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National Outreach Partners

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National Outreach Partners

The national outreach partners were selected for their expertise in key issues associated with the "Noddy" series. Both are committed to providing quality services to children, families and communities.

NODDY has tapped two excellent national organizations to work in partnership with stations to implement local outreach campaigns. The Child Welfare League of America (CWLA) is the national partner in association with Generations United (GU). These organizations were selected for their expertise in key issues associated with the television series: CWLA is involved in child care, after school care and parent training; GU promotes strategies, programs and policies to bring together people from different generations. Both are committed to providing quality services to families, children and communities.

CHILD WELFARE LEAGUE OF AMERICA, INC. (CWLA)

Contact: Bruce Hershfield, Director
Child Day Care Services
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Washington, D.C. 20001-2085
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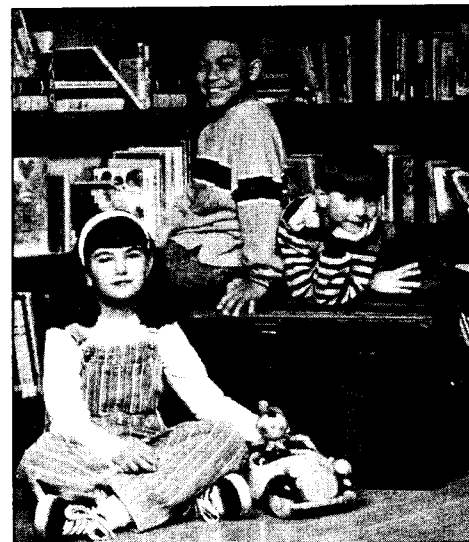
The Child Welfare League of America (CWLA) is the oldest and largest organization which unites the nation's best public and private nonprofit child welfare agencies under one umbrella. Founded in 1920, CWLA has a membership base of almost 1,000 agencies and is the most well-known national association guarding children's rights.

Member agencies across the country provide a wide range of services, including child day care, after school programs, kinship care and family foster care, residential group care, family preservation, mental health care and programs for pregnant and parenting teenagers. Other concerns of member agencies include cultural competence, housing and homelessness, pediatric HIV/AIDS and the effects of alcohol and other drug abuse on children and families. CWLA employs national experts in each of these areas to advance child welfare and child development practice, consult with and train child welfare and child development professionals, and help agencies provide quality services to families and communities.

CWLA has established internationally recognized standards that define the highest levels of practice in 11 areas of child welfare services;

and provides support for accreditation, ensuring peer review of agencies and success in meeting national standards. CWLA has had a set of standards for child care services since 1965. It also promotes federal laws and policies that help vulnerable children and strengthen child welfare services; conducts original research and data collection; and produces professional publications, including books for adults and children, videos and state-of-the-art training materials. Periodicals include *Child Welfare*, a peer-reviewed bimonthly journal, and *Children's Voice*, a magazine for the professional child welfare and children's services communities. Information is disseminated to its members through its library, information services and Web site. Other vital services include national and regional conferences, training and expert consultation.

In 1997, through support from The Prudential Foundation, CWLA embarked on a three-year training and outreach project, called Positive Parenting, which is designed to encourage child care and after school organizations to incorporate parent education into their programs. *Teaching Parents of Young Children*, a parent education curriculum in twelve sessions, is being distributed free of charge to thousands of child care and after school agencies throughout the country. As part of the project, a series of two-day seminars are being offered in 15 cities to train child development and parenting professionals on how to use the curriculum.



ABS-Families-
(Publication) -

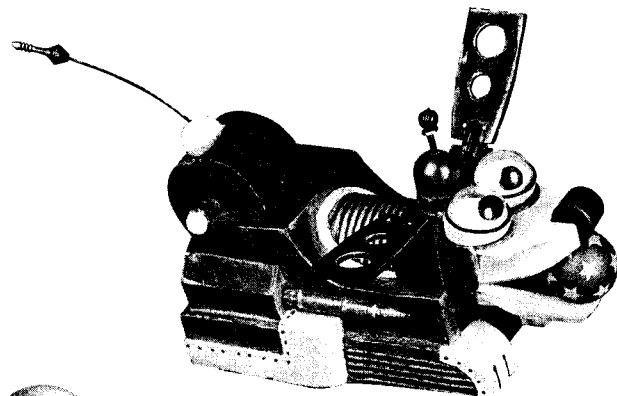


National Outreach Partners (continued)

How can CWLA serve your project?

As you begin to develop your outreach project, you may want to contact CWLA for additional information, such as the following:

- identification of agencies and organizations in your community which offer child care or which serve school-age children and their families;
- technical assistance to gain a national perspective on issues in after school programming, intergenerational issues and social responsibility;
- assistance on parent education; stations involved in NODDY outreach campaigns may request a copy of *Teaching Parents of Young Children* and the accompanying *Parent Power Pages*;
- brainstorming ideas to help focus on activities that can make a difference to your community.



GENERATIONS UNITED

Contact: Donna Butts
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Generations United (GU) is the only national membership organization focused solely on promoting intergenerational strategies, programs, and policies. Founded eleven years ago, GU's mission is to advance intergenerational understanding which strengthens inclusive, caring, and civil communities and reinforces the social contract between the generations.

Intergenerational programs refer to those that increase cooperation, interaction, and exchange between people of different generations — building bridges across the age spans. An intergenerational framework values the unique wisdom and talents of each generation while acknowledging the interdependence and reciprocity that unites the ages. Bringing the strengths of each generation to meet the needs of the other, an intergenerational approach seeks to break down the artificially created barriers of age segregation. When older and younger generations are united, they bring years of experience and fresh insights. They have energy and time to devote when they are purposely involved in programs and creating solutions to critical issues in their communities. Intergenerational approaches provide the vehicles for achieving an equitable society; they are not simply ends to themselves.

Generations United is supported by more than 100 national and local organizations and hundreds of individuals. GU fosters communication and collaboration by bringing together groups representing children, youth, and the elderly using educational and training events, symposiums, policy briefings and publications. Generations United operates the country's only clearinghouse on intergenerational programs, provides technical assistance, and facilitates the growth of state and local intergenerational coalitions.

How can Generations United serve your project?

As you begin to develop your outreach project, you may want to contact Generations United for additional information, such as the following:

- identification of agencies and organizations in your community involved in intergenerational issues and programs;
- technical assistance to gain a national perspective on intergenerational issues, and to find out about types of intergenerational programs and approaches, their purpose and value;
- brainstorming ideas to help focus on activities that can make a difference to your community.



NODDY[™]

Rationale for National Outreach Campaign (continued)

INTERGENERATIONAL RELATIONSHIPS

(information provided by Generations United)

Since Noah is the grandfather of Truman and Kate, and his sister/their aunt Agatha also plays a key role, intergenerational relationships are integral to the “Noddy” series.

Intergenerational family relationships are integral to the “Noddy” series.

According to our national outreach partner, (CWLA and Generations United) intergenerational programs increase cooperation, interaction, and exchange between people of different generations — building bridges across the age spans. An intergenerational framework values the unique wisdom and talents of each generation while acknowledging the interdependence and reciprocity that unites the ages. Bringing the strengths of one generation to meet the needs of the other, an intergenerational approach seeks to break down the artificially created barriers of age segregation.

Intergenerational programs include:

- children and youth serving elders,
- elders serving children, youth, and families,
- young and old jointly serving the community.

Time spent together is meaningful, productive, and provides an opportunity for individuals, families and communities to enjoy and benefit from the rich interactions. Some of the benefits from well-planned, thoughtful intergenerational programs are the following:

- community collaboration, pooling resources, and cooperative problem solving,
- an appreciation for rich cultural heritages, traditions, and histories,
- applying the strengths of one generation to meet the needs of another,

- an age-integrated society,
- community awareness about issues that affect both young and old, and
- public and private agencies are better able to meet family and community needs.

To benefit the young, the elderly, and the community on a long-term basis, intergenerational programs require sustained commitment and interaction. Connections with other human beings, which we all need, require time to develop.



Rationale for National Outreach Campaign (continued)

MERGING SOCIAL RESPONSIBILITY AND INTERGENERATIONAL RELATIONSHIPS

Social responsibility and intergenerational programs/approaches merge in their purpose to provide vehicles for achieving an equitable society. Further, young and old can gain a renewed sense of purpose and value in their lives while providing important services to their families and communities. These purposes are central to the NODDY outreach campaign.

What is intriguing about the 40-part “Noddy” series is its vertical programming where each week’s theme is played out by the real-life actors, by the puppets, and in the animated Noddy segment. In this way, children of different ages can experience the action and life’s lessons on their own developmental levels. Adults will also enjoy the rich interplay of characters and stories. Thus, “Noddy” has a natural “fit” with early childhood and after school programs, as well as in homes and intergenerational community settings.

We encourage stations to design outreach programs to benefit older and younger generations, bringing them together so they can contribute both years of experience and fresh insights. Further, these intergenerational audiences — reaching entire families — should be purposely involved in creating solutions to important issues in their communities.

NODDY OUTREACH OBJECTIVES

- To increase awareness of the “Noddy” television series and build viewership; and to develop station resources and advance their community utilization of the series and its outreach materials, especially in intergenerational settings.
- To challenge children to solve social problems in a way that makes use of their imaginations, utilizes appropriate developmental skills and finds application in everyday life.
- To enhance the value of the “Noddy” series and build upon its educational and social content — by providing children with experiences that help them to understand and internalize values of fairness, concern and respect for others, and by empowering children to create and try out new ideas.
- To encourage children to be socially responsible within their families, peer groups, schools and communities. Behaviors center on knowing how to interact with others: working cooperatively and being helpful to others; conflict resolution and problem solving, and ethical considerations of justice and empathy/caring.
- To support children and families through an intergenerational approach to learning and to encourage them to join together in service to their communities.
- To introduce generations of a family to the Internet, to use computers as a source of information and entertainment and as an important future-directed educational tool.
- To build a supporting network between young children and grandparents/elders to foster self-confidence and self-worth; to appreciate one another’s ideas and abilities; and to gain a reciprocal sense of themselves as useful and knowledgeable individuals.





Resources

RESOURCE BOOKS FOR ADULTS

Barbour, Chandler and Barbour, Nita H. **Families, Schools, and Communities: Building Partnerships for Educating Children.** New Jersey: Merrill, an imprint of Prentice Hall. 1997.

Baucom, John Q. **Simple Secrets of Parenting: Easy As ABC.** (Prudential Positive Parenting) Washington, D.C.: Child & Family Press, an imprint of The Child Welfare League of America, Inc. 1997.

Berman, Sheldon. **Children's Social Consciousness and the Development of Social Responsibility.** New York: State University of New York Press, Albany. 1997.

Brizius, Jack A. and Foster, Susan A. **Generation to Generation: Realizing the Promise of Family Literacy.** Sponsored by the National Center for Family Literacy. Ypsilanti, Michigan: High/Scope Press. 1993.

Developmental Studies Center. **At Home in Our Schools: A Guide to Schoolwide Activities That Build Community.** Oakland, California: Developmental Studies Center. 1994.

Epstein, Ann S., Lerner, Mary, and Halpern, Robert. **A Guide to Developing Community-Based Family Support Programs.** Ypsilanti, Michigan: High/Scope Press. 1995.

Kaplan, M. **Side By Side: Exploring Your Neighborhood Through Intergenerational Activities.** MIG Communication. 1994.

Wetzel, Laura L. **Teaching Parents of Young Children: A Curriculum in 12 Sessions.** (Prudential Positive Parenting) Washington, D.C.: Child Welfare League of America, Inc. 1996

INTERGENERATIONAL PICTURE BOOKS FOR CHILDREN

Ackerman, Karen. **Song and Dance Man.** New York: Alfred A. Knopf. 1992.

Adler, David A. **Yellow Daffodil.** Gulliver Books. 1995

Berenstain, Jan. and Berenstain, Stan. **The Berenstain Bears and the Week at Grandma's.** New York: Random House. 1986.

Bolton, Janet. **My Grandmother's Patchwork Quilt: A Book and Pocketful of Patchwork Pieces.** Delacorte Press. 1993/1994.

Bosak, Susan V. and McGaw, Laurie. **Something to Remember Me By — A Story for Young and Old.** The Communication Project. 1997

Bunting, Eve. **The Wednesday Surprise.** New York: Clarion Books. 1989.

Chiemruom, Sothea. **Dara's Cambodian New Year.** New York: Simon & Schuster. 1994.

Choi, Sook Nyul. **Halmoni and the Picnic.** Boston: Houghton Mifflin. 1993.

Creech, Sharon. **Walk Two Moons.** New York: HarperCollins. 1994

Crews, Donald. **Bigmama's.** New York: Greenwillow. 1991.

Dorros, Arthur. **Abuela.** New York: Dutton. 1991.

English, Karen. **Big Wind Coming!** Albert Whitman & Co. 1996.

Flournoy, Valerie. **The Patchwork Quilt.** New York: Dial. 1985.

Fox, Mem. **Sophie.** San Diego: Harcourt Brace. 1989, 1995.

Greenfield, Eloise. **Grandpa's Face.** New York: Philomel Books. 1988.

Greenfield, Eloise. **La Cara deAbuelito.** New York: Philomel Books. 1993.

Guback, Georgia. **Luka's Quilt.** New York: Greenwillow. 1994.

Hines, Anna Grossnickle. **Gramma's Walk.** New York: Greenwillow. 1993.

Howard, Elizabeth F. **Aunt Flossie's Hats (and) Crab Cakes Later.** New York: Clarion Books. 1991.

Lindbergh, Reeve. **Grandfather's Lovesong.** New York: Viking. 1993.

Martin, Bill, Jr., and Archambault, John. **Knots on a Counting Rope.** New York: Holt. 1966, 1987.

Mathis, S.B. **The Hundred Penny Box.** New York: Viking. 1975.

McMillan, Bruce. **Grandfather's Trolley.** Cambridge, MA: Candlewick Press. 1995.

Miles, Miska. **Annie and the Old One.** Boston: Little, Brown. 1971.

Mitchell, Margaree. **Uncle Jed's Barbershop.** New York: Simon & Schuster Books for Young Readers. 1993.

Polacco, Patricia. **Chicken Sunday.** New York: Philomel Books.

Polacco, Patricia. **El Pollo de los Domingos.** New York: Lectorum. 1997.

Polacco, Patricia. **The Keeping Quilt.** New York: Simon & Schuster Books for Young Readers. 1988.

Rothenberg, Joan. **Inside-Out Grandma: A Hanukkah Story.** Hyperion Books for Children. 1995.

Rylant, Cynthia. **Miss Maggie.** New York: Dutton. 1983.

Rylant, Cynthia. **The Relatives Came.** New York: Bradbury. 1985.

Scheffler, Ursel. **A Walk in the Rain.** New York: Putnam. 1986.

Stolz, Mary. **Storm in the Night.** New York: Harper & Row. 1988.

Wild, Margaret. **Our Granny.** New York: Ticknor & Fields. 1994.

Wild, Margaret. **Remember Me.** Albert Whitman and Company. 1990.

Zolotow, Charlotte. **I Know A Lady.** New York: Greenwillow. 1984.

NODDY™



Tips For Grandparents, Parents & Caregivers

- Watch "Noddy" •
- Choose a Play Activity •
- Set Up the Play Area •
- Know What to Do •
- Encourage Creativity •
- Play, Learn & Enjoy •
- Talk Together •
- Clean Up •
- More Fun •

1. WATCH "Noddy."

Get comfortable! Sit down and watch "Noddy" on television with your (grand)children. Children will enjoy and learn from:

- the "real-life" characters: Kate, Truman, DJ and Noah and others who visit NODDY'S
- the animated episode with Noddy and his friends
- the puppets in Grandpa Noah's shop.

2. CHOOSE A PLAY ACTIVITY.

All children have special talents and their own pace for learning.

- Each episode of "Noddy" has three fun activities for children from 3 - 7 years old.
- Review the three play activities and choose the one that you think fits the interests and abilities of your (grand)children. If your (grand)children are older, say 5-7, you will want them to choose which sounds like the most fun.

3. SET UP THE PLAY AREA.

Some activities can be done on the floor, while others may require a table. Still others can be done outdoors.

- Make sure things are cleared away, so the play space is uncluttered.
- If your (grand)children are gluing or painting, you'll want to put newspapers on their play area. Use masking tape to hold down the edges.
- Review the materials needed for the play activity and help your (grand)children to gather everything and bring it to the play area.

4. KNOW WHAT TO DO.

Read and talk about the play activity with your (grand)children. The pictures will help your (grand)children know what to do.

- Ask your (grand)children what they will do first, and what the next steps are. Make sure they understand what to do. This will help you to know if the play activity is at their skill level, and what kind of help you may need to offer.

5. ENCOURAGE CREATIVITY.

Children take pride in making things that have special meaning to them.

- The NODDY activities are a starting place for children's imaginations.
- Your (grand)children will have their own ideas on what materials to use and on how to do the play activity.

6. PLAY, LEARN & ENJOY.

Allow your (grand)children to play on their own and to freely explore the materials.

- Be available to answer questions and to join their play.
- If your (grand)children have a problem, encourage creative problem solving. You might ask, "How else could you do it?" or "What else could you use?"

7. TALK TOGETHER.

Children feel valued when adults take an interest in them and their play.

- Ask your (grand)children to tell you about what they are doing. They may describe what it looks like (color, shape), special qualities (sparkly magic dust), how they will use it, things it reminds them of, or places they will take it.
- You can write down a few words of your (grand)children as they describe it. Then, read it back to them, pointing at the words. This helps them to make the connection between saying words and reading.

8. CLEAN UP.

Cleaning up helps your (grand)children learn to be responsible. You can assist them, if needed. They should put everything away and wipe the table (if used).

- Your (grand)children can then decide where they want to keep or display any item they have made. They may even want to give it to a friend, neighbor or family member.

9. MORE FUN.

Visit the NODDY Web site at www.pbs.org. Download the special NODDY play activities for each show in the series.

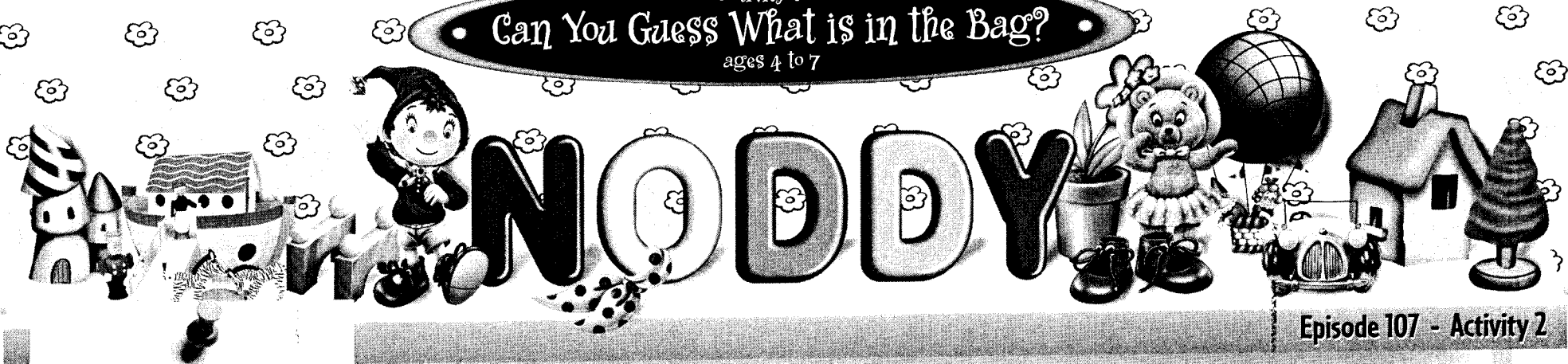
- Read the suggested books to your (grand)children. You can check them out of your local library.



activity two

Can You Guess What is in the Bag?

ages 4 to 7




Episode 107 - Activity 2

WHAT YOU'LL NEED

- a pillow case or shopping bag
- things that will fit into the bag (Such as a small stuffed animal, sock, baseball, toy car or yo-yo)

Sometimes you need to ask questions to find things or to help you discover things that you can not see. With the help of a grandparent, parent or other adult, you will get to ask questions to find out what is in the bag. You'll need to wear your Helping Hand Badge since you will be the helper.


1



.....
Ask the adult to put something into the bag without letting you see it.

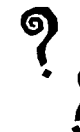
2

.....
You then get to feel the object in the bag but can not see it. Your job is to guess the object.




3

.....
You get to ask questions that can only be answered with Yes or No.



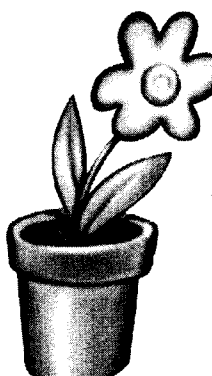
4

.....
Keep trying until you guess the object.



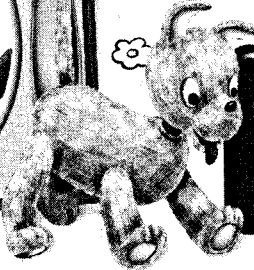
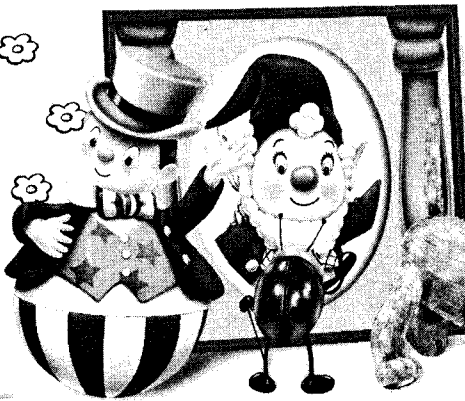
5

.....
You can play this over and over until you get better at asking questions.

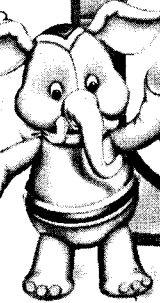




activity one
Helping Hand Badges
 ages 4 to 6



N O D D Y

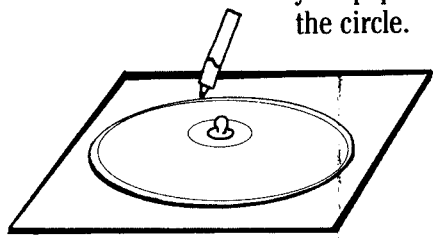


Episode 107 - Activity 1

Now you're ready to go:

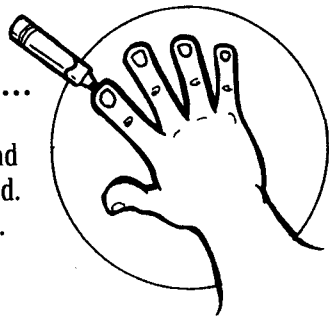
1

Use the plate or lid to trace a circle on your paper. Cut out the circle.



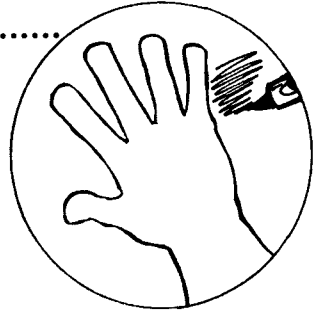
2

Put your hand in the middle of the circle and draw around your hand. Draw your fingernails.



3

Color your hand and fingernails. Color around your hand with a different color.



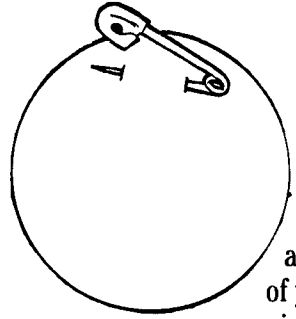
4

Decorate your hand making rings out of sequins or sparkling stickers.



5

Weave a safety pin in and out of the back side of your badge so you can pin it to your shirt and wear it as a badge.



activity one
Helping Hand Badges

ages 4 to 6



Episode 107 - Activity 1

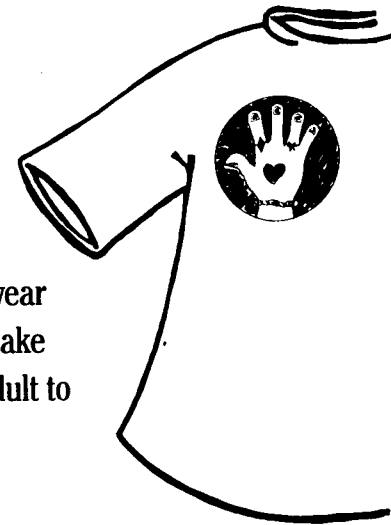
WHAT YOU'LL NEED

- a piece of heavy paper (such as a manila folder) that is bigger than your hand
- a small round plate or round lid that is bigger than your hand
- a pencil
- glue
- crayons, markers or paint
- sequins or stickers that sparkle
- a safety pin

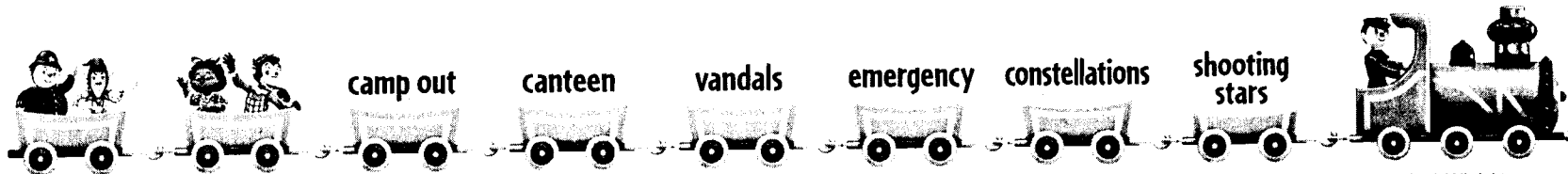


In this episode of "Noddy," DJ didn't ask for help because he was embarrassed. Asking questions can keep you from making mistakes and can also help you learn something new. In these activities, with the help of a parent, grandparent or other adult, you get to practice asking questions to get information you need to find missing things and to make new discoveries.

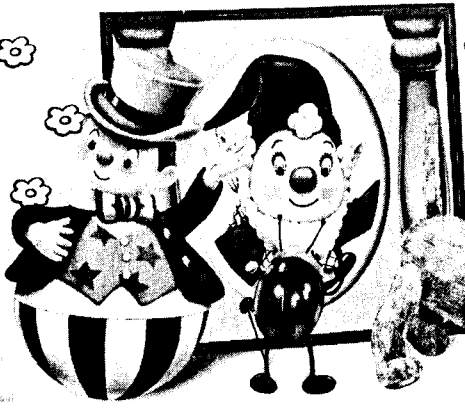
Everyone needs help at some time. You might hear someone say, "Can you lend me a hand?" or "I could use a helping hand." Make yourself a helping hand badge to wear when someone needs your help. Then make one for a grandparent, parent or other adult to wear when you need their help.



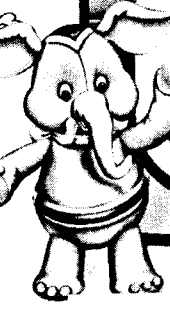
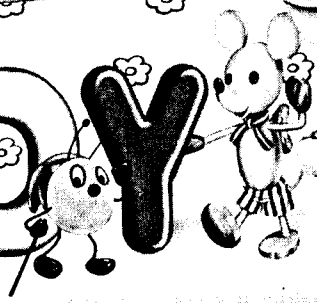
Noddy's Vocabulary



activity three
Where are the Ruby Reds?
 ages 4 to 5



NODDY

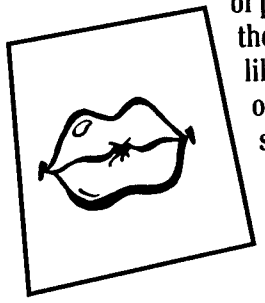


Episode 107 - Activity 3

This is another guessing game:

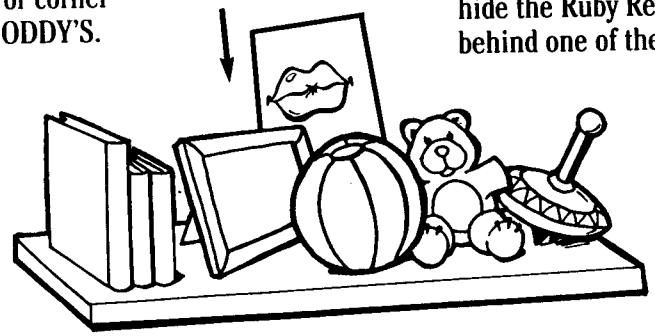
1

.....
 Draw some lips on a piece of paper and color them red to look like the Ruby Reds on the "Noddy" show.



2

.....
 Use some of your own toys to set up a shelf or corner that looks like NODDY'S.



?

3

.....
 Ask a grandparent, parent or other adult to hide the Ruby Reds behind one of the toys.

FOLLOW UP

Now that you have had lots of practice asking questions, think of some things you would like to learn how to do. Some possibilities: Make your bed, tie your shoes, ride a bike, bake a cake, roller skate, jump rope. Ask someone to help you learn. Asking questions and asking for help are good ways to learn something new, especially something that might seem a little bit scary.

4

.....
 Don't forget to give the adult a Helping Hand Badge to wear since he/she is the helper now.



5

.....
 Ask questions to help you figure out where the Ruby Reds are. For example, "Are the Ruby Reds under the green truck?" "Are the Ruby Reds behind the pink bunny?"

