

Training Tip: HIPPY for Little Learners curriculum is new to Home Visitors. Allow time (the week before or the day of training) for staff to read and preview each packet prior to training.

## **Guidance for Delivery**

Refer to the Home Visitor Guide (pages 36 through 38) Review where role play and guided discussion are used in each packet.

## **Guided Discussion – Use with each packet in the following areas;**

- Spotlight on Development
- What might my child do or say?
- What can I do to help my child develop?
- Sharing Books With Your Little Learner *(When included in packet.)*
- What your child will learn from these activities.
- Th!nk - Things to think about and do

## **Role Play**

All activities under the **What to do:** sections **must** be role played. Role Play is the method used to introduce and practice the curriculum.

## **Page 1 Overview Information – Spotlight on Development, What might my child do or say, What can I do to help develop?**

Each packet contains a wealth of information. **Guided discussion** should be the delivery method used when delivering this section to parents (and during weekly training). Familiarize staff with the term **guided discussion** and how to use with parents.

**Guided discussion** is an **active** learning technique engaging parents in a new topic and allows parents to use their background knowledge to contribute to the discussion. During staff meeting, have Home Visitors share examples of specific planned questions to ask parents. The goal is to show Home Visitors how to “draw out” learning points from the parent.

Have Home Visitors practice the technique of how to use questioning to encourage discussion with the parent. Train Home Visitors to use **effective** words to encourage discussion. Effective questioning words begin with “Why...” “How would you explain...” “What is the importance of...” “How do you..” These questions will help to start the question and encourage discussion.

Discuss the benefits of open-ended questions:

- Assess parent knowledge.
- Determine the extent to which a parent is linking background knowledge with new concepts.
- Identify misconceptions that are hindering understanding.

## Guided Discussion Checklist

- **Be prepared** - Home Visitors need to know the material and have specific questions to facilitate the discussion. Encourage Home Visitors to write a leading question or two to help begin the open-ended discussion on their packet.
- **Facilitate not Dominate** - Use open-ended questions
- **Positive Adult Relationships** - "What (Tell me) are some things you and your child enjoy doing together?"
- **Vocabulary** - How do you explain new vocabulary words to your child?

## **In summary:**

- Allow your staff to read the page silently.
- Coordinator reads the heading and the Home Visitors read the bulleted item. (Allow each Home Visitor to read an item.)
- Using guided discussion and ask Home Visitors to give examples.

After training the page, choose two staff members to “roleplay” how the page will be delivered in the home demonstrating the guided discussion technique. The coordinator (or veteran staff member) takes the role of Home Visitor and another staff member takes the role of the parent. If possible, choose two additional staff member and allow them to “role play”. Staff learn best from each other.

Note: Curriculum Resource for staff development. [Handout: Guided Discussion – Little Learner Curriculum](#)

## **DOMAINS**

The weekly activity packets are arranged in domains (subject areas). Teachers use this language in the school system and a HIPPY goal is to familiarize HIPPY parents with educational terms. Little Learners curriculum contains five activities covering three domains: Language and Literacy, Think and Explore, and Motor. Review with your staff a short description of each domain and ask each Home Visitor to give a specific example.

**Activities 1-2: Language and Literacy** Early language and literacy skills are learned best through everyday moments with a child—reading books, talking, laughing, and playing together. Children learn **language** when we talk to them, when they communicate back to us, and by hearing stories read aloud. Children develop early **literacy** skills when given opportunities to play with and explore books. **Language** and **literacy**, while two different skills, build on one another in important ways.

**Activities 3-4: Think and Explore** – Children begin to understand (**think**) how things are logically connected; for example, cloudy sky = possible rain. They use their increasing language skills to ask questions about what they see, hear, and experience in the world. The **Age 2** child uses their past experiences (background knowledge) to detect patterns and connect ideas. Ask Home Visitor's to think about a child who is age 2. Do they agree/disagree that every other word a 2-year-olds speaks is "Why?" Allow Home Visitors to share specific examples.

Children learn by **exploring** their environment. Exploring is normal and important for children and is one of the first steps in learning about objects and how to solve problems. The HIPPY curriculum will offer many activities that allow the child to see how things work, what they look like from the inside, and how they are made.

**Activity 5: Motor** – Activities using gross (large) and fine (small) muscles designed to improve muscle control, balance, coordination, strength, and eye-hand coordination. Coordination, balance, and motor planning skills are improving and each new skill a child learns is the foundation for the next, more complicated skill. The **Age 2** child is becoming motor independent – "I can do it by myself". Developmental milestones for Motor include; walking alone, running, jumping, climbing on furniture, etc. Have Home Visitors to share an example of motor independence. Example: The child no longer wants the parent to hold their hand as they go up steps. (Even if they still need the parent's assistance.)

**Note: The first three pages of the Week 1 Guide includes information that pertains to all 30 weeks of the curriculum. Print out and use as resource for the following weeks.**

The Age 2 child is entering the self-discovery stage. This is a time of amazing transformation from a baby to independence "I can do it by myself!". This stage is also a period of challenging behaviors as the child tests the limits of independence. Once completely dependent on the parent, the child now has the **physical** and **mental ability** to wander off on his own. The Age 2 child believes he "rules the world." All too quickly, though, they learn the limits of their powers as they try new experiences, whether it's climbing up on the bed and then not knowing how to get down, or trying to put on a coat and getting tangled in it. When the child realizes, they don't have everything figured out just yet, they may become frustrated and frightened.

### What might my child say or do?

**Staff Development** - Coordinator read the heading and allow each Home Visitor to read a bullet. Have each Home Visitor share a specific example.

*Staff Example: My child will not let me help her out of the car and expresses strongly "I can do it." It is hard for me to allow the additional time needed (especially when I am in a hurry), but I understand how important it is to give my child time.*

**Home Visit** – Home visitor uses guided discussion and paraphrases bullets. Using effective questions to encourage the parent to share examples of the HIPPY child.

*Parent Example:*

*Home Visitor: Tell me about a task that your child may have a hard time and get upset and not let you help?*

*Parent: Putting on her socks and shoes. She has trouble and if I try to help she throws her sock at me and starts crying.*

*Home Visitor (possible response) – She is definitely in the "I can do it" Age 2 stage of development and showing normal behavior. She knows how to put the sock on, but her little fingers (grasp) just do not cooperate.*

## ***What can I do to help my child develop?***

Children at Age 2 can do many things, but it just takes more time. Giving a child time to complete simple tasks is important to developing their independence. Encourage parents to provide multiple opportunities (simple reasonable tasks) for the child to be independent. The knowledge previously gained from guided discussion from “***What might my child do or say?***” can be used to guide the parent.

*Example:*

*Home Visitor: We discussed how hard putting shoes and socks on are, but what could we do to continue encouraging her and making her successful at this task?*

*Parent: I guess I could let her have more time and allow her to start by just putting on her sock and I could put on her shoes?*

*Home Visitor (possible response) – Great idea and why don’t you see if she will allow you to help her put **one** sock on and then allow her to put the other sock on “all by herself.”*

Note: These examples are just possible scenarios. The number of different responses will be as numerous as the difference in the families HIPPY serves.

## **Activity 1: Language and Literacy – Goodnight Moon**

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### **Sharing Books With Your Little Learner**

This page will be included in several packets and serves as a resource to parents. The Home Visitor will review this page (using guided discussion) on **Activity 1 Language and Literacy - #1**.

**Storybook:** Board books are used in the Little Learner Curriculum because they are durable and easy to handle. The board book is built for heavy duty use. It is made of thick cardboard pages often with rounded corners and is durably bound and the pages are often coated (so it can be cleaned). The firmness of its pages allows the child to be successful in page turning – an action that, by itself, is enjoyable to the child and is repeated, over and over again.

**Book Walk** – Have a home visitor explain what they think the term **Book Walk** means. Example: A **Book Walk** allows the child to preview the book prior to reading. It sets the stage. **Book Walks** involve studying the front and back, turning the pages and looking at the illustrations.

Point out that to help hold the child's attention, allow the child to be active in turning the pages, asking questions and allowing them to give a name (label) the pictures. Remember, this is not the time to make comments, but is the time to give the child their full attention.

**Guided discussion question example:** "What are some things that could be distracting to you as you read with your child (cell phone, television, etc.)?" or "What is one of your child’s favorite stories?" The parent feedback information from “Sharing books” allows the Home Visitor to get an understanding of what reading looks like in the home.

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## What your child will learn from these activities

How will this topic be delivered in the home? The answer is **guided discussion**. It is suggested you choose two home visitors and allow them to demonstrate delivery in the home: home visitor to parent. This allows the staff to feel more comfortable with guided discussion and allows the coordinator to assess for home visitor understanding of guided discussion.

### You will need

The book *Goodnight Moon*.

**Book Overview Information.** *Goodnight Moon* was published in 1947 and is a popular bedtime book written about a rabbit's routine before he goes to bed. Before his bedtime, the rabbit goes around the room and notices items within eye sight and says goodnight to all of them. Everything from the pictures on the wall to the mice to the clock are mentioned and said goodnight to. As the story continues, the rabbit gets more and more tired before finally saying "Goodnight noises everywhere," just as he falls asleep.

**Illustrations.** Full page color is used when the whole room is shown. Black and white pages only show the silhouette of an image. The purpose is to help the reader focus on the image.

### What to do

**Special Note:** Have the home visitor role play the activity completely. Upon completing, home visitors may choose to go back and point out the following information. There are many good suggestions that would be valuable to parents. **It is important to know your parents and decide how much information to share.** The purpose is to inform and reinforce.

**1.** Refer to Page 2 – **Sharing Books With Your Little Learner**. This page allows the parent to gain an understanding on how a new book is introduced to the child. **Be specific.** Ask the parent to give specific examples of the best time and place to sit and read with their child

**2 and 3.** It is important for the child to **hold the book** and be active in the reading experience by **turning the pages, asking questions and labeling the pictures**. Ask the parent to notice if the child holds the book right side up, turns pages from front to back, etc.

**8. Wait time = Think time.** Allow the child to be independent and give them time to respond.

**10. Brainstorm** with Home Visitors (and parents) creative ways for storing the Age 2 books. Example: An inexpensive cloth bag to be used as a book bag.

## Activity 2: Language and Literacy – Goodnight Moon

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### What to do

1. The second activity this week is a literacy activity reinforcing the language activity. Ask home visitors: “Why do we **reread** the *Goodnight Moon* book?”

### Possible Answers:

- **Vocabulary and Word Recognition** – The more a child is read to, the larger their vocabulary becomes. Rereading allows the child to become familiar and comfortable with a greater number of words.
- **Security** – Hearing the story over and over feels safe and secure.
- **Repetition** – Children learn by repetition. “*Repeat to Learn, Learn to Repeat*”
- **Increased experience** – Children’s understanding (comprehension) deepens and they start to notice new things in the story.

6. **Activity Sheet 1** is used to record the child’s list of items from the book. It is important for the parent to write down the child’s list of items. Why? It is important for the child to gain understanding that writing carries a message.

9. Parents may choose to use their cell phones, iPad, camera, etc. **to take pictures** of the items found in the home.

10. Return to a comfortable place where the child and parent can compare pictures. A couch, on the floor, etc. It is important for the child to see the *Goodnight Moon* book and the photo taken of the item found in the home.

12. and 13. Talking (using language) and comparing the pictures found (photos) helps the child connect to the book. Encourage and role play how to compare the items found to the book. Will the parent use a camera and take pictures? If a child has trouble seeing or understanding the differences, what should a parent do? Return to the real (concrete) item and talk about and show the differences. What is the same? What is different? Encourage parent to use the words same and different.

**Example:** How does our brush look like the brush in the book? It has bristles, it is small, etc.

# THINK

Train your staff to review the bullets in a guided discussion format. The bullets have some examples of how to extend the activities.

It is important to **remind parents** the books provided stay in the home and become part of their home library. **Possible guided discussion question:** How many minutes a day do you read to your child? Once you have this information, it allows the home visitor to individualize the extension and connect the family to resources. **Example:** Maybe the site can provide checkout books or guide the family to the local library.

It is important to **remind parents** to keep the book in a safe place, but also important for the child to have access to books. Encourage parents to make reading part of their daily routine. Ask the parent: What are some good times to read to your child (after bath, before nap, at the doctor's office, in the car, etc.)?

Children learn through repetition. It's not surprising that they tend to ask for the same books over and over. Children are excited when they know a book so well that they know what's coming and can anticipate or even repeat the words, much in the same way we like singing the words to a favorite song. Ask home visitors, "Do you have a favorite movie you watch over and over? When watching the second time did you see something different?"

## Activity 3: Think and Explore – Water, Scoop and Pour

### What your child will learn from these activities

Define **cause and effect** for Home Visitors. Cause and effect is simply **an action for an outcome** or, to the child, understanding **one event brings about another**. Share with home visitors:

**Cause** = Why it happened

**Effect** = What happened

**Share this example:** The sun made it hot outside = the ice cream melted.

**Training extension:** To help the home visitor relate to the concept of cause and effect, have each give their own example:

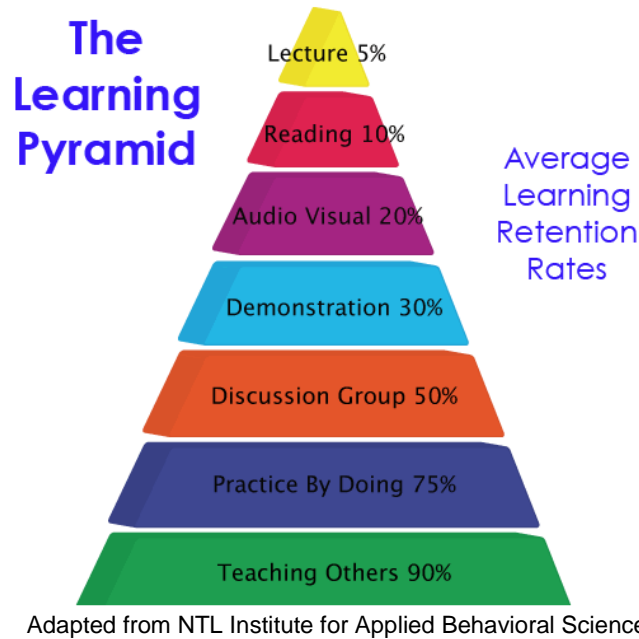
<b>I felt cold.</b> (Cause)	<b>I put on my coat.</b> (Effect)
<b>I was very hungry.</b> (Cause)	<b>I ate a donut.</b> (Effect)



**In this activity your child will:**

**Build Vocabulary** – The average two-year-old speaks 50 words and by Age 3 it has increased to 250-300 words. Vocabulary growth is linked to academic achievement.

The child makes **sense** of their world by hearing, touching, seeing, tasting and smelling. Review the learning pyramid with home visitors. Do they agree/disagree? How can we relate this information to HIPPY? Give examples that relate to both **parents** and the **child**.



**Fine and Gross Motor Skills** – Have home visitors give a definition of hand-eye coordination. **Hand-eye coordination** is using the eyes to direct muscles towards a task. Examples: eating or brushing your hair.

**You will need**

Sites may choose to provide the small cups to scoop the water. Home visitors should guide parents on the type of containers that could be used (plastic containers, storage ware, bowls, etc.). **Be specific** with examples of what is available in each home.

**What to do**

1. Parents could use a cookie sheet or tray to help contain the spills.
2. If the child is easily distracted, start with a smaller number of cups and containers and add to the group as the child gains understanding.
3. Parents may model (if needed) to help the child understand. Some children may be hesitant to get their hands wet, but by modeling they will join in.

**6. through 10.** Point out to home visitors the vocabulary words scoop, pour, big, small, warm, cool, etc. are used in this activity. Children will begin to understand and learn new vocabulary as they complete the activity.

**11. through 13.** It is important to allow the child to experience independence by wiping up the water. Home visitors should stress to parents to allow the child to perform this simple task.

**Role play in the home:** Home visitors should use props that represent items that can be found in the majority of homes. Sites may choose to provide the items, just be mindful of the stability of the cups as the child must transfer water to the cup. Coordinators should be very specific on how they expect this water activity to be role played in the home. Will your home visitors take a bottle of water into the homes? Use the water source available in the home? Be specific with home visitors on what you want to see in the home.

## Activity 4: Think and Explore – Water, Scoop and Pour

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### What to do

**1. through 3.** This activity reinforces **Activity 3**.

**10.** It is important to reinforce **Wait time = Think time**. Giving the child time to answer is important. Strategy: If a child is nonverbal ask the child to point to the big cup/small cup.

**11.** Use Confirm, Complete, Correct. (If you have new staff, explain the terminology. Refer to the **Home Visitor Guide**.)

**13. through 17.** We are introducing new vocabulary (overflowing) through play. The **water activities** this week allow the child to engage in sensory play. Ask home visitors what senses were used in the last two water activities.

**Staff:** Discuss briefly Piaget's water conservation theory. Conservation is the understanding that something stays the same in quantity even though its appearance changes. By around seven years of age most children can **conserve liquid**, because they understand that when water is poured into a different shaped glass, the amount of liquid remains the same, even though its appearance has changed. Younger children think there is a different amount because the appearance has changed.

**Watch this short video:** Piaget's Conservation Experiment (water)

<https://www.youtube.com/watch?v=UD0EL4gRWkA>

## THINK

Review the **4 Golden Rules for Bath Times** with your parents.

1. **Always supervise** children under five years in the bath.
2. **Check the water temperature** before you put your child in.
3. Get everything ready **in advance** so you can stay with your child for bath time.

## Activity 5: Motor – Salt Patterns

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### What your child will learn from these activities

Using the **Home Visitor Guide**, assign each home visitor a bolded term to read aloud with the group and give one example.

### What to do

During staff development, prepare three trays:

1. Cornmeal
2. Salt
3. Sand

Allow home visitors to draw patterns in each tray. Which tray worked the best? The same? Brainstorm other items that might be used. Example: sugar, etc.

Other possible tray ideas:

- The lid to a plastic tub or container.
- A cardboard box with the side cut down to size
- A medium to large plastic container that has low sides

**3.** Use the most common item found in the homes you serve for the prop. Be sure to instruct the parent **how much** salt to use. It also helps if the **color of the tray** contrasts well with the white salt. If parents do not have a dark baking pan or colored tray, home visitors should help guide the parent. The tray is key to the success of this activity. **Brainstorm suggestions:** colored paper placed on bottom of a paper, etc. Make your tray any color you would like, possibly your child's favorite color, whatever motivates or interests them!

**4. through 7.** How many senses are engaged in this activity? Have home visitors identify and relate the sense to the activity (sight, touch, hearing the salt pour, etc.).

**9. through 12.** Sites could choose to provide small plastic combs.



# THINK

Remember **guided discussion** is an active learning technique engaging parents. Ask parents to name a few of the objects they may use for different “salt tray play.”

Rainbow Tray (or picture)

- Cut the paper to fit and cover the base of the tray in order of the colors of a rainbow.
- Place sticky tape over the joins of the paper to avoid the salt moving underneath the colored paper.
- Cover the paper lightly with salt.

**Tip:** Only a small amount of salt is required for this activity as too much can make it harder to see the drawings.

## Family Feedback

The Little Learner documentation of HIPPY work (pull pages) will be in a parent interview format found on the **last page** of each weekly activity packet. Emphasize to home visitors how important it is to gather parent feedback. **Parents may not fill in the answers to the questions prior to the home visit**, but the home visitor **should** fill in the information during the weekly review. As home visitors review the previous week’s activities, they will gain valuable information that will add to the Family Feedback. Encourage home visitors to make additional notes in the Family Feedback section. **Collecting weekly Parent Feedback pages is NOT REQUIRED by HIPPY US.**

Review objective reporting with home visitors.

- Avoid making assumptions
- Avoid labels
- Don’t compare children.
- BE OBJECTIVE – state the facts

Allow Home Visitors to read and consider possible answers for all questions on the Family Feedback form based on their roleplay during staff training. (THEY DO NOT WRITE ANSWERS ON HOME VISITOR PREPARED PACKET)

Did you enjoy this week’s activities for you and your child?

My child loved finding the mouse in the Goodnight Moon story and I had to read the story every night before bed.