

Nurturing Parenting Program for Parents and Their School Age Children 5 to 11 Years

Activity Manual for Children 5-8 Years

Sample Session 2

Session 2 Agenda – Children 5 to 8 Years

| Activity | Time | Required Materials |
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| 2.1 Hello Time: Remember My Name | 10 Minutes | None |
| 2.2 Circle Time: Right and Wrong - Morals and Values | 20 Minutes | None |
| 2.3 Values Book | 20 Minutes | Paper, crayons, magic markers, staples |
| 2.4 Family Nurturing Time: “Here’s One Foot” | 20 Minutes | Snacks and beverages |
| 2.5 Puppet Power: Time-Out | 25 Minutes | Chair, puppets |
| 2.6. Pair-It | 20 Minutes | Pair-It Cards |
| 2.7 Learning Center Time | 5-15 Minutes | See Supply list next page |
| 2.8 Closing and Good-Bye | 5 Minutes | See page 13. |

Session 2 Supply List

Basic Supplies:

Feeling Faces
Paper
Crayons
Magic Markers
Staples
Puppets
Pair-it Cards

Equipment:

None

Other:

Snacks for Children and Parents

Materials that need to be made:

None

Learning Center Materials:

- a. Building and Construction: Legos, Lincoln Logs, cardboard bricks, etc.
- b. Books and Reading: books, magazines, etc.
- c. Arts and Creativity: magic markers, crayons, paints, butcher block paper, construction paper, glue, scissors, etc.
- d. Dress-Up and Costume: pretend clothes, costumes, etc.

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| ACTIVITY 2.1 | Hello Time: Remember My Name |
| TIME | 10 Minutes |
| CONSTRUCT | Empathy |
| MATERIALS | None |

GOAL To reinforce group participation and cohesion through awareness of others.

OBJECTIVES

1. To empower children through name recognition.
2. To reinforce group cohesion.
3. To serve as an introductory group exercise.
4. To increase listening skills of children.

PROCEDURES

- 1.

NOTES AND SUGGESTIONS

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| ACTIVITY 2.2 | Circle Time: Right and Wrong; Morals and values |
| TIME | 20 Minutes |
| CONSTRUCT | Behavior Encouragement, Empathy |
| MATERIALS | None |

GOAL To increase parents' skills in establishing a disciplined home environment.

OBJECTIVES

1. To establish a nurturing, disciplined environment at home.
2. To increase parents' awareness of behavior strategies.
3. To begin the process of establishing family rules.

PROCEDURES

1. Assemble parents in a circle. Mention that for the remainder of the session the group will focus on a critical component of the Nurturing Parenting Program: creating a disciplined home life where children can grow in a safe, secure environment, and meet success.
2. Creating a healthy environment for children to grow up in is called, "Discipline." Discipline defines for children what is right, desirable to know, their morals, values, rules, and expectations. Discipline does not mean harsh, critical and rigid rules, nor does it mean spanking. Discipline means guidelines to act within. When the guidelines are defined, children can grow up knowing that they are pleasing their parents and develop feelings of self-worth, competence, and autonomy.
3. Present **Part Two** of the **Nurturing Touch® Parenting Video Series** titled, "**Morals, Values, and Family Rules: Helping Children Manage Their Behavior.**" When instructed on the video, pause the tape and conduct group discussions on the topic presented. Use the video as an instructional aide to teach parents the concepts.
4. When the video is completed, review the information presented in the video. Get examples from the parents when needed during the discussion.

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| MORALS | Beliefs about right and wrong. |
| VALUES | Beliefs that have worth. |
| FAMILY RULES | Do's and Don'ts all family members need to follow. |

The group will make family rules after Family Nurturing Time.

NOTES AND SUGGESTIONS

If you run out of time, continue the video after Family Nurturing Snack Time.

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| ACTIVITY 2.3 | Family Nurturing Time: Here's One Foot |
| TIME | 20 Minutes |
| CONSTRUCT | Empathy |
| MATERIALS | Snacks and beverages |

GOAL To increase positive parent-child interactions through play.

OBJECTIVES

1. To involve children and parents in active and cooperative musical activities.
2. To foster creative expression through musical activities.
3. To physically and emotionally nourish parents and children.

PROCEDURES

Please Note: The goal of this activity is to promote nurturing through music and food. A great idea is to make this time a cultural awareness time. Celebrate different cultures with their foods, their games, and their music. The songs presented during Family Nurturing Time are suggested activities. Substitute at will but keep the focus on food, fun and nurturing.

1. Have the food and drinks available for parents and children. Have plenty to eat and drink and tables and chairs if possible.
2. Initiate the activity after Snacks and beverages have been served. Request parents and children stand in a circle to participate in the activity.
3. Ask the group if they know the words to the song, "This Old Man." Sing a bit so they know the melody.
4. Inform the group that we are all going to pretend to be an old man who will do a variety of things.
5. Demonstrate what you want to do using the following verse:

Here's One Foot (This Old Man)

Here's one foot, here are two; Each is wearing one new shoe
So I'll stand up, turn around, dance around the floor
Dancing is what feet are for.

6. Suggest (or request from the group) other movements feet can make and sing the song using and doing these movements (i.e. walk, run, tiptoe, skip, march).
7. End the activity with the Good-Bye Snack Song.

NOTES AND SUGGESTIONS

1. See if one of the parents wants to lead the activity.
2. Have facilitators continue to bring snacks this session and next session.

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| ACTIVITY 2.4 | Developing Family Rules |
| TIME | 55 Minutes |
| CONSTRUCT | Behavior Encouragement |
| MATERIALS | Parent Handbooks, flip chart, magic markers |

GOAL To involve increase parents' skills in establishing Family Rules.

OBJECTIVES

1. To establish family discipline.
2. To initiate family fairness and cooperation as part of discipline.
3. To develop family rules.

PROCEDURES

1. Mention to the group that family rules are necessary to institute fair and workable discipline in a home. However, family rules are different from "children's rules."
 - a. Family rules involve everyone in the family making the rules.
 - b. Family rules involve DO's and DON'Ts.
 - c. Family rules are designed to promote and reinforce cooperative behavior.
 - d. Family rules help children learn appropriate behavior through parental modeling.
2. Ask parents to reflect on their childhood – what rules did they have growing up? Were they family rules or "children's rules?"
3. Hand out one magic marker and sheet of flip chart paper to each parent or couple. Instruct parents that they will begin to brainstorm a set of family rules in order to get some practice. Single parents can work in pairs. Using the following guidelines in creating family rules:
 - a. Identify specific behaviors you want children to have.
 - b. For every Don't rule there needs to be a Do rule, otherwise children won't know what to do instead.
 - The absence of a behavior is nothing until it is replaced by another behavior.
 - It is easier to change behavior from one to another, rather than just drop a behavior.
4. Instruct parents to draw a line down the center of their paper. On the top of one column write **DO's**; on the top of the other column write **DON'Ts**. Encourage parents to brainstorm a list of four to five family rules.
5. Some discussion might arise regarding age-related behaviors (i.e. curfew). Teens would get a different curfew than young children. Fairness is also related to age and development. Curfew does not necessarily apply to parents, but calling home if a parent will be late can be a rule.
6. Review the rules by having parents share their lists. Make sure the rules are fair, clear, reasonable and doable.

7. Mention that for the Home Practice Assignment, parent are to make a list of family rules with their children and they can use the rules they're working on now as a guidelines.

How to Develop Family Rules with your Children

- a. Invite everyone around a table.
 - b. Have a large piece of paper and a marker.
 - c. Draw a line down the center and make two columns; label one **DO's** and one **DON'Ts**.
 - d. Involve children. Ask leading questions such as, "Billy, what rule should we have about putting toys away?" Or, "Martha, what rule should we have about loud music?"
8. The goal is not to "present" these rules to the children but rather to use these rules as "guidelines" and to get children to come up with a list of **DO's** and **DON'Ts**.

NOTES AND SUGGESTIONS

1. Family rules can give parents an opportunity to exert their authority in a nurturing way.
2. Mention that parents will discuss rewards and punishments during the next two classes.

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| ACTIVITY 2.5 | Closing Activity: Home Practice, Evaluation and Group Hug |
| TIME | 5 Minutes |
| CONSTRUCT | Self-Awareness and Empathy |
| MATERIALS | Parent Handbooks, Parent Evaluation Forms, Family Logs |

GOAL To increase parents' growth and development.

OBJECTIVES

1. To welcome the parents to Session 2.
2. To review successes and attempts in the Home Practice Assignment.
3. To share changes in self, children and family.

PROCEDURES

1. Have the parents locate their **Home Practice Assignment** for Session 2 in their Parent Handbook. Review the Assignment located by Session number in the back of this manual.
2. Have parents stand in a circle. Model by holding hands or by putting arms around those on either side of you. Allow time for comments, observations, unfinished feelings, or silence. At an appropriate time, adjourn the group.
3. Hand out **Program Evaluation Forms** for parents to complete *before they leave*.
4. Hand out **Family Logs** for parents to complete before next week's session. They will bring these back to the group and information will be shared at Home Practice Check-In time.

NOTES AND SUGGESTIONS

1. Understanding family rules, morals and values is a first step in creating nurturing family discipline.
2. Encourage parents to try their hardest to complete their Home Practice Assignment. Writing skills, spelling and grammar are not important.
3. Encourage parents to take time to nurture themselves. Also encourage them to establish their family rules with their children using the list they made in class as a reference.
4. If you have been using Program Evaluation forms and Family Logs with people who cannot read, you may want to gather the information orally. Be sure to record it for possible future use.