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Ma is white Maori
ānau āwhina



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MĀ IS WHITE





HIPPY
UNITED STATES



HIPPY "Down Under" Series

**The HIPPY Bridge
Curriculum Training
Session 2.12.25**



"Kia Ora"
"Tena koe"
"G-day"
"Hello"



What Will You Learn?



- **Key Components and Structure of the Bridge Curriculum**
- **How to Implement the curriculum**
- **Where to find resources and support**
- **What to do next**

Bridge Curriculum Purpose

- **Bridge Learning Gaps**
- **Maintain Learning Momentum**
- **Structured, Engaging Activities**
- **Promotes Parent-Child Interaction**



What is included ?

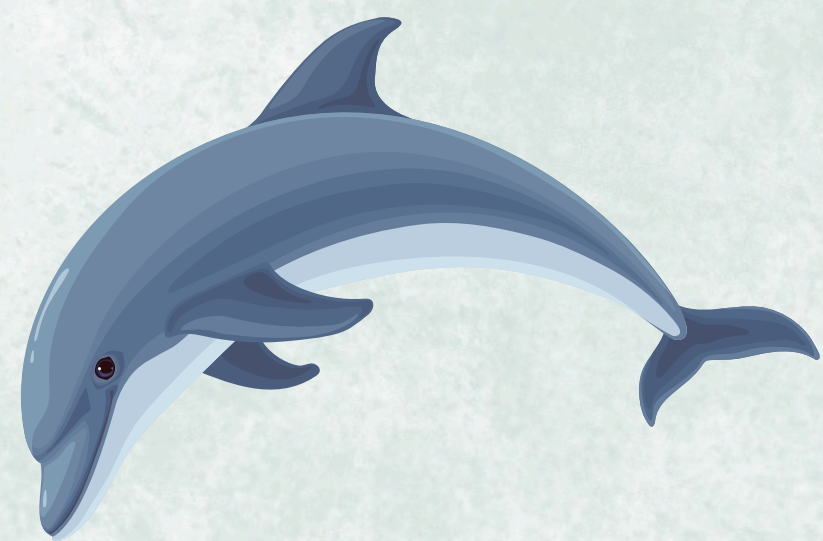
2-3 yr old bridge set

3-4 yr old bridge set

Each set contains:

3 books

4 activities & 1 project per book



Let's dive in!

At your table-

Look at the sample packet and list :

1. Similarities

2. Differences

between the Bridge & Core

**How is it
structured?**



Implementation

Coordinator

- Plan role play sessions with team
- Decide frequency & order of delivery
- Give in-depth guidance on skills, and new terms /vocabulary

Home Visitor

- Role play first with coordinator
- Role play with caregiver
- Use resource guide to enhance the home visit and share links with caregiver.

Caregiver

- Role play with home visitor before using book set
- Share "fun facts & connections" with child during time of lessons
- Adapt lessons & project to child's interest & educational needs

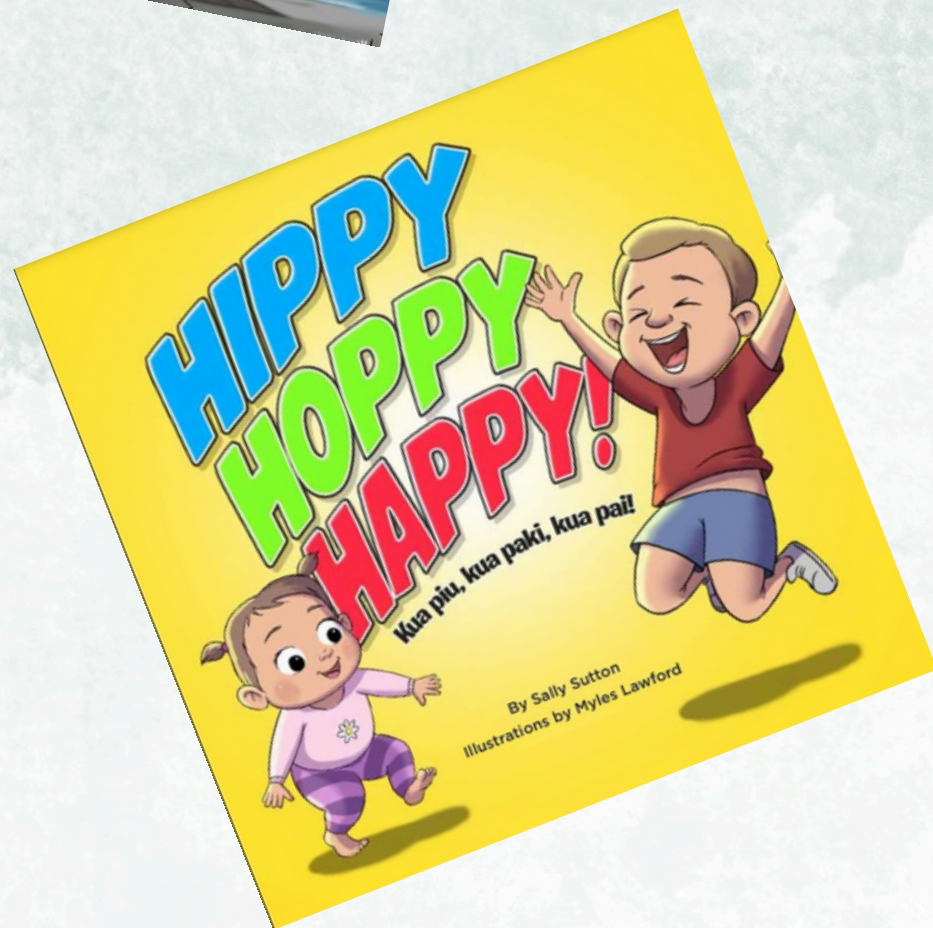
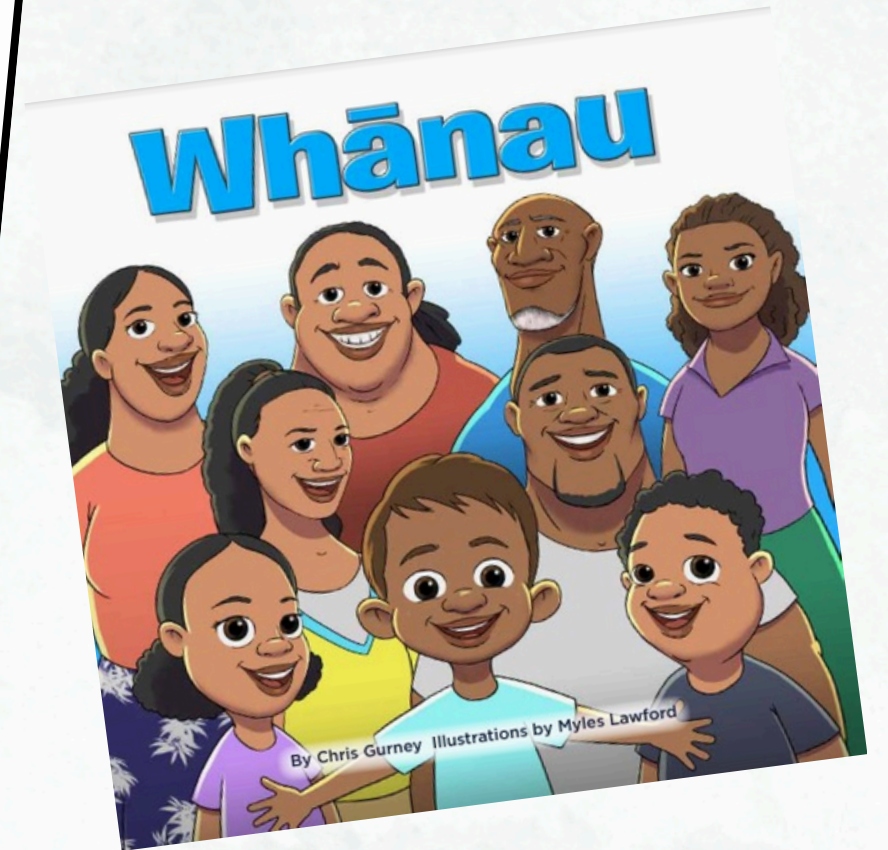
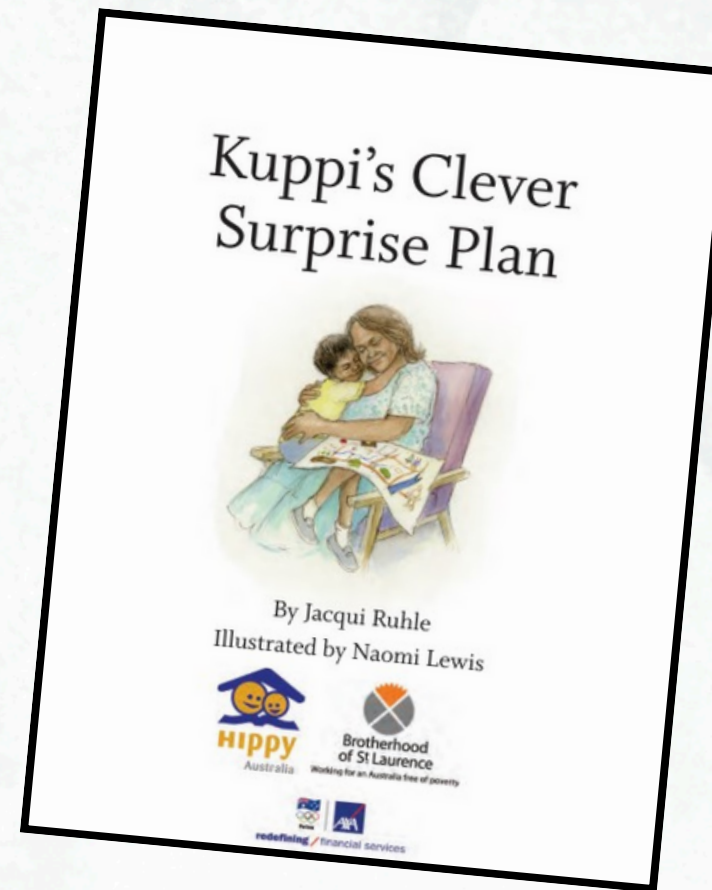
Core VS Bridge Curriculum

Feature	Core	Bridge
Layout	Scripted, Lesson Plan, Tips, Pull pages required	Scripted, Fun facts and connections, Projects, Pull pages optional
Projects	No	Yes
Books	Trade Books and HIPPY Books	HIPPY Books

Core VS Bridge Curriculum

Feature	Core	Bridge
Role play	Yes	Yes
Frequency	Weekly	Flexiable
Delivery Schedule	Sequential	Non-Sequential

The Books



Parts of the Curriculum:

- **1 book**
- **Intro page**
- **Fun facts/ Fun Connections**
- **Vocabulary**
- **Lesson #1- Book Walk**
- **Lesson #2-4**
- **Project**
- **Activity pages**

-The Introduction

-Fun Facts

-Fun Connections

-Vocabulary



Lessons:

- **Learning Domain**
- **What You Will Learn together**
- **You will need:**
- **What to do:**
- **Things to think about and do:**
- **Activity pages**

Projects:

- **About this HIPPY project:**
- **Timeframe:**
- **You will need:**
- **What to do:**
- **You know your child best, follow your child's lead:**



HIPPY Project: My Whānau Tree

About this HIPPY Project

You and your child have been reading the Whānau storybook written by Chris Gurney and illustrated by Myles Lawford. The story is about a Whānau (family) gathering to cook a Hūngi. The Whānau in this storybook included a mother, father, cousins, aunts and Koro (grandfather).

Making a Whānau or Family Tree is a good way to support your child's **social-emotional development**. Helping your child understand who the people are in your Whānau, if they live near or far away and how your child is connected to them, builds your child's **self-identity**. When you and your child talk about the members of your Whānau and words that describe them, your child is developing **language and vocabulary skills**.

You can also add photos of people to the tree and research on a map the places your Whānau members live. This will build your child's skills in using **digital technology** and support her/his **sense of inquiry**.

Timeframe

You could do this project over a few days.

Day 1: You will need

- A Tree: To make the Whānau tree you could use a small tree branch collected from outside, or you could draw the shape of a tree on a piece of cardboard or paper.
- Activity Sheets 4 and 5
- Scissors
- Tape, glue, or string
- Crayons



What to do

1. Start by re-reading the story Whānau. Explain that Whānau is the Maori word for family. The word "family" can mean different things to each person. Ask your child what they think the word means. Expand if necessary, discussing that family can be people who are close to you, related to you, important to you, or people you feel connected to. Some families are small, some families are large, some families live together or close by and some families have members living in many far away places.
2. Explain to your child that you are going to make a Whānau tree. First, help your child create the body of the tree either by drawing or using a small branch. Attach the tree to the cardboard/paper.
3. Next, give your child time to cut out the leaves on Activity sheet 4 and 5 (assist if needed).

HIPPY Project: My Feelings Calendar

1. With your child cut out the feeling cards on activity sheet 3 and place the cards in a bag or bowl (keep the cards to use over the next week).

Take turns to pick out a feelings card. Help your child notice the feeling shown on the card. Point to the feeling word and say the word. Encourage your child to repeat the word after you.

Ask your child to make that feeling face.

2. Show your child the Feelings Calendar (Activity sheet 4). Point to and read aloud the current day of the week. Ask your child to think about today and tell you how today made them feel.

Your child might choose a feeling from the feeling faces game or they may describe a feeling that is not included here. Accept your child's answer.

Write the feeling for today on your child's feeling calendar.

Spend time talking with your child about what made them feel this way. Talk with your child about something that made you feel that same way today.

Follow steps 3–6 each day to complete your child's feeling calendar over the next week.

You know your child best, follow your child's lead

- If your child is interested in more, you could take a photo of your child making feeling faces or encourage your child to look at themselves in the mirror as they make their feelings face.
- Talk with your child more about feelings and what makes us feel a certain way.
- Depending on their response you could ask:
 - What things make you feel happy?
 - Who makes you feel happy or excited?
 - Where in your body do you feel this feeling?
 - What things make you feel anxious or worried?
 - Who can you ask for help or for comfort?
- Ask your child what they are looking forward to tomorrow or what they are grateful for today.

HIPPY Project: My Box Construction

About this HIPPY Project

You and your child have been reading the book *Wonderful Willow Meets Fabulous Farah* written by Sadie Sandry and illustrated by Stephanie Sparrels. The story is about two children who meet and become friends. They have some things in common and are also different from each other. Both girls love to play, learn, and create together.

Making a robot or rocket creation using boxes and other recycled materials supports your child's understanding of the story, **story comprehension**. Encouraging your child to experiment using boxes and other reusable materials encourages your child's **resourcefulness** and **creativity**. Asking your child questions helps your child to develop the **planning** and **problem solving** skills needed to design their creation.

Timeframe

You could do this project over a few days.

You will need

- HIPPY book *Wonderful Willow Meets Fabulous Farah*
- Varying sized recycled boxes (for example food or shoe boxes)
- Empty cardboard rolls from roll or paper towels
- Other useful recycled items (scraps of paper, plastic container, or fabric)
- Natural materials (sticks, rocks, leaves)
- Scissors
- Tape, string, or glue
- Crayons
- The symbols from Lesson 3 (Language)

What to do

Reread pages 13–16. Talk with your child about the various creations the children in Willow's and Farah's class made out of boxes and other recycled materials to play with.

Explain that this week you will collect materials to make a rocket, or a robot like the children in the book. If you have materials at home, give your child an opportunity to select items they may want to use.

Your child may want to include some Aboriginal art symbols to decorate their creation. You can use the symbol cards from the previous activity or create your own.

HIPPY Project: My Billabong

About this HIPPY Project

You and your child have been reading the book *A Fishy Tale*. This story is about two little fish who live in a billabong in Australia. They go on adventures in the billabong and meet many creatures.

This week you and your child will create a diorama of a billabong. A diorama is a model made with a box and reusable materials from around your home.

Making a diorama of a billabong will support your child's understanding of the story, **story comprehension**. When you help your child think about what to add to their billabong and how to construct it, you are supporting your child's **creativity**, **fine motor skills**, **eye-hand coordination** and **problem-solving skills**.

Timeframe

You could do this project over several days.

You will need

- HIPPY book *A Fishy Tale*
- A box, for example a shoe box, cereal box, or clean pizza box
- Toothpicks or craft sticks
- Scissors
- Tape or glue
- Paper
- Crayons
- Items from nature such as rocks, sticks, leaves
- Activity sheet 4
- Playdough or clay



HIPPY Project: My Story Map

About this HIPPY Project

You and your child have been reading Kuppil's Clever Surprise Plan written by Jacqui Ruttle and illustrated by Naomi Lewis. The story is about a little boy named Kuppil from Inala, a town in Australia. Kuppil is the local Aboriginal language name for possum. Over a week Kuppil collects special treasures that remind him of all the things he did in the week. He uses these to make a story map of his week in Inala to share with his Nanna.

Making a Story Map with your child is a good way to support your child's **community knowledge** and **social-emotional development** skills. Your child will reflect on where they went, what they did in the community and what is important and special about the community they live in. Using a mobile phone to take photos of what your child did each day supports your child in developing **digital literacy** skills. Recording information about each day builds **writing and language** skills as well as **scientific inquiry**. Drawing their story map and placing pictures or photos of what happened during the week fosters **creativity** and **memory recall**.

Timeframe

You could do this project over 5–7 days.

You will need

- Large piece of cardboard or sheet of paper
- Activity Sheet 1
- Scissors
- Tape
- Crayons
- Pencil
- A bag to collect a small item each day that can be added to the story map.
- Access to a camera and printer or sheets of paper to draw a picture of places your child has been or activities they have done.

What to do

1. At the start of day one talk with your child about the storybook, Kuppil's Clever Surprise Plan. Explain that over the next few days you and your child will record places that you go and things that you do. When you and your child are out, your child can collect a small item each day to remind them of that day, just like Kuppil did.
2. If you do not have plans to go out, maybe take a walk and remind your child to collect an item for their story map. The item will need to be small and able to be attached to the story map.

HIPPY Project: Movement Games

About this HIPPY Project

You and your child have been reading the HIPPY Happy Happy Storybook written by Chris Gurney and illustrated by Myles Lawford. The story is about a family playing at a local park and all the different ways the little boy moves his body as he plays.

Over the next few days play movement games with your child. These games are a fun way for other members of your family to be involved with the HIPPY activities. Physical activity is important for children's **health and wellbeing**. Encouraging your child to move in different ways supports **coordination** and builds your child's **confidence**. The games you and your child will play can also be opportunities to develop **counting** and **number recognition** skills.

Timeframe

You could do this over a few days.

You will need

- Chalk or masking tape (or you can make it out of string or sticks)
- A medium sized rock or bean bag
- The storybook or the story cards from the Literacy activity in this HIPPY set.

What to do

Get out the storybook and/or story cards. Talk with your child about the ways the little boy in the story moved as he played. You could ask your child to find the picture (in the book or on the story card) of the boy jumping, hopping and balancing. Explain that this week you will make and play some games to practice different ways to move your body.

Start by asking your child what movement they would like to practice. Depending on their answer, prepare and play a game that encourages that type of movement for that day.

Below are a few examples of movement games:

1 – Hopscotch

Draw the hopscotch on the sidewalk or pathway outside. You can also make a hopscotch inside using masking tape. Number the squares from one to 10. Each player chooses a rock for their marker.

How to Play: Take a rock or beanbag and toss it into a square. Next, hop or jump from square to square counting the numbers as you go. You can only have 1 foot in each square and remember to hop over the square with the rock in it. When you reach the end of the hopscotch, turn around and hop back. When you reach the

HIPPY Project: Movement Games

square with the rock, bend down and pick up the rock without losing your balance.

There are many different variations of this game. Be creative and invite your child to help you make up one of your own. Some ideas are:

- name the numbers as you hop
- change the numbers to the letters of your child's name
- place silly action words to imitate when your rock marker lands on that square (see picture).



2 – Jump, Jump, Jump!

With the chalk or masking tape make a line or lines on the ground. You and your child can jump over the line. You can make this game more challenging by asking your child to jump forwards and backwards over the line or jump along the line from one end to the other or jump between lines you have made on the ground. Another version is to draw circles on the ground. Tell your child a number and have him/her "pop" that number of bubbles by jumping into each circle. Can you think of any other fun ways to practice jumping skills?

3 – Balance and wobble

With the Chalk or masking tape make a line. Show your child how to walk along the line. Explain that balancing is tricky and sometimes you can wobble. To help, you can put your arms out to the side to help keep balance. You can also create lines that are various designs and lengths for your child to balance on.

Encourage your child to balance on other "lines" you find in your environment. Some examples are:

- lines on the sidewalk
- tile lines on the floor
- lay sticks in a line to walk in between
- draw a line in the sand

You know your child best, follow your child's lead

- Give your child the opportunity to draw circles, write numbers or create designs with the chalk. Follow their lead, you know your child's skills best and how to encourage their learning in a fun, supportive way.

Role Play



The book cover is divided into several sections. At the top left, a cartoon boy in a blue shirt and black shorts is running up a set of stairs. To his right is a yellow square with three wavy lines and a purple square with a yellow starfish. Below the boy is a teal square with two fish. The center of the cover features the title 'HIPPY Bridge CURRICULUM' in colorful, stylized letters. At the bottom left, there is a photograph of a diverse group of people sitting around a table, eating and talking. To the right of the photo is a yellow square with the word 'WHĀNAU' in pink. At the bottom center is the HIPPY logo, which consists of a stylized figure holding a book, with the text 'HIPPY UNITED STATES' and the website 'www.hippyus.org' below it. At the bottom right is a teal square with the text 'Have fun!'. A barcode is located in the bottom left corner.

HELLO!

There are HIPPY programs all over the world. In this HIPPY US curriculum series, you will be introduced to new cultures and languages from two of the HIPPY international programs, HIPPY Australia and HIPPY New Zealand.

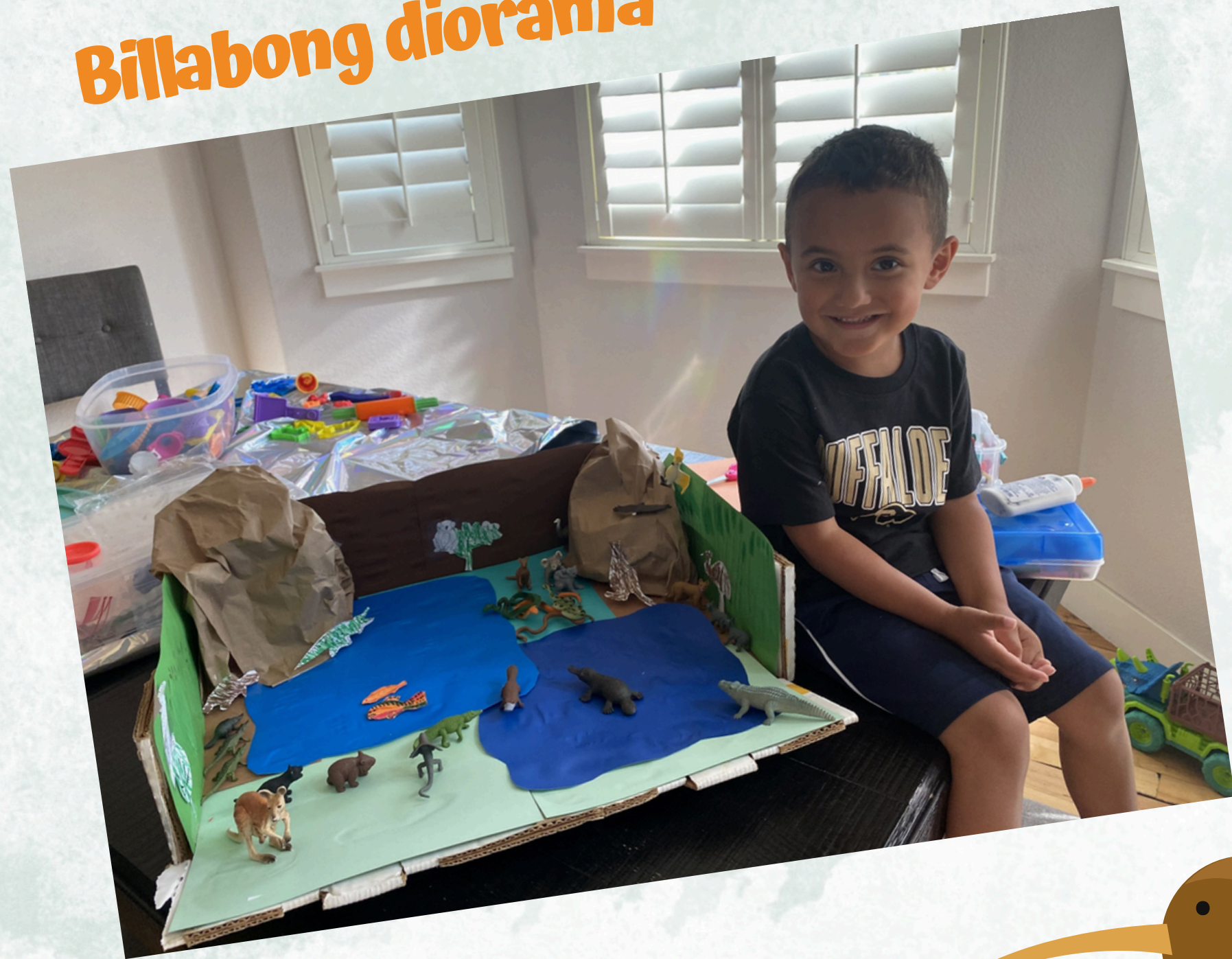
The books you will read are from those countries. You will notice the pictures and language are representative of the cultures of those regions. Some words may be spelled differently than you might see in the US and you may also notice new vocabulary. Did you know that the same English word can have different spellings in different countries? For example, **color** in American English is written as **colour** in New Zealand and Australia.

Our intention is to provide an authentic experience as you learn about different cultures and their languages. We believe that exposure to diverse cultures not only enhances learning but also promotes inclusivity and understanding.

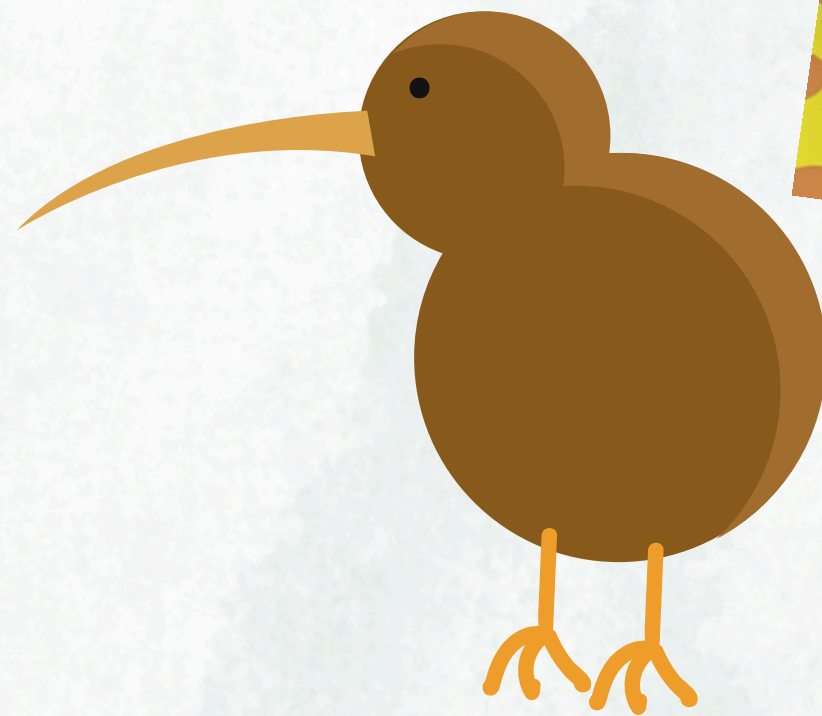
We hope you and your child enjoy the HIPPY US Bridge curriculum series!



Billabong diorama



Making damper



Q & A



Cost: \$34



Where to Order:
S&S Worldwide
Order Form

Who do I contact with more questions?





Inanay - Indigenous children's song



Copy link



Watch on  YouTube



Recap



- **Key Components and Structure of the Bridge Curriculum**
- **How to Implement the curriculum**
- **Where to find resources and support**
- **What to do next**



How did we do?



"Ka kite"

"Hooroo"

"Good-bye"

