Lesson Two Embedded Videos

Transcript

# **Brain Matters Video - 5 Things Parents Can Do** <https://www.youtube.com/watch?v=k1hNZhH9bRg>

00:00

Parenting is considered one of the most difficult jobs in the world but there is no university where you can learn how to parent successfully, so we follow our instincts and the experience of others.

00:11

The bad news, science shows that's not nearly enough.

00:15

The great news, there are five easy and effective things that will improve your innate parenting skills and help give your baby the best start in life.

00:26

*Shown on screen ‘*1. Stimulate baby talk and treat it as real conversation.’

00:29

The sounds and gestures that babies make might not seem like much but it's their way of communicating with you.

00:37

Science says we should stimulate baby talk and treat it as real conversation.

00:43

So, respond to their sounds cues and actions and talk to them engaging them in everything that happens.

00:50

And if you do it using a clear sing-songy voice the results are surprising.

00:59

The number of words a baby is exposed to will determine the number of words a child will produce at age two.

01:04

And even reading levels later on.

01:09

So, take baby babbles seriously and by all means encourage it.

01:15

*Shown on screen ‘*2. Read to your baby’.

01:19

Talking to your baby is critically important but reading to your baby opens up more learning.

01:27

Opportunities even at 3 months of age they can discriminate all the sounds used in all the languages of the entire world.

01:35

So, every time you read out loud to your children you are building their language skills.

01:40

Make sure to point the pictures in the book and ask questions about the story the characters what they are wearing and how many there are.

01:49

Reading to babies and young children not only exposes them to new words that you may not use on a regular basis but also builds a habit and a love for books.

01:59

Remember leaders are readers so why not start early.

02:03

*Shown on screen* ‘3. Make learning part of your everyday experiences’.

02:06

For babies, life is all about learning.

02:08

Whether it's bath time, sorting laundry, cooking or running errands these everyday activities are great learning moments.

02:18

Narrate what you are doing to stimulate language count and sort laundry to teach maths.

02:23

Play with food ingredients and textures to promote scientific thinking.

02:27

Make lots of faces to teach emotional intelligence.

02:32

One last thing, try to avoid being on your device in front of them.

02:35

Research shows that it makes them feel less important.

02:40

Make everyday moments matter.

02:45

*Shown on screen* ‘4. Take play seriously’.

02:48

Young children are learning all the time.

02:50

And when they play, they're building some important life skills.

02:55

Make-believe play allows them to experience what it's like to be someone else and understand other’s feelings.

03:00

And when they play with others they are learning to compromise and take turns.

03:06

When they engage in free play and pretend a toy train can travel through space.

03:12

It sparks creativity and language as they learn to verbally express their ideas.

03:16

When they imagine new worlds, young children are learning to problem-solve and create new possibilities.

03:24

What seems like just fun is actually very important work.

03:30

Take place seriously because play is serious learning.

03:35

*Shown on screen* ‘5. Be who you want your baby to be’.

03:36

Babies are the world's best impersonators. They pick up on everything they see you do until they talk, they become experts at reading faces and nonverbal attitudes and learn to mimic them.

03:49

The way you smile and frown but also the way in which you treat others, how you react to a challenge and even the way you roll your eyes back.

03:59

Babies learn from you and will adopt those attitudes themselves. Remember the way you show up to your baby shapes whom they become. Never underestimate the power of the early years.

04:14

If babies get a good dose of these five critical experiences, they’ll dramatically improve their chances to thrive in the future.

04:22

It has nothing to do with money and things and everything to do with you your time and level of engagement.

# **Serve and Return Interactions Video**

<https://www.albertafamilywellness.org/resources/video/serve-and-return>

Speaker 1 (Narrator): 00:11

We're now learning about the many ways in which solid brain foundations are built and maintained in a developing child. One important way is through what brain experts call serve and return interactions. Imagine a tennis match between a caregiver and a child but instead of hitting a ball back and forth across the net, various forms of communication pass between the two. From eye contact to touch, from singing to simple games like peekaboo.

Speaker 2 (Judy Cameron): 00:39

The child serves, or indicates there interested in something, the adult who's attentive to that child returns that interest. That ramps up the child's enthusiasm and they do the activity again so when they're learning to read, the child shows an interest in a book. The adult sees that and reads to them, the child gets all excited and tries reading back, and then the child's using those circuits that underlie reading over and over again, driven by the enthusiasm of the interaction with the attentive adult.

Speaker 1 (Narrator): 01:17

The response and attention a child receives from an adult when they are practicing certain social, emotional and physical skills goes a long way to sparking that child's own excitement with learning and repeating certain actions.

Speaker 2 (Judy Cameron): 01:30

The child gets positive feedback from the adult and they try harder, so they're using that circuit again and again. That circuit will really be sturdy and will form a sturdy architecture for later life function.

Speaker 1 (Narrator): 01:46

In order to build these sturdy circuits in a developing brain, it's crucial for caregivers to actively engage with the child. Prolonged passive activities such as leaving a child alone in front of a television or merely holding the child without eye contact will not build solid brain architecture.

Speaker 2 (Judy Cameron): 02:05

Without serve and return attentive adult interactions, the child's much less likely to undertake a lot of these activities and their brain won't develop as well.

Speaker 1 (Narrator): 02:17

Serve and return interactions repeated throughout a young person's developing years are the bricks that build a healthy foundation for all future development.

# **'Baby Talk: Mini Parenting Master Class' video**

[**https://www.unicef.org/parenting/child-development/baby-talk-class**](https://www.unicef.org/parenting/child-development/baby-talk-class)

00:05

"Hi! My name is Dr. Marina Kalashnikova and this is my Mini Parenting Master Class on baby talk.

00:18

I am a researcher and I study how babies learn language.

00:27

What is baby talk?

Baby talk is much more than just a silly and cute way of talking to babies. Actually, baby talk is more about how we say things. When parents or other caregivers use baby talk, they use normal language. But they make it simpler: they repeat words a lot and speak slower.

We also exaggerate our facial expressions when we talk to a baby. So, for example, we open our mouths wider, we raise our eyebrows, and we smile a lot.

So, a baby can not only just hear baby talk, but they can also see it.

01:04

Why is baby talk important?

Parents should immerse their babies in speech. Listening to more baby talk helps babies build their own language abilities. Baby talk works like a spotlight – babies hear a lot of sounds around them. But when they hear baby talk, they know that it’s time to start listening and paying attention.

This happens for two reasons:

First, baby talk is easier to listen to. When babies are very young, they do not understand the meanings of words. But they hear the exaggerated pitch in baby talk and they learn from it.

Second, babies like listening to baby talk. They like the exaggerated melodic patterns and the positive emotions in baby talk. This helps them pay more attention to it, compared to speech that we use with adults.

01:53

When should I use baby talk?

When we see a baby, most of us instinctively use baby talk. But it still does not come naturally to everyone. Parents should start practising baby talk from early on so they can learn what type of baby talk to use. The best time to practise baby talk is when you engage in daily routines with your baby. For example, when you’re feeding, bathing, or playing with your baby. If you want to add a little more variety to what you say, you could also try describing pictures in books or describing your baby’s favourite toys, which they would like very much.

Baby talk helps babies establish a special bond and connection with their parents, which makes them feel loved, safe, and comfortable.

Baby talk also stimulates babies’ brains, preparing them for the difficult task of learning language.Protection and stimulation are two of the three things that are very important for early brain development. The third one is healthy eating or nutrition. Together, we call them “Eat, Play, and Love”."

# **Playful Learning Video**

<https://vimeo.com/505601316/cde3ca6023>

00.05:

*On screen and read* ‘What can (adults) caregivers do to support child development?’

*On screen and read* ‘Joining in the game’.

00:14

Play isn’t just about having fun, it is an important part of a child’s development, promoting brain development and learning.

* Children playing with kitchen utensils outside with sand/soil. The caregiver joins in with actions and verbal communication.

00:26

Caregivers can support learning through play in many ways.

00:30

Here the caregiver is joining in with creative and make-believe play. She is showing that she is interested through her eye gaze and joins in the game with comments sharing that she is hungry.

00:51

*On screen and read* ‘Following the child’s idea of how to play with the equipment’.

00:55

*On screen and read* ‘Labelling what is happening helps children build their vocabulary of words and shows the caregiver is paying attention’.

01:07

Notice how the key worker follows the child’s lead about how he wants to play with the stones. She labels what is happening and she joins in, copying him.

* Child gently dropping/throwing stones in a pit of big and small stones and the caregiver copies, taking turns.

01:27

This shows him she is really part of his game.

01:34

*On screen and read* ‘Learning to take turns while having fun’.

01:38

In this fun game, the caregiver is also teaching the child how to take turns.

* Caregiver plays peekaboo type game, doing it once then allowing the child time to copy, engaging excitedly with the child.

01:44

Caregiver has a go, and then the child has a turn.

02:05

*On screen and read* ‘Even very small babies can learn about taking turns’.

02:10

*On screen and read* ‘Fun games a can also help children learn to focus and concentrate’.

02:18

The repetitive nature of the game encourages turn taking and teaches the foundations of language and how conversation work.

* Caregiver playing peekaboo with engaged excited baby.

02:28

You can see how the baby’s attention is held by the expectation about what will happen next.

02:37

This helps him build his concentration skills and he shows his enjoyment though squeals and excited waving of his arms.

02:55

*On screen and read* ‘Describing what is happening helps children know you are paying attention and helps develop their language skills.’

03:10

The caregiver is following the child’s idea of the game and facilitating the play by helping the toys get into the bag.

* Caregiver holds open bag for young child to fill with talks and asks what else will fit in the bag, confirming the child’s statement that certain toys are too big.

03:37.

The care giver is reinforcing the child’s language by describing what they are doing.

04:00

*On screen and read* ‘Caregivers can build on what children are doing to help them learn’.

04:06

*On screen and read* ‘Almost anything can be a toy!’

04:11

*On screen and read* ‘Showing interest helps children know they are important and builds the relationship between the caregiver and child.’

04:19

Mum extends Dexter’s experience by demonstration and conversation.

* Mum and Dexter are on a beach. Mum uses her hands to make a pile of sand in front of Dexter.

04:30

And sometimes it’s the carers role to step back and let the child play independently.

* Dexter rubs small stick on a large piece of wood.

04:32

She watches him explore with his stick. Notice how delighted he is to look up and see that she is there so he can share his joy with his mum.

# **Iris and Lyra**

[**https://youtu.be/1MHTil5QRf8**](https://youtu.be/1MHTil5QRf8)

Description of Events:

Iris (a 3 year old child) sits next to Lyra (an 8 month old baby). Iris is speaking gently to Lyra and saying her name. Iris holds a book between them and pushes it slightly towards Lyra allowing her to turn the page. Iris responds in an encouraging tone. Iris lifts the book up slightly to read it. Lyra pushes the book down a little. Lyra then flaps her hands and makes a noise.

Iris closes the book and picks up a different book, asking Lyra if she would like that one. Iris plays with/moves an adjustable part of the cover. Lyra watches this quietly and leans in before flapping her arms and making a noise. Lyra then reaches out to the book to copy Iris, but Iris gentry pulls the book away. Lyra continues to flap her arms and make noises.