s workshop is?”
- Check to see whether the parents are motivated to continue with the workshop and support the objectives. “Do you agree with the objectives? Is everyone ready to continue?”
- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Ask a parent to share briefly with the group what he or she learned from the previous workshop.

2

*Activity:* **Discovering literacy as a family activity**

25 minutes

### Materials

- Appendixes 5.2 and 5.3, *Daily schedule and use of written materials* and *Weekly schedule and use of written materials*, completed by the parents
- Board
- A copy of Appendix 9.2 for each parent and Appendix 9.1 as a model

### Procedure

- Review the workshop on emergent literacy (Workshop 5).

“As we saw during the workshop on emergent literacy, children become aware of written language in their families by watching adults using written language in their daily lives, by asking questions and getting answers, and by exploring. All this takes place **naturally**, for example when parents think aloud while writing out a shopping list or ask their children to help write a list of errands. Children must discover what writing is used for in order to want to learn how to read and write. They must discover the **various functions of written language**. Adults, parents and other family members can help even very young children discover the features of written language, and show them the advantages and enjoyment they will have when they learn to read and write at school. They can support the child by introducing various communications situations in which the child will have to use all the resources and possible forms of spoken and written language.”

- Present the workshop.

“Do we, as adults and parents, understand the functions of written language? What do we use written language for in our daily lives? How can we use the opportunities in our everyday lives to help our child discover written language?”

- Have parents use Appendixes 5.2 and 5.3 to list the reading or writing activities they do at home or in the community, or in stores or other public places, to obtain information, locate particular items, etc. Alternatively, ask them to state why they read and write. They can use their actual experiences to describe the functions of written language.
- Draw seven squares, each containing a function of written language (Appendix 9.1). Present the various functions of written language. Next, with the help of the parents, sort the answers given by the parents based on the various **uses or functions of written language** presented in the following table. Take care to write all the examples given by the parents and to make sure the parents can see them. They will be used later. (“I write to remind myself... (for example) what to buy. This is the control or organization function, and I use it when I write out my shopping list.”)

| Personal | Research | Instrumental | Control | Informative | Imaginative | Interactional |
|----------|----------|--------------|---------|-------------|-------------|---------------|
| •        | •        | •            | •       | •           | •           | •             |
| •        | •        | •            | •       | •           | •           | •             |
| •        | •        | •            | •       | •           | •           | •             |

- Explain the usefulness of written language to the parents.

“All your reading and writing habits present **natural opportunities** to introduce your children to written language and support them in their discovery of literacy. Through your attitude, words, gestures, questions, answers or comments, you can awaken your child’s curiosity and show him or her what written language is for and how it is used. By watching you read and write, by listening to your explanation of what you are doing, and by making his or her own contribution, your child will get a better idea of reading and writing: “I’m just writing down a shopping list to **remember** what to buy”; “I’m writing to my mother to say thank you, to say how much I enjoyed the party she gave for me.”

3

*Activity:* **Types of writing and their functions**

*15 minutes*

### Materials

- A copy of Appendix 9.3 for each parent
- A wide range of books and written materials: dictionaries, personal letters, bills, résumés, personal diaries, classic novels, works of science fiction, cookbooks, children's books, textbooks, magazines, TV guides, store flyers, greetings cards, personal memos, notes, cheques, diaries, etc.
- Written materials brought in by the parents

### Procedure

- Explain to the parents that the next step involves applying their new knowledge by determining the function of various written materials used or found in the home or elsewhere.
- Place all the materials (provided by the workshop or by the parents) on a table.
- Divide the parents into two teams. Each parent must choose an item and explain its function to the team. The members of the team must give their opinion on the item's function. The teams have seven minutes to select items, present them and discuss their function.
- After the seven minutes are up, ask each team to present the written materials it has selected to the other team, and explain their functions. Present other written materials illustrating functions that the teams have not dealt with.
- Emphasize the following points. "It is important for children to know what written language is used for. We can help children discover written language in our everyday lives. We must show them our satisfaction and enjoyment when we read and write, talk about the things we find out by reading and writing, tell them how useful reading and writing are to help us get organized, remember things, have fun, identify ourselves, say "I love you!", etc."

- Ask the parents to determine the ideal conditions for ensuring that children are interested in an activity and feel like motivated to make further discoveries. Write them down if there is enough time. Complete if necessary:
  - Children must learn naturally.
  - Children should be shown things only when they are receptive and interested.
  - Activities should be fun.
  - The parent should make sure the child is interested and not try to force him or her.
  - The child's curiosity must be stimulated, and the child must be free to express his or her feelings.
  - The child must be left free to act.
  - The child must be left free to experiment.
  - The parent should point out the child's mistakes in a positive way and guide him or her using open questions. ("Have you thought about...?")
  - The child must be encouraged to continue exploring.
  - The child must receive praise.
  - The child must be given achievable challenges.

|                                                                                                                                                                                            |                                                                   |                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------|
| 4                                                                                                                                                                                          | <i>Activity:</i> <b>Home activity</b>                             | <i>5 minutes</i>  |
| <ul style="list-style-type: none"> <li>• For the next workshop, ask the parents to bring in a book or magazine they particularly like, as well as their child's favourite book.</li> </ul> |                                                                   |                   |
| 5                                                                                                                                                                                          | <i>Activity:</i> <b>Preparation for the parent-child workshop</b> | <i>10 minutes</i> |

- Review the workshop. Ask the parents to say what they learned during the parents' workshop.
- Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the activity and the role the parents are expected to play.
- Present the objective of the workshop: to apply what was learned during the parents' workshop. More specifically,...
- Have the parents prepare by thinking of things they can do during the parent-child workshop to meet the objectives and explore the workshop theme.

“How can I be a role model for my child?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

“How can I interact with my child?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

“How can I help my child explore, take the initiative and learn through trial and error?”

(Write down the ideas suggested by the parents.)

- 
- 
- 
- Organize the suggestions that the parents come up with into the three main categories as you go along, to help them understand that they can play their role by modelling, interacting with their child, and establishing conditions to allow their child to explore the world of literacy.
- Add other suggestions or clarify the suggestions made by the parents, where necessary.
- Ask the parents to choose one or more aspects they would like to focus on with their child during the parent-child workshop.
- **Important:** Remind the parents that the parent-child workshops can provide an excellent opportunity for making the children aware of written language.
- Point out to the parents that their children learn by observing them, talking with them and trying things out for themselves.
- Praise the parents; they have already taught their children a lot.

### **Instructions for parents during the parent-child workshop**

Parents should:

- have fun with their child
- let their child take the initiative
- give their child guidance and encouragement
- speak slowly and clearly when giving their child instructions



## APPENDIX 9.1

## THE FUNCTIONS OF WRITTEN LANGUAGE

|                                                                                                                              |                                                                                                                   |                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Personal: to express feelings</b><br>Insert the relevant reading and writing habits of the parents.                       | <b>Instrumental: to say what you want</b><br>Insert the relevant reading and writing habits of the parents.       | <b>Control: to organize or remember things</b><br>Insert the relevant reading and writing habits of the parents. |
| <b>Interactional: to communicate with others</b><br>Insert the relevant reading and writing habits of the parents.           | <b>Research: to discover or learn something</b><br>Insert the relevant reading and writing habits of the parents. | <b>Imaginative: to create</b><br>Insert the relevant reading and writing habits of the parents.                  |
| <b>Informative: to find out something or inform others</b><br>Insert the relevant reading and writing habits of the parents. |                                                                                                                   |                                                                                                                  |

## APPENDIX 9.2

## THE FUNCTIONS OF WRITTEN LANGUAGE

Using the answers and examples given by the parents, emphasize the various functions of written language.

Reading and writing are used to:

- define things, express feelings, know yourself. This is the **personal** function (“Here I am”).  
Examples: keeping a diary, writing the story of your life, having favourite poems, having favourite activities
- meet needs, express or say what you want. This is the **instrumental** function (“I want”).  
Examples: writing a shopping list, making a list of things to do
- control or direct behaviour, remember important things, get organized. This is the **control** function (“Do this”).  
Examples: leaving a note for someone to tell him or her what to do, writing out a travel itinerary, a recipe, the rules of a game
- establish a relationship with others, ask them for news. This is the **interactional** function (“I love you”).  
Examples: writing a birthday card, a love letter, a message
- discover, explore, get to know. This is the **research** function (“What is it?”).  
Examples: completing a survey or poll, reading a work of nonfiction
- create an imaginary world, pretend. This is the **imaginative** function (“Let’s pretend”).  
Examples: a story or novel
- giving or receiving information. This is the **informative** function (“What is it like?”).  
Examples: watching TV, reading an in-depth article, a poster, a road sign, a logo, a clothes label, a telephone directory

Complete the table as needed with other examples given by the parents.

## APPENDIX 9.3

M.A.K. Halliday identifies seven dominant language functions in children, defined as follows.

|                                     |                      |                                               |
|-------------------------------------|----------------------|-----------------------------------------------|
| – The instrumental function         | ("I want")           | used to meet needs                            |
| – The regulatory function           | ("Do as I tell you") | used to control behaviour                     |
| – The interactional function        | ("I love you")       | used to interact with others                  |
| – The personal function             | ("Here I am")        | used to express personality, examine feelings |
| – The heuristic (research) function | ("What is it?")      | used to discover, explore, get to know        |
| – The imaginative function          | ("Let's pretend")    | used to create a fictional world              |
| – The informative function          | ("What's it like?")  | used to convey information                    |

The roles potentially played by language in the life of an individual attempting to communicate are what are known as the functions of language. Function is a key element in reading and writing.

It is necessary to understand the functions of language, in others words "what written language is used for," since they condition a range of uses. In providing support for children, we must place them in a range of communication situations in which they will have to use all possible aspects of spoken and written language.

The function-based approach we favour is based on the intrinsic motivations of a 5-year-old child. We believe, like K. and Y. Goodman (1980), Smith (1979) and Vézina (1978), that an environment rich in functional written materials will lead children to recognize, at an early age, the special features of written language and the advantages that come with learning to read and write.

### *Learning situation*

- Determine the parenting attitudes and skills that foster children's literacy development: introducing their child to reading and writing (reading stories, looking at magazines, etc.), talking and listening to their child, creating a playful atmosphere, offering encouragement, respecting their child's pace, demonstrating the usefulness of written language
- Examine their own parenting skills and ways of supervising their child (discipline)
- Examine the main elements involved in selecting a book for a child and basic storytelling techniques

### *Objectives*

- To rediscover reading and the enjoyment of reading on a daily basis
- To get a sense of whether and what they like to read for enjoyment

1

*Activity:* **Getting started**

*5 minutes*

- Greet the participants.

### **Materials**

- Poster presenting the program for the day

### **Procedure**

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.
- Check to see what the parents have understood. "Can someone tell me in their own words what the objective of today's workshop is?"

- Check to see whether the parents are motivated to continue with the workshop and support the objectives. “Do you agree with the objectives? Is everyone ready to continue?”
- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Ask a parent to share briefly with the group what he or she learned from the previous workshop.

2

*Activity:* **Reading for pleasure:  
anywhere, anytime,  
anyhow!**

35 minutes

### Materials

- A wide range of books: dictionaries; encyclopaedias; travel books; photo albums; biographies; classic novels; science fiction works; cookbooks; illustrated children’s books presenting stories or concepts, such as colours, shapes, articles of clothing or different foods, with little text and in boardbook, cloth or bathbook format; school textbooks with more text and fewer illustrations; fairy tales; poetry books; picture word books; activity books; etc.
- Children’s books of various kinds (Appendix 10.1)
- Books brought in by the parents
- A copy of Appendix 10.1 for each parent

### Procedure

- Give the parents a chance to look at, leaf through and read the books while enjoying a coffee (allow them all the time they need).
- Ask the parents to talk about their reading habits and experiences, beginning in childhood. Did they have books at home? Did their parents read? Did they ever get books as presents? What were their favourite books? Did anyone ever read them stories? Do they remember having read anything interesting at school? If so, get them to elaborate; if not, why do they think that was? Did they enjoy reading, or was it always a chore, something they had to do? What kinds of books did they read?

- Ask the parents what their child can gain from reading and being around books, now and in the long term.
- Next, ask the parents to present their own and their child's favourite books, and to explain why they chose these particular books.

### **Points to be emphasized by the trainer**

- Parents are the primary educators of their children.
- Children 2 to 3 years of age already know a lot of things, learned from...their parents!
- Of the things their child has already learned, which ones did he or she enjoy learning? What is their child's attitude to these things now? We all learn faster and better when we are doing something we like.
- Parents spend a lot of time with their children; they know them better than anyone else.
- Parents are the people most interested in their child's development; they are able to provide encouragement, and the child accepts their advice and assistance.
- Children feel their parents' love; they look up to their parents and try to imitate them.
- Children learn by observing their parents (e.g. by watching their parents read), by talking to them (e.g. when their parents answer their questions), and by trying things out for themselves (e.g. when their parents give them access to books and crayons and provide encouragement).

### **Ask the parents to choose a book for fun**

- Ask the parents to choose a book for themselves for fun (not as an obligation, but through curiosity, inclination or interest). Ask them to explain their choice.
- Ask the parents to determine relevant criteria for choosing a storybook for their child. (Give them Appendix 10.1 and read it through with them.)

- Show the parents an example of each type of children's books (fairy tales, storybooks, fables, activity books, nonfiction, poetry).

### Recommendations

- Give the parents an opportunity to talk about their experiences with books, without straying from the subject.
- Suggest some of the obstacles the parents may have faced: negative attitudes at school, where there was only one way to read (a focus on performance and speed) and reading was seen as a requirement). Being forced to do something takes all the fun out of it!
- Give the parents Appendix 11.1, which provides instructions for a trip to the library. It is important to adapt Appendix 11.1 to take into account the rules applicable at the local library.

3

*Activity:* **Reading for pleasure***10 minutes*

### Materials

- A copy of Appendix 10.2 for each parent

### Procedure

- Ask the parents to read *Walking down the street*.
- Review the text.
- Ask the parents to point out examples from their own lives.
- Make connections between taking responsibility for things, and the power we have within us to change things in our lives.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                          |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------|
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><i>Activity:</i> <b>Preparation for the parent-child workshop</b></p> | 10 minutes |
| <ul style="list-style-type: none"> <li>Review the workshop. Ask the parents to say what they learned during the parents' workshop.</li> <li>Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the activity and the role the parents are expected to play.</li> <li>Present the objective of the workshop: to apply what was learned during the parents' workshop. More specifically,...</li> <li>Have the parents prepare by thinking of things they can do during the parent-child workshop to meet the objectives and explore the workshop theme.</li> </ul> <p>"How can I be a role model for my child?"<br/>(Write down the ideas suggested by the parents.)</p> <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul> <p>"How can I interact with my child?"<br/>(Write down the ideas suggested by the parents.)</p> <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul> <p>"How can I help my child explore, take the initiative and learn through trial and error?"<br/>(Write down the ideas suggested by the parents.)</p> <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul> <ul style="list-style-type: none"> <li>Organize the suggestions that the parents come up with into the three main categories as you go along, to help them understand that they can play their role by modelling, interacting with their child, and establishing conditions to allow their child to explore the world of literacy.</li> </ul> |                                                                          |            |



- Add other suggestions or clarify the suggestions made by the parents.
- Ask the parents to choose one or more aspects they would like to focus on with their child during the parent-child workshop.
- **Important:** Remind the parents that the parent-child workshops can provide an excellent opportunity for making the children aware of written language.
- Point out to the parents that their children learn by observing them, talking with them and trying things out for themselves.
- Praise the parents; they have already taught their children a lot.

### Instructions for parents during the parent-child workshop

Parents should:

- take the time to explain the instructions to their child
- have fun with their child

## APPENDIX 10.1

**HOW TO CHOOSE A BOOK FOR YOUR CHILD<sup>1</sup>**

When choosing a book, it is a good idea to ask yourself the following questions, to ensure that your child will be interested and will experience a range of emotions:

- Is this book fun? Will it make my child laugh? Will it surprise him or her? Will my child like the story?
- Will the book appeal to my child's imagination?
- Is the language used in the book natural, and will my child understand it?
- Will my child find the pictures interesting?

Here is a list of various kinds of books that may interest your child:

- traditional fairy tales (such as *The Three Little Pigs*)
- true-to-life stories (focusing on actual situations that children have to deal with, such as the arrival of a new baby in the family)
- fables or legends (from various countries)
- easy-to-read books for beginners (simple books attract children's attention to written language)
- works of nonfiction on various subjects (Contrary to popular belief, children understand nonfiction just as well as they understand stories and sometimes even prefer it. [Pappas, 1993])
- books of poetry and nursery rhymes
- interactive books that invite children to touch, smell or manipulate
- series of books featuring the same character (e.g. Franklin)
- books linked to TV shows
- talking books (cassettes)

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1. Taken from J. Giasson, *La lecture : de la théorie à la pratique*. Montréal: Gaétan Morin, 1995, p. 114. [Translation]

**APPENDIX 10.2****WALKING DOWN THE STREET****1**

I'm walking down the street.  
There's a big hole in the sidewalk.  
I fall in.  
I'm lost. I don't know what to do.  
It wasn't my fault.  
It takes a long time to get myself out.

**2**

I'm walking down the same street.  
There's a big hole in the sidewalk.  
I pretend not to see it.  
But I fall in just the same.  
I can't believe it's happened to me again.  
But it's not my fault.  
It still takes a long time to get myself out.

**3**

I'm walking down the same street.  
There's a big hole in the sidewalk.  
I can see it.  
I fall into it anyway. It's become a habit.  
My eyes are open.  
I know where I am.  
It's my fault.  
I'm going to get myself out right away.

**4**

I'm walking down the same street.  
There's a big hole in the sidewalk.  
I walk around it.

**5**

I'm walking down a different street.

***Learning situation***

- Discuss the resources available in their environment for bringing children into contact with a range of written materials (newspapers, books, store flyers, etc.) with various functions

***Objectives***

- To become familiar with the various services provided by a library: book loans, books for children, books for adults, books for consultation at the library, story hour, cassette loans, etc.
- To join the library and borrow books for themselves and their child
- To learn how to select books for adults and children

**1**

**Activity:** **Getting started**

**5 minutes**

- Greet the participants.

**Materials**

- Poster presenting the program for the trip to the library
- Appendix 11.1

**Procedure**

- Present the objectives and procedure for the trip to the library.
- Check to see what the parents have understood. "Can someone tell me in their own words what the objective of today's workshop is?"
- Check to see whether the parents are motivated to continue with the workshop and support the objectives. "Do you agree with the objectives? Is everyone ready to continue?"

- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Ask a parent to share briefly with the group what he or she learned from the previous workshop.

2

*Activity:* **Discovering the local library**

*1 hour 55 minutes*

### Preparation for the trip

- Contact the library three weeks ahead of time to make a reservation, agree on what will be covered, and ensure that a resource person is available.
- Inform the resource person about the objectives of the trip and come to an agreement on how to organize the visit and the activities.
- Inform the library authorities of the needs of local families: flexibility and tolerance towards the behaviour of children who have little experience of libraries.

### Procedure

- Introduce each participant to the resource person at the library.
- Guided tour: ask the resource person to explain the operation of the library:
  - opening hours, rules
  - how the library is organized
  - the various collections (for children and for adults)
  - computers and other methods for finding books
  - other services available
- Visit the children's section and present various types of books: fantasy, picture books, fairy tales, nursery rhymes, fables, true-to-life stories, nonfiction, activity books, etc. (see Appendix 10.1).
- Take part in story hour: the parents and children gather to listen to a children's story read by a volunteer parent or the librarian.

- Allow the parents an opportunity to take out memberships for themselves and their child by keeping the children occupied. Leave some free time to explore the shelves.
- Help parents who have difficulty selecting a book or reading.
- Return to the workshop venue.
- Review the visit over coffee and a snack.

### **Recommendation**

- Point out to the parents that by joining the library and using it, they gain access to the world around them, tapping into a source of pleasure that will allow them to expand their horizons and dream, to stimulate their curiosity and their imagination. The library is a wonderful gift for their children. Going to the library as a family, means quality time for everyone and an opportunity to learn from an early age to nourish the mind. It is a simple gift that costs nothing, or next to nothing, and once it has become part of their lives, they won't be able to do without it.

## APPENDIX 11.1

## LIBRARY TRIP

(Adapt the activity to the rules applicable in the local library)

On \_\_\_\_\_ (day and date), we will go to the library.

**Schedule:**

- |                   |                                                                   |
|-------------------|-------------------------------------------------------------------|
| <b>9:00 a.m.</b>  | Meet in the room where the workshop is usually held<br>Coffee     |
| <b>9:15 a.m.</b>  | Leave for the library                                             |
| <b>9:30 a.m.</b>  | Arrive at the library                                             |
| <b>10:30 a.m.</b> | Return to the workshop facilities and talk about the library trip |
| <b>11:00 a.m.</b> | Workshop ends                                                     |

The resource person at the library will help you become a member. To join, please bring:

- Your curiosity
- \$\_\_\_\_\_ (depending on the library)
- Proof of age for yourself and your child (e.g. your health insurance cards)
- Proof of residence, showing your address (e.g. a hospital card, phone bill, lease)

## APPENDIX 11.1

Become a member and enjoy an opportunity to:

- dream
- use your imagination
- put yourself in the hero's shoes
- laugh
- be transported to another time and place
- feel emotion
- discover new things
- be filled with wonder

It's a date! See you on \_\_\_\_\_! (day)

The training team



***Learning situation***

- Determine the developmental stages of children aged 2 to 3 (in terms of the motor, emotional, social and cognitive dimensions)
- Become aware of the environmental factors in children's awareness of written language: modelling, interacting, exploring
- Examine their own parenting skills and ways of supervising their child (discipline)

***Objectives***

- To promote the development of their child's vocabulary and oral communication skills
- To recognize the function and importance of language in their child's development
- To recognize their ability to develop their child's language and the contribution made by parents to language development
- To learn new techniques to improve their child's language skills
- To try out new techniques with their child to improve his or her language skills

**1**

*Activity:* **Getting started**

**5 minutes**

- Greet the participants.

**Materials**

- Poster presenting the program for the day

**Procedure**

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.
- Check to see what the parents have understood. “Can someone tell me in their own words what the objective of today’s workshop is?”
- Check to see whether the parents are motivated to continue with the workshop and support the objectives. “Do you agree with the objectives? Is everyone ready to continue?”
- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Ask a parent to share briefly with the group what he or she learned from the previous workshop.

**Note for the trainer**

- Present the subject of the workshop, explaining to the parents that the development of a child’s vocabulary is one of the best indicators of success at school. A child’s vocabulary is the number of words the child understands and uses. The family plays an important role in developing a child’s vocabulary.

**2****Activity: Why do we speak?****15 minutes****Materials**

- Chalk board and chalk
- A copy of Appendix 12.1 for each parent

**Procedure**

- Ask the group to form two teams. Next, ask the question “What is oral language used for?”

- Ask each team in turn to answer the question (obtain up to 10 answers from each team, if possible).
- Write the answers on the board.
- Review the activity with the group as a whole. The parents should exchange their points of view and discuss the importance of developing their children's language skills.

### Notes for the trainer

- Establish a parallel with a person with a hearing impairment, or who speaks only a foreign language, and describe the obstacles they have to face.
- We use speech to:
  - express thoughts
  - discuss subjects with other people
  - make ourselves understood to other people
  - understand the world around us
  - express our feelings (sadness, anger, etc.)
  - communicate with our families, friends and communities
  - socialize, make friends
  - name objects, express needs, ask questions
  - become more autonomous
  - learn about various things (from the radio, TV, newspapers, books, etc.)
  - learn at school
  - play, laugh, sing
- Hand out Appendix 12.1 and go through it with the parents. Ask them to put it in their logbooks, and tell them to try to use all the forms of language mentioned.

3

*Activity:* **How do children learn to speak?**

*10 minutes*

### Procedure

- Explain to the parents that they all know how to speak and have a strong grasp of oral language. They must share this knowledge with their children. Spoken language is the foundation for all learning, and for reading.
- Ask the parents to explain how children learn to speak. Write their answers on the board. Complete the answers given by the parents by stating as follows.

“Children learn to speak because they hear other people speaking around them and realize that language is useful for meeting needs, making requests, obtaining answers to questions, learning new things, and sharing things with others. They learn oral language by speaking and listening, and having opportunities to do both. To get children to speak, we have to provide an environment in which they must make verbal demands; e.g. by placing objects out of their reach but within their field of vision, so that they have to ask us for the objects.”

- Give the parents other ways to show children new words and learn to construct sentences.

Children learn:

- by imitating the language of their parents, brothers and sisters
- by listening to stories
- when they have their own books, by using them and looking at them each day (which will encourage them to talk about the pictures)
- by playing
- by listening to stories, nursery rhymes and songs

To help children speak, parents can:

- talk to their children every day (as often as possible)
- tell their children stories, and listen to the stories their children tell
- tell their children what they are doing

- ask their children questions about their games, drawings or favourite TV programs
- engage in role-playing with soft toys and dolls

### Note for the trainer

- Remind the parents that more information can be found in *From Cradle to Classroom*.

4

Activity: **My child's feelings**

15 minutes

### Materials

- A puppet and a list of feelings (sadness, anger, etc.)

### Procedure

- Ask the parents to give examples of everyday situations in which their child experiences strong feelings (e.g. "My child fell down and hurt her knee, and started crying.")
- Ask the parents if they guess or interpret what their child is trying to express by speaking for him or her. (If a parent or older child always speaks in a child's place, the child will not develop his or her language skills.)
- Underline the importance for parents of getting their children to express their feelings.
  - A good way to help a child express his or her feelings is to reflect what the child seems to be feeling.

Examples:

- "You look like you're feeling pretty mad."
- "You must be really sad about breaking your toy."
- "It must be hard playing with all your friends at the same time."

- Symbolic play is another good way to get children to express their feelings (drawings, puppets). Give examples using the puppet.
- Another technique involves taking part in children's games (entering their world) and getting them to speak about what they are doing and feeling, but without making judgments or trying to direct the game.
- Encourage the parents to try various techniques to get their children to speak.

Examples:

- by reformulating, instead of correcting, what a child says
- by asking open questions
- by providing encouragement
- by expressing their own emotions (parents as models)

### Instructions for parents during the parent-child workshop

- Parents should ask their child to look at them when they are speaking, to see their lips moving. This will help the child learn. They should also look at their child when they are speaking, which will help the child listen better.

5

*Activity:* **Home activity**

*5 minutes*

### Materials

- A copy of Appendix 12.2 for each parent

### Procedure

- Hand out Appendix 12.2.
- Ask the parents to try out at home at least two actions listed in Appendix 12.3.

6

*Activity:* **Preparation for the parent-child workshop***10 minutes***Procedure**

- Review the workshop, which explains the importance of language for children and the way in which language develops.
- Highlight what the parents have learned.
- The parent-child workshop will give the parents an opportunity to apply what they learned during the parents' workshop.
- Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the activity and the role the parents are expected to play.
- Present the objective of the workshop: to apply what was learned during the parents' workshop. More specifically,...
- Have the parents prepare by thinking of things they can do during the parent-child workshop to meet the objectives and explore the workshop theme.

"How can I be a role model for my child?"

(Write down the ideas suggested by the parents.)

- 
- 
- 

"How can I interact with my child?"

(Write down the ideas suggested by the parents.)

- 
- 
- 

"How can I help my child explore?"

(Write down the ideas suggested by the parents.)

- 
- 
-

- Add other suggestions or clarify the suggestions made by the parents, where necessary.
- Ask the parents to choose one or more aspects they would like to focus on with their child during the parent-child workshop.
- **Important:** Remind the parents that the parent-child workshops can provide an excellent opportunity for making the children aware of written language.

### Instructions for parents during the parent-child workshop

Parents should:

- encourage their child to speak during the activity
- respect their child's pace and ability during the activity
- encourage their child to participate when the puppet is presented to the group

### Reference material

Laporte, Danielle, and Lise Sévigny. *Comment développer l'estime de soi de nos enfants : journal de bord à l'intention des parents*. Montréal: Hôpital Sainte-Justine, 1993.



## APPENDIX 12.1

## DID YOU KNOW THAT...?

THERE ARE VARIOUS FORMS OF LANGUAGE THAT CHILDREN SHOULD KNOW.

- *Informative language*: used to give information about the child's environment (e.g. "Look, this is a book. I'm reading it to relax.")
- *Descriptive language*: used to explain features and links between objects (e.g. "A big brown dog; a dog as big as you, and he's brown, like the colour of your eyes.")
- *Laudatory language*: used to support a child, and to recognize and praise effort (e.g. "You were able to do your jigsaw puzzle. That's great!")
- *Explanatory language*: used to make links between what we say and what we do (e.g. "I'm cooking an egg in the frying pan and then it will be cooked.")
- *Interrogative language*: used to get a child to take part in a discussion (e.g. "What do you want? Can you point it out to me? Oh, you want an apple.")

**It's your turn now!**

## APPENDIX 12.2

## I CAN HELP MY CHILD TO SPEAK

By acting as a **ROLE MODEL**

- By saying what I can see or hear, and what I am doing
- By saying what my child can see or hear, or what he or she is doing
- By using language in various situations (on the phone, with friends, with children, at the corner store, etc.)
- By speaking about myself, what I feel and experience
- By commenting on what I am reading or watching on TV
- By using various forms of language
- By reading stories to my child
- By correcting or completing my child's sentences

By **TALKING WITH MY CHILD**

- By asking open questions ("Who? What is this? How? Why?") and offering choices ("Would you like this one or that one?")
- By listening carefully to what my child is saying
- By giving my child time to answer or speak
- By answering my child's questions, reformulating incorrect words or sentences, etc.
- By naming new objects for my child

By helping my child **EXPLORE** language

- By establishing a suitable atmosphere for discussions (not too noisy, calm, affectionate)
- By allowing my child to explore the house, ask questions, speak at mealtime and chat before bedtime
- By making objects, games and books available
- By singing, telling stories, watching TV programs, etc.

## APPENDIX 12.3

(for the trainer)

### ACTIONS BASED ON THE THREE ENVIRONMENTAL FACTORS

*How can I be a role model for my child?*

- By saying what I can see or hear, and what I am doing
- By saying what my child can see or see, or what he or she is doing
- By using language in various situations (on the phone, with friends, with children, at the corner store, etc.)
- By speaking about myself, what I feel and experience
- By commenting on what I am reading or watching on TV
- By using various forms of language

*How can I interact with my child?*

- By asking open questions (“Who? What is this? How? Why?”) and offering choices (“Would you like this one or that one?”)
- By listening carefully to what my child is saying
- By giving my child time to answer or to speak
- By answering my child’s questions, reformulating incorrect words or sentences, etc.

*How can I help my child explore?*

- By establishing a suitable atmosphere for discussions (not too noisy, calm, affectionate)
- By allowing my child to explore the house, ask questions, speak at mealtime and chat before bedtime
- By making objects, games and books available
- By singing, telling stories, watching TV programs, etc.

Ask the parents, individually, to select the actions from the list that they would like to focus on during the parent-child workshop.

***Learning situation***

- Determine the developmental stages of children aged 2 to 3 (in terms of the motor, emotional, social and cognitive dimensions)
- Examine their own parenting skills and ways of supervising their child (discipline)
- Discuss the resources available in the community for bringing children into contact with a range of written materials (newspapers, books, advertising brochures, etc.) with various functions
- In various learning situations, use intervention techniques that promote positive parent-child interaction (reinforcement, attitude of warmth, listening, simple and clear instructions, appropriate consequences)

***Objectives***

- To learn to observe their child's language skills
- To try out various effective ways to develop their child's language skills in everyday life
- To become familiar with nursery rhymes
- To help their child develop language skills through play and everyday activities

***Notes for the trainer***

- Prepare the activity *Books: the gift of a lifetime* (Workshop 18).
- Give the parents Appendix 17.5.

1

*Activity:* **Getting started***10 minutes*

- Greet the participants.

### Materials

- Poster presenting the program for the day
- Appendix 12.2

### Procedure

- Display a detailed schedule for the activities.
- Present the objectives and procedure for the workshop.
- Check to see what the parents have understood. "Can someone tell me in their own words what the objective of today's workshop is?"
- Check to see whether the parents are motivated to continue with the workshop and support the objectives. "Do you agree with the objectives? Is everyone ready to continue?"
- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Ask a parent to share briefly with the group what he or she learned from the previous workshop.
- Ask the parents who have tried out some of the actions listed in Appendix 12.2 to present their observations.

### Note for the trainer

- Explain to the parents that nursery rhymes are an excellent tool for learning words, phrases, rhythms and complex concepts. "At the age of 4, Nicholas could not speak. After doing exercises based on nursery rhymes, he was able to speak his first words."

2

*Activity:* **Helping my child develop language skills**

10 minutes

### Materials

- *From Cradle to Classroom*
- Pencils
- Appendix 13.1

### Procedure

- Ask the parents to share their observations with the group concerning their child's language skills (new words, sounds that are easy or hard for the child to pronounce, sentence structure, context, etc.).
- Review pages 24 and 25 of *From Cradle to Classroom* (on language skills) with the parents. With the group, focus on children's pronunciation errors and find ways to correct them.

### Points to be emphasized by the trainer

- Children learn to speak by speaking or attempting to speak.
- Parents should have realistic expectations concerning their child's learning pace.
- Parents should support their child's efforts to pronounce words.
- Every child is unique and learns at his or her own pace.
- Parents can speak, read stories or sing songs and nursery rhymes to motivate their child.
- Parents should correct their child's mistakes without creating a sense of failure (by echoing, in other words correctly repeating a word mispronounced by the child without saying the child has made a mistake; "My car's *wed*." "Really? Your car's red? Can you show it to me?") Children learn the sounds of the language gradually, depending on the position of the sound in a word, the other sounds in the word, the number of syllables and the context in which it is used (short sentence, long sentence, story, etc.).

- Give the parents Appendix 13.1, which describes four situations. The objective is to recognize the behaviour patterns of parents who help their children develop language skills. The parents can work in small teams and present their answers to the group, or the activity can be done by the whole group.

3

*Activity:* **Language and nursery rhymes**

*20 minutes*

### Materials

- *In praise of nursery rhymes* (Appendix 13.2)
- Nursery rhymes previously distributed

### Procedure

- Discuss the usefulness of nursery rhymes with the parents (Appendix 13.2).
- Ask the group to form teams of three or four people.
- Ask each team to choose a nursery rhyme and to improvise a tune to hum it to.
- Ask each team to come up with actions to make the nursery rhyme more interesting and facilitate comprehension.
- Allow the teams 15 minutes to complete their task.
- Explain to the parents that they should choose a nursery rhyme that they will enjoy singing and that the children will also enjoy and be able to learn.
- Ask each team to hum their chosen nursery rhyme for the group. The idea is to have fun with it, to be spontaneous and to appreciate the creativity and ability of each participant.

- Organize a discussion about the usefulness of nursery rhymes.

“Nursery rhymes are an excellent way to develop children’s language skills. They can be sung, danced to, illustrated, mimed, told, invented and written with children. After hearing them repeatedly, children can learn them and sing them themselves.”

“It is important to focus on the rhymes and repeated sounds. Help your child hear the sounds of the language. Language is made up of sounds that correspond to the letters your child will learn later.”

“Nursery rhymes are an excellent way to make children aware of written language. They can follow the words as the nursery rhyme is sung. Accompanying illustrations help children follow the story and understand that words represent objects, situations and emotions.”

- Ask the parents if they know any other nursery rhymes.

### Recommendations

- The parents can use the tunes to well-known songs if they run out of ideas.
- Help each team; it is not a contest. The objective of the activity is to improvise and to integrate nursery rhymes into everyday life because they are an excellent way to develop children’s language skills.
- Suggest ideas for songs to use in everyday life (e.g. *This is the way we brush our teeth* or *This is the way we wash our hands*, both sung to the tune of *Here we go round the mulberry bush*).

4

Activity: **Reading for pleasure**

10 minutes

### Materials

- A copy of Appendix 13.3 for each parent



**Procedure**

- Read *Your fetus is listening* (Appendix 13.3).
- Review the text with the parents.

5

*Activity:* **Preparation for the parent-child workshop**

10 minutes

- Present the parent-child workshop, which focuses on the development of language skills.
- Give a brief description of the parent-child workshop.
- Present the objective of the workshop: to apply what was learned during the parents' workshop.
- Have the parents prepare by thinking of things they can do during the parent-child workshop to promote the development of their children's language skills.

"How can I be a role model for my child?"

(Write down the ideas suggested by the parents.)

- 
- 
- 

"How can I interact with my child?"

(Write down the ideas suggested by the parents.)

- 
- 
- 

"How can I help my child explore language?"

(Write down the ideas suggested by the parents.)

- 
- 
-

- Add other suggestions or clarify the suggestions made by the parents, where necessary.
- Ask the parents individually to choose one or more aspects they would like to focus on with their child during the parent-child workshop.
- Ask the parents to apply what they have learned during the parent-child workshop and to determine their strengths and the points that need improvement.

### **Instructions for parents during the parent-child workshop**

Parents should:

- use the information and techniques introduced during the parents' workshop
- play the telephone game with their child at home

## APPENDIX 13.1

## HOW DO YOU REACT TO YOUR CHILD'S LANGUAGE?

## Learning situations

Indicate which of the following attitudes WOULD HELP your child express himself or herself correctly.

## Situation 1

Child: Martin wants a glass of milk. He points to the carton on the table and shouts "eee..., eee..., eee..."

- Parent:
1. "Do you want something to drink? Here you are."  
(The father gives Martin a glass of milk.) ☐
  2. "What do you want, Martin? I don't understand."  
(The father points to the milk carton. "Do you want some milk?"  
"Want milk." "Oh, so you want some milk! Here you are."  
(The father gives Martin a glass of milk.) ☐
  3. "I'll talk to you as soon as you start speaking properly." ☐
  4. Suggestion: \_\_\_\_\_

## Situation 2

Child: Martin wants his shirt and pants, which are in the wardrobe. "Mummy, give me my zirt and my bants."

- Parent:
1. "Oh! Your zirt! Who's asking for his zirt and his bants? Oh, it's my baby! Here, here's your zirt and your bants. Catch!" ☐
  2. "We say shirt, not zirt. Say it after me." "Zirt." "No, not zirt, shirt. Try again." Etc. ☐

## APPENDIX 13.1

3. "What do you want, Martin? Do you want me to give you your shirt? Yes? Here it is. Put it on. Do you want your pants too? Put them on. Hurray! You put your shirt and pants on all by yourself." ☐

4. Suggestion: \_\_\_\_\_

**Situation 3**

Child: Martin wants to eat a cookie. "Baby, Mummy, Mummy, kiki, kiki..."

Parent: 1. "What do you want? I don't understand. If you ask properly, I'll give you the cookie." ☐

2. "When are you going to start talking like a big boy? You're not a baby any more!" ☐

3. "What do you want? Do you want a cookie, or something else?" "A cookie?" "Ah, so it's a cookie you want. Here, here's your cookie." ☐

4. Suggestion: \_\_\_\_\_

**Situation 4**

Child: Martin wants to say what he did at school. "Daddy, I... I... I di.. di... did a picture for y... y... you and.... and then..."

Parent: 1. "Stop getting all mixed up like that, I can't understand anything you're saying." ☐

2. "I'm listening, Martin. Tell me what you did at school." "I... I... I did a picture and... and then..." "You did a picture? That's wonderful! You'll have to show it to me. And what else did you do today?" ☐

## APPENDIX 13.1

3. "Speak more slowly, Martin. Tell me again. You're getting mixed up and Daddy can't understand anything you're saying." ☐
4. Suggestion: \_\_\_\_\_

### Situation 5

**If there is still some time left, give examples based on your personal experience with your child.**

Your child:

You:

After choosing the most appropriate attitudes, tell the trainer for your group which ones you have chosen and mark them in the table on the next page.

## APPENDIX 13.1

| Situation 1 | Situation 2 | Situation 3 | Situation 4 |
|-------------|-------------|-------------|-------------|
| Choices     | Choices     | Choices     | Choices     |
| 1.          | 1.          | 1.          | 1.          |
| 2.          | 2.          | 2.          | 2.          |
| 3.          | 3.          | 3.          | 3.          |
| 4.          | 4.          | 4.          | 4.          |

Take turns with the other parents in your group giving your answers and saying how you feel about each situation, without saying what you think about what the other participants decide (brainstorming). Your answers and feelings will be noted for each situation, and will be discussed along with the answers of the other parents when all the groups get back together.

## APPENDIX 13.2

## IN PRAISE OF NURSERY RHYMES

Around the age of one, babies begin to learn their first nursery rhymes, happily repeating syllables like the “baa, baa” in “*Baa, baa black sheep*. The rhythm of their mother’s voice, and the movements she has them make with their hands, stimulate their brain. Over time, they learn to make the movements themselves, and then to repeat the words.

Nursery rhymes are a marvellous tool for stimulating children. They help them learn words, sentences and even complex concepts. Nursery rhymes are used with autistic children. For example, a 4-year-old boy called Nicholas was unable to speak, but after completing several exercises based on nursery rhymes with his mother, he managed to say his first words. The vocal melody and rhythm, along with the repeated body movements, allowed him to forget how hard it was to speak.

Nursery rhymes are meant to be fun, not work. The children move their bodies, mouths and all the muscles of the face. They chant words and experiment with the sound of their voice. They feel as though they are singing and dancing, two sensory pleasures that help them learn language.

**0 to 1 year****Babbling**

The parent puts his or her face close to the baby’s and, with wide-open eyes, says a sentence with exaggerated intonation, making it song-like and rhythmical.

This is what parents do instinctively to stimulate newborn babies, who soon learn to respond by babbling and trying to imitate the rhythm and intonation of the words. Next, they start to babble for their own enjoyment, listening to themselves and laughing at their rhythmic vocal sounds.

## APPENDIX 13.2

**1 to 2 years****Word fixation**

Between the ages of 1 and 2, children learn their first words. When they are shown an object, person or animal, in real life or in a book, they learn to connect sounds with images. Young children enjoy nursery rhymes because they can learn new words and repeat them over and over. Nursery rhymes develop their memories and promote the creation of mental images.

The brain retains traces of this pleasurable learning experience. We all remember the nursery rhymes we learned when very young, and we may even get sentimental when we hear one by chance and it awakens old memories. We are surprised to find that we can still chant it by heart.

**3 to 4 years****Diction... dictionary**

Nursery rhymes develop children's vocabulary and pronunciation. Preschoolers learn to put names on emotions, actions, parts of the body, animals and types of food, in other words all the elements of everyday life. The melodious rhythm of nursery rhymes makes pronunciation easier. Children have time to coordinate the organs used for speech and to produce the required sounds correctly and in the right order. They manage to say difficult words, such as *rhinoceros* or *tyrannosaurus*.

Nursery rhymes often involve hand and face gestures. When children perform movements while reciting a nursery rhyme, they remember the words more easily and for longer. This is called kinesthetic memory.

**5 to 6 years****From ears to hands**

Nursery rhymes prepare children for reading and writing. In a nursery rhyme, one sentence follows another, and this introduces children to the notion of syntax: a person (subject) does something (verb) to someone (object).



### APPENDIX 13.2

In nursery rhymes, the words at the end of a line often use the same sound, such as *stout*, *spout*, *shout*, *out*, and children learn to identify the sounds. Knowing these rhymes help them make the connection between a sound and the various ways of writing it.

Like fairy tales, nursery rhymes tell a story that develops logic and the ability to understand a sequence of events.

As they get older, children begin to prefer poems to nursery rhymes, enjoying the carefully selected words and the expression of a range of feelings. Nursery rhymes give a foretaste of poetry...perhaps even inspiring a new Dennis Lee!

Source: *Magazine Enfants Québec*, vol. 11, no. 1, August-September 1998, p. 26.  
[Translation]

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## APPENDIX 13.3

## YOUR FETUS IS LISTENING

Neurolinguistic research has shed new light on the development of language in human beings. From the seventh month of pregnancy, the neurons in a baby's brain are activated for the future acquisition of language. The auditory element is essential: to learn a word we have to hear it. The fetus hears his or her mother's and father's voices and reacts to all the stimuli coming from the outside world.

It is not surprising that newborn babies only a few days old recognize their mother's voice and the language they have heard throughout the pregnancy. This precocious ability is based on prosody, the music and rhythm of language, which underlies the learning of sounds. Children approach language from a musical angle.

Source: *Magazine Enfants Québec*, vol. 11, no. 1, August-September 1998, p. 26.  
[Translation]

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### *Learning situation*

- Determine the parenting attitudes and skills that foster children's literacy development: introducing their child to reading and writing (reading stories, looking at magazines, etc.), talking and listening to their child, creating a playful atmosphere, offering encouragement, respecting their child's pace, demonstrating the usefulness of written language
- Determine the strengths and limitations of their child in situations observed in everyday life and during the workshops
- In various learning situations, use intervention techniques that promote positive parent-child interaction (reinforcement, attitude of warmth, listening, simple and clear instructions, appropriate consequences)
- Sum up their strengths and limitations in terms of their attitudes and skills with respect to emergent literacy

### *Objectives*

- To become aware of the importance of reading stories to children
- To use a specific technique for reading stories to children: reading aloud
- To associate reading stories with the natural learning that takes place within the family
- To determine various ways to read a story

1

*Activity:* **Getting started**

*10 minutes*

- Greet the participants.

### **Materials**

- Poster presenting the program for the day
- A copy of Appendix 14.1 for each parent

**Procedure**

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.
- Check to see what the parents have understood. “Can someone tell me in their own words what the objective of today’s workshop is?”
- Check to see whether the parents are motivated to continue with the workshop and support the objectives. “Do you agree with the objectives? Is everyone ready to continue?”
- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Ask a parent to share briefly with the group what he or she learned from the previous workshop.
- Read Appendix 14.1 and initiate a brief discussion on the concept of learning. Make a connection with what children can learn from storyreading.

**Note for the trainer**

- Explain to the parents that various studies have shown that storyreading is a determining factor in the reading proficiency of children at school. Storyreading helps children become familiar with the structure and function of written language and understand the differences between oral and written language. In addition, storyreading improves children’s listening skills and attention span.<sup>1</sup>

2

*Activity:* **Reading stories...for my child and for myself**

30 minutes

**Materials**

- Three dozen books or so, for 2-to-4-year-olds
- Copies of Appendixes 14.2, 14.3, 14.4 and 14.5 for each parent

1. Jacqueline Thériault, *J'apprends à lire... Aidez-moi!* (Montréal: Éditions Logiques, 1995), p. 59.

## Procedure

- Referring to Appendix 14.2, lead a discussion on the questions “Why is it important to read children stories? What do children learn from being read to?”
- Ask the parents to identify characteristics of the various methods of reading a story. The parents may reflect on what they have observed during the storyreading activity in the parent-child workshops since beginning the program. Ask them to think about what they enjoy most during the storyreading segment.
- Present two or three different methods of reading a story to children. The methods can be illustrated at any point in the workshops using the techniques described in Appendixes 14.3 (*Reading word for word*), 14.4 (*Enlivening the reading experience*) and 14.5 (*Telling a story based on pictures*).
- Ask the parents to choose a children’s book based on the criteria presented in Workshop 10, *Reading for pleasure* (see Appendix 10.1).
- Ask the parents to form teams of two. Give each parent a copy of Appendixes 14.3, 14.4 and 14.5. Each parent then tries out his or her preferred storyreading technique using the book he or she has chosen.
- Give the parents 10 minutes to look through the story and prepare to read it aloud to the other parent. Each parent reads through the book two or three times, in silence.
- Ask each parent to read his or her story aloud for the other parent in the team, who will evaluate the first parent’s reading by stating two strengths and two points where work is needed (e.g. “I like listening to you read, because you have a strong, expressive voice. I’d like it if you took more time to show me the pictures, though.”).
- Ask the parents to focus on their intonation and expression. It is important to know the story thoroughly to be able to read it in an interesting way, since reading is easier when the reader feels comfortable.
- If any time is left, ask for volunteers to read a story to the entire group.

**Recommendations**

- Praise the parents for trying out different approaches. Emphasize the contribution made by parents when they read a story to their child: they act as role models, interact, and enable their child to explore the language of the story with them, in an independent way.
- Tell the parents how important it is to read their child stories every day, and to give their child access to books at all times.
- Suggest that any parents who find it difficult to read their story tell a story based on the pictures.

**3***Activity:* **Home activity***10 minutes***Materials**

- *From Cradle to Classroom* (pages 34 and 35)

**Procedure**

- Suggest that the parents try out at home during the week the three techniques used during the workshop: reading word for word, enlivening the reading experience, and telling a story based on pictures.
- Suggest that the parents take note of the technique their child prefers.
- Present pages 34 and 35 of *From Cradle to Classroom*.

**4***Activity:* **Preparation for the parent-child workshop***10 minutes*

- Review the workshop. Ask the parents to say what they learned during the parents' workshop.
- Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the activity and the role the parents are expected to play.

- Present the objective of the parent-child workshop: to apply what was learned during the parents' workshop. More specifically,...
- Have the parents prepare by thinking of things they can do during the parent-child workshop to meet the objectives and explore the workshop theme.

"How can I be a model for my child?"

(Write down the ideas suggested by the parents.)

- 
- 
- 

"How can I interact with my child?"

(Write down the ideas suggested by the parents.)

- 
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- 

"How can I help my child explore, take the initiative and learn through trial and error?"

(Write down the ideas suggested by the parents.)

- 
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- 

- Organize the suggestions that the parents come up with into the three main categories as you go along, to help them understand that they can play their role by modelling, interacting with their child, and establishing conditions to allow their child to explore the world of literacy.
- Add other suggestions or clarify the suggestions made by the parents, where necessary.
- Ask the parents to choose one or more aspects they would like to focus on with their child during the parent-child workshop.
- **Important:** Remind the parents that the parent-child workshops can provide an excellent opportunity for making the children aware of written language.

### Instructions for parents during the parent-child workshop

Parents should:

- let their child do some stages of the arts and crafts project
- give their child clear instructions, and speak slowly
- observe their child's skills, and what he or she has learned since the beginning of the workshops

### Reference material

Girard, Nicole. *Formation sur l'éveil à l'écrit, Projet De A à Z on s'aide!* Longueuil, 1997. (Unpublished)

Thériault, Jacqueline. *J'apprend à lire... Aidez-moi! Comment l'enfant apprend à lire et à écrire.* Québec: Éditions Logiques, 1995.



### APPENDIX 14.1

**Suggestion for a logbook sheet to be given to the parents**

**Learning means**

- acquiring new knowledge
- exploring the world around us
- trying things out and getting things wrong; we learn from our mistakes
- understanding new content
- changing, because new knowledge can change the way we think

***Learning means...growing!***

## APPENDIX 14.2

## WHY READ STORIES TO CHILDREN?

- Storyreading:
  - shows children that reading can be enjoyable and that it allows you to dream
  - helps children learn to express themselves using the language found in books
  - helps children to distinguish between written and spoken language
  - motivates children to try to find the meaning of a story or text (to understand what is written)
  - helps children understand how books are organized: they have a beginning and an end, they have pages, the pages are in a certain order, etc.
  - helps children differentiate between a letter, a word, a sentence, a title, etc.
  - helps children understand that writing is read from left to right, that a story begins on the first page and ends on the last and that the person who wrote the book is called an author
  - allows children to learn whole words, without knowing the individual letters of those words
  - improves children's memory, develops prediction skills and builds vocabulary
  - helps children become acquainted with the parts of a story: introduction, plot and conclusion
  - helps children learn about being part of society; the interaction between adult and text, between adult and child and vice versa increases comprehension, encourages questioning, develops reasoning, and allows for the sharing of knowledge
- It is important to read a book with your child every day. Books are a source of pleasure, discovery and learning for children.

**APPENDIX 14.2**

- Children enjoy having stories read to them.
- Through books, children discover real and imaginary worlds; they also discover images, language, sensations, emotions, and new words.
- A good time to read a story is before afternoon nap or at bedtime. Children may ask for stories themselves.
- Children should be read to each day, for as long as they want. Each story should be read to the end; sometimes, children will listen from a distance.
- Children should be read different kinds of books: fairy tales, picture word books, stories about real-life situations, and so on.
- Certain books should be reread, if only to see whether a child reacts differently on a second or third reading. The better the child knows the story, the more he or she will be able to understand the language and storyline.
- By rereading a story:
  - children can construct their own version of the plot
  - children can memorize the text more easily
  - children can make connections between the elements of the story and their own experiences
  - children will feel closer to the adult
- Children should be asked to tell the story in their own words, if they are able to do so, and to act out, mime or draw something from the story. These activities increase their familiarity with the story, increase their self-assurance, prepare them to acquire more learning and introduce them to various types of self-expression. By retelling the story, they can show that they understand the overall outline and the details, and the order of the various episodes. Retelling the story sets a creative, cooperative process in motion. The children discover the plot, and colour it to match their own understanding, experiences and personality. Telling the story to other people is a new language experience for them. Very often, they will use the language used by the book's author in other situations. In this way, they learn to talk using the language found in books.

## APPENDIX 14.3

**READING WORD FOR WORD**

One way of reading a book is word for word, i.e. exactly as it is written. This way children are drawn into the story and learn to express themselves using the language found in books. Children come to understand that written language is different from oral language. Writing cannot be altered; it is permanent. Here are some suggestions.

1. Create an atmosphere of expectation, enjoyment and interest.
2. Allow the child to choose the book; this will increase his or her motivation.
3. Have the child sit next to you or on your lap; this way the child can see the pictures and follow the story.
4. Show the child the cover page and mention the book's title.
5. Turn the pages and read the story word for word, without changing a single line and without stopping. Point at the words as you read.
6. Read and reread the text as is, without changing a word. Children like stories to stay the same.
7. Read with expression (vary your tone of voice, emphasize certain words, imitate the sounds made by animals or objects).
8. Children will often ask for the same story to be read over and over again. This makes them feel secure. It is by hearing the same stories repeatedly that they learn to express themselves using the language of books and narrative. Children also learn that stories have a beginning, a middle and an end, and that written language is different from spoken language. All this will help them to write their own stories once they are in school.

## APPENDIX 14.4

## ENLIVENING THE READING EXPERIENCE

There are other ways to read books to children. You can encourage children to participate in the experience. They will have fun playing with the words and pictures, imitating the characters, and guessing the meaning of words. Reading should be both enjoyable and educational. The reading process can be broken down into three phases:

1. *Before reading*

Create a mood of anticipation, enjoyment and interest. For example, ask the child to look at the artwork on the cover and determine the book's subject. Include the child's ideas in a general description of what the story is about. Try making as many connections as possible between answers to questions and the child's experience. Provide information about the book, the author, etc.

2. *While reading*

Make sure that the child can see the pictures as you read (large-format books are useful). Allow for some breaks so the child can react, comment or ask questions. Make comments such as: "I think the story is about..."; "I'm a bit confused by..."; "I think that he's coming...but I'll keep reading to find out more." By listening to you think out loud, the child becomes aware that readers are active thinkers who make use of what they already know and of what they are reading to find out what happens or to construct personal meaning.

3. *After reading*

Depending on the child's age, initiate a discussion on the story's structure, the meaning of the different elements, the printed characters on the page and the pictures.

a) Questions about the story's structure will allow the child to learn about the:

- context
- characters
- themes
- episodes, events and sequences
- conclusion

## APPENDIX 14.4

- b) Questions about the meaning of the different elements of the story will allow the child:
- to focus on details
  - to interpret and make associations
  - to gain a deeper understanding
  - to make connections with personal experience
  - to find out the meaning of certain words
- c) Questions about the printed characters will allow the child:
- to comment on and make connections with letters
  - to comment on and make connections with sounds
  - to comment on and make connections with words
  - to talk about punctuation and about capital letters and small letters
- d) Examining the pictures will draw the child's attention to:
- the pictures themselves
  - what they represent
  - the connection between the pictures and the story's content
  - the quality of the artwork
  - the interest it creates
  - its effectiveness in illustrating the words
  - the possibility of comparing the artwork of different illustrators

Source: Jacqueline Thériault, *J'apprends à lire...Aidez-moi! Comment l'enfant apprend à lire et à écrire* (Montréal: Les Éditions Logiques, 1995).

## APPENDIX 14.5

## TELLING A STORY BASED ON PICTURES

**Instructions**

Tell a story in your own words based on pictures in a book, maintaining your listeners' interest from beginning to end. Here are some suggestions.

Before

- Choose a story that your listeners are already familiar with.
- Wear a costume.
- Announce the title in a way that will spark your listeners' interest, surprise them and make them want to hear more.

During

- Tell the story in a lively manner, inflecting your voice.
- Speak slowly.
- Use facial expressions.
- Show your enjoyment, express your fear.
- Imitate animal sounds.
- Show the pictures.
- Use methods you are comfortable with.

Note: Storytelling is the art of relating a story using your own words.

***Learning situation***

- In various learning situations, use intervention techniques that promote positive parent-child interaction (reinforcement, attitude of warmth, listening, simple and clear instructions, appropriate consequences)

***Objectives***

- To invent or make up a children's story
- To identify and try out various methods of telling a story, using a book, a puppet, hand gestures, or various household items

**1**

**Activity: Getting started**

**10 minutes**

- Greet the participants.

**Materials**

- Poster presenting the day's program

**Procedure**

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.
- Check to see what the parents have understood. "Can someone tell me in their own words what the objective of today's workshop is?"
- Check to see whether the parents are motivated to continue with the workshop and support the objectives. "Do you agree with the objectives? Is everyone ready to continue?"
- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.



- Ask a parent to share briefly with the group what he or she learned from the previous workshop.
- Encourage the parents to talk about their reading experiences with their child (see Workshop 14).

2

*Activity:* **Inventing a story***30 minutes***Materials**

- Pillowcases, socks, mittens, markers, puppets (at least six), books for children aged 2 to 3
- Cards indicating different characters or tones of voice (one character or tone of voice per card): witch, wolf, fairy, etc.; sad, happy, sulky, angry, frightened, etc.

**Procedure**

- Ask the parents to form two or three teams. Each team must make up a story. If necessary, the teams may borrow from a well-known story, a nursery rhyme or a book; any suggestion is acceptable.
- Go over the following four rules:
  - The stories must be for children (likely to interest children).
  - Each team must draw one card indicating a character and one card indicating a tone of voice, which must be used in the story.
  - The narrators must try to tell the story using the language found in books.
  - The parents should have fun playing the game.
- Give the teams 20 minutes or so to make up their stories (the stories do not have to be written down).
- Ask each team in turn to tell its story.
- Ask the other parents to provide encouragement and applause for the team telling the story.
- Praise all participants for their abilities, talent, and strengths.

### Recommendations

- Reassure participants who may have doubts about their creativity. A team always includes people with a range of talents and abilities. Where required, help the teams to find their initial idea, characters and so on.
- Encourage the parents to take risks and experiment. No diploma is required to make up or tell stories.
- Tell the participants to enjoy themselves, and make sure the activity is conducted as a game.
- As far as possible, let the group form the teams on their own. Make sure, however, that two very shy people do not end up together.
- During the parent-child workshop, it would be appropriate for the parents to tell the entire group the stories they came up with during the parents' workshop. This can easily be substituted for the scheduled activity. The children will enjoy seeing their parents improvising, telling stories and having fun.
- The activity will help the parents try out new ways of telling stories and having fun, and in particular make them aware of their own abilities, imagination and creativity.

3

*Activity:* **Reading for pleasure***10 minutes*

### Materials

- A copy of Appendix 15.1 for each parent

### Procedure

- Read Appendix 15.1 aloud, or ask a parent to read it.
- Review the text.

4

*Activity:* **Preparation for the parent-child workshop**

10 minutes

- Encourage the parents to continue using various tones of voice and facial expressions when they tell a story.
- Review the workshop. Ask the parents to say what they learned during the parents' workshop.
- Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the activity and the role the parents are expected to play.
- Present the objective of the workshop: to apply what was learned during the parents' workshop. More specifically,...
- Have the parents prepare by thinking of things they can do during the parent-child workshop to meet the objectives and explore the workshop theme.

"How can I be a role model for my child?"

(Write down the ideas suggested by the parents.)

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"How can I interact with my child?"

(Write down the ideas suggested by the parents.)

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- 

"How can I help my child explore, take the initiative and learn through trial and error?"

(Write down the ideas suggested by the parents.)

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-

- Organize the suggestions that the parents come up with into the three main categories as you go along, to help them understand that they can play their role by modelling, interacting with their child, and establishing conditions to allow their child to explore the world of literacy.
- Add other suggestions or clarify the suggestions made by the parents, where necessary.
- Ask the parents to choose one or more aspects they would like to focus on with their child during the parent-child workshop.
- **Important:** Remind the parents that the parent-child workshops can provide an excellent opportunity for making the children aware of written language.
- Ask the parents to prepare for telling their story in teams of two or as a group.

### Instructions for parents during the parent-child workshop

Parents should:

- let their child do some parts of the book
- give their child clear instructions, and speak slowly
- ask their child questions about what he or she is doing

### Reference material

Bruley, Marie-Claire, and Lyne Tourn. *Enfantines*. Paris: L'École des loisirs, 1988.

Pennac, Daniel. *Comme un roman*. Gallimard, 1992.

Service de la diffusion et de l'animation culturelle de la province du Luxembourg, l'Association départementale du Nord pour la sauvegarde de l'enfance et de l'adolescence and Groupe ACCÈS. *Lis avec moi, dit bébé*. Belgium, 1994.

**APPENDIX 15.1**

**To relax,  
there's nothing better  
than a story before going to bed**

"Little Bear can't go to sleep. He's frightened of the dark in the cave, and of the night outside. Big Bear brings him a little lantern, and then a bigger lantern, and then an even bigger lantern. But it's no good.

Little Bear is still frightened.

Big Bear takes Little Bear in his paws and carries him outside. It is a fine night. Little Bear feels comfortable in Big Bear's paws, and he gently falls asleep."

**Books... everywhere**

"Let's put books  
in all kinds of unexpected places,  
books with  
amazing stories  
and even the most serious people  
will be amazed at their amazement.

This is the best way  
to make sure that one day  
they will understand the world  
and feel the need to change it."

**Doctor René Diatkine**

***Learning situation***

- Examine their own parenting skills and ways of supervising their child (discipline)
- Become aware of the environmental factors in children's awareness of written language: modelling, interacting, exploring

***Objectives***

- To promote the autonomy of children aged 2 to 3 and encourage them to experiment
- In various situations, to recognize their parenting attitudes, especially excessive control or leniency
- To differentiate between their personal needs and the needs of their child
- To identify attitudes that hinder a child's development, including cognitive, emotional, physical and motor aspects

1

*Activity:* **Getting started**

*10 minutes*

- Greet the participants.

**Materials**

- Large sheet of paper presenting the program for the day
- Large sheet of paper with the message: *The more I do for you, the less you grow.*

**Procedure**

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.

- Check to see what the parents have understood. “Can someone tell me in their own words what the objective of today’s workshop is?”
- Check to see whether the parents are motivated to continue with the workshop and support the objectives. “Do you agree with the objectives? Is everyone ready to continue?”
- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Ask a parent to share briefly with the group what he or she learned from the previous workshop.
- Present the sheet with the message *The more I do for you, the less you grow* and tell the parents that this statement represents the theme for the workshop. Leave the sheet on display throughout the workshop, and refer to it frequently.

2

*Activity:* **Understanding autonomy***20 minutes***Materials**

- *From Cradle to Classroom*
- Pencils and pens
- Chalkboard, chalk

**Procedure**

- Start a discussion on autonomy. Ask the parents what the word “autonomy” means. Autonomy is the ability to do things on your own. Promoting a child’s autonomy means letting the child do things on his or her own, but also paying attention to what he or she is doing.
- Ask the parents to read pages 18, 20, 26, 28 and 32 of *From Cradle to Classroom*, and then to give concrete examples of everyday situations in which children demonstrate their autonomy. The parents can base their own examples on those found in *From Cradle to Classroom*.

For example, “My child tries to get dressed on her own” or “My child eats without help.”

- Write the examples given by the parents on the board.
- Give examples showing how children demonstrate their autonomy at various ages (18 to 24 months, 24 to 30 months, etc.). Point out to the parents that children seek different degrees of autonomy depending on their age.
  - Children change from day to day.
  - Their development is emotional, intellectual, behavioural and social.
  - During their first 18 months, children develop their emotional relationships with their parents, while exploring their environment.
  - From 18 months on, children begin to seek autonomy, while developing their relationships with others (social and emotional) and continuing to explore.
  - From the age of 2, children begin to say “No,” demonstrating that they want to be less dependent and need to differentiate themselves from their parents and other people. Each child is unique, and an individual human being. It is important for each child to be autonomous. Children present two attitudes at the same time:
    - detachment, or distancing
    - attachment
- Ask the parents to give examples of how their child demonstrates these two co-existent attitudes (detachment/attachment).
- Explain to the parents that self-affirmation and the search for autonomy are very important for children aged 18 to 36 months. If the parents understand this need rather than deny it, the children will have a positive attitude with respect to their personal power, and will want to grow. If they are opposed, they will not be able to develop their personal power, and growing will be a difficult and basically negative experience for them.



3

*Activity:* **Parents' needs versus children's needs***15 minutes***Materials**

- A copy of Appendix 16.1 for each parent
- Pencils
- Logbook

**Procedure**

- Hand out Appendix 16.1 to the parents.
- Explain to the parents that the exercise, which is optional and to be completed by each parent separately, will help them to understand themselves better, and to understand the difficulties and choices parents face as their children seek to become autonomous.
- Give the parents 10 minutes to fill out Appendix 16.1. They should answer spontaneously and as honestly as possible. They may also wish to ask their spouse to complete the appendix at home).
- Explain to the parents that the well-being of each person, including parents, depends on whether their basic needs are being met. It is hard for a parent to meet the needs of a child if his or her own basic needs are not met. This means that it is important to parents to work on meeting their own needs. Give examples of how parents are responsible for their own well-being (finding resources to improve their well-being).

**Recommendation**

- Use an approach based on taking responsibility.

|                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                   |                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------|
| 4                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Activity:</i> <b>Home activity</b>                             | <i>5 minutes</i>  |
| <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A copy of Appendix 16.2 for each parent</li> </ul> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>• Distribute and present Appendix 16.2 to the parents.</li> <li>• Ask the parents to fill out the appendix for the following week. Encourage the parents who wish to do so to complete it with their spouse.</li> </ul> |                                                                   |                   |
| 5                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Activity:</i> <b>Preparation for the parent-child workshop</b> | <i>10 minutes</i> |

- Tell the parents about the activity planned for the parent-child workshop (potato prints). During the activity, the children will produce a piece of artwork with different colours and shapes using stamps cut from potatoes.
- Review the workshop. Ask the parents to say what they learned during the parents' workshop.
- Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the activity and the role the parents are expected to play.
- Present the objective of the workshop: to apply what was learned during the parents' workshop. More specifically,...
- Have the parents prepare by thinking of things they can do during the parent-child workshop to meet the objectives and explore the workshop theme.

“How can I be a model for my child?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

“How can I interact with my child?”

(Write down the ideas suggested by the parents.)

- 
- 
- 

“How can I help my child explore, take the initiative and learn through trial and error?”

(Write down the ideas suggested by the parents.)

- 
- 
- 
- Organize the suggestions that the parents come up with into the three main categories as you go along, to help them understand that they can play their role by modelling, interacting with their child, and establishing conditions to allow their child to explore the world of literacy.
- Add other suggestions or clarify the suggestions made by the parents, where required.
- Ask the parents to choose one or more aspects they would like to focus on with their child during the parent-child workshop.
- **Important:** Remind the parents that the parent-child workshops can provide an excellent opportunity for making the children aware of written language.

### Instructions for parents during the parent-child workshop

Parents should:

- prepare the activity with their child (apron, materials), and explain the activity to him or her
- let their child work on his or her own once the activity has begun

- supervise their child, making sure he or she is safe (e.g. tell their child not to put paint in his or her mouth)
- speak as little as possible, only to provide encouragement or to let their child know that they have confidence in him or her

### Reference material

Bruley, Marie-Claire, and Lyne Tourn. *Enfantines*. Paris: L'École des loisirs, 1988.

Pennac, Daniel. *Comme un roman*. Gallimard, 1992.

Service de la diffusion et de l'animation culturelle de la province du Luxembourg, l'Association départementale du Nord pour la sauvegarde de l'enfance et de l'adolescence and Groupe ACCÈS. *Lis avec moi, dit bébé*. Belgium, 1994.

## APPENDIX 16.1

PARENTS AND THEIR NEEDS<sup>1</sup> (PART 1)

Determine whether your own basic needs are being met. Circle the number that best describes your current situation (1 = needs not met; 2 = needs partly met; 3 = needs totally met).

| Mother |   |   |                                                            | Father |   |   |
|--------|---|---|------------------------------------------------------------|--------|---|---|
| 1      | 2 | 3 | SELF-REALIZATION<br>(need to give a meaning to one's life) | 1      | 2 | 3 |
|        |   |   | - knowing                                                  |        |   |   |
|        |   |   | - contributing                                             |        |   |   |
|        |   |   | - growing                                                  |        |   |   |
|        |   |   | - creating                                                 |        |   |   |
| 1      | 2 | 3 | SELF-ESTEEM<br>(need to feel one's own value)              | 1      | 2 | 3 |
|        |   |   | - understanding oneself                                    |        |   |   |
|        |   |   | - accepting and respecting oneself<br>as a unique person   |        |   |   |
| 1      | 2 | 3 | AFFECTION<br>(need to be valued by others)                 | 1      | 2 | 3 |
|        |   |   | - feeling accepted, understood and<br>respected by others  |        |   |   |
| 1      | 2 | 3 | SECURITY<br>(emotional needs)                              | 1      | 2 | 3 |
|        |   |   | - feeling safe from threats and disasters                  |        |   |   |
| 1      | 2 | 3 | STABILITY<br>(physical needs)                              | 1      | 2 | 3 |
|        |   |   | - eating, drinking, clothing and housing                   |        |   |   |

1. G. Duclos, D. Laporte and J. Ross, *Les grands besoins des tout-petits : Vivre en harmonie avec les enfants de 0 à 6 ans* (Les Éditions Héritage, 1994).

## APPENDIX 16.2

PARENTS AND THEIR NEEDS<sup>2</sup> (PART 2)

Every human being is unique, and a person may need to meet needs that are not the same as those of his or her partner or friends.

Specify which of the following would bring you the greatest satisfaction:

|                     |                                              | Mother | Father |
|---------------------|----------------------------------------------|--------|--------|
| Physical needs:     | Recover my health                            |        |        |
|                     | Be in better shape                           |        |        |
|                     | Change my appearance                         |        |        |
|                     | Feel good physically                         |        |        |
|                     | Other: _____                                 |        |        |
| Emotional needs:    | Experience more serenity (less anxiety)      |        |        |
|                     | Experience more pleasure (fewer worries)     |        |        |
|                     | Experience more happiness (less sadness)     |        |        |
|                     | Affirm myself more (less anger)              |        |        |
|                     | Experience more love (less solitude)         |        |        |
| Other: _____        |                                              |        |        |
| Intellectual needs: | Increase my concentration level              |        |        |
|                     | Increase my memory                           |        |        |
|                     | Increase my ability to think                 |        |        |
|                     | Increase my knowledge                        |        |        |
|                     | Other: _____                                 |        |        |
| Social needs:       | Have more friends                            |        |        |
|                     | Have fewer friends                           |        |        |
|                     | Be more comfortable in social situations     |        |        |
|                     | Be less dependent on others                  |        |        |
|                     | Be more spontaneous with others              |        |        |
|                     | Be more comfortable with people in authority |        |        |
|                     | Have more time to devote to my social life   |        |        |
|                     | Other: _____                                 |        |        |

Which of these needs are the most important for **me**, right now?

2. G. Duclos, D. Laporte and J. Ross, Les grands besoins des tout-petits : *Vivre en harmonie avec les enfants de 0 à 6 ans* (Les Éditions Héritage, 1994).

### *Learning situation*

- Examine the main elements involved in choosing a book for their child and basic storytelling techniques
- Discuss the resources available in their environment for bringing children into contact with a range of written materials (newspapers, books, store flyers, etc.) with various functions

### *Objectives*

- To become familiar with the various categories of children's literature and recognize the categories to which different kinds of books belong:
  - illustrated nursery rhymes
  - picture word books
  - true-to-life stories
  - fairy tales
  - magazines
  - pop-up books
- To identify the functions of various kinds of books
- To know various ways to read a book, depending on the kind of book involved

1

*Activity:* **Getting started**

*10 minutes*

- Greet the participants.

### **Materials**

- Poster presenting the program for the day
- Appendix 16.2, completed by the parents

**Procedure**

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.
- Check to see what the parents have understood. “Can someone tell me in their own words what the objective of today’s workshop is?”
- Check to see whether the parents are motivated to continue with the workshop and support the objectives. “Do you agree with the objectives? Is everyone ready to continue?”
- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Ask a parent to share briefly with the group what he or she learned from the previous workshop.
- Ask the parents who have filled out Appendix 16.2 to share their observations with the other parents.

**Preparation**

- Read Appendix 17.3.
- Do not forget to hand out Appendixes 17.3 and 17.4 so that the parents can prepare for Workshop 18.

2

*Activity:* **Panorama of children’s literature**

*25 minutes*

**Materials**

- Copies of Appendixes 17.1 and 17.5 for each parent (Appendix 17.5 was handed out during Workshop 13).
- Several children’s books of various kinds (at least four per parent). These can be borrowed from the local library.



### Procedure

- Explain why it is important to be aware of various categories of books for children.
  - a) To build a diversified library and be able to offer children various kinds of reading experiences
  - b) To be able to take advantage of the particular characteristics of each category and explore the different ways of using books:
    - picture word books
    - true-to-life stories
    - nonfiction: opens the mind up to understanding the world, but may also evoke an imaginary realm that invites flights of fancy and escape
    - fairy tales: provide a reflection of fears young children have but cannot express
    - magazines: create awareness of how periodicals are organized into regular columns, sections, feature articles, etc.
- Place the children's books on a table.
- Have the parents form two groups. Ask them to look over the books, select three books of different types and fill out Appendix 17.1 for each book chosen.
- Present an overview of the world of children's books based on what the parents have discovered themselves:
  - picture word books
  - true-to-life stories
  - fairy tales
  - nonfiction
- Encourage the parents to comment, ask questions and make connections between their own experiences and the books they are familiar with.
- Read five or six books to illustrate various ways of reading books to children, depending on the type of book chosen. Next, summarize the observations made by the group and start a group discussion.

**CATEGORIES OF CHILDREN'S BOOKS**

(The following text is also found in Appendix 17.5.)

**PICTURE WORD BOOKS**

Picture word books are often the first books that children are given (starting at about 10 to 12 months of age).

**Description**

- Picture word books stand up well to repeated handling.
- The illustrations are often simple and without context.
- The illustrations are not always to scale.
- The text may consist of a single word.
- Some picture word books present objects alone and in context.
- Picture word books often group pictures by theme (e.g. things found in the kitchen, on a farm, at the grocery store).

**Functions**

- They help children learn to speak by giving examples of everyday vocabulary in a sentence (e.g. "You brush your hair with a brush." "You cook soup in a pot.").
- They help children to make connections between language, pictures and reality, to recognize the world around them and to be open to other realities (e.g. "Do you have some at your house too?" "Do you see any in this room?").

It is important to encourage children to make connections between a picture and reality. Pictures allow them to understand, recognize and name what is real.

The representation of reality through a picture introduces children to symbolization and ordering (e.g. not all pots are exactly like the ones shown in the book, but they have enough similarities to be grouped as a category, a series or a concept). Children learn about concepts, relationships and differentiation.

- They establish a trusting relationship in the child/book/adult communication triangle. "I'm talking about something or someone that I know or that I would like to know!"

## TRUE-TO-LIFE STORIES

Stories allow children to:

- build their vocabulary and learn to speak using the language found in books
- understand themselves and the world around them and use their imagination

### **Building vocabulary and learning to speak using the language found in books**

When parents read a story word for word, children enrich their vocabulary and learn to make sentences. They become familiar with different ways of speaking, using the language found in books. It is natural for children to attempt to retell a story, sticking as closely as they can to the text they have been read. They follow the logic or the sequence of the story.

When parents and children discuss a story, children enrich their language skills and learn to interact with others.

The text must be adapted. Even if the stories are very short, there is a logical scenario and consequently a train of thought.

When children, in their own speech, draw on a text that has been read to them, they learn about explicit oral language, that is, narrative language.

### **Understanding themselves and the world around them and using their imagination**

Thanks to the heroes in stories, children come to:

- understand themselves
- understand their world and learn to deal with reality
- find the words to express their sometimes confused emotions (fear, sadness, jealousy), which they often have difficulty recognizing, let alone naming

Stories allow children to understand themselves and decode reality by seeing it through the eyes of another person who is like them, without being exactly the same. This distance allows children to situate themselves in relation to the reality described, in whole or in part, as they wish, as long as the reality is not too difficult for them to handle.

### Themes addressed in true-to-life stories

#### ***Emotions***

Fears (of the dark, of getting lost or being separated from loved ones, of no longer being loved, of not knowing how to defend oneself, of being devoured—either literally or figuratively); anger; jealousy; separation from their security blanket or other transitional objects; the birth of a younger sibling; friendship; independence; loss

#### ***Family life***

Brother-sister relationships; relationships with parents and grandparents; their birthday; Chanukah, Christmas, Ramadan and other celebrations; vacations; meals; shopping and doing errands; bathtime; bedtime; getting dressing

#### ***Discovery of the surrounding world***

The farm; wild animals; pets; numbers; colours; means of transportation

### FAIRY TALES

Fairy tales are stories whose content and themes reflect children's deepest and most universally held anxieties and inner conflicts: jealousy between brother and sister, stepmother and stepdaughter (Snow White); fear of incest (Donkey Skin, or "Peau d'âne," in the original French); abandonment (Tom Thumb); violence (Blue Beard).

Fairy tales reassure children since they have happy endings and the heroes are always victorious. They help children to understand themselves unconsciously and to overcome unexpressed anxieties.

Fairy tales are a long way from reality. They invite personal interpretation, according to one's age, one's feelings at the time, and the story. It is best not to discuss fairy tales or explain the story. Children will interpret the fairy tale in their own way.

**NONFICTION**

Nonfiction books, or informational texts, open children up to the world (e.g. their house, their street, pets, the farm) and present topics that they are less familiar with (wild animals, the circus, dinosaurs, the forest).

Nonfiction enables children to become familiar with the world and to understand it (question-and-answer books).

**MAGAZINES**

The structure of children's magazines is the same as in magazines for adults (columns and features that appear every month).

Children's magazines enable young readers to become familiar with the structure of a periodical.

3

*Activity:* **Reading for pleasure***10 minutes***Materials**

- Appendix 17.2 (for the trainer only)

**Procedure**

- Read the first two pages of the text by Charlotte Guérette, *Books for wee ones* (Appendix 17.2).
- Briefly review the text.

4

*Activity:* **Home activity***5 minutes***Materials**

- Copies of Appendixes 17.3 and 17.4 for each parent

**Procedure**

- Review the contents of each appendix and ask the parents to prepare for the next workshop using Appendix 17.4.
- Ensure that the group agrees on the amount of money to spend on the book.

5

*Activity:* **Preparation for the parent-child workshop**

10 minutes

**Procedure**

- Explain that today's workshop has provided an overview of the types of children's books available.
- Point out what the parents have learned during the workshop.
- Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the activity and the role the parents are expected to play.
- Have the parents prepare by thinking of things they can do during the parent-child workshop to meet the objectives and explore the workshop theme.

"How can I be a role model for my child?"

(Write down the ideas suggested by the parents.)

- 
- 
- 

"How can I interact with my child?"

(Write down the ideas suggested by the parents.)

- 
- 
-

“How can I help my child explore?”

(Write down the ideas suggested by the parents.)

- 
- 
- 
- Add other suggestions or clarify the suggestions made by the parents, where necessary.
- Ask the parents to choose one or more aspects they would like to focus on with their child during the parent-child workshop.
- **Important:** Remind the parents that the parent-child workshops can provide an excellent opportunity for making the children aware of written language.

### Instructions for parents during the parent-child workshop

Parents should:

- play with their child
- give their child clear instructions
- allow their child time to express his or her emotions

## APPENDIX 17.1

1. Title of book chosen: \_\_\_\_\_

2. This book is:

- a picture word book ☐
- a true-to-life story ☐
- a fairy tale ☐
- nonfiction ☐

3. How will this book help my child develop?

Example: This book will help my child develop his or her imagination.

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4. How can I read this book in such a way as to enliven the reading experience?  
Suggestion:

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## APPENDIX 17.2

(for the trainer)

BOOKS FOR WEE ONES<sup>1</sup>

## Charlotte Guérette

*The night Max wore his wolf suit and made mischief of one kind and another his mother called him “WILD THING!” and Max said “I’LL EAT YOU UP!” so he was sent to bed without eating anything.* That’s when Max decided to leave for the land where the wild things are.

When his book, *Where the Wild Things Are*, was published in 1963, American author Maurice Sendak probably had no idea that he would revolutionize the production of children’s picture books for several decades to come. Sendak sought to write stories that children 3 years of age and older could relate to, stories in which they could identify strongly with a hero who was probably their own age and who, like them, was experiencing deep internal struggles stemming from unexpressed feelings and emotions. In this modern fairy tale, the author emphasizes the importance of developing self-esteem, courage, strength and determination and, of course, the tremendous power of the imagination.

Showing things as they are, in words and pictures. A gentle revolution had begun in the world of children’s literature, whose pint-sized “readers” were wont to interpret in a personal and creative way the text and illustrations in the small-, medium- and large-format books available to them.

More than 30 years later, the vast majority of countries with a children’s publishing industry are following in the footsteps of Maurice Sendak—sometimes without even realizing it. The text and illustrations in *Where the Wild Things Are* seamlessly intertwine everyday life with the realm of the imagination, nurturing, inhabiting and giving direction to children’s lives. One has only to begin reading the story to observe this.

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1. Translation of a paper by Charlotte Guérette published in the proceedings of the international symposium held by the World Organization for Early Childhood Education in 1997: “Des livres à l’usage des grands comme trois pommes,” in *Le Livre et l’enfant: Actes du séminaire international de l’OMEP* (Pointe-au-Père, Québec: OMEP-Canada, 1998), pp. 231-246.

## APPENDIX 17.2

Although it may seem pretentious and unwarranted to claim that the use of children's books with little ones, many of whom fall into the category of prereaders, requires a thorough knowledge of the contemporary theory of children's literature and reading development, it is important to note that children's books can be used judiciously and intelligently.

How can this be best accomplished? One way is to learn how to choose books wisely, providing a wide selection of books based on themes that reflect the interests, concerns, feelings and emotions of children in each age group of the preschool category. Other ways include going through the steps required for learning and mastering language with them, and making decisions that result in actions aimed at offering activities that are sure to captivate and excite small children and reflect their expectations and interests. Gradually, the sheer joy of reading will become part of the everyday lives of children and the adults who read to them, and these activities will eventually become second nature to them.

**Picture books**

Anyone who takes the time to study picture books soon discovers that the term has two meanings. In a general sense, it refers to a formal characteristic of children's books and can be applied to all works in which pictures play an important role. The term thus covers a wide range of literature written for young children.

In its narrower meaning, "picture book" refers to a distinct type of publication that has come along recently and that has given rise to new genres specific to children's literature. In this type of publication, the content is primarily communicated using pictures, although the text also plays a role.

In this type of book, literary and visual aspects coexist, that is, two art forms come into play, each with its own rules and criteria, which combine and complement one another in order to communicate a message to the young reader.

## APPENDIX 17.2

**Picture book categories****Pictures that speak volumes**

Have you ever noticed the wide range of books that is covered by the term “picture book”? Perhaps you’ve tried to classify books into categories. Let’s consider some contemporary examples of children’s picture books by authors from Québec and elsewhere.

In the picture book genre, images are used in varying proportions, and it is often difficult to establish precise distinctions. However, specialists generally agree on the following categories.

In **WORDLESS PICTURE BOOKS**, the content is communicated through the images.

**Example:**

- *Good Night, Gorilla*, written by Peggy Rathmann, published by G. P. Putnam’s Sons, in 1994.
  - “Good night, Gorilla,” says the zoo keeper after locking his cage. But the little gorilla is in a mischievous mood and not about to go to sleep. Instead, he leads the other animals in the zoo on a bedtime romp that is sure to elicit giggles and laughter.

**TRUE PICTURE BOOKS**

In this category, pictures predominate, taking up most of the physical page. They are also the artist’s preferred means of expression. The text, which is often reduced to a minimum, is nevertheless necessary for the story to be understood.

**Example:**

*Watch Out! Big Bro’s Coming*, written and illustrated by Jez Alborough, published by Candlewick Press, in 1997.

## APPENDIX 17.2

- “Watch out, Big Bro’s coming,” Little Mouse tells Frog, and the rumour of a huge animal’s arrival spreads with ever-increasing alarm from creature to creature throughout the jungle. When Big Bro finally arrives, he is none other than Little Mouse’s older sibling.

**Little books with lots to say**

Picture books have numerous functions. They meet different needs with their wide-ranging content. It can be useful to classify picture books into different categories.

**STORIES OF EVERYDAY LIFE**

These stories speak to children of events and situations in their everyday lives. Their experience as children may be reflected directly or indirectly, as in the many stories about animals in this category, in which the animals act like human beings. In reality, they are children and express children’s emotions.

**Examples:**

- Les éditions La courte échelle, based in Montréal, has published a popular series of French-language picture books written and illustrated by Ginette Anfousse. Many of the books in the collection have been translated into English: *My Friend Pichou*, *Hide and Seek*, *Chicken Pox*, *The Fight*, *Soap*, and *Winter, or, The Seven-O’Clock-Bogey-Man*.

The stories, which portray everyday situations that today’s children can relate to, are told with much humour.

- Chouette, another Québec publishing house, has also brought out a collection of stories for very young children. Caillou, the tiny hero of the series, learns about life and the world around him.
- Many other titles fall into this category, including *Owl Babies*, written by Martin Waddell, illustrated by Patrick Benson, and published by Candlewick Press, in 1992.

Three baby owls grow fearful, waiting for their mother to come home to them.

## APPENDIX 17.2

**Needs met**

In stories about everyday life, children look for reflections of themselves and the events that shape their lives. A significant affective value is associated with this category of picture books, in which children discover themselves.

**FAIRY TALES**

Fairy tales are adventure stories that often contain an element of magic. A great variety of fairy tales, including those from the oral tradition and modern or literary fairy tales, are available as picture books.

**Examples:**

- Québec author and illustrator Mireille Levert puts her own stamp on *Little Red Riding Hood* in her version of the classic fairy tale, published by Douglas & McIntyre, in 1995.
- Another Quebecer, Gilles Tibo, is the author and illustrator of a series of modern tales of adventure featuring a young hero named Simon. Written in French, the series has been translated into English and is published by Tundra Books of Toronto.
  - In *Simon Finds a Treasure* (1996), the hero sets out in search of fabulous riches.
- A large number of modern fairy tales are published each year for young readers. Among them is *Let the Lynx Come In*, written by Jonathan London, illustrated by Patrick Benson and published by Candlewick Press, in 1996.
  - In a cabin in the snowswept north, a small boy lies awake at night. He hears scratching at the door, opens it, and immediately steps back in fear. He is face to face with a lynx. The big cat steps inside and grows to tremendous size right before the boy's eyes. Together, they will share an extraordinary magical adventure, climbing high into the night sky, the boy astride the lynx's back.

## APPENDIX 17.2

**Needs met**

In fairy tales, which are symbolic stories that address the unconscious mind, children can satisfy their affective needs while becoming initiated into life, discovering mysteries of the human spirit and sharing the great emotions of humanity.

**NONFICTION PICTURE BOOKS**

The goal of nonfiction picture books is to communicate information to children on a given subject. The possibilities are endless! Authors writing for very young children usually aim to provide information in the form of stories. It's all about having fun while you learn.

**Examples:**

- *Cyrus*, a French-language series published by Québec Amérique between 1995 and 1997, is based on questions asked by the young listeners of a radio show. A number of these listeners were preschoolers.
- There is a wide range of counting books and alphabet books for preschoolers. Helping children learn to count without realizing it is the goal of author-illustrator Susi Bohdal in *1,2,3, What Do You See? An Animal Counting Book*, published by North South Books of Zurich, in 1997.

**Needs met**

Nonfiction picture books allow children to discover the world around them, to find their place in it, and to satisfy their curiosity and their thirst for knowledge.

**BANDES DESSINÉES**

In the *bande dessinée* (comic strip) format, pictures dominate the page, which is filled with sequences of short scenes that tell a story. The pictures are accompanied by text, with dialogue enclosed in balloons.

Comic strips are not usually geared to very young children. On the other hand, some picture books do contain comic strip elements.

*Play Workshops*

## APPENDIX 17.2

**Examples:**

- *Mouse TV*, written and illustrated by Matt Novak and published by Orchard Books of New York, in 1994, tells the story of the mouse family and their squabbles over what to watch on television. Then one evening their TV breaks down...
- Magazines for young children often feature stories in comic strip form that are very appealing to prereaders. *Pomme d'Api*, a French-language magazine published by Bayard Jeunesse, is an excellent example.

**Needs met**

Making discoveries, escaping from reality, and identifying with a character are some of the needs of children that comic books fulfill.

**POETRY COLLECTIONS**

From the age of 2 or 3, children are interested in the language, rhythms, sounds, and exotic words they encounter in nursery rhymes and songs.

**Examples:**

- *Il était une chanson* is a beautifully illustrated collection of French songs including *Le bon roi Dagobert*, *Il était une bergère* and *À la claire fontaine*. It comes with a CD.
- The Paris firm, Éditions Bayard, has put out several collections of poetry and nursery rhymes for very young readers. These include *101 poésies*, *101 comptines*, written by Corinne Albaut and Oliver Charpentier and published in 1993.

**Needs met**

Poetry helps children discover the symbolic function of language.

## APPENDIX 17.2

**MISCELLANEOUS PICTURE BOOKS**

Some picture books are unique and simply defy classification.

**Example:**

Élisabeth Brami's *Les petits riens, les petits délices*, illustrated by Philippe Bertrand and published by Seuil Jeunesse (Paris, 1995), is one such book. The idea behind it is that the simplest things can make you happy: the smell of toast and hot chocolate when you wake up, or making faces in the mirror. The best things in life are free!

**Content counts**

All picture books begin with an idea, which is conveyed either through text and illustrations, or illustrations alone, in the case of wordless picture books. The content can be presented in a variety of ways.

Have you ever considered the range of topics found in recently published picture books? And have you ever tried counting all the different ways that authors and illustrators of children's picture books have written about or illustrated the same subject?

The source of inspiration for talented authors and illustrators who know children well never seems to run out, as the number of books released each year clearly demonstrates. Adults need to learn how to take advantage of these riches, as much for their own benefit as for their children's.

**The components of a picture book**

**Text:** Picture books tell simple stories. The sentences are economical and fast-paced. Some sentences may be repeated, like the chorus of a song. The plot is pared down to the essential. The words evoke vivid images. The story may reflect children's everyday life or conjure up an imaginary world.



## APPENDIX 17.2

**Illustration:** Here, we enter a different realm, the world of graphic arts and visual communication. Illustrators have a given space (single page or double-page spread) in which to convey their message. They create an image with colour and shape, taking inspiration from the subject of the story. The picture results from the arrangement of the various elements. The next step is to organize all the pictures into a cohesive sequence that constitutes the visual story. The logical succession of images and the connections between the images and the visual story convey a sense of time passing.

**Design:** The design of a picture book contributes to its overall quality. Choices must be made about the book's format, the type of binding, the paper that will be used, the typeface, the flyleaves, and so on. Are the choices appropriate to the content? Do they enhance the book? Do they help unify it? And how does the text relate to the pictures, both those on single pages and in double-page spreads?

**Reading for the joy of it**

Our children live in a world that offers exceptional opportunities for daily growth. What's more, through books, they can enter into any number of fascinating worlds, exploring the animal kingdom, finding out what makes things tick, learning about their environment. Through books they may discover a hero they can identify with, one whose experience is very similar to their own—or completely different. With the turn of a page, they can visit people living extraordinary adventures in places both foreign and familiar, talk to them openly or in secret, and then have fun drawing them, playing games with them, sharing their dreams with them. The possibilities are endless.

Through picture books, the world is easily accessible to children, and adults thoroughly enjoy participating in all the discoveries that children make.

The best time to learn about the joys of reading, the joys of learning and of entering the world of make-believe, is in earliest childhood. It is also the time to begin learning to cope with negative emotions, at one's own pace, by feeling and perhaps giving expression to them. Books make this possible. But childhood is also the time to give oneself over to the magic of reading and, sometimes, even to be the hero of the story. The freedom to let one's imagination run wild does not last forever.

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Every year, authors, illustrators and publishers produce thousands of books so that children can have enjoyable reading experiences and, no doubt, so that adults can have fun reliving their childhood memories. From among these new releases, knowledgeable individuals well versed in the stages of child development and the essential concepts in children's literature are sure to find relevant, significant books of quality that will appeal to a young audience.

Discovering a love of reading and taking time each day to share a book cannot fail to add to the enjoyment of living.

**Children's books: food for the mind**

Children love snacks. Every day, millions of children at home or in daycares and kindergartens look forward to snack time. Snacks are considered necessary to help children grow up strong and healthy. What an eagerly awaited pleasure!

Consider now the pleasure of listening to fairy tales and stories about everyday life, learning nursery rhymes and songs, playing with sounds and learning words that help children discover new things about birds, gardens, dinosaurs, stars, numbers and letters. Is all this not a natural part of a parent and child's daily routine? Are these activities not just as important in helping a child grow up strong and healthy?

One of the best things parents can do for their children is help them to develop a lifelong love of books. The world of children's literature is easily accessible. Make books a part of your child's everyday experience and watch as the characters in fairy tales and other stories come to life in his or her imagination. A good book will have a lasting impression on pre-readers and readers alike.

Making books an important part of children's lives is best accomplished by choosing works carefully and preparing in advance to read or tell the story. Keep in mind that the art of storytelling can be compared to a great lady who does not like improvisation. Although she loves spontaneity, freshness and simplicity, she takes pains in preparing for each performance—at least the most important ones: those for children, both young and old.

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Clearly, she would never consider reading or telling a story to an audience without having read it several times before in order to capture the atmosphere, identify high points and become familiar with the characters, places, details and richness of each part. She will spare no effort to enchant and delight her young listeners.

The art of storytelling is an art that anyone can practise. The important thing is to show respect for each listener. It is then up to listeners to make their own reading choices from among the themes and genres that the adults and children have shared.

One story can give rise to thousands of new stories.

Books can serve to promote discussion and an exchange of ideas, and they can be the basis for other activities such as drawing, painting, writing and playacting. The list of activities that could be done before or after reading or telling a story to young children is endless. Each book has its own unique content and it is important to focus on this content when carrying out related activities.

Adults and children need to draw upon their originality and creativity when embarking together on the most mysterious and surprising journey in the world. They know that their journey will never come to an end, but they are thankful for and, indeed, proud of this fact. Although they know the direction in which they are heading, those who embark on this journey will never find out the exact itinerary or extent of their travels. The travellers themselves, who never run out of imagination, say they have seen and experienced absolutely incredible things.

This journey leads children to enriching, even fascinating, activities. In short, it leads them toward fulfillment and motivates them to look inside themselves (and between the lines and on the pages of the stories that adults read or tell them) for hope, confidence, self-esteem, and openness to the world and to life itself. It is a journey that gives free rein to children's imagination and their sense of wonder, and helps them discover the true pleasure of reading.

It is unfortunate that some adults do not see the importance of playing a guiding role in children's reading experiences. Out of respect for children and a sense of responsibility towards them, we should encourage them to discover the joys of reading so that they will become lifelong readers. But, however much we may feel sorry for adults who do not share this view, we should not make excuses for them.

## APPENDIX 17.2

**CONCLUSION**

Just as children's hearts are never too small to receive affection, friendship or love, so too their hands are never too small to pick up a book, hold it, leaf through its contents, read the pictures, and discover friends in its pages to accompany them through each stage of their development, provided they are given the opportunity, of course. Children are never too young to embrace new experiences through books.

And all adults who truly care about nurturing children's development know that everything they do for society's youngest members will contribute to a brighter future for the next generation. After all, happiness and fulfillment in the world of tomorrow depend largely on what children experience and read today. From earliest childhood, their daily reality and exploration of the imaginary realm play a crucial role. All adults who work with young children have the responsibility and duty to bear this in mind and to take action that will guide them along the path to success and great accomplishments.

When our distant ancestors invented writing and books, did they ever stop to think that simple words could help each child make giant strides each day? In so doing, children are able to face up to the challenges of life, however large or small.

A life filled with books brings so much joy. Make no mistake—picture books are little books that speak volumes, to reader and listener alike!

**Reference material**

Guérette, Charlotte. "Des livres à l'usage des grands comme trois pommes."  
In *Le livre et l'enfant: Actes du séminaire international de l'OMEP 1997*.  
Pointe-au-Père, Québec: OMEP-Canada, 1998.

## APPENDIX 17.3

## ANALYSIS CRITERIA FOR ILLUSTRATED BOOKS

**Clarity of the content:** The text is written using simple vocabulary that is accessible to children.

**Cohesiveness of the story:** Children must be able to understand the meaning and logical sequence of ideas, and be able to “retell” the story **in their own words** based on the text, illustrations, and comments and discussions with an adult.

**Picture/text relationship:** There must be an obvious connection between the story and the pictures.

**Cover:** The cover should provide relevant clues for guessing what the story is about and recalling its content.

**Pictures**

- They are clear, readable and not misleading.
- They stimulate the imagination by letting readers fill in the blanks.
- They illustrate the text, reinforcing the message while at the same time allowing readers to give free rein to their imagination.
- They call upon our personal store of experience and encourage us to recall our childhood emotions and memories by making us to want to share and communicate our feelings to our children.

**APPENDIX 17.4****PREPARATION FOR WORKSHOP 18**

During Workshop 18, the parents and the trainer will go to buy books in a store they have selected (as a group) in advance. To prepare for the workshop, the parents must visit local bookstores. Ask the parents to go shopping during the week and to check out the selection and prices of books in different stores. The parents then report back on what they have found, and as a group they decide which bookstore to go to (each parent must have an opportunity to give an opinion.)

## APPENDIX 17.5

## CATEGORIES OF CHILDREN'S BOOKS

## OVERVIEW OF CHILDREN'S LITERATURE

- Picture word books
- True-to-life stories
- Fairy tales
- Nonfiction
- Magazines

## 1. PICTURE WORD BOOKS

Picture word books are often the first books that children are given (starting at about 10 to 12 months of age).

**Description**

- Picture books stand up well to repeated handling.
- The illustrations are often simple and without context.
- The illustrations are not always to scale.
- The text may consist of a single word.
- Some picture word books present objects alone and in context.
- Picture word books often group pictures by theme (e.g. things found in the kitchen, on a farm, at the grocery store)

**Functions**

- They help children learn to speak by giving examples of everyday vocabulary in a sentence (e.g. "You brush your hair with a brush." "You cook soup in a pot.").
- They help children to make connections between language, pictures and reality, to recognize the world around them and to be open to other realities (e.g. "Do you have some at your house too?" "Do you see any in this room?").

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It is important to encourage children to make connections between a picture and reality. Pictures allow them to understand, recognize and name what is real.

The representation of reality through a picture introduces children to symbolization and ordering (e.g. not all pots are exactly like the ones shown in the book, but they have enough similarities to be grouped as a category, a series or a concept). Children learn about concepts, relationships and differentiation.

- They establish a trusting relationship in the child/book/adult communication triangle. "I'm talking about something or someone that I know or that I would like to know!"

## 2. TRUE-TO-LIFE STORIES

Stories allow children to:

- build their vocabulary and learn to speak using the language found in books
- understand themselves and the world around them and use their imagination

### Building vocabulary and learning to speak using the language found in books

When parents read a story word for word, children enrich their vocabulary and learn to make sentences. They become familiar with different ways of speaking, using the language found in books. It is natural for children to attempt to retell a story, sticking as closely as they can to the text they have been read. They follow the logic or the sequence of the story.

When parents and children discuss a story, children enrich their language skills and learn to interact with others.

The text must be adapted. Even if the stories are very short, there is a logical scenario and consequently a train of thought.

When children, in their own speech, draw on a text that has been read to them, they learn about explicit oral language, that is, narrative language.



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**Understanding themselves and the world around them and using their imagination**

Thanks to the heroes in stories, children come to:

- understand themselves
- understand their world and learn to deal with reality
- find the words to express their sometimes confused emotions (fear, sadness, jealousy), which they often have difficulty recognizing let alone naming

Stories allow children to understand themselves and decode reality by seeing it through the eyes of another person who is like them, without being exactly the same. This distance allows children to situate themselves in relation to the reality described, in whole or in part, as they wish, as long as the reality is not too difficult for them to handle.

**Themes addressed in true-to-life stories*****Emotions***

Fears (of the dark, of getting lost or being separated from loved ones, of no longer being loved, of not knowing how to defend oneself, of being devoured—either literally or figuratively); anger; jealousy; separation from their security blanket or other transitional objects; the birth of a younger sibling; friendship; independence; loss

***Family life***

Brother-sister relationships; relationships with parents and grandparents; their birthday; Chanukah, Christmas, Ramadan and other celebrations; vacations; meals; shopping and doing errands; bathtime; bedtime; getting dressing

***Discovery of the surrounding world***

The farm; wild animals; pets; numbers; colours; means of transportation

## APPENDIX 17.5

**3. FAIRY TALES**

Fairy tales are stories whose content and themes reflect children's deepest and most universally held anxieties and inner conflicts: jealousy between brother and sister, stepmother and stepdaughter (Snow White); fear of incest (Donkey Skin, or "Peau d'âne," in the original French); abandonment (Tom Thumb); violence (Blue Beard).

Fairy tales reassure children since they have happy endings and the heroes are always victorious. They help children to understand themselves unconsciously and to overcome unexpressed anxieties.

Fairy tales are a long way from reality. They invite personal interpretation, according to one's age, one's feelings at the time, and the story. It is best not to discuss fairy tales or explain the story. Children will interpret the fairy tale in their own way.

**4. NONFICTION**

Nonfiction books, or informational texts, open children up to the world (e.g. their house, their street, pets, the farm) and present topics that they are less familiar with (wild animals, the circus, dinosaurs, the forest).

Nonfiction enables children to become familiar with the world and to understand it (question-and-answer books).

**5. MAGAZINES**

The structure of children's magazines is the same as in magazines for adults (columns and features that appear every month).

Children's magazines enable young readers to become familiar with the structure of a periodical.

***Learning situation***

- Select intervention techniques applied in the workshops that can be integrated into everyday life

***Objectives***

- To update the parents' knowledge. To select a book for their child
- To consider books as a "value" to be imparted to children

**1**

**Activity: Getting started**

**10 minutes**

- Greet the participants.

**Materials**

- Poster presenting the program for the day

**Procedure**

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.
- Check to see what the parents have understood. "Can someone tell me in their own words what the objective of today's workshop is?"
- Check to see whether the parents are motivated to continue with the workshop and support the objectives. "Do you agree with the objectives? Is everyone ready to continue?"
- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.

- Ask a parent to share briefly with the group what he or she learned from the previous workshop.

2

*Activity:* **Books: the gift of a lifetime***50 minutes***Materials**

- Appendix 17.3, handed out to the parents during the previous workshop

**Notes**

- The books purchased during the workshop will be given to the children during the last workshop (Workshop 20).
- This activity must be organized in advance by the parents, as far as possible. The parents must read Appendixes 17.3, 17.4 and 17.5 to prepare for the activity.

**Procedure**

- Make the parents understand that a book is an extraordinary gift. Emphasize what the parents are able to observe during the parent-child workshops, when the children demonstrate their interest and enjoyment in books. Stress all the abilities developed by the children since the beginning of the workshops, in the way they use books, in their understanding of books and written language, and in the way they feel at ease with books.
- Go with the parents to purchase books in the store they have chosen (following a group decision). To prepare for the workshop, the parents must have picked out various bookstores a few weeks ahead of time. Suggest that the parents check out the stores during the week and look at the books on display (selection, prices, etc.) The parents will have discussed their observations with the other parents at the next workshop and made a group decision about where to go (each parent must have an opportunity to give an opinion).
- Suggest that the parents agree on a maximum amount to spend that everyone can afford. Each parent must spend the same amount, e.g. \$7, tax included.

- During the trip to the bookstore, the parents should take the time to examine, discover, criticize and choose the books. Each parent should choose a book for his or her child. Tell the parents they have the ability to choose the right book.

### **Note**

- Although specialized bookstores often have the best selection, it is better to choose a store that is in the neighbourhood and not too expensive. If the store is too different (culture, pricing), the parents will not return.

***Learning situation***

- Sum up their strengths and limitations in terms of their attitudes and skills with respect to emergent literacy
- Sum up the points where work is needed
- Determine the areas that need improvement when doing emergent literacy activities with their child

***Objectives***

- To allow the parents to assess their participation in the workshops and the experience they have acquired (knowledge and progress made on an individual basis)
- To give the participants an opportunity to define new objectives
- To highlight the achievement represented by the parents' participation in the workshops

***1***

***Activity:*** **Getting started**

***10 minutes***

- Greet the participants.

**Materials**

- Poster presenting the program for the day

**Procedure**

- Display a detailed schedule of the activities.
- Present the objectives and procedure for the workshop.
- Check to see what the parents have understood. "Can someone tell me in their own words what the objective of today's workshop is?"

- Check to see whether the parents are motivated to continue with the workshop and support the objectives. “Do you agree with the objectives? Is everyone ready to continue?”
- Ensure that the parents understand the objectives well enough to integrate them into their preparation for the parent-child workshop (modelling, interacting, exploring) and that they are committed to taking part in it.
- Ask a parent to share briefly with the group what he or she learned from the previous workshop.

2

*Activity:* **Summing up the workshops**

*30 minutes*

### Materials

- Logbooks
- Posters used during the workshops
- Pencils, chairs
- A copy of Appendix 19.1 for each parent

### Procedure

- Hand out Appendix 19.1 and ask the parents to fill it out.
- Next, ask the parents to sum up the workshops.
  - a) “Why did I come to the workshops?”
  - b) “How have the workshops helped me, my child and my relationship with my child?”
  - c) “What do I want to do, learn about or look at in more detail now?”
- Suggest that the participants place in their logbooks something they have written, a souvenir, a tool, or an example for their children (roundtable discussion).

- Ask the parents to define emergent literacy in their own words (not the concept, but the methods to be used on a daily basis to encourage their child's emergent literacy).

### Recommendations

- The objective is not to have the parents produce a written text, but rather to help them reflect on what they have experienced and learned, and on what they would like to do in the future.
- Help the participants made a connection between their involvement in the workshops and what they have experienced, what they have learned, and their new ability to assist their child's emergent literacy.

3

*Activity:* **Song***15 minutes*

### Materials

- Lyrics to a song and sound recording (CD or cassette)
- CD or cassette player

### Procedure

- Choose a song that emphasizes some of the following points:
  - using our personal power to change things
  - focusing on quality of life, and on quality time, rather than on material considerations
  - teaching our children to enjoy life, to enjoy growing, and to make new discoveries
  - finding meaning in our lives (e.g. a tree and a book)
  - setting an example, and acting as a role model for our children (not an unattainable model, but a human model able to bring about change)
- Hand out the lyrics to the song. Play the recording. Ask the parents to think about the lyrics.
- Review the song and start a group discussion.
- Discuss the song lyrics and the comments made by the parents.



**Recommendation**

- Choose a song (easily understandable) that mentions well-being, change, and the importance of parents in the lives of their children. Give all the parents an opportunity to speak and to give their opinion about the song lyrics.

4

*Activity:* **Preparation for the parent-child workshop**

5 minutes

- Review the workshop. Ask the parents to say what they learned during the parents' workshop.
- Give a brief description of the parent-child workshop: the objectives for parents and children, the procedure for the activity and the role the parents are expected to play.
- Present the objective of the workshop: to apply what was learned during the parents' workshop. More specifically,...
- Have the parents prepare by thinking of things they can do during the parent-child workshop to meet the objectives and explore the workshop theme.

"How can I be a role model for my child?"

(Write down the ideas suggested by the parents.)

- 
- 
- 

"How can I interact with my child?"

(Write down the ideas suggested by the parents.)

- 
- 
- 

"How can I help my child explore, take the initiative and learn through trial and error?"

(Write down the ideas suggested by the parents.)

- 
- 
-

- Organize the suggestions that the parents come up with into the three main categories as you go along, to help them understand that they can play their role by modelling, interacting with their child, and establishing conditions to allow their child to explore the world of literacy.
- Add other suggestions or clarify the suggestions made by the parents, where necessary.
- Ask the parents to choose one or more aspects they would like to focus on with their child during the parent-child workshop.
- **Important:** Remind the parents that the parent-child workshops can provide an excellent opportunity for making the children aware of written language.

### Instructions for parents during the parent-child workshop

Parents should:

- encourage their child to participate
- give their child clear instructions, and speak slowly
- make their child aware of the new colours he or she has created
- write the sentences for the story
- play an active role in inventing the story

## APPENDIX 19.1

**PLAY WORKSHOPS PROGRAM  
QUESTIONNAIRE FOR PARENTS**

Over the last 10 weeks you have taken part in the *Play Workshops* program with your child. We would like to know what you think about the program.

Parent's name: \_\_\_\_\_

Child's name: \_\_\_\_\_

Child's date of birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

1. Indicate whether or not you agree with each of the following statements.

| At the end of the workshop program                         | Totally agree | Partly agree | Partly disagree | Totally disagree |
|------------------------------------------------------------|---------------|--------------|-----------------|------------------|
| I have a better idea of my own qualities as a parent.      |               |              |                 |                  |
| I know more about the development of children aged 2 to 3. |               |              |                 |                  |
| I feel more comfortable with my role as a parent.          |               |              |                 |                  |
| I have learned various ways to teach discipline.           |               |              |                 |                  |
| The other parents helped me during the workshops.          |               |              |                 |                  |
| I play more often with my child.                           |               |              |                 |                  |
| I give my child more encouragement at home.                |               |              |                 |                  |
| I have more fun doing various activities with my child.    |               |              |                 |                  |
| I tell my child stories more often.                        |               |              |                 |                  |
| I have learned more about how to read stories to my child. |               |              |                 |                  |

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| At the end of the program                                     | Totally agree | Partly agree | Partly disagree | Totally disagree |
|---------------------------------------------------------------|---------------|--------------|-----------------|------------------|
| I think it is important for my child to look at books.        |               |              |                 |                  |
| I let my child help me more often in everyday activities.     |               |              |                 |                  |
| I think it is important for my child to use crayons.          |               |              |                 |                  |
| I talk to my child more often.                                |               |              |                 |                  |
| My child asks me to look at books with him or her more often. |               |              |                 |                  |
| I can get my child to follow my instructions better.          |               |              |                 |                  |
| I use books more often to tell my child stories.              |               |              |                 |                  |
| I think it is important for my child to see me reading.       |               |              |                 |                  |
| I think it is important for my child to see me writing.       |               |              |                 |                  |
| I know more about how to choose a book for my child.          |               |              |                 |                  |

2. Give your opinion about the Play Workshops program.

| At the end of the program                                                | Totally agree | Partly agree | Partly disagree | Totally disagree |
|--------------------------------------------------------------------------|---------------|--------------|-----------------|------------------|
| The parents' workshops were enjoyable.                                   |               |              |                 |                  |
| The parents' workshops took place at an appropriate time during the day. |               |              |                 |                  |
| There were enough parents' workshops                                     |               |              |                 |                  |
| The parents' workshops were long enough.                                 |               |              |                 |                  |

## APPENDIX 19.1

| At the end of the program                                                                 | Totally agree | Partly agree | Partly disagree | Totally disagree |
|-------------------------------------------------------------------------------------------|---------------|--------------|-----------------|------------------|
| The parent-child workshops were long enough.                                              |               |              |                 |                  |
| The parent-child workshops were enjoyable.                                                |               |              |                 |                  |
| There were enough children's workshops.                                                   |               |              |                 |                  |
| There were enough parent-child workshops.                                                 |               |              |                 |                  |
| Two play workshops per week was enough.                                                   |               |              |                 |                  |
| I enjoyed taking part in the workshops with my child.                                     |               |              |                 |                  |
| The themes for the parents' workshops were appropriate for my needs.                      |               |              |                 |                  |
| The trainers made sure the activities during the parent-child workshops were stimulating. |               |              |                 |                  |
| The suggested activities could easily be done at home.                                    |               |              |                 |                  |
| I think it is a good idea to have parents' workshops.                                     |               |              |                 |                  |
| I think it is a good idea to have parent-child workshops.                                 |               |              |                 |                  |
| I think it is a good idea to have children's workshops.                                   |               |              |                 |                  |
| In the parents' workshops, the trainer was able to respond to my needs.                   |               |              |                 |                  |
| In the parent-child workshops, the trainers were able to respond to my needs.             |               |              |                 |                  |
| I was satisfied with the program.                                                         |               |              |                 |                  |
| In the parents' workshops, I felt respected by the trainer.                               |               |              |                 |                  |

## APPENDIX 19.1

| At the end of the program                                            | Totally agree | Partly agree | Partly disagree | Totally disagree |
|----------------------------------------------------------------------|---------------|--------------|-----------------|------------------|
| In the parents' workshops, I felt respected by the other parents.    |               |              |                 |                  |
| In the parents' workshops, I felt supported by the trainer.          |               |              |                 |                  |
| I recorded the activities I did at home with my child in my logbook. |               |              |                 |                  |
| I wrote down a personal objective in my logbook.                     |               |              |                 |                  |
| I achieved my personal objective.                                    |               |              |                 |                  |
| I enjoyed using the logbook.                                         |               |              |                 |                  |
| The workshops helped me in my role as a parent.                      |               |              |                 |                  |
| I found it useful to do the activities at home.                      |               |              |                 |                  |



***Learning situation***

- In various learning situations, use intervention techniques that promote positive parent-child interaction (reinforcement, attitude of warmth, listening, simple and clear instructions, appropriate consequences)

***Objectives***

- To give the parents an opportunity to enjoy their achievement and end the program on a happy note
- To recognize the parents' commitment

***Notes for the trainer***

- For this workshop, the children and parents are together for the full two hours.
- For the procedure, see the children's and parent-child workshops.



## Children's Workshops

# Children's Workshops

| WORKSHOP | THEME                     | ACTIVITY                                                              |
|----------|---------------------------|-----------------------------------------------------------------------|
| 1        | Welcome                   | – Photo session and exploration of the room                           |
| 2        | Routines                  | – My photo<br>– Modelling<br>– Song or nursery rhyme                  |
| 3        | Exploring the environment | – Treasure hunt<br>– Kim's game                                       |
| 4        | Expressing emotion        | – My hand puppet<br>– Faces<br>– Masks                                |
| 5        | The parts of the body     | – The parts of my body<br>– Simon says...<br>– Find the missing piece |
| 6        | Music                     | – Playing with sound<br>– Maracas                                     |
| 7        | Family                    | – The mouse family                                                    |
| 8        | The library               | – My first contact with books                                         |
| 9        | Writing                   | – My pencil                                                           |
| 10       | Food                      | – Food friends                                                        |
| 11       | The library               | – A trip to the library                                               |
| 12       | The five senses           | – My necklace<br>– Discovering the senses                             |
| 13       | Plants                    | – Gardening<br>– Growing like a flower                                |
| 14       | The seasons               | – The association game<br>– Budding leaves                            |
| 15       | Clothing                  | – Clothes make the man<br>– Dressing up                               |
| 16       | Animals                   | – Animal sounds and movements<br>– Animals<br>– The cat's whiskers    |
| 17       | Sports                    | – Collage<br>– Obstacle course                                        |
| 18       | Colours                   | – As yellow as...<br>– Crayons<br>– The colour game                   |
| 19       | Transportation            | – Sound and movement<br>– Trains and buses<br>– The boat              |
| 20       | Party time                | – Decorating the room<br>– Makeup<br>– My party hat                   |

N.B. All the activities presented in the workshops form part of the routine described in the Introduction to the Program: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1**

*Activity:* **Photo session and exploration of the room**

*35 minutes*

### ***Learning situation***

- In a context that fosters autonomy, become aware of their environment, the objects in it, and the routine
- Use visual and auditory perception when being read a story: remaining attentive, recognizing characters and situations in a story, giving verbal or nonverbal answers to short, clear questions
- Use pictures to learn about the concept of word-picture associations

### ***Objective***

- To take part in group activities in an autonomous way

### **Materials**

- A camera for taking photographs

### **Procedure**

- Sit the children around a table.
- Take a photograph of each child. The photographs will be used to take attendance at subsequent workshops.

## **Recommendation**

- The children may find it difficult to leave their mothers for the first few workshops. Allow for this when dividing tasks up among the trainers.

## **Note**

- It is important for the children and parents to learn the routine from the very first workshop. Parents should therefore be discouraged from entering the room during workshop activities.

The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1***Activity:* **My photo***10 minutes*

### ***Learning situation***

- Use pictures to learn about the concept of word-picture associations

### ***Objective***

- To observe and identify his or her own photograph and those of the other children in the group

### **Materials**

- A large sheet of Bristol board on which the children's first names are written. Under each name is a grid composed of 19 squares, corresponding to the 19 workshops (the first workshop was the photo session).
- Marker
- Glue
- Photograph of each child and the trainer (photographs taken at the introductory session)
- Stamp (for taking attendance)

### **Procedure**

- Ask the children to sit down.
- Have all the children's photographs to hand.
- Ask each child in turn to say his or her name.
- Hold up one of the photographs and ask the children to point to or name the child in the photograph.

- Name the child in the photograph.
- Glue the photograph onto the Bristol board, next to the child's name, and repeat the name, pointing to the child.
- Then give the stamp to each child in turn. The child should find his or her photograph on the Bristol board and use the stamp in the appropriate box (if possible) to indicate his or her presence.

### Recommendations

- All the names should be written in the same colour and style.
- Repetition is important in fostering learning.
- Over time, the children will become familiar with the stamp routine to indicate their presence. The most important thing is for them to stamp their own grid; do not say anything if the stamp is in the wrong box.

### Notes

- Small individual cards, identical in form and colour, could also be used, one for each child. The child's name is written on the card.
- When all the children have been identified, attach the small cards to the sheet of Bristol board, which then serves as a poster to show which children are present. If this method is used, the grids and stamp are not necessary. Instead, the children are asked at the beginning of each workshop to find their own photographs, say their names and, over time, say the names of their friends.

**Learning situation**

- Learn to use different objects to express emotion and develop fine motor skills
- Identify logos, objects and people by naming them or pointing to them

**Objective**

- To work with play dough, rolling it, flattening it and handling it

**Materials**

- Play dough (same colour and same amount for every child; home-made or store-bought)
- Moulds (different shapes)

**Procedure**

- Sit the children around the table.
- Give each child a piece of play dough.
- Show the children different ways of handling the play dough, taking care to name every action (e.g. "I'm rolling it"; "I'm making a ball"; "roll, ball, roll, ball"; "I'm making a sausage"; "I'm flattening it"; "I'm making a cake").
- If the children are enjoying themselves, tell them a story about the play dough ball (e.g. "Mummy Ball, Daddy Ball and Baby Ball. Make a runway for Daddy Ball!").

### Recommendations

- Watch the children as they handle the play dough to assess their dexterity and their ability to follow instructions (e.g. the play dough must stay on the table; the play dough must be put away in the container).
- Repeat instructions frequently.
- The “roll, ball, roll, ball” chant and the story can both be used to teach new vocabulary and add a dynamic aspect to the activity. Because of their very young ages, the children need something to capture their attention, and they need to be actively involved.

### Appendix

- Play dough recipes (Appendix 2.1).

### Note

- Roll up the children’s sleeves and, if possible, have them wear an apron. Moulds may be used to complete the activity if desired.

3

*Activity:* **Song or nursery rhyme**

*5 minutes*

### *Learning situation*

- In a context that fosters autonomy, become aware of their environment, the objects in it, and the routine

### *Objective*

- To listen to a nursery rhyme and try to repeat certain actions, keeping up with the rhythm (to become acquainted with their new playmates)

### Materials

- A poster on which the nursery rhyme is written



### Procedure

- Ask the children to sit in a circle so that they can see and hear the trainer as he or she sings the nursery rhyme.
- Show the poster to the children, and point to each word as it is sung.
- Then invite the children to sing or repeat the actions.

### Recommendations

- Sing the nursery rhyme.
- Maintain the beat of the rhyme.
- Allow the children to set the pace and encourage their efforts.

### Notes

- Repeat the activity in the same way during the parent-child workshop.
- This activity is repeated at every workshop. Tailor the choice of nursery rhyme or song to the session theme and the group's skill level.
- It is important to repeat the nursery rhymes and songs every week, so that the children can learn them.

### Reference material

- *Play Rhymes*. Collected and illustrated by Marc Brown. New York: E.P. Dutton, 1987.
- *Sharon, Lois and Bram's Mother Goose*. Illustrated by Maryann Kovalski. Vancouver: Douglas & McIntyre, 1985.

**APPENDIX 2.1****PLAY DOUGH****18 months to 3-and-a-half years**

Sit the children around a table or on a plastic sheet on the floor. Give each child a lump of play dough along with cookie cutters, popsicle sticks, rolling pins, garlic presses, bottles to flatten or roll out the play dough, toothpicks, buttons etc.

**RECIPES****First recipe**

1 cup of flour

1/2 cup of salt

4 teaspoons of cream of tartar

A few drops of food colouring

2 cups of hot water (approximately)

4 tablespoons of vegetable oil

- Mix the flour, salt and cream of tartar.
- Add the food colouring to the water.
- Add the oil and just enough water to the dry ingredients to make the play dough stick together.
- Form a ball and knead.

Note: The children's masterpieces can also be baked in the oven at 275°F for two hours.

### APPENDIX 2.1

#### Second recipe

1 cup of flour

1/2 cup of salt

1/4 cup of water

A few drops of food colouring

1 tablespoon of vegetable oil

- Place the flour and salt in a bowl.
- Mix with fingers.
- Add the food colouring to the water.
- Pour the water into the flour and salt mixture.
- Knead until the play dough sticks together.
- Add the oil and have fun!

The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1***Activity:* **Treasure hunt***10 minutes*

### ***Learning situation***

- In a context that fosters autonomy, become aware of their environment, the objects in it, and the routine
- Identify logos, objects and people by naming them or pointing to them

### ***Objective***

- To try to find an object that has been hidden in the room

### ***Materials***

- A range of objects familiar to the children (e.g. teddy bear, toy car, ball)

### ***Procedure***

- Show the children some objects (maximum of three), and name each one.
- Have the children sit in such a way that they cannot see where the trainer is hiding the objects.
- Help the children to look for the objects, saying "Where is it? Where is it?"
- When each object is found, say its name and the name of the place where it was hidden.
- Repeat the activity as long as the children are interested.

**Recommendations**

- Take the time to show the objects individually, and allow the children to touch them.
- It is important to say the names of the objects clearly, and to repeat them as the children try to find them.
- Help the children with their search by pretending to be looking for something.
- It is very important to present the activity as a game.

**Note**

- The activity can be rearranged to limit the amount of movement in the room. Give each child an object, and ask him or her to get up and take it to a precise destination in the room (e.g. "Go and put the truck on the table").

2

*Activity:* **Kim's game***10 minutes****Learning situation***

- In a context that fosters autonomy, become aware of their environment, the objects in it, and the routine

***Objectives***

- To exercise concentration and develop a sense of observation
- To use their visual memory

***Materials***

- Three familiar objects

### Procedure

- Make sure the children are facing you.
- Place three objects side by side and show them to the children, naming each object as you do so.
- Ask the children to close their eyes, and then remove one of the objects. The children must guess which object has disappeared, and say its name.
- Replace the object, ask the children to close their eyes, and remove another object. Again, the children must guess which object is missing.

### Recommendations

- It is important to present each object in turn and make sure the children have understood where it is located in relation to the others.
- It is important to say the names of the objects clearly, and to repeat them as the children try to find them.
- Help the children with their search by pretending to be looking for something.
- It is very important to present the activity as a game.

### Note

- Once the children have understood the game, new objects can be added.

The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1***Activity:* **My hand puppet***10 minutes****Learning situation***

- Learn to use different objects to express emotion and develop fine motor skills
- React to a stimulus by adopting behaviour or behaviours that are in keeping with the workshop routine

***Objective***

- To try to identify the puppet representing the emotion named and acted out by the trainer

**Materials**

- Washable markers
- A poster showing a hand with faces illustrating different emotions drawn on each fingertip (see Appendix 4.1)

**Procedure**

- Sit the children around the table so they can see the poster.
- Using the poster as a basis, invent a story in which each fingertip character plays a role representing the emotion it portrays. For example, Mr. Smile says hello to Mr. Sad. Mr. Sad is unhappy because Mr. Angry is shouting.
- When the story is over, draw the fingertip characters on the children's fingers.

- Ask the children to find Mr. Smile on their fingers. Alternatively, smile at the children and ask them to find the character on their fingers who reflects your expression.

### Recommendation

- If a child does not want you to draw on his or her fingers, do not insist. Instead, ask the child to indicate the appropriate character on the poster.

### Appendix

- Finger puppets (Appendix 4.1). (Enlarge this appendix for use in the workshop.)

### Note

- Limit the number of emotional signs so that the children can easily identify and recognize the emotions portrayed.

2

*Activity:* **Faces***10 minutes*

### *Learning situation*

- Learn to use different objects to express emotion and develop fine motor skills
- In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)

### *Objectives*

- To work with play dough, rolling it, flattening it and handling it
- To try to situate the eyes and mouth on the face



**Materials**

- Cardboard cut into circles to make faces
- Play dough

**Procedure**

- Show the children a model of a face and indicate where the eyes and mouth are situated.
- Ask the children to touch their own eyes and mouth, and encourage them to express themselves.
- Give each child a small ball of play dough.
- Show the children how to make two small balls for the eyes and a sausage for the mouth, and how to place them on the cardboard circle.
- Suggest that the children make two faces, one happy and one sad.

**Recommendations**

- Take the activity step by step.
- Some children will need help to place the eyes and mouth.

3

*Activity:* **Masks***10 minutes****Learning situation***

- Learn to use different objects to express emotion and develop fine motor skills

### **Objectives**

- To try to recognize an emotion portrayed by a mask
- To try to imitate a given emotion through facial expression and body language

### **Materials**

- Four paper plates or four cardboard circles to make masks representing different emotions, in which eyes and a mouth have been cut to illustrate the emotion concerned.

### **Procedure**

- Wear each mask in turn, acting out and naming the emotion portrayed.
- Then put on each mask again and ask the children to identify and act out the emotion.

### **Recommendation**

- Choose four emotions that are easy to recognize (e.g. happiness, sadness, anger, surprise).

### **Appendix**

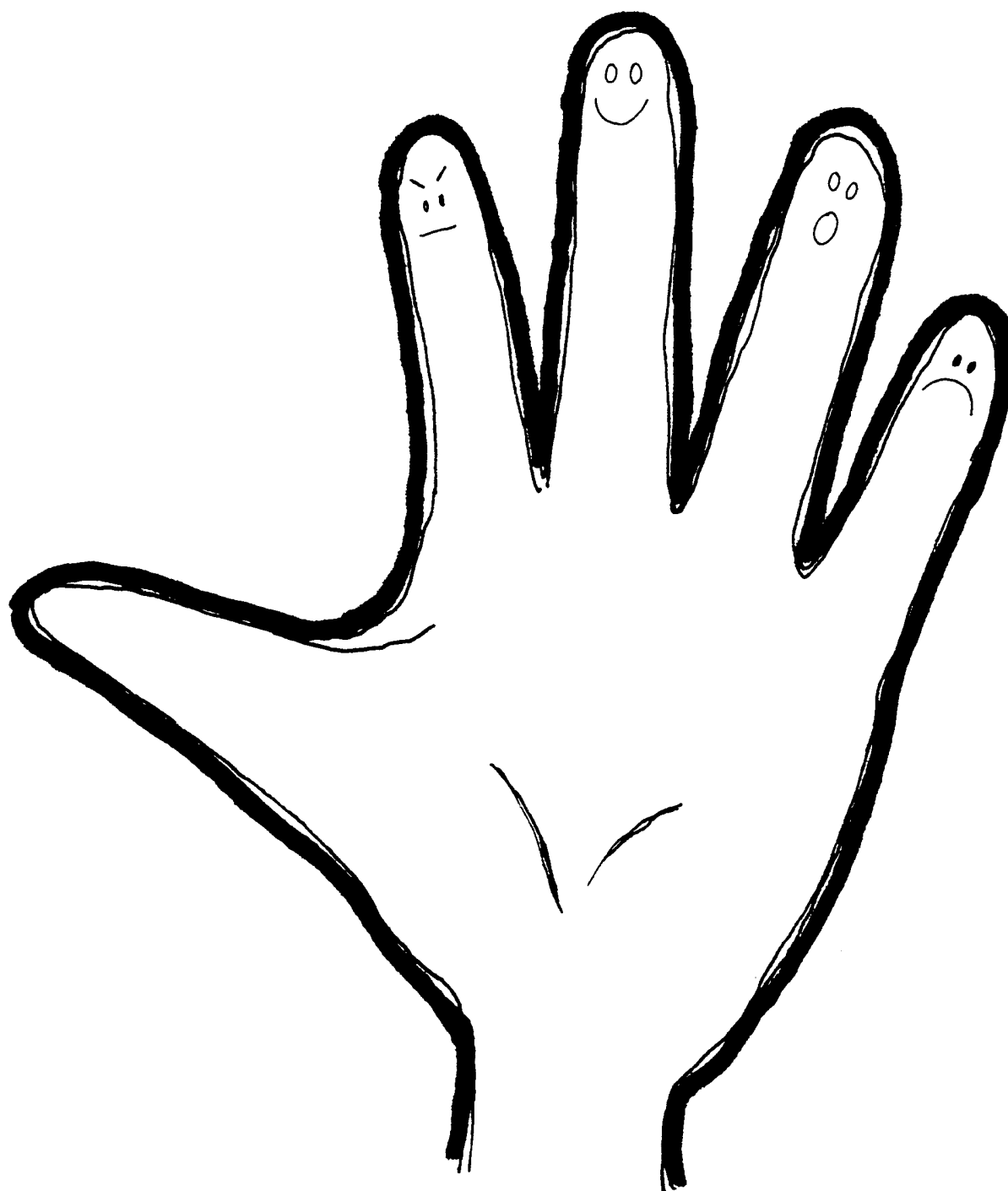
- Mask patterns (Appendix 4.2).

### **Note**

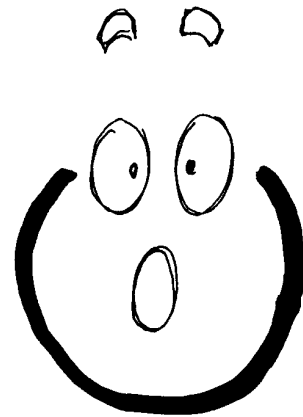
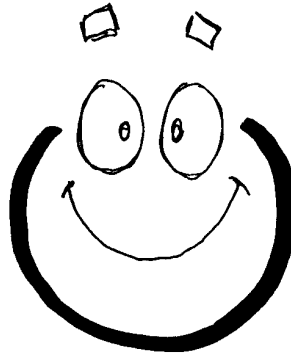
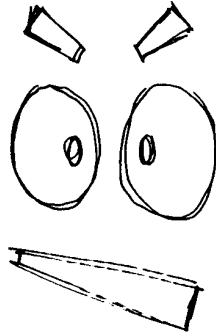
- The masks can be used in conjunction with the finger puppets.

APPENDIX 4.1

Finger Puppets



APPENDIX 4.2



The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1***Activity:* **The parts of my body***15 minutes*

### ***Learning situation***

- Learn to use different objects to express emotion and develop fine motor skills

### ***Objective***

- To trace different parts of the body (fingers, hands, lips, etc.) and observe them

### ***Materials***

- One large sheet of white paper or one roll of paper per child
- Funtak or heavy tape
- One tube of lipstick
- Watercolour paints (two or three colours)
- Paintbrushes (one per colour)
- One apron per child
- Soap, facecloth, towel, rag
- Plastic sheets to be spread on the floor where the children are painting

### ***Procedure***

- Divide the children into teams of two (preferably).
- Both trainers should work together for this activity. The teams of two children are invited to carry out the activity in turn, while the others sit in a different part of the room and read books.

- Help the children to put on their aprons and show them what they will be doing:
  - Kiss the sheet of paper to leave a lipstick imprint of the lips.
  - Make fingerprints of one or more fingers.
- Apply the lipstick or paint to the part of the body the child will be printing.
- Encourage the children to say what they feel as the substances are being applied.
- Make sure the child is clean before sending him or her back to the reading corner.

### Recommendations

- All the materials should be prepared and set out before the children arrive.
- The child's name should be written on his or her sheet of paper, and all the sheets should be attached to the wall or placed on the table. The plastic sheets should be spread on the ground where the activity will take place.
- The trainers' roles can be changed during the activity, and some of the preceding activities can be shortened.
- Children who do not wish to take part in the activity should not be forced. Some children might feel dirty or be unenthusiastic about having paint on their hands.

### Notes

- This activity can be conducted outside if the weather and season permit (snow, sand, gravel), with the children making marks using their feet, hands or a stick.
- You may use a single large sheet of paper attached to the wall, instead of individual sheets.
- You may also use just one colour and eliminate the paintbrushes. The children dip their finger(s) into the paint and press them onto the sheet to leave fingerprints, and then kiss the sheet to leave lipstick imprints of their lips.

**Learning situation**

- Through the workshop activities and routines, learn to understand and follow instructions (autonomy)

**Objective**

- To name, situate, move and touch certain parts of the body

**Materials**

- Cards bearing illustrations of different parts of the body (Appendix 5.1)

**Procedure**

- Have the children sit facing you.
- One by one, present the cards illustrating the different parts of the body.
- Ask the children to touch the appropriate parts of their own bodies, and to name them.
- Tell the children they will be playing a game called “Simon Says.” Each time Simon says they should do something, all the children must do it together (e.g. “Simon says touch your nose.”).
- Ask the children to stand up.
- Start the game by asking the children to touch or move different parts of their bodies.

**Appendix**

- Drawings of different parts of the body (Appendix 5.1)

**Note**

- To add variation, have the children sit on the floor and ask each one in turn to hide a specific part of his or her body under a towel.

3

*Activity:* **Find the missing piece***10 minutes****Learning situation***

- Learn to use different objects to express emotion and develop fine motor skills
- Recognize, in their environment, the connection between a logo and its meaning (e.g. a logo representing food)

***Objective***

- To identify and name missing parts of the body

**Materials**

- Large sheet of white paper
- Marker
- Tape or Funtak

**Procedure**

- Attach a life-sized silhouette (a contour drawing of your own body, without hands or legs) to the wall.
- Ask one of the children to identify a missing body part, then attach it to the drawing in the right place.
- Ask the child to identify the same body part on his or her own body.



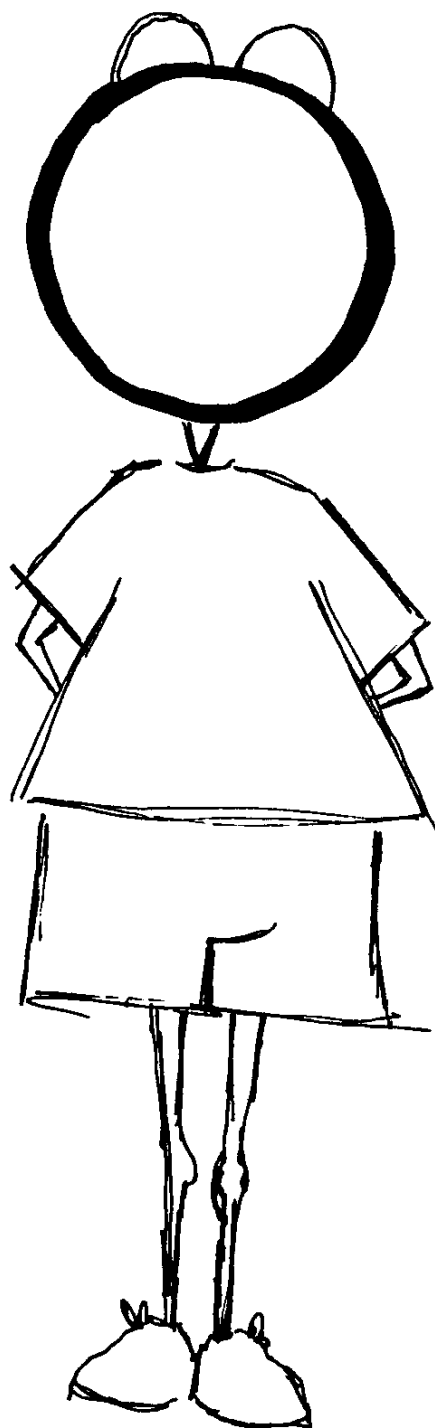
### Recommendation

- Repeat the activity several times, increasing the level of difficulty each time. For example, remove the head, or place the arms, hands, legs and feet in the wrong positions.

### Note

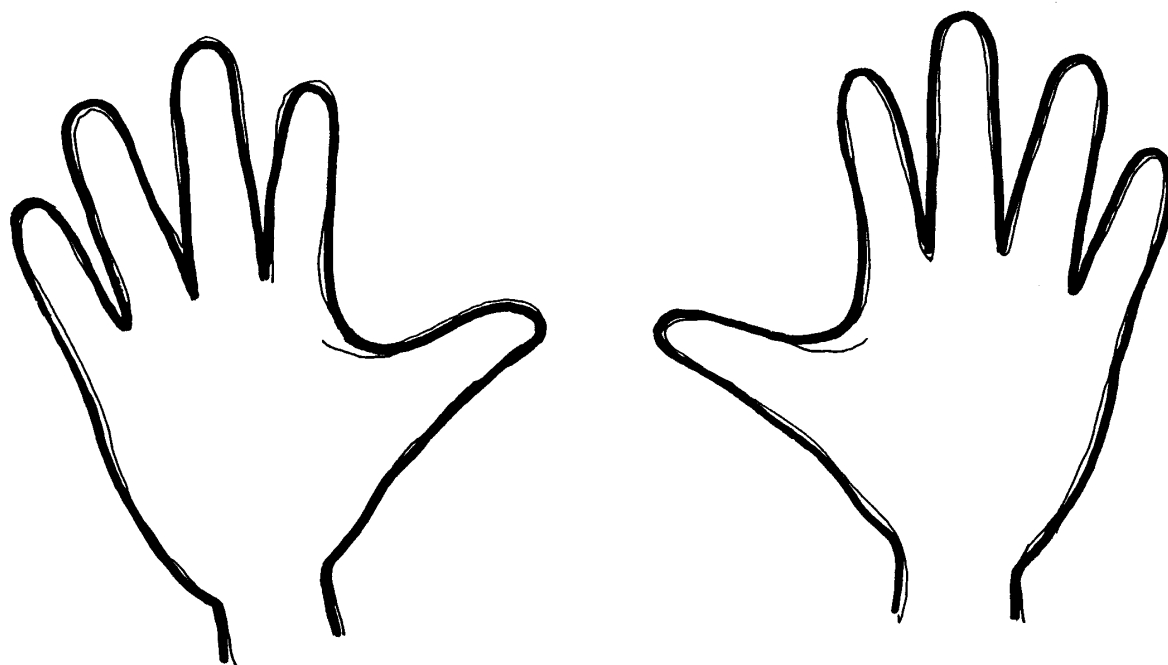
- First present the complete body, then remove different parts as the children watch, and ask them to put the parts back in the right place.

APPENDIX 5.1



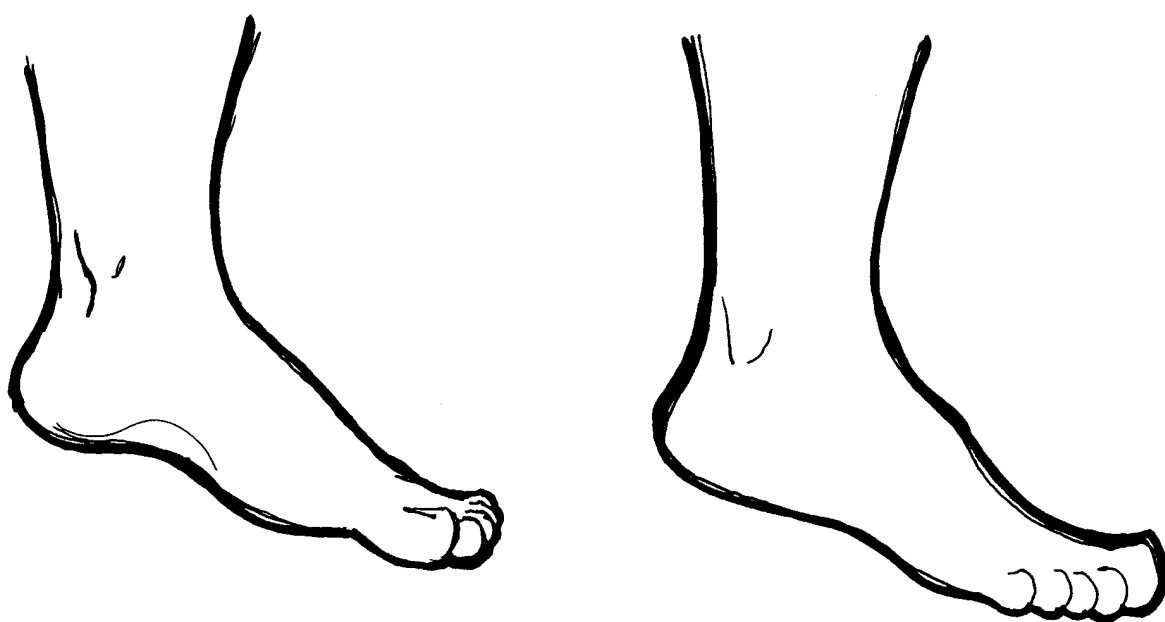
**BODY**

APPENDIX 5.1



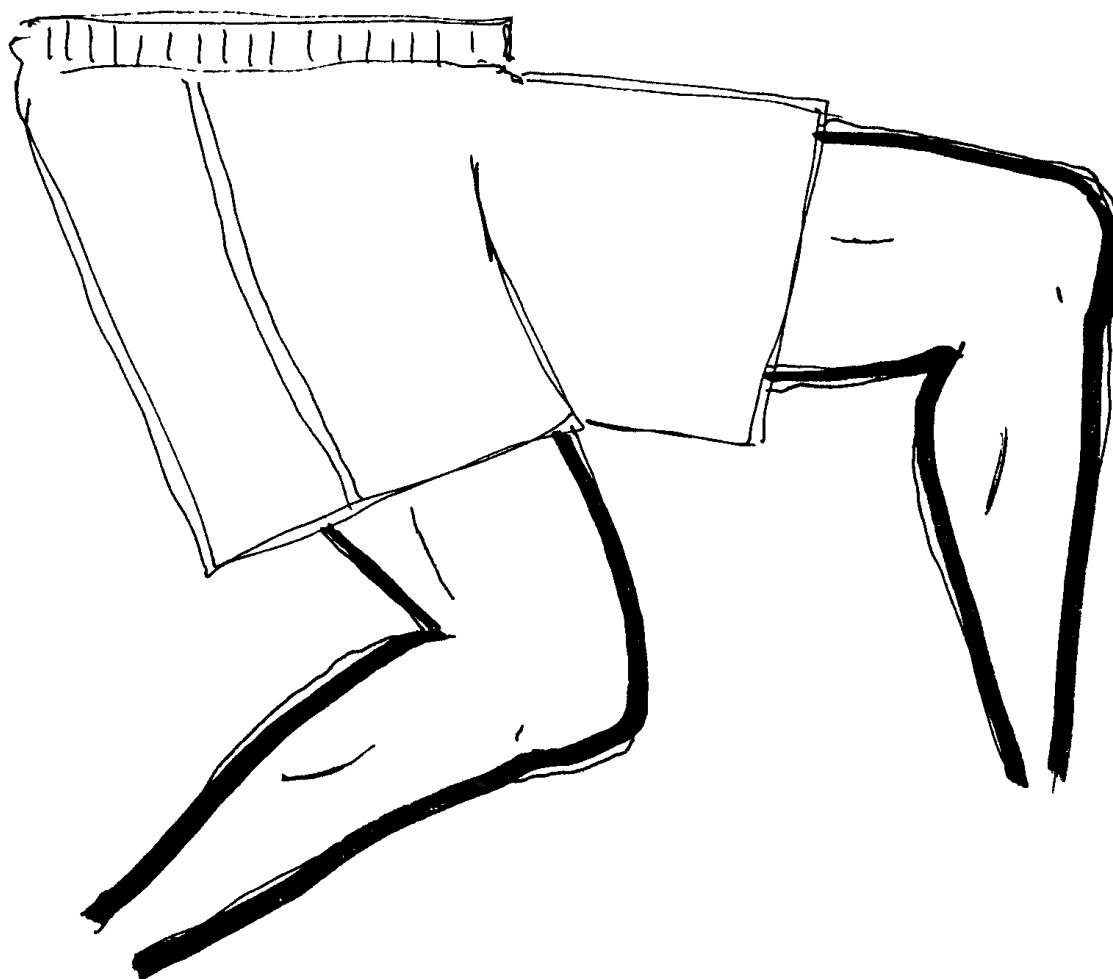
HANDS

APPENDIX 5.1



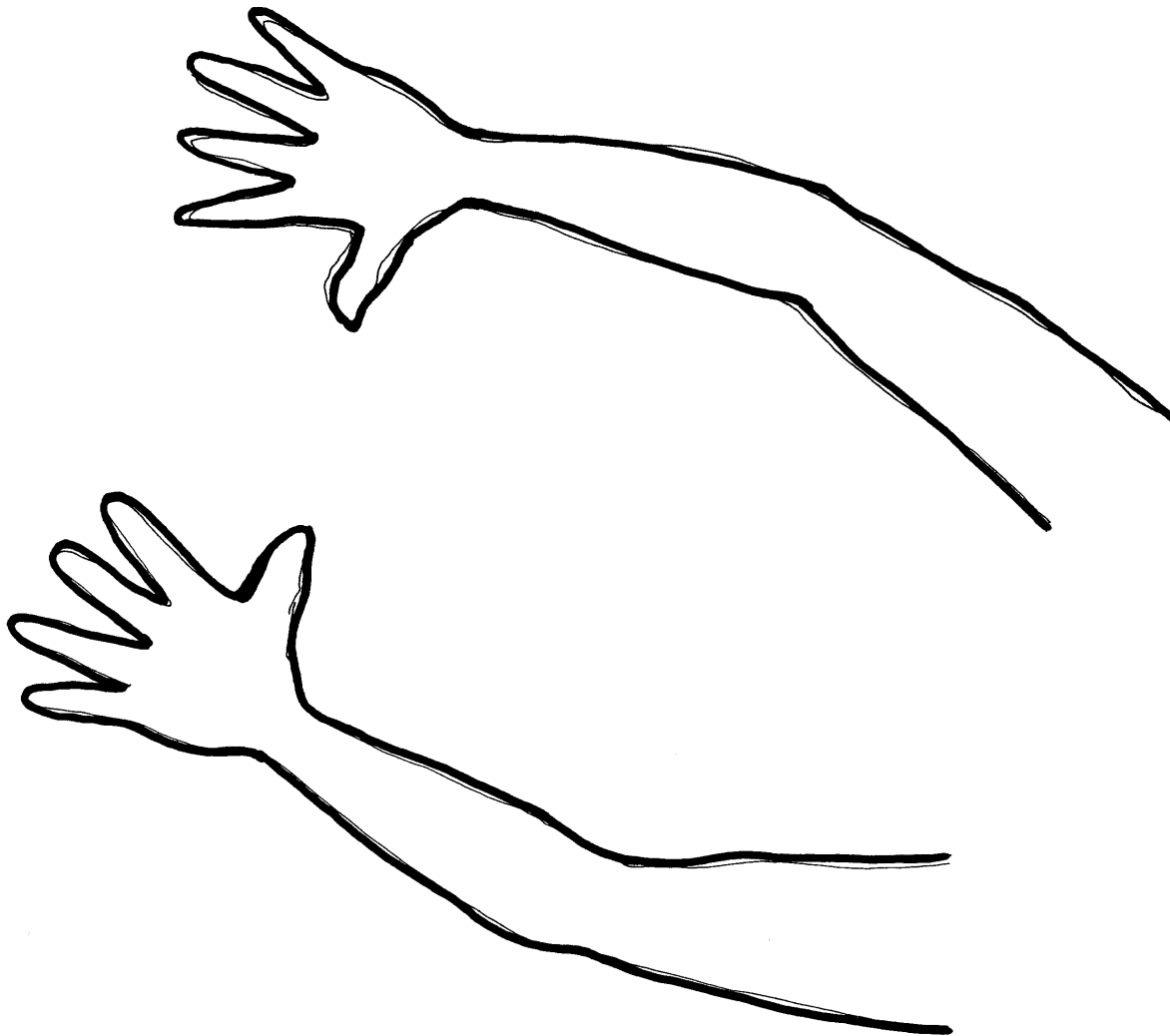
FEET

APPENDIX 5.1



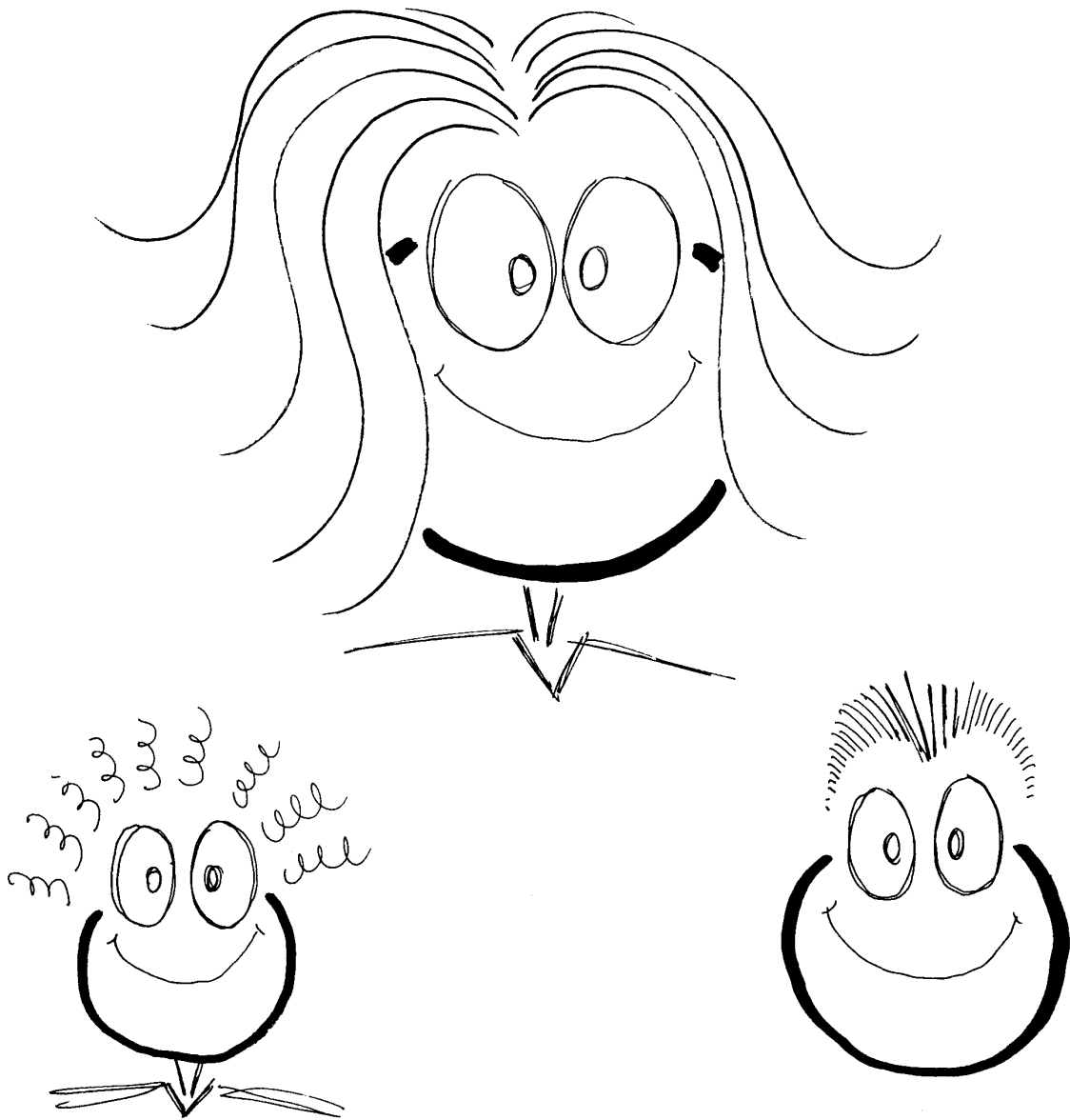
LEGS

APPENDIX 5.1



ARMS

APPENDIX 5.1



HAIR

The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1***Activity:* **Playing with sound***10 minutes*
***Learning situation***

- Use pictures to learn about the concept of word-picture associations
- Learn to use different objects to express emotion and develop fine motor skills

***Objective***

- To make sounds with the hands, feet and mouth and with a musical instrument, in response to instructions from the trainer

**Materials**

- One musical instrument per child
- Metal pan
- Four metal utensils
- String
- Ladle
- Four glasses
- Water
- Five flashcards (see Appendixes 6.1 and 6.2)

**Procedure**

- Have the children sit on the floor and stand in front of them.
- Ask the children if they know how to make music with their bodies. Then show them the flashcard with the picture of a pair of hands (Appendix 6.1).
- Ask the children to clap their hands quietly, then more loudly.



- Repeat the procedure for the feet and mouth.
- Explain that ordinary household items can be used to make music. Demonstrate with the glasses, filling them to different levels with water and striking them to produce a sound, or with the pan, hanging it from a cord stretched between two chairs and striking it to produce notes.
- Show the musical instrument flashcards (Appendix 6.2) and produce notes on the real instruments (guitar, drum, flute, bell, etc.).
- After the demonstrations, give each child an instrument and form an orchestra so that they can play music together. Reintroduce the concepts of “quieter” and “louder.”

### Recommendations

- When forming the orchestra, give the children toy instruments or instruments made from ordinary household objects.
- Take the time to name each instrument and make sure all the children have seen all the instruments.
- When the activity is over, the children can exchange their musical instruments.

### Appendixes

- Five drawings (Appendixes 6.1 and 6.2).

2

*Activity:* **Maracas***10 minutes*

### Learning situation

- In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)
- React to a stimulus by adopting behaviour or behaviours that are in keeping with the workshop routine

### **Objectives**

- To place various small objects inside bottles to create musical instruments known as maracas
- To play music on the instrument

### **Materials**

- One empty water bottle (e.g. Naya) per child (small individual format)
- Bag of rice
- Bag of dried peas
- Bag of macaroni
- One stick per child (chopsticks)
- Heavy-duty tape
- Marker

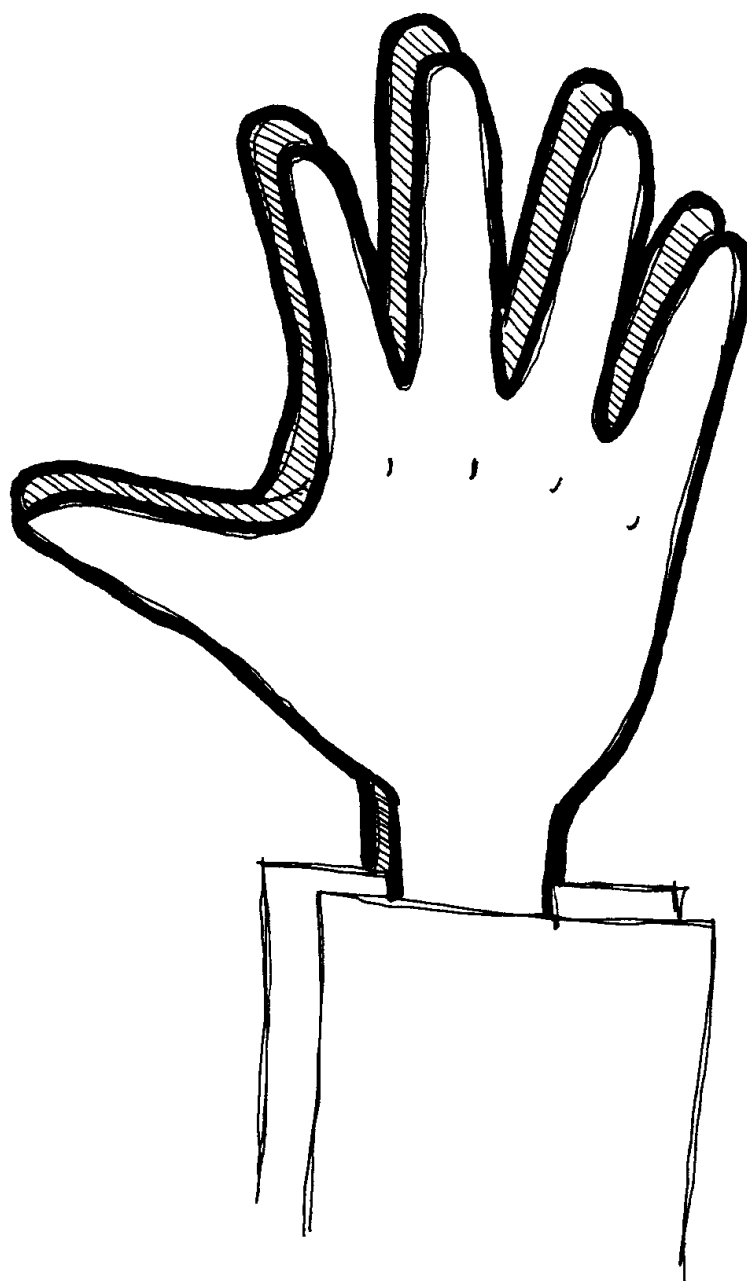
### **Procedure**

- Have the children sit at tables and give each child an empty bottle and three containers holding small quantities of rice, peas and pasta.
- Show the children how to pour the dry ingredients into the bottle, and tell them they will be making a musical instrument.
- Ask the children to pour the dry ingredients from the containers into the bottle.
- Go around the tables and write each child's name on his or her bottle.
- Once the bottles have been filled, replace the caps and seal them with the tape.
- Ask the children to sit on the floor and shake their bottles to make sounds.
- Give all the children a wooden chopstick and show them how to rub the stick against the bottle to produce a different sound.

### **Recommendations**

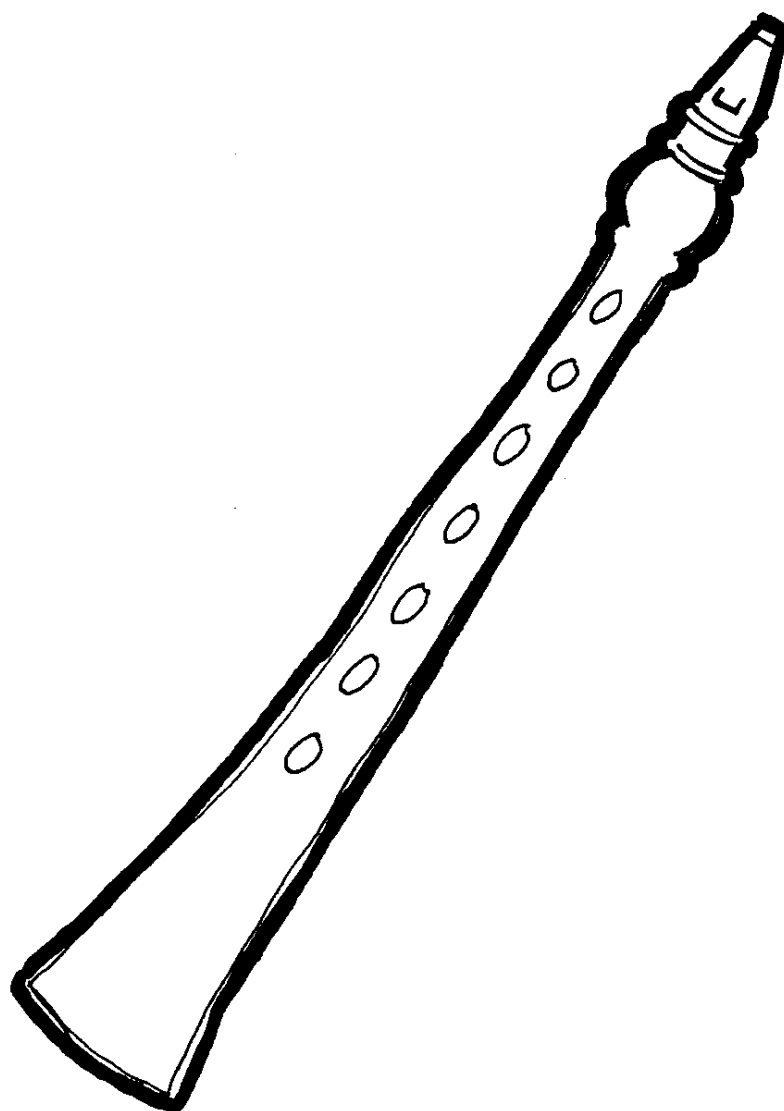
- Do not give the children too many dry ingredients so that they have time to place them all in the bottle.
- Ask the children to make “quiet” and “loud” noises with their maracas.
- When the activity is over, the children can exchange their instruments.

APPENDIX 6.1



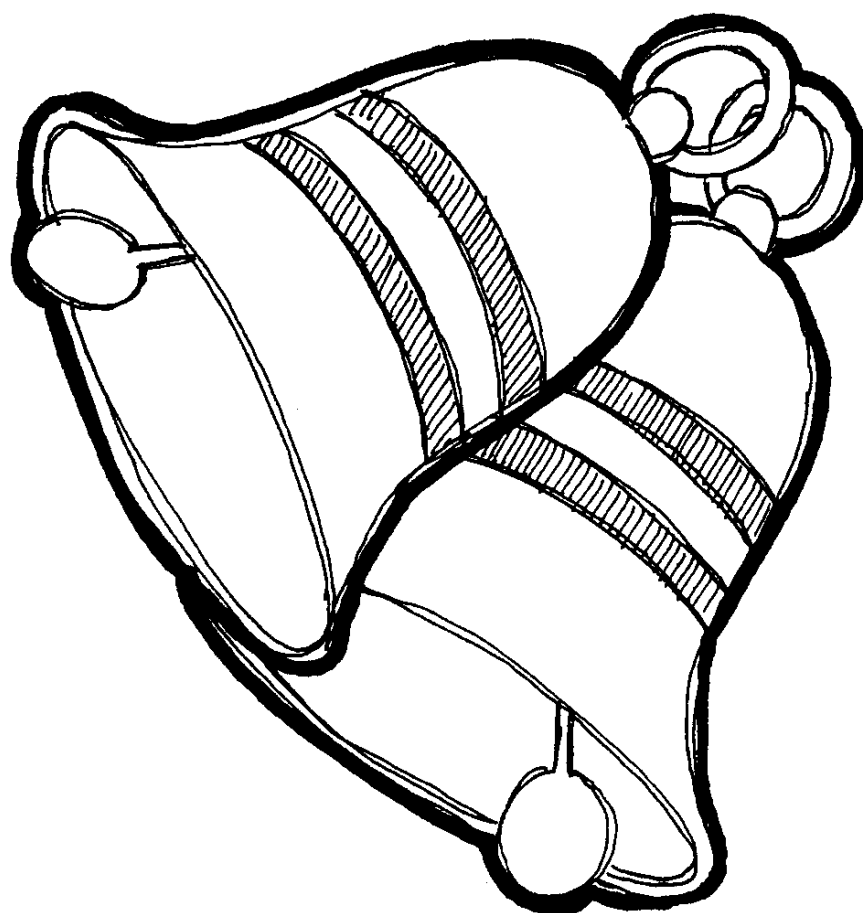
**HANDS**

APPENDIX 6.2



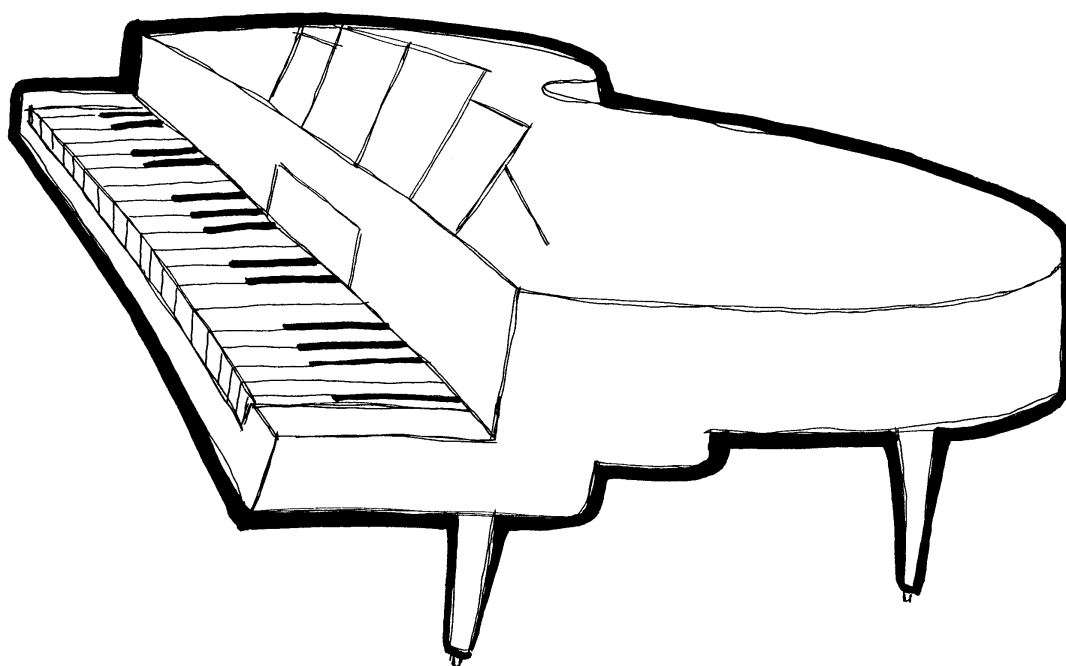
RECORDER

APPENDIX 6.2



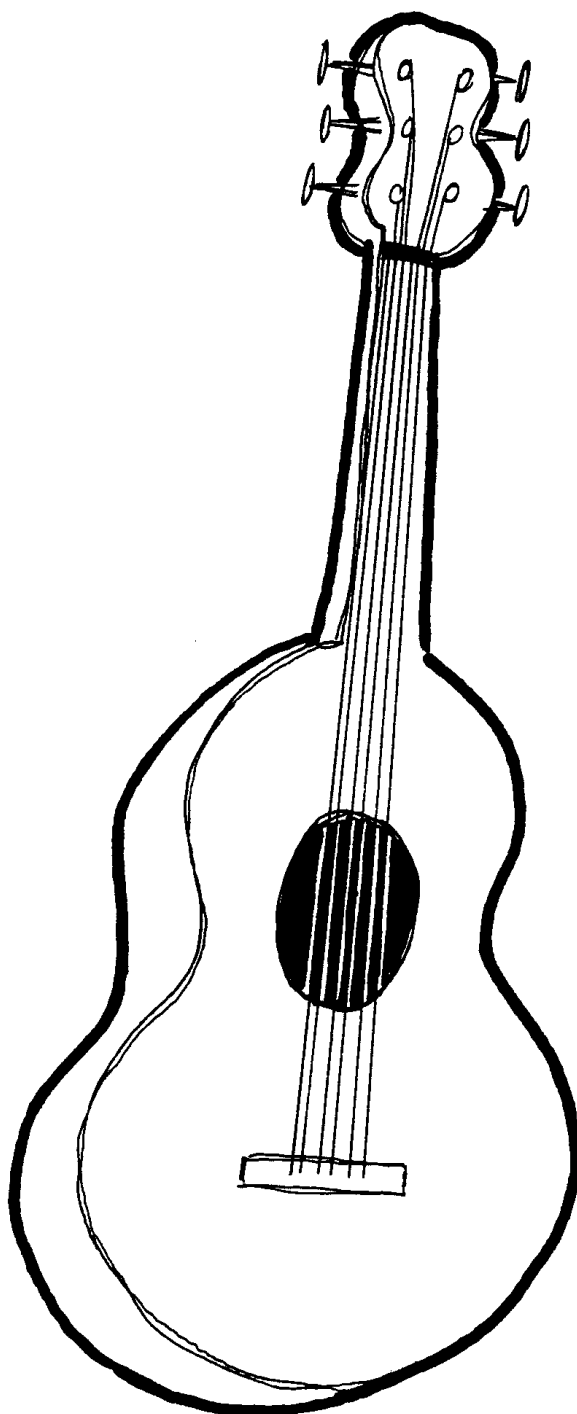
**BELLS**

**APPENDIX 6.2**



**PIANO**

APPENDIX 6.2



GUITAR



The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1***Activity:* **The mouse family***20 minutes****Learning situation***

- Learn to use different objects to express emotion and develop fine motor skills
- In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)

***Objective***

- To glue the right circles in the right places in order to create members of the mouse family

**Materials**

- One sheet containing drawings of the mouse family for each child (see Appendix 7.1)
- Enough circles of different sizes for each child
- Construction paper
- Glue stick
- Crayons
- Poster showing the mouse family
- Appendix 7.2, photocopied onto construction paper

## Procedure

- Have the children sit around the table.
- Use the poster to show them the different members of the mouse family. Tell the children they will be making models of the mice using cardboard circles.
- Give each child a copy of the sheet showing the members of the mouse family (Appendix 7.1).
- Show the materials to the children and demonstrate what they will have to do, asking them to say where the circles should be placed.
- Give each child six cardboard circles (two for the father, two for the mother and two for the baby). The activity can also be broken into steps by giving the children two circles at a time.
- When all the circles have been glued in the right places, give each child a crayon to draw the eyes, nose and mouth.

## Recommendations

- As you explain the activity, make sure the children understand that the circles and the mice come in different sizes.
- Help the children to draw the faces.
- Proceed by steps, explaining what the children have to do at each step (e.g. "Let's take the circles for the daddy mouse. These are really big circles, aren't they?").
- Different coloured circles can also be used for each mouse.

## Appendixes

- Mouse family pattern (Appendix 7.1).
- Circles to make the mice (Appendix 7.2).
- Family members (Appendix 7.3).

### Note

- A poster can be used as a basis for the activity, instead of individual sheets. Ask the children in turn to choose a circle and place it on the poster, on the appropriate mouse. If this option is selected, several mice should be drawn on the poster so that all the children have a chance to participate.

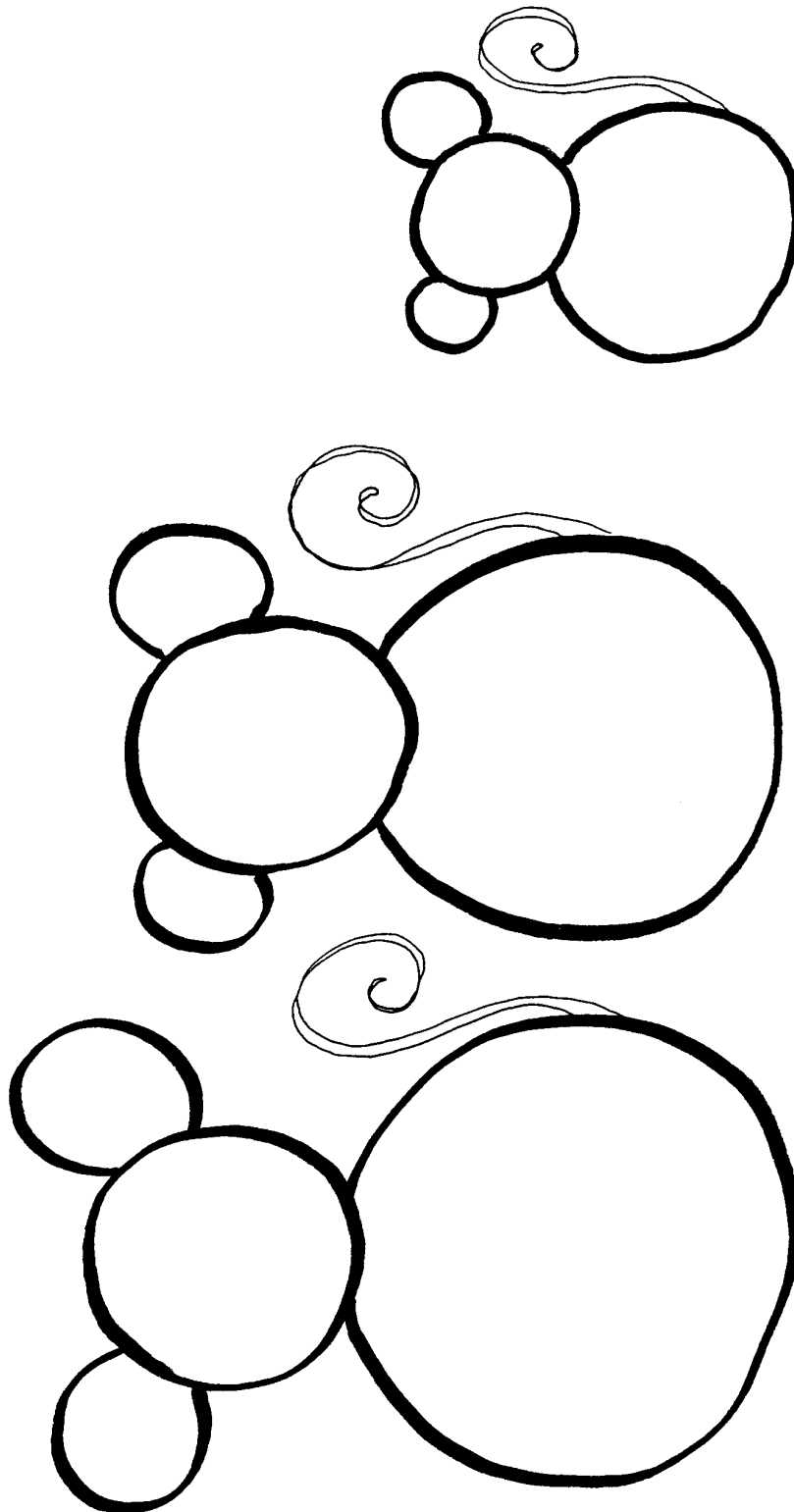
### Reference material

Samson Hindon, Pauline. *Éveil aux arts plastique chez les petits*, Montreal: Éditions Guérin, 1985.

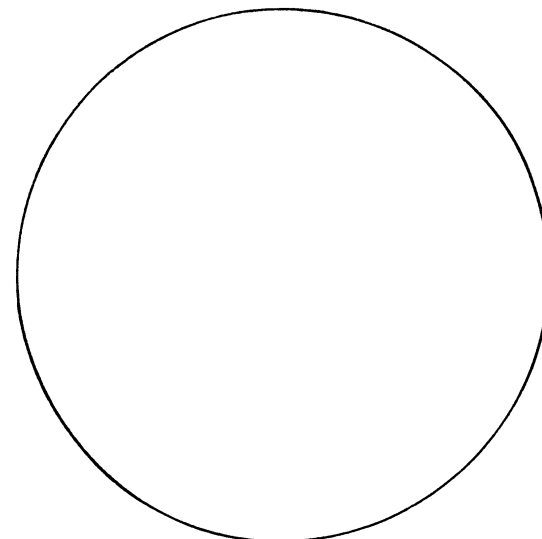
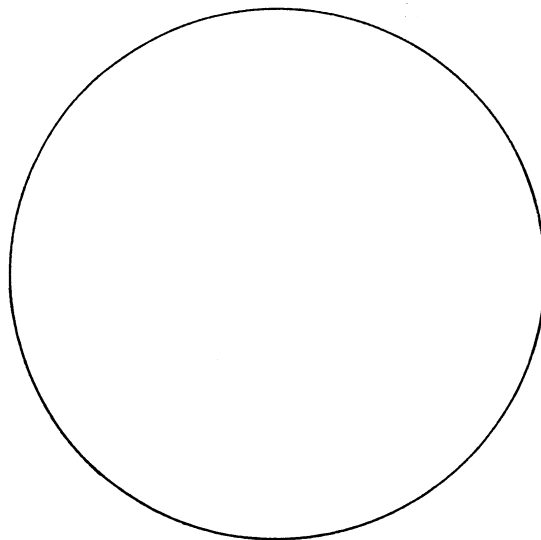
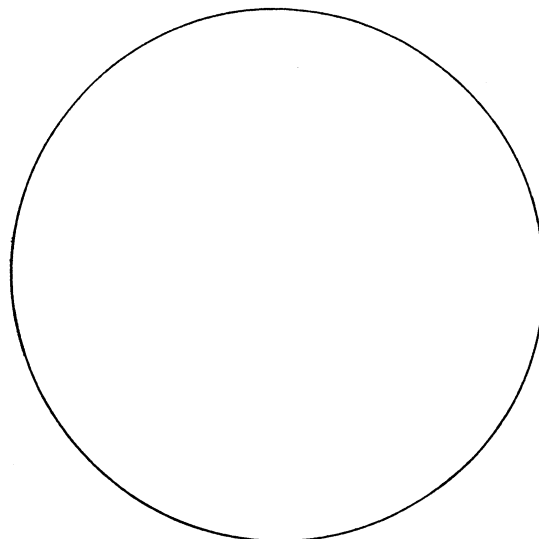
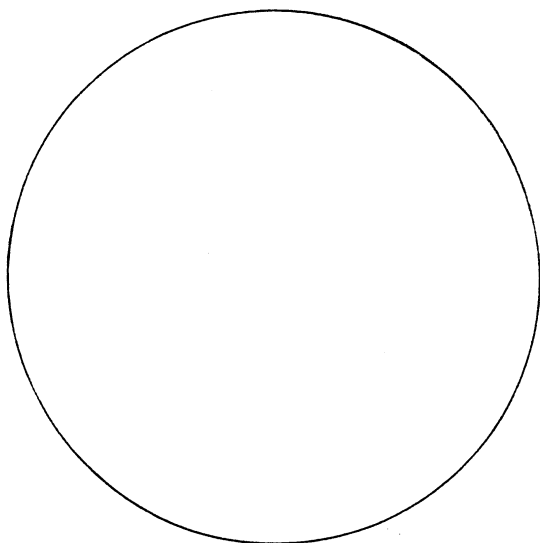
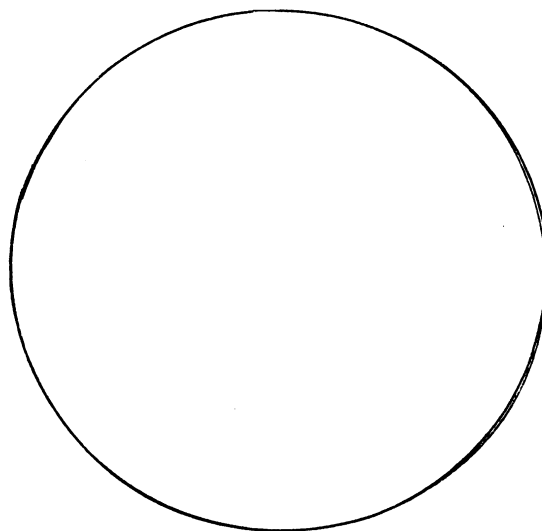
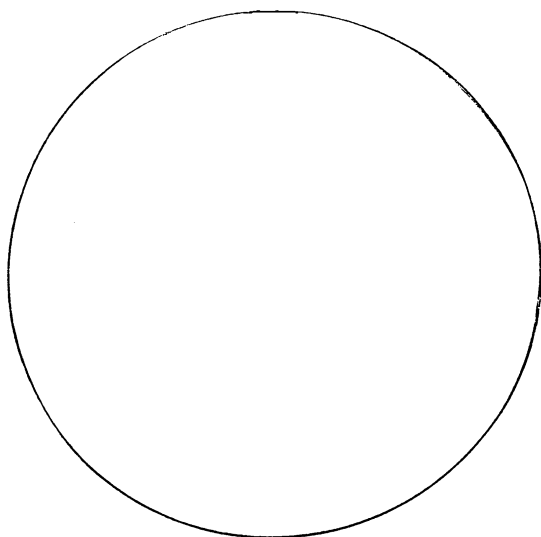
APPENDIX 7.1



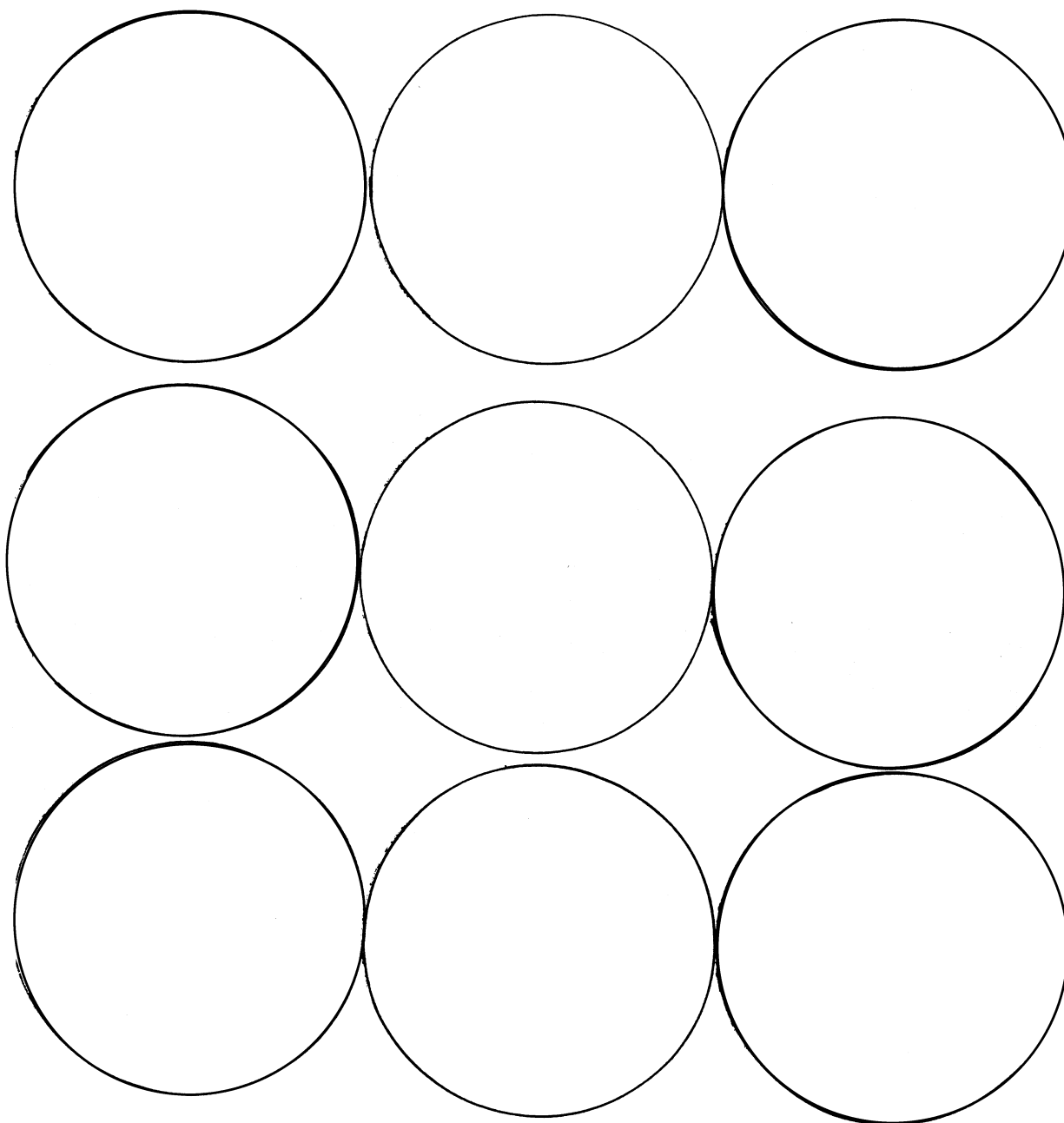
APPENDIX 7.1



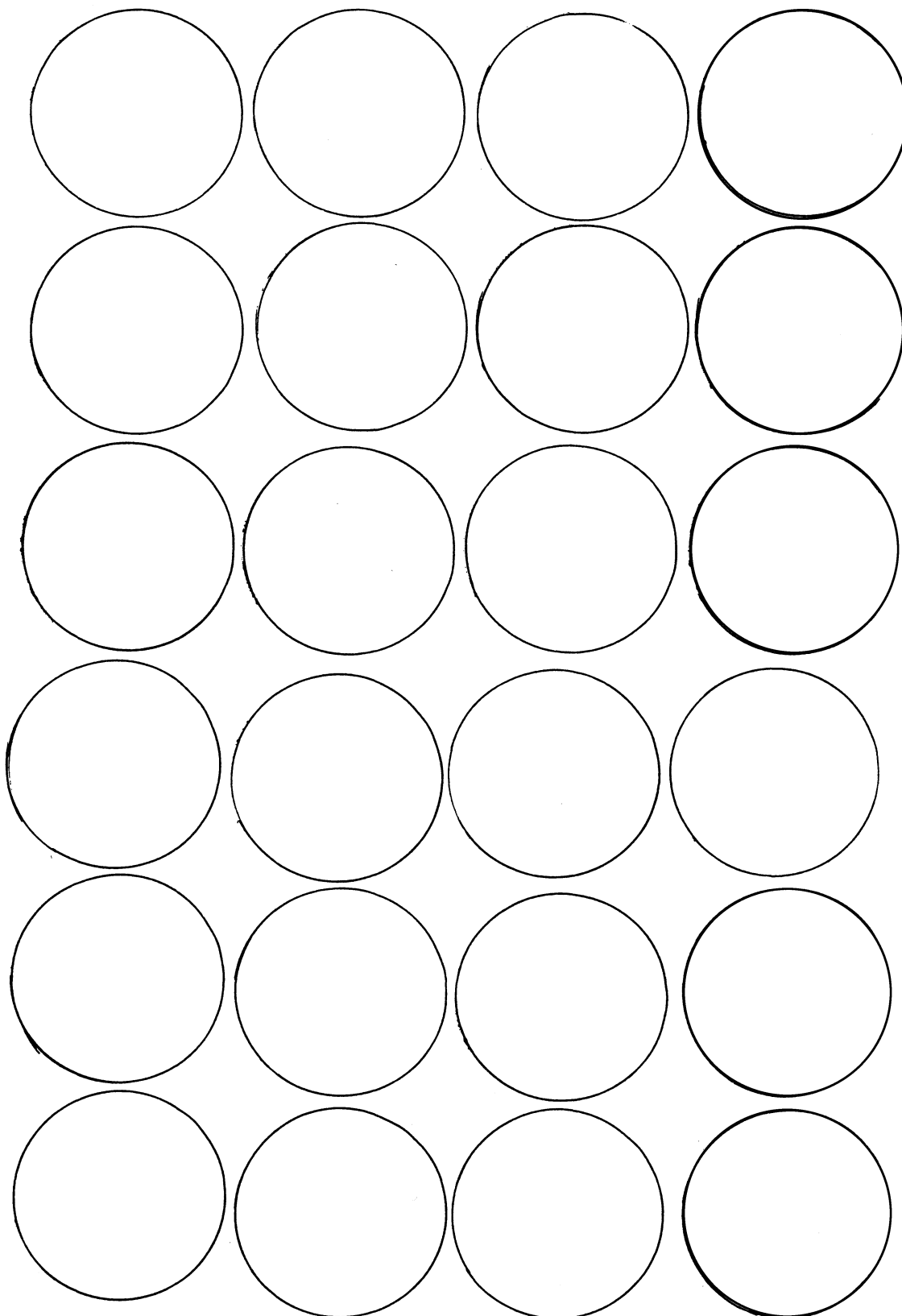
**APPENDIX 7.2**



APPENDIX 7.2

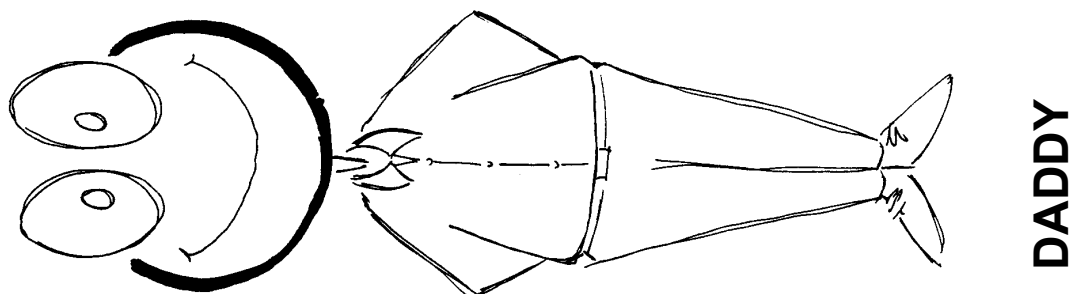
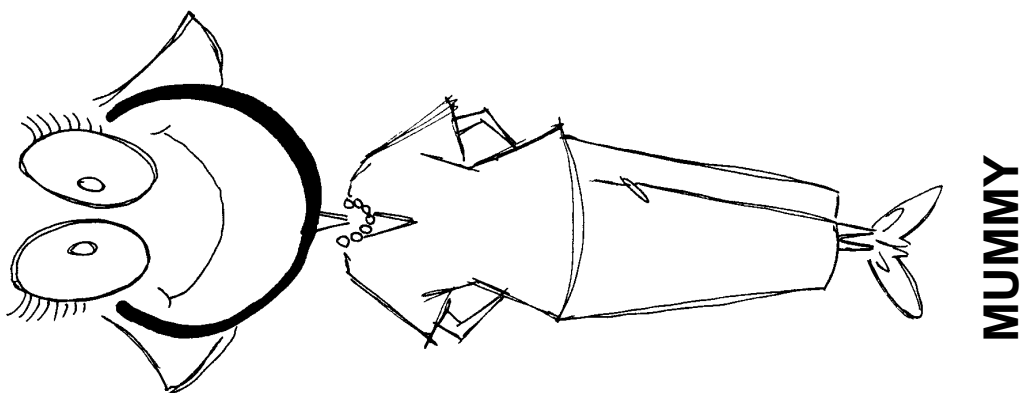
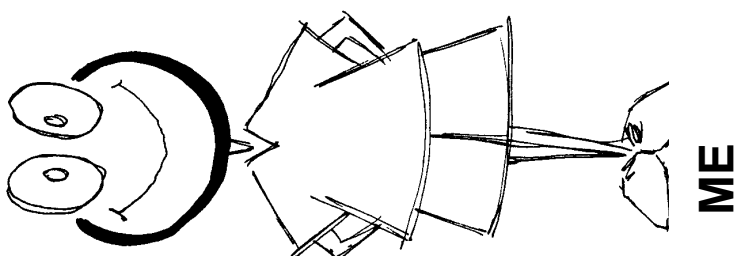


APPENDIX 7.2





APPENDIX 7.3



The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1***Activity:* **My first contact with books***20 minutes****Learning situation***

- Recognize basic concepts related to books: holding them the right way up, turning the pages, differentiating between text and pictures, etc.
- Recognize, in their environment, the connection between a logo and its meaning (e.g. a logo representing food)
- Through the workshop activities and routines, learn to understand and follow instructions (autonomy)

***Objective***

- To use a book properly (hold it the right way up, turn one page at a time) and put it away before taking another

**Materials**

- Books in different formats
- Cushions (one per child)
- Cassettes of soft music
- Tape recorder
- Signs (Appendix 8.1)

### Procedure

- Set up a library in a corner, with signs showing the names of the different sections along with drawings illustrating the words (word-picture association) (see Appendix 8.1).

Examples:

- Colours (books about colours)
  - Animals (books about animals)
- Tell the children to choose one book each and sit on the cushions to look at it.
  - Ask questions to help the children understand how to hold a book, how to turn the pages and how to put it back in the right place.

### Recommendations

- Make sure all the children follow the instructions.
- Praise and encourage the children when they are successful.
- Indicate where each book is kept by placing coloured circles on the books and at the appropriate locations on the shelves.

### Appendix

- Signs indicating the different sections of the library (Appendix 8.1).

### Note

- It is important to write the word “Library” on a sign, along with a drawing of some books (word-picture association).

### Reference material

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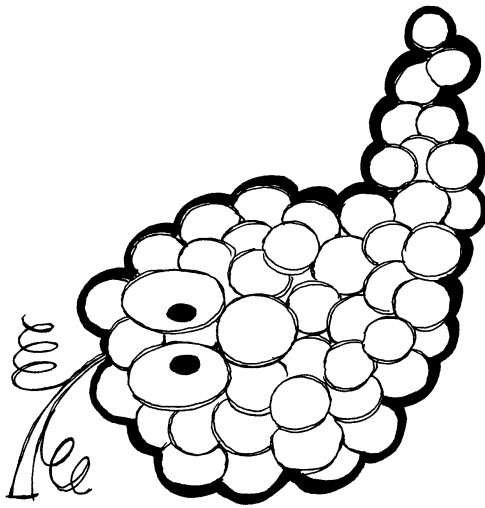
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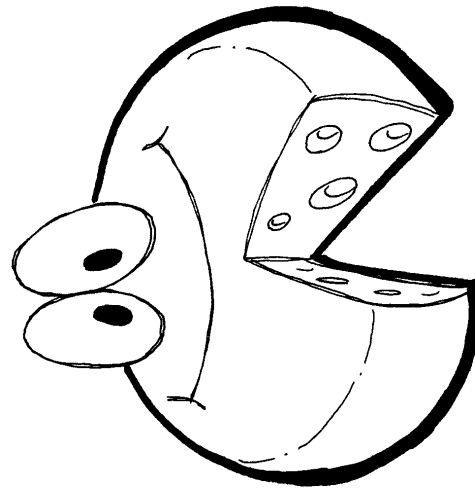
Weinberger, Jo, Peter Hannon, and Cathy Nutbrown. *Ways of Working With Parents to Promote Early Literacy Development*. Sheffield Publications in Education, 1990.

APPENDIX 8.1

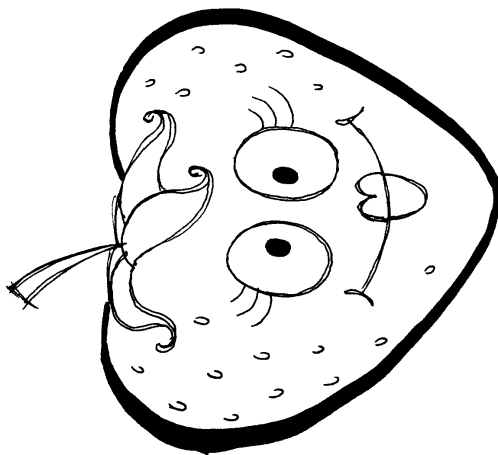
FOODS



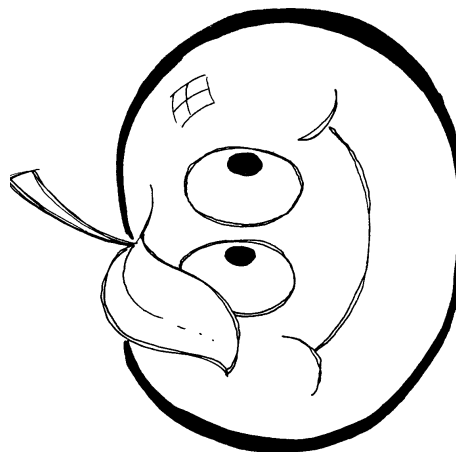
GRAPES



CHEESE

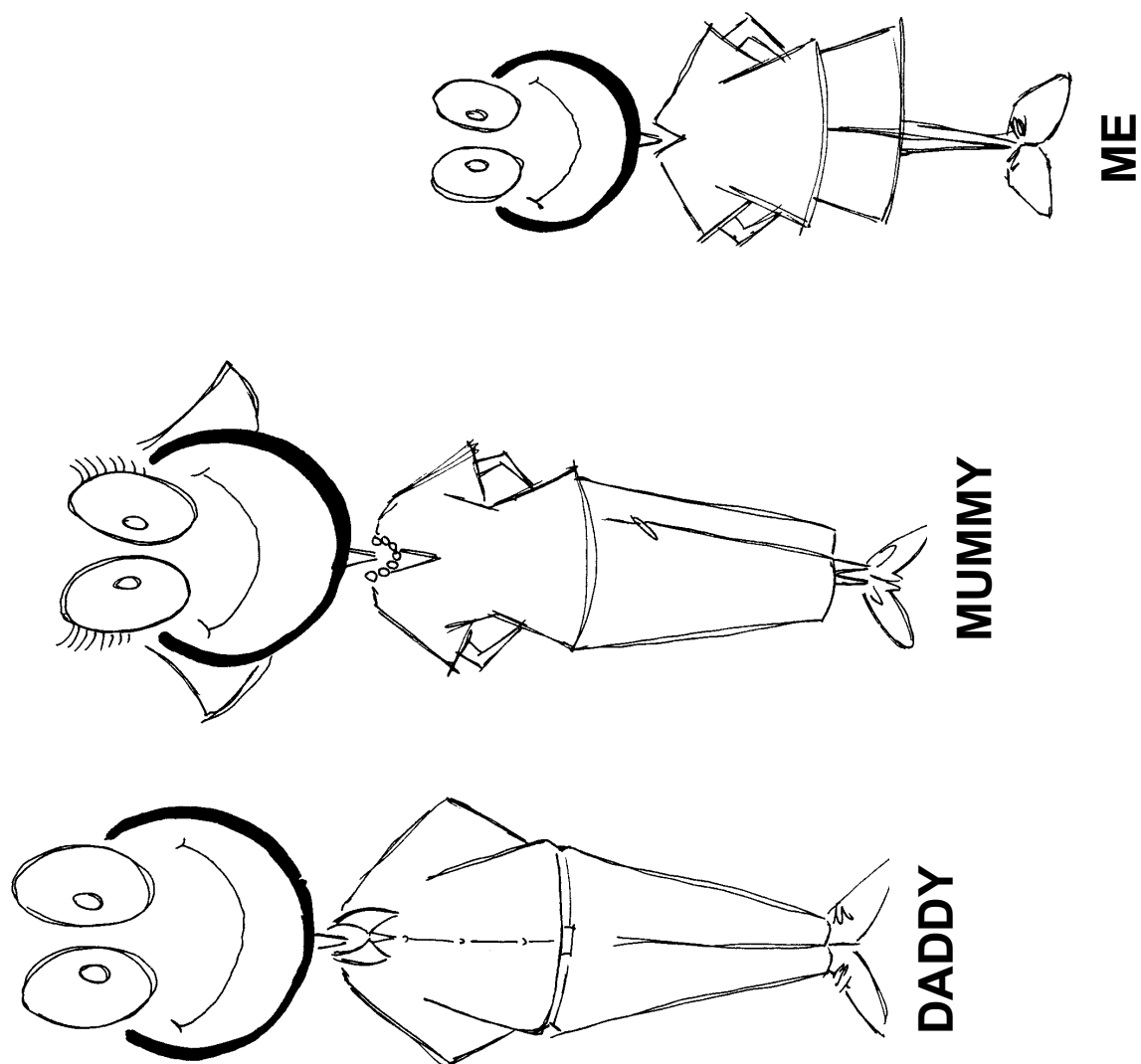


STRAWBERRY



APPLE

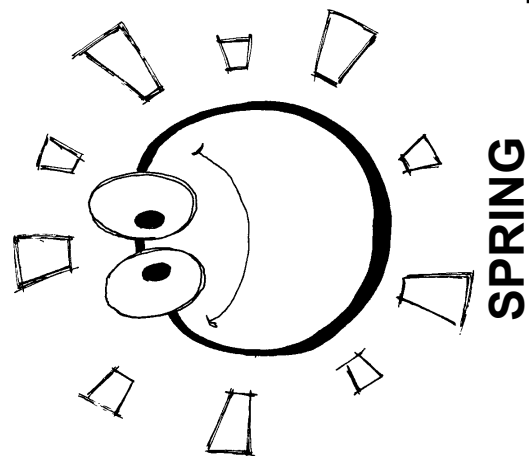
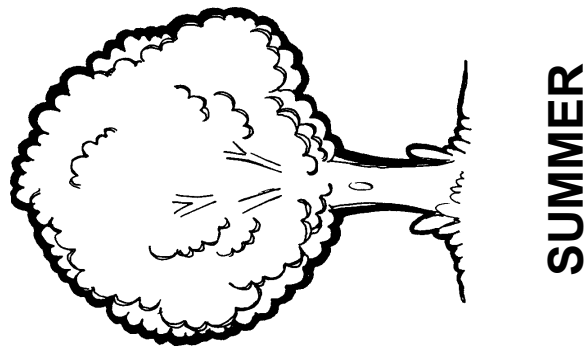
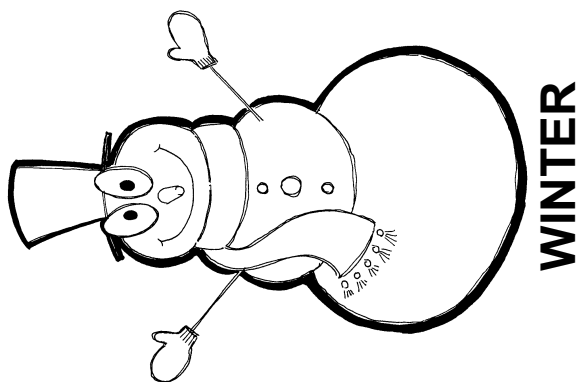
APPENDIX 8.1



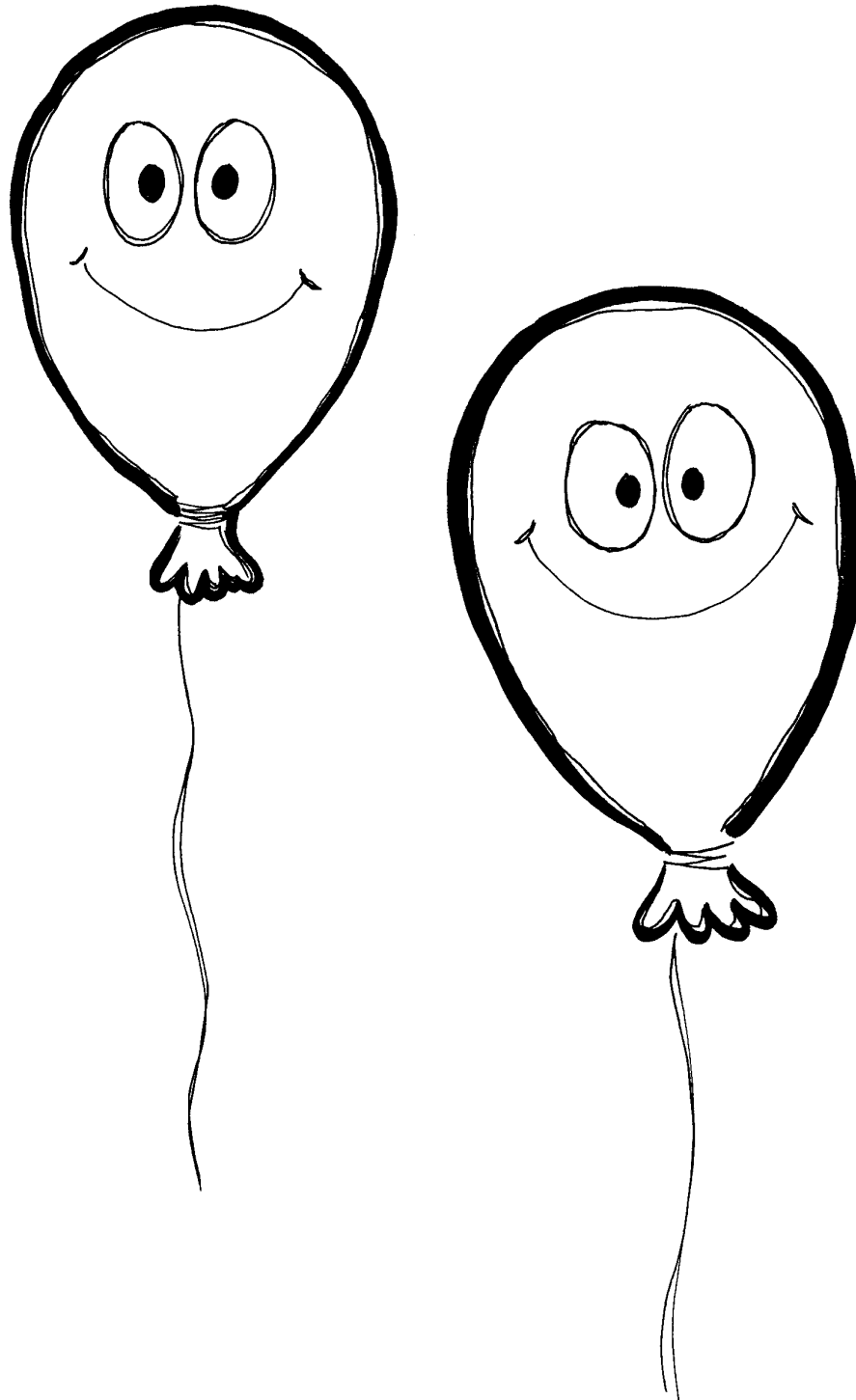
MY FAMILY

APPENDIX 8.1

# THE SEASONS



APPENDIX 8.1



**COLOURS**



The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1***Activity:* **My pencil****25 minutes*****Learning situation***

- In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)

***Objective***

- To decorate a pencil then copy the shapes presented by the trainer on a sheet of paper

**Materials**

- Ribbons
- Sparkles
- One pencil per child
- White glue
- One blank sheet of paper per child
- A large board or sheet to hang on the wall
- Marker

**Procedure**

- Have the children sit around the same table if possible or, if not, at several different tables.
- Give the children one pencil each and tell them they will be decorating their pencils.
- Give each child a ribbon.

- Place a container of glue and a container of sparkles in the centre of the table.
- Help the children to attach a ribbon to their pencil and then dip the end of the pencil into the glue and sparkles.
- While the pencils are drying, prepare the story.
- When the pencils have dried, give each child a blank sheet of paper.
- Draw a line on the board, with the children watching, and ask them to do the same on their sheet, using their pencil.
- Draw several different shapes, such as dots, a zigzag line, a circle, a broken line, etc.
- Allow the children to draw on their own.

### Recommendations

- Wait until all the children have produced the requested shape before moving on to the next one.
- Label the pencils so that the children know which is theirs.
- The pencils can be decorated in different ways—the method proposed here is a suggestion only.

The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1***Activity:* **Food friends***20 minutes****Learning situation***

- In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)

***Objective***

- To make a food friend snack based on a model

**Materials**

- Cheddar cheese (400 g)
- A can of pineapple chunks
- One banana per two children
- Grapes
- Two skewers per child
- Melon balls
- Foods of different colours that are easy to skewer
- Four cloves or other edible items for the eyes
- One apron per child
- One plate per child

**Note**

- The food items must all be prepared before the activity so that all the children have to do is to thread them onto the skewer.

## Procedure

- Show the caterpillar to the children. Tell them they will be preparing two caterpillars, one for Mummy or Daddy and the other for themselves.
- Give each child two skewers and a plate with enough pieces of fruit for both skewers.
- Make the first skewer at the same time as the children, naming each fruit as it is placed on the skewer.
- Then ask the children to copy the second skewer from the first.

## Recommendations

- Have the children sit around the table with enough distance between them that they do not get in one another's way.
- Prepare whatever is needed to wash the children's hands.
- Use strong skewers to avoid breakages.
- Supervise the children closely throughout the activity.

## Appendix

- Food friend snack (Appendix 10.1)

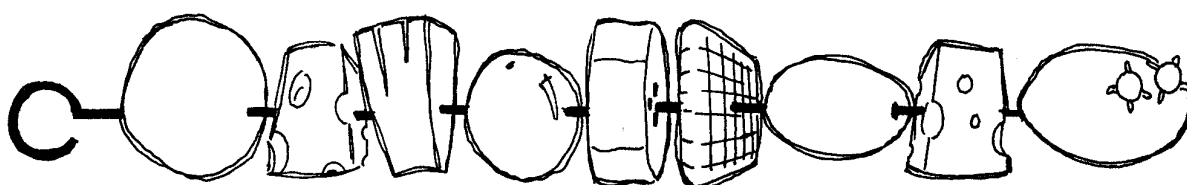
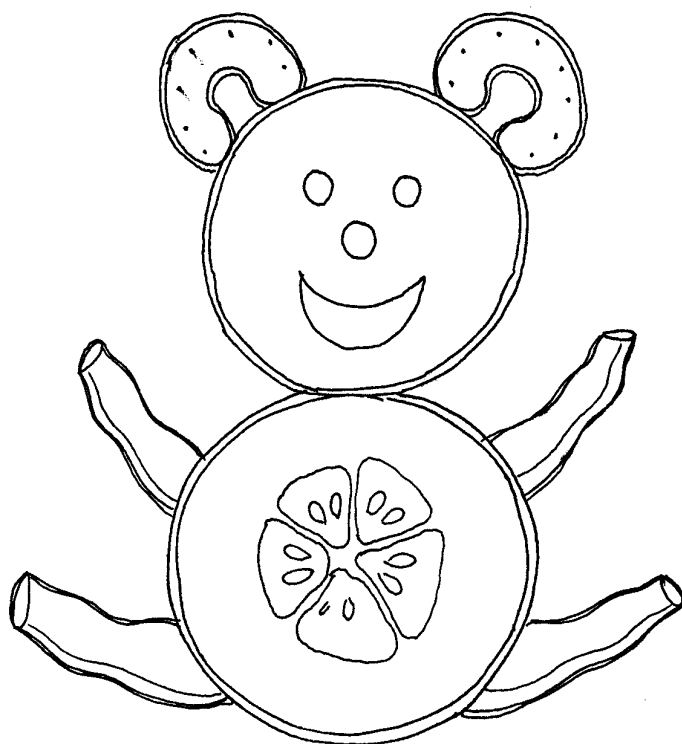
## Note

- The parents and children can eat the fruits of their labour as a snack.

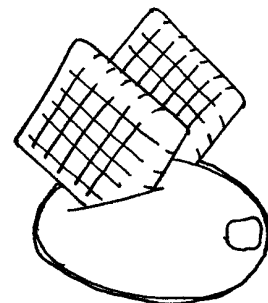
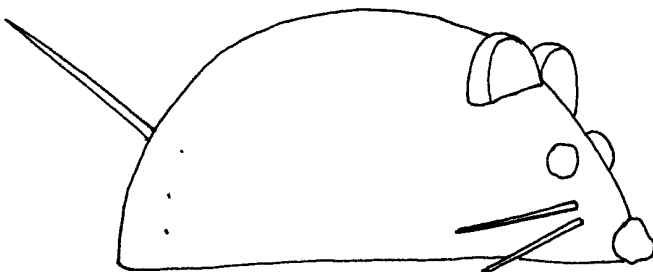
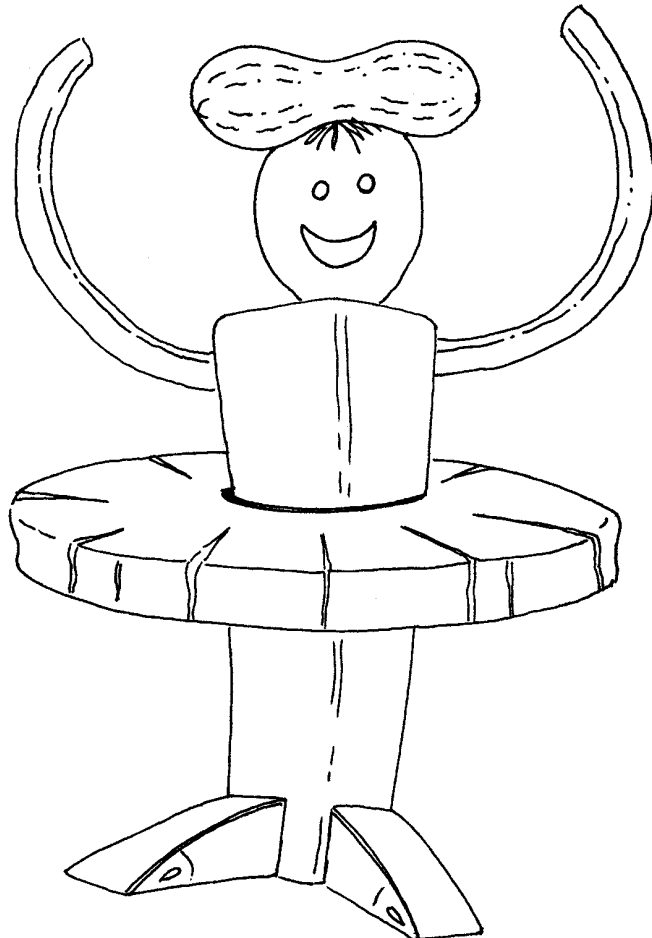
## Reference material

Passe-Partout de Sainte-Cécile-de-Milton, Boîte à tout faire, 1983 – 1984.

APPENDIX 10.1



APPENDIX 10.1



**1***Activity:* **A trip to the library****2 hours*****Learning situation***

- Recognize basic concepts related to books: holding them the right way up, turning the pages, differentiating between text and pictures, etc.
- Adopt attitudes and behaviours related to emergent literacy observed in previous workshops, and transfer them to a new context (e.g. a trip to the library)

***Objectives***

- To become familiar with the various services provided by a library and learn to use them: book loans, books for children, books for adults, books for consultation at the library, story hour, cassette loans, etc.
- See Parent-Child Workshop 11.

The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1**     *Activity:*   **My necklace****15 minutes*****Learning situation***

- In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)

***Objective***

- To thread cereal loops onto a piece of string

**Materials**

- Pipe cleaners
- Long pieces of string or wool or shoelace licorice (long enough to fit around a child's neck)
- A box of loop-shaped cereals (e.g. "Froot Loops")

**Note**

- The pipe cleaner serves as a threading aid, but any other safe material may be used instead.

**Procedure**

- Tell the children they will be making a necklace from breakfast cereals.
- Show the children how to thread the cereals onto the string, wool or licorice.



- Then give each child a piece of string, wool or licorice, along with some cereal loops.
- Help the children, but encourage them to do as much as they can for themselves.

## Recommendations

- Tie the string or wool to the pipe cleaner.
- Prepare the pipe cleaners and string in advance.
- Make a knot in the string when the children start threading the cereals, so that the loops do not fall off.
- Make sure there is enough material for all the children.
- Supervise the children closely and tell them they can eat their necklaces when they have finished.
- Serve water or juice, because the cereals are sweet.

## Appendix

- Drawings of the five senses (Appendix 12.1).

## Note

- The necklace should be used as a means of distinguishing the five senses—in fact, it is a pretext for this. Help the children by showing them the drawings in the appendix.

- |         |   |                  |
|---------|---|------------------|
| – See   | = | colours, shapes  |
| – Touch | = | shapes, textures |
| – Hear  | = | noise            |
| – Smell | = | odours           |
| – Taste | = | sweet, salty     |

2

*Activity:* **Discovering the senses***10 minutes****Learning situation***

- Through the workshop activities and routines, learn to understand and follow instructions (autonomy)

***Objective***

- To become aware of different textures and odours, and work on sensory discrimination

**Materials**

- Cotton batting
- Sandpaper
- Vinegar
- Perfume
- Mouthwash
- Bags

**Procedure**

- Stand in front of the children.
- Hold up the drawings of the nose, eyes, hands, ears and mouth, and explain that all these elements are used to discover things.
- Touch or smell the object in the bag, but do not look at it.
- Tell the children they can use their hands and noses to discover the object.
- Let the children touch or smell the object in the bag.
- As each child discovers the object, say the words *soft, rough, strong*.
- Show the object to the children and say its name.

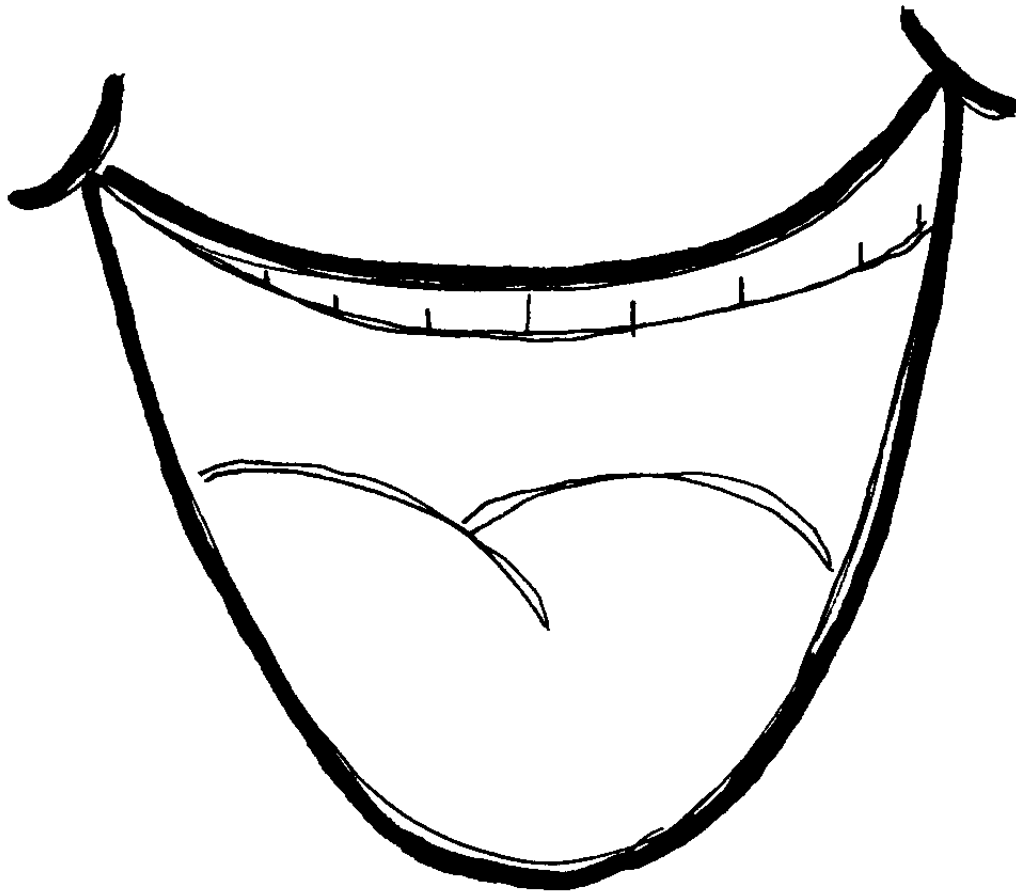
### Appendix

- Drawings of the five senses (Appendix 12.1).

### Note

- You can add an activity on the sense of taste by placing pieces of apple in a bag, or an activity on the sense of hearing by hiding an alarm clock in the room and asking the children to find it by locating the ticking sound.

APPENDIX 12.1



**MOUTH**

**Taste**

APPENDIX 12.1



NOSE

Smell

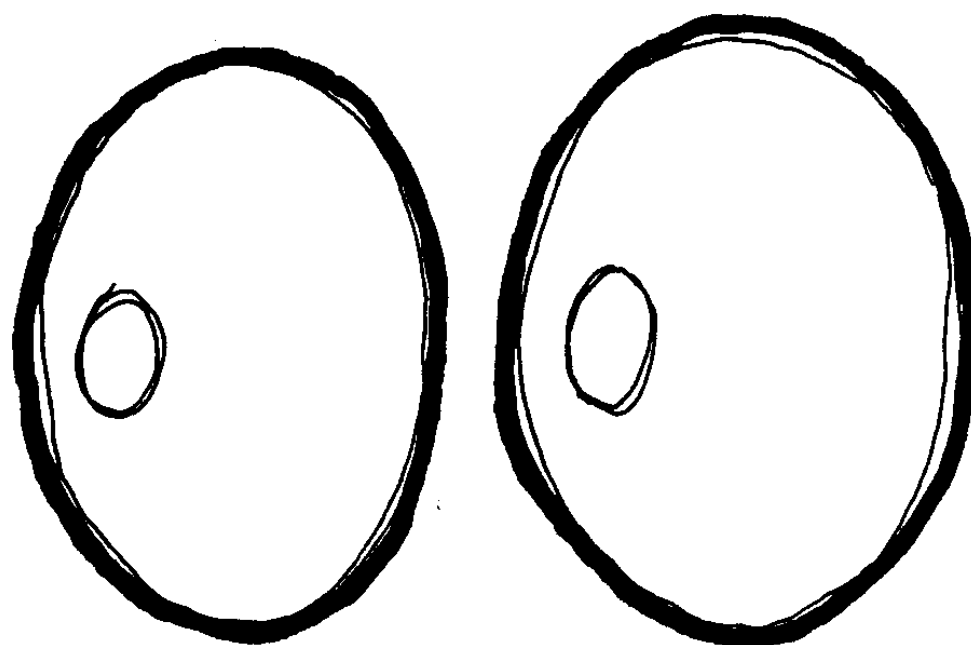
APPENDIX 12.1



EAR

Hearing

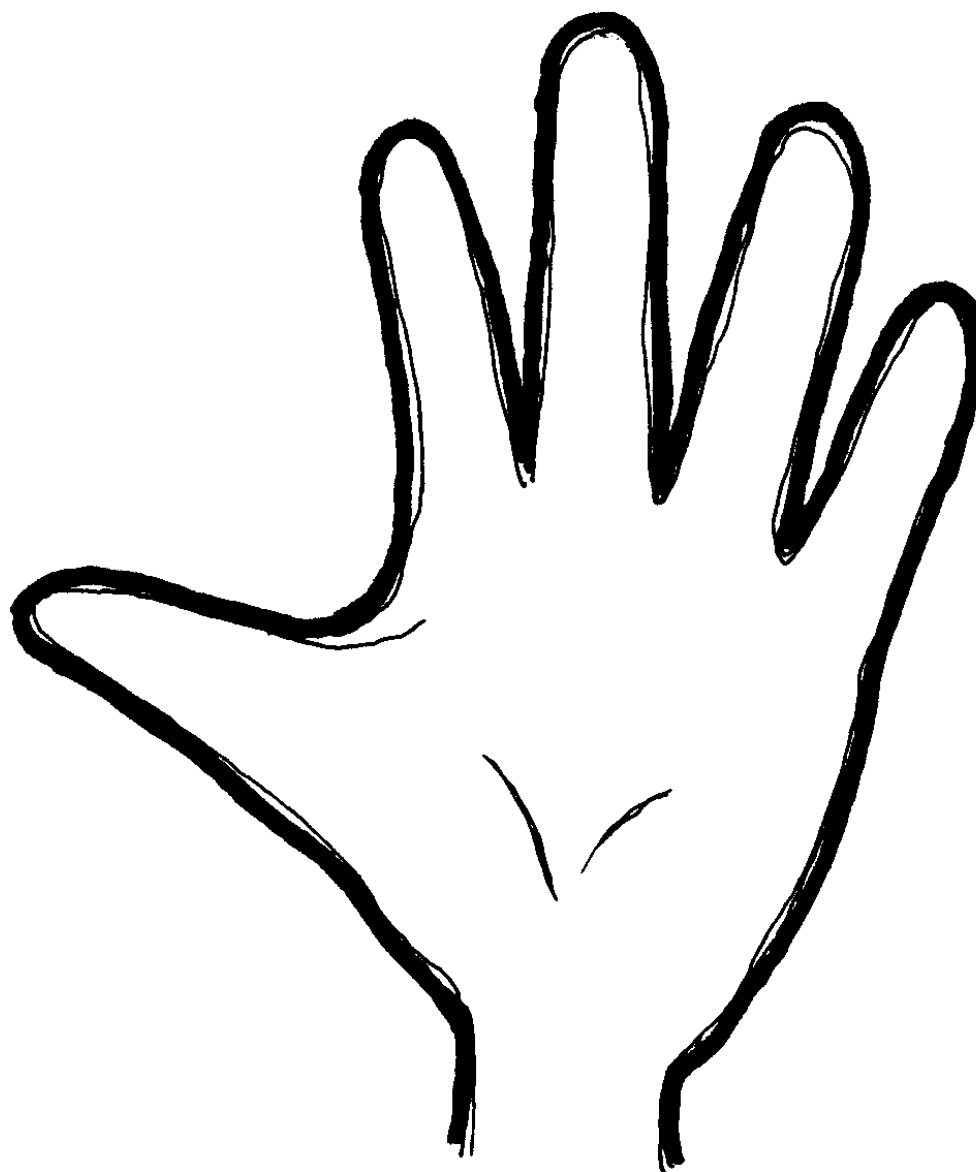
APPENDIX 12.1



**EYES**

**Sight**

APPENDIX 12.1



HAND

Touch



The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1***Activity:* **Gardening***10 minutes****Learning situation***

- Learn to use different objects to express emotion and develop fine motor skills
- In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)

***Objective***

- To decorate a styrofoam cup using markers, then prepare the soil, fill the cup, make a hole with a finger, place a seed in the hole and fill the hole with more soil

**Materials**

- Large watering can
- Tablecloth
- Very large bowl
- Bag of black soil
- Bag of sunflower seeds
- Styrofoam cups
- Markers
- Soap, rags, towels
- Broom

## Procedure

- Help the children to put on their aprons.
- Set the children up at tables.
- Give each child a cup and a marker.
- Tell the children to decorate the cup and then give the marker back when they have finished.
- Remove the rug (if any) and lay the tablecloth on the ground.
- Place the large bowl on the tablecloth and pour the soil into it.
- Ask the children to leave their cups on the tables and kneel around the bowl to mix the soil using their hands.
- Use the watering can to pour water onto the soil.
- When the soil is ready, ask the children to fill their cups and then go back to their places at the tables.
- Show the children how to make holes in the soil using their fingers. Supervise the children as they do this for themselves.
- Give each child a seed, then show them how to place it in the hole and cover it with soil.
- When the activity is finished, sweep up and wash the children's hands. Place the cups on a shelf or table where they will receive plenty of sunlight.

## Recommendations

- If the group is large, use several bowls so that each child has a chance to mix the soil and water with his or her hands.
- Make sure you remove all rugs and other objects that may get dirty.

- Keep the flowers and give them to the parents at the end of the program, as a symbolic souvenir.
- Warn the children not to eat the seeds.

2

*Activity:* **Growing like a flower***10 minutes****Learning situation***

- Use pictures to learn about the concept of word-picture associations
- Identify logos, objects and people by naming them or pointing to them
- React to a stimulus by adopting behaviour or behaviours that are in keeping with the workshop routine

***Objective***

- To crouch down and pretend to be a flower, gradually moving to a standing position with the arms stretched upwards

**Materials**

- Large watering can
- Five drawings (sun, seeds, water, soil, flower) (Appendix 13.1)

**Procedure**

- Ask the children to sit on the ground and then stand in front of them.
- Use the five pictures in Appendix 13.1 to introduce the elements required for a flower to grow. Ask questions to stimulate the children's interest.

- Crouch down and gradually move to a standing position, mimicking the gradual growth of a flower.
- Ask each child in turn to do the same, and pretend to “water” each “flower” as it grows.

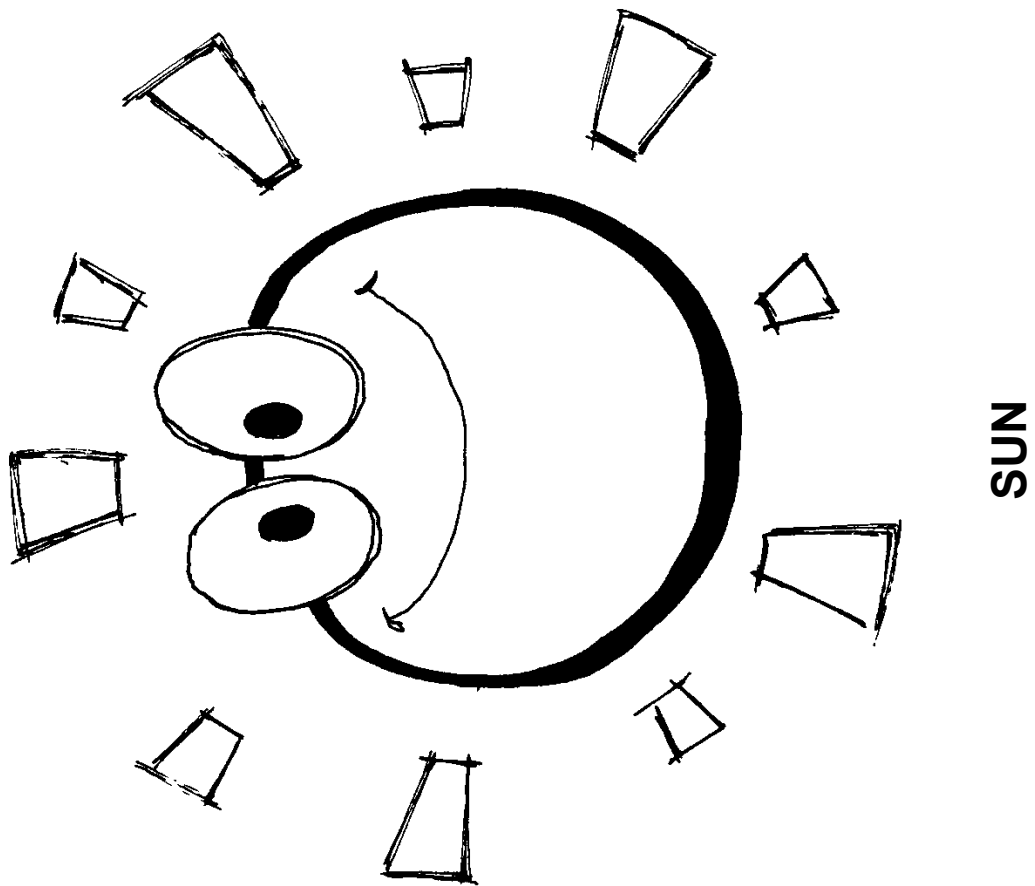
### Recommendations

- Do not force a reluctant child to take part in this activity.
- Make sure the activity is fun for the children.
- Take the time to explain the five elements properly (*water, soil, seed, sun and flower*).

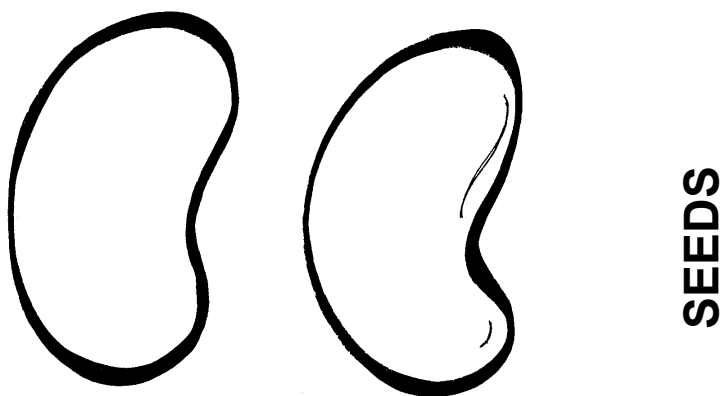
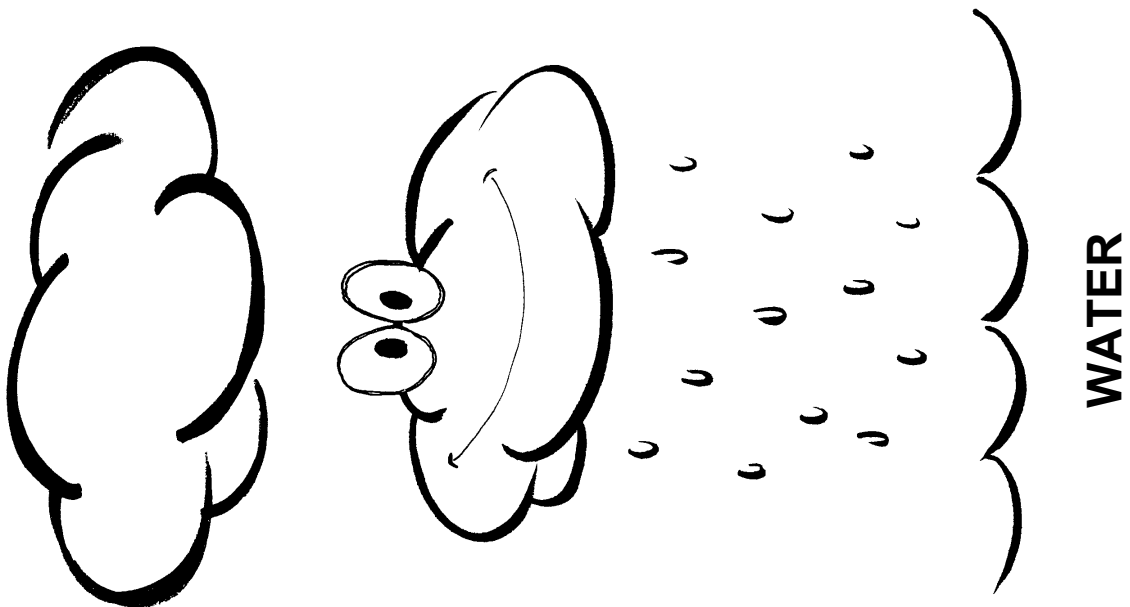
### Appendix

- Five drawings (Appendix 13.1)

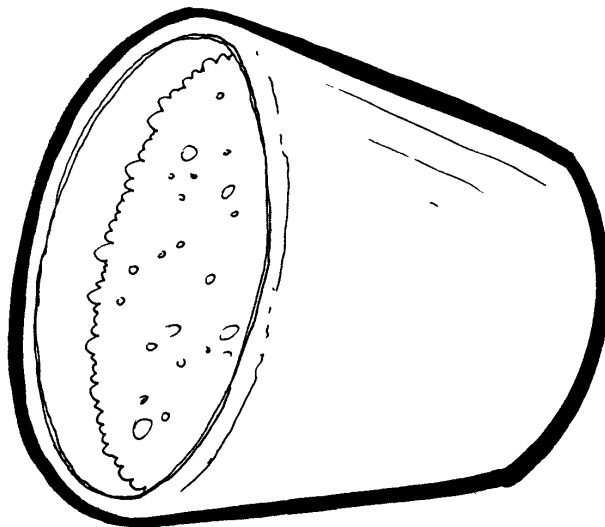
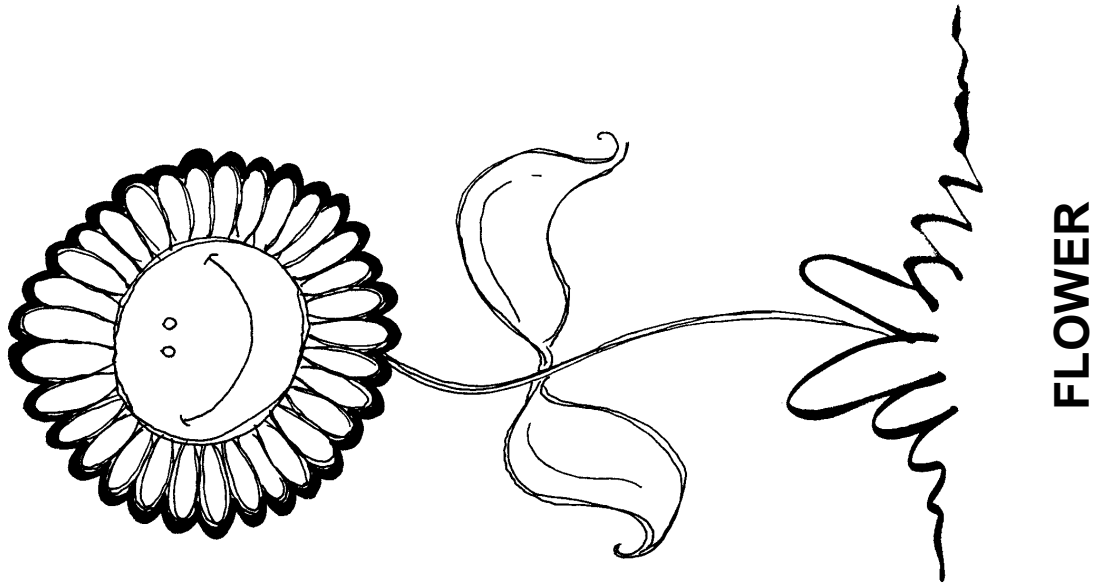
APPENDIX 13.1



APPENDIX 13.1



APPENDIX 13.1



SOIL

The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1***Activity:* **The association game***15 minutes****Learning situation***

- Use pictures to learn about the concept of word-picture associations
- Identify logos, objects and people by naming them or pointing to them

***Objectives***

- To look at a picture and try to determine which season it represents
- To associate similar pictures

**Materials**

- Funtak
- Sheet of Bristol board divided into eight equal rectangles (copied from Appendix 14.1). The four upper rectangles contain pictures showing the seasons, along with the names of the seasons. The four lower rectangles contain only the names of the seasons, with no pictures
- Pictures of the four seasons (Appendix 14.2)

**Procedure**

- Ask the children to sit in front of the poster on the wall (Appendix 14.1).
- Point to one of the pictures and ask the children to say the name of the season.
- Ask questions to help the children understand the concept (e.g. "When do you play in the snow? When is it very cold?").



- Once the children have understood the concept of the seasons, select one child and give him or her a picture (Appendix 14.2) identical to one of the pictures on the poster.
- Ask the child to place the picture over the corresponding picture on the poster.
- Do the same with three other children, so that all four pictures are covered, and repeat the activity several times, removing the pictures from the poster after each round.

### Recommendations

- Repetition is important in fostering learning.
- Take the time to explain the seasons in detail, giving examples that the children will grasp easily.
- Involve as many children as possible.
- Colour the pictures to help the children make the required associations.

### Appendixes

- Drawings of the four seasons (Appendix 14.1)
- Drawings of the four seasons (Appendix 14.2)

2

*Activity:* **Budding leaves***15 minutes*

### *Learning situation*

- In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)
- Through the workshop activities and routines, learn to understand and follow instructions (autonomy)

## **Objective**

- To crumple tissue paper into balls and glue the balls onto a picture of a tree

## **Materials**

- Tissue paper
- One picture of a tree, mounted on a piece of Bristol board, per child
- One glue stick per child
- Funtak
- One copy of Appendix 14.3 per child

## **Procedure**

- Explain to the children that they will be tearing strips of tissue paper and crumpling them into balls using their fingers.
- Show the children where to glue the paper balls on the tree (on the branches).
- Give each child the materials required for the activity.
- Help the children, but encourage them to do as much as possible for themselves.
- Display the results on the wall.

## **Recommendations**

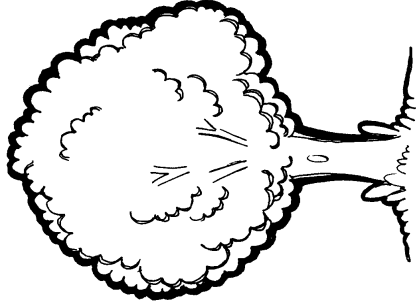
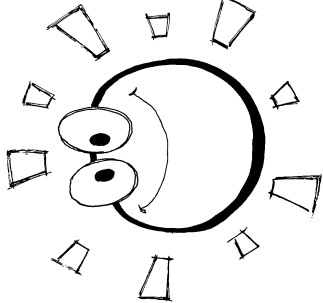
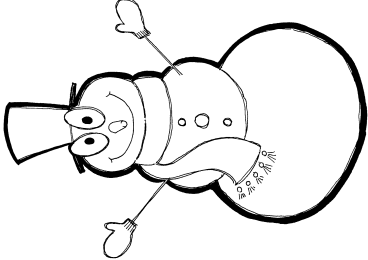
- Make sure a rag is available to wipe the children's fingers.
- Write each child's name on his or her artwork.
- Give the children small pieces of different coloured tissue paper rather than whole sheets.
- Wait until the children are quiet before explaining the activity.

## **Appendix**

- Drawing of a tree (Appendix 14.3)

## APPENDIX 14.1

## THE SEASONS

|                                                                                     |        |
|-------------------------------------------------------------------------------------|--------|
|    | FALL   |
|   | SUMMER |
|  | SPRING |
|  | WINTER |

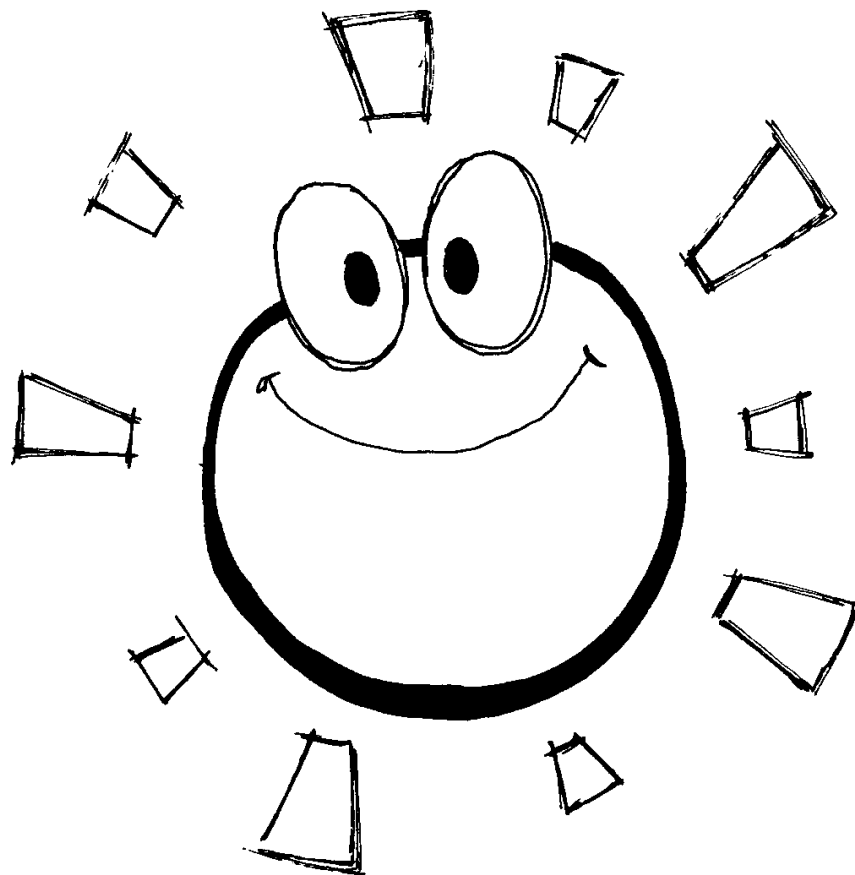
APPENDIX 14.2

winter



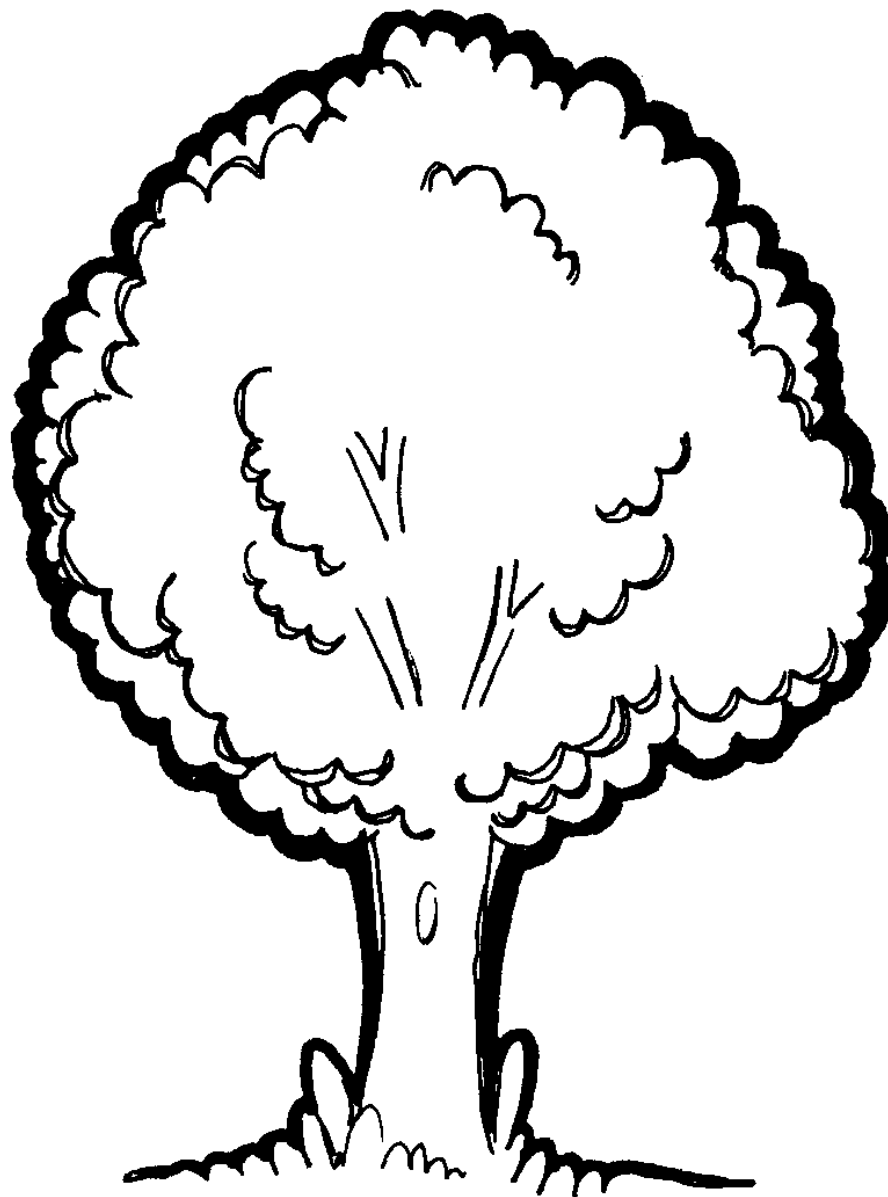
APPENDIX 14.2

# spring



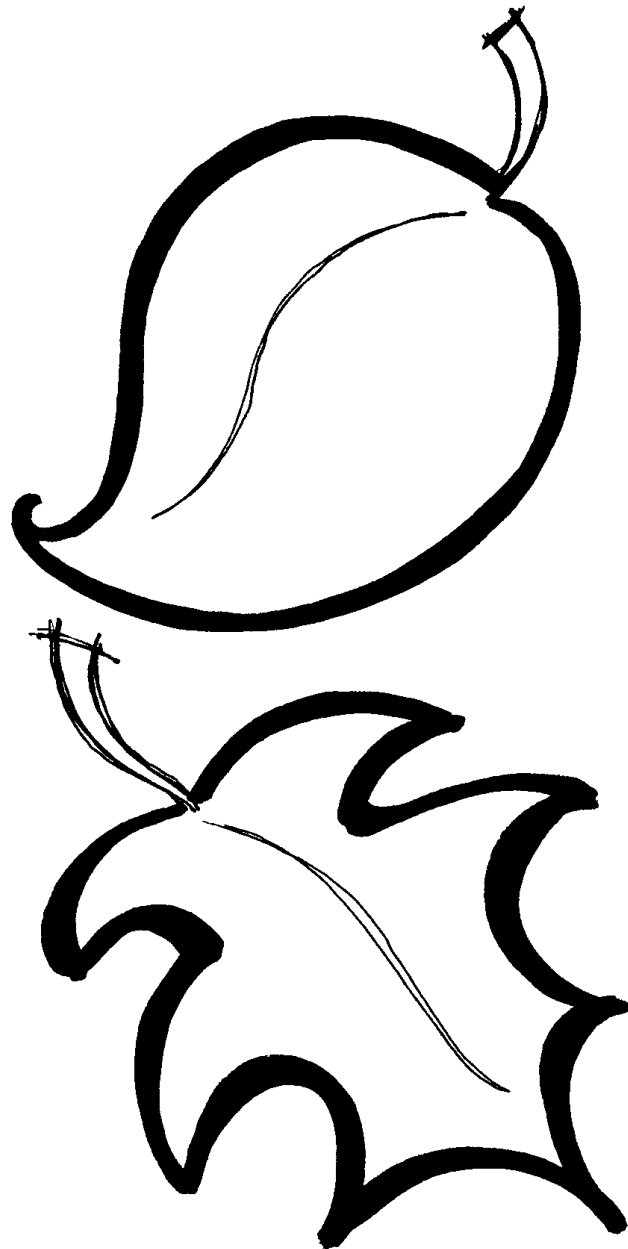
APPENDIX 14.2

# summer

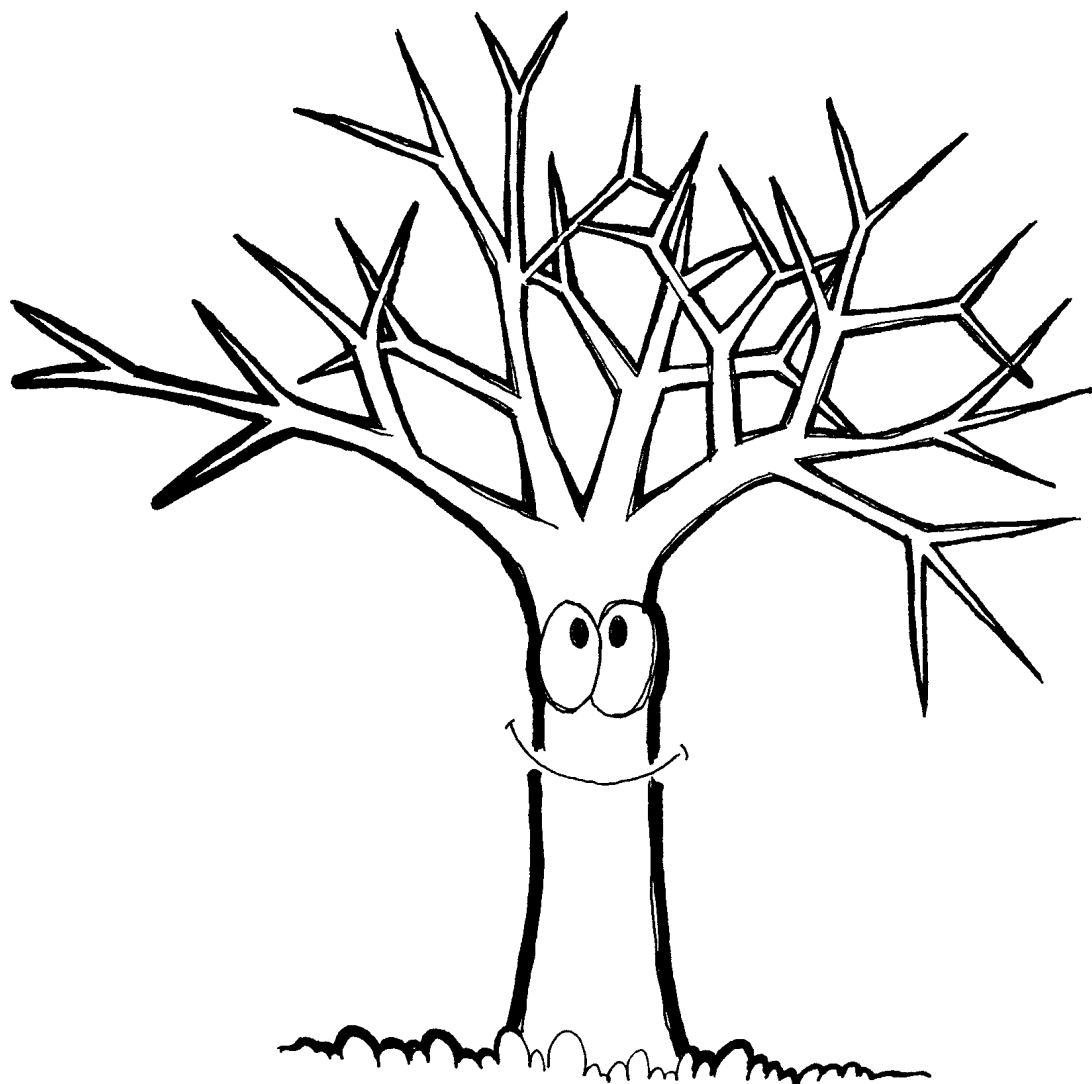


APPENDIX 14.2

Fall



APPENDIX 14.3



TREE



The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1****Activity: Clothes make the man****15 minutes**

### ***Learning situation***

- Identify logos, objects and people by naming them or pointing to them
- In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)

### ***Objective***

- To glue appropriate items of clothing onto the different parts of a cartoon figure

### **Materials**

- Drawings of a cartoon figure and items of clothing that can be enlarged for the first part of the activity (Appendixes 15.1 and 15.2)
- Funtak
- Glue sticks

### **Procedure**

- Show the cartoon figure to the children.
- Ask the children what items of clothing they put on when they get dressed in the morning.
- As a child says the name of an item of clothing, place a picture of that item on the cartoon figure using Funtak.
- Repeat the activity, this time asking the children to place the items of clothing on the cartoon figure.

- Ask the children to sit at a table.
- Give the children copies of the drawings showing the cartoon figure and the items of clothing (cutouts), and tell them to dress him themselves.
- Ask the children to glue the trousers, shoes and sweater onto the cartoon figure.

### Recommendations

- You may opt to give each child one item of clothing at a time to glue onto the cartoon figure.
- If the children exhibit a high level of dexterity, ask them to glue the socks and underwear onto the stick man.
- Prepare the materials in advance.

### Appendixes

- Drawings of items of clothing (Appendix 15.1)
- Drawing of a cartoon figure (Appendix 15.2)

2

*Activity:* **Dressing up***10 minutes*

### *Learning situation*

- In a context that fosters autonomy, become aware of their environment, the objects in it, and the routine

### *Objective*

- When the music stops, pick an item of clothing from a bag and try to put it on

### Materials

- Large garbage bag
- Hats, scarves

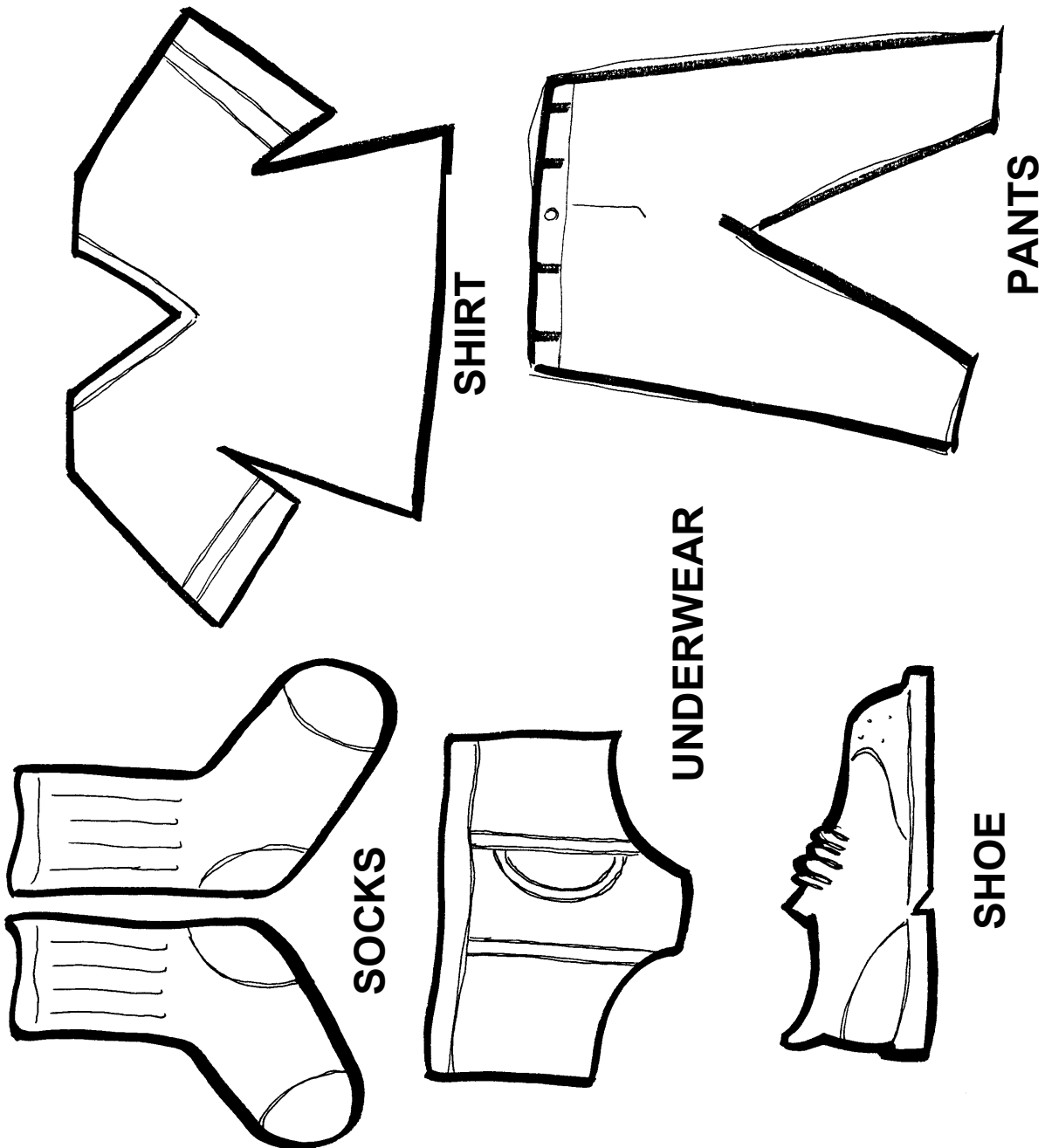
### Procedure

- Ask the children to stand in a circle.
- When the music starts, give a bag full of hats and scarves to one of the children, who passes it onto the next child, and so on.
- Tell the children that when the music stops, the child who has the bag should take out an item of clothing and put it on.
- Repeat until the bag is empty.

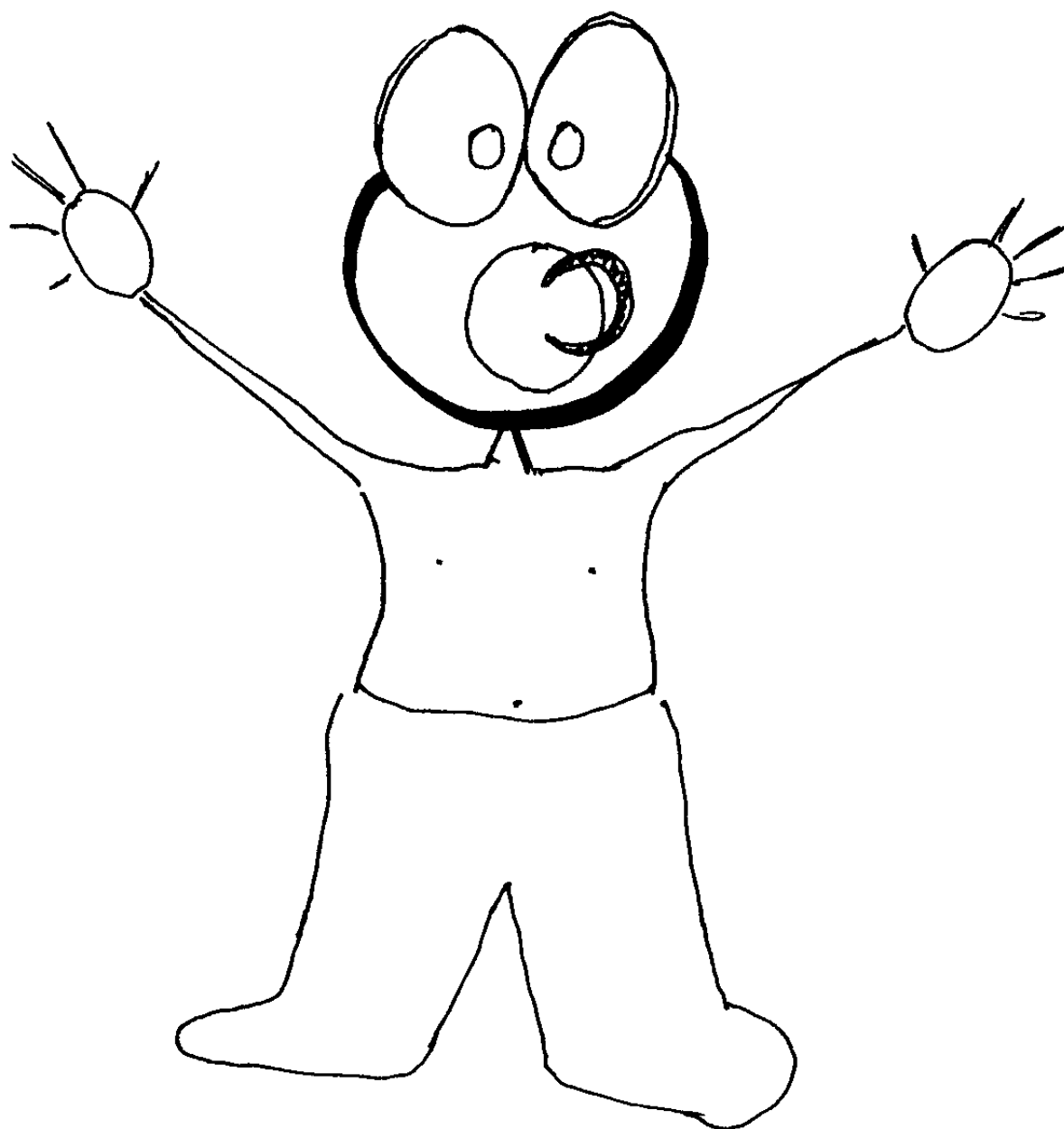
### Recommendations

- Allow at least one item of clothing per child.
- Control the music so that each child has a chance to take an item from the bag.
- Help the children to pass the bag to one another.

APPENDIX 15.1



APPENDIX 15.2



The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1**
*Activity:* **Animal sounds and movements**
*10 minutes*
***Learning situation***

- Use pictures to learn about the concept of word-picture associations
- Learn to use different objects to express emotion and develop fine motor skills

***Objective***

- To imitate animal sounds and movements

**Materials**

- Drawings of animals (Appendix 16.1)

**Procedure**

- Show the drawings of animals to the children (the names of the animals are written on the drawings).
- Imitate the noise made by each animal, and ask the children to do the same.
- Then imitate something the animal does, and ask the children to do the same (e.g. a snake slithers: the children slither along the ground; a frog leaps: the children leap about).

**Appendix**

- Pictures of animals (Appendix 16.1)

**Note**

- When showing the pictures, it is important to point to the animal's name.

2

*Activity:* **Animals***10 minutes****Learning situation***

- Use pictures to learn about the concept of word-picture associations
- Identify logos, objects and people by naming them or pointing to them

***Objective***

- To combine two halves of a jigsaw to form a drawing of an animal

***Materials***

- Drawings of animals (Appendix 16.1)
- Twelve sheets of coloured paper: glue the animal drawings onto cards of different colours, leaving a coloured border around each drawing to help with identification during the jigsaw activity. (There are six animal drawings. Make two copies of each. The first copy is used to present the animals, and the second becomes the jigsaw).
- Funtak

***Procedure***

- Present the animal drawings, naming each animal in turn, and put the drawings up on the wall.
- Explain the jigsaw game. Present the first piece of the jigsaw, then the second, and stick the two pieces underneath the complete drawing of the appropriate animal.

- Take the jigsaw pieces and give them to the children.
- Name an animal, point to the drawing and ask the children who have the appropriate pieces to come and put them up on the wall under the drawing.

### Appendix

- Use the pictures in Appendix 16.1.

### Note

- To vary the activity, mix all the jigsaw pieces together and ask the children in turn to pick out two pieces to form a whole drawing.

3

*Activity:* **The cat's whiskers***15 minutes*

### *Learning situation*

- In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)

### *Objective*

- To make a pair of cat's ears in the form of a hat, by gluing and drawing

### **Materials**

- Construction paper
- Strips to make the hat frame
- Triangles for the ears
- Smaller pink triangles for the inside of the ears
- Crayons
- Makeup



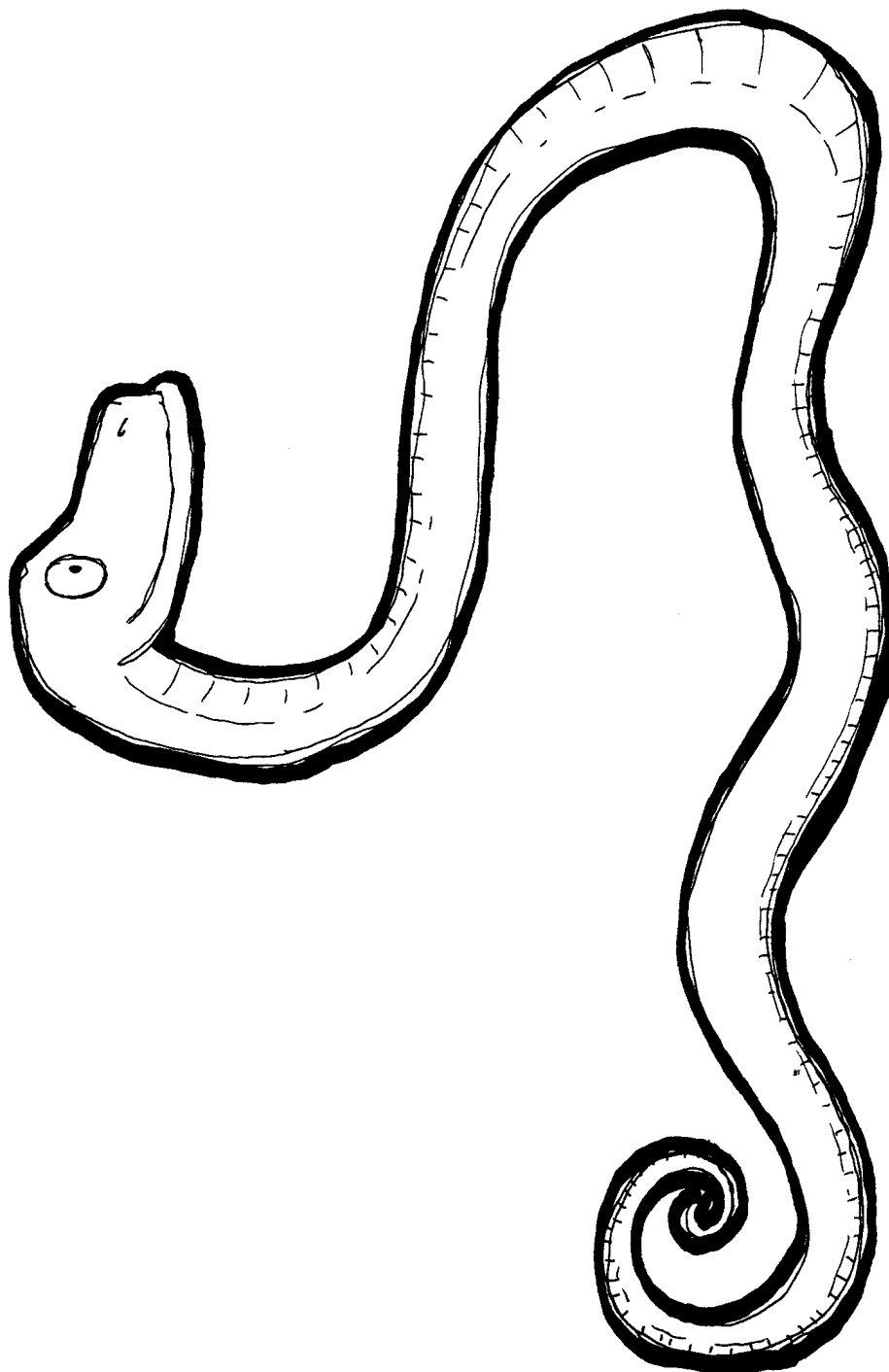
## Procedure

- Ask the children to sit at a table.
- Give each child a strip of paper to which two triangles of the same size (for the ears) have been stapled.
- Give each child two smaller triangles and tell them to glue them to the larger triangles.
- Ask the children to colour the strip of paper.
- While this is being done, go to each child in turn and staple the ends of the strip together so that it fits around the child's head.
- Use the makeup to draw whiskers on the children's faces.
- Show the children how to act like cats (meowing, washing their paws, etc.).

## Appendix

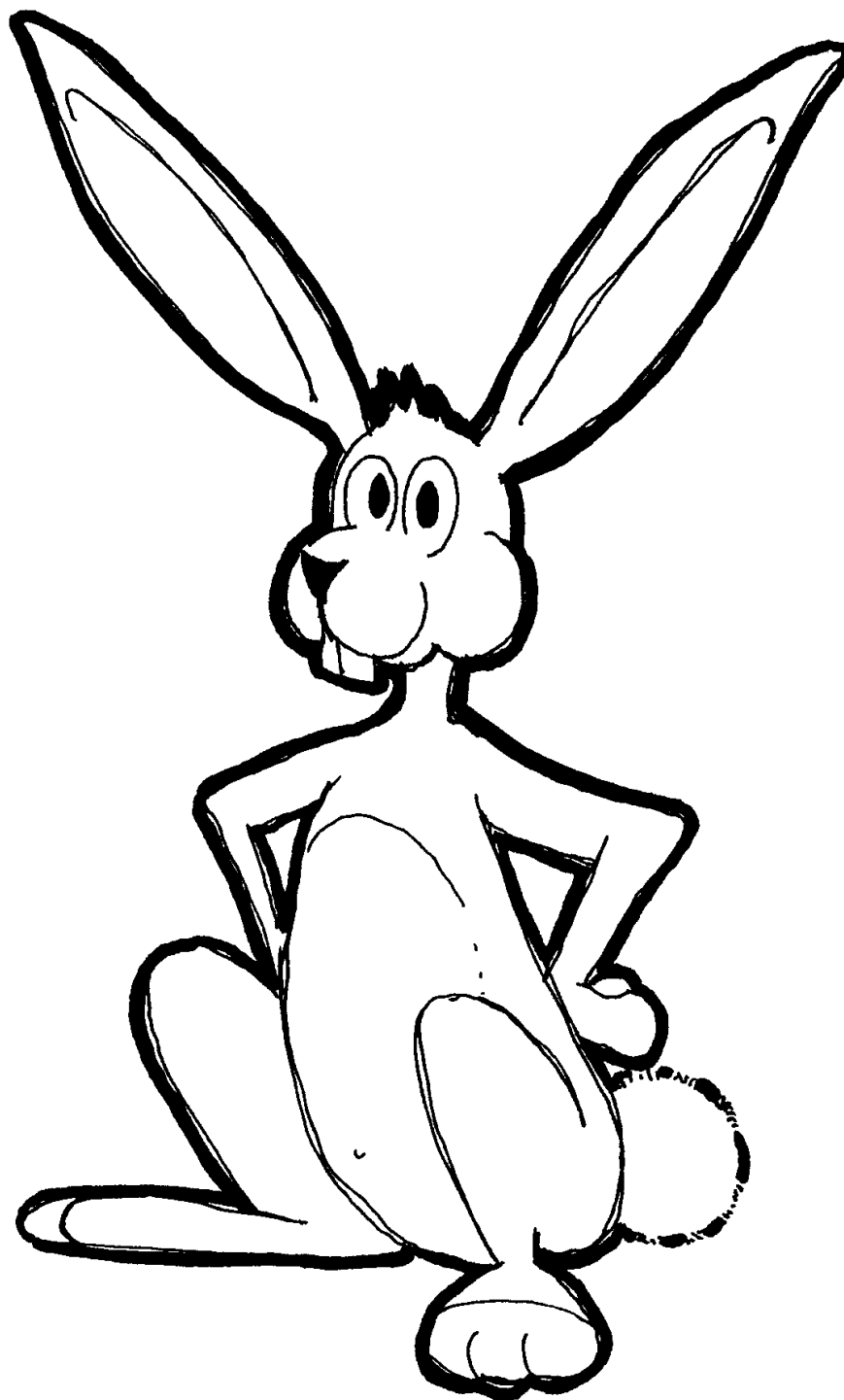
- Model of cat's ears (Appendix 16.2).

APPENDIX 16.1



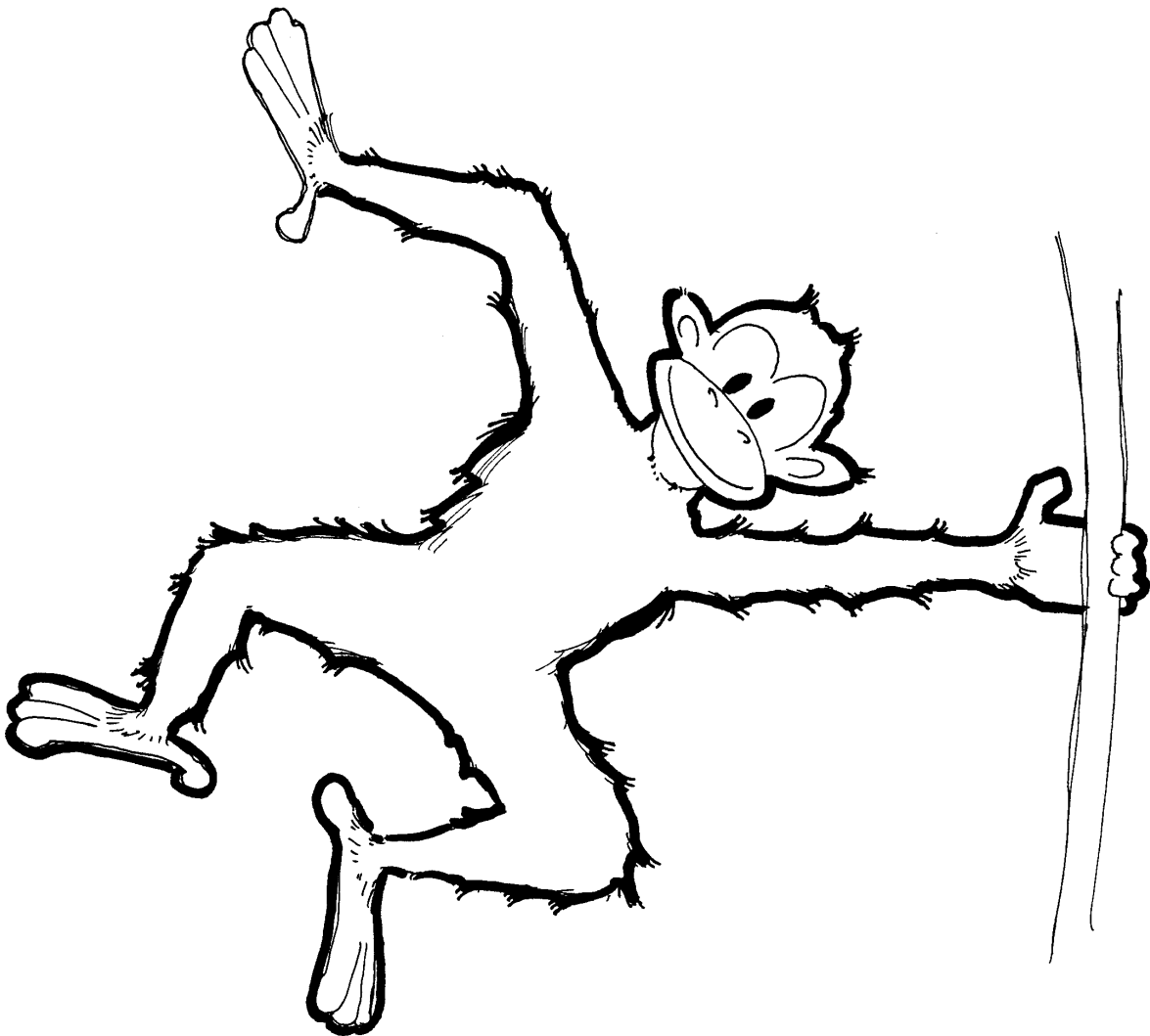
**SNAKE**

APPENDIX 16.1



RABBIT

APPENDIX 16.1



MONKEY

APPENDIX 16.1



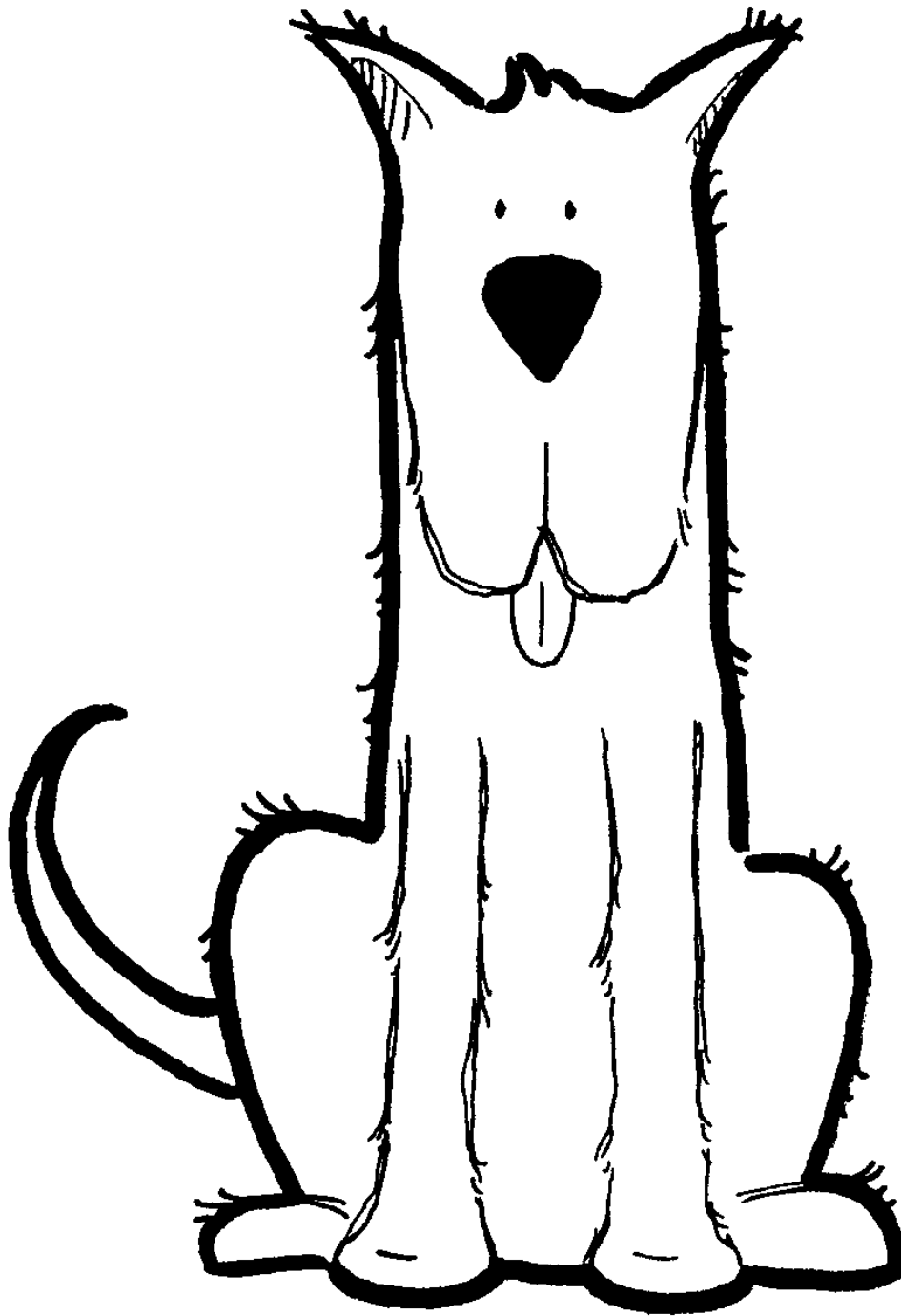
FROG

APPENDIX 16.1



HEN

APPENDIX 16.1

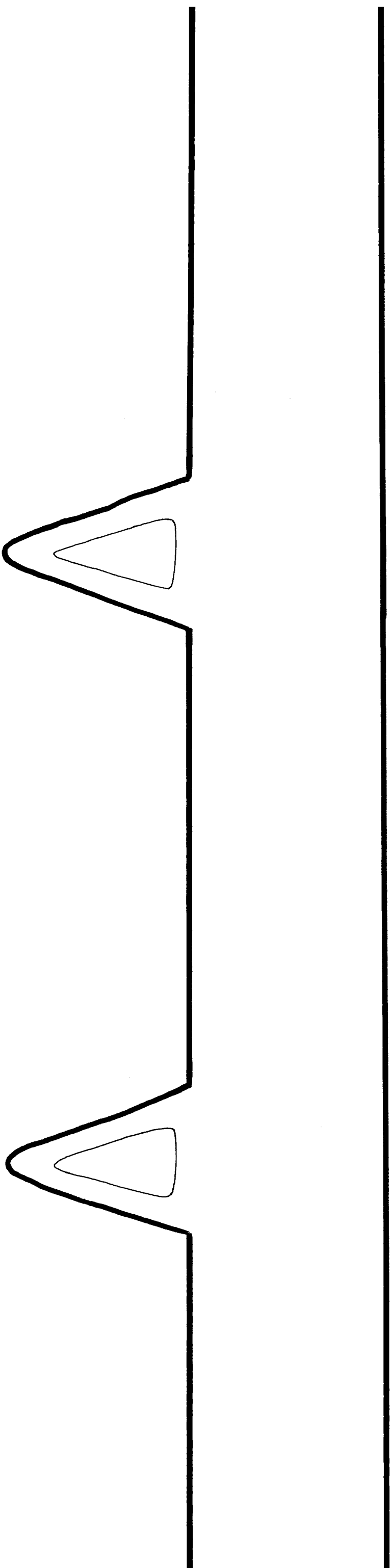


DOG

**APPENDIX 16.2**

Model of cat's ears





The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1***Activity:* **Collage***10 minutes*

### ***Learning situation***

- Use pictures to learn about the concept of word-picture associations
- Identify logos, objects and people by naming them or pointing to them
- In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)

### ***Objective***

- To glue three pictures of sports equipment items under the corresponding drawings

### ***Materials***

- One glue stick per child
- One sheet per child (Appendix 17.1)
- Three pictures for gluing
- Funtak

### ***Procedure***

- Have the children sit at tables and give each child a glue stick and a sheet containing drawings of three pieces of sports equipment (Appendix 17.1).
- Explain to the children that they should glue the corresponding picture under each drawing.

- Put an example up on the wall and begin by showing the children the first picture (the soccer ball).
- Give the children the first picture for gluing.
- Show the children where to glue the picture by demonstrating with the example on the wall.
- Then ask the children to do the same. Repeat with the other two pictures.

### Recommendations

- Give the children one picture at a time, rather than all three pictures at once.
- This activity can be followed by a discussion on the three pieces of sports equipment.

### Appendix

- Drawings of sports equipment items (Appendix 17.1).

2

*Activity:* **Obstacle course***10 minutes*

### ***Learning situation***

- Use pictures to learn about the concept of word-picture associations
- In a context that fosters autonomy, become aware of their environment, the objects in it, and the routine

### ***Objective***

- To perform different activities with the help of signs and instructions from the trainer.

### Materials

- Ball
- Chair
- Table
- Hoop
- Box
- Skipping rope
- Four signboards containing instructions
- Funtak

### Procedure

- Ask the children to sit on the floor and watch as you set up the course. Explain what they will have to do and put up the instruction boards.
- Demonstrate the course, explaining each step.
- Call each child by name and ask him or her to complete the course by:
  1. picking up the ball
  2. sitting on the chair
  3. crawling under the table
  4. jumping into the hoop
  5. climbing into the box
  6. returning the ball to the beginning of the course
- When each child has had a turn, add another element to the course, i.e. walking along the skipping rope.

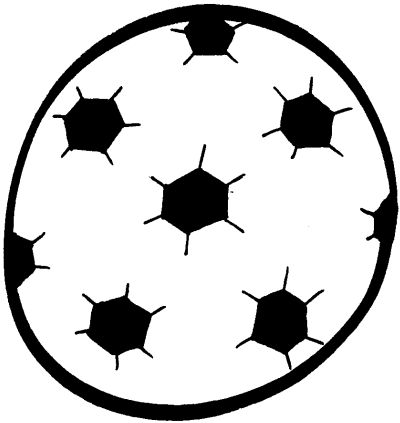
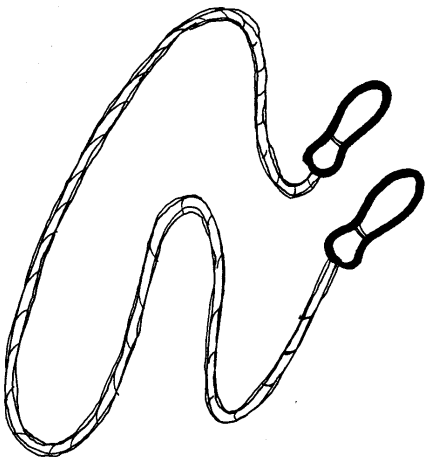
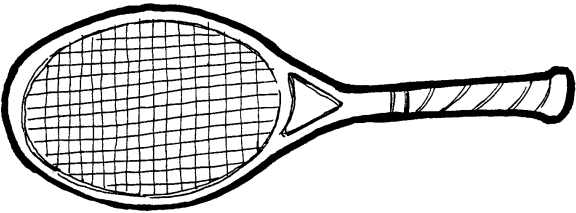
### Recommendations

- Take the time to explain each obstacle clearly, using the instruction boards.
- Allow the children to go at their own pace.
- If a child omits one of the obstacles, show him or her the corresponding board.
- Use the activity to review the notions of *over*, *under*, *in*, etc.

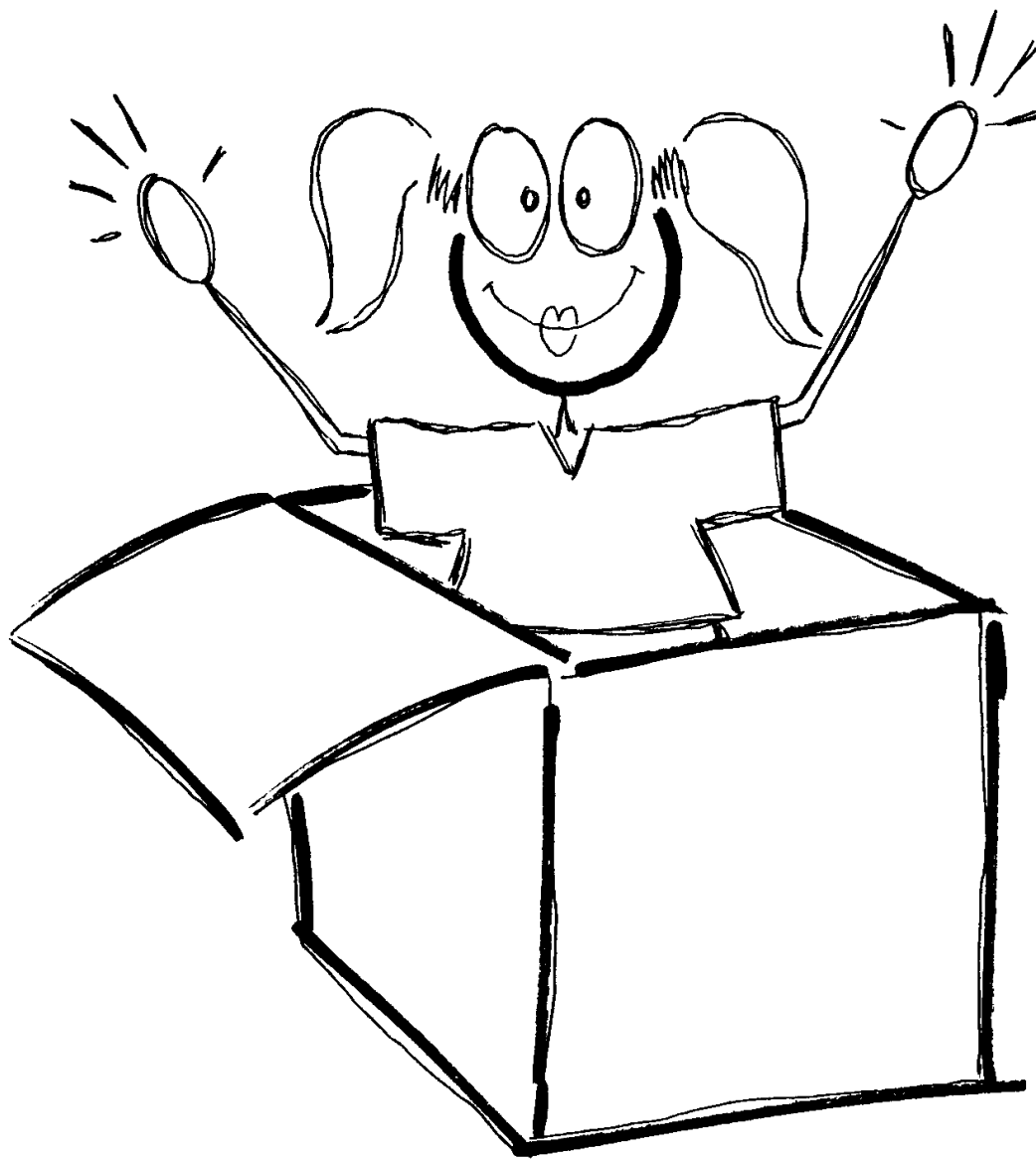
### Appendix

- Drawings of four signboards (Appendix 17.2)

## APPENDIX 17.1

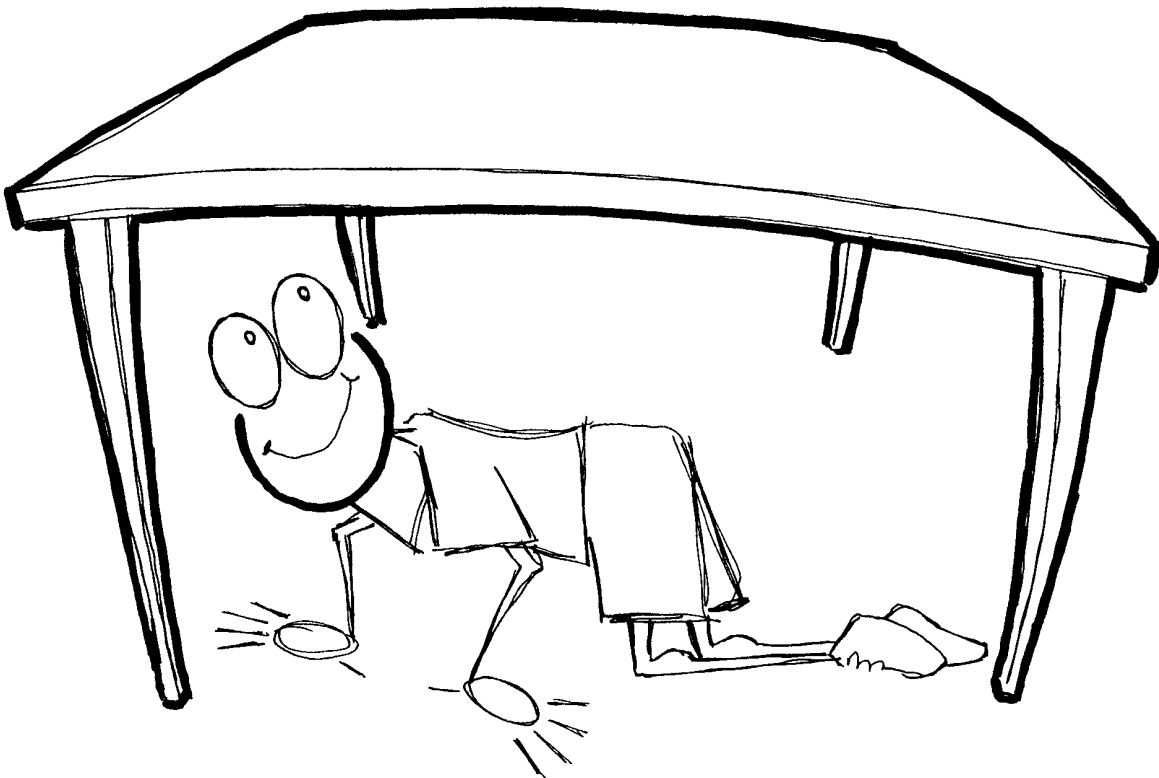
|                                                                                     |                      |
|-------------------------------------------------------------------------------------|----------------------|
|    | <b>BALL</b>          |
|   | <b>SKIPPING ROPE</b> |
|  | <b>RACKET</b>        |

APPENDIX 17.2



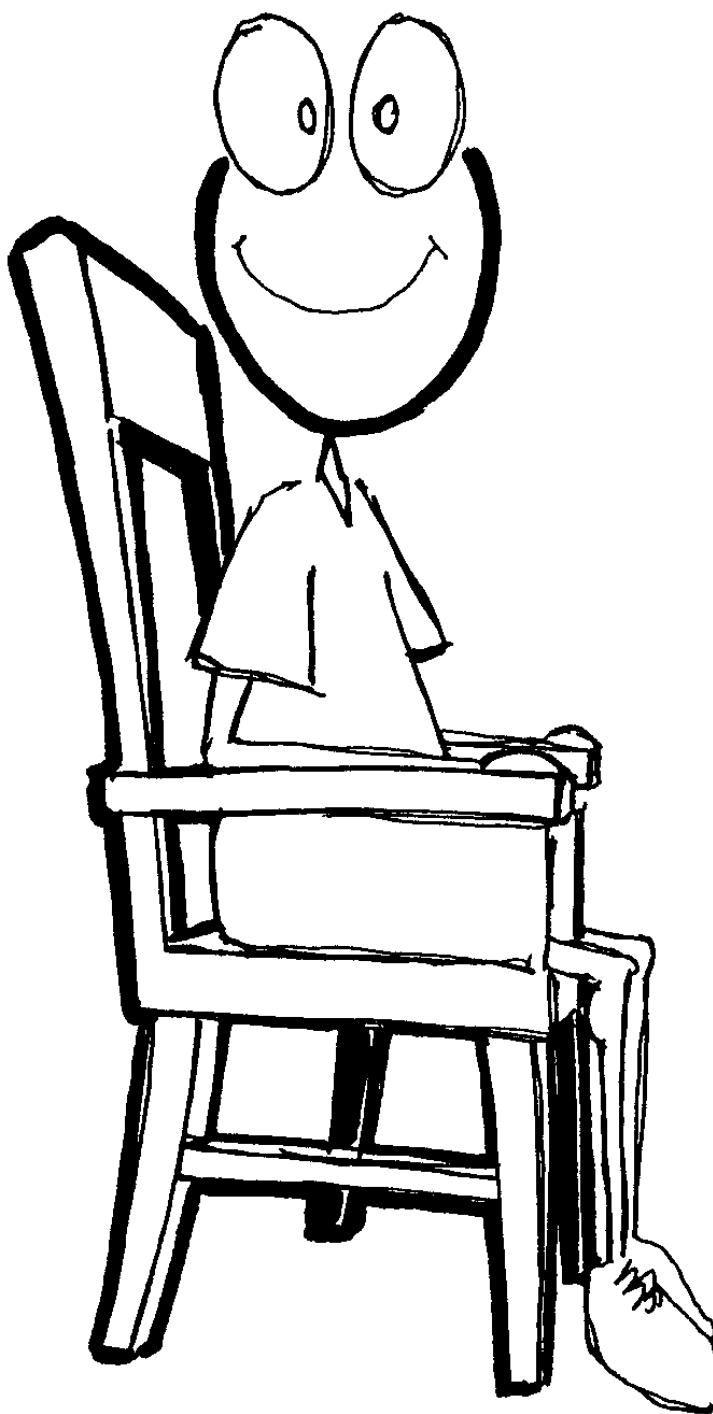
**IN THE BOX**

APPENDIX 17.2



UNDER THE TABLE

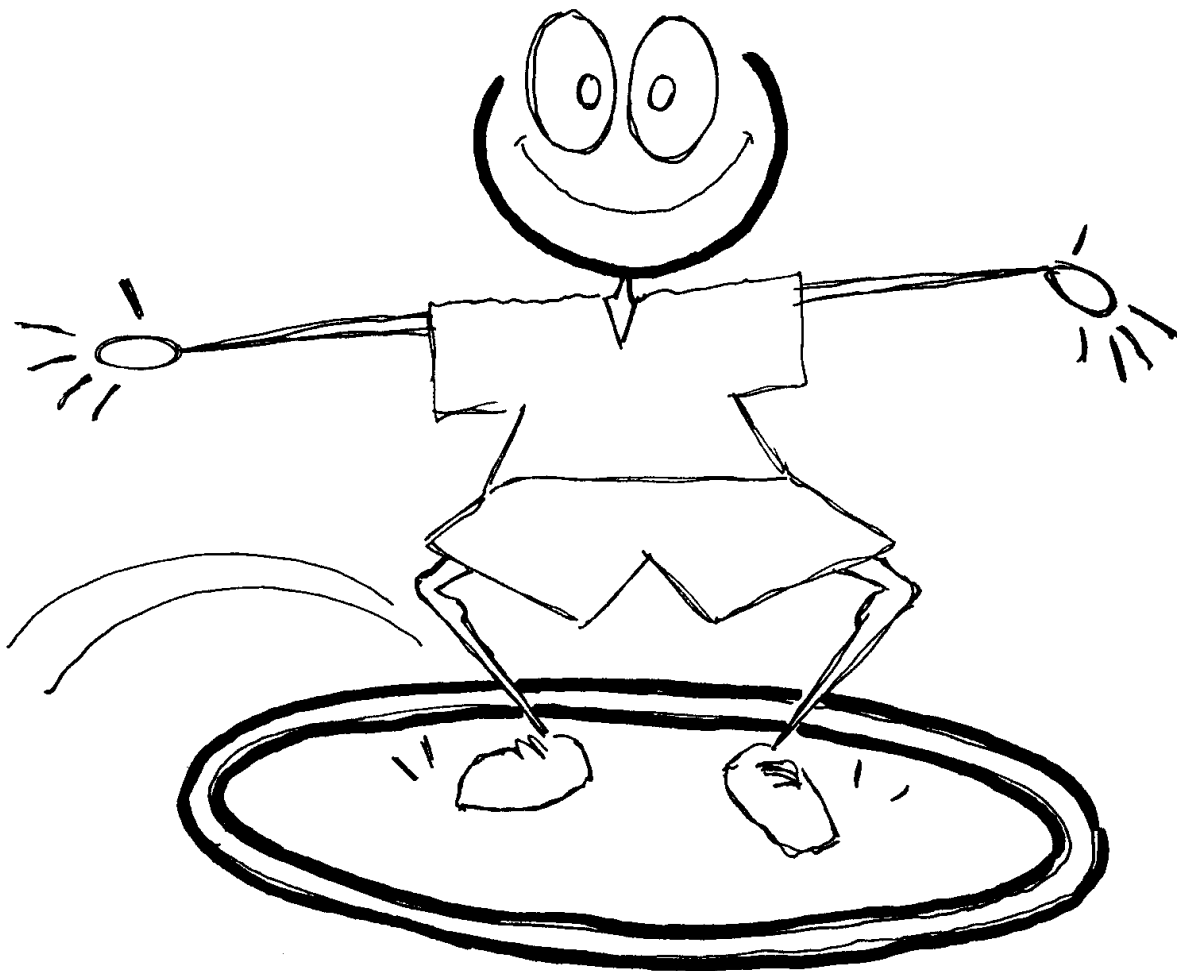
APPENDIX 17.2



ON THE CHAIR



APPENDIX 17.2



IN THE CIRCLE

The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1***Activity:* **As yellow as...***10 minutes*

### ***Learning situation***

- Recognize, in their environment, the connection between a logo and its meaning (e.g. a logo representing food)
- Identify logos, objects and people by naming them or pointing to them

### ***Objective***

- To try to identify four basic colours

### **Materials**

- Red, yellow, green and orange cards bearing the names of the colours
- 2 or 3 bananas
- 2 or 3 apples
- 2 or 3 sticks of celery
- 2 or 3 carrots

### **Procedure**

- Have the children sit in a circle.
- Present each colour in turn by holding up the appropriate card (bearing the name of the colour), and ask the children if they are wearing something of that colour.
- Then present an apple, banana, celery stick or carrot, saying what colour it is as you do so.

- Hand out the apples, bananas, celery sticks and carrots so that two or three children have the same item.
- Place a coloured square in the middle of the circle and ask the children with an item of that colour to place it on the square.
- Explain the concepts “as yellow as a banana,” “as red as an apple,” “as green as celery,” etc.

### Recommendations

- The children may sit in rows in front of the trainer for this activity.
- Other objects and colours may be used.
- Talk about the basic colours and associate them with familiar objects.

2

*Activity* **Crayons***10 minutes*

### ***Learning situation***

- In a context that fosters autonomy, become aware of their environment, the objects in it, and the routine
- In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)

### ***Objective***

- To try to select the right crayon to colour a drawing

### **Materials**

- Crayons
- Drawing (see Appendix 18.1)
- Apple, banana, celery, carrot

**Procedure**

- Have the children sit around a table.
- Present the two fruits and two vegetables, and talk about their colours.
- Hand out the crayons and the sheets of drawings (see Appendix 18.1).
- Ask the children to choose the correct colour for each drawing, and then colour the picture.

**Recommendations**

- The trainer may elect to present just two drawings and two crayons at the same time.
- Explain each step in turn.

**Appendix**

- Drawings of fruits and vegetables (Appendix 18.1)

**Note**

- Drawings of other objects can also be used. Do not forget to write the appropriate words under each drawing.

3

*Activity:* **The colour game***10 minutes****Learning situation***

- React to a stimulus by adopting behaviour or behaviours that are in keeping with the workshop routine
- Identify logos, objects and people by naming them or pointing to them

***Objective***

- To try to identify basic colours

## Materials

- Coloured cards (red, yellow, green, blue)
- Coloured objects (red, yellow, green, blue)

## Procedure

- Ask the children to sit down in front of you.
- Present the objects in turn, and say what colour they are.
- Take out a coloured card from behind your back. The children who have objects of that colour should bring them to you (or place them on the card).

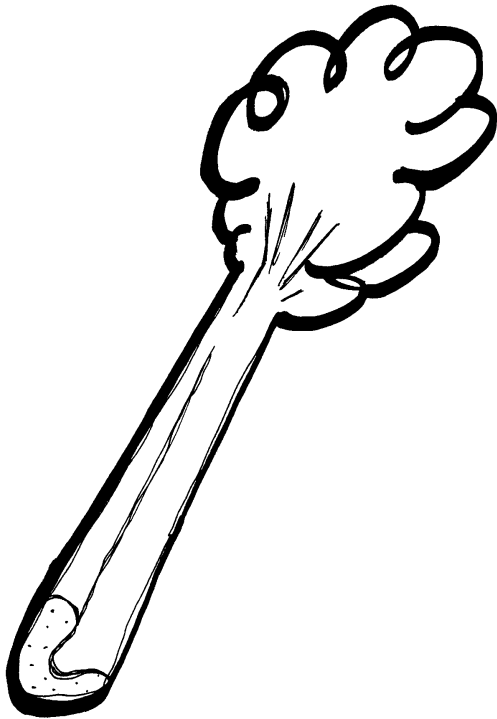
## Recommendations

- The selection of colours may be varied.
- Provide several objects of each colour.

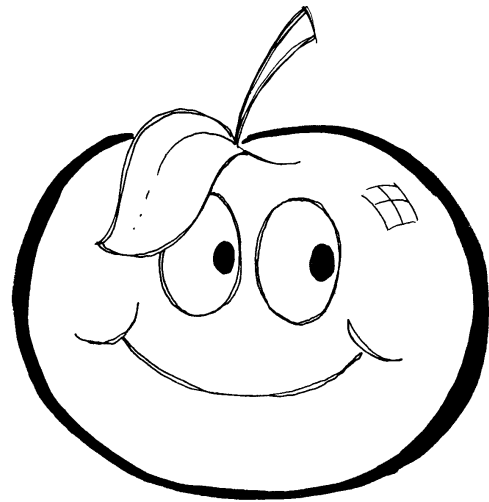
## Notes

- The objects can be replaced with small coloured cards. Each child is given a small card, and when the trainer shows the large card, the children who have small cards of that colour should bring them to the front.
- Black and white cards may be added.

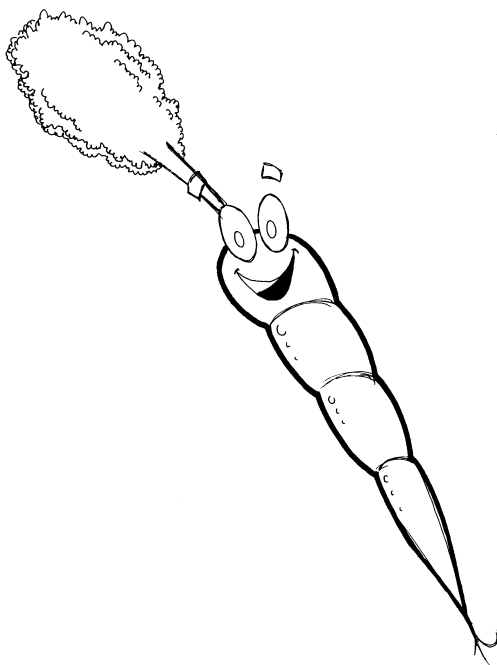
APPENDIX 18.1



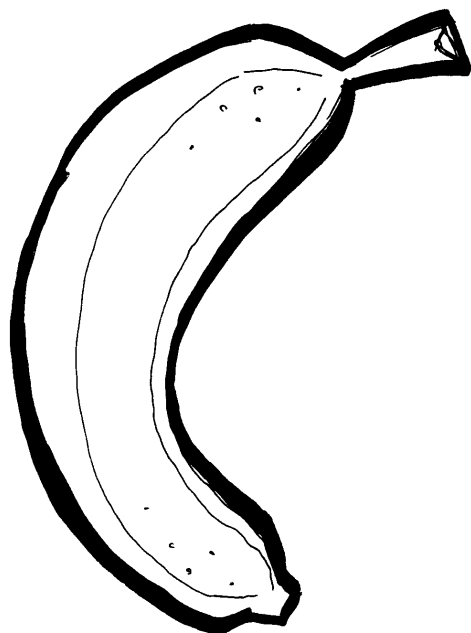
**CELERY**



**APPLE**



**CARROT**



**BANANA**

The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1***Activity:* **Sound and movement***10 minutes****Learning situation***

- Use pictures to learn about the concept of word-picture associations
- In motor activities, try out various ways to express their emotions and learn to listen carefully

***Objective***

- To associate distinctive sounds with the appropriate transportation methods

**Materials**

- Drawings of different transportation methods (Appendix 19.1)

**Procedure**

- Show drawings of different transportation methods, and name them.
- For each drawing, make appropriate sounds and movements and ask the children to copy them. For example, a train whistles and goes *choo, choo* (move your arms to imitate the wheels of a train); a truck goes *hee-hoo* when it backs up (move your arms as though you were turning a large steering wheel); and a ship's siren goes *wheeeeeee* (move your arms to imitate waves).

**Appendix**

- Drawings of different transportation methods (Appendix 19.1)

**Note**

- Don't forget to read out the words that appear under the pictures.

2

*Activity:* **Trains and buses***10 minutes****Learning situation***

- In motor activities, try out various ways to express their emotions and learn to listen carefully

***Objective***

- To follow instructions and try out different movements and sounds using the voice and body

**Materials**

- Chairs
- Tables

**Procedure**

- Place the chairs in rows (three chairs in each row) as though they were bus seats. Ask the children to sit on the chairs.
- Pretend the bus is going fast, and lean back to illustrate the movement. The children should lean back too. The bus then turns left and right, goes up a hill, and so on, and the children perform the appropriate movements. At the end of the journey the bus stops and the children get off.
- Then tell the children they will be forming a train.
- Stand the children in line, one behind the other, and ask them to place their hands on the shoulders or waist of the child in front.
- Stand in front of the line and pretend to be the locomotive. Start by shouting *choo choo!* then trot around the chairs and tables. The children follow and shout *choo choo!*



3

*Activity:* **The boat***15 minutes***Learning situation**

- In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)

**Objective**

- To make a boat

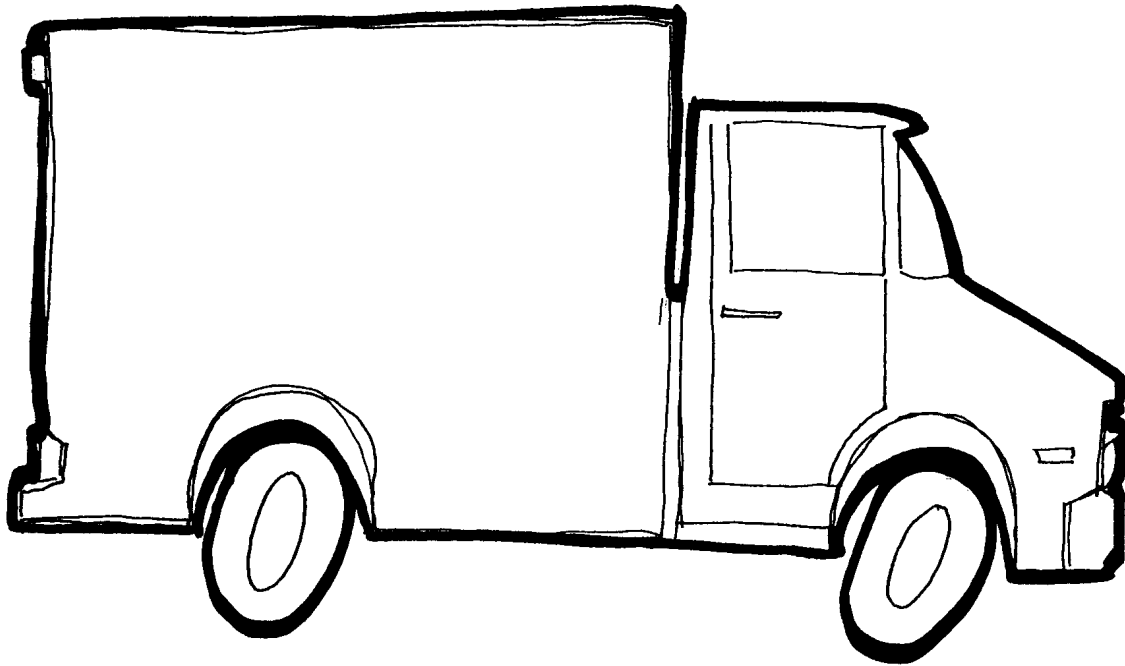
**Materials**

- Egg carton cut cross-wise into three (to make the base of the boat)
- Water-based paint (one colour)
- Paintbrushes
- Popsicle stick
- Glue
- White paper (to make triangles for the sails)
- Containers for the paint
- Aprons
- Rags

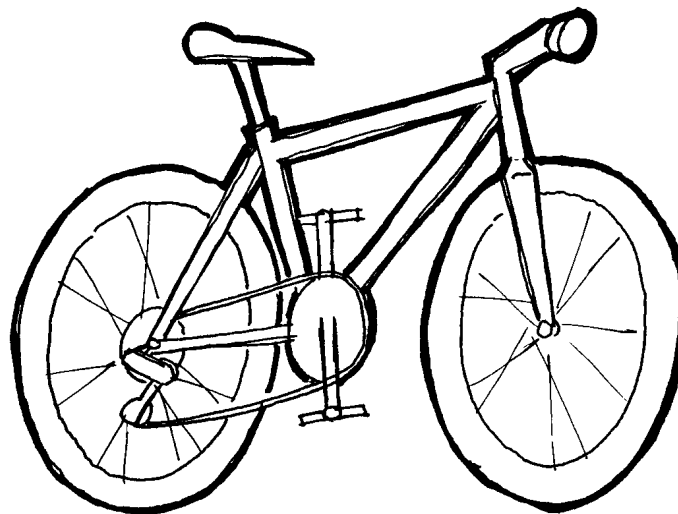
**Procedure**

- Have the children sit at a table.
- Give each child a Popsicle stick and a paper triangle to make the sail.
- Ask the children to glue the paper to the stick.
- Give the children one egg carton section each and ask them to insert the Popsicle stick into the top part.
- Hand out the paint and paintbrushes. Ask the children to paint the egg carton section, which then becomes the base of the boat.

APPENDIX 19.1

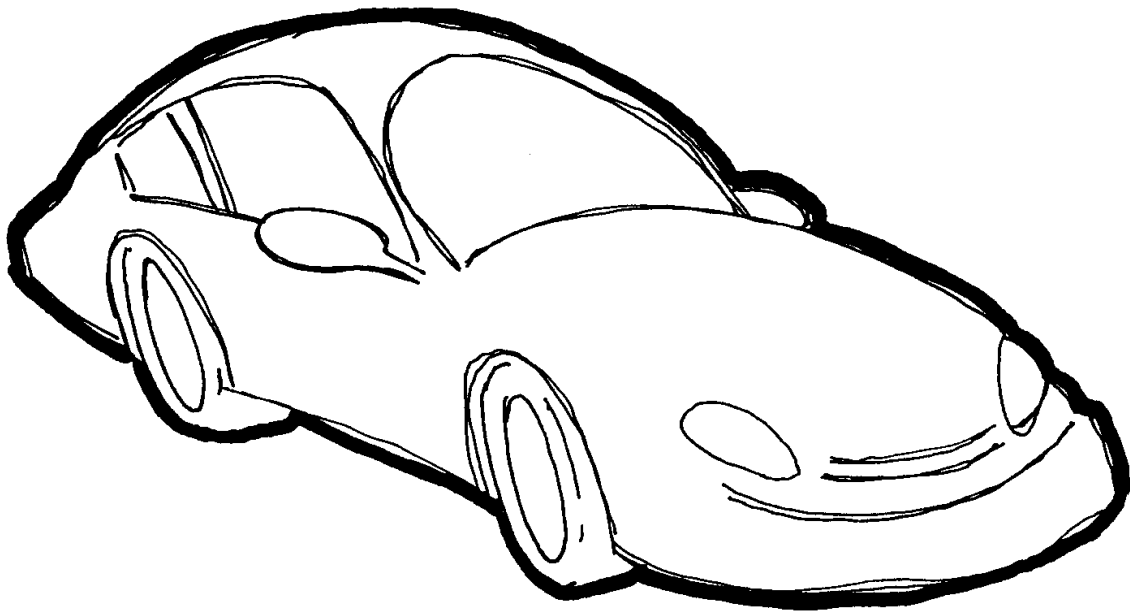


TRUCK

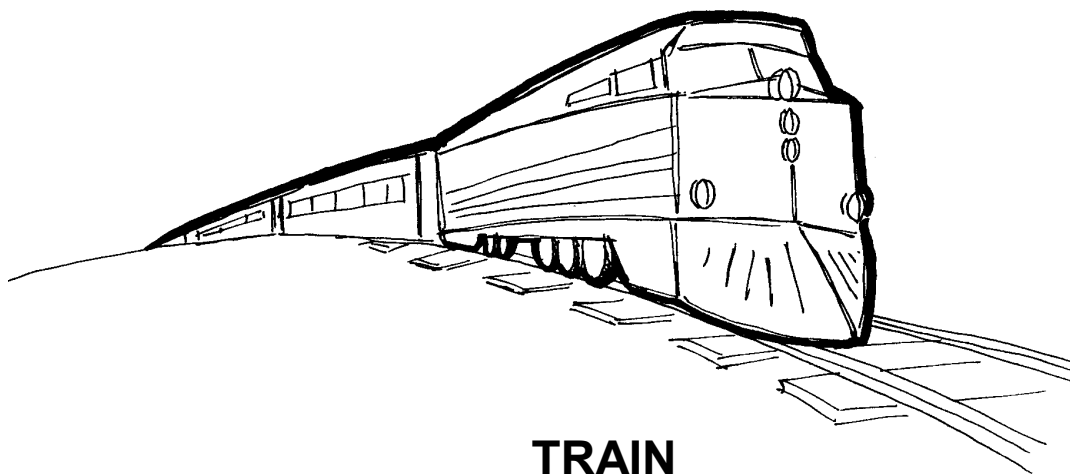


BICYCLE

APPENDIX 19.1

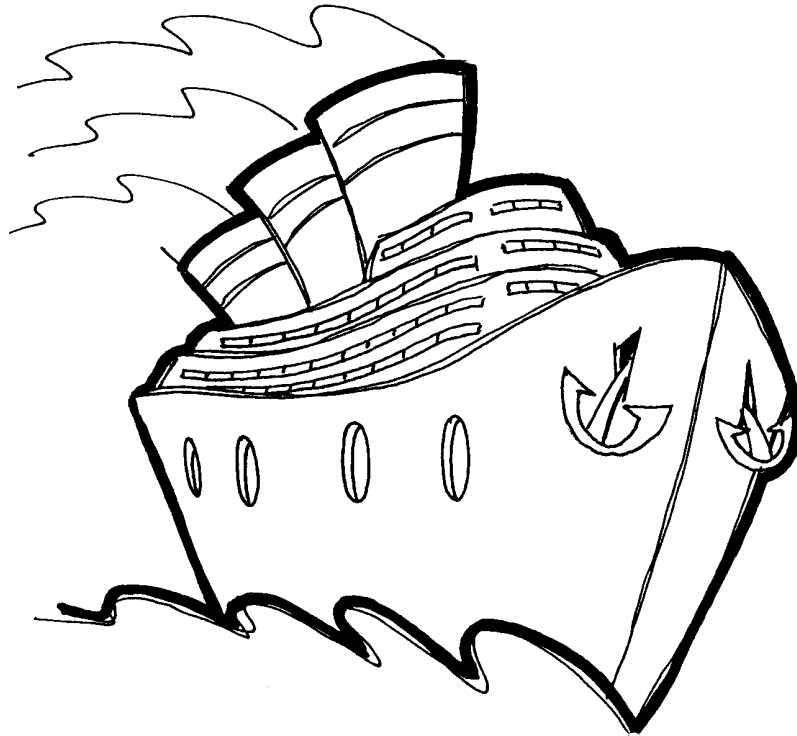


CAR

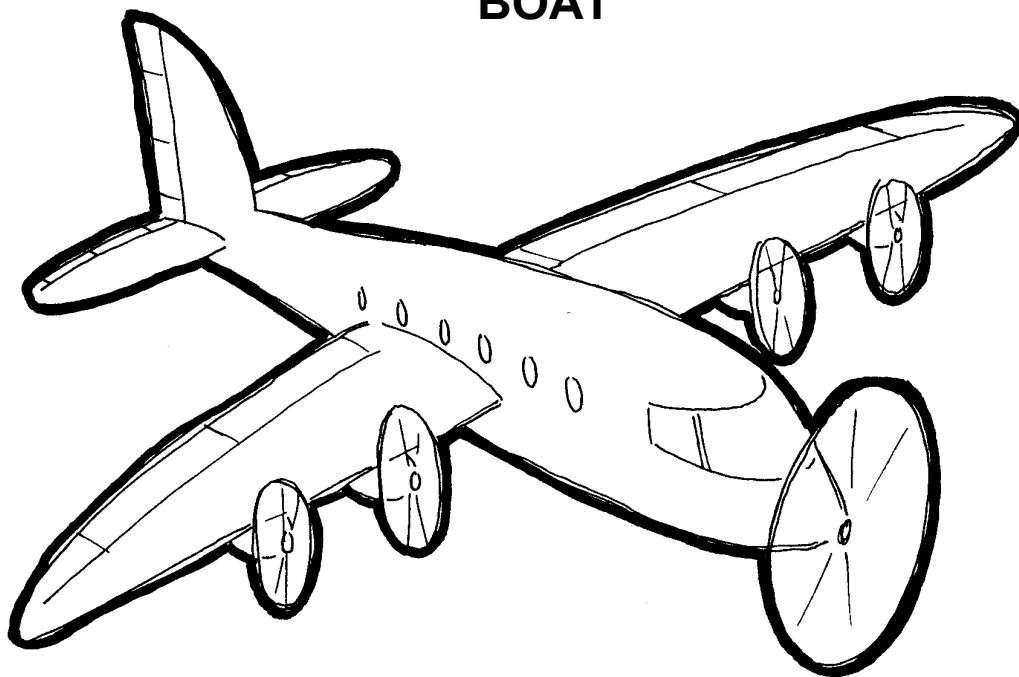


TRAIN

APPENDIX 19.1



BOAT



AIRPLANE

The activities described below form part of the program routine: welcome and reading corner, attendance and schedule, story time, activities, song or nursery rhyme, tidying up.

**1***Activity:* **Decorating the room***10 minutes****Learning situation***

- React to a stimulus by adopting behaviour or behaviours that are in keeping with the workshop routine

***Objective***

- To get ready for the party

**Materials**

- Crêpe paper streamers
- Bag of balloons
- String
- Tape

**Procedure**

- Cut the streamers into long pieces, attach pieces of tape and give them to the children.
- Ask the children to stick the streamers onto the walls.
- Inflate the balloons, tie a piece of string to each one and give them to the children.
- Allow some time for the children to play with the balloons before helping them to attach them to the walls.

**Recommendations**

- Allow the children to decorate the room as they wish.
- Inflate the balloons in advance if possible.
- Do not force a child to give up his or her balloon.
- At the end of the workshop, give each child a balloon to take home.

**Note**

- The party activities make up part of the activities for the parents' and parent-child workshops.

2

*Activity:* **Makeup***10 minutes****Learning situation***

- In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)

***Objective***

- To get ready for the party

**Materials**

- Makeup box
- Water
- Container (glass)

**Procedure**

- Set up a table and two chairs. Place a glass of water and makeup box on the table.
- Ask the children to sit around the table.
- Show the children what to do and demonstrate on a child or another trainer.
- When the children have understood that they need to dip the crayon into the water, they should each select a colour and take turns at applying the makeup.
- Call two children by name and ask them to sit at the table and apply makeup to each other while the others watch.
- Repeat until all the children are wearing makeup.

**Recommendations**

- Make sure the children understand that when they have finished putting makeup on their classmate, it is their turn to be made up.
- Allow free rein for creativity and initiative.

3

*Activity:* **My party hat***10 minutes****Learning situation***

- Learn to use different objects to express emotion and develop fine motor skills

***Objective***

- To get ready for the party

## Materials

- Two pieces of coloured cardboard per child
- Stapler
- One glue stick per child
- Various paper or cardboard shapes to glue onto the hats (stars, hearts, circles, etc.)
- Scissors

## Procedure

- Have the children sit at tables.
- Show the children what to do to make their hats: fold the fringes, glue some shapes on and staple the ends together.
- Give each child two pieces of cardboard (same colour), stapled together.
- Once the fringes have been folded, give each child a glue stick and some shapes to glue onto the hat.
- Write the child's name on the finished hat and staple it together so it can be worn.

## Recommendations

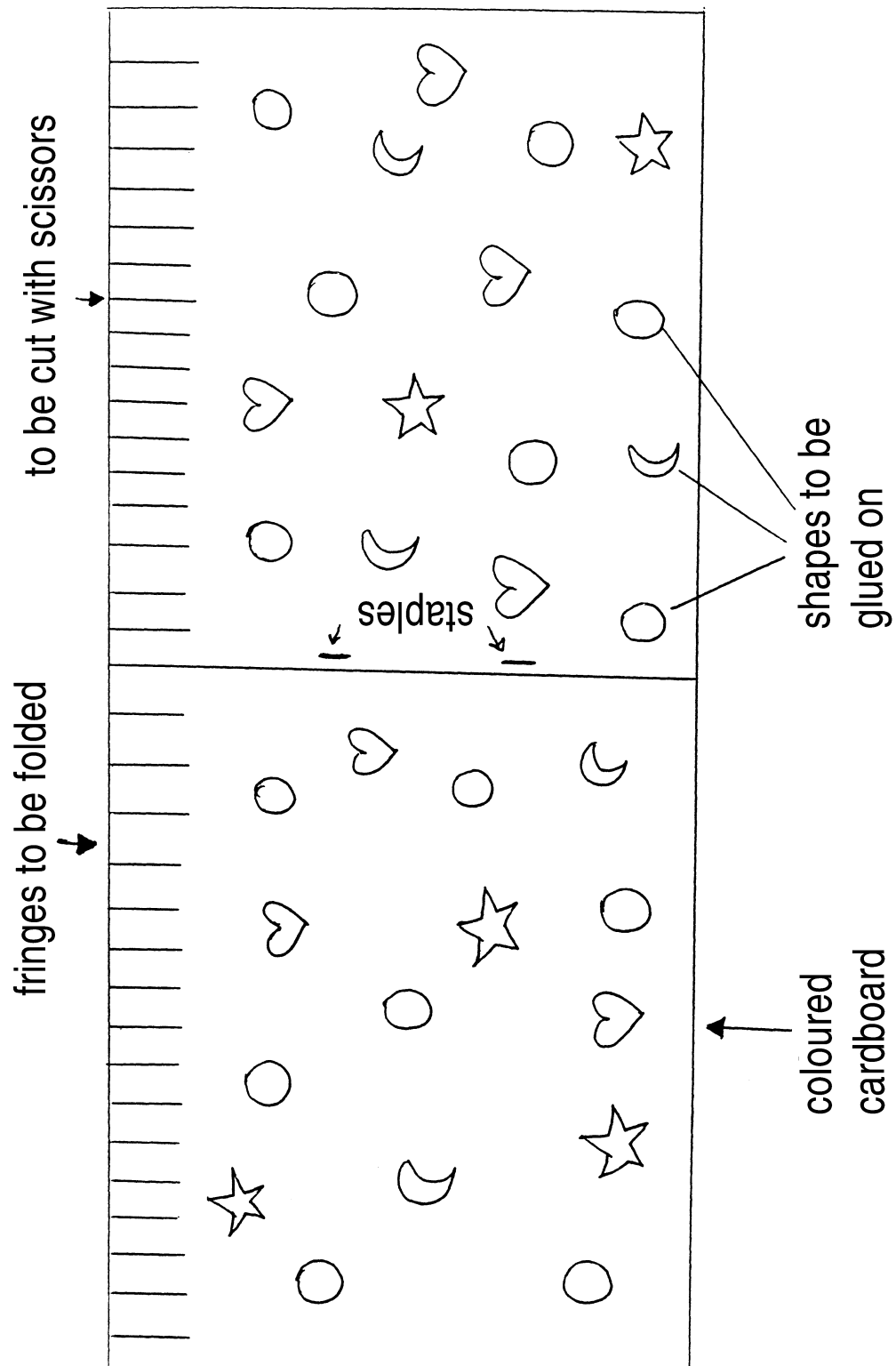
- Make sure the children fold the fringes outwards, towards themselves.
- Do not force a child to wear his or her hat.
- Wear your own hat for the party.

## Appendix

- Hat pattern (Appendix 20.1)



## APPENDIX 20.1



# PLAY WORKSHOPS

## Parent-Child Workshops

## Parent-Child Workshops

| WORKSHOP | THEME                     | ACTIVITY                             |
|----------|---------------------------|--------------------------------------|
| 1        | Welcome                   | – The portfolio                      |
| 2        | Creativity                | – The group mural                    |
| 3        | Introduction to colour    | – Mixing colours                     |
| 4        | Exploring the environment | – The obstacle course                |
| 5        | Food                      | – The shopping list                  |
| 6        | Autonomy                  | – Building a house                   |
| 7        | Self-esteem (part 1)      | – My body                            |
| 8        | Self-esteem (part 2)      | – My pencil holder                   |
| 9        | Fruits                    | – Fruit dominoes                     |
| 10       | The five senses           | – The grab bag                       |
| 11       | The library               | – Discovering the local library      |
| 12       | Language (part 1)         | – The puppet                         |
| 13       | Language (part 2)         | – The telephone game                 |
| 14       | Reading a story           | – My picture word book               |
| 15       | A book                    | – Making a book                      |
| 16       | My child's autonomy       | – Potato prints                      |
| 17       | Expressing emotion        | – The emotions game                  |
| 18       | The library               | – A trip to the library              |
| 19       | A big book                | – One book, one story                |
| 20       | Party time                | – Group games<br>– Chalk and bubbles |

### *Learning situation*

Child: Learn to use different objects to express emotion and develop fine motor skills

Parent: Determine how to approach a shared task: show respect for each other's abilities, state clearly and precisely what each person is expected to do, work together using the available space, time and materials

### *Objectives*

- To make a portfolio in which to store the items produced during the workshops.
- The child glues pre-cut pieces of paper onto the portfolio.
- The parent follows the instructions for his or her own task and the child's task.

|          |                                                                                                                              |                   |
|----------|------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>1</b> | <i>Activity:</i> <b>Transition time</b>                                                                                      | <i>10 minutes</i> |
| <b>2</b> | <i>Activity:</i> <b>Storyreading</b><br><i>Refer to the workshop schedule outlined in Parents' Workshop 1, Appendix 1.3.</i> | <i>15 minutes</i> |

### **Link with parents' workshop**

- The trainer models an appropriate attitude towards books and effective reading techniques.

3

*Activity:* **The portfolio***20 minutes***Materials**

- One glue stick per parent and child (suitable for the materials to be glued)
- Two large sheets of Bristol board per parent and child
- Coloured adhesive tape
- Pieces of paper cut into different shapes, or paper that can be torn into pieces

**Procedure**

- Invite the parents and children to sit at tables.
- Tell the parents and children that they will be making a portfolio, to be used to store the drawings and other items produced during the workshops.
- Present the materials required for the activity.
- Describe the parent's role during the activity, which consists in showing the child how to do certain things (modelling), involving the child in the process (interacting–exploring) and praising the child (offering encouragement).
- Describe what needs to be done to make the portfolio (ideally, these instructions should be given during the parents' workshop).
- Ask the parents to tape the two sheets of Bristol board together along three sides, leaving the other side open so that the drawings and other items can be inserted into the portfolio.
- Ask the children to tear and stick pieces of paper onto the portfolio.
- Depending on the type of materials used, the parents may need to apply the glue and then let the child stick the pieces of paper onto the portfolio.

**Recommendations for trainers**

- Write the instructions for parents on the board.
- Emphasize the instruction concerning the parents' role.
- Make sure the participants have enough materials.
- Supervise the participants to make sure they follow the instructions. It is important to give encouragement in addition to providing structure.
- Help any parents or children who run into problems.

**Recommendations for parents**

- Adjust to the child's pace and level of interest.
- Maintain a playful atmosphere.
- Let the child take the initiative.
- Encourage the child in his or her learning.

**Emergent literacy**

- The parent writes the child's name on the portfolio, with the child, taking time to explain that the letters make up the child's name. The child knows his or her name is written on the portfolio.

4

**Activity: Song or nursery rhyme**

*Refer to the workshop schedule outlined in Parents' Workshop 1, Appendix 1.3.*

**10 minutes**

- Invite the parents to display the nursery rhyme at home, in a place where the child can see it easily (e.g. on the refrigerator).

5

**Activity: Conclusion**

*Refer to the workshop schedule outlined in Parents' Workshop 1, Appendix 1.3.*

**5 minutes**

- Encourage the parents to praise their children for their contribution and effort.

**Reference material**

Delhaxhe, A., S. Terwagne, and D. Massoz. *Agir avec le langage écrit*. Édition Mondia, 1990.

***Learning situation***

Child: Learn to use different objects to express emotion and develop fine motor skills

Parent: Identify intervention techniques that foster emergent literacy: associating words with pictures, telling stories, identifying logos, developing the child's prehension

Determine how to approach a shared task: show respect for each other's abilities, state clearly and precisely what each person is expected to do, work together using the available space, time and materials

***Objectives***

- The child draws on the mural using markers.
- The parent helps the child to decorate the mural.

|          |                                                                                                                              |                   |
|----------|------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>1</b> | <b>Activity:</b> <b>Transition time</b>                                                                                      | <b>5 minutes</b>  |
| <b>2</b> | <b>Activity:</b> <b>Storyreading</b><br><i>Refer to the workshop schedule outlined in Parents' Workshop 1, Appendix 1.3.</i> | <b>10 minutes</b> |
| <b>3</b> | <b>Activity:</b> <b>The group mural</b>                                                                                      | <b>30 minutes</b> |

**Materials**

- Pictures
- Large roll of white paper
- Washable markers
- Crayons
- Tissue paper
- Sheets of coloured Bristol board



- Wool
- Several different kinds of pasta
- Glue stick
- Tape

### **Procedure**

- Place all the materials required for the activity on a table.
- Explain the purpose of the activity, i.e. to create a group mural. Make sure the parents understand that they must allow both themselves and their child the freedom to be creative.
- Give the children one marker each, which they can exchange for one of a different colour if they wish.
- Tell the parents they should help the children to design the mural and make sure the children have everything they need.
- Then ask each parent to write words that describe his or her child's drawings (e.g. *sun*, *cow*, etc.) on the mural, along with their child's name.

### **Recommendations for trainers**

- Make sure the activities run smoothly.
- Encourage the participants and provide support where necessary.
- Ask the parents to put pictures on the mural and write words that describe them.

### **Emergent literacy**

- Write amusing words in colour on the mural, and say the words out loud.

## Workshop 2

*Parents and children*

|   |                                                                                                                                       |            |
|---|---------------------------------------------------------------------------------------------------------------------------------------|------------|
| 4 | <i>Activity:</i> <b>Song or nursery rhyme</b><br><i>Refer to the workshop schedule outlined in Parents' Workshop 1, Appendix 1.3.</i> | 10 minutes |
| 5 | <i>Activity:</i> <b>Conclusion</b><br><i>Refer to the workshop schedule outlined in Parents' Workshop 1, Appendix 1.3.</i>            | 5 minutes  |

### *Learning situation*

Child: Learn to use different objects to express emotion and develop fine motor skills

Parent: Determine how to approach a shared task: show respect for each other's abilities, state clearly and precisely what each person is expected to do, work together using the available space, time and materials

Foster the development of autonomy by allowing their child to take the initiative and providing help or encouragement where necessary

### *Objectives*

- Using water-based paints, the child mixes different colours with his or her fingers, and learns about colour while engaged in a creative process.
- The parent enjoys the moment with the child, provides support and supervision, and allows the child to take the initiative.

|          |                                         |                   |
|----------|-----------------------------------------|-------------------|
| <b>1</b> | <i>Activity:</i> <b>Transition time</b> | <b>5 minutes</b>  |
| <b>2</b> | <i>Activity:</i> <b>Storyreading</b>    | <b>15 minutes</b> |
| <b>3</b> | <i>Activity:</i> <b>Mixing colours</b>  | <b>25 minutes</b> |

### **Materials**

- One apron per child
- A blank sheet of paper, waxed by the child
- Three small containers of water-based paint per child (1 blue, 1 red, 1 yellow)
- One rag per child

- Soap, water, towels
- Six coloured cards (blue, yellow, red, orange, purple, green)

### **Procedure**

- Invite the parents to sit at the table with their children, making sure every child is seated between two adults for maximum supervision.
- Give the parents the materials they need for the activity, and tell them where they can take the children to wash their hands afterwards.
- Use coloured cards to show the parents and children which colours they should mix. The parent writes the name of the colour on top of the card and shows it to the child (e.g. blue + yellow = green). It is best to concentrate on one mixture at a time, giving the children only the colours they need for that mixture and changing the colours once the desired mixture has been achieved.
- Write down the following instructions and explain them to the parents:
  - Remain seated during the activity.
  - Use fingers to mix the colours indicated by the trainer.
  - Wash the child's hands and put away the apron at the end of the activity.
  - Pin the results on the wall.
  - Each parent must clean his or her own section of the table.

### **Recommendations for trainers**

- Encourage the children to be independent.
- Hold up the coloured cards so that the children understand what they have to do.
- Make sure the parents give clear, precise instructions.
- Make sure each child experiments with the colours and obtains orange, purple and green.

## Workshop 3

*Parents and children*

|   |                                               |                   |
|---|-----------------------------------------------|-------------------|
| 4 | <i>Activity:</i> <b>Song or nursery rhyme</b> | <i>10 minutes</i> |
| 5 | <i>Activity:</i> <b>Conclusion</b>            | <i>5 minutes</i>  |

### *Learning situation*

Child: In a context that fosters autonomy, become aware of their environment, the objects in it, and the routine

Use pictures to learn about the concept of word-picture associations

Through the workshop activities and routines, learn to understand and follow instructions (autonomy)

Parent: Identify intervention techniques that foster emergent literacy: associating words with pictures, telling stories, identifying logos, developing the child's prehension

Participate with their child in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

### *Objectives*

- The child recognizes the required movements from the poster and from the parent's instructions, and performs them.
- The parent gives clear instructions and provides positive support and guidance to help the child overcome various obstacles.

|          |                                         |                   |
|----------|-----------------------------------------|-------------------|
| <i>1</i> | <i>Activity:</i> <b>Transition time</b> | <i>10 minutes</i> |
| <i>2</i> | <i>Activity:</i> <b>Storyreading</b>    | <i>15 minutes</i> |

3

*Activity:* **The obstacle course***20 minutes***Materials**

- A series of cards, each illustrating a short instruction (e.g. *under* or *over*) (Appendix 4.1)
- Tape or Funtack
- Pieces of furniture or equipment to create obstacles (e.g. chairs, tunnels, hoops, mattresses)

**Procedure**

- Ask some of the parents to help set up the cards and equipment.
- Introduce the concepts of “under,” “over,” “in front of,” “behind” and “in.”
- Using the cards, indicate the obstacles related to each concept, and demonstrate what the parents and children are required to do.
- At random, give one instruction to each parent-child team.
- Supervise the activity from the start, and establish the pace at which the teams complete the obstacle course.
- Each team can repeat the course several times.

**Recommendations for trainers**

- Explain each obstacle carefully.
- Encourage and praise positive steps taken by parents to guide their children’s actions.
- Point to the word under the picture when giving the instructions.

**Recommendations for parents**

- Allow your child to go at his or her own pace.
- Encourage trial and error.
- Stay calm and enjoy the activity with your child.

**Emergent literacy**

- Emphasize the words written on the cards by pointing to each letter. Help the children to work out what they have to do.

**Appendix**

- Cards

**Note**

- If the number of parent-and-child pairs is sufficient, prepare two obstacle courses and allow the teams to change from one to the other.

|   |                                               |                   |
|---|-----------------------------------------------|-------------------|
| 4 | <i>Activity:</i> <b>Song or nursery rhyme</b> | <i>10 minutes</i> |
| 5 | <i>Activity:</i> <b>Conclusion</b>            | <i>5 minutes</i>  |

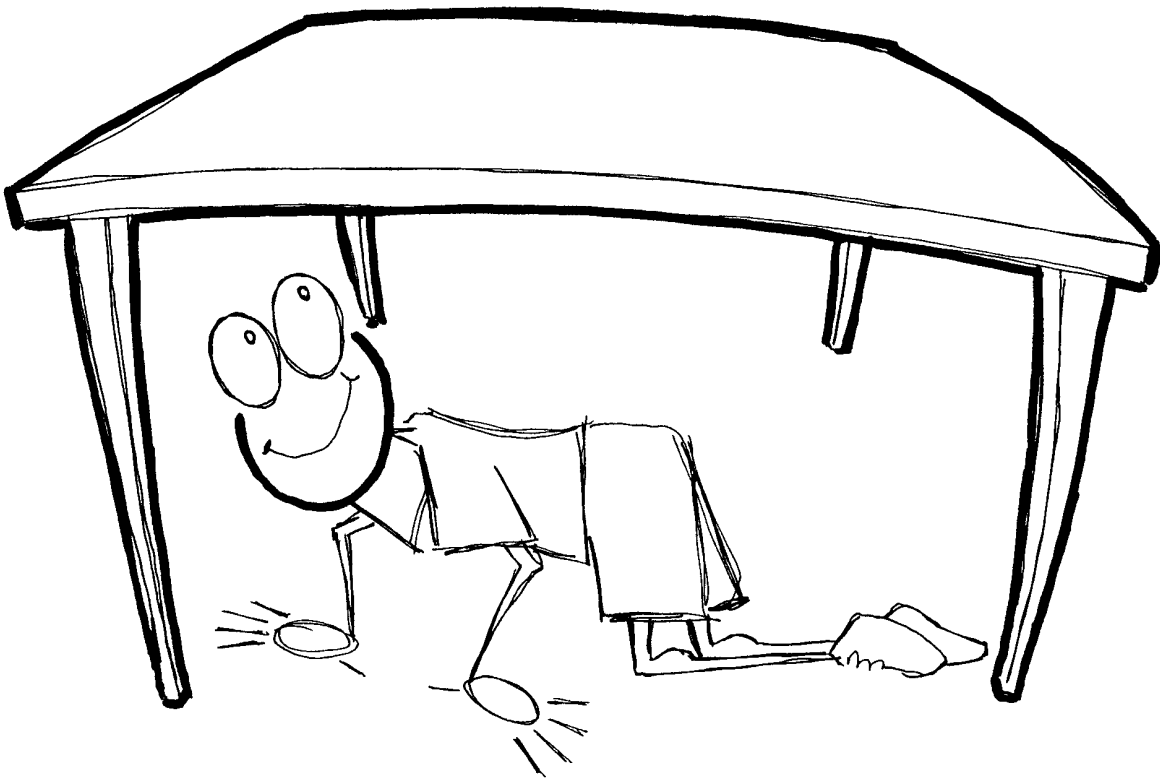


APPENDIX 4.1



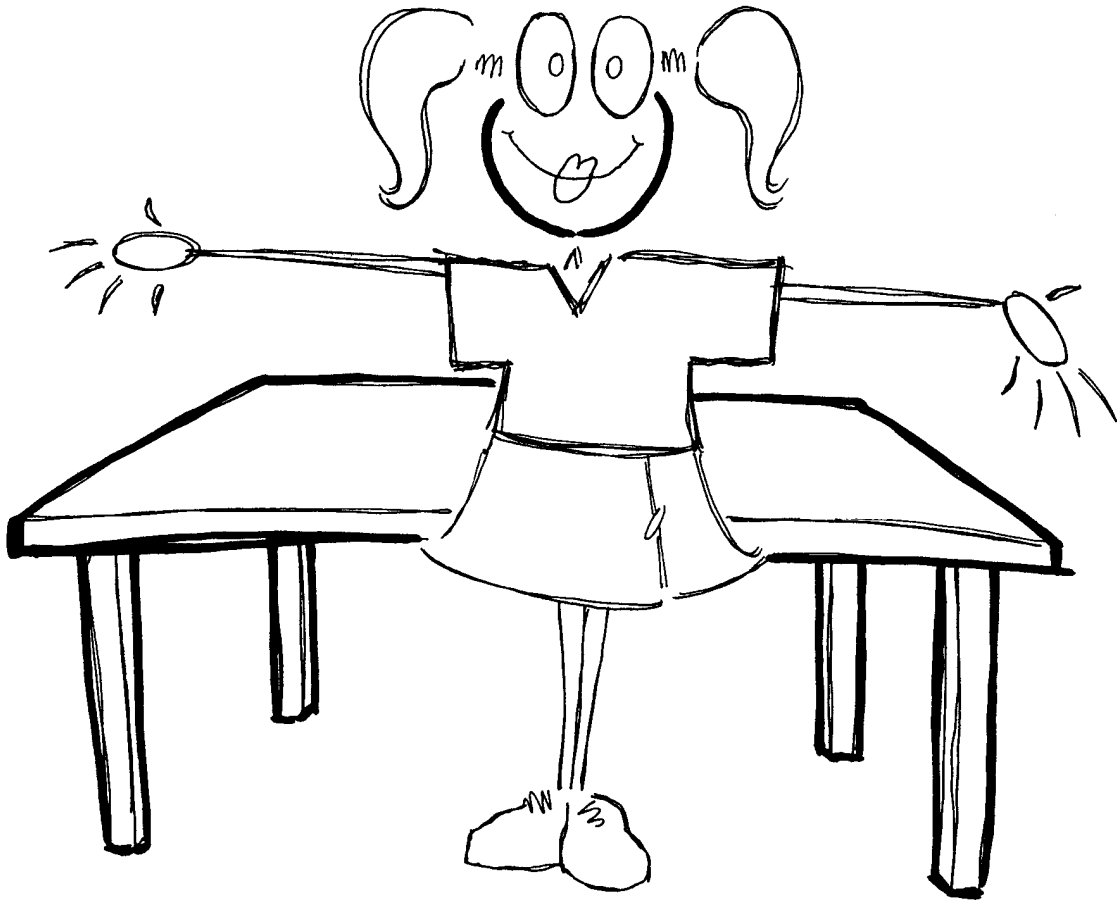
**IN THE BOX**

**APPENDIX 4.1**



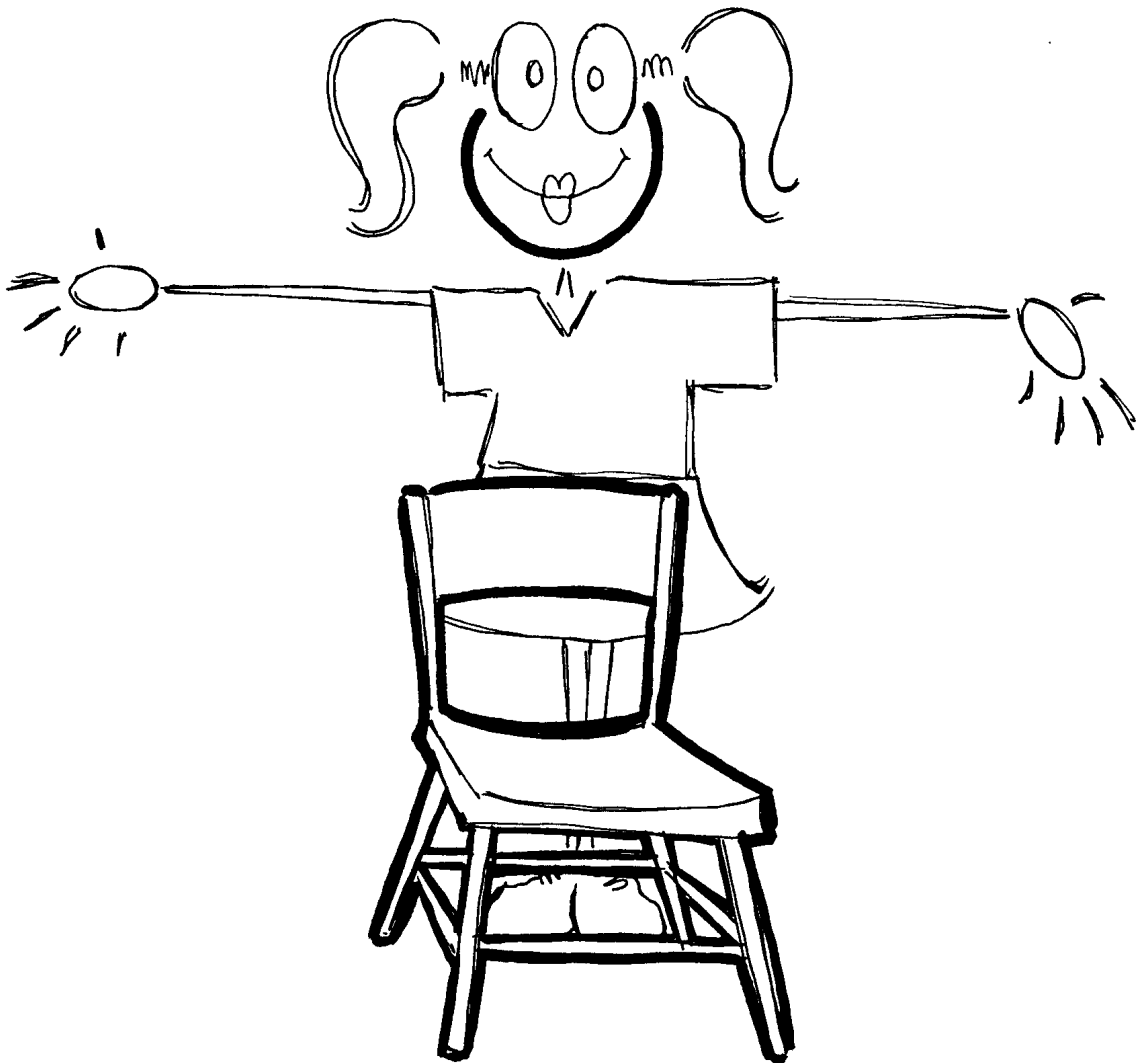
**UNDER THE TABLE**

APPENDIX 4.1



IN FRONT OF THE TABLE

APPENDIX 4.1



BEHIND THE CHAIR

APPENDIX 4.1



ON THE CUSHION

***Learning situation***

Child: Use pictures to learn about the concept of word-picture associations

Recognize, in their environment, the connection between a logo and its meaning (e.g. a logo representing food)

Parent: Use ways of fostering the development of emergent literacy (associating pictures with words, telling stories, identifying logos, developing the child's prehension)

Identify enjoyable and difficult times in an activity done together

***Objectives***

- The child becomes familiar with written language by associating words and pictures, and learns to recognize certain logos.
- The parent guides the child in the choice of pictures and helps the child to connect words with the pictures.

|          |                                           |                   |
|----------|-------------------------------------------|-------------------|
| <b>1</b> | <i>Activity:</i> <b>Transition time</b>   | <b>5 minutes</b>  |
| <b>2</b> | <i>Activity:</i> <b>Storyreading</b>      | <b>15 minutes</b> |
| <b>3</b> | <i>Activity:</i> <b>The shopping list</b> | <b>25 minutes</b> |

**Materials**

- One pair of scissors per parent and child
- Markers
- One glue stick per parent and child
- One large sheet of Bristol board per parent and child
- Store flyers

### **Procedure**

- Ask the children to sit around the table.
- Tell the children and parents that they will be making a shopping list.
- Tell them they will be using the store flyers and writing the words corresponding to the pictures they select.
- Explain that the children can cut out the pictures with the scissors (or tear them out with the parent's help) and glue them onto the card.

### **Recommendations for trainers**

- Encourage parents to tell their children what they are doing, as they do it.
- Remind parents that the children can do many things for themselves (choose the pictures, cut them out and glue them onto the card).
- Suggest that parents allow the children to select the foods they like best for inclusion in the list.

### **Recommendations for parents**

- Have fun with your child.
- Let your child take the initiative.
- Be a role model for your child; offer guidance, encouragement and praise.
- Speak slowly and clearly to your child.

### **Emergent literacy**

- The parent writes down the name of each picture selected by the child, and gradually builds up a shopping list. Make sure the parent gives priority to the child's learning rather than to actual performance or completion of a task.

## Workshop 5

*Parents and children*

|   |                                               |                   |
|---|-----------------------------------------------|-------------------|
| 4 | <i>Activity:</i> <b>Song or nursery rhyme</b> | <i>10 minutes</i> |
| 5 | <i>Activity:</i> <b>Conclusion</b>            | <i>5 minutes</i>  |



### *Learning situation*

Child: Learn to use different objects to express emotion and develop fine motor skills

Use ways of fostering the development of emergent literacy (associating pictures with words, telling stories, identifying logos, developing the child's prehension)

Parent: During activities with their child, express emotion with due respect for themselves and others (staying calm, naming the emotion, using nonverbal language that reflects what was said, praising good behaviour)

Participate with their child in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

Recognize the importance of a child's self-esteem as an essential factor in learning and educational success

### *Objectives*

- The child develops autonomy.
- The parent engages in role-playing and triggers the child's imagination.
- The parent learns to distinguish between behaviour that triggers a personal reaction and behaviour that requires the setting of limits.

|          |                                         |                   |
|----------|-----------------------------------------|-------------------|
| <b>1</b> | <i>Activity:</i> <b>Transition time</b> | <b>5 minutes</b>  |
| <b>2</b> | <i>Activity:</i> <b>Storyreading</b>    | <b>10 minutes</b> |

3

*Activity:* **Building a house***30 minutes***Materials**

- Three or four cardboard boxes
- Wide tape
- Box cutter
- Construction paper
- Glue sticks
- Crayons and coloured pencils
- Puppet

**Procedure**

- Tell the parents and children that they will be doing a group activity in which everyone works together to build a house.
- Ask two parents to cut doors and windows in the boxes (they should do this in a corner of the room, away from the children). Ask the children to start decorating the house: colouring, decorating, gluing pieces of construction paper to the walls, drawing curtains, flowers, flowerboxes, etc.
- Allow some time for the parents and children to play with the house. Encourage role-playing with the puppet.

**Recommendations for trainers**

- Encourage the parents to engage in role-playing, so that they can enter into the child's imaginary world.
- Encourage the parents to structure the activity while allowing the children to take the initiative.
- Give the houses to parents who would like to take them home.
- Suggest that parents create a space at home where their child can set up his or her own "house," with dolls, teddy bears, books, crayons and so on.

**Emergent literacy**

- Encourage everyone—parents and children—to sign their names on the house.

|   |                                               |                   |
|---|-----------------------------------------------|-------------------|
| 4 | <i>Activity:</i> <b>Song or nursery rhyme</b> | <i>10 minutes</i> |
| 5 | <i>Activity:</i> <b>Conclusion</b>            | <i>5 minutes</i>  |

### *Learning situation*

Child: Use pictures to learn about the concept of word-picture associations

Parent: Participate with their child in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

Recognize the importance of a child's self-esteem as an essential factor in learning and educational success

### *Objectives*

- The child learns to recognize parts of the body using a drawing of his or her own body.
- The parent names various parts of the body and helps the child to colour the drawing.

|          |                                         |                   |
|----------|-----------------------------------------|-------------------|
| <b>1</b> | <i>Activity:</i> <b>Transition time</b> | <i>5 minutes</i>  |
| <b>2</b> | <i>Activity:</i> <b>Storyreading</b>    | <i>15 minutes</i> |
| <b>3</b> | <i>Activity:</i> <b>My body</b>         | <i>25 minutes</i> |

### **Materials**

- Elastic bands (to put around the rolled up drawings)
- One large sheet of white paper per parent and child (roll of paper)
- Crayons (for colouring and drawing)
- Masking tape

### **Procedure**

- Organize the room so that each parent and child can sit together on the floor, with room for the child to lie down.
- Each team should have a large sheet of paper and a selection of crayons.
- Tell the parents they will be required to draw an outline of the child's body.
- Ask the children to lie on the paper, and the parents to trace a line around their child's body with one of the wax crayons.
- Then invite the parents, with their children, to colour each part of the body and to write down the name of each part, along with an adjective (e.g. shiny hair, big round eyes, soft hands).
- Suggest that the parents write the child's name at the bottom of the sheet and explain that the word represents his or her name.

### **Recommendations for trainers**

- It is important to ensure that the sheets of paper are attached firmly to the ground.
- Encourage parents to explain to their child what they are drawing as they draw it.
- Instruct the parents to draw one part of the body at a time, and to show the results immediately to the child.
- Display the drawings in the classroom or suggest that the parents put their child's drawing on his or her bedroom door.

### **Emergent literacy**

- To add variation, prepare cards showing the names of parts of the body. The parent reads the name and the child tries to indicate the relevant part on his or her own body and on the drawing. The parent then attaches the card to the corresponding part of the drawing.

## Workshop 7

*Parents and children*

|   |                                               |                   |
|---|-----------------------------------------------|-------------------|
| 4 | <i>Activity:</i> <b>Song or nursery rhyme</b> | <i>10 minutes</i> |
| 5 | <i>Activity:</i> <b>Conclusion</b>            | <i>5 minutes</i>  |

### *Learning situation*

Child: In various activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)

Parent: Participate with their child in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

Recognize the importance of a child's self-esteem as an essential factor in learning and educational success

### *Objectives*

- Using a paintbrush and glue, the child sticks pieces of tissue paper onto a glass jar.
- The parent helps the child and makes sure the instructions are followed, encouraging the development of self-esteem in the child.

|          |                                          |                   |
|----------|------------------------------------------|-------------------|
| <b>1</b> | <i>Activity:</i> <b>Transition time</b>  | <b>5 minutes</b>  |
| <b>2</b> | <i>Activity:</i> <b>Storyreading</b>     | <b>15 minutes</b> |
| <b>3</b> | <i>Activity:</i> <b>My pencil holder</b> | <b>25 minutes</b> |

### **Materials**

- One glass baby food jar per parent and child
- One paintbrush per parent and child
- Pieces of tissue paper
- Liquid white glue

- Empty containers
- One damp rag per parent and child

### **Procedure**

- Invite the parents and children to sit at tables.
- Tell them they will be working together to make a pencil holder that the child can use to store crayons.
- Explain what they will be required to do.
- Ask the parents, with their children, to tear up pieces of tissue paper and then hold them against the sides of the jar with their fingers.
- Invite the children to stick the pieces of tissue paper onto the jar, using the paintbrush to apply glue.
- Ask the children to place the completed pencil holders on a table until the glue has dried.

### **Recommendations for trainers**

- Supervise the participants to make sure they follow the instructions. It is important to give encouragement in addition to providing structure.
- Ask the parents to let the children set the pace.
- Make sure the parents understand that the success of the activity has nothing to do with the beauty of the finished product.

### **Emergent literacy**

- Make a connection between the pencil holder and written language. The child can use the pencil holder to store crayons. Demonstrate the pencil holder's utility at the end of the workshop. Open the pencil holder, take out a crayon and write the child's name or scribble on a sheet of paper.



## Workshop 8

*Parents and children*

|   |                                               |                   |
|---|-----------------------------------------------|-------------------|
| 4 | <i>Activity:</i> <b>Song or nursery rhyme</b> | <i>10 minutes</i> |
| 5 | <i>Activity:</i> <b>Conclusion</b>            | <i>5 minutes</i>  |

### *Learning situation*

- Child:     Use pictures to learn about the concept of word-picture associations
- Identify logos, objects and people by naming them or pointing to them
- Parent:    Identify intervention techniques that foster emergent literacy: associating words with pictures, telling stories, identifying logos, developing the child's prehension
- Adopt different attitudes that promote good communication

### *Objectives*

- The child develops fine motor skills, makes associations (colour, pattern, picture) and discovers the concepts of "same" and "different."
- The child enriches his or her vocabulary.
- The parent learns to recognize the child's learning in the association game.

|          |                                         |                   |
|----------|-----------------------------------------|-------------------|
| <b>1</b> | <i>Activity:</i> <b>Transition time</b> | <b>5 minutes</b>  |
| <b>2</b> | <i>Activity:</i> <b>Storyreading</b>    | <b>15 minutes</b> |
| <b>3</b> | <i>Activity:</i> <b>Fruit dominoes</b>  | <b>25 minutes</b> |

### **Materials**

- 10 pieces of Bristol board, all the same colour, cut into rectangles (13 cm x 7 cm), per parent and child

- Drawings of different fruits on coloured paper (Appendix 9.1)  
(A different colour for each type of fruit, 20 fruits per parent and child: 5 oranges, 3 pears, 4 strawberries, 5 apples and 3 grapes, all pre-cut)
- One glue stick per parent and child
- Tables and chairs
- A set of dominoes (see the example in the program material)

### **Procedure**

- Invite each team to sit at a table.
- Show them the domino set (see example) and explain that the object of the game is to make associations (identical fruits and colours). With six dominoes, the child can improve his or her concentration. This will be the first time the child has played dominoes.
- Hand each team the materials required for the activity.
- Tell the teams that the children should glue two different fruits onto each card.
- Then tell the parents to begin the game by placing a second card with an identical fruit next to the first, and letting the child continue.

### **Recommendations for trainers**

- Make sure the team members carry out their respective tasks.
- Provide guidance for the parents (advise them not to do things for the child).
- Encourage the participants and provide support where necessary.

### **Recommendations for parents**

- Have fun.
- Let the child take the initiative.
- Guide and encourage the child.
- Speak slowly and clearly.

**Emergent literacy**

- In playing dominoes with the child, the parent can emphasize the name of the fruit, which is written under the drawing.
- Playing dominoes is good for the child. Even if only pretending to read, the child believes he or she is actually reading.

**Appendix**

- Drawings of different fruits

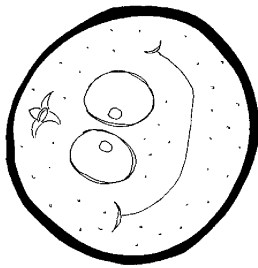
|   |                                        |            |
|---|----------------------------------------|------------|
| 4 | Activity: <b>Song or nursery rhyme</b> | 10 minutes |
| 5 | Activity: <b>Conclusion</b>            | 5 minutes  |

**APPENDIX 9.1**

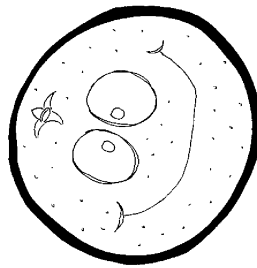
**20 fruits for each team:**

- 5 oranges
- 3 grapes
- 3 pears
- 5 apples
- 4 strawberries

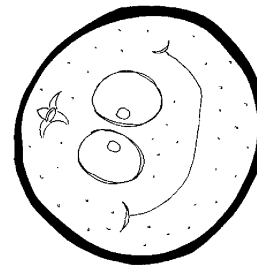
APPENDIX 9.1



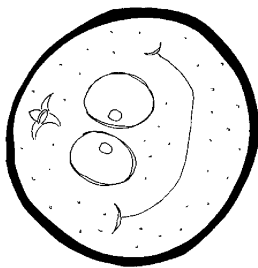
Orange +



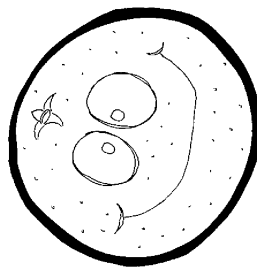
Orange +



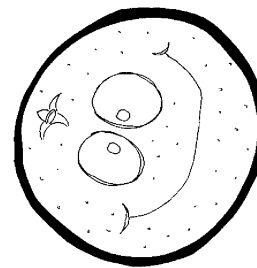
Orange +



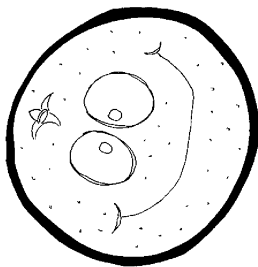
Orange



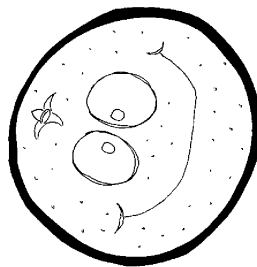
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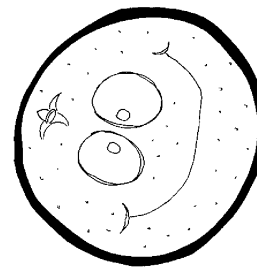
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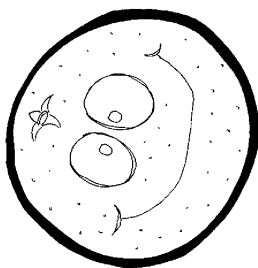
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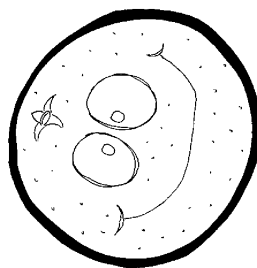
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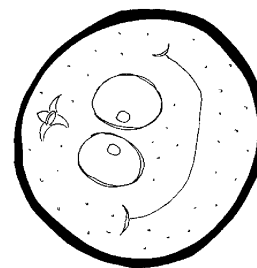
Orange +



Orange

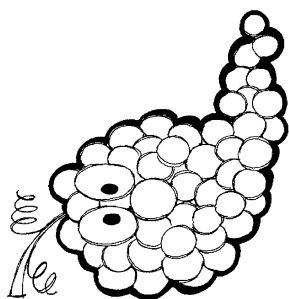


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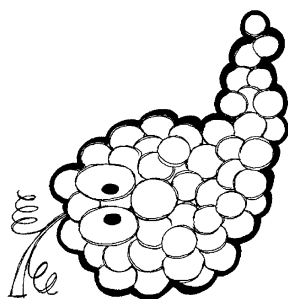


Orange

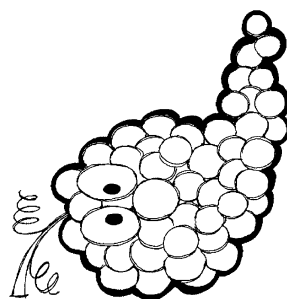
APPENDIX 9.1



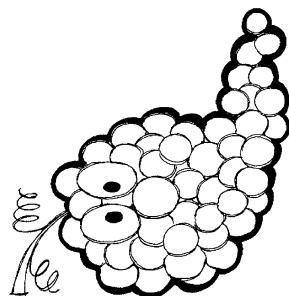
Grapes



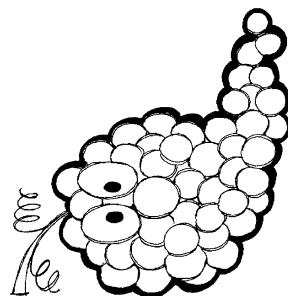
Grapes



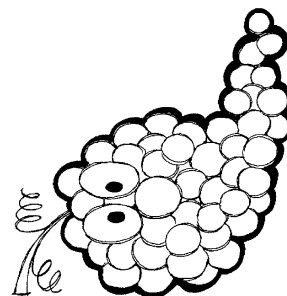
Grapes



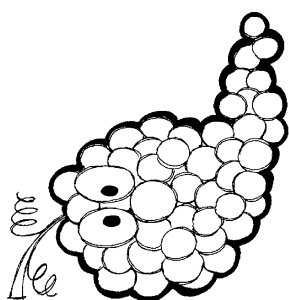
Grapes +



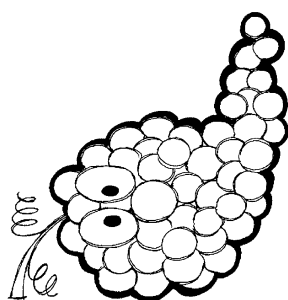
Grapes +



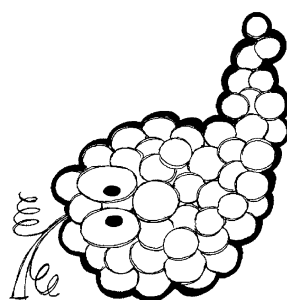
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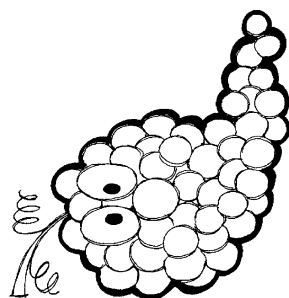
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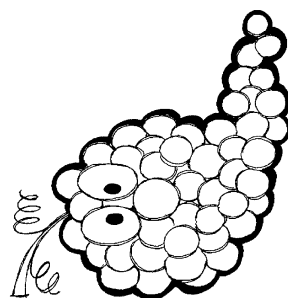
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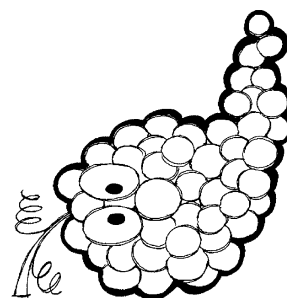
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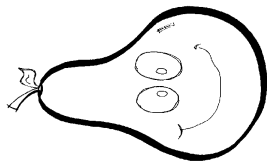


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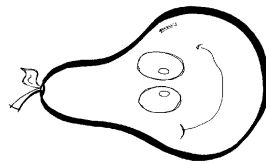
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APPENDIX 9.1



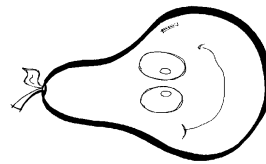
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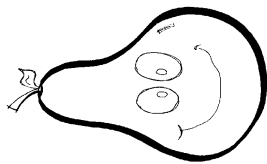
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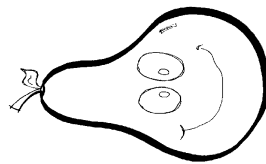


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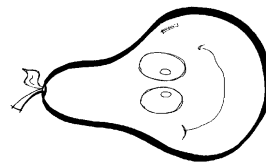
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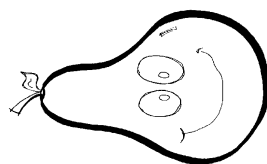
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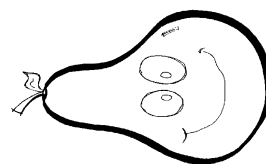


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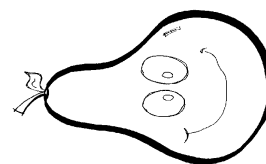
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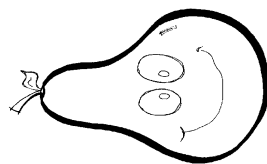
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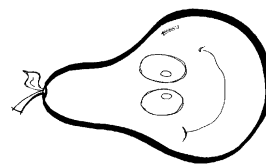


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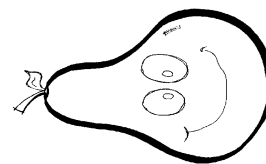
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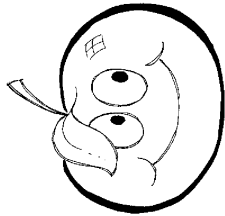
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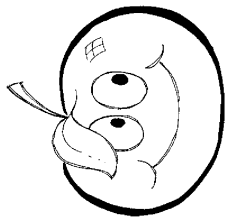


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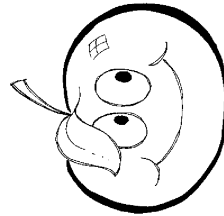


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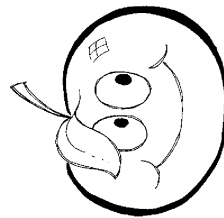


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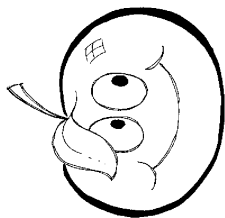


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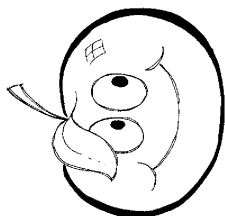


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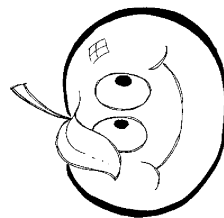


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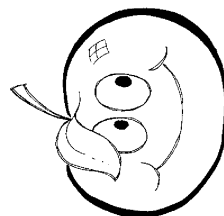


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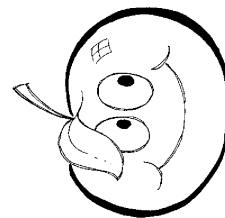


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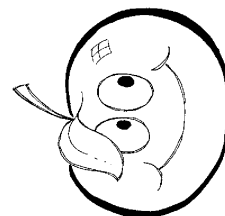


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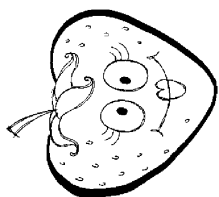
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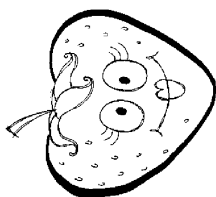


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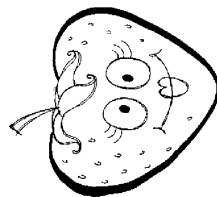
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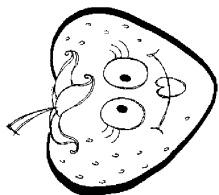
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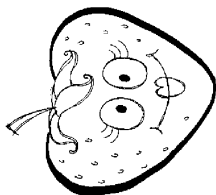
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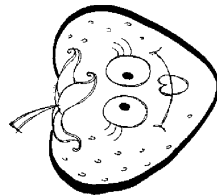
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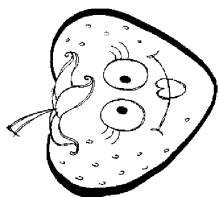
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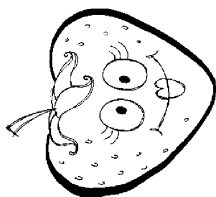
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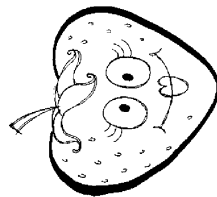
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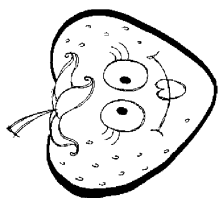
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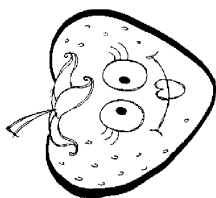
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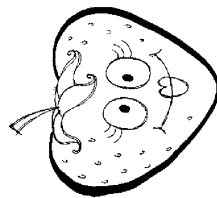
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Strawberry



Strawberry



Strawberry

### *Learning situation*

Child: Identify logos, objects and people by naming them or pointing to them

Through the workshop activities and routines, learn to understand and follow instructions (autonomy)

Parent: During activities with their child, express emotion with due respect for themselves and others (staying calm, naming the emotion, using nonverbal language that reflects what was said, praising good behaviour)

### *Objectives*

- The child recognizes the objects he or she is handling and is able to identify their characteristics.
- The parent asks questions to guide the child in identifying the object.

|          |                                         |                   |
|----------|-----------------------------------------|-------------------|
| <b>1</b> | <i>Activity:</i> <b>Transition time</b> | <i>10 minutes</i> |
| <b>2</b> | <i>Activity:</i> <b>Storyreading</b>    | <i>15 minutes</i> |
| <b>3</b> | <i>Activity:</i> <b>The grab bag</b>    | <i>20 minutes</i> |

### **Materials**

- One bag per parent and child
- Two different objects per bag, to work on identifying different textures by touch (e.g. soft, hard, prickly, wet)
- Board and chalk

**Procedure**

- Explain to the parents and children that they will be playing detective with the grab bags.
- Take a bag (different from those set aside for the participants) and demonstrate how the children should place their hands in the bag and try to identify the objects by touching them.
- Tell the parents they will be guiding the children by asking questions such as “Is it round?” “Is it soft?”
- Then invite the parents to take a bag, choose two different objects from the table and place them in the bag.
- Tell the participants to pass the bags on to the parent and child on their left once they have identified both objects.

**Recommendation for trainers**

- Walk around the room, suggesting questions that will help the children to identify the objects.

**Emergent literacy**

- On a board, write down words describing the different textures.

|   |                                        |            |
|---|----------------------------------------|------------|
| 4 | Activity: <b>Song or nursery rhyme</b> | 10 minutes |
|---|----------------------------------------|------------|

|   |                             |           |
|---|-----------------------------|-----------|
| 5 | Activity: <b>Conclusion</b> | 5 minutes |
|---|-----------------------------|-----------|

### *Learning situation*

Child: Recognize basic concepts related to books: holding them the right way up, turning the pages, differentiating between text and pictures, etc.

Adopt attitudes and behaviours related to emergent literacy observed in previous workshops, and transfer them to a new context (e.g. a trip to the library)

Parent: Use acquired skills in a new context (e.g. a trip to the library)

### *Objectives*

- To become familiar with the various services provided by a library: book loans, books for children, books for adults, books for consultation at the library, story hour, cassette loans, etc.
- The parents learn about the conditions for joining the library and, where applicable, become members and borrow books for themselves and their child.
- To learn how to select books for adults and children.

### **Note to trainers**

- Inform the library authorities of the needs of local families: flexibility and tolerance towards the behaviour of children who have little experience of libraries.

1

*Activity:* **Transition time**

*5 minutes*

2

*Activity:* **Discovering the local library**

*1 hour 55 minutes*

### Procedure

- Introduce each participant to the resource person at the library.
- Guided tour: ask the resource person to explain the operation of the library:
  - opening hours, rules
  - how the library is organized
  - the various collections
  - computers and other methods for finding books
  - other services available
- Visit the children's section.
- Take part in story hour: parents and children gather to listen to a children's story read by a volunteer parent or the librarian.
- Allow the parents an opportunity to take out memberships for themselves and their child by keeping the children occupied. Leave some free time to explore the shelves.
- Help parents who have difficulty selecting a book for their children.
- Return to the workshop venue.
- Review the visit over coffee and a snack.

### Recommendation for facilitators

- Point out to the parents that by joining the library and using it, they gain access to the world around them, tapping into a source of pleasure that will allow them to expand their horizons and dream, to stimulate their curiosity and their imagination. The library is a wonderful gift for their children. Going to the library as a family, means quality time for everyone and an opportunity to learn from an early age to nourish the mind. It is a simple gift that costs nothing, or next to nothing, and once it has become part of their lives, they won't be able to do without it.

### *Learning situation*

Child: Learn to use different objects to express emotion and develop fine motor skills

Parent: Use ways of fostering the development of emergent literacy (associating pictures with words, telling stories, identifying logos, developing the child's prehension)

### *Objectives*

- To encourage the child to express feelings and learn new words.
- To promote the use of learning situations that allow the child to achieve self-expression through imitation.

|          |                                         |                   |
|----------|-----------------------------------------|-------------------|
| <b>1</b> | <i>Activity:</i> <b>Transition time</b> | <b>5 minutes</b>  |
| <b>2</b> | <i>Activity:</i> <b>Storyreading</b>    | <b>10 minutes</b> |
| <b>3</b> | <i>Activity:</i> <b>The puppet</b>      | <b>30 minutes</b> |

### **Materials**

- Fabric glue
- One sock per parent and child
- One ribbon per parent and child
- Two eyes (made out of felt) per parent and child
- Two nostrils (made out of felt) per parent and child
- One marker per parent and child
- Sheet
- Table

**Procedure**

- Have the parents and children sit around a table and distribute the materials to them.
- Show the children and parents a puppet that has already been made. The demonstration puppet will be used in the puppet theatre.
- Tell the parents that the children should glue two eyes, two nostrils and one ribbon onto the puppet.
- Ask the parents to tie the ribbon into a bow, place glue on the felt pieces (eyes and nostrils) and draw the puppet's mouth.
- The parent-and-child teams then take turns to make their puppets sing the nursery rhymes learned in previous workshops. If the glue on their own puppet is not dry, they can use the demonstration puppet.
- Drape the sheet over the table to create a puppet theatre.
- Ask each parent and child to present their nursery rhyme and puppet to the other parents and children.

**Recommendations for trainers**

- Tell the parents they should use the puppet to promote their child's language skills.
- Involve the children in presenting their puppets to the group.

**Emergent literacy**

- Use the puppet for self-expression and to speak and express emotion.

|   |                                               |                   |
|---|-----------------------------------------------|-------------------|
| 4 | <i>Activity:</i> <b>Song or nursery rhyme</b> | <i>10 minutes</i> |
| 5 | <i>Activity:</i> <b>Conclusion</b>            | <i>5 minutes</i>  |



### *Learning situation*

Child: Learn to use different objects to express emotion and develop fine motor skills

Parent: Be aware of attitudes that promote communication: echoing, listening, providing feedback, showing respect for each other

### *Objectives*

- To develop the child's language skills.
- To try new techniques that will promote the development of language skills by the child.
- To recognize that parents play a vital role in the development of their child's language and emergent literacy skills.

|          |                                            |                   |
|----------|--------------------------------------------|-------------------|
| <b>1</b> | <i>Activity:</i> <b>Transition time</b>    | <b>5 minutes</b>  |
| <b>2</b> | <i>Activity:</i> <b>Storyreading</b>       | <b>15 minutes</b> |
| <b>3</b> | <i>Activity:</i> <b>The telephone game</b> | <b>25 minutes</b> |

### **Materials**

- Two cardboard cups per parent and child
- String
- Pieces of construction paper cut to fit around the cups
- Glue
- Tape
- Crayons
- Tables and chairs

## Procedure

### Making the telephone

- Ask the parents to make a hole in the bottom of each of the cups, then to thread the string through and tie knots at both ends.
- Ask the children to draw on the piece of construction paper that will cover the cups.
- Put away the materials and ask the children if they can guess the purpose of the objects they have just made.

### Telephone game

- Invite the parents and children to sit at tables.
- Talk about the use of the telephone (recipient, reason for the call, etc.).
- Each parent and child have their own telephone. Ask the parents to prepare a learning situation that will encourage their child to play the telephone game.

Example:

“Ring, ring...

Hey, the phone’s ringing!

I wonder who it can be ...”

Suggest a character the child knows and would be willing to talk to, or tell the child that a friend is calling.

## Recommendations for trainers

- Ask the parents to mimic the sound of the telephone ringing (ring, ring...!).
- Suggest that they engage in role-playing, e.g. “Hello, I’d like to speak to Stephanie. Stephanie, is that you? How are you?” and so on.
- Encourage the children by asking open questions that allow them to formulate sentences.

- Encourage the expression of feelings (e.g. “I’m happy to talk to you”).
- Invite the participants to change roles (parent, parent-child, child, etc.).

### Recommendations for parents

- Use the information and techniques introduced during the parents’ workshop.
- Let the children take the telephones home, so they can imitate their parents by pretending to talk on the phone.

### Emergent literacy

- Simulate different types of telephone conversations, involving new elements of vocabulary. For example, call the doctor about a cold, or call a friend who is very nosey and spends her time looking out of the window.

|   |                                               |                   |
|---|-----------------------------------------------|-------------------|
| 4 | <i>Activity:</i> <b>Song or nursery rhyme</b> | <i>10 minutes</i> |
| 5 | <i>Activity:</i> <b>Conclusion</b>            | <i>5 minutes</i>  |

### *Learning situation*

Child: Recognize basic concepts related to books: holding them the right way up, turning the pages, differentiating between text and pictures, etc.

Learn to use different objects to express emotion and develop fine motor skills

Use visual and auditory perception when being read a story: remaining attentive, recognizing characters and situations in a story, giving verbal or nonverbal answers to short, clear questions

Adopt attitudes and behaviours related to emergent literacy observed in previous workshops, and transfer them to a new context (e.g. a trip to the library)

Parent: Identify intervention techniques that foster emergent literacy: associating words with pictures, telling stories, identifying logos, developing the child's prehension

Participate with their child in various activities that involve dividing up and organizing tasks and adjusting to each other's pace and capabilities

### *Objectives*

- To teach the parents different ways of talking to their children.
- The child develops and enriches his or her language through the picture word book.

|          |                                         |                   |
|----------|-----------------------------------------|-------------------|
| <b>1</b> | <i>Activity:</i> <b>Transition time</b> | <b>5 minutes</b>  |
| <b>2</b> | <i>Activity:</i> <b>Storyreading</b>    | <b>10 minutes</b> |

**Materials**

To make two small books at a time (Appendix 14.1)

- Five sheets of white or light-coloured paper (8 1/2" x 11"), cut in half crosswise
- One transparent cover (8 1/2" x 11"), cut in half crosswise, per parent and child
- One plastic slide binder, cut in half, per parent and child
- Page titles (see Appendix 14.1)
- One pair of scissors per parent and child
- Crayons
- Construction paper
- Glue stick
- A sample book already made up

**Procedure**

- Show the parents and children a sample book.
- Explain how to make a picture word book:
  - Cut each title page in half.
  - Arrange the sheets in a pile.
  - Place them inside the plastic cover and hold them firmly together using the plastic slide binder.
  - Help the child to arrange some of the pages, encouraging him or her to talk at the same time.
  - Invite the child to draw his or her hand, to colour it with his or her favourite colours and to decorate the book.
- Important: the purpose of the activity is to develop the child's language skills and encourage the expression of emotion. Suggest that the parents place family photographs or other pictures the child will recognize in the book. The child can then tell his or her own story to family members using the pictures as support.

**Recommendation for trainers**

- Suggest that parents continue the activity at home by inserting pictures of things the child recognizes.

**Emergent literacy**

- Start to fill the picture word book at the workshop, by writing the child's name in it.

**Appendix**

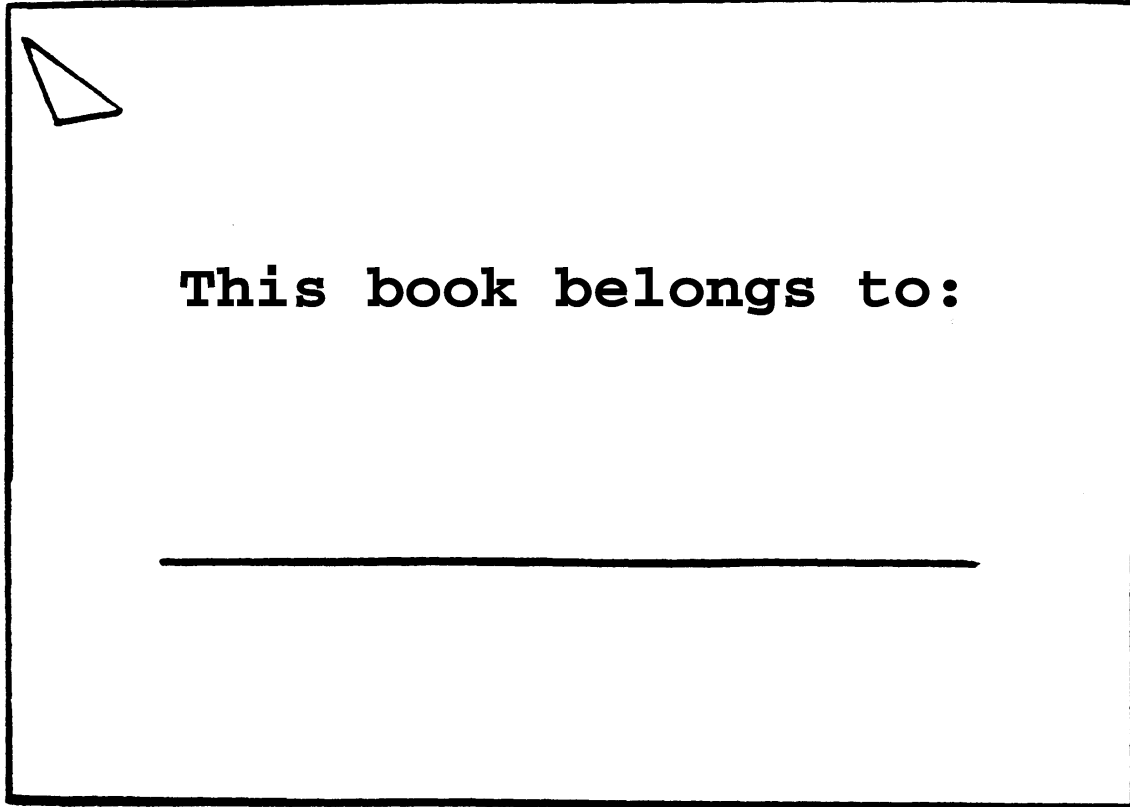
- Picture word book

|   |                                               |                   |
|---|-----------------------------------------------|-------------------|
| 4 | <i>Activity:</i> <b>Song or nursery rhyme</b> | <i>10 minutes</i> |
| 5 | <i>Activity:</i> <b>Conclusion</b>            | <i>5 minutes</i>  |

**Reference material**

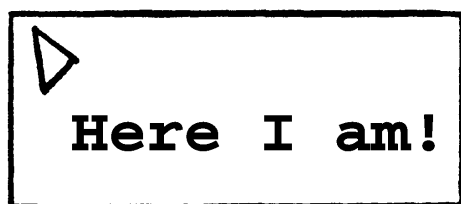
Cloutier, C., and R. Des Chênes. *Grandir avec les livres*. Sillery: Éditions du Grap, 1996.

APPENDIX 14.1



**This book belongs to:**

---



**Here I am!**

APPENDIX 14.1



**This is my family**



**I like these colours**



APPENDIX 14.1



**This is my hair**



**This is my hand**

APPENDIX 14.1



**My favourite toy**



**My favourite meal**

APPENDIX 14.1



**I like my house**



**My favourite story**

APPENDIX 14.1



I love my teddy bear



I like to count

### *Learning situation*

Child: Recognize basic concepts related to books: holding them the right way up, turning the pages, differentiating between text and pictures, etc.

Use visual and auditory perception when being read a story: remaining attentive, recognizing characters and situations in a story, giving verbal or nonverbal answers to short, clear questions

Adopt attitudes and behaviours related to emergent literacy observed in previous workshops, and transfer them to a new context (e.g. a trip to the library)

Parent: Identify intervention techniques that foster emergent literacy: associating words with pictures, telling stories, identifying logos, developing the child's prehension

Use ways of fostering the development of emergent literacy (associating pictures with words, telling stories, identifying logos, developing the child's prehension)

### *Objectives*

- The child glues pictures and texts onto the correct pages in his or her book.
- The parent guides the child in the choice of pictures and texts, encouraging the child to associate the correct words with the pictures.

|          |                                         |                   |
|----------|-----------------------------------------|-------------------|
| <b>1</b> | <i>Activity:</i> <b>Transition time</b> | <b>5 minutes</b>  |
| <b>2</b> | <i>Activity:</i> <b>Storyreading</b>    | <b>15 minutes</b> |

3

*Activity:* **Making a book***25 minutes***Materials**

- A sample book
- One pair of scissors per parent and child
- Crayons
- One glue stick per parent and child
- One blank book per parent and child

The book may take several different forms:

- Three sheets, stapled or tied together
- A sheet of construction paper, folded in two and fastened in the centre
- A large rectangle folded in accordion fashion
- Pictures and texts (see Appendix 15.1)

**Procedure**

- Present the pictures and texts (3 or 4) for a story. Explain each picture in clear, simple terms.
- Give each parent and child the materials they need for the activity.
- Tell the parents and children that the children should cut out the pictures, glue them into the book and colour them, with the parents' help.
- Then invite the parents to tell the story.

**Recommendations for trainers**

- Make sure each member of the team does what he or she is supposed to do.
- Provide guidance for the parents.
- Encourage the participants and offer support where needed.
- Leave some pages blank so that the parents can continue the story at home.

**Emergent literacy**

- Read the book with the child during the activity—this will help the child to learn the story. Point to the words as they are read.

**Appendix**

- The book

|   |                                               |                   |
|---|-----------------------------------------------|-------------------|
| 4 | <i>Activity:</i> <b>Song or nursery rhyme</b> | <i>10 minutes</i> |
| 5 | <i>Activity:</i> <b>Conclusion</b>            | <i>5 minutes</i>  |

APPENDIX 15.1



Bunny gets up and  
gets dressed to go  
outside and play.

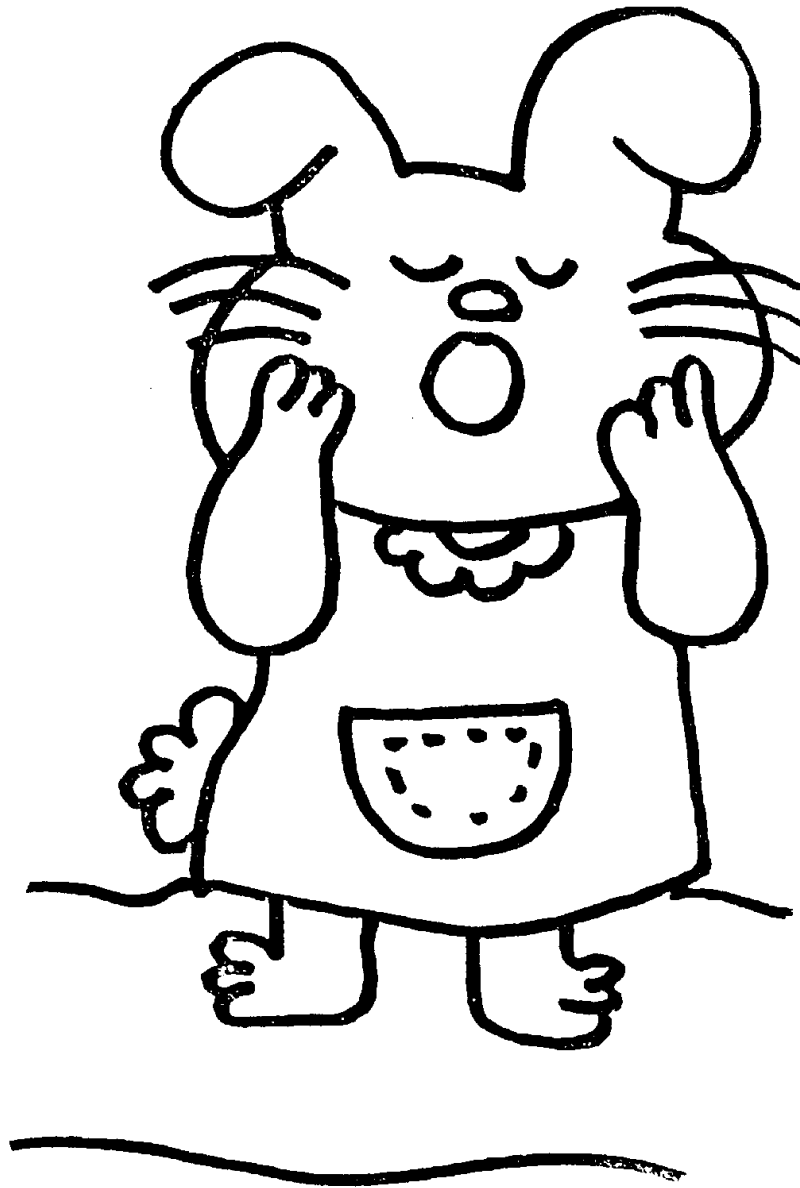


APPENDIX 15.1



She goes outside and plays  
with her toys.

APPENDIX 15.1



After playing for a long time,  
she is very tired and yawns.

APPENDIX 15.1



Bunny goes to bed and dreams  
about her friends.

***Learning situation***

Child: Use pictures to learn about the concept of word-picture associations

In activities designed to develop fine motor skills, try out various ways to improve prehension (e.g. modelling, drawing, tearing, cutting out, threading, colouring)

Parent: Identify intervention techniques that foster emergent literacy: associating words with pictures, telling stories, identifying logos, developing the child's prehension

Determine how to approach a shared task: show respect for each other's abilities, state clearly and precisely what each person is expected to do, work together using the available space, time and materials

Participate with their child in learning activities relating to the environmental factors that foster the development of emergent literacy (modelling, interacting, exploring)

***Objectives***

- The child recognizes different shapes and colours.
- The parent applies supervisory techniques.
- The parent recognizes the attitudes that restrict the child's autonomy.
- The parent adopts attitudes that encourage the child to become more autonomous.

|                                                                                                                                                                                                                                     |                                  |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------|
| 1                                                                                                                                                                                                                                   | Activity: <b>Transition time</b> | 5 minutes  |
| <ul style="list-style-type: none"> <li>• Display the sheet with the message “The more I do for you, the less you grow” in the parent-child workshop room.</li> <li>• Remind parents that this message is very important.</li> </ul> |                                  |            |
| 2                                                                                                                                                                                                                                   | Activity: <b>Storyreading</b>    | 10 minutes |
| 3                                                                                                                                                                                                                                   | Activity: <b>Potato prints</b>   | 30 minutes |

### Material

- Waxed paper
- Potatoes sliced in half, with the following shapes cut into the flat surface: stars, semicircles, squares (three or more different shapes) and letters
- Water-based paint (two colours)
- Pie plates (aluminium)
- Aprons

### Procedure

- Invite the parents and children to sit around the tables and then explain the activity, i.e. making printing blocks from potatoes, which the child can then dip into paint and use to print different shapes on the waxed paper. The parent's role is to watch and allow the child to work independently. The parent oversees the safety aspects and supervises the child in a way that fosters autonomy. The parent explains the activity in his or her own words to the child. The trainer reads out the list of materials and asks the parents to get everything their children need for the activity. Once the sheets have been printed (maximum 30 minutes), they are put up on the wall to dry. The parents clean the children's hands and help to put away the materials.

**Emergent literacy**

- Write the name of each shape on a card and show it to the children, pointing to the name.
- Tell the parents to keep the printed sheets and use them to wrap the gifts that will be handed out in Workshop 20.

|   |                                        |            |
|---|----------------------------------------|------------|
| 4 | Activity: <b>Song or nursery rhyme</b> | 10 minutes |
| 5 | Activity: <b>Conclusion</b>            | 5 minutes  |

### *Learning situation*

Child: Learn to use different objects to express emotion and develop fine motor skills

Recognize, in their environment, the connection between a logo and its meaning (e.g. a logo representing food)

Parent: Examine their own parenting skills and ways of supervising their child (discipline)

Discuss the resources available in their environment for bringing children into contact with a range of written materials (newspapers, books, store flyers, etc.) with various functions

### *Objectives*

- The child tries to mimic an emotion and associate it with the emotion illustrated on the card.
- The parent reinforces the child's positive actions and uses echoing and feedback to name the emotions.

|   |                                           |                   |
|---|-------------------------------------------|-------------------|
| 1 | <i>Activity:</i> <b>Transition time</b>   | <i>5 minutes</i>  |
| 2 | <i>Activity:</i> <b>Storyreading</b>      | <i>10 minutes</i> |
| 3 | <i>Activity:</i> <b>The emotions game</b> | <i>30 minutes</i> |

### **Materials**

- One bag per parent and child
- One answer sheet per parent and child
- Four to six cards, each bearing an illustration of a different emotion (Appendix 17.1)

**Procedure**

- Ask the participants to sit down, either at a table or on the floor.
- Give each parent a bag containing the cards, along with an answer sheet bearing the same illustrations as the cards.
- Demonstrate the activity, making sure the parents are able to see and understand the expressions.
- Tell the parents they should ask the children to pick a card, and then work with the child to mimic the emotion in the drawing.
- The parents should then ask the children to place the card on the appropriate drawing on the answer sheet.

**Recommendations for trainers**

- It is important always to give an example of what the activity entails, so that the adults know what they have to do.
- Encourage the parent-and-child pairs to engage in trial and error.
- At the end of the activity, the game can be repeated. The parents should name the emotions as they are mimicked.

**Emergent literacy**

- Read the names of the emotions aloud. This enables the child to understand that there is a connection between the picture and the written word, and that the word has meaning.

**Appendix**

- Illustrations of different emotions

4

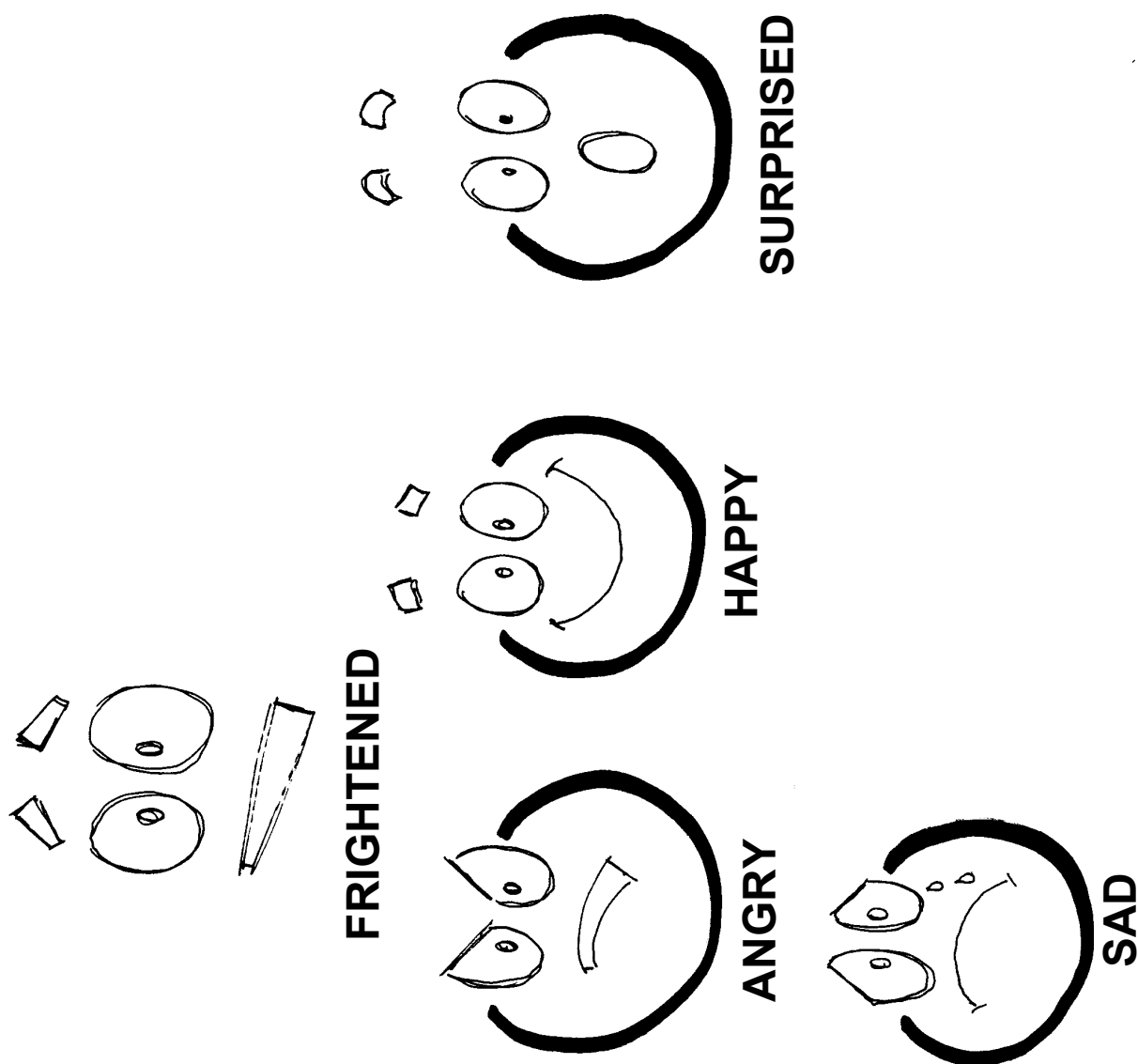
*Activity:* **Song or nursery rhyme***10 minutes*

5

*Activity:* **Conclusion***5 minutes*



APPENDIX 17.1



### *Learning situation*

Child: Adopt attitudes and behaviours related to emergent literacy observed in previous workshops, and transfer them to a new context (e.g. a trip to the library)

Parent: Use acquired skills in a new context (e.g. a trip to the library)

### *Objectives*

- To become familiar with the children's section of the library.
- To enable the parents to use a service not used during the first visit (see Workshop 11).

|          |                                               |                          |
|----------|-----------------------------------------------|--------------------------|
| <b>1</b> | <i>Activity:</i> <b>Transition time</b>       | <b>5 minutes</b>         |
| <b>2</b> | <i>Activity:</i> <b>A trip to the library</b> | <b>1 hour 55 minutes</b> |

### **Note to trainers**

- The parents will not be present for the first hour of the trip to the library, since they will be attending the activity entitled *Books: the gift of a lifetime*. They will, however, meet up with the children at the library for the second hour.

### **Procedure**

- Introduce each child to the resource person at the library.
- Visit the children's section.
- Take part in story hour: the children sit together and the librarian reads them a story.

- When the parents arrive, briefly review the services offered to parents by the library.
- Allow the parents an opportunity to take out memberships for themselves and their child by keeping the children occupied. Leave some free time to explore the shelves.
- Spend more time with parents who find it difficult to select a book.
- Return to the workshop venue.
- Review the visit over coffee and a snack.

### **Recommendations for trainers**

- Point out to the parents that by joining the library and using it, they gain access to the world around them, tapping into a source of pleasure that will allow them to expand their horizons and dream, to stimulate their curiosity and their imagination. The library is a wonderful gift for their children. Going to the library as a family, means quality time for everyone and an opportunity to learn from an early age to nourish the mind. It is a simple gift that costs nothing, or next to nothing, and once it has become part of their lives, they won't be able to do without it.
- Encourage the parents to take their children to the library on a regular basis.

### *Learning situation*

Child: Recognize basic concepts related to books: holding them the right way up, turning the pages, differentiating between text and pictures, etc.

Use visual and auditory perception when being read a story: remaining attentive, recognizing characters and situations in a story, giving verbal or nonverbal answers to short, clear questions

Adopt attitudes and behaviours related to emergent literacy observed in previous workshops, and transfer them to a new context (e.g. a trip to the library)

Parent: Identify intervention techniques that foster emergent literacy: associating words with pictures, telling stories, identifying logos, developing the child's prehension

Use ways of fostering the development of emergent literacy (associating pictures with words, telling stories, identifying logos, developing the child's prehension)

Use acquired skills in a new context (e.g. a trip to the library)

### *Objectives*

- The child helps to create and illustrate a story.
- The parent writes down the story created by the group, and adds illustrations.

1

*Activity:* **Transition time**

*5 minutes*

2

*Activity:* **Storyreading***10 minutes*

- Read the story created by the group (at the end of the activity).

3

*Activity:* **One book, one story***30 minutes***Materials**

- Pictures
- A large roll of white paper (cut into pieces)
- Washable markers
- Crayons or coloured pencils
- Tissue paper
- Coloured cards
- Wool
- Several different kinds of pasta
- Glue stick
- Tape to bind the book (use the same tape as for the portfolio)

**Preparation**

- In this activity, the entire group will be making a large book in which each parent and child can draw pictures and write stories. It is best to prepare the pages beforehand (by cutting up the paper). Each sheet, folded in two, gives two pages. The pages should be numbered before being handed out to parents (see "Recommendations for trainers").
- Before describing the procedure, prepare the storyline by inventing the characters and devising a place, theme, action and outcome.

Example:

**Characters:** The workshop group (parents and children), a wolf, a gamekeeper

**Place:** In a forest

**Theme:** A picnic in the forest

**Action:** During the picnic, one of the children moves away from the group and gets lost. The group sets out to find him.

**Outcome:** The gamekeeper finds the child and saves him from the clutches of the wolf.

### Procedure

- Tell the parents and children they will be creating a story as a group, and each parent and child will then be asked to write and illustrate one page of the story.
- Present the theme of the story, and the characters.
- Help the children and parents to create the story.
- Write the sentences of the story one after the other on a large sheet of paper, and number them from 1 to ... (allow one sentence per page).
- When the story is complete, divide the sentences between the pairs (two sentences per parent and child). Each parent and child must then write out their two sentences and illustrate them. The division is made from the centre outwards, so that the pages can be put together in the right order.
- Ask the parents to write out their sentences (one per page) and then help the children to illustrate the pages.
- When all the pages are full, bind them together to form a book. All the pages (except the first sheet) should be placed back to back for binding.
- Devise a title and write it on the first page (showing it to the children).
- At the end of the book, write the names of the children and parents as authors (showing it to the children).
- Read the story in the storyreading session.

**Recommendations for trainers**

- Prepare at least two different storylines.
- The storyline should serve as a starting point only, and need not be followed to the letter. Let the group take over and make up the story.
- Encourage participants and provide support where necessary.
- Encourage the parents to repeat the exercise at home, so that they build up a library of storybooks designed and illustrated by their child and themselves.
- If there is not enough time, complete the activity during the next workshop.

**Numbering the pages**

- Number the pages as follows, pairing the numbers as shown (each number represents a page of the book).
- For a 10-page book: sentences (1-10) (9-2) (3-8) (7-4) (5-6) go together.
- For an 18-page book: sentences (1-18) (17-2) (3-16) (15-4) (5-14) (13-6) (7-12) (11-8) and (9-10) go together.

**Emergent literacy**

- The parents write the sentences making up the story on the correct pages.

**4***Activity:* **Song or nursery rhyme***10 minutes***5***Activity:* **Conclusion***5 minutes*

### *Learning situation*

Child: Experience a celebration with their parent, so that the breaking up of the group becomes a happy event

Parent: To give the parents an opportunity to enjoy their achievement and end the program on a happy note

### *Objectives*

- To have the child experience a party with his or her parents.
- To acknowledge the parents' commitment.

|          |                                             |                   |
|----------|---------------------------------------------|-------------------|
| <b>1</b> | <i>Activity:</i> <b>Transition time</b>     | <i>5 minutes</i>  |
| <b>2</b> | <i>Activity:</i> <b>Decorating the room</b> | <i>40 minutes</i> |

### **Materials**

- Paper chains
- The drawings produced by the children in previous workshops
- Posters presenting nursery rhymes

### **Procedure**

- Tell the parents and children that the room must be decorated for the party.
- The parents and children decorate the room.

|          |                                     |                   |
|----------|-------------------------------------|-------------------|
| <b>3</b> | <i>Activity:</i> <b>Group games</b> | <i>40 minutes</i> |
|----------|-------------------------------------|-------------------|

### **Materials**

- Various games such as musical chairs, hopscotch, pin the tail on the donkey, etc.



**Procedure**

- Organize the games chosen by the participants.

4

*Activity:* **Presentation of certificates and cake**

20 minutes

**Materials**

- One certificate per participant
- A cake
- Plates and cups
- Juice
- Plastic utensils
- Candles
- Music
- Gifts from the parents to the children

**Procedure**

- Ask the parents and children to sit on the floor. Explain the importance of the certificates they will be receiving.
- Invite one child and parent to come forward for their certificates, and congratulate them. Encourage the other participants to applaud.
- When all the certificates have been presented, the parents give their gifts to the children.
- Make sure everyone understands that they have successfully completed the workshops.
- Wish the parents many similar successes in the future.
- Light the candles on the cake and carry it into the room. The parents and children can sing an appropriate song.
- Cut the cake and make sure everyone has a piece.

**Recommendations for trainers**

- It is important for the children to receive a small certificate.
- Purpose of the certificate: for the children, the certificates are tangible proof of success in activities involving written language (they can display the certificates in their rooms). On each certificate, write one of the child's qualities or strengths observed during the workshops.

For the parents, the child's certificate is tangible proof of a rewarding and important experience. Someone from outside the family has assessed the child, and the certificate symbolizes the child's success. Encourage the parent to undertake other activities that promote awareness of written language.

- Prepare a personal note for each parent.
- It might be a good idea to prepare a certificate for the parents too, similar to those presented to the children (highlighting a quality or strength).

5

*Activity:* **Chalk and bubbles***15 minutes***Materials**

- Large pieces of coloured chalk for drawing on the pavement
- One bottle of dishwashing liquid
- Water
- Glycerine (one bottle)
- Bucket

**Procedure**

- Ask the parents and children to go outside.
- Hand out the chalk to the children and tell them to draw on the pavement.
- Prepare the soap to make bubbles, and take the bucket outside.

- Collect the chalk and give each child a bubble wand.
- Show the children how to make bubbles and leave them to play.

### **Recommendations for trainers**

- Transform this activity into a party and let the parents and children structure it as they wish.
- Take advantage of the fact that the activity requires very little supervision to say goodbye to the participants individually.