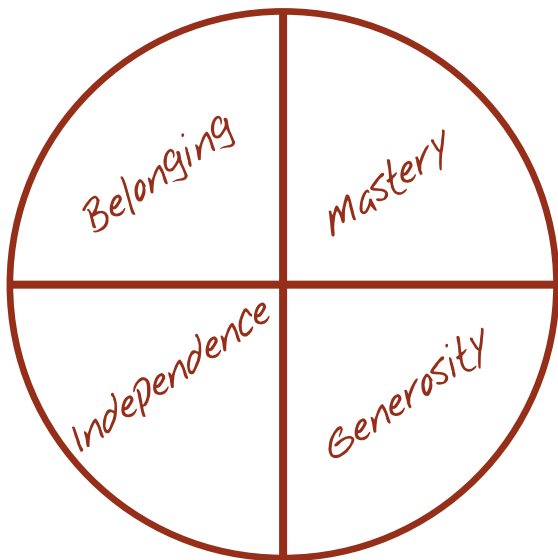


HANDOUT I: The Circle of Courage

– helping our children to be their best selves



Belonging: Feeling a sense of community, loving others and being loved

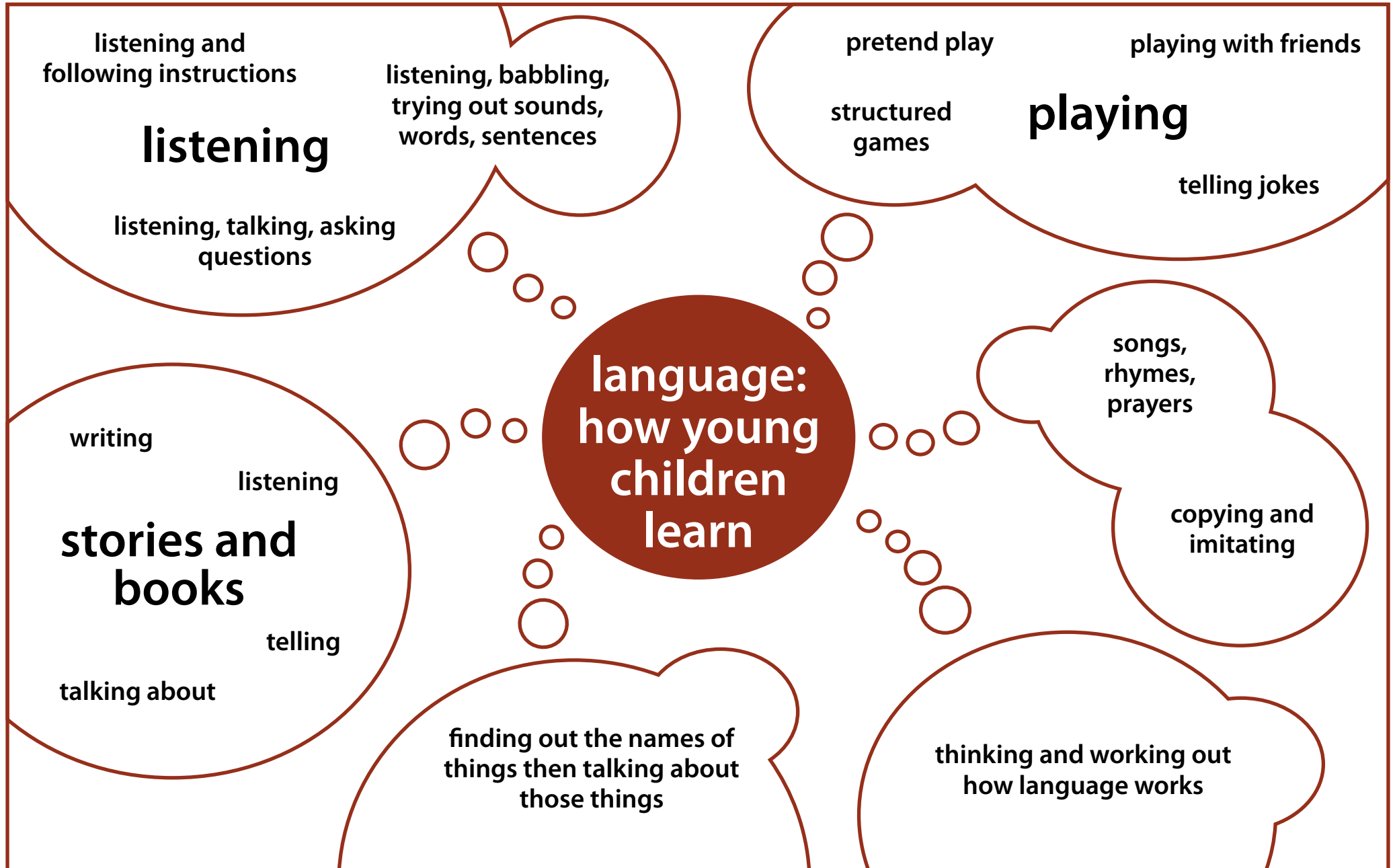
Mastery: Gaining competence and learning skills in many different areas; Developing self control and a sense of responsibility; Striving to achieve personal goals rather than superiority

Independence: Learning to do things alone, for a young child, this may be just getting dressed alone. Later the child learns to make decisions and set goals and take responsibility for successes and failures

Generosity: Being able to give to others

1. How do we make sure our children feel a sense of belonging at home?
(For example: Making sure the child feels loved and valued; having regular routines so the child knows what to expect; basic rules so the child feels safe.)
2. What else can we do to help them feel they really belong?
3. What small tasks or skills have our children already mastered?
4. What tasks or skills can we help them to learn so that they feel a sense of mastery and responsibility?
(We need to help our children master certain tasks and feel responsible but not give them tasks that are too difficult to master or require too much responsibility for their age.)
5. In what small way can we help our children to feel independent?
6. Do we feel generous and loving towards our children, family and our community?
7. How can we build these four qualities at home?

HANDOUT 2: Language: How young children learn



HANDOUT 3: Language for thinking and learning



Look at the picture and think and talk about what it means then read the suggestions below.

These are some ways to engage children in using language:

- Help them to know the names of different objects, concepts, feelings and ideas
- Talk about how things are the same and different – noticing and observing
- Predict: "I wonder what will happen? Why?"
- Talk through situations and problems and do planning, problem solving and reflecting together
 - » "Have you seen something like this before? Where?"
 - » "Why do you think? What do you think?"
 - » "How shall we do it? Let's plan together. Let's first think – have we ever done this before?"
 - » Talk about the day – "What did you do? And then what did you do?"
- Encourage story telling – "Can you tell me the story? Who is the story about? Where did they live? What happened and why? And then what happened? And what happened in the end? What do you think of the story?"
- Children need to listen (input) but also be given lots of opportunities to talk (output) – talking **"pushes" learners to process language more deeply, and stretches their language: they recognise they have something to say and are encouraged to say it.** (Swain 1995, 2002 in Pelman 2009)
- Children need to feel confident as talkers. Parents, the family and teachers need to create an environment where children feel confident as talkers. This is especially important for shy children. Talking to adults and asking questions is one of the ways children learn.

Yes! Children need as many opportunities as possible to talk and receive feedback

Did you know?

The famous psychologist, Vygotsky, explained that language is much more than passing on of information – it is the tool through which we think, develop our cognition, and take part in the thinking of our society

(from Pelman, C. 2009)

HANDOUT 4: How to read a story so children will **WANT** to listen! And will learn more at the same time.



- As far as possible, choose the story or book together – choose books that you think your children will relate to and understand.
- Introduce the book and talk about it. Look at the pictures and ask questions such as, “What do you think the story’s about?”
- Read the title and help children relate it to their world. You could ask, “Have you seen anything like this before?”
- Make eye contact every now and then and sit comfortably together – this is good bonding time.
- Show you are interested and that story time is very special for you.
- Read with expression and change the tone of your voice – use actions too.
- Ask “checking and clarifying” questions to make sure the child is with you.
- Ask questions which encourage thinking and predicting. You may say, “I wonder why he did that? What would you have done? What do you think will happen next?”
- Listen carefully to children’s responses to your questions. You may say, “Oh, is that what you think? That’s a good idea. Now let’s see what happens in this story.”
- You may want to talk about the “moral” or “deeper meaning” of the story, by saying “Do you think we can learn anything from this story?” (Don’t become too moralistic or make too much of an issue about the moral of the story)
- Children often love to hear the same story two or three times.

HANDOUT 5: What do children learn from stories and books?

Group work: 1

Think and talk together about the 2 points in the box. Later you will get a chance to tell the other groups what you think.

- When we read or tell good stories, our children listen and concentrate for much longer than we expect them to – this is good because in school they need to be good listeners.
- When we talk together about the stories or what we see in books then children are encouraged to think. We may ask questions such as: "I wonder what would happen if? What do you think is going to happen? What would you do in this situation?"

Group work: 2

Think and talk together about the 2 points in the box. Later you will get a chance to tell the other groups what you think.

- Very young children look at the pictures in the books and tell their own story. This is good. Later they realise the words and pictures go together – the pictures help them to read the story.
- By looking at books and listening to stories, children become aware of print and that these funny squiggles mean something! Later, children notice more about letters and punctuation.

Group work: 3

Think and talk together about the 2 points in the box. Later you will get a chance to tell the other groups what you think.

- Children learn more about themselves, their feelings and the world around them from books and stories.
- Children learn new words AND more about language from books and stories.

Group work: 4

Think and talk together about the 2 points in the box. Later you will get a chance to tell the other groups what you think.

- Stories help develop the child's imagination. Do you think it's good for children to develop their imagination?
- Story language is different from the way we chat to our friends. By hearing stories, we learn and understand story language and this makes learning to read easier.

Group work: 5

Think and talk together about the ideas in the box. Later you will get a chance to tell the other groups what you think.

- When children learn to love and feel comfortable with books, they usually manage better at school.
- What does this mean: ***Give me books, give me wings!***

