

# TRAIN with Michele Crooks To become a 'Watch & Wonder' Facilitator

## What is 'Watch & Wonder'?

A deceptively simple, highly effective, classroom-based programme, enabling children to develop empathy through participation in a facilitated group observing a parent with their small baby **develop their relationship together**, benefitting a child's overall wellbeing and mental health.

- Increased empathy
- Improved self-reflective capacity
- Life-long social skills
- Better relationships

More information at <https://www.base-babywatching-uk.org>  
Information video, 3 minutes long:  
<https://www.youtube.com/watch?v=i7VNYz2D9G8>



## Michele Crooks

### Watch & Wonder CEO, Trainer, Mentor and Facilitator

'After 9 years of being involved with the principles of B.A.S.E.® Babywatching, designed by Dr Karl Heinz Brisch, and applied so creatively in 'Watch and Wonder's' program, I am still as passionately committed to its simplicity and its clear impact on children. I have yet to experience a more effective whole class intervention that so utterly captivates children and teaches them about relationships and positive attachment.'



**Dan Hughes**  
Advocate for  
'Watch & Wonder'

'Watch & Wonder' simply and clearly presents to a child the core aspects of human relationships, the fundamental qualities in which a human being learns how to relate to other human beings. It's fundamental to what it means to be a human being in a good relationship.

It's actually what I do in therapy with children who have been traumatised in relationships and what I help them to learn, that children can take advantage of good relationships with good people. Babywatching provides this learning and more, for a whole class. It's a **real intuitive, experiential understanding of relationships**, that builds from the inside out through gentle reflecting, noticing, commenting and through questions.

**'Teachers and parents can help improve children's social and emotional skills by promoting strong relationships with children and mobilising practical learning experiences'**

Skills for Social Progress: The Power of Social and Emotional Skills

© OECD 2015 (Organisation for Economic Co-operation and Development)

## What happens in a 'Watch & Wonder' Session?



A parent and their baby are invited into the class each week, for at least two terms, to spend time with the class. Alternatively, we have a **video resource** that has worked very well if a volunteer cannot be found or is unavailable one week.

Children are encouraged and supported by a Group Leader to share their observations of how the parent and baby interact and **build their relationship together.**

- The children sit in a circle, established boundaries have been set in collaboration with the class before sessions start (including no touching etc.)
- Parent and baby interact as normal.
- The baby can be aged from six weeks and until the baby becomes more interested in the children than mummy/daddy, usually around the walking stage.
- The children are invited by the Facilitator to make observations of the baby and the parent interacting, and to wonder together about what they notice, feel, and think.



**The Facilitator enables the children to notice, explore and be curious:**

**Watch... what do we notice?**

**Wonder about behaviour**

**Wonder about feelings**

**If I was...what would I do...?**

**If I was...how would I feel...?**

- *Play is more co-operative.*
- *Expressive language improves i.e., into guided writing.*
- *Confidence and ability to 'ask' improves. A child may have resorted to acting out behaviours, whereas now, the same child will use words.*
- *Kinder behaviours towards each other.*
- *Increased self-awareness.*
- *Increased self-esteem.*



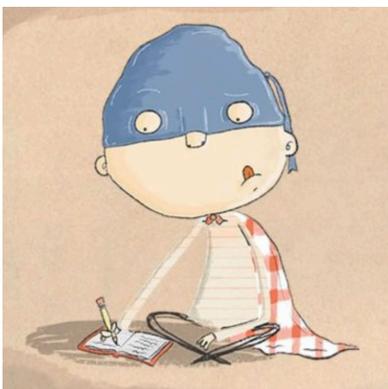
## Educational Consultant Alistair Bryce-Clegg



**Alistair Bryce-Clegg**  
Educational Consultant  
specialising in early years  
education

When children are learning they make conscious cognitive links and subconscious cognitive links, and the conscious cognitive links are basically exchange of knowledge, taking in information, what you need to learn. The subconscious cognitive link is more important than the conscious cognitive one because it's how we feel as a learner, it's about atmosphere within the space, often, we're not trained as teachers to think about atmosphere, in the same way that we are to think about phonic progression and maths progression. When you're thinking about atmosphere, and the subconscious links that we make, giving your children opportunities to do things like 'Watch & Wonder', gives your children a really positive subconscious link between a space and something that's occurring within that space, that's fascinating.

Besides the obvious element of them watching something and lots of opportunities for **language exchange and thinking**, there are all sorts of other really subtle things going on, in terms of their **internal wellbeing** and also their internal subconscious cognitive links, that's really positive for them, i.e., what that language means, what that cooing means when the parent is doing what the parent's doing and how does the parent feel, how does the baby feel? A really useful way of **exploring feelings**. And you can also bring in now 'when we were watching so and so and that happened, what did we talk about then, how did that feel, what did we feel that might mean?' and you can bring in lovely reference points that children can relate to because if you haven't got a reference point and you're 3, 4 or 5, it doesn't make a lot of sense.



## Training as a Facilitator online



*'Really well planned and delivered. Thank you'*

-Sarah

*'The strength and energy of the team shines through. This is high quality training and very enjoyable.'*

-Hilary

*'The home study resources supported reflection between sessions and development of my thinking. I thought the materials were excellent.'*

-Nicole

*'I am extremely grateful to the team for making it possible for us to train online and for the very special learning space you created for us all. It was a truly wonderful experience to be on the training and I feel I take with me the courage and knowledge to run a group. I cannot thank you enough'*

-Nicole

*'Michele was an extremely engaging, attuned and wise facilitator and Kulsum held space both within and between sessions with such containment, warmth and grace.'*

-Nicole

*'Thoroughly impressed at how you have adapted this to online and how smoothly it all went.'*

-David



Training to become a Facilitator is in **two parts**.

### First Part

Online Facilitator Training costs £175 for three, 3-hour sessions, one session per week for three weeks, with a maximum of one hour of home study reflection for week 1 and 2. Attendance at all three sessions is mandatory to qualify for Part 1 of Facilitator certificate.

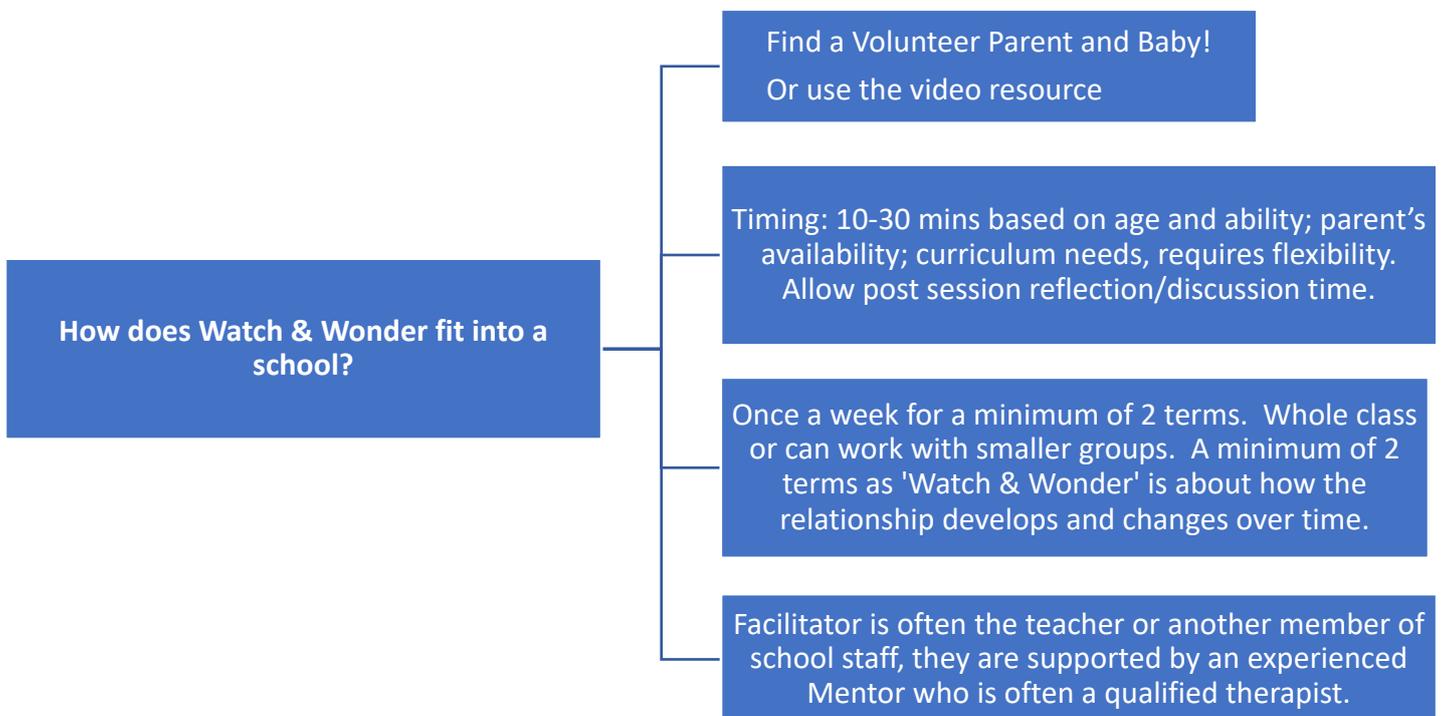
### Second Part

Part 2 is supported practice. Running sessions in your chosen setting for a minimum of 2 terms or 20 sessions. Your practice is supported by a Mentor who will have 3 one to one sessions with you.

Full details of course content can be found here:

<https://www.base-babywatching-uk.org/training>

## Organising Watch & Wonder sessions in your school



### London, Class Teacher

'I didn't expect the impact. For example, one boy who started this year constantly calling out, interrupting the whole class and unable to co-operate with his peers has changed significantly. The baby's development fascinated him, and he was able to watch in an unexpectedly calm way. But he was also able to share with us changes in his baby brother at home and amazingly he is a changed boy. His friendships are more secure, and he is calmer throughout the day.'

When there is bullying or unkindness, outbursts of rage, fear distress or withdrawal, every child suffers, and learning is disrupted. 'Watch & Wonder' has been developed to address the question, "**what can we do**" to help children actually feel and express genuine empathy and kindness towards others and feel more secure in themselves.

**We look forward to welcoming you. Join our journey!**