**Suggestions for radio jingle and interviews**

**Radio Jingle**

**Potential key message:** “Want a lifetime of success for your child? Spend time together with books!”, or “As food is for the body, so are books for your child’s brain”

* As parents, we want what is best for our children. We want them to grow into healthy and helpful adults who experience success and contribute to society.
* One of the best ways to set your child up for success is to look at books together and talk about them with your child. This is a great way to help build your child’s brain, develop their language and reading skills, and help them become successful learners.
* A love of reading starts in the home. Reading is something fun and easy to do together as a family - just looking at and talking about the pictures in books together also counts!
* Being able to read is a valuable skill that opens the door to many other opportunities for learning. Strong reading foundations help set children up for success in school, and later in life.
* So, find a few minutes a day, every day, to read with your child. It’s one of the greatest gifts you can give them.
* If makes sense/possible, could include voices of women and men as caregivers, siblings or whole families participating together

**Radio Interviews**

**Potential content:**

1. Why reading at home is so important, e.g.[[1]](#footnote-2):

Being able to read is a valuable skill that opens the door to many other opportunities for learning. Strong reading foundations help set children up for success in school, and later in life. There is strong research from across the world that supports this.

Whether looking at the pictures, talking about the story, or reading - books provide opportunities for children to learn many different things.

* Children learn new sounds and words, and how to use them.
* They learn how to listen and concentrate, which helps them at school.
* Books and stories help children to use their imagination, to ask questions, to think. This helps them in every aspect of life.
* When children have opportunities to talk about the story and characters, and have conversations about what is happening and why, they learn more about other people and the world around them.

Children who are read to multiple times a day until they are five years old hear 1.4million more words than children who are never read to. This is important because the more words children hear, the better their language develops, and this helps them do better at school.

Caregiver and parent involvement in reading activities is important at every age – whether children are very young, or whether children already know how to read. When families encourage reading and create a home environment where reading activities are valued, children learn to enjoy reading. And research shows that the more time children spend looking at books, the more they learn, and the better they do in life.

1. What can parents and caregivers do to support reading at home[[2]](#footnote-3):

From babies to adolescents, children benefit in many ways when they spend time reading or looking at books. They benefit even more when parents and caregivers take part in these activities.

Just like teachers at school, parents and caregivers have an important role to play to help children learn to read and strengthen their reading skills. Parents and caregivers do not need special training to do this: there are many simple and fun ways that parents can help children to enjoy books and encourage reading.

Even caregivers who are busy or who cannot read themselves can help children with learning and reading in important ways.

By making some time each day to look at books together and telling their child stories about the pictures, caregivers can be a good model for using language and books. By reading together on a regular basis, caregivers can help their children learn to love books, enjoy reading, and strengthen children’s vocabularies and reading abilities.

Caregivers can use the pictures to make up their own story and invite their child to tell the story with them. By asking children questions about the story, characters, and events, caregivers create important opportunities for conversation, thinking, and learning.

Involving siblings and other family members is also beneficial, and helps to make it a shared learning experience. While reading activities are important, they do not have to be serious. Children learn best when they are having fun, so make it a fun family activity.

By setting up a time to read every day, caregivers create a reading routine, which helps children in many ways. Routines help children know what to expect from the day, making them feel safe and secure. Reading a book before bed-time can also help children to wind down and fall asleep easier. Routines also let children know what is important to your family. When routines are built around having fun together, children feel they belong, and family relationships are strengthened.

**General:**

* **Think about your child’s level of understanding and interest** – this should help guide you in terms of the questions to ask and activities to do with your child.
* **If your child does not yet know how to read,** you can use the pictures to describe what you see and make up a story together with your child. You can let your imagination go and add as much depth to the story and characters as you can – this will provide great opportunities for conversation and learning for your child as you go through the book.
* **If your child already knows how to read,** you can listen to your child read aloud. This can help build your child's confidence in their ability to read and help them enjoy learning new skills. Even if you can’t follow the written words yourself, you can ask questions about what your child is reading. And if your child uses a word that makes no sense (such as "road" for "read"), ask him to read the sentence again because you are not sure you understand what has just been read. If they still struggle and you are unable to help, ask a family member to assist.
* No matter your child’s age, **make sure you give them lots of praise!** You are your child's first, and most important, teacher. The praise and support you give your child as they learn to read will help them enjoy reading and learning even more.

**Before the Story:**

* Whether you have one book or many books, make a space at home where you, your child and other family members can sit together for reading.
* Use a box or container to store books and other reading materials next to any seating area – it can be the floor, a table or couch-- you can even set up a reading space outside.
* By reading together every day, you can help your child learn to love books and enjoy reading. The more time children spend looking at books, the more they learn. So, **make reading activities part of your daily routine.**
* **Even in a busy day, find some time to look at books and read with your child.** Even 10 minutes a day can make the world of difference. Find a time that works best for your family. This might be first thing in the morning or towards the end of the day when you want your child to come inside. Reading before bedtime can also help children to fall asleep easier.
* **When you are ready to start,** **invite your child to choose a book.**
* **Then, find a comfortable way to sit together.**You can sit with your child on your lap, or side-by-side. Make sure that you sit in a way that your child is able to clearly see the book. It also helps to be able to make eye contact with your child as you talk about the pictures and story.
* **Before opening the book, bring your child’s attention to the book’s cover.** Ask your child to tell you what they see, and what they think the story is about. Together, discuss what you think might happen in the story.

**During the Story**

* **Help your child to hold and handle the book in a gentle way.** You can help your child see that the story moves from the left page to the right by making sure that the page you are talking about is directly in front of the child.
* **Use a lively voice to keep your child interested:** Use a lively, animated voice to tell the story, and use different voices for different characters. To bring the story to life, make different sounds that link to the pictures or events (e.g. animal or weather sounds, action sounds such as a car driving, water splashing).
* Use the pictures to build your child’s vocabulary, by **naming and describing what you see**. Or, ask your child to point to, name, or describe what they see *(“Look, there is a grasshopper. The grasshopper is sitting in the grass, looking out over the ocean” OR: “Who is sitting there in the grass? What is he looking at?*”).
* **Use descriptive words and explanations** to increase your child’s knowledge and vocabulary further (*“The big grasshopper is sitting in the green grass, looking out at the blue ocean. There is a big steamboat on the water, and there is oil leaking from the boat – you can see it flow into the water”)*
* **Discuss and explain new words and concepts:** During the story, pause to talk about words or concepts that your child may not yet know or understand. Tell them the meaning of difficult words that appear in the story. For older children, ask them about words that might be unfamiliar to them and discuss the meaning together *(“searching – what does it mean to go searching for something? What do people normally search for? Have you had to search for something?”*)
* **Ask Who, What, Where, Why and How questions:** Asking your child questions will help your child to talk about what they see in the pictures, and think about what is happening. (“What is he doing? *Where is he going? Why do you think he is doing that? How did he get there? How do you think he feels?”*
* **Pause and reflect:** As you go through the book, pause at different places to reflect on what has happened so far, and to check your child’s understanding. Invite your child to retell the events, or let them add to your retelling *(“Let’s see, what has happened so far? Who have we met? What are they doing? Why did that happen?”)*
* **Make connections:** Connect what you are seeing/reading to your child’s personal experiences, other books they’ve read, and world events (*“This reminds me of...This is similar to...What does this remind you of? Did anything in this story remind you of someone or something you know? How is it the same/different? What would you do if you were in the story?”*)
* **Make predictions:** Before moving on to the next page, say what you think might happen next and why, or ask your child what they think will happen next. For older children, ask them why they think this is what will be happening, and let them provide reasons/evidence from the book

**After the Story**

* **Re-tell:** After the story, invite your child to re-tell the story in their own words, or help them to summarise what happened. This will help you see what they understand or where more discussion is needed. You can use the five-finger retell technique, where each finger on your hand represents a different question:
	+ - 1. **Who** were the characters?
			2. **When** did it happen?
			3. **What** happened?
			4. **Where** did it happen?
			5. **Why** did it happen?

For older children, you can also ask them what the problem / challenge was in the story, and how it was solved or resolved.

* **Help your child to think about what happened when, and to put the events into the correct sequence. *(“****What happened in the beginning? What happened next? And what happened in the end? Did x happen before y?”)*
* **Re-visit:** You can revisit or re-read parts of the book to help your child understand certain events better, and to help reinforce their new knowledge / vocabulary.
* **Reflect on the story:** Help your child to evaluate the story by asking them what they thought about it (*Did you like the story? Why / why not? What part of the story did you like the most? How is the character’s life different from your life? What would you have done differently? What is the message of the story?”)*
* You can **reinforce** new knowledge and vocabulary from the book/story in different ways:
	+ Make up a song about the story or about new words/concepts from the book
	+ Draw a picture to illustrate parts of the story, or let your child draw/re-write key events from the story. If your child can write, let them practice writing words or sentences from the story, and ask older siblings/other family to help check their writing.
	+ Act out the story with your child, or invite other family members to play different characters and join in the re-enactment.
	+ Spend time focusing on newly learned words – how to use them in other contexts, thinking about what sound they start with, trying to find words that rhyme, or using the word in a new sentence or story.

**Additional: Categories and comparisons**

You can use the pictures and the story to help your child understand different categories, such as sizes, colours, shapes, body parts, types or objects and places (younger children). For older children, you can help them understand more complex categories: things that are soft/hard; things that are light/heavy; things that are quiet/loud; things you can cook with, things you can build with; things that are fast/slow; things that are hot/cold. People who are happy / sad; people who are doing something; people who are talking etc.

You can also use the pictures to make comparisons between different things, which helps children understand differences and similarities.

* Are there more mice than birds?
* Which animal is the **biggest**? Which animal is the **smallest**?
* Which bird is flying the **highest**? Which bird is flying the **lowest**?
* Which child is the **shortest**? Which child is the **tallest**?
* Which child is **first** in line? Which child is **last** in line?
1. Examples of activities to support children’s emergent literacy skills (talk to your child, sing songs, tell a story, play games)[[3]](#footnote-4)
	1. e.g., after reading the COVID 19 book ask the audience to write or draw a summary of key ideas from the story or have families call-in with different ending ideas for the books.
2. Reading strategies to support children with different abilities[[4]](#footnote-5)
3. Strategies to develop socioemotional skills when reading each of the books distributed.
	1. For instance, a reading of the book could be used to spark discussion on empathy or perspective taking by introducing questions as it is being read.

**Developing socio-emotional skills through reading activities:**

Books and stories are a great way to help your child learn about different feelings, and why people might feel a certain way. When you use words to describe feelings and talk about them, your child is learning important social and emotional skills. They are learning to understand their own feelings and the feelings of others, and to make sense of what happens around them. These skills are very important for children to lead healthy lives and to have good relationships with other people too.

* You can **use your facial expressions and voice to demonstrate the different emotions** of different characters (e.g. if the character is scared, use a scared voice, same with angry, happy, confused, sad). This helps your child to recognise different emotions, and to understand when and why people feel a certain way.
* **Talk about the emotions of the characters and explain them to your child.** As you look at the pictures together, point to the faces in the picture and say, *“She looks excited. He looks surprised.”* As your child grows, you can ask: *“Who is sad on this page? Who is happy on this page?”* When your child is familiar with different types of emotions, you can point to a character and ask your child: *“How is he feeling?”*
* Explain to your child why characters feel certain emotions. You can do this by asking “*Why do you think (the character) looks (the emotion)?”* and wait for your child’s answer. If your child does not reply, then you can suggest the reason by saying something like “*Do you think (the character) is (the emotion) because of X*?”
* **Help your child to think about why characters do what they do and what motivates their actions.** Asking children to talk about the reasons behind what the characters are doing helps with the development of their language and thinking (“*What is he doing? Why is he doing that? What does he want to achieve by doing that? What do you think he will do next? Why do you thinks so?”)* This helps them to understand other people and their actions better.
* You can use the story to help your child understand that different people can think and feel different things. Talk about differences in what the characters can see, know and feel.
* Ask your child to think about what they would do if they were in the character’s position – if they would do the same or if they would do something differently. Ask them why.
1. If feasible, have Q&A live sessions, taking calls with questions from parents/caregivers.

**Additional content ideas to consider:**

1. School contests related to the books
	1. e.g., asking children to make-up and send songs or poems about the books that have been distributed

**Potential interviewees:**

1. Caregiver engagement/early childhood experts
2. Early literacy experts and PSS persons knowledgeable in early reading
3. Celebrities or faith leaders (especially ones that are well-known to families)
4. Children and caregivers who receive the Read@Home package (to share their thoughts on the books)
5. Authors or family members of the authors and illustrators
6. Teachers or local librarians
7. Representatives from NGOs or groups working on improving educational quality and learning
1. More information on pages 9 - 10 from the Read@Home Manual [↑](#footnote-ref-2)
2. More information on page 11 from the Read@Home Manual [↑](#footnote-ref-3)
3. For more examples in Read@Home Manual annexes (pages 49 - 51) [↑](#footnote-ref-4)
4. Considerations on supporting children with disabilities in box 3 in pages 18 - 19 [↑](#footnote-ref-5)