

THRIVE BY 3



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PARENTING

YOU ARE THE MOST IMPORTANT
PERSON IN YOUR CHILD'S LIFE!

Title:

Thrive by 3. Booklet 1

Parenting. You are the most important person in your child's life

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DEAR PARENTS AND GUARDIANS

The kindergarten your child attends is a participant in the **Thrive by Three** project. Thrive by Three deals with improving the quality of kindergarten through the staff's systematic work on adult-child relationships. The goal is for staff to become even better at supporting the development of children during the kindergarten day.

The important role of parents

Although kindergarten is important for children, we know that you are the most important persons in your children's lives. We know that the family, and especially parents, are children's first and most important supporters and "teachers" throughout their lives. A child is born with a natural curiosity of the world. Children are active and exploratory, always ready to learn and discover something new together with you. Your child's development takes place primarily in their relationship and interaction with you. Children constantly develop and learn through play, exploration, active involvement and using their senses. A prerequisite for children's positive development is that they grow up in secure surroundings where they feel safe and cared for. The first three years of a child's life are particularly important. The brain develops at a rapid speed during these early years. Thousands of new neural connections are formed each minute in a child's brain. The experiences your child has with you during these initial, important years lay the foundation for all future learning and development.

Thrive by Three stands first and foremost for quality development in kindergarten. But because we know that it is precisely you who are so important to your child, we have created a series of seven booklets that will give you an overview of your child's development and suggestions for what you as a parent can do with your child to help your child thrive, learn and develop. The booklets are meant as an aid to gain greater insight into your child's world so you can more easily see both yourself and the world through your child's eyes. They are, however, not set answers. We encourage you to read these booklets and use them in daily life. Your child will benefit from them! We also recommend that you talk to the staff of the kindergarten about the contents of the booklets. In this way, you can support your child's development together.





CONTENTS IN THE BOOKLETS

You will find descriptions of various areas of child development in booklet numbers 2 to 7. For each development area, you will find text and suggestions presented in two columns: "Children can...." are examples of what children aged 9-18 and 16-36 months are about to learn, be, do, and know. "What you can try to do together with your child...." are examples of what you can do to help your child thrive, learn, and develop. Some of the things you will read will likely be familiar and you probably already practice some of the examples of what you can do together with your child. Perhaps there is still something that is new to you, something you did not know your child could do, or that you would like to try some of the suggestions with your child?

The age divisions are not absolute; many younger children can do some of the things listed for children aged 16-36 months, and much of what is listed under 9-18 months is applicable to older children. The descriptions and suggestions in the booklets can be viewed as a basis for thinking through and talking about how to best support your child in different situations in everyday life. They are not set answers.



Booklet 1: Parenting - You are the most important person in your child's life!

- An overview of the interaction dimensions your kindergarten will work on
- An overview of the contents of booklet nos. 2-7.
- Brief comments about the kindergarten-home transition
- Questions about my child - what do I already know?
- An overview of the differences in child development



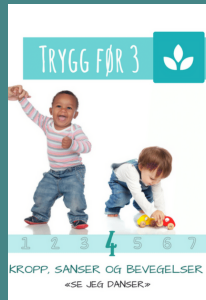
Booklet 2: Your child as part of the family – I feel safe here.

- Feeling confident in familiar surroundings
- Self-perception – who am I?
- Mastery – I want to do it myself!
- Express and understand emotions – be with me in my feelings!
- Learning – I'm curious about the world!



Booklet 3: Building relationships – I like being with others.

- Being with adults (interacting with adults)
- Being with children my own age (interacting with peers)
- I am social! (social behaviour)
- I need your help when I get into trouble! (problem solving and conflict resolution)



Booklet 4: Body, senses and movements – watch me dance!

- Gross motor skills – I get up, stand, crawl, walk, jump and run
- Fine motor skills – I use my hands and fingers
- I use my senses



Booklet 5: Health – let me be healthy in safe surroundings

- Health, care and hygiene
- Food and meals
- Safety



Booklet 6: Communication, language and text – talk to me, sing, read and listen to me!

- Language development – talk to me and listen to me
- Read to me and let me contribute myself
- Writing and drawing – I'm drawing a squiggle!



Booklet 7: Learning – you teach me about the world

- Knowledge – show me how things are related to each other
- Numbers, spaces and shapes – "The ball is round!"
- Nature, animals and science – I like being outdoors and exploring what is around me
- Creativity – a multiartist lives inside me

QUALITY IN KINDERGARTEN

- 8 IMPORTANT DIMENSIONS OF INTERACTION

During the kindergarten year, staff will work on eight **Thrive by Three** interaction dimensions related to young children's well-being, development and learning. You can track the dimension they are working on from month to month on the kindergarten's website and by talking to the staff.

These are the 8 interaction dimensions by which the staff will be observed and that they will work on daily:

1. Positive climate:

The staff and children have a good relationship, show interest in each other and are happy to be together.

2. Negative climate:

Events where negative emotions such as anger, irritation, frustration between adults and children, and between children are expressed.

3. Staff sensitivity:

The staff is attentive and senses the children's feelings and needs. Moreover, children receive positive reactions from the adults (such as comfort when they need it or support for exploration and learning).

4. Taking the child's perspective:

The staff takes the children's interests, motivations and viewpoints (often expressed through body language) into consideration and they encourage children to be independent and take responsibility.

5. Self-regulation support:

Children get the support they need to regulate their emotions and behaviour so they work well with adults and other children (for example, by being comforted when they're scared or upset, or by the adult telling the child what they can do instead of hitting).

6. Facilitation of learning:

Activities, routines and play that encourage children to explore and learn are facilitated. The adults follow the children's exploration by showing, explaining, and talking to them, as well as encouraging the child to continue.

7. Feedback quality:

Children receive feedback from adults that leads to greater learning and increased understanding related to what they are doing or saying. The interaction is characterised by active children and the several back and forth exchanges.

8. Language support:

Adults and children talk a lot together, and the child is supported in their attempts to use language actively. The staff put what is happening at the moment into words and invites the child to talk (even though they cannot say many words).



EARLY TRANSITIONS

Transitions are a part of everyday life. The ability to adapt to new surroundings and people is an important lifelong skill that children need to learn. Children's first important transitions are often between their home and relatives' homes, or between home and kindergarten.

Transition from home to kindergarten

Good communication between parents and kindergarten is absolutely essential. It is important that the kindergarten is familiar with the family's routines, traditions, language and what the child likes to do with his or her family.

When the kindergarten knows these things, it can, in cooperation with you, make sure that your child experiences the best possible connection between home and kindergarten.

For example, this might mean that your child gets to keep their naptimes and routines for falling asleep.

You should talk to your child about the kindergarten and the routines there. Talk about the adults that your child will get to know and about the children who are in the same section as your child, etc.

Good communication in bringing and collecting situations is also important for young children. Children have limited verbal language and it is therefore important that the flow of information between you and the adults in the kindergarten is good.

When you bring your child to kindergarten you can say whether something special happened in the morning before you got there or the previous night so this can be talked about/taken into consideration in the kindergarten.

If your child has had a somewhat difficult morning, is extra tired, etc. the staff should be informed so that they can do their best to help them still have a good day in kindergarten.

It is equally important to know if your child has done something he/she has liked very much, whether there is something he/she is really looking forward to, etc.

When you collect your child, it is important that you are informed about what your child has done during the day in kindergarten so that you can talk to your child about this at home, and that you can understand the various reactions that your child may have in the afternoon.

QUESTIONS ABOUT MY CHILD

WHAT DO I ALREADY KNOW?

Here are five questions that you can think through on your own and/or discuss together with your spouse/partner, the staff of the kindergarten or others you think are important to your child:

- 1. What does your child like to do?*
- 2. How does your child proceed when he/she is going to try something new?*
- 3. What has your child done lately that surprised you?*
- 4. How does your child react when he/she faces new situations and challenges?*
- 5. Who does your child like to be with? What do they usually do together?*
- 6. Who does your child seek comfort from?*



DIFFERENCES IN DEVELOPMENT

All children grow, learn and develop at their own pace. It is nevertheless important to keep track of your child's development. You should discuss with others if you notice that:

Your child at 12 months of age

- Doesn't crawl.
- Can't stand when he/she is supported.
- Doesn't look for things that he/she sees that you hide.
- Doesn't point at things.
- Don't learn gestures like waving or nodding.
- Doesn't say simple words like mum/dad, or something similar.
- Has lost skills he/she previously had (changes).

Your child at 18 months of age

- Doesn't point or show things to others.
- Can't walk.
- Doesn't know what familiar things are used for, e.g. a spoon.
- Doesn't imitate other people's behaviour or words.
- Doesn't learn new words.
- Can't say at least 6 words.
- Don't notice or react when a caregiver leaves or returns.
- Has lost skills he/she previously had (changes).

Your child at 2 years of age

- Doesn't know what to do with ordinary things like a spoon, fork, phone, brush.
- Doesn't imitate/copy actions and words.
- Doesn't follow simple instructions.
- Doesn't say two-word phrases (e.g. "drink milk"; "I go").
- Walks unsteadily.
- Loses skills he/she has had (change).

Your child at 3 years of age

- Often falls or has trouble going up and down stairs.
- Don't understand how to use simple toys such as simple puzzles, turn a knob, put blocks into a box, put cups of different sizes inside each other, etc.
- Doesn't follow simple instructions.
- Doesn't speak in full sentences.
- Doesn't make eye contact when he/she has your attention.
- Doesn't play pretend or role play.
- Doesn't want to play with other children or with toys.
- Loses skills he/she has had (change).



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NB Small children can't wait

If you wonder about something concerning your child's development, talk to the staff at the kindergarten, the child health clinic or with your doctor. If needed, make an appointment to have your child examined as soon as possible.



AN OVERVIEW OF THE INTERACTION DIMENSIONS YOUR
KINDERGARTEN WILL WORK ON

AN OVERVIEW OF THE CONTENTS OF BOOKLET NOS. 2-7.

BRIEF COMMENTS ABOUT THE KINDERGARTEN-HOME TRANSITION

QUESTIONS ABOUT MY CHILD - WHAT DO I ALREADY KNOW?

AN OVERVIEW OF THE DIFFERENCES IN CHILD DEVELOPMENT



**Regionsenter for barn og
unges psykiske helse**

Helseregion Øst og Sør



NTNU

Regionalt kunnskapssenter
for barn og unge
- Psykisk helse og barnevern



THRIVE BY 3



1 2 3 4 5 6 7

YOUR CHILD AS PART
OF THE FAMILY

"I FEEL SAFE HERE"

Title:

Thrive by 3. Booklet 2

Your child as part of the family

"I feel safe here"

1st edition

Year: 2018

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THRIVE BY 3



About

- Feeling secure in familiar surroundings
- Self-perception – who am I?
- Mastery – I want to do it myself!
- Express and understand emotions – be with me in my feelings!
- Learning – I'm curious about the world!

In this booklet you will find text and suggestions about your child as part of the family, your child's self-perception, mastery, expressions of emotion and behaviour and your child's learning. The information is presented in two columns: "Children can...." are examples of what children aged 9-18 and 16-36 months are about to learn, be, do, and know. "What you can try to do together with your child...." are examples of what you can do to help your child thrive, learn, and develop. Some of the things you will read will likely be familiar and you probably already practice some of the examples of what you can do together with your child. Perhaps there is still something that is new to you, something you did not know your child could do, or that you would like to try some of the suggestions with your child?

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FEELING SECURE IN FAMILIAR SURROUNDINGS

Children aged 9-18 months can...

What you can try to do together with your child...

- "Respond" when someone says the child's name.
- Seek comfort and closeness with parents and other familiar adults when they need help or experience strong emotions.
- Show scepticism, apprehension and anxiety towards strangers, and in new situations.
- Spend time getting to know new people and environments.

- Be physically close; hold, cuddle, hug, talk and play with your child.
- Laugh and have fun with your child.
- Respond quickly when your child wants contact, attention and help
If you don't have time to do what your child wants, you should still give your child an answer showing that you have understood what your child wants.
- Comfort or help your child to calm down when he/she is upset, frightened or frustrated by, e.g., using a quiet voice, holding around them, putting their feelings into words.
- Prepare your child for transitions and separations, e.g. tell them what is going to happen next and have a quick goodbye routine when you leave your child.
- Get to know the other adults who are important to your child and show your child that you work well together.

Children aged 16-36 months can....

What you can try to do together with your child...

- Have close relationships with caregivers outside the family (e.g. adults in the kindergarten, or other family members).
- Show clearly that they prefer adults and peers that they know.
- Feel safe and comfortable in a variety of situations and different surroundings if a familiar adult is present.
- Recognise roles in the family: mum, dad, siblings, grandparents, etc.
- Have a desire to participate in daily routines at home with you, e.g. cook, clean, wash, etc. Your child likes to be involved in what you do!

- Give your child time to get used to new places and new people.
- Give your child access to dress-up clothes so that he/she can play the different roles in the family.
- Look at family photos together and talk about the different people and their roles.
- Let your child take part in daily routines together with you. Describe what the child does.

SELF-PERCEPTION

WHO AM I?

Children aged 9-18 months can...

- Know what they like to do.
- Point to show what they want or are interested in.
- Choose toys to play with and books they want to read.
- Try to do things themselves. Show joy when they manage to complete simple tasks.
- Protest when there is something they don't want to do.

What you can try to do together with your child...

- Have a lot of eye contact.
Use your child's name when talking to him/her, especially when you have positive contact.
- Talk to your child about the different parts of their body and what they are used for. For example: "We use our teeth to chew with, eyes to see with", etc. Sing songs about how our bodies work.
- Use appropriate rhymes and verses.
- Give your child different things that he/she should learn how to use, e.g. a spoon. Be aware that a change of routines, being overly tired or illness can cause your child to protest more and be more defiant towards you.
- Some children retreat and become quieter than usual in these situations. You then need to show them that you understand that he/she is not doing or feeling ok.

Children aged 16-36 months can....

What you can try to do together with your child...

- Recognise and focus their attention on themselves in mirrors or in pictures.
- Show that he/she is aware that others are watching him/her. They can show this by, e.g., repeating an action when someone is watching them.
- Show pride in showing off a finished project such as, e.g., a drawing or a tower they have built out of blocks.
- Listen to your child: show interest, answer questions, and make suggestions.
- Praise your child's attempts when he/she tries something new by describing what they are doing.
- Talk about what you and your child are doing together, or what your child has done with other children in kindergarten. Adapt the narrative to your child's age and maintain a leisurely pace so that your child can follow along and respond.
- Give your child sufficient help if needed, so that he/she manages to do it themselves in the end.

MASTERY

- I WANT TO DO IT MYSELF!

Children aged 9-18 months can...

- Look for your reactions in unfamiliar situations or when they try something new to see if the situation is safe.
- Test your reaction by, for example, touching something they know is forbidden and then looking at you to check your reaction.
- Move slightly away from you to explore the surroundings.
- Focus their attention on a toy or other object that you are looking at or talking about.
- Try to regain your attention if you get distracted and are no longer looking at your child.
- Follow some rules and master some routines. Routines help children master skills, because knowing what comes creates security and a sense of control.
- Follows simple instructions.

What you can try to do together with your child...

- Provide him/her with safe and interesting surroundings to be explored, both inside and outside.
- Be close by and show interest in what your child is interested in. Your child will dare to try new situations/activities to a greater extent when you are close by.
- Maintain and talk about routines for daily events such as meals, sleeping etc. Give your child an opportunity to gradually participate more themselves (e.g. feed themselves, dress themselves, etc.).
- Give your child simple instructions about what your child can do themselves (e.g. "I want you to put the blocks back in the box") and give your child TIME to follow up.

Children aged 16-36 months can....

- Have difficulties practising and learning new skills when routines are changed and in new surroundings.
- Practice being independent.
- Stop doing something or deliberately avoid doing something if an adult asks them to do so.
- Do what they have been asked not to do.
- Show an increasing ability to remember earlier events and tell adults about them, including information about feelings (sad, happy, angry, afraid)

What you can try to do together with your child...

- Whenever possible, give your child choices that are appropriate to his/her age and situation, e.g. "Do you want to play with the car or the blocks?", "Do you want an apple or a pear?"
- Set simple boundaries and have simple rules. Your child's protests are a typical and important part of development.
- Notice and articulate when your child does something positive/good or tries to do it (e.g. "So nice of you to put your shoes away", "I saw that you tried to wait your turn, good for you!").
- Avoid general praise such as "you are so good"

EXPRESS AND UNDERSTAND EMOTIONS

- BE WITH ME IN MY FEELINGS!

Children aged 9-18 months can...

- Communicate through feelings. Begin to understand that other people have thoughts and feelings that are different than their own.
- Show empathy towards other children and adults, e.g. giving comfort when others are sad ("poor you," "it'll be fine").
- Small children can easily be overwhelmed by strong emotions and therefore need help to calm down and understand their feelings
- Express and react to a variety of different emotions (such as being happy, curious, sorry, angry, frightened and sad).

What you can try to do together with your child...

- Share your child's positive feelings and put them into words (e.g. "Oh so happy it made you!!"). *Enjoy things with your child and have fun!*
- Comfort your child when needed. Small children need physical closeness. Lift and hold around your child in a friendly and calm way. Speak quietly with him/her.
- Let your child also express negative emotions (angry, upset, frustrated, frightened). React with closeness and comforting words and a calm voice.
- Help your child calm down by using a favorite toy, comforter, etc. and "talk" to themselves.

Children aged 16-36 months can....

- Feel a variety of emotions. Children can have different ways of showing emotions, some have distinct expressions, while others have weak emotional expressions that can be difficult to sense and understand.
- Put a name to a number of their feelings, persons they know and animals, e.g. "kitty sad," "I afraid," "mummy happy".
- Express strong feelings during temper tantrums or loud protests. This is often called "defiance". Defiance is quite normal at this age and is a way of exploring their independence.
- Need the support of an adult to calm down and deal with strong emotions.
- Gain practice through play to understand different emotions both in themselves and others, for example through roleplay and being read to.

What you can try to do together with your child...

- Show your child healthy ways to express emotion through your own conduct and behaviour.
- Put your child's feelings, and what is happening inside them, into words. Your child will then learn the words for the different emotions and how they feel
"I think you got a little scared", "I understand that you got mad when you had to stop playing because we were going to eat dinner," "You got upset because you fell and hurt yourself".
- Try to "look behind" your child's behaviour and understand the feelings they have inside them.
- Children must be allowed to be angry, but may need to learn how to express their anger. Stop your child in a confident, clear and friendly manner when he/she shows anger in ways that are not acceptable, e.g. hitting, kicking and hurting others. *Remember, children also learn to express anger by watching you when you are angry. Be a good role model.*
- Organise and participate in roleplay.

LEARNING

- I'M CURIOUS ABOUT THE WORLD!

Children aged 9-18 months can...

What you can try to do together with your child...

- Show curiosity and want to learn.
Use all of their senses to explore their surroundings.
- Learn through play and being with others.
- Use toys and objects creatively: e.g. turn a bucket upside down so it can be the bottom of a tower.
- Actively play games with their caregiver involving repetition such as peek-a-boo; taking turns and waiting their turn.
- Experiment to see if different things have the same effects/results, e.g. shake a teddy bear or cuddly toy to see if it makes the same sound as shaking a rattle.
- Use something they've already learned on something new, or in a new way. For example, bang on a drum to make sounds, and then bang on a bucket.
- Repeat the same simple activity until he/she can do it. For example, put puzzles together, or play with a "sorting box".
- Stay focused on one activity for a while.
- Start remembering information (e.g. where a toy is hidden) and keep track of simple changes (e.g. follow the movements of a hidden toy/object).
- Offer your child a variety of interesting toys and things it can play with.
- Play with your child every day, encouraging your child's curiosity and efforts.
- Give recognition for what your child does and achieves by describing it in an engaged voice ("See, you managed to put two blocks on top of each other!")
- Give your child time to try out different activities and toys and give them time to master them. Let your child try things first many times before helping them, but give help quickly if he/she signals a need for help.
- Watch what they do and make encouraging comments.
- Give enough help so that he/she gets a step further, but do not take over.
- Give your child simple descriptions and explanations of the daily activities you do together. (For example: "delicious milk, it comes from cows", "now we take off our sock, it's red").
- Look at books and tell your child stories, preferably the same ones over and over.
- Repetition promotes learning.
- Play hide-and-seek games with your child.

Children aged 16-36 months can....

What you can try to do together with your child...

- Ask questions.
 - Experiment with the effect he/she has on objects and persons.
 - Insist on making choices. Choose an activity and keep on doing it for longer and longer periods each time.
 - Want to do their favorite activity, or read their favorite book over and over.
 - Seek help and accept help when they encounter a problem or something they can't do themselves.
 - Derive pleasure from and enjoy playing pretend and finding new things to do, as well as make things.
 - Change behaviour based on something new he/she has learned.
- Answer your child's questions, even when they ask the same questions over and over.
 - Ask your child questions about his/her play, activities and exploration, but do not disturb their attention. *Describe the activity your child is doing.*
 - Read your child's favorite book even if you are tired of it; they learn by repetition and see/understand something new every time.
 - Give your child enough time to keep busy with an activity for a while. Show interest, comment and provide simple help; it promotes your child's perseverance. *You do not need to actively participate in their play unless your child invites you in, but the fact that you are present and available supports your child's*



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FEELING SECURE IN FAMILIAR SURROUNDINGS

SELF-PERCEPTION - WHO AM I?

MASTERY - I WANT TO DO IT MYSELF!

EXPRESS AND UNDERSTAND EMOTIONS - BE WITH ME IN MY FEELINGS!

LEARNING - I'M CURIOUS ABOUT THE WORLD!



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unges psykiske helse**

Helseregion Øst og Sør



NTNU

Regionalt kunnskapssenter
for barn og unge
- Psykisk helse og barnevern



THRIVE BY 3



1 2 3 4 5 6 7

BUILDING RELATIONSHIPS

"I LIKE BEING WITH OTHERS"

Title:

Thrive by 3. Booklet 3
Building relationships
"I like being with others"

1st edition

Year: 2018

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Authors

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THRIVE BY 3



About

- Being with adults (interacting with adults)
- Being with children my own age (interacting with peers)
- I am social! (social behaviour)
- I need your help when I get into trouble! (problem solving and conflict resolution)

In this booklet you will find text and suggestions about your child's interaction with adults and children, about your child's ability to socialise and what your child can do and needs when conflict situations arise. The information is presented in two columns: "Children can...." are examples of what children aged 9-18 and 16-36 months are about to learn, be, do, and know. "What you can try to do together with your child...." are examples of what you can do to help your child thrive, learn, and develop. Some of the things you will read will likely be familiar and you probably already practice some of the examples of what you can do together with your child. Perhaps there is still something that is new to you, something you did not know your child could do, or that you would like to try some of the suggestions with your child?

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BEING WITH ADULTS

Children aged 9-18 months can...

What you can try to do together with your child...

- Derive great pleasure from being with adults.
- Follow the adult's gaze and pointing to share the same activities or toys – joint attention.
- Take the initiative to be together through smiling, making sounds, saying words, pointing or using gestures.

- Be physically close to your child.
- Have eye contact.
- Use a calm and friendly voice.
- Direct your attention to what your child is interested in.
- Talk and play with your child; offer activities and toys that your child has not tried before.
- Have "conversations" with your child that last for a while (taking turns to "say" or show something several times).

Children aged 16-36 months can....

What you can try to do together with your child...

- Show great interest in familiar adults.
- Desire and actively seek the attention of adults.
- Like playing games with adults where you take turns.
- Can steer and direct what the adult is supposed to do.

- Show that you enjoy being with your child.
- Laugh and have fun with your child.
- Be where your child is (e.g. on the floor) and notice their initiative/expression and need for contact and support.
- Take note if your child withdraws and makes little contact themselves.
- Respect that your child may need a break from the activity or contact with you. Keep an eye on them so that you see when your child is ready for contact again.
- Put your child's various feelings into words and give them recognition, even when you do not "agree" with their reaction. ("I understand that you got upset, but we can't visit Grandma today" "I understand that you're angry, because you really wanted to play more, but we're going to eat dinner now").

BEING WITH CHILDREN MY OWN AGE

(INTERACTING WITH PEERS)

Children aged 9-18 months can...

- Like being with other kids.
- Respond to other people's smiles and feelings. React when others cry or are upset.
- Show interest in other children and what they do by looking at them or trying to imitate what they do (e.g. follow an older child).
- Communicate with other children through movements, gestures, sounds.
- Imitate roleplaying of older children
- Recognise other children, their name, and their family members.

What you can try to do together with your child...

- Give your child opportunities to be with other children, at home, at friends and relatives, or in small groups.
- Help your child play with others by talking about and showing how to share and take turns.
- If your child has a friend with a different native language, help your child learn some words in their friend's language.
- Quickly give help if conflicts arise by putting into words/or showing what your child can do.

Children aged 16-36 months can....

- Start and participate in interaction with peers.
- Have fun when playing with others
- Participate in roleplay together with others.
- Want to be with children that he/she knows, be friends.

What you can try to do together with your child...

- Give your child time to play.
- Show interest in your child's play.
- Give your child access to toys that two or more can play with together.
- Talk to your child about their friends.



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I AM SOCIAL!

Children aged 9-18 months can...

- Laugh when others laugh.
- Notice similarities and differences between themselves and others.
- Take turns and wait for their turn in social games.

What you can try to do together with your child...

- Show how your child can cooperate in daily activities, e.g. wait for their turn in the checkout queue at the shop.
- Help your child recognise family members, friends, and their relationships and roles. (Dad is a teacher, mum is a bus driver etc.)
- Show your child how he/she can be kind to others.

Children aged 16-36 months can....

- Show happiness when they see familiar adults and children. Have a "friend" or someone they prefer to play with.
- Notice when someone they know is not there (e.g. "Where's Ane?")
- Notice when others are happy or sad and put their feeling into words (e.g. "Nils sad").
- Notice that what they like isn't always the same as what other persons like.
- Help with simple everyday tasks.

What you can try to do together with your child...

- Talk to your child about the groups that he/she is a part of, such as part of a family, part of a children's group in kindergarten, part of a neighborhood, etc.
- Encourage your child to participate in daily practical chores at home, e.g. setting the table, tidying up, cooking, etc.
- Give your child access to dress-up clothes to encourage roleplaying.

I NEED YOUR HELP WHEN I GET INTO TROUBLE! (PROBLEM SOLVING AND CONFLICT RESOLUTION)

Children aged 9-18 months can...

- Accept that adults take responsibility when arguments arise during play or about toys.
- Benefit from the support of adults in conflict situations.

What you can try to do together with your child...

- Be calm, clear and friendly when you set boundaries or stop your child's behaviour.
- Always use respectful language.
- Talk about how people resolve conflicts; put what your child can do instead into words, demonstrate and practice together when your child has calmed down.
- Deal with your child's emotions and assess the solution needed in the relevant situation.

Children aged 16-36 months can....

- Find it difficult to wait for their turn and share, e.g. toys with other kids.
- Give appropriate answers (for the most part) when other children express a wish, e.g. about playing together, reading books together.

What you can try to do together with your child...

- Affirm your child's positive behavior as often as possible.
- Prepare your child for what is going to happen.
- Put what you want your child to/be able to do into words.
- Read, tell stories, or give examples of simple conflicts and how they can be resolved.
- When your child has been in an argument with another child, talk to him/her after they have calmed down about what happened, the emotions they felt and how the conflict was resolved.
- Help your child understand other people's feelings and actions by describing these to your child.
- Talk to your child about rules, boundaries, choices and how to help others get along.
- With simple problem solving, try to direct your child's focus to something else.
- Set boundaries and be consistent in a friendly and confident way; stop aggressive behaviour and show or describe good alternatives so that your child knows what he/she can do instead: "It's okay that you're angry, but you're not allowed to hit! Stomp on the floor instead."



BEING WITH ADULTS (INTERACTING WITH ADULTS)

BEING WITH CHILDREN MY OWN AGE (INTERACTING WITH PEERS)

I AM SOCIAL! (SOCIAL BEHAVIOUR)

I NEED YOUR HELP WHEN I GET INTO TROUBLE!
(PROBLEM SOLVING AND CONFLICT RESOLUTION)



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THRIVE BY 3



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BODY, SENSES AND MOVEMENTS

"WATCH ME DANCE!"

Title:

Thrive by 3. Booklet 4

Body, senses and movements

"Watch me dance!"

1st edition

Year: 2018

ISBN:978-82-93343-20-2

Authors

Elisabeth Solheim, May Britt Drugli, Trude Hamre Sveen, Ratib Lekhal
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Developers:

Thrive by five Washington

RKBU Central Norway

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Layout: Maja Sandmo Grip

Illustrative photo: Adobe stock.com

THRIVE BY 3



About

- Gross motor skills – I get up, stand, crawl, walk, jump and run
- Fine motor skills – I use my hands and fingers
- I use my senses

In this booklet you will find text and suggestions about your child's motor and sensory development. The information is presented in two columns: "Children can...." are examples of what children aged 9-18 and 16-36 months are about to learn, be, do, and know. "What you can try to do together with your child...." are examples of what you can do to help your child thrive, learn, and develop. Some of the things you will read will likely be familiar and you probably already practice some of the examples of what you can do together with your child. Perhaps there is still something that is new to you, something you did not know your child could do, or that you would like to try some of the suggestions with your child?

Keep in mind that the age divisions are not absolute. Many younger children can do some of the things listed for children aged 16-36 months, and much of what is listed under 9-18 months is applicable to older children.

The descriptions and suggestions in this booklet can be viewed as a basis for thinking through and talking about how to best support your child in different situations in everyday life. They are not set answers.

GROSS MOTOR SKILLS

I GET UP, STAND,
CRAWL, WALK,
JUMP AND RUN



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Children aged 9-18 months can...

- Rock back and forth on their hands and knees, creep or crawl.
- Pull themselves up into a standing position by holding onto something, or someone.
- Walk while they hold onto furniture – e.g. walking around a low table.
- Walk.
- Climb.
- Dance, or move to music.

What you can try to do together with your child...

- Set aside time so that your child can safely move around both outside and inside.
- Move with your child, be where your child is.
- Give your child access to balls, games, toys, and other activities that encourage movement.
- Dance, sing, play games, play music and encourage your child to do rhythmic activities.
- Let your child walk/creep/crawl themselves as much as possible, both inside and out.

Children aged 16-36 months can....

- Gradually walk and run.
- Climb in and out of bed, up and down from a chair.
- Climb and go down stairs one step at a time.
- Jump up and down, squat and get up again, stand on tiptoes.
- Pull toys behind them.
- Kick a ball not in motion.
- Throw a ball or similar. Can catch a big ball against his/her body.
- Find joy in being active. Participate in play, dance and other physical activity.

What you can try to do together with your child...

- Show interest in your child's activities by watching what they do.
- Give your child an opportunity to climb and play outdoors in nature if possible.
- Be active with your child.
- Give your child plenty of opportunities to run, jump, throw and climb. Help your child throw a ball.
- Encourage your child to do activities that promote balance, (e.g. balancing on the edge of the sandbox, standing on one leg).
- Give your child access to toys that can be pulled behind them or pushed in front of them.

FINE MOTOR SKILLS

I USE MY HANDS AND FINGERS

Children aged 9-18 months can...

- Use their fingers and toes in play.
- Play with balls and other toys. Enjoy handling different toys in different ways (e.g. punch a ball, handle the ball, drop the ball on the floor and notice the sound, poke the ball, etc.).
- Pick up small things using thumb and index finger – pincer grasp.
- Coordinate eye and hand movements so they can put objects into a "sorting box."

What you can try to do together with your child...

- Give your child access to toys that they can reach for, grab, shake, poke and drop on the floor.
- Play "tickle games" where you use hands and fingers, count fingers and toes, give names to fingers and toes (e.g. "This Little Piggy...").
- Introduce various activity toys that encourage exploration and more controlled movements: sorting boxes, counting frames, etc.
- Let your child pick up small objects or foods like peas or maize to practice the pincer grasp.
- Let your child draw with crayons.

Children aged 16-36 months can....

- Reach for, grab and let go with more control than before.
- Use a spoon, fork, pencil, toy hammer, etc.
- Use fingers to paint with, play with clay, lay blocks in lines and rows and stack a few blocks on top of each other to make a tower.
- Insert nesting cups/blocks of various sizes into each other – up to 5 pieces.

What you can try to do together with your child...

- Let your child use pencils, paint brushes, and markers.
- Let your child have access to toys that can be taken apart and reassembled – e.g. Lego.
- Let your child have access to small objects such as slightly larger beads so he/she can practice picking them up using a pincer grasp.
- Facilitate and actively participate in table activities (drawing, playing with modelling dough, cutting and pasting, etc.) with your child.
- Let your child put puzzles together.

I USE MY SENSES

Children aged 9-18 months can...

- Explore objects through smell, touch, taste, sight and hearing.
- Enjoy exploring and touching different types of surfaces and textures, such as a hard desktop or soft pillows, looking at different colours, etc.

What you can try to do together with your child...

- Let your child swing, play on the seesaw and climb.
- Give your child access to toys and things with different surfaces that your child can touch and feel – use nature.
- Give your child access to different toys and things with different colours, shapes, smells and sounds.
- Talk to your child about what they feel, see, smell, hear and taste.
- Let your child play outside. Be outside together and explore what is there.

Children aged 16-36 months can....

- Dance and move to music and rhythms.
- Demonstrate eye-hand coordination – can build with blocks and take things apart, put together simple puzzles, thread large beads on a string.
- Become aware of where their body is in relation to other things, e.g. walking around a table without bumping into the edges.

What you can try to do together with your child...

- Dance and sing songs that include body movements. Play games that involve movement.
- Let your child move across, under, between and through. Both outside and inside. Set up, e.g., an obstacle course.





GROSS MOTOR SKILLS - I GET UP, STAND, CRAWL, WALK, JUMP AND RUN

FINE MOTOR SKILLS - I USE MY HANDS AND FINGERS.

I USE MY SENSES



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Elisabeth Solheim, May Britt Drugli, Trude Hamre Sveen, Ratib Lekhal og Turid Suzanne Berg-Nielsen

THRIVE BY 3



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HEALTH

"LET ME BE HEALTHY IN SAFE SURROUNDINGS"

Title:

Thrive by 3. Booklet 5

Health

"Let me be healthy in safe surroundings"

1st edition

Year: 2018

ISBN:978-82-93343-21-9

Authors

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Layout: Maja Sandmo Grip

Illustrative photo: Adobe stock.com

THRIVE BY 3



About

- Health, care and hygiene
- Food and meals – give me healthy and good food and eat with me!
- Safety – teach me what is dangerous so I can move freely and safely.

In this booklet you will find text and suggestions about your child's health and safety. The information is presented in two columns: "Children can...." are examples of what children aged 9-18 and 16-36 months are about to learn, be, do, and know. "What you can try to do together with your child...." are examples of what you can do to help your child thrive, learn, and develop. Some of the things you will read will likely be familiar and you probably already practice some of the examples of what you can do together with your child. Perhaps there is still something that is new to you, something you did not know your child could do, or that you would like to try some of the suggestions with your child?

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HEALTH, CARE AND HYGIENE

Children aged 9-18 months can...

- Increasingly recognise their own needs; cry when their nappy needs to be changed, grab a blanket/comforter when they are tired, etc.
- Let themselves be comforted with the support of adults, often need help to settle down and fall asleep.
- Help with getting dressed, undressed and changing nappies.
- Wash and dry their hands with help.

What you can try to do together with your child...

- Make sure bathing and dressing is characterised by positive, mutual interaction.
- Make sure your child gets enough sleep and has good and regular bedtime routines.
- Attend to your child's needs when he/she expresses a need for a clean nappy, something to drink, food etc.
- Practice hygiene routines such as washing their hands, blowing their nose, brushing their teeth, and demonstrate that it is nice and positive.
- Allow your child to participate in daily activities related to cooking, cleaning and washing.
- Limit TV and other screen time
- Follow up consultations at the child health clinic, including vaccination
- Learn the typical signs of illness; such as when your child comes down with a fever, deterioration of their general condition, loss of appetite, they become more clingy, whiny, need more closeness, sleep and rest, etc.



Children aged 16-36 months can....

- Express a desire to "do it myself" and take care of themselves.
- Get dressed and undress with help.
- Have their own bedtime routines, such as finding a teddy bear and/or dummy before they go to sleep.
- Sleep well, wake up refreshed.
- Show interest in practicing going to the toilet. Be potty trained and use the toilet at around age 3 (with help).
- Wash and dry their hands with just a little help.
- Say the name of some parts of their body.

What you can try to do together with your child...

- Let your child get dressed/undress by themselves, blow their nose, wash their hands themselves, etc. Help when necessary, but let your child try to do these things themselves.
- Support your child's interest in using the toilet. Eventually, teach your child to use the toilet.
- Have a set bedtime and regular routines in the evening. Help your child settle down before bedtime. Read a book together, do quiet activities, speak with a calm voice.



FOOD AND MEALS GIVE ME HEALTHY AND GOOD FOOD AND EAT WITH ME!

Children aged 9-18 months can...

- Grab and drink from a cup.
- Feed themselves with a spoon.
- Eat finger food.
- Control how fast they eat.

What you can try to do together with your child...

- Make meals a friendly gathering time for your family where everyone sits around the same table.
- Let your child have the opportunity to feed themselves with a spoon, drink from a cup and eat finger food.
- Give your child support/help if needed.
- Make sure to provide your child with a variety of taste experiences.
- Limit your child's consumption of sugary beverages, including juices.

Children aged 16-36 months can....

- Feed themselves with a spoon or fork without help.
- Eat slices of bread themselves without dividing them into bits.
- Eat a variety of food and choose between different types of food when given the opportunity.

What you can try to do together with your child...

- Have regular routines and mealtimes.
- Let your child have the opportunity to help themselves to food.
- Talk to your child about how their body works and how food and beverages help our bodies to stay healthy and fit.

SAFETY

TEACH ME WHAT IS DANGEROUS

Children aged 9-18 months can...

What you can try to do together with your child...

- Be diverted from behaviour that can be dangerous with words or signals from adults: "No!" "Stop!"
- Look at an adult to check before they do something that might be dangerous.
- Explain to your child when something is too hot or too cold.
- Repeat the same words or phrase when you stop your child from dangerous behaviour.
For example, "No-no", or "Stop!".
Then explain to your child why it had to be stopped.
- Watch your child's activities and provide support and assistance if needed.

Children aged 16-36 months can....

What you can try to do together with your child...

- Recognise safety rules, including knowing what is dangerous and what is allowed.
- Be concerned about safety in the home.
Do you wonder how you can secure your home? Please contact your health visitor.
- Teach your child to find an adult when he/she has fallen down, etc. or feels unsafe.
- Explain why something is dangerous in relevant situations (e.g. in traffic).
Adapt the information to your child's age and maturity.





HEALTH, CARE AND HYGIENE

FOOD AND MEALS

- GIVE ME HEALTHY AND GOOD FOOD AND EAT WITH ME!

SAFETY

- TEACH ME WHAT IS DANGEROUS SO I CAN MOVE FREELY AND SAFELY.



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THRIVE BY 3



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COMMUNICATION, LANGUAGE AND TEXT

"TALK TO ME, SING, READ AND LISTEN TO ME!"

Title:

Thrive by 3. Booklet 6

Communication, language and text

"Talk to me, sing, read and listen to me!"

1st edition

Year: 2018

ISBN:978-82-93343-22-6

Authors

Elisabeth Solheim, May Britt Drugli, Trude Hamre Sveen, Ratib Lekhal
and Turid Suzanne Berg-Nielsen

Developers:

Thrive by five Washington

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RBUP East & South

BI Business School

Layout: Maja Sandmo Grip

Illustrative photo: Adobe stock.com

THRIVE BY 3



About

- Language development – Talk to me and listen to me
- To "read" – Read to me and let me contribute myself
- Write and draw – I'm drawing a squiggle!

In this booklet you will find text and suggestions about your child's language development, your child's budding interest in words and reading, as well as your child's enjoyment from writing and drawing. The information is presented in two columns: "Children can...." are examples of what children aged 9-18 and 16-36 months are about to learn, be, do, and know. "What you can try to do together with your child...." are examples of what you can do to help your child thrive, learn, and develop. Some of the things you will read will likely be familiar and you probably already practice some of the examples of what you can do together with your child. Perhaps there is still something that is new to you, something you did not know your child could do, or that you would like to try some of the suggestions with your child?

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LANGUAGE DEVELOPMENT

TALK TO ME AND LISTEN TO ME

Children aged 9-18 months can...

- Turn toward the person speaking, noticing what the speaker is looking at or pointing toward.
- Turn around, stop or talk when their own name is called or said.
- React when familiar words are used, such as clapping when a caregiver says "clap."
- Point to familiar people, parts of their body and things in response to the question "where is.....?".
- Use specific sounds about people or things, e.g. say "ma-ma" for mum.
- Use one-word speech, e.g. say "up" to be lifted up.
- Use short two-word phrases like "I go" and "I have".
- Enjoy following simple instructions such as "Bring the ball to me".
If your child learns two languages, they may not say anything in the second language, but can communicate with gestures and facial expressions. Show that they understand the other language through, e.g., following simple instructions.

What you can try to do together with your child...

- Describe objects, toys and activities that your child is playing with/doing (e.g. "There's the red car, you are holding your dolly, your dolly is sleeping, we are taking a walk, we are riding the bus"). Then give your child time to respond.
- Read to your child, look at picture books, sing and tell your child stories. Preferably the same books over and over again. Repetition promotes learning.
- Introduce new words and associate them with known words, e.g. "This is a juicy pear".
- Repeat what your child says and expand it into whole sentences.
- Repeat questions and instructions when necessary and say the answer if necessary.
- Ask your child who, what, where questions when appropriate (but be aware that many questions may disturb your child's own focus). Give your child time to respond.
- Play games where your child says the name of well-known objects. You can do this when you're playing outside, when you're looking in books, tidying up toys, etc.
- Guess what your child is saying. Expand what your child is saying, e.g. when your child says "bus" or "bu.." – You can answer: "Yes, there's the bus, or we're riding the bus, the bus is big, the bus is going down the road...etc."

- Follow instructions that include verbs like jump, run, take, open, go, etc.
- Touch the correct body parts during songs or games that involve identifying parts of their body (e.g. "head-shoulder-knees and toe").
- Point to or say the name of an object when they are told what the object is used for ("What are you drinking from?" The child replies "cup").
- Name pictures in a picture book, e.g. cat, tree, ball, shoe, car, house, etc.
- Mostly use words consisting of one or two syllables but also some three-syllable words (e.g. animal)
- Gradually use 3 and 4-word sentences with verbs and nouns.
- Use denial in "I don't want to" sentences.
- Use adjectives in sentences such as "big bag", "green hat".
- Ask and answer simple questions. "You go?"
- Begin to follow grammatical rules, but not always correctly.
- Change the tone of what they say to change the meaning of the content (e.g. go up at the end of a sentence to mark a question, make their voice softer and brighter when they are giving comfort, or being kind to someone).
- Retell an event with help. Talk about activities they have been doing in the near past.
- Use your language extensively with your child.
- Speak and answer in full sentences.
- Let your child have access to books with words.
- Let your child experiment with new words by saying the first part of a sentence and letting them complete it.
- Respond with proper pronunciation when your child pronounces a word incorrectly (without saying that what they said was incorrect).
- Read books or tell stories in your child's native language (if this is something other than Norwegian) and in Norwegian.
- Use rhymes and songs and encourage your child to participate.
- Support your child when he/she is talking with other children.
- Help your child take turns in conversations – listen and talk.
- Give only one message at a time. Use understandable words.
- Talk to your child about what's going on here and now. Let your child "answer".



TO "READ"

READ TO ME AND LET ME CONTRIBUTE MYSELF

Children aged 9-18 months can...

- Point at pictures and words in books; have favourite books; increasingly handle books by, e.g., turning the pages themselves.
- Get a book and take it to an adult to show that they want to be read to.
- Focus their attention for short periods when they look in a book.
- Participate in telling stories, singing songs and reciting rhymes (e.g. doing the hand movements for "Itsy Bitsy Spider").

What you can try to do together with your child...

- Read books, rhymes and rules.
- Choose books with activities familiar to your child.
- Let your child point at pictures when reading/telling the story. Ask "Where are....?" questions when you read and let your child point.
- Show your child how you turn the pages of the book, hold the book, and read the book, and how your child can hold and turn the pages of the book themselves.
- Sing songs and play games with the same and different word sounds and rhythms.

Children aged 16-36 months can....

- Derive pleasure from and enjoy reciting parts of familiar rhymes, verses and stories. Say the last word of a familiar rhyme to complete it.
- Sing songs with, or recite letters from the alphabet.
- Begin to understand that letters represent words.
- Pretend to read. Know what's up and down on a book. Can, among other things, imitate that they are reading by flipping the pages, remembering and telling the story.
- Notice both pictures and text in a book. Describe the action in the pictures.
- Recite familiar words in a book when he/she is read to.
- Remember persons/characters and actions from familiar stories.
- Predict what happens next in a familiar story.
- Recognise letters on buildings, signs, etc.
- Request a favourite book or story many times.

What you can try to do together with your child...

- Ask your child questions about the story you are reading.
- Make up songs about your child and your family, friends, etc.
- In the daily activities that your child takes part in at home, it is important to point out words and sounds that are similar, e.g. fruits beginning with the same letter/sound (pear, plum).
- Sing alphabet songs together.
- Encourage your child to point out and recognise letters.
- When you read to your child, you can show the front page and tell your child who has written the book.
- As you read, you can trace the text with your finger to show your child the flow of what you read.
- Take your child to the library, bookstores, and other places where your child can see and explore books.

WRITE AND DRAW

I'M DRAWING A SQUIGGLE!

Children aged 9-18 months can...

- Hold a pencil/crayon/pen in their fist (not a pencil grip) and draw "squiggles" on a sheet without any help.

What you can try to do together with your child...

- Give your child access to crayons and sheets of paper.
- Write your child's name and say the letters when you write them.
- Draw for your child and talk about what you draw. Drawing objects familiar to your child.

Children aged 16-36 months can....

- "Sign" photos or drawings they have made, or ask an adult to write their name on the picture.
- Scribble and "write" on sheets of paper and tell others about what they've written.
- Draw horizontal and vertical lines.
- Use different writing tools (pencil, crayon, pen, brush).

What you can try to do together with your child...

- Confirm your child's attempt to write and give your child many opportunities to write and draw.
- Ask questions about your child's drawing and write down what they say on the sheet.
- Ask your child to tell a story, write it down and read it to them.
- Let your child watch when you write something, e.g. a to-do list, a short story or a letter.
- Let your child help write cards to grandparents, siblings and other people you know, e.g. let them "write" their name/sign.





LANGUAGE DEVELOPMENT - TALK TO ME AND LISTEN TO ME
TO "READ" - READ TO ME AND LET ME CONTRIBUTE MYSELF
WRITE AND DRAW - I'M DRAWING A SQUIGGLE!



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THRIVE BY 3



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LEARNING

"YOU TEACH ME ABOUT THE WORLD"

Title:

Thrive by 3. Booklet 7

Learning

"You teach me about the world"

1st edition

Year: 2018

ISBN:978-82-93343-23-3

Authors

Elisabeth Solheim, May Britt Drugli, Trude Hamre Sveen, Ratib Lekhal
and Turid Suzanne Berg-Nielsen

Developers:

Thrive by five Washington

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Layout: Maja Sandmo Grip

Illustrative photo: Adobe stock.com

THRIVE BY 3



About

- Knowledge – show me how things are related to each other
- Numbers, spaces and shapes – "The ball is round!"
- Nature, animals and science – I like being outdoors and exploring what is around me
- Creativity – a multiartist lives inside me

In this booklet you will find text and suggestions for expanding your child's knowledge of the world, about numbers, shapes and spaces, about your child's interest in nature, animals and science and your child's immense creativity. The information is presented in two columns: "Children can...." are examples of what children aged 9-18 and 16-36 months are about to learn, be, do, and know. "What you can try to do together with your child...." are examples of what you can do to help your child thrive, learn, and develop. Some of the things you will read will likely be familiar and you probably already practice some of the examples of what you can do together with your child. Perhaps there is still something that is new to you, something you did not know your child could do, or that you would like to try some of the suggestions with your child?

Keep in mind that the age divisions are not absolute. Many younger children can do some of the things listed for children aged 16-36 months, and much of what is listed under 9-18 months is applicable to older children.

The descriptions and suggestions in this booklet can be viewed as a basis for thinking through and talking about how to best support your child in different situations in everyday life. They are not set answers.

KNOWLEDGE

SHOW ME HOW THINGS ARE RELATED TO EACH OTHER

Children aged 9-18 months can...

- Observe other people's activities and then imitate their actions, gestures and sounds to others.
- Use imitation to achieve a desired effect such as initiating a game or getting hold of a desired object.
- Explore things in many different ways, e.g. shake, turn on, throw, push, poke with their finger, etc.
- Enjoy playing hide-and-seek games, e.g. finding objects/toys that were hidden while they watched.
- Use objects as they are intended, e.g. press the buttons on a toy phone, hold the phone to their ear, drink from a cup, etc.
- Use objects to achieve a goal, e.g. use a bucket to carry toys from one place to another.
- Seek their caregiver's help through the use of sounds, gestures, words and facial expressions to obtain objects or to initiate an activity.
- See that objects are similar to each other and lay them next to each other (sort).
- Start playing pretend by imitating others, e.g. hold a dolly or a cuddly toy and rock or feed it.

What you can try to do together with your child...

- Provide your child with opportunities to explore cause and effect, such as turning the lights on and off.
- Talk about and show cause-effect "If you throw your cup on the floor, you won't be able to get it".
- Let your child have access to toys that they can put together, e.g. puzzles, blocks and Lego.
- Play games with your child showing that things that are hidden are still there, e.g. peek-a-boo and various "now you see it, now you don't" games such as hide-and-seek.
- Explain to your child how different phenomena are connected with each other, e.g. "today it's raining so you have to wear a raincoat so you don't get wet". "The stove is hot; if you touch it you will burn yourself".
- Encourage your child to do things in different ways, e.g. place blocks on top of each other in different sequences.
- Give your child access to toys that encourage pretend play, e.g. such as tools, dolls, toy animals, kitchen utensils, etc.

Children aged 16-36 months can....

- Know that playing with certain toys or forbidden things will attract the attention of an adult.
- Act based on past experience. For example, if a caregiver blows on their food before a child eats it, the child will blow on their food the next time they eat.
- Connect different things to special activities, e.g. sweeping with a broom.
- Repeat an action over and over until they are able to do it correctly, e.g. stack blocks on top of each other without them falling down again.
- Show that they remember people and events, e.g. by clapping their hands when they are doing something they really, or told that someone they like is coming to visit.
- Play pretend with dolls, teddy bears, toy animals, tools, etc.
- "Read" to dolls as if they were real.

What you can try to do together with your child...

- Let your child play with materials that change consistency once they are mixed together, e.g. see that water and flour become a dough.
- Include your child in your home's daily chores and explain to your child what you are doing and why you do it. "We sweep the floor to get rid of the dirt, we wash the plates so they will be clean etc."
- Give your child an opportunity to find solutions to problems themselves. Help your child if they don't succeed after some time has passed, and explain or suggest different solutions your child might try.
- Encourage your child's imagination by playing pretend with them. Let your child decide what role you should play and follow their instructions. Make suggestions and encourage your child to try out some of them, e.g. "What if I get tired and want go to bed, could you put the covers over me and sing a little to me?"



NUMBERS, SPACES AND SHAPES

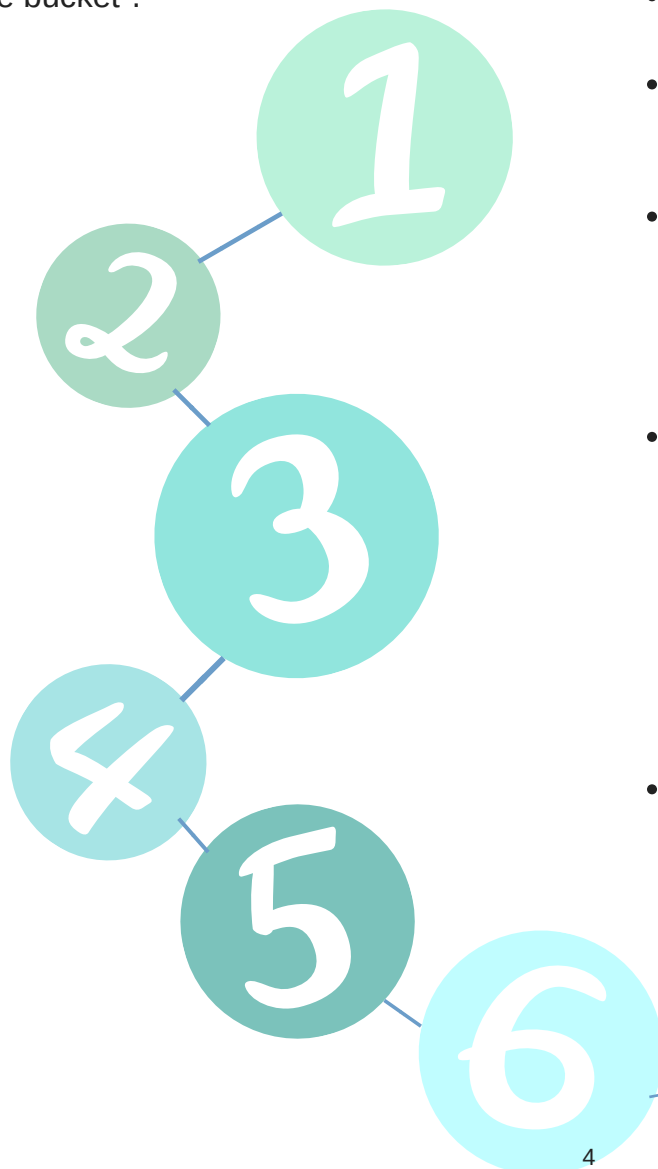
"THE BALL IS ROUND!"

Children aged 9-18 months can...

- Understand the idea of "more" related to food and play.
- Use gestures, sounds, and words to ask for more.
- Imitate counting by saying the name of a few numbers, e.g. one-two-three!
- Follow simple instructions that contain prepositions (in, on, up, down, back, front, inside). For example, "Put the block on the table" "Pour the water into the bucket".

What you can try to do together with your child...

- Count objects with your child. Let your child touch every object/thing you count.
- Say the names of colours and shapes on the toys and objects your child is surrounded by or interested in.
- Sing songs and read books with figures and counting, and books with colours and objects in different forms and shapes.
- Involve your child in activities that show "more" and "less".
- Give your child access to blocks with numbers or other toys that display numbers and quantities.
- Give your child access to toys that have a set of sizes, e.g. graduated size nesting blocks, or rings of different sizes that stack on top of one another from largest to smallest.
- Give your child an opportunity to sort and categorise, e.g. "Can you bring me the yellow ball?", "Where is the blue block?" "Can you give me the biggest block?" "Where is the smallest ball?". Even if your child does not manage to do what you ask of them, repeat and show if necessary.
- Use counting and numbers in daily activities, e.g. count out loud how many children are in the playground, how many people are sitting around the dinner table, etc.



Children aged 16-36 months can....

- Count to 10 without help.
- Start counting small collections of things, up to 5 things.
- Understand the term "one" and "two" so they can follow instructions, e.g., one biscuit.
- Recognise and say a few numbers.
- Recognise amounts and amount words such as all, some, none.
- Use comparison words such as bigger, smaller, more and less correctly.
- Explore measuring instruments such as ruler, measurement cups, etc.
- Identify two geometric forms such as a square, a circle, etc.

What you can try to do together with your child...

- Use numbers and math words in everyday routines: e.g. "Do you want one or two slices of bread?", "Let's divide the bread into squares – one, two, three, four!", "Can you help me put the round plates on the table?".
- Give your child access to things with different shapes, sizes and colours. Help your child sort from largest to smallest, longest to shortest, or by colour. Describe what your child is doing and describe what you are doing if you are helping.
- Let your child play with sand and water to give them an opportunity to pour, dig, fill, empty, weigh and pour out.
- When you're outside in nature, let your child explore with you. Look for different patterns, textures, sizes, numbers, and shapes in nature, e.g. large trees, small flowers, etc.



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NATURE, ANIMALS AND SCIENCE

I LIKE BEING OUTDOORS AND EXPLORING WHAT IS AROUND ME

Children aged 9-18 months can...

What you can try to do together with your child...

- Express pleasure over playing outside with water, sand, dirt, etc.
- Express pleasure/zeal when they see animals, birds or fish. Show an interest in animals and pictures of animals, or toy animals.
- Notice the properties and characteristics of nature such as leaves, rain, wind, hills, rivers, etc.
- Enjoy playing with technical toys such as wind-up cars, or other toys that "go by themselves".
- Explore various "spaces" – try to fit into a cardboard box, lay down in a doll bed, crawl underneath furniture.
- Remember/know the place of familiar things, such as knowing where their favorite toy is, where the pram they're going to sleep in stands, where the toilet is, where the rubbish bin is, etc.

- Explore nature together with your child. Pinecones, leaves, sticks, ants and anthills, beetles, etc.
- Let your child touch something that is wet, dry, cold, warm.
- Read books and sing songs about animals and nature.
- Talk to your child about different kinds of weather and changes in the weather. Sun, rain, snow, hot, cold, wind, etc.

Children aged 16-36 months can....

What you can try to do together with your child...

- Look at and examine objects and identify what's similar and what's different about them.
- Ask simple questions about nature and natural phenomena (e.g. where did the rainbow go? Where is the snow?).
- Show interest in animals and living organisms, say their names and know what sound the animals make.

- Give your child access to explore with all their senses, e.g. smell a flower, play with water and sand, listen to music, etc.
- Talk to your child about animals and plants living in nature.

- Play-act the movements and activities of animals (such as sleeping, eating) in pretend play. Play with toy animals in a way that mimics the way animals move and live in nature.
 - Explore different parts of living organisms such as the leaves of a flower.
 - Talk about different things in nature and know what plants need to live and grow (e.g. "The tree needs water to grow").
 - Identify different types of weather such as sun, rain, snow, wind, etc.
 - Know that humans and animals can live in different places, such as the fish live in the water, the cow lives on the farm, and the squirrel lives in the forest.
- Talk to your child about the various traits and characteristics of animals such as the sounds they make, where they live, what foods they eat, etc.
 - Show your child pictures of things in nature such as mountains, waterfalls, rivers, caves, lakes, etc.
 - Give your child the opportunity to think ahead by asking them "What if... questions" about nature.



CREATIVITY

A MULTIARTIST LIVES INSIDE ME!

Children aged 9-18 months can...

- Explore different kinds of artistic materials such as paint, crayons, modelling dough, clay, etc.
- Explore various sounds such as a rattle, a drum or clocks.
- Show interest in sounds, voices, music, colours, and shapes.
- Derive great enjoyment from rhythm and movement.

What you can try to do together with your child...

- Look at pictures, drawings, paintings with your child, and describe what you see and what they show an interest in, point to, or look at.
- Sing motion songs and clap, jump, stomp, and dance with your child.
- Let your child hear different ways of using their voice: singing, talking, humming.
- Let your child listen to different types of music, preferably from different parts of the world.

Children aged 16-36 months can....

- Sing and make up simple songs and/or make music with instruments.
- Explore different ways of moving their body, both with and without music.
- Imitate other people's movements after seeing them.
- Act out familiar actions, situations, episodes.

What you can try to do together with your child...

- Let your child play various musical instruments.
- Give your child the opportunity to listen to music from different cultures and parts of the world.
- Let your child make art and music with the help of things you find in nature.
- Arrange for your child to do different table activities: drawing, painting, clay, cutting and pasting, etc. Preferably keep the materials easily accessible.
- Be a role model for your child by participating in creative activities yourself. Be clear that it is not the result that is the most important. Have fun trying!
- Describe what your child is doing, ask them what they were thinking, give them specific praise and feedback.





KNOWLEDGE -

SHOW ME HOW THINGS ARE RELATED TO EACH OTHER

NUMBERS, SPACES AND SHAPES

- "THE BALL IS ROUND!"

NATURE, ANIMALS AND SCIENCE

- I LIKE BEING OUTDOORS AND EXPLORING WHAT IS AROUND ME

CREATIVITY

- A MULTIARTIST LIVES INSIDE ME



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unges psykiske helse**

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