

# Newsletter

#01 | June 2023



# Summer 2023



## GREETINGS!

**Welcome back to the Parent-Child Mother Goose Program Newsletter!** This Summer 2023 edition is brought to you by our new Newsletter Coordinators Guita Movallali (Executive Director, PCMGP Toronto) and Gabrielle Thomas (Co-Coordinator, PCMGP Montreal). We are pleased to be presenting you with exciting announcements, coverage of provincial programs, rhymes and stories for you to enjoy this season. To make a submission for our Fall edition, you can reach us at [pcmgpnewsletter@gmail.com](mailto:pcmgpnewsletter@gmail.com).

## BEST,

**Guita & Gabrielle**



## INSIDE THIS ISSUE:

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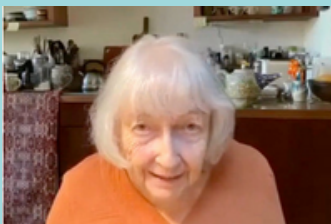


# ONCE UPON A TIME October 22, 2022

A virtual celebration of the early history and 35 years of the Parent-Child Mother Goose Program®



Barry and Dinny Dickson helped launch the first program, with a strong focus on fun, outreach and nurturing.



Celia Lottridge taking part in the online celebration of the Parent-Child Mother Goose Program® in 2022



Katherine Grier Ottawa, ON

*The program is about a basic relationship between a parent and a child, and giving language to it, and giving ways of touching and giving ways of really looking at a child. That's basic to everybody.*

**Katherine Grier**

An abridged transcript of the video recording of "Once Upon A Time: The Early History and 35 Years of the Parent-Child Mother Goose Program®", in which four key pioneers of the Program describe its origins is available here: <https://www.parentchildmothergooseaustralia.org.au/origins.html>

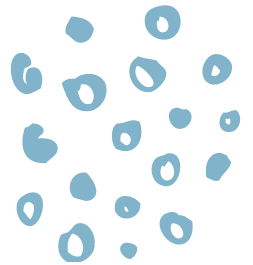
Transcribed and edited by Peter Dann - December 2022

# RHYMES

FROM THE WINTER CONNECTION SERIES  
MARCH 2023

## DOUBLE ICE CREAM

Double, Double , Ice, Ice  
Double, double, cream, cream  
Double ice, double cream  
Double, double ice cream



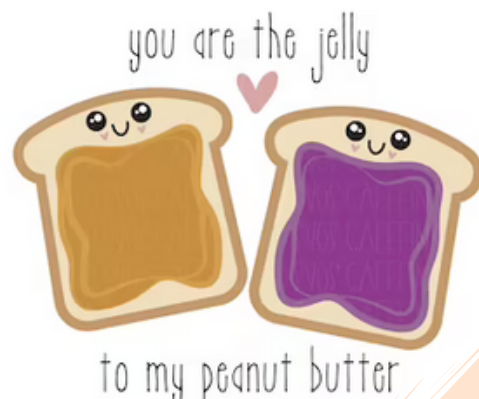
## BABY BUN

This is how you make a baby bun  
You roll it, and roll it, and roll it  
And roll it, and roll it, and roll it  
And....then you put the raisins in!



## PEANUT BUTTER DANCE

Get your slices of bread ready!  
First you spread the peanut butter,  
then you spread the jam.  
Stick them both together and eat as  
fast as you can.  
Num, num, num, num.  
Take your sticky fingers, and put  
them on your pants,  
then do a little wiggle for the Peanut  
Butter Dance!





# SPRING SONG

Selected by Celia Lottridge,  
Co-founder, The Parent-Child Mother Goose Program

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*Two little dickey birds  
Sitting on a wall  
One named Peter  
One named Paul  
Fly away Peter  
Fly away Paul  
Come back, Peter  
Come back, Paul*



# THE MOUSE AND THE CAMEL

A story by Rumi



from the Faranak collection: Old Persian Stories, collected by Guita Movallali, 2022,  
Parent-Child Mother Goose Program

The Persian-language poet and philosopher Mawlana Jalal-ud-Din Balkhi-Rumi (Mevlana Celaleddin Belhī Rūmī) was born in 1207 in Balkh, now Afghanistan. He lived most of his life in Konya, in today's Turkey, where he died in 1273. Author of the renowned Mathnawi or "Rhyming Couplets", he is considered to be one of the greatest Sufi masters, a peer of the well-known Ibn Arabi and Shams-e Tabrizi. During his lifetime, Mawlana enjoyed especially good relations with people of diverse social, cultural and religious backgrounds. He addressed humanity as a whole: "I do not distinguish between the relative and the stranger."

*A mouse once  
caught in its  
paws a rope tied  
to a camel...*

When the camel began to walk, the mouse thought that he was pulling the camel.

"How strong and mighty I am", he boasted.

Little did he realize that the camel was walking by himself.

The two then arrived at a river. Here, the mouse came to a stop.

"Why have you stopped, brother mouse?" asked the camel. "Keep leading me on, for you are my guide."

"But this is a deep river. I am afraid I'll drown," replied the mouse.

"Let me see how deep it is," said the camel, stepping into the water.

"Why it only comes up to my knee," the camel revealed. "Do go on, brother mouse."

The mouse of course could not cross the river on his own.

"Oh great camel," he said, "the river is like an ant to you, but to me it is like a dragon."

The camel took pity on the mouse.

"Jump up and sit on my hump," he told the little creature,

"And be not so proud another time."



# INTERVIEW WITH GUITA MOVALLALI



**In January 2023, Guita Movallali became the Executive Director of the Vermont Square Parent-Child Mother Goose Program (P-CMGP).**

Guita is not new to our P-CMGP family! She has been part of our global P-CMGP community for over 11 years.

In 2011, she was first certified as a P-CMGP teacher in #Australia and went on to start a P-CMGP program in #Iran, and later in #Afghanistan. In 2021, Guita relocated to Canada and continued her work as a teacher and facilitator within our Toronto-based programs. During that time, she also initiated the first traditional P-CMGP for parents with Deaf and Hard of Hearing children in Ontario.

Guita holds a Ph.D. in Psychology and draws from over 20 years of experience in both academic and managerial spaces. Her passion for child development is only rivaled by her passion to build and foster meaningful relationships.

To directly connect with Guita, she can be reached at [guita.movallali@parentchildmothergoose.org](mailto:guita.movallali@parentchildmothergoose.org).

## **What was the first time you heard of Mother Goose? What/who was your initial source of inspiration to participate in Mother Goose?**

At a conference in the beautiful Como Lake, Italy, around 13 years ago, there was a presentation about Mother Goose. Marilyn Dann, from Australia, was the speaker. It was a lovely topic and I was so interested to know more about it. After the presentation, I asked her some questions and we talked a lot during the three days of the conference. This was the beginning of my journey with the Parent-Child Mother Goose program.

## **How long have you been involved with the Parent-Child Mother Goose Program?**

It's around 13 years now. At first, it was just something I loved and was curious about. Then, I started to gather songs, rhymes, and stories. The more I knew about it, the more interested I became. I started it informally in some clinics with deaf infants and toddlers and their parents. It was fantastic. Parents just loved it and became excited and happy. I found it helpful for both parents and their children. So, in 2012, I went to Australia and got certified and then I brought it to my country of origin, Iran.



# INTERVIEW WITH GUITA MOVALLALI

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## **What is your most memorable mother goose session and why?**

In my opinion, each session is memorable. The songs, the movements, the smiles, the cuddles, all are lovely. I had many deaf children in my programs who started their first words with Mother Goose songs. Sometimes after the program, some little ones came to my room and did some of the movements and tried to sing parts of the song that they learned.

## **If you could meet someone from a nursery rhyme, who would it be and why?**

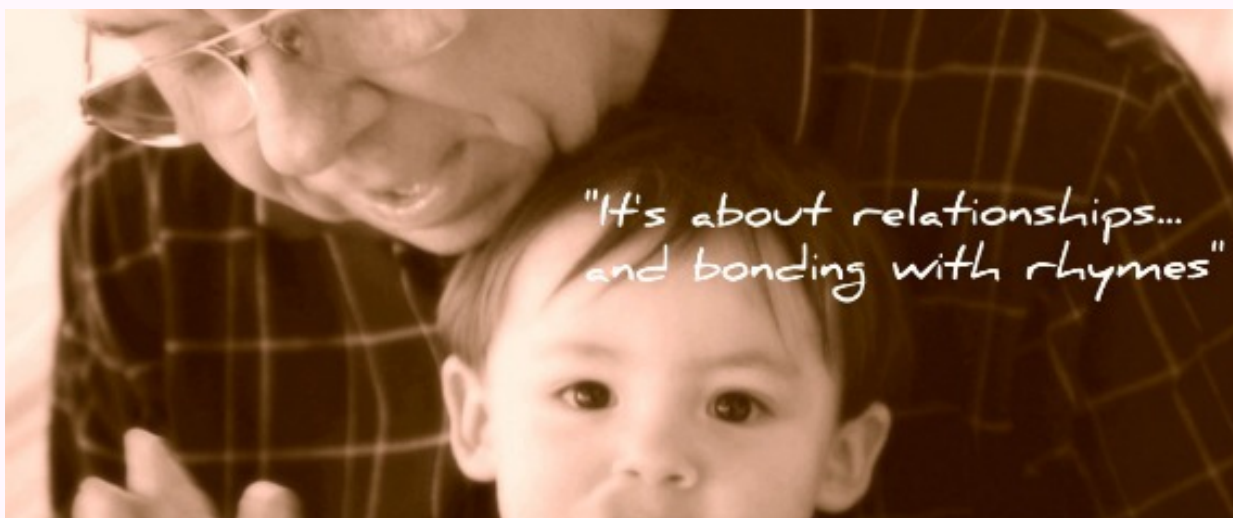
The teddy bear!, Round around the garden, like a teddy bear, one step, two step and cuddle you under there.

## **What is your favorite rhyme? Can you share it with us?**

I grew up with songs and rhymes. My mom had a very soft and soothing voice and used to sing lovely songs to me. I always liked the lullabies that she sang for me at the bedtime. Several years later, when my own baby was born, I myself used to make her sleep with those lullabies. I sometimes sing one that is my favorite one in the Mother Goose programs. It's in Persian language, however the meaning is this: Sleep my little baby, your sleep is so beautiful. Mom will be here with you, beside your bed, all the night, and all her life to protect you from bad things. Moon is in the sky with thousands of colors. Mommy loves you Mommy loves you

# MOTHER GOOSE: A VALUABLE RESOURCE FOR TODDLERS AND THEIR FAMILIES

THE POINT OF VIEW OF SPEECH-LANGUAGE PATHOLOGIST  
WORKING WITH CHILDREN AGED 0 TO 5



**BY STÉPHANIE G. VACHON, SPEECH-LANGUAGE PATHOLOGIST**

TRANSLATED FROM THE FRENCH BY ROBIN SALES

On January 25, I observed a session of the parent-child Mother Goose program facilitated by Robin Sales and Desrean McFarlane via videoconference. As a speech-language pathologist working with preschoolers, I was impressed by the quality of this free resource for families. The session I attended was stimulating in terms of communication and language, and encouraged positive interaction between parent and child. In this article, I will discuss some aspects of the program and then more specifically the elements observed that support the communication and language development of toddlers.

In the context of the current pandemic, the Mother Goose program has adapted its services to continue to offer family entertainment and education online. The organization of the meeting I attended was impeccable. In 30 minutes, nursery rhymes, songs and stories followed one another without losing a minute. The animators captured and maintained the interest of the toddlers (and their parents!). They encouraged the children to get up and move, and sometimes even to dance before sitting down. Though offered online, this program is not about leaving the toddler in front of a computer screen. The child and his or her parent actively participate throughout the meeting. In this respect, it can be said that online programming fully achieves its objective of equipping families. It reminds us of an essential principle: the time you spend with your toddler is more valuable than the latest toy. With a benevolent attitude, the animators encourage parents to have fun with their child, and not to worry about knowing the words of the nursery rhymes by heart. They reinforced the parents' feeling of competence with their child.



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Continued from page 7

After the session, the animators explained that at the very end of the meetings, they handed out a booklet with all the words of the songs and rhymes recited. Laughing, they added that in any case, after a few weeks, the parents knew them by heart. In my opinion, they are achieving a double objective here. They are continuing the transmission of the oral tradition and its cultural heritage, and offering families accessible tools that they can easily use anywhere since no materials are required. Songs, nursery rhymes and stories are an interesting way to entertain children while stimulating language development. On the road or during waiting periods, they are preferable to exposing children to screens.

The *Mother Goose* program supports the development of a positive parent-child relationship. During the session, parents and their children share a special time together, emphasizing the importance of taking time to talk and play with their child to support their development. Parents interact with their children through physical pleasure such as tickling or bouncing them on their knees. Essential principles that promote communication such as being at the child's level when speaking to them, looking each other in the eyes and having fun in the interactions are put forward. The animators informed me that during face-to-face meetings, parents have the opportunity to talk to each other, especially during snack time. As a result, parents can build a social network with other adults in a similar situation to their own. Parents benefit from a place where they can discuss their experiences as parents of a young child. Parents benefit from a safe environment with trained animators where they carry out developmentally appropriate activities for their toddler.

The rhyming and singing activities offered during the *Mother Goose* session support the development of the prelinguistic communication skills. The prelinguistic communication skills are present before the first words. They support the emergence and development of language. They include verbal imitation, motor imitation, eye contact, turn-taking and attention to verbal cues. Verbal and motor imitation are at the heart of nursery rhyme activities. The child is encouraged to imitate known and new gestures and to reproduce certain words or sounds. During the rhymes, the child must pay attention to the verbal message and then perform them at the right time. The nursery rhyme *Tape, tape, tape* even works on the object permanence when the adult hides his face with his hands to say *Coucou* at the end. Object permanence, another prelinguistic communication skill, can be briefly explained as the child's ability to search for a completely or partially hidden object. It is essential in later communication for children to talk about objects or people who are absent from their immediate environment. Thus, nursery rhyme activities are appropriate for very young children even if they are not yet able to reproduce them.

The nursery rhyme and song activities in the *Mother Goose* session support the development of understanding. Very young participants can consolidate their understanding of gestures, facial expressions and changes in intonation. Children can develop their understanding of the vocabulary of nouns, action verbs, adjectives, concepts and numbers. Words are often associated with gestures which provide a kinaesthetic cue to the word.

# MOTHERGOOSE: A VALUABLE RESOURCE FOR TODDLERS AND THEIR FAMILIES

THE POINT OF VIEW OF SPEECH-LANGUAGE PATHOLOGIST  
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Here are some examples of rhymes that were presented at the meeting I attended. For vocabulary development, the song Head, Shoulders, Knees, Toes helps develop vocabulary for body parts and body awareness as each body part is touched. The well-known nursery rhyme Tape, tape, tape stimulates action verb vocabulary. The Moon is Round presents the adjective round when adults and children run their finger around their face to draw a circle. Once there was a Snowman introduces the concepts of big and small. Children are asked to raise their arms when the snowman is large and to lower their hands to the floor when it melts and becomes small. The nursery rhymes Violette à bicyclette or Zoom, zoom, zoom or Tick Tock, Tick Tock, I'm a Little Cuckoo Clock include numbers that are also shown with the fingers. Children learn in a fun way, which is an excellent catalyst for learning.

Language expression is facilitated by the repetition of songs and rhymes. Repetition supports new learning. Children, especially toddlers, need to hear the same word several times before reproducing it. Repetition is at the heart of the Mother Goose program. The animators observed sang each of the nursery rhymes twice. The same rhymes are recited again from week to week. Several nursery rhymes have a punch line where the child can anticipate what will happen. For example, for Popcorn, the child can anticipate that the parent will lift them into the air when it is said one last time. For the same nursery rhyme, very young children can repeat the onomatopoeia pop, since it is a short word with a simple pronunciation and consists of one of the first consonants produced by children: /p/. Salutations, which are one of the functions of communication, are made at the arrival and departure of the meeting. Children are encouraged to interact with each other. Initiating communication is also valued when, on some occasions, the animators leave a silence for the children to continue the known rhyme.

Parents can pick up on some of the strategies used by the animators when they tell stories orally. Without the visual support of a book, the animators use different means to capture the children's interest. They incorporate gestures and onomatopoeia, and change their intonation, facial expression and rate of speech. For example, they may speak more slowly or quickly depending on the context of the story, or leave a silence to generate suspense. Parents benefit from a model for telling a story to their child. The techniques modeled work both orally and when reading.

Finally, the contribution of nursery rhymes to the development of children's phonological awareness skills cannot be ignored. Phonological awareness can be broadly defined as the ability to perceive and play with sounds that are smaller than a word, such as rhymes, sounds and syllables. Phonological awareness skills support literacy learning.

Following my observation of the January 25 session and my discussions with the animators, who are truly passionate about their work, I noted the richness and relevance of the Mother Goose program for families. I consider it a very interesting community resource for the development of young children.

**BY STÉPHANIE G. VACHON, SPEECH-LANGUAGE PATHOLOGIST**

TRANSLATED FROM THE FRENCH BY ROBIN SALES

# Before you go...



## OPPORTUNITIES

### **Diversity Council Call-Out**

The Diversity Council is seeking new members! The Council meets monthly to ensure that the material and practices of the Parent-Child Mother Goose Program are as inclusive and culturally sensitive as possible. We are committed to building a diverse team, and are looking for candidates from all backgrounds and varying geographic regions. To submit an expression of interest, please email your CV to [pcmgpnewsletter@gmail.com](mailto:pcmgpnewsletter@gmail.com)

### **Are you interested in becoming a certified PCMG teacher?**

No training workshops in your area? Maybe it's time for your agency to host a training! Check the National PCMG website to find more information:  
[www.nationalpcmgp.ca/training/](http://www.nationalpcmgp.ca/training/)

### **Monthly Connection Series Sessions**

Join the connection series sessions to meet fellow members of the PCMG network and share new rhymes, songs and stories. Each participant will receive a copy of the material shared after the session. Email [mentormothergoose@gmail.com](mailto:mentormothergoose@gmail.com) for more information on how to participate

### **Newsletter Submissions**

If you wish to contribute to our Fall 2023 newsletter, please email us at [pcmgpnewsletter@gmail.com](mailto:pcmgpnewsletter@gmail.com)