

**Supplemental Resource to Support
Implementation of the
Parent Education Core Curriculum
Framework and Indicators**

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July 2008

WORKING DOCUMENT

This document contains research-based curricula and sample lesson plans to support the Parent Education Core Curriculum Framework and Indicators. The goal of this project was to support implementation of the framework by new and experienced parent educators in Even Start, Family Literacy, ECFE and other parent education programs.

The first section of this document includes a list of parenting curricula that is currently used in the field or can be obtained online. The second section contains three documents on selecting parenting curricula. The third section contains five sample lesson plans, one from each domain. The concluding section is on tips for successful parent-child interaction time.

Section One: Parenting Curriculum

General Curriculums:

Bright Beginnings

<http://www.ag.ndsu.edu/family/brightorder.htm>

North Dakota State University Extension CDFS

Bright Beginnings Program

277 EML, P.O. Box 5057

Fargo, ND 58105

Children's ages: Birth through eight years

Target populations: General

Framework domains: Parent Development, Parent-Child Relationship, Early Childhood Development

Building a Healthy Start: A Parent Educator's Manual for the I Am Your Child Video Series

<http://store.parentsactionstore.org/prostores/servlet/StoreFront>

(Videos and manuals are all sold separately in English and Spanish)

Children's ages: Birth through three years

Target populations: General

Framework domains: Parent-Child Relationship, Early Childhood Development

Building Family Strengths

Clemson Extension, Clemson University

<http://www.clemson.edu/fyd/bfs.htm>

Lesson plans include: communication, contentment, history, humor, optimism, resiliency, self-esteem, spirituality, unity and values

\$80.00 for the pre-school package

Children's ages: Pre-school

Target populations: General

Framework domains: All domains

Building Strong Families

<http://www.anr.msu.edu/bsf/curriculum.aspx>

Michigan Extension Building Strong Families program materials were designed specifically for use by professionals, paraprofessionals and volunteers. The curriculum is based on extensive research that included pilot testing with target audience groups. The 10- to 12-week program is targeted at limited-resource, limited-literacy parents of children newborn to age three. (How kids Develop, Helping kids to behave, Playing to Learn, Smart Living and Supplemental activities)

\$300.00

Children's ages: Birth through 36 months

Target populations: General (currently evaluating African American and Latino families)

Framework domains: Parent Development, Parent-Child Relationship, Early Childhood Development

Developing Capable Young People

<http://www.empoweringpeople.com/course-material.html>

A ten-session, multimedia training process supported by a Leader's Guide, Participant Workbook, textbooks, audio/video resources, a technical assistance network, and web site. It is based on a unique inductive learning model which emphasizes collaboration, unique relationships, and situations so that parents can achieve personal mastery. The program has proven to be unusually effective in accommodating ethnic and socio-culture diversity.

Children's ages: Pre-school children

Target populations: General

Framework domains: Parent-Child Relationship, Early Childhood Development, Family Development, Culture and Community

Discipline for Young Children

Discipline for Young Children is a five-part series designed to help parents of preschoolers ages two to six years develop a win-win approach to teaching responsible behavior. This series helps parents explore their individual parenting style; understand what to expect from their children at different ages and stages; develop effective discipline techniques; and raise the odds for responsible behavior from their children.

Valya Telep, Extension Specialist, Child Development, P.O. Box 9081, Virginia State University, Petersburg, VA 23806; Phone: 804/524-5966

\$8.00

Available from:

Joe Gray, Storekeeper Supervisor, Distribution Center, Landsdowne Street, Blacksburg, VA 24061

Children's ages: Two through six

Target populations: General

Framework domains: Parent-Child Relationship, Early Childhood Development, Family Development

Love and Limits: Parenting with Good Sense

<http://www.extension.umn.edu/specializations/youthdevelopment/DA6141.html>

Raising Resilient Children: A Parenting Curriculum to Foster Strength, Hope, and Optimism in Children with Booklet (VHS Tape)

by Sam Goldstein, Robert Brooks

Children's ages: Two through six

Target populations: General

Framework domains: Parent-Child Relationship, Early Childhood Development, Family Development

Nurturing Parenting Program

<http://www.nurturingparenting.com/home.php>

Competency-based lessons are designed to help adults acquire specific knowledge and skills that will improve their overall parenting. The competencies are measured in personal and family life style patterns, and in parenting knowledge, beliefs, and performance rating scales. The Nurturing Programs target all families at risk for abuse and neglect with children birth to 18 years. The programs have been adapted for special populations, including Hmong families, military families, Hispanic families, African-American families, teen parents, foster and adoptive families, families in alcohol treatment and recovery, parents with special learning needs, and families with children with health challenges.

Children's ages: Birth through 18 years

Target populations: General

Framework domains: Parent Development, Parent-Child Relationship, Early Childhood Development, Family Development, Culture and Community

Parent Education Program

The New Parent Education Program (PEP) is a major revision of the PEP (Parents Encouraging Parents) program Alabama developed several years ago. The focus of the new program is teaching basic skills to prevent child abuse. The latest findings in child abuse are the basis for fifteen parenting lessons that include positive discipline, alternatives to punitive measures, coping, controlling anger, and developing social support.

by Jacqueline Mize and H. Wallace Goddard

Contact H. Wallace Goddard, Ph.D., Extension Family Life Specialist, University of Arkansas Cooperative Extension, Box 391, Little Rock, AR 72203, wgoddard@uaex.edu, 501.671.2104

Parent Express

Parent Express is a series of twenty-seven, eight-page booklets of research-based information on infant development and care. The series is designed to ease the transition to parenthood and to help parents care for their babies and young children confidently, sensitively, and effectively. The booklets, keyed to a baby's birth month, are designed for monthly distribution the first year of a baby's life and bimonthly distribution during the second and third years.

Dorothea Cudaback, Human Relations Specialist, College of Natural Resources, 101
Giannini Hall, University of California at Berkeley, Berkeley, CA 94720; Phone:
510/642-2608

Cost

Infant Series of Parent Express (fifteen booklets for parents to be and parents of infants to
thirteen-month-old children)(\$4.00) Toddler Series of Parent Express (twelve booklets
for parents of thirteen- to thirty-six-month-old children)(\$4.00) Noticias Para Los Padres
(Spanish adaptation and translation of Infant Series of Parent Express)(\$4.00)

Available from

Agriculture and Natural Resources Publications, University of California, 6701 San Pablo
Avenue, Oakland, CA 94608-1239

Children's ages: Birth through age three

Target populations: Low income and teenage parents

Framework domains: Parent Development, Parent-Child Relationship, Early Childhood
Development

Parenting Now Curriculum

http://www.parentingnow.net/curricula_curriculum.html

A Group Based Positive Parenting Curriculum—Improving access to quality parenting
education for parents.

Children's ages: Birth through age six

Target populations: General

Framework domains: Parent Development, Parent-Child Relationship, Early Childhood
Development, Family Development, Culture and Community

Parentmaking: A practical handbook for teaching parenting class about babies and toddlers by Jomary Hilliard and B. Annye Rothenberg (Paperback - April 1995)

Available from

(Amazon) \$39.00

Children's ages: Birth through age three

Target populations: General

Framework domains: Parent Development, Parent-Child Relationship, Early Childhood
Development

Positive Parenting

<http://shop.extension.umn.edu/SearchResults.aspx?KeyWords=positive%20parenting&searchType=Store>

A Parent Education Curriculum (with DVD) is a parent education package complete with
parenting lessons supported by lesson guides, background information, parent handouts,
learning aids, references, and DVD segments. Intended for parent educators, social
service agencies, parenting organizations, Extension educators, schools, churches, etc.,
Positive Parenting addresses six important parenting topics: physical punishment, limits,
consequences, listening, anger, and challenging behavior. This product has been
reproduced from the original publication and comes in a 3-ring binder with a DVD.

Pitzer, R; et. al.

Item Number:

08485

Positive Parenting II

<http://shop.extension.umn.edu/SearchResults.aspx?KeyWords=positive%20parenting&searchType=Store>

Toddler to Twelve, A Video-Based Parent Education Curriculum contains six parenting lessons supported by lesson guides, background information, parent handouts, learning aids, references and video segments. Comes with VHS video in 3-ring binder. For parent educators, social service agencies, parenting organizations, Extension educators, schools, churches, etc. See item number 07309 for Positive Parenting of Teens. Item Number: 06960 Price: \$105.00

Date: New 1997 Pitzer, R; et. al.

The Power of Feelings: Parenting with Emotional Intelligence

http://www.6seconds.org/family/emotional_literacy.html

Help parents and caregivers increase emotional literacy -- the foundation of emotional intelligence. This program will help them communicate with their children, recognize and manage emotions, and increase self-awareness.

Children's ages: Birth through eighteen

Target populations: General

Framework domains: Parent-Child Relationship, Early Childhood Development

The Practical Parenting Education: Turning Points

http://www.practicalparent.org/parenting_curricula.htm

The PPE curriculum is founded on the principles of family systems, life span development and creating long term change. Its flexibility allows it to be easily tailored to all stages of parenting for diverse populations and varied settings. Parenting skills cannot be developed or significantly changed through exposure to a single parenting series but rather through continued involvement in classes in a supportive environment throughout the child rearing years.

Children's ages: Birth through eighteen

Target populations: General

Framework domains: All five domains

Principles of Parenting

The thirteen publications emphasize basic principles of understanding, guiding, and encouraging children. Each publication is four to six pages in length, uses simple statements of principles and many stories to communicate the principles. The publications are made interesting and accessible by the use of many customized illustrations. The three broad categories of the publications are strengthening the Parent, Developing the Caring Child, and Developing the Strong Child.

H. Wallace Goddard, Extension Family & Child Development Specialist, 206 Spidle Hall, Auburn University, AL 36849-5604; Phone: 205/844-3224.

Program Objectives

Help parents to understand and respect their children; provide skills for communicating, supporting, and guiding; help parents to respect their own needs.

Cost

Ten cents per publication or \$1.50 for a full set of thirteen publications; shrink wrapped with cover

Available from

ACES Distribution, Duncan Hall, Auburn University, Auburn, AL 36849- 5632

Responsive Discipline

The program involves the complimentary use of five different teaching strategies: a home study course (Responsive Discipline: Effective Tools for Parents), a set of "flash cards" (The Discipline Toolbox), a series of "easy-to-read" factsheets, a thirty-minute video, and a workshop series (Responsive Discipline Leader's Guide).

Charles A. Smith, Extension Specialist in Human Development, 343 Justin Hall, Kansas State University, Manhattan, KS 66506; Phone: 913/532- 5773.

Cost

Personal Study Course (\$2.00), Toolbox (\$3.00), Video (\$28.00), Camera- ready factsheets (free), Leader's Guide (contact author)

Available from

Kansas State University Distribution Center, 16 Umberger Hall, Kansas State University, Manhattan, KS 66506-3402

Strengthening Parent/Child Relationships: A Reflective Dialogue Approach to Parent Education

University of Minnesota

E-mail Betty Cooke at cooke047@umn.edu

Handbook for Parent Educators

This research-based reflective dialogue approach is to help parents in becoming more aware of their beliefs that shape and influence their family relationships. Parents are encouraged to recognize their beliefs, to examine their beliefs and to resolve conflicts in their beliefs.

The handbook and 2 DVDs cost \$75.

Children's ages: Birth through five

Target populations: General

Framework domains: Parent Development, Parent-Child Relationship, Early Childhood Development, and Family Development

STEP: Early Childhood STEP Kit: \$345

<http://www.steppublishers.com/sku-ec-kit>

Parenting young children can be unusually rewarding, occasionally difficult, and always a challenge. Early Childhood STEP can help parents meet the challenge. Early Childhood STEP adapts and expands the proven principles and techniques of STEP while vividly illustrating how they can be applied to babies, toddlers, and preschoolers.

Children's ages: Birth through six

Target populations: General

Framework domains: Parent-Child Relationship, Early Childhood Development, and Family Development

Supportive Connections: Rural Communities and Single Parent Families

Supportive Connections: Rural Communities and Single Parent Families is a

comprehensive program to assist parents and children in coping with the adjustments associated with living in a divorced single parent family. Program components are directed to single parents, youth living in single parent families, and community groups and agencies in rural areas.

Author: Mary W. Temke, Extension Specialist, Human Development, 214 C Pettee Hall, 55 College Road, Durham, NH 03824; Phone: 603/862-2493.

\$85.00

University of New Hampshire Cooperative Extension Publication Office, 12B Forest Park, Durham, NH 03824

Teaching Parenting the Positive Discipline Way

http://www.empoweringpeople.com/teaching_parenting.html

Developed by Lynn Lott and Jane Nelsen

This curriculum provides a step-by-step approach to starting and leading experientially based parenting groups. This program stands alone or offers significant enhancement to any program through experiential activities that reach the heart to inspire deeper understanding and change. Parents love the Parents Helping Parents Problem-Solving Steps because this process provides a fun and effective way for them to get specific help with real problems. These activities create the bridge to reach parents with cultural differences, limited reading skills, and/or special problems with children.

Children's ages: Birth through eighteen

Target populations: General

Framework domains: Parent-Child Relationship, Early Childhood Development, and Family Development and Culture and Community

Teens as Parents of Babies and Toddlers: A Resource Guide for Educators

This Resource Guide presents thirty-five workshop outlines for educators who work with teen parents of babies and toddlers. Outlines are grouped under four major headings: The Social World of Teen Parents, Babies, Toddler and Two-Year-Olds, and Health and Safety.

Department of Human Development and Family Studies, MVR Hall, Cornell University, Ithaca, New York, 14853; Phone: 518/758-6190.

Resource Guide (\$18.00)

Available from

Resource Center, Cornell University, 7 Business and Technology Park, Ithaca, NY 14850

Working With Single Parent Families

Working with Single-Parent Families is a series of workshops designed to give parents male and female an opportunity to discuss with other single parents some of the problems and issues they face on a day-to-day basis. During the workshop sessions, participants explore their opinions regarding work, children, and their personal lives. And, they usually find support and a sense of camaraderie with other single parents in the workshop.

Florence J. Cherry, Senior Extension Associate, Department of Human Development and Family Studies, Cornell University, Ithaca, NY 14850; Phone: 607/255-2537

\$10.00

Available from
Media Services Distribution Center, 7 Research Park, Cornell University, Ithaca, NY
14850

Culturally Specific:

Effective Black Parenting

<http://ciccparenting.org/EffBlackParentingDesc.aspx#ACICC's Effective Black Parenting Program>

CICC's *Effective Black Parenting Program* (EBPP) is the country's first culturally-adapted parenting skill-building program for parents of African American children. Its initial development in the 1970's was stimulated by the fact that none of the then-existing parenting skill-building programs were designed specifically for African Americans.

Children's ages: Birth through eighteen

Target populations: African American

Framework domains: Parent Development, Parent-Child Relationship, Early Childhood Development, and Family Development and Culture and Community

Los Ninos Bien Educados

<http://ciccparenting.org/LosNinosBienEdDesc.aspx#ACICC's Los Niños Bien Educados>

In a culturally-adapted or transculturated version of a program, the entire program is reframed within themes and values that are particular to a specific cultural group. New content or instructional units are added to the program, which address child rearing issues or challenges that are particular to that cultural group. And the parenting skills from the original program are taught in a manner that makes them feel familiar to the group and its history.

Children's ages: Birth through eighteen

Target populations: Latino

Framework domains: Parent Development, Parent-Child Relationship, Early Childhood Development, Family Development and Culture and Community

Strengthening Families: A Curriculum for Hispanic Parents

<http://www.cyfc.umn.edu/spanish/curriculum.html>

This is a twelve-lesson curriculum that addresses life cycle issues of Latino families. These themes include strengthening families; understanding our children; understanding ourselves as parents; building self-esteem; family communication; solving problems; setting limits; communicating with children about sex and sexuality; puberty and emerging adolescence.

Children's ages: Birth through eighteen

Target populations: Hispanic Parents

Framework domains: Parent-Child Relationship, Early Childhood Development, and Family Development and Culture and Community

Section Two

Criteria for Choosing Parenting Curricula

This section includes criteria to be considered when choosing a parent education curriculum. Many factors should be taken into consideration for the program to be effective. There are two excellent online articles that are very informative on choosing and evaluating parenting curricula:

“Choosing Parenting Curricula Based on the Interests, Needs, and Preferences of the Parents Who Will Use It” by Harriett Heath. Dr. Heath is the director of the Parent Center Child Study Institute/Thorne School at Bryn Mawr College.

(<http://parenthood.library.wisc.edu/Heath/Heath.html>) The second article is entitled “Issues in Evaluating Parenting Curricula” by Douglas Powell. Dr. Powell is a professor and head of the Child Development and Family Studies at Purdue University.

(<http://parenthood.library.wisc.edu/Powell/Powell.html>)

The next page is a handout that was developed at the University of Minnesota. This is used in parent education classes for student’s consideration and is a very valuable tool to use when designing or choosing parenting curricula.

Criteria for Evaluating and Selecting Parent Education Curriculum Materials

1. What is the overall purpose? Are there specific goals for parents and their children?
2. What is the theoretical orientation/conceptual basis for it?
3. Who is the object of focus – the parent, child, parent-child relationship, family, etc.?
4. Does it match the needs of the parent(s) with whom you will use it?
5. Is it targeted to a particular group of parents? Can it be adapted for use with other parents?
6. If it includes reading materials that you will share with parents, at what reading level is it? How complex are the thinking skills required of parents to understand it?
7. Is the material current, reflecting the latest research? This is likely more important than the date of publication if the material continues to be accurate.
8. What are the qualifications of the authors? Do they have professional preparation in areas related to parenting and parent education?
9. How does it address cultural differences? Can it be used across cultural groups?
10. What does it assume about the preparation of the parent educator?
11. How comprehensive is it? Does it include materials that can be used over several sessions with parent(s)?
12. What teaching strategies, if any, are suggested? If so, do they match the learning styles of the parent(s) with whom you would use it?
13. Is it easy to obtain? What does it cost? Can it be used multiple times?

What else needs to be considered?

Family Education, University of Minnesota
CI 5934, Fall 2006

Section Three Five Sample Lesson Plans

Parent Education Core Curriculum Framework and Indicators
for Parent Education Programs

Integrated Lesson Plan One: Parent Development

Teacher's Name _____ Date _____

Class Series ECFE General Parenting Class Session/Week Number _____

Class Topic: Family Mission Statements

“Having your destination clearly in mind affects every decision along the way.”
Steven Covey

1. Domain, Component, Category, and Indicator(s)

a. Domain: Parent Development

b. Component and Category: Role of Parent, Parenting Philosophy

c. Indicator(s) - Parents support their children's development when they:
Intentionally determine or identify their parenting philosophy and long term parenting goals to guide their child rearing decisions.

2. Lesson Objectives to Achieve the Indicator(s) (3 maximum):

a. To understand the importance of goals in parenting

b. To identify their thoughts, ideas, goals and dreams for their children

c. To build confidence in achieving goals

3. Materials/References/Resources/Handouts Needed to Support the Lesson:

References:

Parenting: An Ecological Perspective edited by Tom Luster and Lynn Okagaki
(Chapter One)

The Ecology of Human Development by Uri Bronfenbrenner

Developing Caring Relationships Among Parents, Children, Schools and Communities
by Dana McDermott

The Seven Habits of Highly Effective Families by Steven Covey (Habit Two)

Handouts:

Habits of Highly Effective Families

Writing Mission Statements

4. Parent-Child Interaction Questions/Activities:

When you play with your child or watch your child playing...what are some of the things

they have learned?

(Activities set up in the room...play dough, painting, cut and paste projects, story corner, sensory table and free play areas)

5. Child Development Link(s):

Social and Emotional Development: Emotional Development, Self-Awareness and Self Regulation, Social Competence and Relationships

Approaches to Learning: Curiosity, Risk-Taking, Imagination and Invention, Persistence and Reflection and Interpretation

Language and Literacy: Listening, Speaking, Emergent Reading and Writing

Physical and Motor Development: Gross Motor Development, Fine Motor Development, Physical Health and Well-Being

6. Lesson Procedures:

Guided Check-In and Review: Talk about last week's topic for review. Ask about today's question: What are some of the things your child has learned or is learning? Transition into today's lesson plan:

Introduction: This week we are going to be talking about our parenting philosophy. Hold up a road map. I'd like you to think about a road trip you've taken with your family. It could be a trip you went on as a child with your family, a trip you've been on with your own family, a trip you'd like to plan or a car trip across town to a new destination.

Activity: With a partner share how you prepared for the trip, what you brought with or what you needed for your journey. Was it a successful journey? Did you learn anything along the way? (5 minutes)

De-brief with the large group. What did you discover? (Possible answers, detour along the way, needed many supplies, got lost, ran out of games for the kids, needed a map and took longer than planned) Parenting is a journey just like a road trip: you need a map, there are many surprises along the way, there are detours, we need to be prepared, we need directions, and sometimes we get lost. However, there are ways to prepare for the parenting journey to keep you running on course.

Content and Teaching Methods: One way to have a successful journey is to have a map. We're going to create a parenting map today in the form of a mission statement. Have any of you written mission statements at work? Mission statements are goal statements of what you would like to accomplish. A mission statement can be just one sentence or it can be a paragraph. Our statements that we write today will contain what is important to us in raising our children. It will be a parenting road map of what you would like to teach your children. Hand out the handouts and discuss the handout on Steven Covey's habit number 2.

Activity: On your handout make a list of your strengths and abilities as parents. (Possible answers: compassionate, knowledgeable, understanding, empathetic,

patient, respectful, enthusiastic, or humorous) Ask the parents to give you some of their answers. Write answers down on the board.

Now, let's make a second list. Imagine your child at 18 years of age. Write down a list of the strengths and abilities you would like your children to have acquired. (Possible answers: compassion, understanding, motivation, respect, persistence, patience, great sense of humor, or disciplined) Ask the parents to give you some of their answers. Write several answers down on the board.

Now, it's time to write our mission statements by blending both of the lists together. (Example: I will use my creativity, compassion, knowledge and sense of humor to support my child's growth and development in becoming a compassionate, creative, responsible citizen of the world.) Give the parents time to think and write.

Summary/Closure: Ask the parents if they would be willing to read some of their statements.

Home Application: Ask the parents to share this with their partners and see if they want to modify or enhance the statement. The statement should include both of their voices and concerns. Have them start thinking about how they would like to teach these skills to their children on a daily basis.

7. Evaluation and Educator Reflection:

Ask yourself these questions and write some notes to refer to for the following session:

- **How do I know the identified lesson objectives were met?**

Participant's body language, written mission statements and comments in the group discussions

- **How did the learning activities work?**

What went well?

Example: Parents wrote some terrific statements

What did not go well?

Example: Parents needed more time

- **Notes for next week, including follow-up lessons or information needed.**

Begin by asking them how it went discussing the mission statement with their partners and if they changed their statements. Ask if anyone brought their revised statements to share. Lead them on to the next step, which is how do we teach our children so they learn these strengths? The next lesson plans should include topics such as brain development, general development, temperament and how children learn.

NOTE: Attach all materials such as handouts, resources, home application reminder note, etc. If using a published lesson plan or one designed previously, write "see attached" and attach a copy of the plan to the form.



Writing Mission Statements

Strengths and abilities I have as a parent:



Strengths and abilities I want to teach my children:



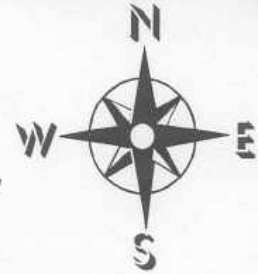
Our Family Mission Statement:



The Seven Habits of Highly Effective Families by Steven Covey

Habit 2: Begin With the End in Mind

Summary and quotes:



"A family mission statement is a combined, unified expression from all family members of what your family is all about and the principals you choose to govern your family life."

"A mission statement doesn't have to be some big formal document. It can be a word or a phrase, or something creative and entirely different such as an image or a symbol."

"Mission statements focus on possibilities, not on limitations."

"The goal is to head toward a mutually agreed upon destination."

Think about, "What kind of strengths or abilities will our children need to have in order to be successful when they're grown?"

"When you raise your children, you're also raising your grandchildren. Patterns tend to persist."

Questions to ask in families:

"What is the purpose of our family?"

What kind of family do we want to be?

What kinds of things do we want to do?

What kinds of feelings do we want to have in our home?

What kind of relationships do we want to have with one another?

How do we want to treat one another and speak to one another?

What things are truly important to us as a family?

What are our families highest priority goals?

What are the unique talents, gifts, and abilities of family members?

What are our responsibilities as family members?

What are the principles and guidelines we want our family to follow?

What families inspire us and why do we admire them?

How can we contribute to society as a family and become more service oriented?"

Sample mission statements:

"The mission of our family is to create a nurturing place of faith, order, truth, love, happiness, and relaxation, and to provide opportunity for each individual to become responsibly independent, and effectively interdependent, in order to serve worthy purposes in society."

"To love each other...

To help each other...

To believe in each other...

To wisely use our time, talents, and resources to bless others....

To worship together...

Forever...."

"To always be kind, respectful, and supportive of each other,

To be honest and open with each other,

To keep a spiritual feeling in the home,

To love each other unconditionally,

To be responsible to live a happy, healthy, and fulfilling life,

To make this house a place we want to come home to."

"Having your destination clearly in mind affects every decision along the way"

Parent Education Core Curriculum Framework and Indicators
for Parent Education Programs

Integrated Lesson Plan Two: Parent-Child Relationship

Teacher's Name _____ Date _____

Class Series ECFE General Parenting Class Session/Week Number _____

Class Topic: Identifying Feelings and Responding With Empathy

“To handle yourself use your head; to handle others use your heart.” unknown

1. Domain, Component, Category and Indicator(s):

a. Domain: Parent-Child Relationship

b. Component and Category: Relationship Skills, Sensitivity and Responsiveness

c. Indicator(s) - Parents support their children's development when they:

Understand and empathize with their child's perspective of a given situation and then use that understanding to respond.

2. Lesson Objectives to Achieve the Indicator(s) (3 maximum):

a. To identify emotions in self and child

b. To gain skills in responding with empathy and sensitivity

c. To gain awareness in recognizing and managing emotions in self and children

3. Materials/References/Resources/ Handouts Needed to Support the Lesson:

Materials:

The Way I Feel by Janan Cain

Index cards

References:

Parenting: An Ecological Perspective edited by Tom Luster and Lynn Okagaki

Chapter Thirteen

Developing Caring Relationships Among parents, Children, Schools and Communities by

Dana McDermott Chapter Two

Bornstein Book Five, Chapter 5, Parenting and Children's Pro-social and Moral

Development

What am I feeling? and How to Raise an Emotionally Intelligent Child by John Gottman

Emotional Intelligence by Daniel Goleman

Handouts:

Feeling Faces

Emotion Coaching

4. Parent-Child Interaction Questions/Activities:

How is your child feeling today? What emotions have you noticed this morning? How does your child feel at school?

(Activities set up in the room...play dough, painting, cut and paste projects, story corner, sensory table and free play areas)

5. Child Development Link(s):

Social and Emotional Development: Emotional Development, Self-Awareness and Self Regulation, Social Competence and Relationships

6. Lesson Procedures:

Guided Check-In and Review: Talk about last week's topic for review. Ask about today's question: What is your child feeling today? Is your child feeling more than one feeling? Handout the feeling faces.

Transition into today's lesson plan:

Introduction: This week we are going to talk about feelings. Read the children's book, "The Way I Feel" by Janan Cain. Share with the parents a little bit of information about feelings. Such as: We all have emotions, emotions are meant to move and motivate us, everything we do and learn is shaped by our emotions, feelings are natural and a part of who we are as human beings, how we deal with our emotions has an impact on our lives and relationships, how we feel about our emotions was formed and shaped in our childhoods. Gottman.... "Research has found that children raised by parents who value and guide emotions do better in many ways: They form stronger friendships
They do better in school
They handle their moods better, have fewer negative emotions and bounce back from emotional events more quickly
They get sick less often

Small group: With a partner share your thoughts on this research. How do you feel about it? How are you feeling today? Hand out the handout of the faces. (5 minutes)

De-brief with the large group. What did you discover? (Possible answers, I'd like to learn more about emotions, I'm afraid of emotions, I don't know how to manage emotions or I'm feeling stressed)

Content and Teaching Methods: The first step in helping children to learn about their emotions is to recognize our own emotions. Then try and help your children to recognize how they feel. I shared with you 2 tools for learning about emotions one was to have a chart up and show the faces to your children and have them identify how they are feeling, another is to read stories about emotions and when you're reading ask the child how the character in the book may be feeling.

Another method is responding with empathy. Empathy does not mean you agree with the child, it's just acknowledging the child's feelings or being able to put yourself in that other person's shoes. Empathy sounds like.....You sound like you are feeling

frustrated or that must have really hurt, are you feeling disappointed? There are 5 steps in Dr. Gottman's emotions coaching. The first step is to become aware of the child's emotions. Hand out the handout on Gottman's Emotion Coaching. Skim the handout.

Activity: Hand the parents an index card and have them write down a current scenario when their child was feeling a strong emotion. Look at your scenario card. How did you feel when this happened and how may your child be feeling? Share with a partner how you felt and how your child might have felt. (5 minutes) Ask for volunteers to share with the group their scenarios. Take the first scenario and model for the group what the empathy statement might sound like. (Example: Child falls down from their bike and runs in crying. As a parent you might feel worried or frightened. Then you notice your child is feeling hurt, sad, in pain, or scared. An empathy statement may be....Wow; your knee looks like it really hurts. Are you feeling okay?)

"Sixty-five percent of the time when someone's upset all it takes is empathy to help someone calm down," Tice (Goldman, 1995)

Ask for questions or comments. If time try and model a few more empathy statements or ask them for an empathy statement for their scenario.

Summary/Closure: What is the most important thing you learned today?

Home Application: Ask the parents to share this with their partners and practice labeling their feelings and their children's feelings. This week practice labeling feelings and next week we'll practice working on more empathy statements and being our child's emotion coaches.

7. Evaluation and Educator Reflection:

Ask yourself these questions and write some notes to refer to for the following session:

- **How do I know the identified lesson objectives were met?**

Participant's body language, their involvement in the topic and comments in the group discussions and summary

- **How did the learning activities work?**

What went well?

Example: Parents seemed interested

What did not go well?

Example: Parents needed more time, they were overwhelmed with information

- **Notes for next week, including follow-up lessons or information needed.**

Continue with empathy and work on empathy statements. Possibly share information from Faber and Mazlish's How to Talk So Kids Will Listen & Listen So Kids Will Talk.

NOTE: Attach all materials such as handouts, resources, home application reminder note, etc. If using a published lesson plan or one designed previously, write “see attached” and attach a copy of the plan to the form.

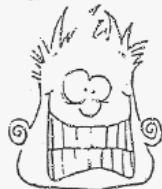
How Are You Feeling Today?



EXHAUSTED



CONFUSED



ECSTATIC



GUILTY



SUSPICIOUS



ANGRY



HYSTERICAL



FRUSTRATED



SAD



CONFIDENT



EMBARRASSED



HAPPY



MISCHIEVOUS



DISGUSTED



FRIGHTENED



ENRAGED



ASHAMED



CAUTIOUS



SMUG



DEPRESSED



OVERWHELMED



HOPEFUL



LONELY



LOVESTRUCK



JEALOUS



BORED



SURPRISED



ANXIOUS



SHOCKED



SHY



Emotion Coaching (5 steps)

1. Become aware of the child's emotion
2. Recognize the emotion as an opportunity for intimacy and teaching
3. Listen empathetically, validating the child's feelings
4. Help the child find words to label the emotion he is having
5. Set limits while exploring strategies to solve problems at hand



Children whose parents consistently practice emotion coaching have:

- better physical health
- score higher academically
- get along better with friends
- have fewer behavioral problems
- are less prone to acts of violence
- experience fewer negative feelings and have more positive feelings
- are more healthy emotionally
- are more resilient and better able to sooth themselves
- bounce back from stress and carry on with productive activities

From *Raising an Emotionally Intelligent Child* by John Gottman

"Being aware of what a child is feeling is the first step towards helping him or her learn about emotions. This awareness begins with you. Those who understand their own emotions are better able to relate to children's feelings. And when you can connect with children on an emotional level, you can nurture and guide them towards healthy emotional development."

Emotional Awareness

Recognize children's different emotions by learning what they're like when they are upset, sad, afraid, or happy. Try seeing the world from a child's view when he or she is struggling with an emotion. Listen to children during playtime for cues about what is making them anxious, scared, happy or proud. When appropriate, share your emotions with them. Remember that children are learning about emotions by watching how you handle your feelings.

Connecting

Pay close attention to a child's emotions, don't dismiss or avoid them. See emotional moments as opportunities to draw closer to the child. Try to share in the feeling and encourage children to talk about their emotions, share what they are feeling. Let children know that their feelings are okay, and then offer guidance in sorting out those feelings.



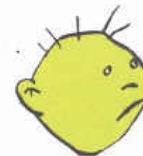
Listening

Don't dismiss emotions as silly or not important. Listen in a way that helps children know you are paying attention and taking them seriously. Find a way to show a child that you understand what she or he is feeling... don't judge or criticize the emotion.

Naming Emotions

Start identifying emotions together early... even before the child can talk. Try to identify the emotions they are feeling, instead of telling children what they ought to feel. Be a good example by naming your own emotions and talking about them. (Modeling)

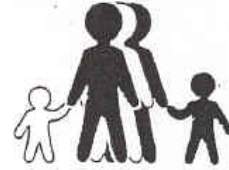
From: "What am I Feeling" by John Gottman



EARLY CHILDHOOD FAMILY EDUCATION

11 Peavey Road
Chaska, MN 55318
(612) 556-6224

Supporting and educating parents by providing the best possible environment for the healthy growth of children.



Parents as Educators

Studies have found that there are certain techniques that parents use that affect children's intellectual development, which, in turn, can affect how well the children do in school:

- ⇒ Talk to children in a way that engages them in the conversation. Talking includes listening as much as it does speaking.
- ⇒ Ask children to discuss what has happened to them during the day. Specific questions work better than general ones (rather than "What did you do in school today?" ask, "What book are you reading and what do you think of it?").
- ⇒ Read to children regularly and interactively "in a manner that actively involves the child through responses to parent questions about pictures and story figures." Post challenging questions when you are reading: "How do you feel? How does the person in the story feel? What would you do if you were in her situation?"
- ⇒ Help children learn to think about sequencing: "What do you think will happen next?"
- ⇒ Encourage children to use their imaginations, to be creative.
- ⇒ Ask children questions that encourage them to think beyond the here and now: "What do you think will happen when we get to Grandmother's house?"
- ⇒ Make reading and writing materials available.
- ⇒ Limit television watching, be selective in what children watch, and discuss programs with them.

Douglas R. Powell of Purdue University warns that although parents can do a great deal to strengthen children's learning, they are certainly not entirely responsible for either children's successes or failures. Other people in children's lives, including teachers, make a difference, and the child plays a part as well.

Ellen Galinsky "Ask the Children"

District 112 Early Childhood Family Education

**Parent Education Core Curriculum Framework and Indicators
for Parent Education Programs**

Integrated Lesson Plan Three: Early Childhood Development

Teacher's Name _____ **Date** _____

Class Series ECFE General Parenting Class **Session/Week Number** _____

Class Topic: The Power of Play

“Silencing children’s play is as harmful to healthy development as hurrying them to grow up too fast too soon.” David Elkind

1. Domain, Component, Category and Indicator(s):

a. Domain: Early Childhood Development

b. Component and Category: General Child Development, Process of Development

c. Indicator(s) - Parents support their children’s development when they:

Understand that children learn, grow and develop by playing

2. Lesson Objectives to Achieve the Indicator(s) (3 maximum):

a. To understand the importance of play

b. To identify daily activities and the learning that takes place

c. To increase children’s learning through play

3. Materials/References/Resources/ Handouts Needed to Support the Lesson:

Materials:

Ingredients to make play dough

References:

Bornstein manual five, chapter 9 entitled: Play in parent and child Interactions by Tamis et. al.

The Power of Play: How spontaneous, imaginative activities lead to happier, healthier children by David Elkind

The Importance of Play by K. Gindsberg

Minnesota Early Learning Indicators

Ask the Children by Ellen Galinsky

Handouts:

Parents as Educators

Approaches to Learning

Play-dough Recipe

4. Parent-Child Interaction Questions/Activities:

What activities does your child gravitate toward when they come to school? What is the first activity they choose?

(Activities set up in the room...play dough, painting, cut and paste projects, story corner, sensory table and free play areas)

5. Child Development Link(s): All Domains

Social and Emotional Development: Emotional Development, Self-Awareness and Self Regulation, Social Competence and Relationships

Approaches to Learning: Curiosity, Risk-Taking, Imagination and Invention, Persistence and Reflection and Interpretation

Language and Literacy: Listening, Speaking, Emergent Reading and Writing

Physical and Motor Development: Gross Motor Development, Fine Motor Development, Physical Health and Well-Being

6. Lesson Procedures:

Guided Check-In and Review: Talk about last week's topic for review. Ask about today's question: What activities did your child gravitate toward when they came to school? What is the first activity they choose?

Transition into today's lesson plan.

Introduction: This week we are going to be talking about how our children learn through play. So we're going to begin by playing. Today we are going to make playdough.

Activity: Divide group up into 2 or 3 smaller groups. Have recipes and supplies to make 2 or 3 batches of playdough. Hand the participants the supplies and recipes. Let them work uninterrupted. When they are finished ask them in their groups to talk about what they or their children could have learned from this experience. (5 Minutes)

De-brief with the large group. What did you discover? (Possible answers, science skills, how to follow directions, how to work with others, social skills, math skills, reading skills, introvert or extrovert? Leader or follower? Anyone get frustrated? Did you have fun? Write the answers on the board.

Content and Teaching Methods: Recap the importance of play. Discuss how play is critical for children's healthy development. Introduce and discuss the early learning indicators: curiosity, risk taking, imagination and Invention, persistence and reflection, and interpretation. Hand out the handout on Approaches to Learning.

Activity: Have the parents in their groups read the handout and share how their children are learning curiosity, risk-taking etc. from their play experiences. Have the participants create a list of activities that can be added to their children's learning experience through play. (Possible answers: Ask questions such as what might happen next? Let your children lead the play, provide opportunities to have make believe time, allow your children uninterrupted play time, allow your children to be

free of fear from making mistakes, the sky can be the color green, or maybe just adding block or puzzle play, letting them help you cook, all activities can be fun and playful.)

Summary/Closure: De-brief in the large group parent's answers. Write them on the board. Sum up: Children learn through play. Children's work is play.

Home Application: Ask the parents to look at the list and make a conscious choice to add one of these ideas into their children's activities this week. What are you willing to try or add to your children's lives this week?

7. Evaluation and Educator Reflection:

Ask yourself these questions and write some notes to refer to for the following session:

- **How do I know the identified lesson objectives were met?**

Participant's body language, participation and comments from the group discussions

- **How did the learning activities work?**

What went well?

Example: Parents learned from making the playdough

What did not go well?

Example: Parents needed more time

- **Notes for next week, including follow-up lessons or information needed.**

Parents may need more information on how the brain learns, optimum brain development or on creating enriched environments. Parents also need more classes on the Early Learning Indicators.

NOTE: Attach all materials such as handouts, resources, home application reminder note, etc. If using a published lesson plan or one designed previously, write "see attached" and attach a copy of the plan to the form.

Chaska ECFE's Favorite Playdough Recipe

Mix 2 TBSP of oil and food coloring into 2 cups of boiling water.

Add 1/2 cup of salt and mix well.

Add 2 cups of flour and 2 TBSP of cream of tartar. Mix well.

Knead the dough.

Add additional flour until the the dough is no longer sticky.

Store in an airtight container.



Other activities that calm and diffuse intense feelings:

Water play in sink or large plastic tub with boats, sponges, vegetables, dolls

Cornmeal or oatmeal with kitchen tools

Rice with small plastic cars or trucks, scoops and spoons

Bubbles

Bird seed

Noodles (bow-tie, spirals and shells)

Snow or sand with toys, shovels and buckets

Straw with farm animals

Glurch (1 Cup white school glue and 3/4 cup liquid starch. Knead with hands and if sticky add more starch)

Domain 2

Approaches to Learning

Curiosity

Encourage children's interest and excitement in discovery and exploration
Share activities and experiences where children and adults learn new things together
Encourage children to make choices in materials and activities
Plan family outings to interesting places such as parks, markets and museums
Provide a variety of materials and activities in the home environment
Help children learn about and explore their neighborhood and community

Risk-Taking

Encourage children to try new things and solve problems creatively
Respond positively to mistakes or errors
Introduce everyday household materials and toys that can be used in more than one way
Monitor children's use of media including television, video/DVD and computer

Imagination and Invention

Provide opportunities for children to experiment with new materials and activities without fear of making mistakes
Provide a variety of familiar and new materials and activities for children to explore
Encourage children to try new approaches to solving problems
Encourage pretend and make-believe play

Persistence

Provide places and times where children can play or work at tasks without interruptions
Provide age appropriate materials and activities
Respond to children's requests when help is needed without being intrusive
Encourage children's attention and persistence at tasks

Reflection and Interpretation

Encourage children to share their thoughts and ideas about the world around them
Ask questions that will encourage children to think about what they have seen, heard and done
Model thinking "out loud" and talk about ideas with children
Involve children in planning family activities such as vacations or trips to the library or museums

Parent Education Core Curriculum Framework and Indicators
for Parent Education Programs

Integrated Lesson Plan Four: Family Development

Teacher's Name _____ Date _____

Class Series ECFE General Parenting Class Session/Week Number _____

Class Topic: Family Time!

“One of the core predictors of children’s well-being and academic success is how much time they spend eating with adults.”
Bill Doherty

1. Domain, Component, Category and Indicator(s):

a. Domain: Family Development

b. Component and Category: Family Development, Family Traditions and Values

c. Indicator(s) - Parents support their children’s development when they:
Value and create family time together.

2. Lesson Objectives to Achieve the Indicator(s) (3 maximum):

a. To understand the importance of time together

b. To identify their thoughts, values and goals involving family time

c. To determine how to build family time within complex schedules

3. Materials/References/Resources/Handouts Needed to Support the Lesson:

References:

The Intentional Family: How to build family ties in our modern world by Bill Doherty

Putting Family First: Successful strategies for reclaiming family life in a hurry-up world
by Bill Doherty

Brain Matters by Pat Wolfe

Handouts:

Family Meal Time

Research

4. Parent-Child Interaction Questions/Activities:

Does your child prefer to play with you, alone or with others? Is this behavior consistent wherever you go and at home? Does your child need more attention from you?

(Activities set up in the room...play dough, painting, cut and paste projects, story corner, sensory table and free play areas)

5. Child Development Link(s):

Social and Emotional Development: Emotional Development, Self-Awareness and Self Regulation, Social Competence and Relationships

Approaches to Learning: Curiosity, Risk-Taking, Imagination and Invention, Persistence and Reflection and Interpretation
Language and Literacy: Listening, Speaking, Emergent Reading and Writing

6. Lesson Procedures:

Guided Check-In and Review: Talk about last week's topic for review. Ask about today's questions: Does your child prefer to play with you, alone or with others? Is this behavior consistent wherever you go and at home? Does your child need more attention from you?

Transition into today's lesson plan:

Introduction: This week we are going to be talking about family time. Children need our time and attention. Children need quality and quantity time.

Activity: Hand out a piece of paper to each participant. Have them write down 3 numbers across the top of the page. The first number is for how many times yesterday their family all had a meal together. The second number is for all the times last week that the entire family had a meal together and the third number is for how many times a week the family would like to have a meal together. Then with a partner share your numbers. Ask do these numbers surprise you? Which was the second and third number close? What do these numbers tell you? (5 minutes)

De-brief with the large group. What did you discover? (Possible answers, we don't get to have dinners together, my partner is always traveling, we are gone for the older children's activities etc.) Post on the boards some of the barriers that prevent families from having dinner together.

Content and Teaching Methods: Hand out the handout on Columbia University. Discuss the information. Share information from Bill Doherty..."One of the core predictors of children's well-being and academic success is how much time they spend eating with adults."

Activity: On your handout make a list of your individual family barriers to having dinner more often. Then make a list of how you can get around some of the barriers. Share with a partner and add ideas to your list. (5 minutes)

Summary/Closure: **De-brief** with the large group. What did you discover? Post some of the answers on the board. Hand out the handout Family Meal Time for a review.

Home Application: Ask the parents to look at the board and choose one idea that they can work on this week to have at least one more family dinner together.

7. Evaluation and Educator Reflection:

Ask yourself these questions and write some notes to refer to for the following

session:

- **How do I know the identified lesson objectives were met?**

Participant's body language, answers and comments in the group discussions

- **How did the learning activities work?**

What went well?

Example: Parents came up with some great solutions

What did not go well?

Example: Parents needed more time

- **Notes for next week, including follow-up lessons or information needed.**

Begin by asking them if they were able to have more family dinners together. How did they accomplish this and how do they and their families feel? Follow up lessons could involve limiting television, family fun activities, meeting each child's needs or self time etc.

NOTE: Attach all materials such as handouts, resources, home application reminder note, etc. If using a published lesson plan or one designed previously, write "see attached" and attach a copy of the plan to the form.



Family Meal Time

"One of the core predictors of children's well-being and academic success is how much time they spend eating with adults."

Bill Doherty, Director of the Marriage and Family Therapy Program, U of M

"A revival of the family dinner in America will do more to curb kids from smoking, drinking and using drugs than any law or public health campaign."

National Center on Addiction and Substance Abuse 2005

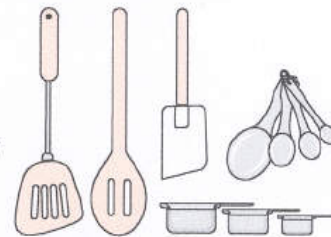
"In a recent study, from Baylor All Saints Medical Center, researchers found that benefits from family dinners extend far beyond the dinner hour. Frequent family dinners are linked to fewer weight problems in children, healthier self images and lead to less problems as teens with drugs and alcohol. Eating meals together has huge family benefits!

Tips for Mealtimes:

- Involve children in meal preparation (Children also learn how to cook!)
- In addition to keeping healthy, meals are for relaxation and connecting with the family
- Let family members know when the meal time begins and ends
- NO TV during dinner... (There are many statistics that 1/3 to 1/2 of all families eat with the TV on)
- Leave stressful issues and conflict resolution for another time
- Have an enjoyable dinner together

Creative Connection Ideas

- Have special dinners: on the porch, patio or in front of the fireplace
- Have a picnic together inside or outside
- Let all family members be involved in choosing and making dinner with their favorite foods
- Talk about highlights of the day, things you are happy about or thankful for
- Everyone should have time to talk and listen
- Take turns being the special person of the day



The more often children and teens eat dinner with their families, the less likely they are to smoke, drink and use drugs.

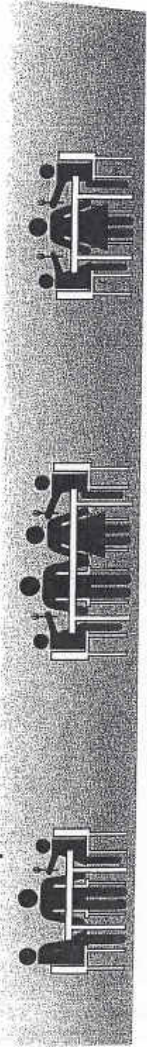
Children and teens who have frequent family dinners:

- Are at half the risk for substance abuse compared to teens who dine with their families infrequently
- Are less likely to have friends or classmates who use illicit drugs or abuse prescription drugs
- Have lower levels of tension and stress at home
- Are more likely to say that their parents are proud of them
- Are likelier to say they can confide in their parents
- Are more likely to be emotionally content and have positive peer relationships
- Are less likely to try marijuana or have friends who use marijuana
- Have healthier eating habits
- Are likelier to get better grades in school
- Are at lower risk for thoughts of suicide

Percent Teens who Smoke, Drink, Use Marijuana
(by frequency of family dinners)

	5-7 Dinners per week	0-2 Dinners per week
Cigarettes	14	34
Alcohol	30	52
Marijuana	12	35

THE NATIONAL CENTER ON ADDICTION AND SUBSTANCE ABUSE AT COLUMBIA UNIVERSITY



Celebrate Family Dinner

Frequent Family Dinners are your most powerful tool to prevent children from smoking, drinking or using illegal drugs.

Why are frequent family dinners so important? Regardless of a child's gender, family structure, or social or economic status, CASA research finds that children who often eat dinner with their families are more likely to:

- Do well in school
- Have positive peer relationships
- Be emotionally content
- Have lower stress levels
- Be at lower risk for thoughts of suicide
- Be bored less often
- Avoid substance abuse

Cub helps you celebrate Family Dinner every day.

Seven Family Dining Tips:

- Start the pattern of family dinner when children are young.
- Pick a day of the week to plan family meals for the upcoming week. Make your best attempt to stick to the schedule.
- Encourage your children to create menu ideas and participate in meal preparation.
- Turn off the TV.
- Talk about what happened in everyone's day: school, work, sports, extracurricular activities or current events.
- Keep conversation positive and give everyone a chance to speak.
- Talk about the importance of healthy eating and practice safe food handling.

Parent Education Core Curriculum Framework and Indicators
for Parent Education Programs

Integrated Lesson Plan Five: Culture and Community

Teacher's Name _____ Date _____

Class Series ECFE General Parenting Class Session/Week Number _____

Class Topic: Media Exposure

“Media have taken over the lives of many kids, who spend more time in front of screens than doing anything else but sleeping.”
David Walsh

1. Domain, Component, Category and Indicator(s):

a. Domain: Culture and Community

b. Component and Category: Societal and Global Forces, Media

c. Indicator(s) - Parents support their children's development when they:

Understand the impact of early media exposure on the brain's neural network and development

2. Lesson Objectives to Achieve the Indicator(s) (3 maximum):

a. To understand the early impact of media on the young brain

b. To understand the importance of limiting exposure

c. To gain skills understanding age appropriate content

3. Materials/References/Resources/Handouts Needed to Support the Lesson:

References:

NO: Why kids of all ages need to hear it and ways parents can say it by David Walsh
Bornstein Manual 5 Chapter 14: Parenting in a Multimedia Society by Dorr, Rabin and Irlen

Handouts:

Parent Tool Kit-Media Wise Kids

Media Wise Families

4. Parent-Child Interaction Questions/Activities:

Do your children learn from watching other children?

(Activities set up in the room...play dough, painting, cut and paste projects, story corner, sensory table and free play areas)

5. Child Development Link(s):

Social and Emotional Development: Emotional Development, Self-Awareness and Self Regulation, Social Competence and Relationships

Approaches to Learning: Curiosity, Risk-Taking, Imagination and Invention, Persistence and Reflection and Interpretation

6. Lesson Procedures:

Guided Check-In and Review: Talk about last week's topic for review. Ask about today's question: Do your children learn from watching other children?

Transition into today's lesson plan:

Introduction: This week we are going to be talking about media in our culture and the impact that it has on our children.

Activity: Guided visualization. Today we're going on a guided visualization. I'd like you to close your eyes and relax. Take a deep breath in and slowly blow it out. Take another breath in and out. Slowly, very slowly in....and out.... I'd like you to imagine you're a child again. You are playing. See yourself. Think about how it felt to be a child. Now... remember back to a scary movie or television show that you saw. Did you ever see psycho, the birds, Halloween, or Freddy Kruger? Did you see any violent movies such as Braveheart or Lord of the Rings? Think of a show or movie that had an impact on you. See the movie. What does it look like? Hear what's going on in the movie. How does it sound? Feel the movie. How does it feel? Slowly open your eyes. How are you feeling? Do you feel calm and relaxed any longer? Share with a partner how you felt and what you remembered. (5 minutes)

De-brief with the large group. What did you discover? (Possible answers, I no longer felt relaxed, scary feelings came flooding back, I was even scared from Disney movies) So what does this mean for our children?

Content and Teaching Methods: Talk about the influence media has on our children. Share information from No by David Walsh. Share a story or two from the book or personal experience. Children under 2 should not watch TV. They need to learn from words. Children over 2 should be monitored and watch less than 2 hours a day. Parents should watch TV with their children to share thoughts and ideas from the program.

Activity: Hand out Media wise kid's questioner pg.260-261. Have them answer the questions and share their answers with a partner. Discuss as a group their thoughts and share personal stories.

Summary/Closure: Then have them read through the does and don'ts on the handout Media Wise Families. Have them answer the questions. Share their thoughts as a review of the lesson

Home Application: Ask the parents to share this list with their partners and ask if there is anything on this list that they would be willing to try to become a media wise family.

7. Evaluation and Educator Reflection:

Ask yourself these questions and write some notes to refer to for the following session:

- **How do I know the identified lesson objectives were met?**

Participant's body language, test answers and comments in the group discussions

- **How did the learning activities work?**

What went well?

Example: Parents concerned and interested in helping to limit TV

What did not go well?

Example: Parents needed more time

- **Notes for next week, including follow-up lessons or information needed.**

Ask how it went limiting TV or helping their children to make better choices on programming. For the future, to build on this lesson plan, talk about brain development and the recipe for optimal brain development.

NOTE: Attach all materials such as handouts, resources, home application reminder note, etc. If using a published lesson plan or one designed previously, write "see attached" and attach a copy of the plan to the form.

"Media have taken over the lives of many kids, who spend more time in front of screens than doing anything else but sleeping. We adults have to learn to say no and limit their exposure to media and their use of them. Use this kit to take stock of the role media play in your family." David Walsh



Parent Tool Kit Media Wise Kids

We have rules limiting how much time our kids use media... yes ___ no ___

We keep TVs, video games, and computers out of kids bedrooms... yes ___ no ___

We keep media off during meals... yes ___ no ___

We pay attention to media ratings... yes ___ no ___

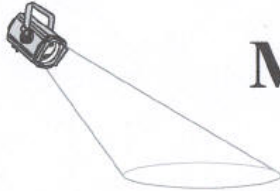
We keep up with technology changes so we know what media are popular with kids... yes ___ no ___

We have clear rules about Internet use... yes ___ no ___

Our kids, including our teens, know not to give out personal information on the Internet... yes ___ no ___

We know what video games our kids are playing... yes ___ no ___

From: No: Why kids of all ages need to hear it and ways parents can say it by David Walsh



Media Wise Families

Spot light on: **DO**

Have clear rules about "screen time." The clearer the rules, such as, "no TV or video games before school or until homework is done," the better. Consistency is important.

Limit the amount of "screen time." Dr. Walsh recommends a total of 10 hours per week for entertainment screens, TV, and video games. Computer time for research, homework and email is separate and not included in the 10 hours.

Practice "appointment television." Decide in advance what is worth watching and then make an appointment to watch it.

Know what your kids are watching and what games they are playing.

Follow the media rating systems.

Install Internet filtering software.

Keep up with the changing media landscape at www.mediawise.org.

DON'T



Don't have the TV or other media on during meals.

Don't allow TVs, video games or computers in kid's bedrooms.

Don't let media time crowd out all the other activities that are important for kids.

Don't let kids play ultra-violent "shooter" video games.

Don't let kids give out personal information on the Internet.

Don't allow kids to meet Internet friends without supervision.

What do I want to continue or add?

What do I want to change?

From: No: Why kids of all ages need to hear it and ways parents can say it by David Walsh

Section Four

Ideas for Successful Parent-Child Interaction Time

Parent-child interaction time is an opportunity for parent educators to add depth and new meaning for parents. Parent-child interaction time provides many opportunities for the parent educator and children's teacher to highlight the day's activities, to preview topics in parent education, to provide ideas for home practice, to give new ideas for appropriate learning activities for children, for parents to practice new skills, for parents to observe their children, model acceptable behaviors for parents when interacting with their children, and provide quality time for families.

The most common tips parent educators share:

- Have a question of the day for parent-child interaction time.
- Model how to play and interact with children for the parents to observe.
- Tie parent-child interaction questions to the parenting lesson plan.
- Plan ahead with the children's teacher on strategies and topics for the families.
- Have signs up in the room that state what the children are learning when they play with specific objects.
- Be present and open for questions and information.

Campbell and Palm recommend from their book, *Group Parent Education: Promoting parent learning and support*, (page 151, chapter nine) seven tips for designing effective parent-child interaction time:

Selecting and adapting parent-child activities

Create an environment that is sensitive to child development, with appropriate and engaging activities for different age groups.

Balance projects that are sensitive to both parent and child interests.

Offer a variety of activities to meet the needs and interests of different parents and children.

Preparing the environment

Have the early childhood teacher and parent educator work together to select activities

Arrange activities to indicate space boundaries while also considering activity and noise levels.

Add a new twist to a favorite activity

Introducing and modeling activities

Verbally explain activities before parent-child time.

Write activities on small cards or signs for parents to read when they go to an activity area.

Have parent and early childhood educators circulate, explaining the purpose of each activity.

Setting a positive tone

Help parents understand the expected roles and appropriate behavior.

Give parents clear descriptions and explanations about the purpose of parent-child time and expectations for parent and child behavior.

Model respectful interactions with children and describe how parents can help their children with an activity.

Clarifying parent roles

Explain to parents that it provides them with an opportunity to observe their child's behavior in a different social context with peers and to discover new insights about their child's interactions with others.

Point out to parents that they can be cooperative playmates who follow their child's lead.

Help parents see their role as a teacher or guide who demonstrates to their child how to complete a task and encourages his/her efforts through modeling or scaffolding tasks.

Provide parent with explicit information about the roles that parent educators want them to play during parent-child interaction time through an initial orientation to the program and in a parent handbook.

Circle-time: Creating a group feeling

Vary the length of circle time according to the age of the child.

Recognize each child by name through a chant or song to begin circle time.

Selective intervention during parent-child time

Note parent strengths to acknowledge at a later time or child behaviors that can be discussed with the parents during parent discussion time.

Support parents and children who may be struggling with their own interaction, and intervene by making a simple comment to a parent to support their efforts or redirect both the parent and child.

Here are some sample questions Campbell and Palm recommend to begin a be-briefing with parents following parent-child interaction time: (page 172, chapter 9)

“What was it like for you playing with your child today?”

“What did you notice about your child's choices?”

“How have things changed from earlier in the year during this time?”

“How is it different playing here with your child than at home?”

“What surprised you as you played with your child?”

If your parent-child time includes time for observation, Campbell and Palm also share these tips on guided observation of child behavior:

Select a focus for observation that matches the topic of group discussion.

Post the topic where parents can read it.

“Notice how your child gets his/her needs met.”

“Watch for new social skills your child has acquired.”

Keep parents focused during the observation.

Design and maintain group rules of observation:

Observation is quiet time

Put yourself in your child’s place to understand him/her.

Watch the children and listen to their words.

Avoid judgments about your child

Note your own feelings as you observe.

Respect all of the children as you observe.

Focus primarily on “what” is happening not “why.”

A parent educator from Rochester shared some common questions she uses for parent-child interaction time:

Theme: Mother’s day

Question for parent-child interaction time: **Does your child see you take time off for rest or play as well as time for work?**

Parent topic: Self-care

Theme: Bugs

Question for parent-child interaction time: **What reaction do you model for your children when you see “Creepy, crawly things?”**

Parenting topic: Need for family time, outdoor time or how children learn

Parenting book: *Last Child in the Woods* by Richard Louv

Theme: Transportation

Question for parent-child interaction time: **How do you plan travel time with your children?**

Parent topic: Learning activities for the car, setting your family up for successful trips, family time or rituals

Theme: Spring time changes

Question for parent-child interaction time: **How are your children changing right now?**

What have you noticed lately?

Parent topic: Development

Here is a list of questions developed by Carolyn Oldre from Mounds View ECFE. These questions were originally designed for work sampling, however, many of these questions are excellent for use in parent-child interaction time.

Personal and Social Development

How does your child demonstrate comfort in his/her skills?

What actions does your child do that are self-directed? What choices does he/she make? What classroom rules and routines does your child follow?

Write down some examples of your child using materials as they were intended. (For example: using markers on paper.)

What do you see and hear your child doing during transitions? What do you think that means about his/her comfort level?

In what ways does your child show eagerness or curiosity? What does your child do when faced with a problem?

Write some examples of your child's interactions with other children. Describe how your child reacts to familiar adults.

What actions or words does your child use that makes you think he/she is empathetic or caring for others?

How does your child react when faced with a conflict? What actions, if any, does he/she take?

Language and Literacy

Give an example of your child understanding directions.

Watch for examples of your child showing interest in reading activities.

Have you seen your child use scribbles to pretend to write? Collect some samples. Ask your child to re-tell a story or event told by the teacher.

Does your child speak clearly enough to be understood? Listen for examples of asking the teacher for help or requesting information from someone in class.

Social Studies

How does your child show that she/he recognizes her/his own characteristics? Does your child make comparisons to other children?

What ideas has your child expressed to you about families? How about what each family member is supposed to do?

Does your child notice people in the community? What does he/she say about them? In what ways is your child familiar with technology?

Scientific Thinking

How does your child use his/her senses to explore the classroom and/or the outside world? In what ways do you think your child "investigates"? Do you notice your child making comparisons?

How does your child answer "what if " questions? . Does your child seem interested or amazed at the world? How does he/she express it? Describe some of your child's explanations of events.

Physical Development

What activities does your child do that shows you his/her balance or muscle control?

What types of actions does your child do with his/her "small muscles" -in other words, his/her hands, fingers?

What types of art materials does your child use?

Are there ways that your child plays that tells you she/he can coordinate what is seen by the eye and how his/her hand moves? (Examples might be puzzles, drawing, putting on shoes)

What health and safety rules does your child know? What routines does he/she regularly follow?

Math

Does your child show curiosity about amounts of things or counting? Do you have examples of your child noticing patterns?

How is your child making order in his/her environment?

Have you noticed your child playing with toys or games that use shapes? (Blocks, lotto cards, matching games, shape sorters)

Give some examples of words that your child uses that tells you she/he understands the location of things. ("The animals are in the box.")

Can you child guess/decide: which bucket is bigger? Which car will go faster?

Have you noticed your child having fun with measuring activities in the classroom? Does your child anticipate the daily routing -at home? at school?

What kinds of words does your child use to describe time, or the passing of time?

The Arts

Have you noticed your child using an art material in more than one way? or using a variety?

Describe your child when playing at the play dough table.

How has your child's drawing and other art forms changed over the last year?)

What are some of your child's favorite songs? Does he/she enjoy playing real or pretend musical instruments?

Does your child participate in finger plays and games? Does he/she have some favorites? . Watch your child move during music or large muscle time. Describe the movements. Does your child's movement change if music is added to the experience?

Does your child talk about a classmate's project? Does he/she notice a block structure or play dough creation made by someone else? What does he/she say about it?

How does your child react to a guest magician, puppet show, or musician?

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