



Parent-Child Mother Goose Program®
Programme la Mere l'Oie pour parents et enfants

Spring-
Summer
2009

Network News

Introducing a new Parent-Child Mother Goose Resource

Mother Goose is a splendid board book filled with sixteen age-old rhymes and the artwork of many of Canada's best-loved children's book illustrators. Many of Canada's finest illustrators gave their work in support of our program to this beautiful collection when it first came out in 1994. Now an incarnation of the Sampler makes it available once again to delight parents and children and to support the ongoing vitality of our program. To order this book, please contact the Toronto office. mgoose@web.net

Rhymes from the Mother Goose book:

Slowly, slowly, very slowly

*Slowly, slowly, very slowly
Goes the garden snail,
Slowly, slowly, very slowly
Up the garden rail*

*Quickly, quickly, very quickly
Runs the little mouse,
Quickly, quickly, very quickly*

Fishes swim in water clear

*Fishes swim in water
Birds fly up into the air,
Serpents creep along the ground,
Boys and girls run round and round.*

Please keep in touch with us:

Catherine Taylor

Administrative Assistant

Parent-Child Mother Goose

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Mother Goose Around the World ...

Parent Child Mother Goose in Victoria, Australia

The Parent-Child Mother Goose Program is thriving in the City of Hume, in the north of Melbourne, where six groups meet regularly to share rhymes, songs & stories. Hume Groups are held within School Hubs, Community Centres, Maternal & Child Health Centres and Libraries.

Many of the teachers speak at least two languages, and it is not uncommon to hear Arabic, Assyrian, Turkish, Samoan, Vietnamese and English spoken as families are welcomed to the group, questions answered and nuances of stories or rhymes in English explained.

Depending on the languages of families spoken in the group, the story may be first told in a community language, then retold in English. Discussion about the meanings of words, especially in folk tales, often ensues. As parents become comfortable in the group, they often teach the rest of the group a favorite song or rhyme remembered from their own childhood.

We have also adapted rhymes and songs to our own local area so 'Wimbledon to Wobbleton' has become 'Craigieburn to Campbellfield' (but we've stuck with miles as kilometers just don't fit!).

*Jacinta Harper – Parent Child Mother Goose Australia
Early Years Community Development Worker
Melbourne Citymission*

Parent Child Mother Goose at Eastern Access Community Health (EACH) in Melbourne, Australia

EACH has recently supported research into the P-CMG program. A recent study by Renee Styles examined “The Impact of the P-CMG Program on Parent-Child Relationships” by collecting data from participants attending EACH P-CMG groups. Findings from this study suggest a positive change in parent-infant interactions following participation in P-CMG.

This year, EACH plans to conduct up to 12 P-CMG groups, across the two sites. Each group is 8 to 10 weeks duration. Eight of these groups will involve infants and children aged 0-2 years and the other four groups will target the 2-4 year range. Plans are underway to undertake a small study on these groups with the following objectives.

- To determine who is accessing the P-CMG program at EACH and how they fit within the priorities of the Children's Services offered at EACH.
- To identify outcomes for participants by conducting the P-CMG program through EACH, including the extent to which participation in P-CMG facilitates access to EACH child and family services.

To obtain feedback from teachers conducting P-CMG at EACH to assist in decision making about resource allocation and designing future delivery of the program.

Belinda Swale & Michelle Soltys

Comments from an EACH Psychologist

I have run many parent groups over my fifteen years in child psychology, including Behaviour Management, Psycho drama and Grief Groups and many prearranged programs such as Exploring Together, PAIRS. I have not seen such an all encompassing Early Intervention, which does not require the parent to admit they have a “problem” before they can get help. The Maternal & Child Health Nurses love this program because they often find that mothers with Post Natal Depression are unwilling to acknowledge they need help and so will not access a Mother Infant Therapy group but they will go along to Mother Goose.

Siobhan Hannigan

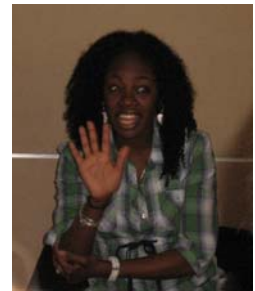
Toronto Notes

Toronto Festival of Storytelling 2009



Parent-Child Mother Goose participant, Satnam Parhar, left, telling a Punjabi Story, 'Sparrow and Crow', at Toronto's Festival of Storytelling in a set with Ruth Danziger and Lynda Howes.

Children and parents gathered on a rainy Saturday for stories from the Parent-Child Mother Goose Program at the Festival of Storytelling at the Bata Shoe Museum.



P-CMGP Teacher Stacey Marley and Five Plump Peas

Storytelling Workshop at the National FRP Conference

The Family Resource Program Conference in Niagara Falls was an excellent chance to connect with old friends and new. Ruth Danziger and Maria Ordonez from the Parent-Child Mother Goose Program in Toronto offered a storytelling workshop the first morning of the conference to a diverse and enthusiastic group. People do love storytelling and the workshop was full to capacity. We had program providers from all across the country in a room together for one and a half hours and had a really good time sharing, teaching and talking about storytelling in the family and in our programs. It was heartening to hear from those lucky enough to grow up with storytelling in their families, those seeking to reconnect to their stories and their language, and those who have kept them alive after immigrating and switching to a new language.

Everyone, regardless of whether they remembered hearing stories growing up or not, enjoyed hearing the Weaver Woman (it's in You Can Tell a Story) and learning the Gunnwolf as well as some of our old favourites like Here is the Earth and Key to the Kingdom.

Submitted by Ruth Danziger, Toronto Region Director

Key to the Kingdom:

This is the key to the kingdom	<i>Hold up one thumb</i>	Room in house	<i>Make house shape</i>
And this is the kingdom	<i>Spread your arms very wide</i>	House on street	<i>Make street with your arm</i>
And in the kingdom there is a town	<i>Make a circle with your arms</i>	Street on hill	<i>Make hill shape</i>
And in the town there is a hill	<i>Make a pointy shape with your hands and arms</i>	Hill in the town	<i>Arm circle</i>
And on the hill there is a street	<i>Hold one arm out flat and walk fingers along it</i>	Town in kingdom	<i>Spread arms wide</i>
And in the street there is a house	<i>Make a house shape with your hands</i>	And THIS is the key to the kingdom	<i>Hold up your thumb.</i>
And in the house there is a room	<i>Make a square shape with your hands</i>		
And in the room there is a bed	<i>Hold hands flat for bed</i>		
And on the bed there is a basket	<i>Make a basket shape with your hands</i>		
And in the basket there is a blanket	<i>In your hand-basket put your two thumbs to form a blanket</i>		
And under the blanket there is a BABY	<i>Lift your thumbs and look into the basket with delight</i>		
Baby under the blanket	<i>Close thumbs down again</i>		
Blanket in the basket	<i>Keep basket shape with hands</i>		
Basket on the bed	<i>Make flat bed shape</i>		
Bed in room	<i>Square room shape</i>		

...Notes from Programs...

A Success Story:

One of our families has been coming for a very long time – this will be their 3rd session and they plan on coming back because we have space for them. When they first started coming the mom was going through a depression and had commented to me how surprised she was that she was having such a hard time with her baby. They didn't really play together much in the beginning and neither of them responded much to each other. Over time we have seen the huge shift in their relationship – very responsive, communicating well, and having fun too! The mom is now a great model for other parents and is able to support and reassure them as people express challenges they may be having. But mostly they're both modeling how to make the most of their time together – even on more challenging days.

Jody James

Elmbank Community Centre Program

March 2009

Tick Tock, Tick Tock:

I'm a little cuckoo clock
Tick tock, tick tock.
Now I'm striking one o'clock
Cuckoo! (lift child up once)

I'm a little cuckoo clock
Tick tock, tick tock.
Now I'm striking two o'clock
Cuckoo! Cuckoo! (lift child up twice)

Continue with 3-4-5

The Cat's in the Tree:

The cat's in the tree,
Oh, oh, too high. (hold child up in air)
The cat jumped down to the ground,
Oh, oh, too low. (hold child down low)
The cat jumped on to my lap,
Oh, oh, just right! (hug child)

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

Write about your program for the Network News newsletter. It brings joy, strengthens the network and creates new energy when you share your stories across Canada and Australia.

We love to include your stories, pictures and news.

Please send submissions to Nancy Thurston, Communications Committee Animator:

nancy@ns.aliantzinc.ca

News from BC

Learning to Play *Chris Bullock, recently moved to Victoria, has not yet found a venue for teaching Parent-Child Mother Goose, but he continues to play with his granddaughter and marvel at the miracle that is a growing child.* From Island Parent, April 2009 (reprinted with permission) www.islandparent.ca

One of the great joys of parenting or grand-parenting is playing with our children and enjoying the intimacy with them that play brings. But, like some men, I have had difficulties with play. Maybe I've always felt that play is something that happens on a computer or a sports field, but not at home.

Why is this? Without play, everyone in the family misses out.

When my third granddaughter was born—the only one who lives close to me—I decided, This is it: I need to learn to play. But, sensing my play machinery was rusty, I felt I needed some help. For some reason, likely delusions of grandeur, I decided the fastest way to learn to play was to teach it. So off I went to train in the Parent-Child Mother Goose (P-CMG) program, which involves teaching songs and rhymes to infants and toddlers.

P-CMG is held in communities across Canada. One of the things that attracted me to the program is that it is co-taught, so I would have back-up. It's also low-tech; parents don't even get a song/rhyme booklet until the last class. And yes, I did learn to play, but I also got an extra piece of learning thrown in for free; I learned the origin of some of my inhibitions.

This learning about inhibitions occurred in two parts. The first part was when I walked into the two-day training workshop for beginning teachers. Everyone in the room was female: the teacher, the teacher's assistant and the 25 or so students of all ages sitting in a circle of folding chairs. I had an instant and jolting flashback to my childhood in the English North Midlands, where strict gender role division prevailed. Girls had dolls and practiced caring for and playing with children. We boys had our soccer balls and our machinery: daring vehicles made from cardboard boxes and the wheels from old baby buggies. Entering the Mother Goose room, I felt my childhood conditioning surging back; playing with children obviously belongs to women.

The second part was more subtle and more gradual. As the first day progressed we practiced songs and rhymes for all kinds of functions. We sang songs for brain stimulation and learned rhymes for body coordination, learned "getting tasks done easily" rhymes and songs, circle songs to encourage cooperation and calm frenzied energy, and lap rhymes to provide experiences of safe adventure for infants. I liked the experience of rhyming and singing with gestures, and felt my awareness of overwhelming female presence melt a little around the edges.

Then, at the end of the day, two activities came up which gave me such a lump in my throat that I couldn't perform them. First there was a rhyme:

Where are the stars? There, there! [Parent points to the sky, repeats twice]

Where are the stars? There, there! [Parent points to baby's eyes]

Where is my star? Right here! [Parent hugs the baby]

Then we learned a peek-a-boo song, sung to the tune of Frere Jacques:

"Where is baby? Where is baby?

There you are! There you are!

I'm so glad to see you! I'm so glad to see you!

Peek a boo. Peek a boo."

I was overwhelmed by feelings watching this rhyme and song being demonstrated, feelings of tenderness, feelings of sadness, and some sense that these feelings came from my own childhood.

During the workshop session, I didn't know exactly why I felt so moved and misty-eyed. Later that evening, though, I realized that these particular rhymes/songs have a function different from the functions we had talked about so far; they're designed to encourage bonding between parent and child. This rhyme and this song evoked for me the tenderness involved in loving connection between parent and child. They also evoked my sadness at missing some of this connection in my own early days. What is true of me is, I believe, true of many men. In the men's groups I have attended, I have frequently heard men speak of the emotional deprivation involved in their family upbringing, and how this deprivation has affected their ability to play with children and have true intimacy with their partners.

I've now taught five series of Parent-Child Mother Goose classes, and at the start of each series, I still have moments of panic in which I fear I won't be able to let myself go into the playful silliness of pretending to peel an imaginary banana, put an imaginary cake in the oven, or wave my hands like a Halloween scarecrow. And then I enter into the play, and that, as well as my love of music and recitation, carries me forward.

What also carries me forward, besides the great joy I find in really enjoying play with my granddaughter, is knowing the origins of my inhibitions. This knowledge helps me feel more compassion for the times I still feel like a piece of rusty machinery. What I most wish for other fathers and grandfathers: knowledge and compassion as they open up to play.

- Committee News and Updates -

Hello from the Program and Training Committee!

Many thanks for the wonderful reports we are receiving from across the globe. We are continually inspired by you and the families that have become a part of your lives. Keep those reports coming!

Here are some quotes from the program reports we have received over the past year.

From Calgary, Alberta:

"During one of the phone calls, one mum asked about the age at which babies could go to the pool. We checked with the health nurse prior to class, and consulted some print references to find there was nothing conclusive. When we passed along what little information we had, several mums shared their experiences and knowledge...It was a moment that really illustrated to the group that they carry within themselves knowledge that they can share with each other.

From Montreal, Quebec:

"I think the Mother Goose team members were perceived as extended family by some of the participants who had left their own families behind. Being a refugee is difficult but familiar songs and rhymes from childhood brought joy to the participants and seemed to ease some of the pain of displacement."

From Fort St. John, BCK

One single mother attended the program twice before she had to return to work and was no longer able to come. When she ran into one of the program teachers by chance, she told her that she has continued to use 'Tick, Tock' with her daughter during the rush before supper and that it really helps to reduce the stress for both of them.

From Duncan, BC:

'Mother Goose is like medicine. When my baby is fussing or upset, all I have to do is sing to him and he calms immediately.'

From Vernon, BC, winter 2009K

*We wouldn't be able to do anything like this as we are on a very limited budget
an outing for parent and child that is low tech & free & neighborhood based*

What will you miss? - the happiness it brings to my son

*It is so nice to get out together...It really helps keep you sane through your week
excellent program – please keep it going*

Submitted by Heather Boonstra and Beth Hutchinson, Program and Training Committee

Upcoming Teacher Training Workshops

Alberta

Calgary, Families Matter, August 24 & 25, Corinna Totino, 403 205 5197,

corinnatotino@familiesmatter.ca

British Columbia

• **Duncan**, SD 79 Learning Links, June 12 & 13, Wendy Erickson, 250 748 3936 ext 201, wjerickson@shaw.ca

• **Nanaimo**, School District 68, June 19 & 20, Elizabeth Pennell, 250 740 3507, EPennell@sd68.bc.ca

• **Vancouver**, S.U.C.C.E.S.S., June 26 & 27, Peggy Lau, 604 408 7274 ext 2071, Peggyl@success.bc.ca

Ontario

• **Toronto**, National Office of the P-CMGP, Natalia Crowe, 416 588 5234 x 21, mgoose@web.net
[September 25 & 26 2009](#) • [November 13 & 14 2009](#)

• **Brantford**, Ontario Early Years Centre: Brant, November 27 & 28, Melanie Graham, 519 759 3833 ext.103, mgraham@eyebrant.ca

STORYTELLING WORKSHOPS

Toronto, National Office of the P-CMGP, Natalia Crowe, 416 588 5234 x 21, mgoose@web.net

[October 16, 2009](#)

Online Support for Teachers of the Parent-Child Mother Goose Program®

Feel free to join our Online Support Group for Teachers of the Parent-Child Mother Goose Program at pcmgpteachers@yahoogroups.ca.

This is an online forum for trained teachers of the P-CMG Program in Canada and abroad, which is moderated by experienced P-CMGP teachers and training workshop facilitators.

Anyone who has taken a two-day Teacher Training Workshop can join.

Teachers are encouraged to ask questions and share experiences relating to all aspects of running a P-CMG program. Questions about certification and further training are also encouraged. Notices of Gatherings and training workshops may also be announced here.

Through this site we hope to give teachers the support they need to continue spreading the joy of the Parent-Child Mother Goose program.

Instructions on how to join the P-CMGP Teachers Yahoo Group:

1. Simply send a blank email to: pcmgpteachers-subscribe@yahoogroups.com
2. You will receive a message asking you to confirm the date and location of your Teacher Training Workshop.

Once received, your membership will be approved!

Membership Information

Support the Parent-Child Mother Goose Program® By becoming a Member and/or making a donation

- Our membership year is January 1st—December 31st
- A strong membership demonstrates that our innovative work has community support
- As an informed member, you can become a voice for the program
- Your questions and comments can help us develop our resources, our programs and our outreach.

Associate Members \$25, International \$50

- Receive 3 newsletters each year, including early notice of new publications
- Receive results of research and professional studies of the program
- May photocopy our newsletter and other mailings to distribute to staff members
- Attend AGM and Elect National Council
- Receive invitations to programs and events

Program Members (Sliding Scale Fee: See website for details)

In addition to the above, Program Members can:

- Use the registered trademarked name and logo
- Participate in research of the P-CMGP®
- Receive notification of special events
- Send us regular reports to help us advocate for the program and to plan for new resources and training
- Receive electronic copies of the brochure to assist with program promotion and outreach
- Your P-CMGP program is posted on our website

Donations

The Parent-Child Mother Goose Program R is a non-profit charitable organization. Donations are vital to our ability to deliver and develop the program and make it accessible for all Canadians regardless of ability to pay. You will receive a tax-deductible receipt for your donations.

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Total payment _____

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