



Parent-Child Mother Goose



In my Preschool room telling a story

*Keeping the history alive; teaching moral; entertaining ... **Storytelling** is as old as the world. **Storytelling** is very powerful. It survived through the years and surprisingly for the young generations still continues to pay a role in our “machinery world”.*

***Storytelling** is part of Parent-Child Mother Goose program. For children or for adults, stories have the power to unite people and make them better humans.*

***Storytelling** helps parents to bond with their children, calm them down and put them to sleep.*

***Storytelling** is a ‘helper’ in the school environment, too. Used the right way from a compassionate teacher, it can work wonders.*

A very noisy preschool room. It is getting chaotic. Time for circle time. The children are already on the carpet, I am trying to catch their attention with a book, but nobody listens or looks at the pictures. I decide to try with a story.

“If you sit quietly, I will tell you a very funny story about monkeys”. They like monkeys, and especially being noisy as monkeys and making monkey sounds and movements.

I start with “Once upon a time, there was a cap seller ...”. The eye contact starts working. There are no pictures to follow; there is no book to hold.

“The cap seller and the monkeys” is the story I hope will catch their attention. I use body language and voice. It starts to work. The story flows and I tell the children to pretend to sleep like the man. They do and the room is finally quiet. I even sing a short lullaby before continuing with the story. After few seconds of silence I “wake them up” with “Oh my, where are all the hats? The poor man lost everything ...”

The children start imitating the monkeys but are sitting on the carpet. They have fun. Me, too.

We act out the rest of the story together. The man is angry – the monkeys are angry; the man screams at the monkeys – the monkeys make sounds like they are screaming at him; the man throws his hat – the monkeys throw the hats ...

The story finishes. Everyone is excited.

“Teacher, tell us another story. Please!” ...

This is how I discovered the power of storytelling in the classroom and started telling stories instead of reading books at circle time.

Storytelling is a powerful tool. It helps you not only to catch children’s attention but to teach your lesson in a funny and enjoyable way. ♦

Ivanka Gotcheva

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TELL ME A STORY ...

PHILIPPINES

The story of the first pineapple

Philippines is an archipelago which consist of 7100 islands. It's rich in natural resources and crops. One of the main crops is the pineapple. Philippines is the third largest producer of pineapples in the world after Costa Rica and Brazil.

Pineapple is called "pinya" or "piña" in the Philippines.

Pineapple has many uses and not only the fruit is valuable but also its leaves. The pineapple leaves are processed and manufactured as an expensive textile called "piña" cloth. Piña textile fiber is often used in creating barong Tagalogs, delicate wrapping scarfs and more.



A long time ago a girl named Pine lived with her mother on a farm in the Philippines. The mother was hard working but the girl was very lazy. Pine only wanted to play all day while her mother was doing lots of work.

One day the mother ask Pine to sweep the floor but she said that she can't find the broom. The mother asked her to bring water from the river but she she said she can't find the bucket. Before dinner, the mother ask Pine to put the plates on the table but she said she can't find the table.

The mother got very angry and scolded Pine that she wished she had hundred eyes to see everything.

The next morning the mother was looking for Pine but she couldn't find her anywhere. She got so tired looking for her that she sat on the stairs in front of their house to rest.



Then she saw a strange looking plant with lots of eyes. With a great sadness the mother realized that her anger turned Pine into this strange looking plant. She called it a Pineapple. ♦

Thank you Rowena Penaredondo for this story and for the beautiful pictures

TELL ME A STORY ...

The wooden bowl

RUSSIA

A frail old man went to live with his son, daughter-in-law, and four-year-old grandson. The old man's hands trembled, his eyesight was blurred, and his walk faltered.

The family ate together at the table. But the elderly grandfather's shaky hands and failing sight made eating difficult. Peas rolled off his spoon onto the floor.

When he grasped the glass, milk spilled on the tablecloth.

The son and daughter-in-law became irritated with the mess.

"We must do something about father," said the son. "I've had enough of his spilled milk, noisy eating, and food on the floor."

So the husband and wife set a small table in the corner. There, Grandfather ate alone while the rest of the family enjoyed dinner.

Since Grandfather had broken a dish or two, his food was served in a wooden bowl.

When the family glanced in Grandfather's direction, sometimes he had a tear in his eye as he sat alone. Still, the only words the couple had for him were sharp scolding when he dropped a fork or spilled food. The four-year-old watched it all in silence.

One evening before supper, the father noticed his son playing with wood scraps on the floor. He asked the child sweetly, "What are you making?" Just as sweetly, the boy responded, "Oh, I am making a little bowl for you and Mama to eat your food in when I grow up." The four-year-old smiled and went back to work.

The words struck the parents so that they were speechless. Then tears started to stream down their cheeks. Though no word was spoken, both knew what must be done.

That evening the husband took Grandfather's hand and gently led him back to the family table. For the rest of his days he ate every meal with the family. And for some reason, neither husband nor wife seemed to care any longer when a fork was dropped, milk spilled, or the tablecloth soiled. ♦

This story is based on an original story by Leo Tolstoy, a Russian writer who is regarded as one of the greatest authors of all time. The story crossed the borders and can be heard in different countries around the world, told and retold in different ways.

I heard it from my grandpa when I was a little girl. Later we read it in school in our language class. I couldn't understand at this time how it is possible. Later in life I witnessed the story in different situations and I realized that it must be passed from generation to generation and never be forgotten.

Ivanka Gotcheva



Is it worth it to remember every bad word if you want to remain friends with someone? Even if you don't want to, at some time, at some situation, at some emotional frame of mind some bad word that seemed to be forgotten long ago pops out.

For that reason the old people say, "Always first think, and then speak."

Ivanka Gotcheva

In a forest, in a cave in the middle of a tick set of bushes, lived a big bear with her two cubs. A man once went for firewood around the cave. At this time one of the cubs came out of the cave, got caught in some bushes and could not get away. The man saw the little bear and felt sorry for him. Even though he was scarred he helped him to get free from the bushes and carried him back into the cave.

The bear saw what happened, came to the man and said, "You did me a great good. Instead of killing or taking my bear you saved him. Let's swear brotherhood!"

The man was frightened, but what could he do? He took his courage in both hands and a little by little approached the bear and talked to her. Before leaving he agreed with the bear from time to time to meet each other in the forest.

The bad word

That was the way the man and the bear became friends and whenever the man went to the forest they met and talked.

Once after saying 'Good-bye' the bear and the man kissed. The man could not refrain from telling the bear, "Well, my close friend, I like you and everything in you is nice, just one thing I don't like – you have a very bad breath."

The man did not think what he was saying. He did not imagine how much the bear would be hurt by these words. The bear felt very sad, but said nothing. She only bowed her neck and begged, "Come and hit me on the head with the axe as strongly as you can. If you do not do it, I will eat you!"

The man was struck dumb with fear. He tried in every way to beg the bear not to hit her. Finally he saw that there is no way. The bear was getting angry and was going to eat him. So the man hit the bear with the axe and it made a big wound at her head. Then the bear went to the cave and the man went back home with a great sorrow.

Not long after that the man went back into the woods on the same place by the cave to see his close friend, the bear. But he could not find her. He was

looking for her many times but did not see the bear for a long time.

Once after many years the man met the bear somewhere else. They recognized each other and were happy to see everyone was alive and well. They talked a little. Before the man left, the bear said, "Have a look at me my sworn brother. Do you still see the wound you made on my head with the axe years ago?"

The man unfolded the bear's hair on the neck. The wound was healed and no scar was seen. The man said to the bear, "Oh, dear close friend, you can not even tell there was a wound!"

"You see, my sworn brother! The wound healed and I even forgot where it was. But the bad word you said to me then I will not forget till I am alive. Remember my friend - The bad wound heals, but the bad word lives in the mind forever." ♦



TELL ME A STORY ...

SOUTH ASIA

Firefly and Nightingale

Once upon a time, on a beautiful spring morning a nightingale came out of his home to enjoy the day. He was very happy and busy in playing with flowers, searching and enjoying food, wandering here and there and singing songs all day long. He didn't realize that it was night and was very dark. It was really hard to see in the dark. Now the nightingale was really worried about how he would get home as he was not able to recognize the path that leads to his home. He was feeling very sad and lonely.

Meanwhile, a firefly passed by and asked the nightingale, "Hey, dear! What happened to you? Why are you worried?"

The nightingale said, "It has been very dark and I can't see my way back home. I am thinking about how to go home. It is dark everywhere

and it is very difficult for me to find the path to go home."

The firefly said, "Oh dear nightingale, don't you worry. Come with me. I'll show you the way."

The firefly flew ahead and with his light his path became bright. The nightingale followed him. After some time, the nightingale reached his home and was overjoyed. He warmly thanked the firefly. ♦

This story is based on a very famous children's poem by Iqbal, an Urdu poet.

The story is part of the collection in the resource book "Keeping the South Asian Culture alive", designed from MIAG (Multicultural Inter-Agency Group) of Peel and PCC (Peel Community Connections).

Telling stories is not just a way of passing time. It is the way the wisdom gets passed along. The stuff that helps us to live a life worth remembering.

Rachel Naomi Remen

an author about and teacher of alternative medicine in the form of integrative medicine



Everyone enjoys stories.
Picture by Ivanka Gotcheva

NURSERY RHYMES CORNER

Rhymes from around the world

In 2005 The Multicultural Inter-Agency Group of Peel (MIAG) and the Peel Community Connections (PCC) worked with project partners and the South Asian community to develop a resource book for families and people who work with children. The book was distributed for free among different programs working with children in the community.

I want to introduce you to some of the rhymes from this great resource.

It's your imagination that will lead you to the movements and actions.

Ivanka Gotcheva

Tamil

The Colourful Balloon

I bought a balloon for 10 paise.
The balloon I bought,
I blew it hard.
As I blew it hard,
It changed to look like a ball.
As it started to become like a ball,
I blew harder still.
As I blew harder,
It changed to look like a pot.
Please come running to see my
balloon.
Which looks like a pot.
If you come, you will see it
Or you will hear it popping.

“A nation's culture resides in the hearts and in the soul of its people”.

Mahatma Gandhi

Tamil

Oh, Moon

Oh Moon, come running to me.
Don't stop, come faster.
Climb over the hill
and come to me.
Bring along milk and rice
And feed it to the baby.

Gujarati

Granddad's Walking Stick

I look my grandad's walking stick
I made it into a horse.
The horse goes “Ram Jham”
The ground goes “Dham Dham”.

Gujarati

Sparrow and rice

Sparrow is pounding rice.
Peacock is leaving footprints.
Raajiyo and Bhojiyo
(put children's names)
Have a small piece of sweet.
And jump high and loud.

NURSERY RHYMES CORNER

Rhymes from around the world



Bulgaria

Who drew that rainbow

Please, tell us, do not joke,
Who drew that rainbow
With a chalk?
So colourful and pretty,
Tell me who did it.
Was it me, or was it us,
Was it you, or was it her,
or him?
Yes, you guessed right,
Together in our town,
We added colour after
Colour, but no brown.
Some yellow,
Maybe some pink,
We also need some blue
And red, I think.
And we know
This is the way,
For all of us
To have a great,
happy day!

Israel

I heard this rhyme visiting one of my friends who just had her second child. Not only made she delicious latkes, but she introduced us to this rhyme she likes to sing to her children.

Latkes are fried potato pancakes traditionally served during the Jewish holiday Hanukkah.

Latkes, Latkes

Latkes, latkes,
(*Make a circle with your fingers*)
Sizzling in a pan.
(*Hold your hands out flat in front of you and move them slightly up and down*)
Flip them,
(*Flip hands over*)
Toss them,
(*Make a tossing motion*)
Catch them if you can.
(*Make a catching motion*)

Eritrea

Here is a traditional oral rhyme we used at Sojourn House that most of the Eritrean participants knew. It is spoken in Tigrinya, the language of Eritrea and is rendered here phonetically (as it sounds), by Leeya Solomon, followed by an English translation.

Ruth Danziger

Abzia entay ala
Hanbasha ala
Nmen nehaba
NSarah!

English translation

What's in here?
Hanbasha bread.
To whom shall we give it?
To Sarah!



NURSERY RHYMES CORNER

Favorite rhymes

My Hands

Written By: Unknown

On my head my hands I place.
(Place hands on head)

On my shoulders,
(Place hands on shoulders)

On my face,
(Place hands on face)

On my hips,
(Place hands on hips)

And at my side,
(Drop hands to sides)

Then behind me they will hide,
(Hide hands behind back)

I will hold them up so high,
(Raise hands high above head)

Quickly make my fingers fly,
(Wiggle fingers)

Hold them out in front of me,
(Hands in front of body,
arms extended)

Swiftly clap them. One, two,
three!
(Clap, clap, clap)

Experts in literacy
and child
development have
discovered that if
children know
eight nursery
rhymes by heart by
the time they're
four years old,
they're usually
among the best
readers by the time
they're eight.

Mem Fox
an Australian writer of
children's books and an
educationalist specialising
in literacy

3 Little Speckled Frogs

Barney & Friends TV show

Three little speckled frogs
Sitting on a speckled log
Eating the most delicious
lunch
Yum yum (*rub tummy*).

One jumped into a pool
Where it was nice and cool.
Now there are 2 speckled
frogs
CROAK CROAK
(*say it loud*).

Two little speckled frogs
Sitting on a speckled log
Eating the most delicious
lunch
Yum Yum (*rub tummy*).

One jumped into a pool
Where it was nice and cool.
Now there is 1 speckled frog
CROAK CROAK
(*say it loud*).

One little speckled frog
Sitting on a speckled log
Eating the most delicious
lunch
Yum yum (*rub tummy*).

He jumped into a pool
Where it was nice and cool.
Now there are no speckled
frogs
CROAK CROAK
(*say it loud*).

NURSERY RHYMES CORNER

Favourite rhymes

I heard this song in an Early Years program many years ago and fall in love with it. Since that day my little daughter and I enjoyed it every time we eat and I use it every day at my work. Everyone who comes to our center and hears the song, loves it and starts using it.

Ivanka Gotcheva



Hungry, Hungry Song

Hungry, hungry, I'm so hungry.

Table, table, here I come.

(Point to the table)

I could eat a moose, goose burger,

(make a big circle in the air

with your hands)

Fifteen pickles

(show fingers of both hands and again of one hand o make 15)

and a purple plum. *(show one finger)*

Yum, yum, yum! *(rub your tummy)*

Here I come.

When I count to ten,

is time for snack time.

When I count to ten,

is time for snack time.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

(open fingers one by one)

Snack time! *(Clap hands)*

Autumn Leaves

Written By: Unknown

Little leaves fall gently down,

Red and yellow,

Orange and brown;

Whirling, whirling,

Round and round,

Quietly, without a sound;

Falling softly to the ground,

Down and down and down and down .

(Use hands to show how the leaves are falling down)



Pictures by: Ivanka Gotcheva

Mother Goose Across Canada ...

I began working as an Infant Development Consultant in Williams Lake, BC in 2000 and have worked as an IDP Consultant in Chilliwack, BC since 2002.

I work at the Chilliwack office of the Fraser Valley Child Development Centre where we are fortunate to work within a team of consultants and therapists.

The Parent-Child Mother Goose Programs that we hold at the Centre is advertised for our clients only. Program information is sent out to clients on our caseloads.

The programs that we run at the local libraries are advertised on the library website www.fvrl.bc.ca.

The Sto:lo Nation is an amalgamation of 11 Sto:lo communities. The traditional territory of the Sto:lo People is from Yale to Langley. Chilliwack is in the middle of that territory.

The Sto:lo Headstart family program is one of the programs that they offer to aboriginal families with children 0-6 years. It includes traditional language, cultural activities, creative exploration, circle time, storytelling, as well as guest speakers. We were guests within their existing program and provided 8 weeks of Parent-Child Mother Goose Program.

British Columbia Chilliwack

Coralee Tucker



As an Infant Development Consultant I have facilitated many groups over the years, but I was eager to try something that would be new for me. I felt that the Parent-Child Mother Goose Program would be a great addition to the programs that we were already offering to families and decided to attend training in June 2017. So my adventure with Mother Goose began.

The first groups we offered were specifically geared towards clients of the Child Development Centre. One group was open for children ages 0-3 years and the other group was for children who were not yet walking (also 0-3 years). These groups were facilitated by myself and a volunteer Mother Goose facilitator.

Many parents of children with developmental needs, particularly those with social/communication challenges, often find community groups difficult to attend. However, the families we invited to our Mother Goose program found it to be fun, welcoming and supportive and we had extra staff on hand to assist when needed.

... Mother Goose Across Canada

One little boy who at first did not appear at all interested in the group, began to show curiosity as the weeks went by. He changed from running around the room to moving about in the center of the circle. By the end of the program he was standing in the middle of the group doing some of the actions to Roly Poly! His mom was thrilled and the staff and other parents celebrated this progress with her!

One little girl in our program was extremely anxious around anyone other than her immediate family members. She couldn't cope with others coming into her home or children being near her when they were out visiting. Her mother knew how much she loved music and how it helped to calm her at home so she decided to give our pre-walker Mother Goose group a try. "Wow" was the answer for her! This little toddler immediately took an interest in the songs and rhymes and very soon became interested in the other children as well. Because the children were not yet walking, she was not afraid of them getting too close to her. Over the eight weeks she attended, we saw a huge change in this little one and by the end of the program she was confident enough to be crawling around with the

British Columbia Chilliwack

Coralee Tucker

other children and participating in the actions of the songs. Her enthusiastic cheers at the end of her favorite songs were heartwarming. This mom was thrilled with the program and has mentioned many times how it literally changed her little girl's life. This little toddler now comes confidently to Mother Goose and is participating in other therapy groups at the Centre. Her mom continues to use the songs and rhymes within their daily routine.



Centre website:

www.fvcdc.org

Address:

**45474 Luckakuck Way,
Chilliwack, BC
V2R 3S9**

Shortly after our first two groups were up and running, we were able to establish a partnership with one branch of the local library. They provided the space and we provided the facilitators. Word spread quickly and parents were requesting programs, so by the spring of 2018 we were facilitating Mother Goose programs at all three branches of the library, two programs at the Child Development Centre and one at the Sto:lo Nation Headstart Family Program. All of this made things very busy. However, it was all so worth it and parents shared how using the songs & rhymes made transitions easier, night times better, bath time more fun, hours on a plane more enjoyable and helped to keep the parent/caregiver calm in difficult situations.

Our groups have proven to be very popular and fill up within a day or two. Because of all the positive feedback and parent demand, I have been able to establish partnerships with community organizations who also see the value of this program. Our Centre will be hosting a Parent-Child Mother Goose Program training in the fall and I'm excited about the plans underway to co-facilitate an upcoming group with one of the library staff. ♦

Mother Goose Across Canada ...

British Columbia Delta

Sylvia Hampton

I began leading Parent-Child Mother Goose programs in 2006. I work for the Fraser Valley Regional Library in the North Delta branch. I had been running our library Babytime program for some time when I was offered the opportunity to be trained for Mother Goose.

I have always been a “purist” in my Babytime programs, as I believe we should be demonstrating/teaching low tech or no tech ways to bond and interact with our children.

This made it easy to add Parent-Child Mother Goose to my programming schedule. Very quickly after training, I was running 3 Mother Goose programs in the 3 distinct areas of Delta.

The Parent-Child Mother Goose programs in Delta are run as a partnership program with the Boys and Girls Club Early Years Services. Running a program with a partner has probably been the biggest adjustment for me, as library programs are usually facilitated alone. But this partnership has also been one of the best things about the program. Being connected to outside agencies and sharing

experiences and knowledge enhances my ability to assist library customers in many ways. We created a shared Gmail address and use Google docs to share information.

The Parent-Child Mother Goose program is a deceptively simple program with a very large impact for the parent, the child and the community. It might seem that we are just singing with babies, but the amount of “secret teaching” that is going on is immeasurable. Parents are learning about themselves, bonding with their babies, connecting with other parents, learning about, and connecting to their community. By talking, singing and playing the parents are teaching and reinforcing early literacy skills.

My main goal is to give parents an arsenal of skills through songs and rhymes to help them get through their day. The rhymes and songs also teach rhythm, rhyming, counting, anticipation and joy while enhancing bonding between parent and child.

A mother has told me the program made “a million worlds of difference” for her and her baby. She also did not know any songs before coming to Mother Goose and had no idea babies respond to music and singing. She gave an example of her baby fussing in the car – she started singing and was amazed how this changes his mood and hers. She thinks the world of Mother Goose and sings to her son often.

Songs and
rhymes soothe
the soul at any
age

a million
worlds of
difference

Mother Goose Across Canada ...

Others have said they love the sense of belonging and helpful shared advice. That the program has increased their knowledge of other programs, support in the community and builds their confidence. It gives them something to commit to and a reason to get out of the house, allows them to meet other parents in the area and to not feel isolated.

Delta B.C. is a fairly affluent community and we are very lucky not to have many high risk families. But, all families have needs and the Parent-Child Mother Goose program is there to support them. Even high achieving parents need support and often they are the ones that feel most isolated once they are home with a new baby and don't know any other parents in the area. In our programs we have started adding in a bit of time after the break for parents to ask questions of the "collective wisdom" in the room. They can share concerns, advice and bond with each other. It has been a wonderful way to include everyone, share knowledge and to demonstrate that whatever the issue, you are not alone!

**British Columbia
Delta**

Sylvia Hampton

sense of belonging
and helpful shared
advice



It gives parents something to commit to and a reason to get out of the house, allows them to meet other parents in the area and to not feel isolated

As I get older and nearer to retirement, I think the hardest thing for me will be giving up my connection to the babies in the community. I am passionate about babies and families (as anyone who works with me will tell you!). Luckily, I now have grandchildren to sing to and play with. I recently spent an entire 5- hour flight singing to my 9-month-old grandson so he would stop crying. When we landed the man behind me told me it was the most relaxing flight he had ever had. Songs and rhymes soothe the soul at any age! ♦

Mother Goose Across Canada

For four months last winter and spring, Leeya Solomon and I had the pleasure of co-teaching a Parent-Child Mother Goose Program at Sojourn House, a shelter in downtown Toronto providing transitional housing for refugees. Sojourn House provides a pleasant and safe environment for residents who can stay there for up to two years.

The participants in our PCMGP programs were mainly Eritrean, but there were also Ethiopian, Nigerian, Sudanese and Kurdish families. We decided to run on Saturday mornings as most of the adults go to language classes on weekdays, but on Saturdays they could come. The children ranged in age from small babies, to toddlers and one 5 year old. We also had a few older siblings who helped with the younger children and enjoyed the program in their own ways. Everyone made bridges of language, culture and experiences with each other as we shared rhymes, songs and stories from each family's background.

The participants had much in common despite the different pathways that brought them to meet in the group and they supported each other with child rearing and

Sojourn House

Toronto

Ruth Danziger

other challenges during the time they spent together. They were all parents of young children of course, they had all come to Canada recently and were on a steep learning curve themselves; their children were experiencing many things that the parents hadn't grown up with, they missed their countries of birth, were dealing with similar challenges of immigration and job searches and were excited and anxious about their lives here.

During our weekly meetings one remarkable little girl loved to share with us all the Eritrean songs and stories she knew and remembered. She liked our English rhymes but her whole being lit up when we asked her to share the rhymes she knew in her language, Tigrinya. Sometimes her mother would help her, sometimes one of her 3-year old friends sang with her, and sometimes she did them for us all on her own. Another older boy came most weeks even though he was already 8 years old. He helped his

mother with the baby and his special needs brother and he received the support and understanding of his PCMGP teachers gladly. One teenage mother came sporadically at first, but by the end of our sessions was coming weekly, thrilled to be accepted and supported by the group.

Most people reading this have run their own PCMGP and know the bond that can emerge between families in a weekly group and this is exactly what happened for this group in spades. Our only regret was that our funding ended and we had to say good-bye. Before we did so however we invited the families to join us at the Toronto Festival of Storytelling at the Metro Central Library where they attended our PCMGP set of stories and enjoyed the library; as well as other international storytellers at the festival. They were amongst the most attentive listeners there!

Fortunately for the group and for me, my co-worker Leeya is Eritrean herself and she shared chants, songs and stories from the rich oral culture she grew up with, as did some of the parents and our Eritrean childcare helper. This made a huge difference to the group, building trust, understanding and comfort. ♦

Mother Goose Across the World

Parent-Child Mother Goose Australia is delighted to have been listed as an evidence-based program eligible to be implemented by Victorian kindergarten service providers under the Victorian government's newly announced School Readiness Funding initiative. This new ongoing funding will provide extra support for kindergartens to help children get the most from their early learning.

The Department of Education and Training 'menu' for this initiative currently lists 81 programs or types of support eligible to be funded under this initiative. Parent-Child Mother Goose is **one of only seven** that address all three of the initiative's priority areas, namely:

- Communication (language development)
- Wellbeing (social and emotional), and
- Access and inclusion

We expect to be providing further updates about this exciting development in the near future.

Marilyn Dann

Australia

New Victorian government initiative endorses Parent-Child Mother Goose for kindergartens

Here is some more information from the Victoria State Government – Education and Training website (www.education.vic.gov.au)

Kindergartens to receive school readiness funding

All services with a funded kindergarten program, including long day care, are eligible to receive the funding.

School readiness funding will be rolled out to all Victorian kindergartens over the next three years. The areas in the first stage of the rollout will receive their funding in 2019. These represent around one-third of Victorian kindergartens.

How kindergartens can spend their funding

Services will spend most of their school readiness funding on items from the menu of evidence-informed programs and supports.

These are a range of resources that have been externally validated for how well they support children's learning and development in the three priority areas. The menu includes:

- programs and services that target speech, language and literacy
 - allied health (speech therapists, psychologists, occupational therapists)
 - programs and services that support trauma informed practice, secure attachment and mental health
 - resources and programs to support the social and emotional wellbeing of children
 - support for cultural and linguistically diverse children and families
 - support for parents to support their child's development.
- The menu includes information for kindergarten services to consider when planning for how to spend the funding, including ways to assess whether the item is the right fit for a particular service.

School readiness funding menu

The menu includes evidence-informed programs and supports that address the three priority areas for school readiness funding:

- communication (language development)
- wellbeing (social and emotional)
- access and inclusion. ♦

Mother Goose Across the World

In August we had two very honorable guests in our clinic:

Prof. Paula Pittman, the director of SKI-HI and Deaf Mentor Outreach at the SKI-HI Institute at Utah State University, United States and the director of the Utah Parent Infant Program for the Deaf and Hard of Hearing at the Utah Schools for the Deaf and Blind.

and

Prof. Claudine Storbeck, the founder and director of the Centre for Deaf Studies at the University of the Witwatersrand, Johannesburg, South Africa.

They kindly accepted our invitation and participated in one of our Faranak PCMG programs.



This little cute girl's name is Deniz, which means the sea. She and her parents are deaf and she is a newcomer to our clinic. Unfortunately, Deniz haven't used any hearing aids and had no intervention till now and even she doesn't know sign language. We are trying our best for her.

Deniz and our two honorable guests, in our Faranak PCMG program

Iran

Dr. Guita Movallali

We have often families from all around the country in our clinic who come to check their deaf children's progress and to use rehabilitation programs. We use to invite them in our Faranak PCMG programs and explain the importance of using songs, rhymes and stories with their children. We explain the program for them before the beginning of the class and let them participate in one of the classes (Faranak PCMG program).



This is little Selena. She has recently done her cochlear implant surgery and got her processor



This is the picture of one mother from south of Iran who brought her son to our clinic. She was so excited and enjoyed the program a lot. We gave her a book about this program and introduced her to a lots of songs and rhymes.



Mother Goose Across the World

I want to introduce you to one very old and famous Iranian rhyme. I wrote it both in Persian and English and also how it sounds. Its name is " **Lili lili hozak**"

لی لی لی حوضک
جو جو او مد آب بخوره
افتاد تو حوضک
این گرفتش
این پوشوندش
این آیش داد
این دونش داد
این پرش داد
این گفت کی پرش داد
این گفت منه منه کله گنده

Lili lili hozak:
Juju umad Ab
bokhore
Oftad tu hozak
in gereftesh
in pushundesh
in abesh dad
in dunesh dad
in paresh dad
in goft ki paresh
dad
in goft :man e man e kale gonde

The meaning is :

Lili lili
Once it was a small pool
A little parrot wanted to drink
some water
But fell in to the pool
One came and took it out
One gave it some water
One gave it some food
One let it go and fly
It was me, it was me
(with a harsh voice
and the thumb up)

Iran

Dr. Guita Movallali

This rhyme has a very funny hand play with it. The mother takes the child's hand and pretends that the palm is a pool and a little parrot falls there.

Then each of the fingers does something for the parrot and when the mother sings the song simultaneously bends each finger into the palm of her child. At the end all fingers bend and the mother takes the child's hand into her hand and tickles the child and both laugh together. ♦



More information about the Faranak Clinic in Iran you can find here:
faranakclinic93@gmail.com
and on Instagram: [@faranak.pcmg](https://www.instagram.com/faranak.pcmg)
[@faranakclinic](https://www.instagram.com/faranakclinic)

NEWS

Catherine Taylor grew up in Edmonton, Alberta, and has always followed her passions for art and for the well-being of children. She received her Art History Degree at the University of Alberta and moved to Toronto to further her professional dancing career. Her volunteer and working experience has been with organizations such as Sunnybrook Hospital, Junior Achievement and Roots of Empathy. She is an avid gardener. She is married with one son who works in Europe. Now retired, she continues to work part-time out of her home for PCMGP.

Hi Catherine! I was hoping you could first tell our readers how you came to work for Parent-Child Mother Goose Program®.

Catherine: About ten years ago, I was looking for a job with a non-profit organization that reflected my values. Previously I had been an arts therapist working with children. At PCMGP Ruth Danziger, who now leads our Program and Training Committee, interviewed me. We discovered that we had both trained as arts therapists at

Our interview

Who Is Catherine Taylor?

the same school. So we understood that we shared the same passion for supporting the healthy development of children in a respectful and enjoyable way

Can you summarize what you do for PCMGP?

Catherine: First, it would help to clarify how we are organized. Some people don't realize that PCMGP consists of two separate charities that have been set up for different purposes. National Parent-Child Mother Goose Program® sets policy, formalizes relationships with various regions and is responsible for memberships, to name a few activities. Toronto PCMGP organizes all of our training workshops and sells our resources such as books and CDs. Each has its own website, administrator and governing council.

I work for National PCMGP as an administrator. So I solicit memberships, provide guidance for those working to obtain their teaching certificates and handle public enquiries about programs. I should also mention that while National

and Toronto share a main telephone number and address, I work from my home while the Toronto administrator works from an office in Toronto. That explains why I may be somewhat delayed in answering telephone messages and snail mail.

Can you tell us some of your most memorable moments at National PCMGP?

Catherine: Since I have been working here for almost ten years, it is hard to pick out single moments. But from the very beginning I was moved by the empathy and commitment of everyone involved. Agencies send me reports of their programs and there is always a miracle moment described in each one. Babies who won't relate to others at the beginning are laughing and responding to songs within a couple of weeks. And it is wonderful to see how teachers use PCMGP as a springboard to help caregivers in other areas of their lives such as health and education. The most powerful insight for me, though, is knowing that the value of PCMGP is universal. Reports I have read tell me that wherever our program is offered, regardless of culture and language, the life-affirming impact is the same. It is a great joy to imagine that, no matter what the hour, people somewhere in the world are sharing the PCMGP experience. ♦

NEWS

This summer, the board members of the Parent-Child Mother Goose Program National Council were saddened to learn of the death of a long-time program teacher and Mother Goose supporter: Frances Schaink.

Frances worked at the Calgary Public Library, and in her memory, her family and friends requested that donations could be made to the Parent-Child Mother Goose Program. We feel privileged to be able to honour Frances' life and her commitment to children and families, thanks to the donations received in her memory.

To date we have received donations totalling more than \$1100. In celebration of Frances' legacy, the Parent-Child Mother Goose Program National Council intends to create a special fund with the money donated in her name. The proceeds of the fund will be devoted to projects that support the ongoing learning and professional development of teachers in the Parent-Child Mother Goose program. We look forward to keeping you updated about how these funds will be used for the benefit of PCMG teachers and to strengthen the relationships of parents and young children all across Canada.

Marilee Peters

In Memoriam

Frances Schaink

1952 - 2018

Do Not Stand At My Grave And Weep

by Mary Elizabeth Frye

**Do not stand at my grave
and weep
I am not there. I do not sleep.
I am a thousand
winds that blow.
I am the diamond
glints on snow.
I am the sunlight
on ripened grain.
I am the gentle autumn rain.
When you awaken
in the morning's hush
I am the swift uplifting rush
Of quiet birds in circled flight.
I am the soft stars
that shine at night.
Do not stand at my grave
and cry;
I am not there.
I did not die.**

Source: poemhunter.com



Twinkle, twinkle
little star
How I wonder
what you are.
Up above
the world so high
Like a diamond
in the sky.
Twinkle, twinkle
little star
How I wonder
what you are.



**For inquiries relating to Memberships,
Certification Process and National
Donations please contact:
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Fax: 416.588.1355
email: info@nationalpcmgp.ca**

Parent-Child Mother Goose Program®

Programme la Mere l'Oie pour parents et enfants



**Fall
2018**



Share your program with the rest of the P-CMGP Family!

Write about your program. It brings joy, strengthens the network and creates new energy when you share your stories across Canada and across the world.

We love to include your stories, rhymes, pictures and news.

Please send submissions to :

Ivanka Gotcheva
email: ivgotcheva@sympatico.ca