LEARNER OBJECTIVES

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmf Materials needed**

* **Incredible Years:** The Parents and Children Series, Basic Preschool DVDs Disc 3 (review beforehand so you can easily pull them up)
* Kit for New Parents Advice for New Parents DVD (review beforehand so you can easily pull them up. Review Safe from the Start session in particular to determine segment you wish to play).
* Session 5 PowerPoint (on flash drive or saved to computer)
* Session 5 script (this document; review closely before session)
* Copies of Session 5 In-Class Handouts & At-Home Activities & Handouts (stapled together)
* Sign-in sheet
* Copies of Session 5 evaluation form
* Laptop
* Speakers for laptop
* Projector
* Projector screen
* Name tags
* Chart paper
* Chart paper stand
* Markers
* Tape
* Box of Tissues
* Incentives/rewards for parent participation (e.g., stickers, healthy snacks, etc)
* Pens
* Chart paper recordings from previous sessions
* Parenting Pyramid poster
* Refreshments
* Plates/Napkins/Cups/Utensils needed for refreshments
* Participants will learn about basic health, safety and nutrition information relevant to families with young children.
* Participants will learn stress and anger management techniques for themselves and their children

HANDOUTS

In Class

**1 - Caregiver Encouragement Worksheet – Class Activity**

**2 – Safety Improvements to Work on At Home – Class Activity**

**3 - Tips on Finding High Quality Child Care – Take Home Tips**

**4 - Making Mealtimes Enjoyable– Take Home Tips**

**5 - San Mateo County Smoking Cessation Resources – Take Home Tips**

**6 - Healthy Teeth for Healthy Kids– Take Home Tips**

**7 - Feeling Words– Take Home Tips**

**8 - Learning Self Control– Take Home Tips**

**9 – Family Support Resources – Take Home Tips**

**10 – How to Help Your Child Have a Healthy Weight (First 5 California) – Take Home Tips**

**11 – First 5 Recipe Booklet – Take Home Tips**

**12 - Kid Friendly Veggies & Fruits – Take Home Tips**

**13 - Secondhand Tobacco Smoke & the Health of Your Family – Take Home Tips**

(please note that electronic copies of Handouts #10-13 are part of one combined pdf file on the Kit for New Parents KNP CD)

**For Use in Class**

* **Kit for New Parents – *What to do When Your Child Gets Sick***
* **Kit for New Parents – *Advice for New Parents***

**Take-Home Resource**

* **CSEFEL Family Routine Guide** (available on Kit for New Parents CD)

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmf ADditional Materials needed**

**New to this session:**

* Common child packaged foods (with high sugar content): instant oatmeal, apple juice, boxed cereal, GoGurt
* Box of sugar cubes
* Dental items from Kit for New Parent (toothbrush, xylitol wipes)
* Take Home Item: Copies of the CSEFEL Family Routine Guide (available in English and Spanish on Kit for New Parents CD)
* Take Home Item: Baby proofing items (optional) – e.g. packets of outlet covers, cabinet locks, etc. for parents
* Signed Copies of the Certificate of Completion
* A few extra copies of handouts from Session 4 (in case participants forget to bring them back)
* A few extra Kits for New Parents (in case parents forget to bring them back)
* **(optional) Wi-Fi access** at your venue in order to access **choosemyplate.gov** website. **Please visit website before session** to familiarize yourself with how to navigate the site

## **C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RYCD1UV0\MC900391170[1].wmfNOTE TO FACILITATOR**

Like most sessions, Session 5 of the toddler/preschool series contains a lot of content and related activities. The content of this script in particular will take more than 2 hours, or more than a typical length workshop, to cover. **We suggest breaking the topics of this script into two workshops.** Pages 7-16, covering the topics of child safety, choosing child care, nutrition & exercise, second hand smoke, and dental care can be covered under one ‘health & safety’ workshop. Pages 17 – 26, covering the topics of parents’ reactions to stress, staying calm, expressing feelings, emotion coaching, and positive self-talk, can be covered under another ‘managing stress & emotions’ workshop. You can repeat the general Introduction and Wrap-Up sections of the script for each workshop, customizing them as necessary. Whatever you decide, please keep in mind that you probably can only cover about half of the topics of this script in one session. Therefore, if you split the content up in a different way, try to prioritize covering about 5 or so topics.

Please also note that due to time and space, the topic of ‘social’ coaching, including how to promote sibling and peer relationship skills for children, are not addressed in this series. You may want to consider covering this topic by using materials found in Program 1, Part 3: Social and Emotion Coaching of Incredible Years. This session covers the topic of emotion and persistence coaching only.

FACILITATOR OUTLINE

**Suggested Agenda**

1. Housekeeping - Review of Ground Rules, Topics and Goals (as needed)
2. Share Home Activities
3. Keeping Your Child Safe
   1. Injury Prevention & Choosing Child Care
4. Healthy Children
   1. Nutrition and Exercise
   2. Secondhand Smoke Exposure and Health
   3. Healthy Teeth
5. Taking Care of Ourselves – Healthy Caregivers
6. Families Helping Families
7. Workshop Wrap Up and *Things to Try at Home*
8. Introduction and Housekeeping
   1. Welcome participants
   2. Review Slide 2 – Workshop sessions
   3. Review Slide 3 – What’s Happening Today?
   4. Address housekeeping issues such as childcare, parking, etc.
   5. If needed - go over group agreements, ask if participants are happy with them
9. Share and Review Try it at Home Activities
   1. Dyad/Table Activity – Share Home Experiences **– Session 4 - Handout 7 - Using Loving Tools to Manage Challenging Behavior**
   2. Show Slide 4 – Reflecting on Home Activities
   3. [Individual Reflective Activity – **Handout 1 – Caregiver Encouragement**](#_Individual_Reflective_Activity)
10. Keeping My Child Safe
    1. Group Activity - How I Keep My Child Safe
    2. Show Slide 5 – Childhood Accidents
    3. Show *Advice for New Parents* video segment on Safety
    4. Small Group Activity – Safety Tips - **Handout 2 – Safety Improvements to Work on at Home**
    5. Group Activity – Choosing Child Care
    6. Show *Advice for New Parents* video segment on Choosing Child Care
    7. Brainstorm Activity - **Handout 3 - Tips for Finding High Quality Child Care**
11. Healthy Children
    1. Group Activity - Nutrition and Exercise – **Handout 4 –Making Mealtimes Enjoyable** and **Handout 10 – How to Help Your Child Have a Healthy Weight**
    2. (optional) Show website: Choosemyplate.gov
    3. Review **Handout 11 – First 5 Recipe Book** and **Handout 12 - Kid Friendly Veggies & Fruits**
    4. Second Hand Smoke - Review **Handout 13 - Secondhand Tobacco Smoke & the Health of Your Family**
    5. Show Slide 6 – Secondhand Smoke Exposure
    6. Show Slide 7 – Impact of Secondhand Smoke Exposure
    7. Show Slide 8 – Cycle of Harm
    8. Share **Handout 5 - San Mateo County Smoking Cessation Resources**
    9. Show Slide 9 – Oral Health
    10. Optional Dyad Activity – Share Dental Experience
    11. Show *Advice for New Parents* video segment on Oral Health
    12. Brainstorm Activity - **Handout 6 - Healthy Teeth, Healthy Children**
12. Taking Care of Ourselves – Healthy Caregivers
    1. Story/ Role Play – Parent Reactions
    2. Brainstorm Activity – Stay Calm
    3. Show Slide 10 – Anger & Stress Management Techniques
    4. Optional Reflective Activity – Guided Meditation
    5. Brainstorm Activity – Anger: Using It, Not Losing It
    6. Show Slide 11 – Acknowledge & Reflect Back
    7. Dyad Activity - Anger: Using It, Not Losing It
    8. Show Slide 12 – Children with a Strong Emotional Vocabulary
    9. Dyad or Large Group Activity - **Handout 7 – Feeling Words**
    10. Vignette Activities – Social and Emotion Coaching
    11. Show Slide 13 – Turning Negative Self-Talk into Positive
    12. Show Slide 14 – What to do When You Feel Like You Might Lose Control
    13. Review **Handout 8 – Learning Self-Control**
    14. Review **Handout 9 – Family Support Resources**
13. Optional Families Helping Families Session
14. Session Wrap-Up and *Try it at Home* Activities

Introduction and Housekeeping

***Narration:*** *Welcome back to our* ***fifth and final session*** *of the Kit for New Parents Workshop series. The title of today’s workshop is* ***“Healthy Children, Healthy Families”.*** *In today’s workshop, we explore some* ***health and safety tips*** *and guidelines. We will also learn* ***some ways to reduce stress, stay healthy****, and help ourselves and our children* ***handle our emotions more effectively.***

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf Show Slide 2 – Kit for New Parent Sessions**

Building a Foundation– You Are the Most Fascinating Person in the World

Play to Grow – Following Your Child’s Lead

Avoiding Power Struggles – Promoting Positive Behavior

Positive Discipline – Managing Challenging Behavior with Love

**Healthy Children, Healthy Families – Caring for Your Child and Yourself**

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf Show Slide 3– What’s Happening Today?**

* Housekeeping
* Home Activities
* Keeping your Child Safe and Healthy
* Caregiver Health and Stress Management
* Families Helping Families
* Wrap up and Try It At Home activities

Point to agenda on easel or slide.

***Narration:*** *Today we will talk about health and safety issues for you and your children. Over the last four weeks, we have talked about* ***how children thrive when you spend time and play with them****, and about* ***how to use positive reinforcement and limit setting*** *to prevent and manage challenging behavior. This week, we will looking at some aspects of caregiving that are a little more down to earth and practical, but no less important. We will explore some* ***basic safety tips****, discover information about* ***dental health*** *that may surprise you, discuss* ***healthy eating*** *and mealtime management, and answer some questions you may have about how to ensure that your child is safe and healthy while in* ***child care.***

*We will also address some basic* ***issues in caregiver health and well being****. This is a topic that could be explored over many weeks, but today we will* ***introduce the topic*** *and talk about a few tips to* ***help reduce stress and manage emotions.***

*While we can’t answer all the questions you may have throughout your career of parenting and caregiving, we hope that we have provided you with some tools and resources to keep finding solutions beyond the boundaries of this series.*

As needed, go over the group’s agreements from last week, and ask if anything needs to be added or changed. You can also point to the overall session topics (easel sheet saved from previous week) to emphasize this week’s topic in the overall scheme. This is the time to discuss any other housekeeping issues such as location, parking, child care, etc.

Sharing and reVIEWING Home Activities

Ask participants about their week. The activities suggested from last week include:

**Session 4 - Handout 7 - Using Loving Tools to Manage Challenging Behavior**

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900360516[1].wmf** Ice Breaker Dyad activity – Share Home Experiences

Let’s start by discussing your *Try it at Home* activities. Last week, we worked on positive discipline techniques, which included the following:

* Determining the meaning behind behavior
* Ignoring
* Redirection/distraction
* Natural and logical consequences
* Time Out to Calm Down

*Which of these tools did you try? How did it go?*

Have the participants form dyads or small groups. They will take turns sharing their home activities and *encouraging* one another. One shares, the other practices encouraging statements, and then they switch.

***Narration:*** *Share how your week went with your partner. Tell a story about something you tried at home. It could have been observing and learning what your child’s behavior means, ignoring, redirecting, using consequences or using Time Out to Calm Down.*

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf** **Show Slide 4 – Reflecting on Home Activities (sample questions to ask your partner/small group)**

* How did it go?
* What kinds of things did you do?
* How did your child respond? How did you feel? Did you see the benefits?
* Did you notice any changes in your child’s behavior?
* Did you find it easy or hard?

**Sample Encouraging Statements**

* Keep at it, establishing a routine takes time!
* That is a great story about your child!

***Narration:*** *Great job everyone on attempting the assignments. I hope that you were kind to yourself and tried only one or two new things, and didn’t overwhelm yourself.* ***Establishing new ways of doing things takes time.*** *Sometimes* ***it may take several weeks to see positive results****, so* ***try to stick with a strategy once you start trying it.*** *Remember to* ***notice the small changes****, because that’s how change works. I hope you have found a few tools that have worked for you over the last several weeks, and are thinking about a few that you would like to try in the coming weeks. You might want to* ***keep the resources and handouts*** *that we have given you at these workshops for future reference. Sometimes you may not be ready to try something right away, but* ***later on might want to try it out****. You* ***might also want to refer back*** *to some of these handouts and tips. The* ***“Take Home Tips”*** *handouts are great for* ***placing on your refrigerator or around the house*** *for easy access. These are tools that will work not just now, but over the years to come.*

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RYCD1UV0\MC900128976[1].wmf Individual Reflective Activity

***Narration:*** *As you continue to try new strategies with your children, it may sometimes feel like you take one step forward and then two steps back. In reality,* ***every time you try something new, you are taking many steps forward.*** *It is still important to remember to* ***take stock and notice your efforts*** *and the good things you have accomplished. Let’s take a few minutes to complete our**encouragement and positive comment forms –* ***Handout 1 – Caregiver Encouragement.****You all did a great job trying new ways to connect with your children this week!*

Keeping your child safe

***Narration:*** *Now we’re going to talk about* ***keeping our children safe****. As parents, one of the goals we all have in common is our desire to keep our children safe and healthy. It can be especially stressful the first time you bring a baby home. They are so small and vulnerable and entirely dependent on us as caregivers. We want to protect them, ensure they are handled properly by other people, and protect them from having to experience any discomfort or pain. In a way, keeping our babies safe is easiest when they are tiny infants. We can control their environment and easily control everything they touch and everywhere they go. As they get older, keeping our children safe becomes much more challenging. Some of us may be more protective of our children and watch them constantly, while others of us may be more inclined to let them explore independently. Regardless of our different parenting styles, there are some things that we can do to create a safer environment for our children and decrease the chances they will come into harm’s way. Today, we will give each other* ***some tools to help keep our children safe.***

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf Show Slide 5 - Childhood Accidents

The leading cause of death of children over one is from accidents.

Some of the more common deaths due to accidents include the following:

* Car accidents
* Suffocation/strangulation
* Drowning
* Poisoning
* Fire/burn
* Firearms

*Narration: This slide shows us the most common causes of childhood accidents. Probably the most common type of accident is car accidents. We know that some car accidents are out of our control, but other car safety issues are not. Some children get injured unnecessarily when car seats are installed improperly, or when parents drive dangerously. Suffocation can occur when there is too much loose bedding in cribs, or when children get a cord from a window blind or some other item tied around their necks. Drowning can occur when young children are left unattended in bath tubs or swimming pools. Many people do not know that a baby can drown in less than an inch of water in just a few minutes. When it comes to poisons, this mostly refers to household cleaners or medications that children may have access to throughout the house or another caregiver’s house. Children are in danger of burning themselves if they get to close to a stove, or if the water in a bath is too hot. Finally, we all know from the news about the danger of firearms that are not properly secured. This is probably the single most dangerous item a child can get his or her hands on , and parents must have a fool-proof method for ensuring firearms are locked in safes that are inaccessible by children.*

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\63FNH1X3\MC900197662[1].wmf Whole Group Activity – How I Keep My Child Safe

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* Chart paper
* Marking pens

***Narration:******We’re sure you already know quite a lot*** *about how to keep your children safe, and how to prevent them from experiencing one of the types of accidents we just talked about.* ***Let’s share some of the things you know.*** *What do you* ***already do*** *to keep your child safe?*

Write down the suggestions that the group comes up with on chart paper. Help parents learn from each other. Expand on topics as necessary to clarify safety guidelines, and to address the concerns of parents.

***Narration:*** *You guys have shared a lot of valuable information with each other, and obviously are already thinking a lot about how to keep your children safe. Now let’s watch a helpful video from the Kit for New Parents that gives easy-to-use tips on a wide range of safety issues.*

Watch KNP Video – From the Main Menu, Click on By Topic, Click Safe from the Start.

Note to Facilitator: This video is close to 23 minutes long and covers the full gamut of child safety issues (see safety strategy list below for some of the topics covered). You might watch the first 5-10 minutes with parents, or choose a segment in the middle or toward the end. Strongly encourage parents and caregivers to watch the remainder of the video on their own. As a facilitator, you should watch the full Safe from the Start video prior to the session and choose the segments you wish to focus on.

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900240373[1].wmfSmall Group Activity – Safety Tips

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* **Book - *What to Do When Your Child Gets Sick****, pp. 1-9 (Kit for New Parents)*
* **Book - *Advice for New Parents guide****, pp. 33-36, 91-103 (Kit for New Parents); for Spanish version: pp. 46-48, 119-134*
* **Handout 2 – Safety Improvements to Work on at Home**
* Chart paper – one sheet for each group
* Markers

Divide the class into 6 groups. Assign each group one of the childhood accident topics above and ask them to research it in the *What to Do When Your Child Gets Sick* book and the *Advice for New Parents* guide. If needed, direct them to the appropriate pages to look for tips on preventing accidents. Tell them they will report back to the group. After a few minutes, have each group present their findings to the rest of participants.

Some of the safety strategies you are looking to emerge from this discussion are the following:

* Always use seatbelts and car seats
* Make sure car seats are installed properly (local police or fire stations, or Lucile Packard Fitting Station) – car seat should not wiggle more than an inch side to side
* Keep loose blankets, pillows, crib bumpers, stuffed animals, and sleep positioners out of cribs
* Avoid choking hazards in foods
* Keep cribs and beds away from windows and away from cord strings
* Keep cord strings on window blinds out of reach
* Supervise baths and water play at all times
* Install locks on toilets
* Empty buckets after use
* Teach children to swim
* Keep medicine, cleaning supplies, and other toxins up and out of reach
* Post the poison control number
* Keep children away from stoves and fireplaces; install safety gear
* Install smoke and carbon monoxide alarms and set up a schedule to test them
* Keep weapons out of the house or locked and stored properly
* Keep electrical outlets protected with socket protectors
* Don’t let children handle chipped paint (lead)

If parents miss key topics, talk about them. Expand on topics as necessary to clarify and explain safety guidelines.

Ask parents to pull out **Handout 2- Safety Improvements to Work on at Home.** Have participants review and commit to addressing specific safety improvements using this handout.They can write additional topics in the empty rows. Ask for a few parents to share what they will work on with the whole group.

Choosing Child Care

***Narration:*** *Another way we care for our children is by trying to find high quality child care.* ***Finding child care is one of the most challenging processes*** *a parent can go through. Trusting someone to care for your young child in your absence can be emotionally difficult, not to mention financially draining.*

*The* ***quality of child care varies greatly****, and it can be hard to find the right fit. We want a* ***place where our children are safe****, and* ***where they will also be engaged in a variety of stimulating and developmentally appropriate activities****. Children can learn a lot in child care and in preschool.* ***High quality child care and preschool environments help prepare our children for school!***

***Let’s watch a video*** *on looking for child care* ***and then share our own experiences*** *searching for child care so that we can learn from each other.*

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\63FNH1X3\MC900197662[1].wmf Group Activity - Watch KNP Video



Watch KNP Video – From the Main Menu, Click on Buy Topic, Click on Quality Child Care, start from beginning of this video to view the Making the Right Choice for You and Your Child segment, from 0 – 7:15 minutes.

**Pause the video at 7:15.** Allow time for discussion. Ask the participants about their experience with child care and if it has ever been difficult for them to leave their children.

**Sample Discussion Questions:**

* *Was there anything in this video segment that was new to you?*
* *Why is quality child care so important?*
* *What are your fears and concerns about leaving your child in child care?*
* *What do you think are the three most important elements of quality child care environments?*
* *What are some things you have seen or experienced in child care situations that you have disliked?*
* *What have you seen or experienced in child care that you have liked?*

Resume KNP Video (time permitting) and watch the **Your Caregiver** segment that starts where you left off, or from **7:15 to 11:27.**

Allow time for continued discussion

**Sample Discussion Questions**

* *What do you look for in a caregiver?*
* *What is the most important quality you look for in a caregiver?*
* *Describe your ideal child care situation*

***Narration:*** *It’s normal to be concerned about your child’s child care environment.* ***The more you know about what you are looking for in a child care program****, the more you will be able* ***ask the right questions*** *and* ***find the program*** *that works for you.*

*You will be able to tell a lot about the environment you ultimately choose by how your child reacts. While children vary in how long it takes them to get used to child care, eventually they should look forward to going and should be happy and participating in activities when they are there. Everybody is different, and a program that might work for one family may not work for others.*

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900334236[1].wmf Brainstorm Activity

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* **Book - *Advice for New Parents guide****, Quality Childcare and Preschool*
* **Handout 3 - Tips for Finding High Quality Child Care**

*Some of you have probably already looked for and found child care or preschool****.*** *We also got some ideas from the video.* ***Let’s hear about your experiences and what you think are the most important things to look for.***

Chart their responses about what to look for in a child care program. Follow-up questions include:

* *What kinds of teachers did you look for?*
* *What kinds of activities did you look for?*
* *What kind of physical environment did you look for?*
* *What health & safety practices did you look for?*

Ask parents to pull out **Handout 3 – Tips for Finding High Quality Child Care** and **Advice for New Parents** guide- refer to the section on Quality Childcare and Preschool (begins on p. 223 in English guide, p. 281 in Spanish guide). Let them know that these resources provide additional information about the different types of child care programs and how to look for a high quality program.

Encourage parents to watch the rest of the video segments on their own.

***Narration:*** *We encourage you to* ***watch the rest of the Kit for New Parents videos on child care****. They contain really helpful information on the* ***different types of child care****,* ***how to work with your caregiver****, and* ***how to prepare for the first day.***

**Quality Child Care Video Menu Topics**

Making the Right Choice for You and Your Child 00 to 7:15

Your Caregiver 7:15 to 11:27

Family Child Care 11:27 to 13:50

Care in Your Own Home 13:51 to 15:40

The First Day 15:40 to 17:57

Healthy Children

Nutrition and Exercise

***Narration:*** *Feeding your child is one way in which you keep your child healthy. You have probably read or heard the news about the increase in childhood obesity and the lifelong health complication this can cause, such as childhood diabetes. You may also know that childhood obesity leads to many chronic, life threatening health problems.* ***As caregivers, we worry about feeding our children well.***  *There are advertisements on television from food manufacturers and restaurants that try to convince us to buy their products. The problem with these advertisements is that they tempt us AND our children, but they do not give us the nutrition information we need to make good choices for ourselves and our families.*

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* **Handout 4 – Making Mealtimes Enjoyable**
* **Handout 10 – How to Help Your Child Have a Healthy Weight** (First 5 California)
* **Handout 11 – First 5 Recipe Book** (First 5 California)
* **Handout 12 – Kid Friendly Veggies and** **Fruit** (Choosemyplate.gov)
* Chart Paper
* Pens
* (optional) Web access to show Choosemyplate.gov website

*Even if you know what foods to feed your child,* ***you may find it challenging to get them to eat those foods!***

***Plenty of exercise is another easy and natural way to keep our children healthy.*** *Children need a lot of exercise to strengthen their muscles and bones, develop motor skills and stay fit and healthy. But children today get much less exercise than in the past. This is due to several factors, one of which is more time in front of television, computer and other electronic devices.*

*Let’s look at some ways in which we can be healthier with our food choices and ensure that children get plenty of exercise.*

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900240373[1].wmf Small Group Activity

Give participants time to read **Handout 4 – Making Mealtimes Enjoyable** andpage 2 of **Handout 10 – How to Help Your Child have a Healthy Weight.** After they have had time to read it, allow time for discussion. Then divide them into two groups: (1) Mealtime, and (2) Exercise. Give each group a piece of chart paper. The groups will use ideas that work for them at home in combination with the information on the handouts to brainstorm tips on each of these two topics.

* **Mealtime Tips Group** – Tell parents to brainstorm tips for getting children to eat healthy food and to have mealtimes go smoothly
* **Exercise Tips Group**  –Tell parents to brainstorm fun ways that they get their children moving and playing

After each group has had a few minutes to work, have them present and share their tips to the full group. The goal is to give participants an opportunity to come up with their own ideas about how to incorporate exercise and healthy eating into their caregiving. The handouts give simple tips to guide participants. Encourage them in overcoming barriers to healthy eating and exercise. (Some barriers might include feeling as if they can’t afford good food, not having a yard for their children to play in, lack of time, etc.)

Point out online resources listed on the bottom of **Handout 4 – Making Mealtimes Enjoyable.**

Direct participants to look at **Handout 11 -** **First 5 Recipe Book and Handout 12 – Kid Friendly Veggies and Fruit.** Point out some of the recipes, and encourage participants to use these resources if they are looking for new, healthy, and easy meal ideas.

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900391752[1].wmf** (Optional Activity) **Show participants the website** <http://www.choosemyplate.gov/preschoolers/daily-food-plans.html>

Click on**[SuperTracker's MyPlan](https://www.choosemyplate.gov/SuperTracker/myplan.aspx" \t "_blank)** to create food plan.   You can then enter a child’s age from someone in your group, and get a list of what they should eat according to nutritional guidelines.  You can encourage parents to try this themselves, and let them know that there is additional information on this website about food and exercise for preschoolers.

Tobacco Smoke Exposure and Health

***Narration:*** *So now that we have ideas about how to feed our children well and make sure they have plenty of exercise, let’s look at another way to keep them healthy. Secondhand smoke is smoke that non-smokers breathe in from people smoking nearby. In this next session, we are going to talk a little about secondhand smoke. While you may have heard plenty about the dangers of smoking,* ***you may not know just how dangerous secondhand smoke is for growing children, and how easy it is to expose them to it.***

*Let’s take a look at how secondhand smoke affects children and how we can prevent their exposure.*

Ask parents to pull out **Handout 13 – Secondhand Smoke and the Health of Your Family**

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf** Show Slide 6 – Secondhand Smoke Exposure

***Narration:*** *Studies show that children breathe dangerous levels of smoke even when people smoke in other rooms or other apartments. Smoking in a separate room, even with the window open, is not enough to prevent potentially dangerous exposure to secondhand smoke.* (Review Slide)

**There is no risk-free level of exposure to secondhand smoke**

Secondhand smoke causes premature death and disease in children and adults.

**22 million children** in the U.S. (60%) aged 3 through 11 years are exposed to secondhand smoke.

(Based on measurements of blood chemicals)

**Opening windows or smoking in separate rooms does not reduce the impact of second hand smoke**

Source: Surgeon General’s Report: Children and Secondhand Smoke Exposure, 2007, U.S. Department of Health and Human Services

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf** Show Slide 7 – Impact of Second and Third Hand Smoke Exposure

***Narration:*** *This slide shows some of the health complications that secondhand smoke can cause in children.*

|  |  |
| --- | --- |
| Disease or Disorder | U.S. Children Affected Annually |
|  |  |
| Low birth weight babies | 24,000 to 74,000 |
| Sudden death syndrome (SIDS) | 430 infants |
| Asthma episodes | 202,300 |
| Acute respiratory infections | 150,000 to 300,000 |
| Visits to doctors for ear infections | 790,000 |

**Source:** Surgeon General’s Report: Children and Secondhand Smoke Exposure, 2007, U.S.

Department of Health and Human Services

***Narration:*** *Complications and health challenges caused by secondhand smoke* ***also impact a child’s ability to learn and concentrate in school.*** *And it’s not just secondhand smoke that is dangerous for kids. There is growing evidence that* ***‘third hand smoke’*** *is a particular danger for little kids.* ***Third hand smoke is residue from second-hand smoke that stays on surfaces*** *and can react with the air to form cancer causing particles. Children can be exposed to third hand smoke by touching* ***furniture, carpets, walls, clothing, and by simply breathing in the air*** *shared with smokers (even after the smoking stops).*

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf** Show Slide 8 – Cycle of Harm

Cycle of Harm

*This slide shows how* ***early exposure to smoking*** *creates a* ***‘cycle of harm’*** *in families.* ***Children of smokers are more likely to grow up to become smokers*** *and have children who become smokers.*

***Smoking is highly addictive*** *and is passed down in families.*

**Source:** Smoke-Free Childhood: A Prop 10 Opportunity,

Virginia P. Quinn, 1999, California Center for Health Improvement

***Narration:*** *If you are a smoker and are interested in getting some help, we have listed some available resources in* ***Handout 5 – San Mateo County Smoking Cessation Resources.******Breathe California*** *offers free groups and nicotine patches in locations throughout San Mateo County. San Mateo County has a hotline at (****650) 573-3777****. You can also call the* ***California Smokers’ Helpline*** *for information and resources at* ***1-800-NO-BUTTS****, which is listed on the top of the handout. The Smokers’ Helpline can also provide you with free telephone counseling and more information about local resources.*

*For more information on secondhand smoke, and to review some of the concepts we learned here, you can watch the video on secondhand smoke on your Kit for New Parents DVD.*

Healthy Teeth, Healthy Children

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* Slides
* Kit for New Parent Video – Oral Health
* **Handout 6 - Healthy Teeth, Healthy Children**
* Chart paper
* Dental items from Kit for New Parent (toothbrush, xylitol wipes, timer)
* Pens

***Narration:*** *Oral health is also crucial to your children’s health and well-being*. ***Some parents don’t think that children’s baby teeth matter, but they are actually a big part of your child’s health.*** *Dental decay is an infectious disease caused by bacteria and spread to others, just like a cold is spread from person to person.* *Let’s take a look at some dental facts*. (Review Slide).

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf Show Slide 9: Oral Health

*Dental decay can lead to….*

* **Pain and infection**
* **Absence from school**
* **Impaired speech development**
* **Inability to concentrate**
* **Lower self-esteem**
* **Poor sleep**

Source: First 5 CA website

***Narration:*** *It is estimated that* ***50% of kindergarteners have dental decay****. Poor oral health not only* ***causes pain and infection****, it is also* ***one of the most common reasons that children miss school****. In addition, poor oral health can affect* ***speech development, concentration, self-esteem*** *and* ***sleep.***

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900360516[1].wmf Optional Dyad Activity: Tell a Story

Have parents partner up.

***Narration:*** *Think about your own teeth and dental history. Have you ever had a cavity? A toothache? Teeth pulled? Have you ever had a bad experience with your teeth or at the dentist? Share a story about your teeth with your partner!*

Allow time for participants to tell each other their stories. If there is time, have a few participants share their stories with the group. Sometimes parents or caregivers have had traumatic experiences with their teeth and/or a dentist. It is helpful to talk about these stories because they can impact a parent’s view on their child’s oral health and dental care. Validating their experiences might help them gain a clearer perspective on the facts about oral health and the need to care for their children’s teeth.

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RYCD1UV0\MC900213063[2].wmf Activity – Show Kit for New Parents Video Segments

***Narration:*** *The* ***video*** *we are about to see has information you may not know about ways to* ***prevent tooth decay*** *for yourself and for your children. It isn’t the sugar that actually decays teeth –* ***it is the BACTERIA that feeds on the sugar.*** *Let’s watch this video and see what you think.*

Watch KNP Video – From the Main Menu, Click on Buy Topic, Click on Oral Health, Click on Cavity-Free Families

**(7:01 minutes)**

Allow time for discussion.

**Sample Discussion Questions**

* *Did you know this information about how bacteria are spread?*
* *What are some things you might do differently now that you have seen the video?*

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* Common children’s packaged foods: instant oatmeal, apple juice, boxed cereal, yogurt tubes, etc.
* Box of sugar cubes

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RYCD1UV0\MC900213063[2].wmf Activity – Hidden Sugars in Common Foods

*Narration: Let’s take a quick look at some of the common things we feed ourselves and our children.*

(Display foods you brought with you on a table or somewhere everyone can see them).

*Narration: We all know that we should avoid feeding our children too many sugary foods. But our lives are busy, and it can be very challenging to find easy, convenient healthy foods. Often, we turn to pre-packaged and processed foods to give to our children. But what you may not know is that many of the foods targeted to children are loaded with sugar. We may think these foods are healthy because they are made for children, but unfortunately that’s not true.*

*Today, I brought with me some common foods we feed our children. We’re going to find out how much sugar is in a single serving of these foods. I’ve got some sugar cubes here, and each sugar cube equals 4 grams of sugar. We’re going to look at the label and do a little bit of math to find out how many sugar cubes is in each serving of these foods.*

*Can I get a volunteer to help me demonstrate?*

(Wait for a volunteer)

*OK – let’s look at the first food. How many sugar cubes do you think is in a serving of this food?*

(Pause and let parents guess. Then, compute the number of sugar cubes by dividing the grams of sugar per serving, as listed on the food label, by four. Ask the volunteer to start putting sugar cubes in front of the food item. You’re going to say “Keep going, keep going” until the volunteer reaches the number of sugar cubes for that item. Talk with parents about how close or far away their guesses were from the actual number. Then repeat this exercise for each food item you brought).

(If time allows, you could also ask parents to mention some of the common things their kids eat,

and look up the sugar content on the internet or someone’s smart phone).

***Narration:*** *Are you surprised about how much sugar these foods contain?* (Pause for discussion).

*What is happening when our children’s bodies and teeth are exposed to this much sugar on a daily basis?* (Pause for discussion)

*When our children chronically consume sugar at these levels, it has negative impacts for their bodies and their teeth. Consuming high amounts of sugar can cause our children to become obese, or, even worse, is linked to childhood diabetes. Childhood diabetes is a serious health condition. Children diagnosed with diabetes require constant monitoring and treatment for the rest of their lives, and are at risk for other health problems. But that’s not all. As we saw in the video, the unhealthy bacteria that causes cavities feeds on sugar. When children get cavities early on in their lives, it can also create lifelong health issues. Teeth can become weak and require constant treatment as adults. In addition to affecting speech, concentration, sleep and self-esteem, tooth decay is also linked to heart disease and other serious illnesses.*

*We can see there are many reasons to avoid giving our children sugary foods. What are some quick, easy, and healthy foods that we can give to our children instead?*

Have participants do a quick brainstorm, giving each other ideas for healthy foods. Chart responses. (Examples include the following: Sliced fruit; sliced veggies with healthy dipping sauces; endamame; frozen fruit chunks; whole grain crackers; cheese; low sugar yogurt; peanut butter; legumes; tofu; dried fruit; low sugar granola bars)

Ask participants to look at **Handout 6- Healthy Teeth, Healthy Children.**

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900334236[1].wmf Brainstorm Activity

Go through each age range on **Handout 6- Healthy Teeth, Healthy Children.** Have participants brainstorm the tips to follow for each age range. Chart responses for each age range. Discuss any questions that arise out of this discussion, and help clarify the oral health guidelines as needed.

Review the dental health contents of the Kit for New Parents. Be sure to show parents the Xylitol wipes. Take one out and demonstrate how to wrap them around the finger and then swab a baby’s gums, teeth, and tongue. Let parents/caregivers know that they must **keep Xylitol wipes away from pets**. Xylitol can be very harmful to pets if ingested, and can be fatal to dogs.

Ask parents to pull out the **Community Information Handbook** form their kits. Refer them to page 32, where they can find phone numbers for the **Mid-Peninsula and San Mateo County Dental Societies**. Tell them they can call these numbers for help finding a pediatric dentist, or they can talk to their pediatrician or to friends for referrals.

***Narration:*** *Remember to make brushing and taking care of teeth fun!* ***The daily ritual of helping your children brush their teeth can be another way for you and your children to connect.*** *Sing songs or make up silly games. Pretend that the toothbrush is destroying ‘sugar monsters’! You can look up fun songs about brushing teeth on YouTube. Establishing good oral hygiene with your children when they are young will set them on a path toward dental health that will benefit them the rest of their lives.*

Encourage parents to watch the other two videos in the Oral Health section of the Kit for New Parents DVD (see next page for DVD menu options).

**Oral Health Kit for New Parents Video Segments:**

Cavity-Free Families 7:01

Look at My Teeth 4:41

Fluoride Use 6:24

My Trip to the Dentist 8:21

(Please note that the website provided at the end of each segment no longer works: [www.first5oralhealth.org](http://www.first5oralhealth.org) is not a valid website. Please also note the phone number provided cannot be used to find a dentist: 1-866-232-6362.). **Tell parents they can contact their local dental society or ask their pediatrician for help finding a dentist.**

Taking care of ourselves – healthy caregivers

***Narration:*** *Why talk about taking care of ourselves? The reality is that* ***if we don’t take care of ourselves, it is harder to take care of our children.*** *Taking care of children requires patience, energy, and a positive outlook. Taking care of children can be stressful and isolating. While we can’t eliminate the hard work of taking care of our families,* ***we can do whatever we can to reduce our stress, manage our anger and develop the positive, healthy frame of mind that is essential to being “in the moment”*** *and ready for whatever comes. In this final section of our workshop, we’ll explore some tools to help us stay healthy and happy.*

*As we have seen, a child develops in response to her environment. If her environment, which is you, is full of stress, anger, or anxiety, then she is not going to have a chance to develop as well as if her environment is peaceful, warm and responsive. In short,* ***your MOOD has a big influence on your child’s brain and developing behavior.***

*The truth is that* ***these days we are under a lot of stress****. You may have a lot of worries and concerns about money, jobs, housing and just simple, everyday life. You may be angry about the past, or maybe about your own home environment growing up. Or you may be worried about other family members. How can you possibly be in a good mood with all of these challenges? Well, you probably can’t.* ***Anger and irritation are a normal part of life.*** *It is impossible to manage your stress and anger ALL of the time, but* ***there are things you can do to feel calm MORE of the time.***

*Stress comes from our* ***reactions*** *to events and situations, rather than the events themselves. The good news is that* ***we CAN train ourselves to have healthier reactions to the challenges we face.***

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\AC22V1VQ\MC900089034[1].wmfSTORY (OR ROLE PLAY) – PARENT REACTIONS

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RYCD1UV0\MC900391170[1].wmfNote to Facilitator**

*You can just tell this story, acting it out yourself, or you can get a volunteer or two to help you demonstrate.*

*Here is a typical scene in a family’s life. A young child, let’s say he’s 2 or 3, asks his dad/grandma/mother for a cookie. Dad says, “Okay, sure, you can have a cookie, here you go”* (motion giving a child a cookie). *The child enjoys his cookie, and is satisfied for a moment. Then the child asks for another cookie. Dad says, “No, one cookie enough, we are going to have dinner soon.”*

*Okay, let’s say the child reacts to this news negatively. The child actually goes into the more primitive part of his brain, and does what? Yes, he falls on the floor, crying and screaming and is completely out of control emotionally*. (Gesture to the volunteer, or dramatize yourself). *There he is -- he has left his beautiful, sweet, talkative self – he is gone.*

*Now what does Dad do? He has some choices, right? What are some ways he can react?*

You are looking for the following three general types of responses:

1. Dad can give him the cookie

2. Dad can melt down himself and start yelling and reprimanding.

3. Dad can remain calm and use a positive technique.

If you don’t get the last answer, for humor, say *“Dad can say, “Okay son, I see you have gone into your brain stem, I am just going to stay here in my frontal lobes and wait for you to come back.”*

*Let’s explore what happens when Dad gives him the cookie. What has he taught his son?*

(Wait for reaction.)

*Right, he has taught his son that the way we get what we want is to scream and cry and lose control.*

*What happens when Dad melts down himself?*

(Wait for response.)

*Right, he has taught his son that the way we solve our problems is by yelling and throwing ourselves around in a mutual frenzy. Unfortunately, we are partly programmed as human beings to do just this! We have “mirror neurons” in our brains that cause us to want to mimic what we see and feel from others, even our own children’s emotional outbursts!*

***But what if we are able to stay calm?*** *The ability to do this, to re-gather ourselves and allow our brain to think again, is a critical skill, maybe* ***THE critical skill, for both parents and for children****. Because we have mirror neurons,* ***your modeling of this skill is very, very, very helpful.***

*The point is not that we will never flip our lids. That’s not realistic for most of us. The idea is to learn from it every time that we do. We can be more aware, and in turn, flip our lids less often, and help our children lose control less often as well.*

***The third option isn’t the easiest!*** *But it does get easier to stay calm the more you practice it. And in the long run,* ***staying calm will teach your children to stay calm, and will have the biggest payoff.***

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900334236[1].wmf Brainstorm Activity – Stay Calm

***Narration:*** *As we have been learning in this session, staying healthy includes taking care of ourselves and managing our stress and anger. It is normal to get angry, and getting angry in and of itself is not a problem. It’s a problem, however, when we don’t know how to manage our anger and don’t have tools to express our anger in healthy ways. Let’s explore ways to manage our anger and stay calm with our children.*

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* Chart paper
* Markers

***How do we re-gather and calm ourselves*** *when we are in stressful situations or when our children are melting down or acting out?* ***What are some things that have worked for you?***

Chart responses. After participants have had time to think about their own solutions, show the slide below. Point out places where they have already brainstormed some of the techniques on the slide, making an effort to extend their answers in ways that connect them to the presented techniques. Also point out the additional techniques that were not mentioned.

***Narration:*** *This is a great starting point for our discussion of* ***anger and stress management techniques.*** *As caregivers, staying calm in the face of stress is one of the greatest challenges we face. We’re going to talk about some of the strategies you mentioned in more depth, and give you tips for how to manage your own feelings as well as building these skills in your young children as well.* (Point to slide).

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf** Show Slide 10 – Anger & Stress Management Techniques

1. **Notice and Observe (Feel the feelings)**
2. **Express Feelings**
3. **Emotional Vocabulary**
4. **Positive Self Talk**
5. **Find People**

***Narration:*** *Some of the strategies we’ll discuss include noticing our feelings and effectively expressing our feelings. We’ll also discuss building our children’s emotional vocabulary, because the sooner children have the words to express their feelings, the better able they will be to manage strong emotions. We’ll discuss ‘positive self talk’, which is a way of talking to ourselves when we will feel our anxiety growing. Finally, at the end of the session, we’ll give you some information on local parenting groups as a way to connect with other families.*

Tool #1 – Notice and Observe

***Narration:*** *Before you can learn to manage anger and stress, it is helpful to* ***learn to recognize what happens BEFORE you get into an angry or stressed state****. One way to do this is to learn to stop and* ***take stock of yourself*** *once in a while. You can also* ***try to observe your children*** *to see what triggers their outbursts as well.*

***Try looking at the following:***

* ***Before*** *– What happened before I got angry?*
* ***During*** *– What did I feel and think during the time I was angry? What did I say to people? How did I react?*
* ***After*** *– What did I do afterward? How did I feel? What did I do to recover? What did I say to myself?*

*You can even try* ***writing these things down*** *after an outburst happens. After you do this a few times,* ***you may start to notice patterns and triggers.***

OPTIONAL Reflective Activity – Guided Meditation – Feel Your Feelings

One of the ways that we overcome stress and manage anger is to stay in the present moment. Our thoughts tend to stray into the past and the future. But, in reality, the past is gone and the future does not yet exist. The only thing that is real is the present moment, and focusing on this can help us stay calm.

A guided meditation is one way to “be present in the present”. Some of us may be uncomfortable with the idea of meditation, but I want to assure you that this is a practical exercise. In order for us to manage our stress and anger, the first step is to feel and acknowledge our feelings. Human beings are very adept at twisting and pushing down our angry feelings. By doing this, you either build up a back log, a “slush fund” of anger, or you let it out in destructive ways. Some of us are so well conditioned to “be good” that we might not even know how we really feel.

The body is where everything in our life happens. We see, hear and feel, and our body responds. All of our feelings are felt in the body. For example, you may hear something that causes a thought in your brain that makes you angry. If that anger is not expressed, it can start to tear your body down – the immune system, the respiratory system, the heart and blood systems all can be harmed by unexpressed anger.

**Guided Meditation**

I suggest you put both feet on the ground for this exercise and get as comfortable as you can in your chair. I invite you to close your eyes for a moment and take a few deep breaths with me. Just breathe in and out, and notice your breath, slow down your breath just a little bit and notice the feeling of the breath coming in, pausing for just a moment at the top, and flowing back out. Keep breathing and focusing on your breath. If thoughts come up from your day, just look at the thoughts and let them go. Perhaps you are coming to the end of a busy day, you’ve been rushing around dropping off and picking up children, worrying about what everyone is going to eat, maybe you are trying to get ready for a birthday party, or your mother is not feeling well, or your car is making a funny noise. But right now, at this moment, there is nothing you have to do, there is nowhere you have to go. All you have to do is just sit here for a moment.

Now we are going to start from the top of our heads, and notice any physical sensation coming from your head. Maybe you have a headache, or your back aches. Maybe there is a good relaxed feeling. Just notice the sensation, and without trying to change anything, relax as you can. Moving to your neck, notice any stiffness or soreness, and relax the muscles in your neck. Check out your shoulders and your arms, notice any tension you carry there and release it. Your hands, your busy hands, stretch them out wide, as wide as you can, clench them into fists and then stretch them out wide again, then relax them in your lap. Move to your legs and your feet, wiggle your feet and toes a little bit, then relax.

Move to your back. Does it hurt? Where does it hurt? Notice any tension or stiffness and release. Move to your chest and abdomen; notice any feelings that might be lodged there. Are you angry or disappointed, are you feeling happy or light, whatever it is - what are you feeling right now? Notice what you are feeling, and notice where the feeling is. Don’t try to change it, just feel it. Do you feel something in the pit of your stomach, in your hips or back? Thoughts are thought in the head, and emotions are felt in the body. If you can feel where your emotions are, it is easier to release them.

Spend a few more moments just taking stock, noticing what you feel…..You can also just pay attention to your breathing, and notice any feelings that brings up. Take a few more deep breaths, and open your eyes. Stay centered in yourself but slowly come back to the room. How does that feel now? If you feel inclined, turn to your neighbor and tell them what you felt. You can also spend a little time writing.

This is an activity that you can do anywhere, when you are waiting at the doctor’s office, in line at the post office, or sitting on your couch at home. Anytime you start to feel a little rattled, you can give yourself permission to take a moment at check in, and feel and acknowledge your feelings.

Tool #2 – Express Feelings

***Narration:*** *A peaceful house is not a house without emotion, or one in which strong emotions are discouraged.* ***One way to manage anger*** *and the other strong emotions we all feel is to* ***learn to express your feelings and allow others to express them as well.***

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900334236[1].wmfBrainstorm Activity – ANGER: USING IT, NOT LOSING IT

Adapted fromLott, Lynn & Nelson, Jane *“*Experiential Activities - Routine Charts.”*Teaching Parenting the Positive Discipline* *Way,* 2008. P. 75.

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* Chart paper
* Pens

***Narration:*** *The first step in managing your anger is* ***acknowledging the fact that your feeling is legitimate.***  *Too often when you are angry, you are told you shouldn’t feel that way. This activity shows how destructive that can be.*

*Some of you may have grown up hearing that it’s not ok to have your feelings, and some of you may still be surrounded by people who tell you this. Sometimes people like to tell us how we should feel and think.*

*What are some things that you have been told when you have tried to express your feelings?*

(Chart responses)

**Add some of the following ideas to the chart paper, if they didn’t come up with many:**

**Should/Shouldn’t List**

You don’t really feel that way.

You know that isn’t a nice way to feel.

I told you that would happen.

Well, what did you do?

You should love your (brother, sister, friend, parent).

Don’t let me hear you talk that way.

You can just go into your room until you can talk nicely.

You shouldn’t get angry.

You always have to get your way, don’t you?

I can always tell when you’re angry.

*How does it feel to hear these things? Is it helpful? What does it make you want to do with your feelings?*

(Discuss responses)

*When we are experiencing strong feelings, it doesn’t help for us to hear that we should just ‘suck it up’ or that we are wrong to have feelings. Most of the time, we just need* ***someone to acknowledge what we are going through without even trying to fix it.*** *What are some statements that are more helpful for us to hear when we are angry?*

Chart responses.

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmfShow Slide 11 – Acknowledge and Reflect Back

**Acknowledge & Reflect Back**

It sounds like you are really angry.

I don’t blame you. I have felt angry many times.

You are so angry because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*Less is more when it comes to listening to people express their feelings. We don’t want someone trying to analyze our feelings for us, just someone who accepts our feelings. Let’s find a partner and practice.*

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900360516[1].wmf Dyad Activity – ANGER: USING IT, NOT LOSING IT (continued from above)

**This activity continues from the above discussion.** Partners work together, practicing the more negative Should/Shouldn’t List followed by the more positive Acknowledge & Reflect Back. Each partner takes turns playing A and B.

**Part 1**

Partner A remembers a time as a child or as an adult when they were angry, and someone tried to shut down their feelings. Partner B does not acknowledge these feelings, using messages from the “Should/Shouldn’t List”. Then partners switch roles.

**Part 2**

Partner A thinks of a real life situation about which they are angry.

Partner B’s job is to listen and reflect back without fixing. Example: Partner A says, “I feel angry, about \_\_\_\_\_\_\_\_\_.” Partner B says, “You feel angry about\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” This goes on for a few more lines and then partners switch roles.

Discuss the activity with the group and how it might help them when they, their partners, or their children get angry.

***Narration:*** *What did you learn from this activity and what do you think you can do differently now with your children, your partner, or yourself when you are confronted with anger?*

Tool #3 – Emotional Vocabulary & Emotion Coaching

***Narration:*** *Once you are more in touch with your feelings,* ***the next step is effectively expressing them.*** *One way to effectively express emotions is to have a* ***good emotional vocabulary, and to teach emotion words to your children.***

*Often, children misbehave, and adults get various stress reactions because they don’t know how to express some of the powerful emotions they may be feeling.* ***Managing and appropriately expressing emotions is one of the keys to preventing misbehavior****. In order for children to become effective at controlling their emotions,* ***they need the words to describe their own and others’ emotions.*** *When young children are asked how they are feeling, they often respond with “good or bad” and miss all the subtle gradations in between.*

*We talked in the first session about the importance of language development and building children’s vocabularies by ‘narrating’ their day and activities. Well,* ***we can also ‘narrate’ their emotions and help them to learn how to better express themselves.*** *This is called “****emotion coaching”*** *and it* ***helps your children learn self-regulation skills.******Emotion coaching is when you name the emotions your child is having****, such as being calm, patient, happy, excited, proud, frustrated curious, embarrassed or disappointed.*

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf Show Slide 12 – Children with a Strong Emotional Vocabulary

**Children with a strong foundation in emotional vocabulary……**

* tolerate frustration better
* get into fewer fights
* engage in less destructive behavior
* are healthier
* are less lonely
* are less impulsive
* are more focused
* have greater academic achievement

###### **C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900360516[1].wmf** Dyad or large group activity – Brainstorm emotional vocabulary

Adapted from *The Incredible Years: Parents and Children Series, Program One, Part 3: Social and Emotional Coaching*, p. 326

**Break into pairs and have parents come up with 3-4 words that describe the emotional temperament of their children.** For example, active or passive, fussy or agreeable, attentive or inattentive, impulsive or patient, verbal or nonverbal, friendly or withdrawn, easily frustrated or easily soothed, and so on. Then have them brainstorm emotion coaching words that would help their particular children. For example, if a child is impulsive or easily frustrated, it will help for the parent to comment on times when the child is patient or calm to build the child’s self-awareness of this feeling state. Or, if the child is angry, a parent can focus on when the child is happy or excited. This helps to expand children’s emotional awareness.

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* **Handout 7 – Feeling Words**

**After the brainstorm, ask participants to turn to** **Handout 7 – Feeling Words*.*** This handout has a list of emotion words that can be used as part of emotion coaching. Point out how many the group has already come up with.

**Ask participants to share ‘emotion coaching’ words that they came up with for their children with the full group,** and **suggest they write particular words they want to use with their children in the box at the bottom of the handout** (entitled: What Emotion Coaching Words Will You Try with Your Child(ren)?). Discuss with the group.

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RYCD1UV0\MC900213063[2].wmf IY Vignettes Activity – Emotion & Persistence Coaching

***Narration:*** *Let’s look at a few vignettes that show parents helping their kids learn emotional regulation skills.*

##### Vignette– Social and emotion coaching

* **Incredible Years DVD:**  Disc 3 🡪 Program 1, Part 3 – Social and Emotion Coaching🡪 Program One, Part Three: Program Topics 🡪 Begin Program 🡪 Emotion Coaching - Vignette 2
* **Incredible Years Manual:** Program One, Part 3 – Social and Emotion Coaching - Vignette 2 – p. 324 - 325

**The Scene:** **The little girl asks her mother for help with the sticky tape.**

**Mother:** Yeah, that’s good, I’ll cut it for you. I’ll hold it for you while you cut. Might work better for you if you hold it like this. Is it hard for you to cut? Ahh…..Look, what did you do?

**Soleil:**  You cut it!

**Mother:** You cut it! Are you proud of yourself?

**Soleil:** (nods yes)

**Mother:** You seem to be really proud about your work. You’re working really hard. You cut it again and this time....you did it! You seem to be really happy about your work. You are working very hard – you are being very patient with this cutting process and you know what else?

**Soleil:**  Yes?

**Mother:** It seems to be getting easier and easier for you.

**Pause Vignette**

**Discussion Questions:**

1. What is effective about this mother’s approach?
2. What are some ways you can encourage your toddlers and preschoolers when they get frustrated?
3. What does this girl learn from the mother’s focus on her proud feelings?

**Continue Vignette**

(The rest of transcript for the vignette is not provided here, but can be found on p.325 of Program 1, Part 3: Social and Emotional Coaching). In the remainder of the vignette, the mother continues to encourage and coach the daughter as she moves on to work with tape.

**Discussion Questions:**

1. What is this toddler learning from her mother’s coaching?
2. What emotion words does the mother focus on?
3. How is this mother combining persistence coaching with emotion coaching?
4. Why was it helpful to talk about the girls’ emotions along with patience and a calm body?
5. What emotions do you model with your own feeling words?

##### **C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RYCD1UV0\MC900213063[2].wmf** Vignette– scaffolding games between siblings

* **Incredible Years DVD:**  Disc 3 🡪 Program 1, Part 3 – Social and Emotion Coaching🡪 Program One, Part Three: Program Topics 🡪 Begin Program 🡪 Vignettes 13-20 🡪Scaffolding Games 🡪 Vignette 13
* **Incredible Years Manual:** Program One, Part 3 – Social and Emotion Coaching - Scaffolding Games Between Siblings - Vignette 13 – p. 350

**The Scene: Two children are putting a game together**

**Sophie:** I know how to do it.

**Mom:** We’ll do it together. You guys are doing a nice job together.

**Sophie:**  But he’s not letting me do it.

**Dad:** Charlie, you’re working fast and furious.

**Sophie:**  I know, it’s the fastest time ever.

**Mom:** Sophie, I have an idea, why don’t you work on this end and Charlie can work on this end? Then you guys both have room and when you get to the middle you can work together. Squeeze it. Here.

**Charlie:**  Sophie!

**Mom:** Hey, Charlie, use your words, okay? Do you want to do it by yourself? Or do you want help?

**Charlie:**  I can do it. Look at me.

**Mom:** Look at you, you are doing a great job, but look at Sophie because Sophie looks a little bit sad.

**Vignette continues** (entire transcript not provided here due to space)

**Discussion Questions:**

1. What prompts does the mother use with Charlie?
2. How does the mother help Charlie to consider his sister’s feelings?
3. How does the father help recognize Sophie’s self-control skills?
4. What behavior does the mother reinforce? Ignore?
5. Could you improve the coaching given by the parents? What self-regulation skills of Charlie’s could be coached?

Tool #4 – Positive Self-Talk (“Thinking Hygiene”)

***Narration:*** *Remember how we talked about our bodies being the place where everything happens? Remember how we start every session with “Caregiver Encouragement,” or finding something that you did well?* ***Has it gotten easier to identify something you have done well?***

(Pause for response).

*As we try to learn to encourage ourselves, we are working on* ***positive self-talk****.*

*Self-Talk is the mental process whereby we talk to ourselves about ourselves. Our minds talk and think all the time, and believe it or not,* ***you can’t believe everything you think****! We can learn to talk to ourselves more positively, and thereby reduce our stress.*

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf Show and Review Slide 13 - Turning Negative Self Talk into Positive**

**Negative Self Talk**

I can’t do it. 🡪 I can get better if I try

“Nothing ever goes my way. 🡪 I’m grateful because….

This child is a monster – he’ll never change. 🡪 This child is testing to see if he can have his own way. My

job is to stay calm and help him learn better ways to

behave.

***Narration:*** *Negative Self Talk comes from unrealistic goals and expectations for ourselves. Negative self talk results in more stress and anger.*

***Positive Self Talk can be used to buffer, support and reinforce ourselves****. Positive Self Talk can help us calm down**during challenging situations and* ***prevent us from losing control.***

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf Show Slide 14 – What to do When You Feel Like You Might Lose Control:**

1. **Notice what you are feeling** and step back from the situation
2. **Practice relaxation techniques** (slow down breathing; count from 1 to 10 as far as you are able in a single breath)
3. Recognize upsetting thoughts. **Rephrase upsetting thoughts.**

Ask parents to pullout **Handout 8 – Learning Self Control**. Review the handout with participants. Let them know this handout is a good reminder for how to stay calm and that they can hang it on their refrigerator or somewhere else in the house.

Tool #5 – Find People/Support Network and SERIES WRAP-UP

***Narration:* *Congratulations on completing the course!*** *We covered a lot of material today, and have given you many resources to take home.* ***Don’t be overwhelmed! Just use the tools that are the most relevant for you.*** *Raising young children is a long, intense journey. Do not try to do it alone! By participating in this series, you have met other parents, hopefully reduced your stress, and gained tools and techniques to enhance your caregiving.*

***Our brain is a social brain****. We raised children in small clans for millions of years. We are now expected to raise children in virtual isolation, but our brains have not evolved to handle those changes. No wonder it is so stressful to be a parent!* ***One of the resources you have to reduce your stress is people!***

***What people do you have in your life? Do you have family or friends in the area?***

(Wait for responses.)

***Try to make time for friends and family to make sure you are connecting with other people.*** *Sometimes, all it takes is a good talk with a friend or family member to put our minds at ease. If you are looking for other moms to connect to, the local mothers’ clubs are great resources. There are also parent-child groups, playtimes, and storytimes throughout the county. In* ***Handout 9 – Family Support Resources****, you will find some information about ways you can connect with other families and services in the community.*

*From our time together, we have seen that* ***you already have so much to offer your children. You have your own family treasures and, more importantly, you have love for your children.***  *When in doubt,* ***just spend time with your children,*** *really focusing on their interests and what they are doing in that moment.* ***When your children connect with you through play and other special bonding activities, they are getting the ‘fuel’ they need to grow into healthy, happy, competent adults.*** *Your children will grow and thrive and be enriched by your simple, daily attention, love, and communication.*

***As a parting ‘gift’*** *for you, we have a very handy resource called* ***the “Family Routine Guide”.*** *The* ***Family Routine Guide*** *provides tips for common, everyday challenges you face as parents. For example, you can look up ideas for dealing with mealtimes, bedtimes, going shopping, and going to the doctor.* ***For each topic, it lists ‘prevention’ strategies*** *for helping these activities go smoothly,* ***as well as what to do if they aren’t going smoothly.***  *It* ***incorporates many of the tips we have discussed over the course of this workshop series.*** *We hope you will find this routine guide helpful!*

***Hang on to today’s handouts and handouts from past sessions*** *when you want to refresh your memories about things we learned.* ***Post your favorite tips*** *on the refrigerator or keep them somewhere handy in the house. We hope you enjoyed your time with us and we wish you the best in your future parenting endeavors!*

*On your way out,* ***don’t forget to complete the Evaluation Form*** *for this session. As always, we want to hear any feedback, positive or negative, that you have, especially since this is the last workshop! Please let us know how we can improve these workshops for future participants.*

Give participants the **Certificate of Completion** (if applicable), and any other resources you have for them.