



RECOMMENDATIONS FOR PROVIDING ONLINE GROUPS FOR CHILDREN AGES 4-7

Corresponds to *Celebrating Families!™* Volume 5



Prevention Partnership International
EMBRACING, EMPOWERING AND GUIDING FAMILIES

**IN PARTNERSHIP
WITH**



**FUNDING PROVIDED
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HEALTH PROFESSIONALS**



Prevention Partnership International
EMBRACING, EMPOWERING AND GUIDING FAMILIES

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**FOR BASIC MATERIALS ON PROVIDING
ONLINE *CELEBRATING FAMILIES!* GROUPS
REFER TO JULY 9TH, 2020 WEBINAR
AVAILABLE AT**

<https://www.preventionpartnership.us/webinar-documents>

Celebrating Families![™] and ***¡Celebrando Familias!*** are programs of NACoA (National Association for Children of Addiction) offering curriculum materials, technical assistance and training services. For more information in California contact: Melissa Santos, Melissa.Santos@communitysolutions.org
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TIPS FOR LEADING ONLINE GROUPS FOR CHILDREN 4-7 YEARS OLD

1. Stay connected. Relationships matter! Find ways to connect with children and parents.
2. Connect with the parent/caregiver
 - Attend Session One of the Parent/Caregiver group. Help parents understand the purpose of children's groups.
 - Explain children need a place to have their group, just like for online school classes. If the space is open to the rest of the family, it would be good to create a cardboard or cloth separation to minimize distractions.
 - Request your agency distribute supplies children need for group. Set up a way for parents to receive or pick them up. (See lists in preface to Volume Five and in the individual session plans.)
 - Pay attention if/when parents express concern about how much time they spend supporting the group/their child. They may need help!
 - During the group gathering time, you might have a quick check-in with parents: How are you doing? How do you feel your child is doing? How do you feel the group is going?
 - Listen for how the parent/caregiver describes their interactions with their children: *"They are so out of control. The next time they act out I'm going to...."* This could be a warning of building stress. If the caregiver appears stressed/frustrated it will be important to address this.
 - Empathize and take a moment to help normalize.
 - Provide suggestions to reduce stress – taking a few minutes to destress (breathing, coloring, walking – it should have rhythm or repetitive pattern).
 - Individually refer for individual or family therapy.
 - If you suspect maltreatment you need to address this individually and as a mandated reporter.
3. Consider potential challenges for the child and the family. Anticipate issues.
4. Start group with a check -in, such as:
 Rose (something good this week) Thorn (something bad) Popcorn (a surprise)
5. We recommend parents join the children at the beginning and ending of group.
 - If you are serving children whose parents/caregivers cannot join the group, you may want to eliminate this component.
 - As parents leave group we ask they give their child a Parting Affirmation and as they return at the end a Returning Affirmation. (Refer to *Essential Information & Parenting Skills* Booklet.)
 - After parents/caregivers give their Parting Affirmation, we ask they go to another room or outside to minimize distractions.

6. Review recommendations for Providing Online Groups from July 9th webinar.
 - Keep groups short, small and simple! Shorten activities you cannot do everything that is written in lesson plans, particularly introductions.
 - Establish and Review Group Agreements for appropriate behavior and dress. Have gentle, consistent limits.
 - Let children guide you. Respond to what works (or doesn't work), repeat activities that work.
 - Be sure to include music – sing, dance, have fun!
7. We understand there is free Internet from Comcast for 60 days to new customers in low-income households. Comcast also offers additional resources including access to free Xfinity WiFi hotspots: <https://corporate.comcast.com/covid-19>.

RECOGNIZING CHILD ABUSE AND NEGLECT

THROUGH ONLINE GROUPS

Sources: Child & Family Services Division of CA Dept. of Social Services, CA Dept. of Education, and National Alliance for Drug Endangered Children

1. Group leaders are mandated reporters. If you suspect that a child may be at risk of harm due to substance use or drug activity, you have a mandatory duty to report. If you are concerned about the immediate safety of a child, call 911. California Department of Social Services provides a web page with free training to meet California's Mandated Reporter Training. More information is available at www.childwelfare.gov/pubPDFs/educator.pdf. Other states will have comparable information available. Contact your state's Department of Social Services.
2. Let children know how much you care about their well-being. If possible, create a way for children to reach out for support through email or call. Google and other text messaging apps provide alternative phone numbers that link to personal phone numbers, so that it is kept private. These services are typically free of charge.
3. Be supportive and patient. Take time to check in at beginning of group.
4. Trust and follow your intuition.
 - Are they avoiding or deflecting answering a question?
 - Does the parent/caregiver interrupt questions that might elicit an answer that could reveal potential abuse/neglect?
 - Does the child appear to be afraid? Are they shifting in their seat? Avoiding eye contact? Looking to the side to see if their parent is watching/listening?
 - Do they alter their affect/responses when the parent/caregiver is present?
5. Pay attention to the background
 - Can you see any safety hazards? Does anything in the background look dangerous? Can you see drug paraphernalia, disarray or broken items?
 - Do you hear yelling, screaming or aggressive conflict in the background?
 - Can you hear any other inappropriate conversations in the background?
 - How does the child appear or respond to the environment?
 - When a parent/caregiver walks within view does the child's behavior change?
6. As always keep notes on dates and times of groups and other times you may check in on children. Document any behavior or comments that raise a concern. If you are worried, connect with your supports (another group leader, clinical director).
7. When working with children who have had open cases of child abuse or are at high risk, if possible have a private conversation about how they can safely convey a concern, through a "safe word" or phrase.

Children's safety is our number one priority.

RECOMMENDED SESSION AGENDAS

Online Group for the Children

30 Minutes

Pre-Session Gathering: 5 minutes (Parents/Caregivers participant with children)

Interaction and check-in with children and parents while waiting for all to join group.

Opening: 5 Minutes

Centering

Agenda for the Session

Group Agreements

Short Introduction to the Session Theme

Parents/Caregivers offer a Parting Affirmation and leave

Activities (Children only): 15 Minutes

Session Activities

Closing (Parents/Caregivers participate with children) 5 Minutes

Parents return and offer a Returning Affirmation

OPTIONAL: Brief Closing Activity

Closing Affirmation

At-Home Activities

Family Meal – at least one each week

All household members attend

Before eating, parents/caregivers lead everyone in a centering activity

During the meal, parents/caregivers use the suggested Conversation Starters.

Connecting With My Family (CWMF) Agenda: 30 Minutes

Gathering and Centering – 5 minutes

One or two simple activities – 20 minutes **

Parent Affirmations – 5 minutes.

OPTIONAL: Enjoy a snack together!

**** NOTE:** Families that also include children older than 4-7 years may want to do the Connecting With My Family Activity (from the Basic CF! Curriculum). See the Matrix in *Basic Materials For Providing Online Celebrating Families! Groups* from the first webinar for details (available at: <https://www.preventionpartnership.us/webinar-documents>). Group Leaders can help families make the decision as to which activity is right for them.

ADDITIONAL SUPPLIES FOR THE AT-HOME ACTIVITIES

The Preface in the *Celebrating Families!*[™] curriculum contains a list of the supplies you need to provide the online groups. You will need a few additional supplies for the At-Home Connecting With My Family activities each week. They are:

Weekly: Copies of the *Dear Caregiver... Page* and the *Parent Handout with the At-Home Activities*

Session 1. A medium to large size ball.

Session 2. None.

Session 3. Book: *The Kissing Hand* (families can also access it online). Items for a Tea Party: Pot for juice, milk or water; small plates, napkins, cups.

Session 4. Songs for dancing together from a CD or played from YouTube.

Session 5. A children's book that illustrates characters expressing lots of feelings.

Session 6. None.

Session 7. Pictures of healthy foods.

Session 8. None.

Session 9. None.

Session 10. One copy of the Traffic Light Mosaic for each family member.

Session 11. One or two puzzles (optional).

Session 12. None.

Session 13. Colored paper cut into strips (to make paper chains).

Session 14. A children's book in which the characters are good friends.

Session 15. A whole ball of yarn.

Session 16. None



MATRIX OF SUGGESTED ACTIVITIES

SESSION 1: ORIENTATION & GETTING STARTED

<u>Online Group Session Plan</u>			
Session Focus: Establishing trust in the Group <i>(Corresponds to CF! Session 1)</i> Essential Parenting Skills for this Session: Centering Parting/Returning Affirmations Reading to children	Opening Introduce Centering Agenda Group Rules Introductions: Welcome to <i>CF!</i> Parents and children answer questions: 1. Who do you live with? <i>(parents, brothers, sisters, grandparents, children, or foster parents)</i> 2. What is your favorite flavor of ice cream? Parents offer Parting Affirmation and leave	Activities <i>Nothing from Activity Time</i> Story Time: #1: Read a book about being Kind #2: Activity: Introduce Acts of Kindness	Closing <i>Parents return and offer a Returning Affirmation</i> Homework Assignments: Act of Kindness <u>Optional:</u> Choose a stuffed animal to bring to group. <u>IF TIME ALLOWS:</u> Closing Activity: Review names Closing Affirmation <i>(with parents)</i>

<u>During The Parents/Caregivers Group</u>	
<u>GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES</u>	
<u>Teach Essential Parenting Skills: Centering & Affirmations</u> <i>Centering:</i> Emphasize the importance of Centering with children. Have them practice the children's centering (see Parent Handout). <i>Affirmations:</i> Point out that they will be asked to give their children an affirmation at the end of Connecting With My Family (CWMF) each week. Discuss how they could affirm something they noticed about their child during the activity time, such as: <i>"I love how you laughed so hard when we ____!"</i> Or <i>"You did a great job helping me get everything ready for our activity. Thank you!"</i>	<u>Distribute Parent Handouts</u> <i>1. Dear Caregiver... Page.</i> Emphasize two goals for this session: 1) Learn how to center themselves, and 2) Be introduced to Acts of Kindness. Then <u>briefly</u> review the main concepts, suggesting some ways they might reinforce these concepts throughout the week. <i>2. At-Home Parent Handout.</i> Review carefully to be sure everyone is clear about what they will be doing. <u>If time allows</u> , discuss the Family Meal Conversation Starters to <u>model</u> how they can talk about them with their children.



PARENT HANDOUT

SESSION 1: AT-HOME ACTIVITIES

Essential Parenting Skill Introduced this week:

CENTERING: Centering is an important stress reduction skill for all ages. It has been shown to reduce anxiety and feelings of stress; increase feelings of calm and aid in thinking clearly.

Instructions for centering with young children:

Turn on quiet music. Say: *"Let's all take a deep breath in through our noses."* Everyone takes a deep breath together and lets it out. Say (in a quiet, soothing voice) *"Let's all sit as quietly as we can for just a moment. You can close your eyes if you want to. Slowly take a deep breath in through your nose, hold it for just a moment (hold it) and then quietly let it out."* Pause. Say: *"Let's do that one more time."* Repeat. Then say: *"Thank you for being quiet with me!"*

Family Meal

Begin with Centering. Everyone waits to ***begin eating*** until ***after centering***. (NOTE: If saying a Table Grace is part of your family's tradition, it can be used as Centering).

Mealtime Conversations. During the meal, engage children in the following conversations.

- 1: What is an Act of Kindness?**
- 2. What Act of Kindness** could you do this week? *Help your child(ren) choose something they can do before their next group session.*
- 3: If children were asked to bring a stuffed animal/puppet** to group each week, ask them which animal/puppet they would like to bring.

Connecting With My Family

Agenda:

- 1. Begin with Centering.**
- 2. Game: Our Favorites.** (See instructions below)
- 3. Parent/Caregiver Affirmations:** Tell your children something you like or appreciate about them, preferably something positive you observed during this time.
- 4. Snack.** A fun way to end this time is to enjoy a snack together. (OPTIONAL)

Instructions for Game: Our Favorites

NEEDED: A medium to large size ball.

- 1. Everyone sits in a circle on the floor.** Spread your legs out and touch the toes of those sitting next to you so that the circle is closed.
- 2. Roll the ball to each other inside the circle you made with your legs.** Roll it back and forth several times.
- 3. What are our favorites?** Now roll the ball to each other again, but this time the person catching the ball answers this question: *My favorite _____ is _____.* Fill in the first blank with items such as: ice cream, color, holiday, toy, friend, etc. Keep going, naming as many favorites as you can think of.
- 4. Read a favorite book or play a favorite toy/game.** Let children choose some favorite books or toys for all to enjoy.





SESSION 2: FAMILIES HELP US LEARN HOW TO TAKE CARE OF OURSELVES

Online Group Session Plan

<p>Session Focus We learn from our families how to keep our bodies healthy and get along with others. (Corresponds to CF! Session 2: Healthy Living)</p> <p>Essential Skills for this Session: Centering Parting/Returning Affirmations Reading to children</p>	<p>Opening Centering Agenda & Group Rules <u>Optional:</u> Children introduce their stuffed animal or puppet Acts of Kindness (skip review) Introduction: Keeping Myself Healthy (keep it simple/shorten) Parents offer Parting Affirmation and leave</p>	<p>Activities Activity Time: I Can Be Healthy Matching Game & Poster Story Time: Read a book about families (with questions)</p>	<p>Closing Parents return and offer a Returning Affirmation Homework Assignment: Act of Kindness <u>IF TIME ALLOWS:</u> Closing Activity: One way to keep myself healthy Closing Affirmation (with parents)</p>
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During The Parents/Caregivers Group

GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES

<p><u>Teach New Essential Parenting Skill: Following Children's Lead</u> Read, or have a volunteer read, the information about Following Children's Lead from this week's At-Home Parent Handout.</p> <p><u>Other Essential Parenting Skills used:</u> Review with parents the other skills they will need: Centering and Affirming Children</p>	<p><u>Distribute Parent Handouts</u></p> <ol style="list-style-type: none"> 1. Dear Caregiver... Page. Emphasize the key concept their children are learning this week: Families are made up of the people who love us and take care of us. There are many different kinds of families. Then <u>briefly</u> review the main concepts and the suggestions for how they might reinforce these concepts throughout the week. 2. At-Home Parent Handout. Review carefully to be sure everyone is clear about what they will be doing. If time allows, discuss the Family Meal Conversation Starters to <u>model</u> how they can talk about them with their children.
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PARENT HANDOUT SESSION 2: AT-HOME ACTIVITIES

Essential Parenting Skill Introduced this week:

FOLLOWING CHILDREN'S LEAD: When interacting with young children, it is important to follow their lead as to how they want to play. This helps them develop creativity, take initiative, and learn decision making. For instance, if a child chooses a ball to play with, the parent/caregiver waits and watches to see what the child wants to do with it instead of telling him what to do (directing the play experience). After observing a few moments, the adult can enter into the child's play.

Other Essential Parenting Skills used:

Centering, Affirming Children

Family Meal

Begin with Centering. Everyone waits to begin eating until after centering.

Mealtime Conversations. During the meal, engage children in the following conversations.

- 1: *What is something you really enjoy that our family does together?*** Parent/Caregivers share first.
- 2: *What is an Act of Kindness*** you could do this week? Help your child(ren) choose something they can do before their next group session.

Connecting With My Family

Agenda:

- 1. *Begin with Centering.***
- 2. *Play games using the skill of Following Children's Lead.***
Have available several items your children enjoy, such as blocks, balls, books, games or art materials. Let them choose what they want to play with. Observe for a few minutes, then join in their play. ***IMPORTANT: Adults play with children; they do not simply observe their play. See note below.***
- 3. *Parent/Caregiver Affirmations:*** Share something you like or appreciate about them, preferably something you observed during the activities.
- 4. *Snack.*** End with a snack. (OPTIONAL)

Importance of Playing With Children

Children use play as a way to learn, explore their world, develop language and learn how to problem solve. For children, PLAY IS THEIR WORK! **Therefore, it is important to provide lots of opportunities for your children to play and to play with you.** You can find opportunities to play all around you. For example, cups in a variety of sizes and colors or safe kitchen utensils can all be used as play items. Or a blanket stretched over a table or chair can become a tent with lots of opportunities for play!





SESSION 3: CELEBRATING MY FAMILY

Online Group Session Plan

<p>Session Focus It is important to celebrate all the good things we like about our families. <i>(Increases attachment, a resiliency factor)</i></p> <p>Essential Skills for this Session: Centering Parting/Returning Affirmations Reading to children</p>	<p>Opening Centering Agenda & Group Rules Acts of Kindness <i>(skip review)</i> Introduction: My Family is Special! NOTE: Shorten the Intro and keep it simple Parents offer Parting Affirmation and leave</p>	<p>Activities Activity Time: My Family Book Story Time: Read a book about families OR Activity: Family Affirmation Cards</p>	<p>Closing Parents return and offer a Returning Affirmation Homework Assignment: Act of Kindness IF TIME ALLOWS: Closing Activity: One thing I like about my family Closing Affirmation <i>(with parents)</i></p>
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During The Parents/Caregivers Group

GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES

<p><u>Teach New Essential Parenting Skill: Reading to Children</u> Read, or have a volunteer read, the information about Reading to Children from this week's At-Home Parent Handout. Note that Parents/Caregivers will be using the book <i>The Kissing Hand</i> at home this week where they will be asked to give their children the "Special Words" they identified in their group.</p> <p><u>Other Essential Parenting Skills used:</u> Review the skills they will need: Centering, Following Children's Lead (used during the Tea Party) and Affirming Children</p>	<p><u>Distribute Parent Handouts</u></p> <ol style="list-style-type: none"> 1. Dear Caregiver... Page. Emphasize the key concept their children are learning this week: It is important to celebrate all the things that are special to me about my family. Then <u>briefly</u> review the main concepts and suggestions for how they might reinforce these concepts throughout the week. 2. At-Home Parent Handout. Review carefully to be sure everyone is clear about what they will be doing, especially that they are to give their children the "special words" from the <i>Kissing Hand</i> activity they identified in their group this week. If time allows, discuss the Family Meal Conversation Starters to <u>model</u> how they can talk about them with their children.
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PARENT HANDOUT

SESSION 3: AT-HOME ACTIVITIES

Essential Parenting Skill Introduced this week:

READING TO CHILDREN: An important way parents can enjoy being with their children and significantly help their brain and language development is reading with them. Children love books and looking at them together provides quiet, intimate moments of sharing, which also helps support attachment. Look at/read books with your children often! Make the most of this time by using the skill of Following Children's Lead when looking at books. Do this by letting your child move on when they want to (it's okay if they don't want to read every single page), asking questions about the story or pictures and letting children identify any words they know. If older children have books they can read, listen while they read them to you.

Other Essential Parenting Skills used: Centering, Following Children's Lead (during Tea Party) and Affirming Children

Family Meal

Begin with Centering. Everyone waits to begin eating until after centering.

Mealtime Conversations. During the meal, engage children in the following conversations.

- 1: *What is something you really like about our family?*** Parent/Caregivers share first.
- 2: *What is an Act of Kindness*** you could do this week? Help your child(ren) choose something they can do before their next group session.

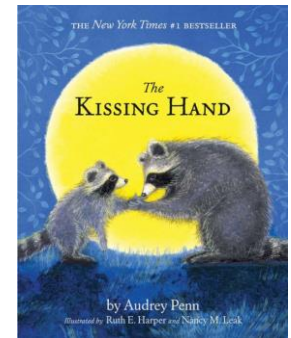
Connecting With My Family:

Agenda:

- 1. *Begin with Centering.***
- 2. *Read The Kissing Hand together****, using the skill of Reading to Children. This is the same book that was read in group this week. It is available inexpensively from www.thriftbooks.com, or online (YouTube).
- 3. *Have a Tea Party.*** Use the skill of Following Children's Lead as you do these steps together:
 - Prepare healthy snacks. Set out a variety of items such as fruit, string cheese, crackers etc. Follow children's lead as you work together to prepare snacks for the party.
 - Prepare the "tea" by placing a drink (no sugared drinks) in a tea pot or pitcher.
 - Set the table with plates, napkins, cups, "tea" and snacks.
 - Children can invite their "friends" (*any stuffed animals, dolls or puppets they want to have join the party*). Set a place for each one.
 - Everyone helps clean-up!
- 4. *Parent/Caregiver Affirmations:*** Give your child the "special words" you thought of in your group this week.

***Importance of The Kissing Hand**

This simple story communicates the message: The bonds we share with those who love us continue to exist and give us courage and hope, even when we are not together. *This message is important for any occasion where a child will be temporarily separated from home and loved ones, including children placed in foster families and residential facilities.*





SESSION 4: I HAVE MANY FEELINGS

Online Group Session Plan

<p>Session Focus We have many different feelings. We share our feelings using “I” messages. <i>(Corresponds to CF! Session 4: Communication)</i></p> <p>Essential Skills for this Session: Centering Parting/Returning Affirmations Reading to children Turn Taking Interactions <i>(using reducers)</i></p>	<p>Opening Centering Agenda & Group Rules Acts of Kindness <i>(skip review)</i> Introduction: So Many Feelings! <i>(Keep it short and simple)</i></p> <p>NOTE: Parents stay to help with making the Feelings Wheel</p>	<p>Activities <i>Activity Time:</i> Make a Feelings Wheel <i>Parents offer Parting Affirmation & leave</i></p> <p><i>Story Time: NOTE: Do both activities as Reducers must be taught with Anger</i> #1: Read a book about ANGER #2: Activity: I Can Stop When I Feel Angry <i>(using Reducers)</i></p>	<p>Closing <i>Parents return and offer a Returning Affirmation</i></p> <p>Homework Assignment: Act of Kindness</p> <p><u>IF TIME ALLOWS:</u> Closing Activity: Name a Feeling Closing Affirmation <i>(with parents)</i></p>
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During The Parents/Caregivers Group GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES

<p><u>Teach Essential Parenting Skill Introduced This Week: Turn-Taking Interactions</u></p> <p>Read, or have a volunteer read, the information about this skill from this week’s At-Home Parent Handout.</p> <p><u>Other Essential Parenting Skills used:</u></p> <p>Review the skills they will need: Centering, Reading to Children, Following Children’s Lead and Affirming Children. Emphasize how they can use Turn-Taking and Following Children’s Lead while Dancing during CWMF.</p>	<p><u>Distribute Parent Handouts</u></p> <ol style="list-style-type: none"> <i>1. Dear Caregiver... Page.</i> Emphasize the key concept their children are learning this week: I have many different kinds of feelings. I can share my feelings using “I” messages. Then <u>briefly</u> review the main concepts and suggestions for how they might reinforce these concepts throughout the week. <i>2. Extra copy of Dear Caregiver... Page – if needed.</i> The reverse side has a pattern for making a Feelings Wheel. Children should be making one in their online group this week. Since it will be used in the Family Meal every week from now on, you might want to give parents an extra copy of the <i>Dear Caregiver... Page</i> and a brad (to attach the spinner) to be sure they have one. <i>3. At-Home Parent Handout.</i> Review carefully to be sure everyone is clear about what they will be doing. If time allows, discuss the Family Meal Conversation Starters to <u>model</u> how they can talk about them with their children.
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PARENT HANDOUT

SESSION 4: AT-HOME ACTIVITIES

Essential Parenting Skill Introduced this week:

TURN-TAKING INTERACTIONS: This skill is the process of interacting with your children by taking turns, another skill that facilitates healthy brain development. The key to this skill is to WAIT for your child to take their turn when interacting with them. Turn Taking Interactions can be used during any play activity (games, building with blocks, playing with balls, etc.), while making simple crafts or reading books. Another effective time for Turn-Taking is during everyday activities, such as preparing lunch or a snack and conversations at mealtime.

Other Essential Parenting Skills used: Centering, Reading to Children, Following Children's Lead and Affirming Children

Family Meal

Begin with Centering. Everyone waits to begin eating until after Centering.

Mealtime Conversations. During the meal, engage children in the following conversations.

1: Feelings Check-in. Everyone takes turns spinning the Feelings Wheel and using an "I" message to express the feeling by saying: "I feel ____ when ____."

2: What is an Act of Kindness you could do this week? Help your child(ren) choose something they can do before their next group session.

Connecting With My Family:

Agenda:

- 1. Begin with Centering.**
- 2. Read a book together,** using the skill of Reading to Children.
- 3. Sing and dance together.** See below.
- 4. Parent/Caregiver Affirmations:** Parent/Caregiver(s) give each child an affirmation.
- 5. Snack.** Enjoy a snack together! (OPTIONAL)

Dance With Your Children

One way to express delight in your children and strengthen your attachment is to dance with them. Play some songs children can sing and dance to (*from a Children's CD or YouTube*). Play a variety of music from fast to slow and experiment with different ways to move to the music. You might try giving every family member a silky scarf or a towel or anything they can twirl while dancing. Experiment with different ways to wave the scarf in each song. Or partner with a child by taking a corner of one scarf and moving together. What else can you think of to do? Be silly and have fun!



Use the skills of Following Children's Lead and Turn-Taking during this activity by having all family members take turns leading the group and having everyone copy their moves.



SESSION 5: ALL MY FEELINGS ARE OKAY!

<u>Online Group Session Plan</u>			
Session Focus All our feelings are important. <i>(Corresponds to CF! Session 5: Feelings and Defenses)</i> Essential Skills for this Session: Centering Parting/Returning Affirmations Reading to children Making Choices <i>(Matching Game)</i>	Opening Feelings Wheel Check-In <i>(see Gathering Activity)</i> Centering Agenda & Group Rules Acts of Kindness <i>(skip review)</i> Introduction: All My Feelings Are Okay! <i>(Short and simple)</i> <i>Parents offer Parting Affirmation and leave</i>	Activities Activity Time: Feelings Matching Game Story Time: NOTE: It is important to do both these activities #1: Read a book about ANGER #2: Activity: Using My Words to Express My Anger <i>(Using "I" Messages)</i>	Closing <i>Parents return and offer a Returning Affirmation</i> Homework Assignment: Act of Kindness <u>IF TIME ALLOWS:</u> Closing Activity: Feelings Wheel Check-In <i>(Repeat)</i> Closing Affirmation <i>(with parents)</i>

<u>During The Parents/Caregivers Group</u> <u>GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES</u>	
<u>Teach Essential Parenting Skill Introduced This Week: Cues</u> Read, or have a volunteer read, the information about this skill from this week's At-Home Parent Handout. <u>Other Essential Parenting Skills used:</u> Review the skills of Centering, Reading to Children, Following Children's Lead, Turn-Taking Interactions, Affirming Children	<u>Distribute Parent Handouts</u> <ol style="list-style-type: none"> <i>Dear Caregiver... Page.</i> Emphasize the key concept their children are learning this week: All my feelings are important! Then <u>briefly</u> review the main concepts and suggestions for how they might reinforce these concepts throughout the week. <i>At-Home Parent Handout.</i> Review carefully to be sure everyone is clear about what they will be doing. Note that this is a <u>two-sided handout</u>. <u>If time allows</u>, discuss the Family Meal Conversation Starters to <u>model</u> how they can talk about them with their children.



PARENT HANDOUT *Side 1*

SESSION 5: AT-HOME ACTIVITIES

Essential Parenting Skill Introduced this week:

CUES: An important part of Healthy Attachment is the ability to respond to your child's needs quickly and appropriately. Young children communicate their feelings, needs and wants not only with words but also through their facial expressions, eyes, body language and behavior. These are called **Cues**. Learning to recognize, understand and respond to these cues is an essential skill for providing a nurturing, safe and trusting environment.

Cues include:

1. **Green Light Cues** communicate that your child is ready for or actively engaged in an activity and does not want to stop. This is the best time to talk to, teach or play with your child
2. **Yellow Light Cues** communicate that your child may be losing interest in, want to slow down or take a break from an activity, but not necessarily stop it.
3. **Red Light Cues** communicate that your child wants to stop an activity and do something else.

Other Essential Parenting Skills used: Centering, Reading to Children, Following Children's Lead, Turn-Taking and Affirming Children

Family Meal

Begin with Centering. Everyone waits to begin eating until after centering.

Mealtime Conversations.

- 1: **Feelings Check-in.** Everyone takes turns spinning the Feelings Wheel and using an "I" message to express the feeling by saying: "I feel ____ when ____."
- 2: **What does it mean to use your words and not your hands and feel when you feel angry?** Use an "I" Message to tell someone when I am angry instead of hitting, kicking, screaming or throwing things. (From this week's Dear Caregiver ... Page)
- 3: **What is an Act of Kindness** you could do this week?

Connecting With My Family:

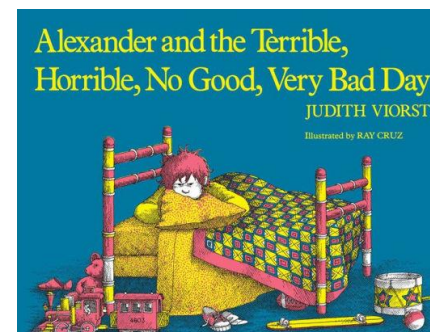
Agenda:

1. **Begin with Centering.**
2. **Read a book to talk about feelings.** See below.
3. **Play Feelings Games.** See reverse side for games.
4. **Parent/Caregiver Affirmations:** Parent/Caregiver(s) give each child an affirmation.
5. **Snack.** Enjoy a snack together! (OPTIONAL)

Use Books to Talk About Feelings

You can identify lots of feelings in every book! Some books are written about feelings and what they are; others just include characters that are feeling many things throughout the story. This week, provide one or two books you can read with your children (using the skill of Reading to Children) to help them identify feelings. Take turns (using the **skill of Turn-Taking**) naming a feeling that is being talked about or a character is expressing and why – is the character happy, sad, angry? What has happened that resulted in their feeling that way?

One book you may want to read with your children is this one (available on YouTube, too). How many feelings can you find in this story?



This book is a great one to read about feelings!

OVER...



Feelings Games

Choose several games to play together:

Feelings Simon Says: Played like regular Simon Says, but each command is to “look _____ (name a feeling”.

Feelings Follow the Leader. Family members take turns leading the group around the room while expressing a certain feeling, which all family members copy. Example: March around the room looking sad (shoulders slumped, sad expression, pretend to be crying. This game uses the skills of **Following Children’s Lead** and **Turn Taking**.

Feelings Charades. Family members act out a feeling word and everyone guesses what it is. The person who guesses gets to go next but be sure everyone gets several turns.



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SESSION 6: I CAN LET MY FEELINGS OUT SAFELY

Online Group Session Plan

Session Focus I can use safe ways to express my feelings. <i>(Corresponds to CF! Session 6: Anger Management)</i> Essential Skills for this Session: Centering Parting/Returning Affirmations Making Simple Choices Making Choices <i>(Feelings Box)</i>	Opening Feelings Wheel Check-In Centering Agenda & Group Rules Acts of Kindness <i>(skip review)</i> Introduction: My Feelings Need to Come Out! <i>(Short and simple)</i> Parents offer Parting Affirmation and leave	Activities Activity Time: Feelings Box Story Time: #2: Letting My Anger Out Safely	Closing Parents return and offer a Returning Affirmation Homework Assignment: Individual Act of Kindness Family Act of Kindness <u>IF TIME ALLOWS:</u> Closing Activity: Letting My Feelings Out Safely Closing Affirmation <i>(with parents)</i>
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During The Parents/Caregivers Group

GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES

<u>Teach Essential Parenting Skill Introduced This Week: Providing Simple Choices</u> Read, or have a volunteer read, the information about this skill from this week's At-Home Parent Handout. Emphasize the importance of their children learning to make their own choices at this young age. <u>Other Essential Parenting Skills used:</u> Review the skills of Centering, Responding to children's Cues and Affirming Children	<u>Distribute Parent Handouts</u> <ol style="list-style-type: none"> 1. Dear Caregiver... Page. Emphasize the key concept their children are learning this week: There are many safe and healthy ways to express my feelings. Then <u>briefly</u> review the main concepts and suggestions for how they might reinforce these concepts throughout the week. 2. At-Home Parent Handout. Review carefully to be sure everyone is clear about what they will be doing. Emphasize that doing Family Acts of Kindness is to be something that involves the whole family! Have them identify at least two options they can present to their children during the activity. If time allows, discuss the Family Meal Conversation Starters to <u>model</u> how they can talk about them with their children.
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PARENT HANDOUT

SESSION 6: AT-HOME ACTIVITIES

Essential Parenting Skill Introduced this week:

PROVIDING SIMPLE CHOICES: Making healthy choices is one of the most important skills human beings learn, as our choices determine what will happen and the quality of life we will have. Making choices involves identifying options, evaluating them, and then making the choice that seems best to us. Children learn to make choices early in their lives. Parents can help develop this skill by offering children choices often, such as providing several options for what clothes they want to wear, what toys/books they want to play with or what activities they want to do.

To be effective, choices must be:

- 1) Appropriate for their age.
- 2) Manageable.
- 3) Safe.

Other Essential Parenting Skills used: Centering, Responding to children's Cues, Affirming Children

Family Meal

Begin with Centering. Everyone waits to begin eating until after centering.

Mealtime Conversations.

- 1: Feelings Check-in.** Everyone takes turns spinning the Feelings Wheel and using an "I" message to express the feeling by saying: "I feel ____ when ____."
- 2: What are some "words that don't hurt" you can use when you are angry?** Use an "I" Message: "I feel angry!" Ask an adult to help instead of screaming, hitting or kicking. Say: "Please stop teasing me I don't like it!" (From this week's Dear Caregiver ... Page)
- 3: What is an Act of Kindness** you could do this week?

Connecting With My Family:

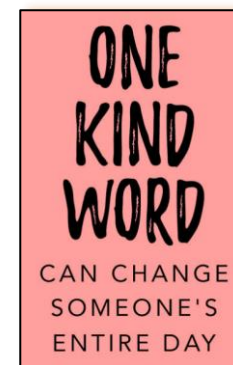
Agenda:

- 1. Begin with Centering.**
- 2. Choose and prepare a Family Act of Kindness.** Brainstorm several ideas and let children choose ones they would like to do (skill of Providing Simple Choices). See more information below.
- 3. Parent/Caregiver Affirmations:** Parent/Caregiver(s) give each child an affirmation.
- 4. Snack.** Enjoy a snack together! (OPTIONAL)

Family Acts of Kindness

Research tells us that it is important for individuals, including children, to develop a sense of empathy and compassion through helping others. From now on, your family is to do an Act of Kindness together each week. Sometimes you may not feel like reaching out to others, but we all know how receiving a kind word or an unexpected favor lightens our spirits. In turn, we can do this for someone else! An Act of Kindness does not have to be a big project! Some ideas:

- Let someone go ahead of you in the grocery store checkout line.
- Bring a small gift, such as wildflowers, cookies or a handmade greeting card to someone who just moved into your community or neighborhood or needs encouragement.
- How many other ideas can you think of?





SESSION 7: TOBACCO HURTS PEOPLE'S BODIES

<u>Online Group Session Plan</u>			
Session Focus How tobacco hurts people's bodies. <i>(Corresponds to CF! Session 7: Facts About ATOD)</i> Essential Skills for this Session: Centering Parting/Returning Affirmations Following Children's Lead <i>(Smoking Gingerbread Man)</i> Making Choices <i>(Sorting Game)</i>	Opening Feelings Wheel Check-In Centering Agenda & Group Rules Individual and Family Acts of Kindness <i>(skip review)</i> Introduction: Smoking Isn't Cool! <i>(Keep it short and simple)</i> Parents offer Parting Affirmation and leave	Activities Activity Time: The Smoking Gingerbread Man Story Time: Activity: Choosing What I Put Into My Body – Sorting Game	Closing Parents return and offer a Returning Affirmation Homework Assignments: Individual Act of Kindness Family Act of Kindness <u>IF TIME ALLOWS:</u> Closing Activity: Things That Keep My Body Healthy Closing Affirmation <i>(with parents)</i>

<u>During The Parents/Caregivers Group</u> <u>GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES</u>	
<u>NO NEW ESSENTIAL PARENTING SKILLS INTRODUCED IN THIS SESSION</u> <u>Other Essential Parenting Skills used:</u> Review the skills of Centering, Providing Simple Choices, Following Children's Lead, Responding to children's Cues, Affirming Children. Ask them to give ideas of how they can use the skills of Providing Simple Choices and Following Children's Lead while making the Healthy Foods Collage.	<u>Distribute Parent Handouts</u> <ol style="list-style-type: none"> <i>Dear Caregiver... Page.</i> Emphasize the key concept their children are learning this week: Tobacco hurts people's bodies. Then <u>briefly</u> review the main concepts and suggestions for how they might reinforce these concepts throughout the week. <i>At-Home Parent Handout.</i> Review carefully to be sure everyone is clear about what they will be doing. Help them identify ways they can find pictures of healthy foods to add to their collages. If time allows, discuss the Family Meal Conversation Starters to <u>model</u> how they can talk about them with their children.



PARENT HANDOUT

SESSION 7: AT-HOME ACTIVITIES

Essential Parenting Skill Introduced this week:

NO NEW SKILL INTRODUCED

Other Essential Parenting Skills used: Centering, Providing Simple Choices, Following Children's Lead, Responding to children's Cues, Affirming Children

Family Meal

Begin with Centering. Everyone waits to begin eating until after centering.

Mealtime Conversations.

- 1: *Feelings Check-in.*** Everyone takes turns spinning the Feelings Wheel and using an "I" message to express the feeling by saying: "I feel ____ when ____."
- 2: *What are some healthy things we can put into our bodies? Healthy Foods.*** (From this week's Dear Caregiver ... Page)
- 3: *What is an Act of Kindness you could do this week?***
- 4: *What Family Act of Kindness can we do together this week?***

Connecting With My Family:

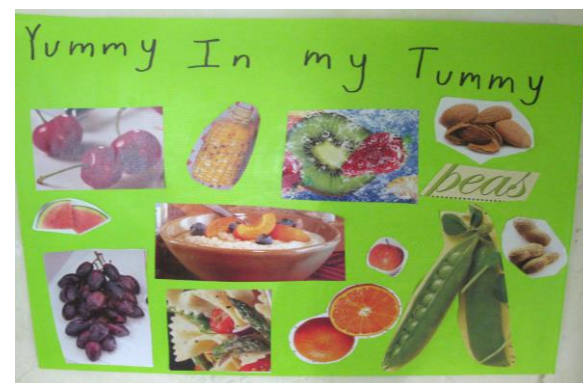
Agenda:

- 1. *Begin with Centering.***
- 2. *Collage of Healthy Foods.*** See below.
- 3. *Parent/Caregiver Affirmations:*** Parent/Caregiver(s) give each child an affirmation.
- 4. *Snack.*** Enjoy a snack together! (OPTIONAL)

Make A Collage

You will need one large piece of paper or a posterboard for the whole family to make one collage together or a smaller piece for everyone to make their own, pictures of healthy foods cut from old magazines or printed from the internet, glue or glue sticks and crayons or markers. Make the collage by gluing or drawing pictures of healthy foods on the paper or DRAWING some pictures.

As you work, talk with your children about making good choices about what they put into their bodies – only healthy foods and no harmful substances.





SESSION 8: SOME FAMILIES HAVE TROUBLE WITH ALCOHOL AND OTHER DRUGS

Online Session Plan

<p>Session Focus All families have problems. Some families have a problem with alcohol and other drugs. <i>(Corresponds to CF! Session 7: Facts About ATOD)</i></p> <p>Essential Skills for this Session: Centering Parting/Returning Affirmations</p>	<p>Opening Feelings Wheel Check-In Centering Agenda & Group Rules Individual and Family Acts of Kindness <i>(skip review)</i> Introduction: Some Families Have a Problem with Alcohol and Other Drugs <i>(Short and simple)</i> <i>Parents offer Parting Affirmation and leave</i></p>	<p>Activities <i>Activity Time:</i> Story: Pepper <i>Story Time:</i> Activity: The Hug and CD Truth Statements <i>(demonstrate The Hug using puppets or two group leaders)</i> OPTIONAL: Since this is a heavy session, end by playing a recording or YouTube video of a fun children's song kids can sing/dance along with.</p>	<p>Closing <i>Parents return and offer a Returning Affirmation</i> Homework Assignments: Individual Act of Kindness Family Act of Kindness <u>IF TIME ALLOWS:</u> Closing Activity: Feelings Wheel Closing Affirmation <i>(with parents)</i></p>
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During The Parents/Caregivers Group

GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES

<p><u>ESSENTIAL PARENTING SKILLS INTRODUCED THIS SESSION</u> Repetition and Continuity.</p> <p><u>Other Essential Parenting Skills used:</u> Review the skills of Centering, Providing Simple Choices, Following Children's Lead, Turn-Taking, Responding to children's Cues, Affirming Children. Remind parents to use these skills during CWMF.</p>	<p><u>Distribute Parent Handouts</u></p> <ol style="list-style-type: none"> <i>1. Dear Caregiver... Page.</i> Emphasize the key concept their children are learning this week: All families have problems. Some families have a problem with alcohol and other drugs. Then <u>briefly</u> review the main concepts and suggestions for how they might reinforce these concepts throughout the week. <i>2. At-Home Parent Handout.</i> Review carefully to be sure everyone is clear about what they will be doing. Be sure they understand WOW Moments by having them identify one or two of their own. If time allows, discuss the Family Meal Conversation Starters to <u>model</u> how they can talk about them with their children.
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PARENT HANDOUT

SESSION 8: AT-HOME ACTIVITIES

Essential Parenting Skills Introduced this week:

REPETITION: Adults may get bored doing the same things, but repetition is important to children's brain development. Play your children's favorite games, songs and other activities with them regularly.

CONTINUITY: Refers to establishing consistent daily routines for children. When they live with consistent routines, children feel safe and secure because they know what to expect day after day. **The Family Meal** is an important routine that is also a powerful protective factor. Bedtime routines also contribute to children's health and provide opportunities to increase attachment. Example: Establish the time for bed and keep it the same every night, get ready by putting on PJ's and brushing teeth, read a story together, say "I love you!" and give a big hug before turning out the light.

Other Essential Skills used: Centering, Providing Simple Choices, Following Children's Lead, Turn-Taking, Responding to children's Cues, Affirming Children

Family Meal

Begin with Centering. Everyone waits to begin eating until after centering.

Mealtime Conversations.

- 1: *Feelings Check-in.*** Everyone takes turns spinning the Feelings Wheel and using an "I" message to express the feeling by saying: "I feel ____ when ____."
- 2: *What is an Act of Kindness you could do this week?***
- 3: *What Family Act of Kindness can we do together this week?***

Connecting With My Family:

Agenda:

- 1. *Begin with Centering.***
- 2. *WOW Moments Activity.*** See below.
- 3. *Use the Skill of Repetition.*** Children identify a few favorite games, books or other activities they would like to do during this time. Have them take turns choosing one of them for the family to do together. Do as many as time allows.
- 4. *Parent/Caregiver Affirmations:*** Parent/Caregiver(s) give each child an affirmation.
- 5. *Snack.*** Enjoy a snack together! (OPTIONAL)

WOW Moments

An important part of living a healthy life is the ability to see beauty in the world around us. Seeing beauty in our everyday lives is called Wonder of the World – or WOW Moments. We are surrounded by these moments every day but unless we stop and pay attention we will miss them.

Introduce WOW Moments by having everyone think about something that is wonderful to them, such as seeing the stars at night, smelling bacon frying or chocolate chip cookies baking, hearing someone say something nice to you or about you. Other examples: Sunsets, beautiful flowers, making a new friend, winning a game, receiving a compliment.

Tell children that from now on, they are to notice WOW Moments every day and will be asked to share one in their groups and with each other during Family Dinners.





SESSION 9: GETTING HELP; STAYING SAFE

Online Group Session Plan

<p>Session Focus How children can keep themselves safe if a parent is using or there is Domestic Violence in the home. <i>(Emphasizes the skill of asking for help.)</i></p> <p>Essential Skills for this Session: Centering Parting/Returning Affirmations Turn Taking Interactions</p>	<p>Opening Feelings Wheel Check-In Centering Agenda & Group Rules Individual and Family Acts of Kindness <i>(skip review)</i> Share WOW Moments Introduction: The Fourth Truth Statement <i>(Short and simple)</i> Parents offer Parting Affirmation and leave</p>	<p>Activities OPTIONAL: Make-Up Activities: Review past sessions and complete any Activities you may not have had time to complete or repeat one the children especially enjoyed. Activity Time: I Can Help Myself Stay Safe Activity Sheet OPTIONAL ACTIVITY: Feelings Game Matching Cards <i>(the 6 & 7 yr. old Gathering Activity)</i></p>	<p>Closing Parents return and offer a Returning Affirmation Homework Assignments: Individual Act of Kindness Family Act of Kindness WOW Moment IF TIME ALLOWS: Closing Activity: Feelings Cards Closing Affirmation <i>(with parents)</i></p>
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During The Parents/Caregivers Group

GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES

ESSENTIAL PARENTING SKILLS INTRODUCED THIS SESSION

NO NEW SKILL INTRODUCED

Other Essential Parenting Skills used:

Centering, Providing Simple Choices, Following Children's Lead, Turn-Taking, Responding to children's Cues, Affirming Children. Remind parents to use these skills during CWMF.

Distribute Parent Handouts

1. Dear Caregiver... Page.

Emphasize the key concept their children are learning this week: **Children learn ways to help themselves stay safe when a parent is using or there is Domestic Violence in the home.** Then briefly review the main concepts and suggestions for how they might reinforce these concepts throughout the week.

2. Review the 4 Truth Statements on the Dear Caregiver ... Page.

Note they are worded differently than in the other age groups. Emphasize the importance of their children knowing and understanding these statements.

3. At-Home Parent Handout.

Review carefully to be sure everyone is clear about what they will be doing. **If time allows**, discuss the Family Meal Conversation Starters to model how they can talk about them with their children.



PARENT HANDOUT

SESSION 9: AT-HOME ACTIVITIES

Essential Parenting Skill Introduced this week:

NO NEW SKILL INTRODUCED

Other Essential Parenting Skills used: Centering, Providing Simple Choices, Following Children's Lead, Turn-Taking, Responding to children's Cues, Affirming Children

Family Meal

Begin with Centering. Everyone waits to begin eating until after centering.

Mealtime Conversations.

- 1: Feelings Check-in.** Everyone takes turns spinning the Feelings Wheel and using an "I" message to express the feeling by saying: "I feel ____ when ____."
- 2. What are the Truth Statements we are learning?** Say the Truth Statements (From this week's *Dear Caregiver ...* Page) with your child:

It's not my fault.
I can't make it stop.
Parents can – and do – get better.
I can help take care of myself!
- 3: What WOW Moments did you notice this week?**
- 4: What is an Act of Kindness you could do this week?**
- 5: What Family Act of Kindness can we do together this week?**

Connecting With My Family:

Agenda:

- 1. Begin with Centering.**
- 2. I Can Stay Safe Activity Sheet.** Use the back side of this week's *Dear Caregiver... Page* to talk with your children about all the ways they can keep themselves safe. Child can color the page as you talk about each item.
- 3. Use the Skill of Repetition.** Children identify a few favorite games, books or other activities they would like to do during this time. Have them take turns choosing one of them for the family to do together. Do as many as time allows.
- 4. Parent/Caregiver Affirmations.**
- 5. Snack.** Enjoy a snack together! (OPTIONAL)

Preparing Your Children to Help Keep Themselves Safe

It is the job of parents/caregivers and adults to keep children safe. But we all know that in our world today, children can find themselves in dangerous or scary situations. By reviewing the Staying Safe List on the back of the *Dear Caregiver ... Page* you can empower your children to know what to do when they feel threatened or scared. These six simple strategies can make all the difference for your children in dangerous situations.





SESSION 10: EVERYONE HAS PROBLEMS

Online Group Session Plan

<p>Session Focus We can learn how to be good problem solvers. <i>(Emphasizes that having problems is normal.)</i></p> <p>Essential Skills for this Session: Centering Parting/Returning Affirmations Turn Taking Interactions <i>(while discussing Problem Situation Cards)</i> Reading to Children</p>	<p>Opening Feelings Wheel Check-In Centering Agenda & Group Rules Individual and Family Acts of Kindness <i>(skip review)</i> WOW Moments Introduction: Everyone Has Problems <i>(Short and simple)</i> Parents offer Parting Affirmation and leave</p>	<p>Activities Activity Time: Problem Solving Traffic Light Story Time: CHOOSE ONE: #1: Activity: Problem Solving Situation Cards #2: Read a book about problem solving. <i>(One in which the main character faces and solves a problem. Then use the Traffic Light to talk about how the character solved their problem: Stopped, Thought, Acted.</i></p>	<p>Closing Parents return and offer a Returning Affirmation Homework Assignments: Individual Act of Kindness Family Act of Kindness WOW Moment IF TIME ALLOWS: Closing Activity: Review Problem Solving Traffic Light Closing Affirmation <i>(with parents)</i></p>
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During The Parents/Caregivers Group

GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES

<p>ESSENTIAL PARENTING SKILLS INTRODUCED THIS SESSION NO NEW SKILL INTRODUCED Other Essential Parenting Skills used: Centering, Following Children's Lead, Responding to children's Cues, Affirming Children.</p>	<p>Distribute Parent Handouts</p> <ol style="list-style-type: none"> 1. Dear Caregiver... Page. Emphasize the key concept their children are learning this week: I can learn how to be a good problem solver. Then <u>briefly</u> review the main concepts and suggestions for how they might reinforce these concepts throughout the week. 2. Review the Problem Solving Traffic Light on the Dear Caregiver ... Page. Be sure parents/caregivers understand what each light means and the motion that goes with it. 3. At-Home Parent Handout. Review carefully to be sure everyone is clear about what they will be doing. <u>Give parents extra copies of the back page.</u> If time allows, discuss the Family Meal Conversation Starters to <u>model</u> how they can talk about them with their children.
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PARENT HANDOUT *Side 1*

SESSION 10: AT-HOME ACTIVITIES

Essential Parenting Skill Introduced this week:

NO NEW SKILL INTRODUCED

Other Essential Parenting Skills used: Centering, Following Children's Lead, Responding to children's Cues, Affirming Children

Family Meal

Begin with Centering. Everyone waits to begin eating until after centering.

Mealtime Conversations. During the meal, engage children in the following conversations.

- 1: *Feelings Check-in.*** Everyone takes turns spinning the Feelings Wheel and using an "I" message to express the feeling by saying: "I feel ____ when ____."
- 2: *What WOW Moments did you notice this week?*** Everyone shares.
- 3: *What is an Act of Kindness*** you could do this week?
- 4: *Choose a Family Act of Kindness for this week.***

Connecting With My Family

Agenda:

- 1. *Begin with Centering.***
- 2. *Craft: Traffic Light Mosaic.*** See below.
- 3. *Parent/Caregiver Affirmations:*** Parent/Caregiver(s) give each child an affirmation.
- 4. *Snack.*** Enjoy a snack together! (OPTIONAL)

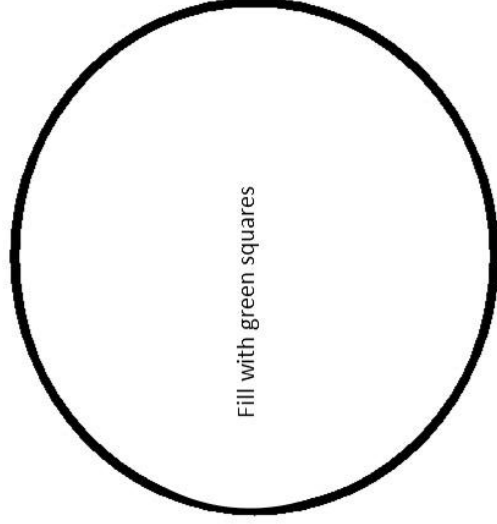
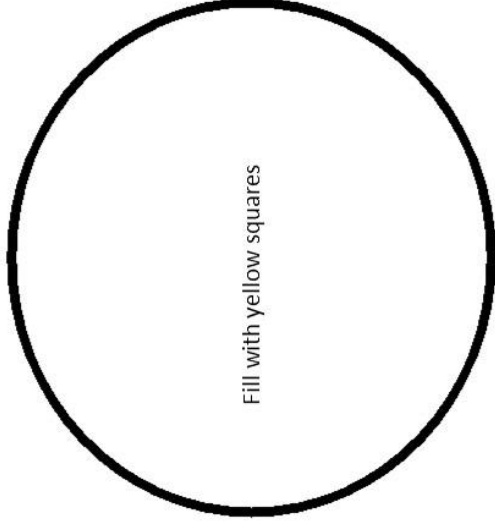
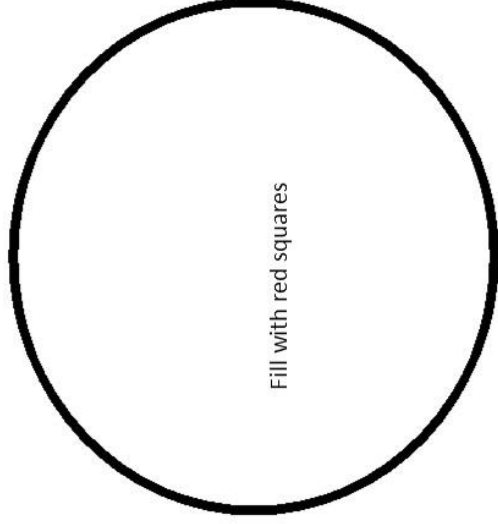
Traffic Light Mosaic

NEEDED: A copy of the Traffic Light (on Side 2) for each family member; red, yellow, green and black paper; glue sticks. To make the mosaic, tear the paper into small squares and glue them into the corresponding color spaces on the Traffic Light.

As you work, ask children to help you ***review what each light means and the motion that goes with it.*** This week's *Dear Caregiver...* Page contains all this information.



OVER...



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SESSION 11: I CAN SOLVE MY PROBLEMS

Online Group Session Plan

Session Focus Reinforce the Problem Solving Traffic Light from Session 10. <i>(Corresponds to CF! Session 11: Making Wise Choices)</i> Essential Skills for this Session: Centering Parting/Returning Affirmations Reading to children	Opening Feelings Wheel Check-In Centering Agenda & Group Rules Individual and Family Acts of Kindness <i>(skip review)</i> WOW Moments Introduction: Solving Problems Takes Practice. <i>(Short/simple)</i> Parents offer Parting Affirmation and leave	Activities Activity Time: Problem Solving Situations <i>(NOTE: choose the 4-5 or 6-7 year old version, depending on the ages of children in your group.)</i> Story Time: Activity: Staying Safe	Closing Parents return and offer a Returning Affirmation Homework Assignments: Individual Act of Kindness Family Act of Kindness WOW Moment IF TIME ALLOWS: Closing Activity: Review Problem Solving Traffic Light Closing Affirmation <i>(with parents)</i>
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During The Parents/Caregivers Group

GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES

<u>ESSENTIAL PARENTING SKILLS INTRODUCED THIS SESSION</u> NO NEW SKILL INTRODUCED <u>Other Essential Parenting Skills used:</u> Centering, Following Children's Lead, Turn-Taking, Providing Simple Choices, Reading to Children, Responding to children's Cues, Affirming Children. <u>Note:</u> Point out to parents that they are to use all the skills during the Problem-Solving Activity.	<u>Distribute Parent Handouts</u> <ol style="list-style-type: none"> 1. Dear Caregiver... Page. Emphasize the key concept their children are learning this week: This session reinforces the use of the Problem Solving Traffic Light learned in Session 10. Then briefly review the main concepts and suggestions for how they might reinforce these concepts throughout the week. 2. Review the Problem Solving Traffic Light to be sure parents/caregivers understand what each light means and the motion that goes with it. 3. At-Home Parent Handout. Review carefully to be sure everyone is clear about what they will be doing. If time allows, discuss the Family Meal Conversation Starters to model how they can talk about them with their children.
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PARENT HANDOUT

SESSION 11: AT-HOME ACTIVITIES

Essential Parenting Skill Introduced this week:

NO NEW SKILL INTRODUCED

Other Essential Parenting Skills used: Centering, Following Children's Lead, Responding to children's Cues, Affirming Children

Family Meal

Begin with Centering. Everyone waits to begin eating until after centering.

Mealtime Conversations. During the meal, engage children in the following conversations.

- 1: Feelings Check-in.** Everyone takes turns spinning the Feelings Wheel and using an "I" message to express the feeling by saying: "I feel ____ when ____."
- 2. What WOW Moments did you notice this week?** Everyone shares.
- 3: What is an Act of Kindness** you could do this week?
- 4: Choose a Family Act of Kindness for this week.**

Connecting With My Family:

Agenda:

- 1. Begin with Centering.**
- 2. Review the Problem Solving Traffic Light with the motions.**
- 3. Play Problem Solving Games.** See below.
- 4. Parent/Caregiver Affirmations:** Parent/Caregiver(s) give each child an affirmation.
- 5. Snack.** Enjoy a snack together! (OPTIONAL)

Problem Solving Games

Solving problems can be fun! Choose one or two of the problems below to solve together, or make up your own fun problems!

Problem: Build a block tower using blocks or anything from around your living space.

Problem: Put puzzles together (*or if children are good at puzzles, have a puzzle race to see who can finish first*)

Problem: Everyone make a puzzle by drawing a picture and cutting it into shapes. Solve each other's puzzles!

Problem: Make a garage for toy cars or a house for dolls/stuffed animals out of ... anything!

Problem: Find objects around the house that are ____ (*a certain color or shape*)

Problem: Find a book about animals. Read it together.





SESSION 12: SOMETIMES I HAVE TO SAY “NO!”

Online Group Session Plan

<p>Session Focus My body belongs to ME! (Corresponds to CF! Session 12: Healthy Boundaries)</p> <p>Essential Skills for this Session: Centering Parting/Returning Affirmations Reading to children Following Children’s Lead</p>	<p>Opening Feelings Wheel Check-In Centering Agenda & Group Rules - IMPORTANT: <i>Because of the content of this session, emphasize that all sharing in group is confidential and that you are a mandated reporter.</i> Individual and Family Acts of Kindness (skip review) WOW Moments Introduction: Comfortable and Uncomfortable Touch (Short) Parents offer Parting Affirmation</p>	<p>Activities Activity Time: Saying NO to Comfortable and Uncomfortable Touch Story Time: Coloring Book: <i>Your Body Belongs to You.</i> Activity: Taking Good Care of Our Bodies – coloring pages Ending: Learn My Body Song</p>	<p>Closing Parents return and offer a Returning Affirmation Homework Assignments: Individual Act of Kindness Family Act of Kindness WOW Moment IF TIME ALLOWS: Closing Activity: Taking Care of My Body Review Closing Affirmation <i>(with parents)</i></p>
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During The Parents/Caregivers Group

GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES

<p><u>ESSENTIAL PARENTING SKILLS INTRODUCED THIS SESSION</u></p> <p>NO NEW SKILL INTRODUCED</p> <p><u>Other Essential Parenting Skills used:</u> Centering, Following Children’s Lead, Turn-Taking, Providing Simple Choices, Responding to children’s Cues, Affirming Children.</p>	<p><u>Distribute Parent Handouts</u></p> <ol style="list-style-type: none"> 1. Dear Caregiver... Page. Emphasize the key concept their children are learning this week: My body belongs to me. Then <u>briefly</u> review the main concepts and suggestions for how they might reinforce these concepts throughout the week. 2. My Body Song. Be sure to play the song and suggest some motions. Point out that the song is available online for them to use at home. 3. At-Home Parent Handout. Review carefully to be sure everyone is clear about what they will be doing. If time allows, discuss the Family Meal Conversation Starters to <u>model</u> how to talk about them with their children.
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PARENT HANDOUT

SESSION 12: AT-HOME ACTIVITIES

Essential Parenting Skill Introduced this week:

NO NEW SKILL INTRODUCED

Other Essential Parenting Skills used: Centering, Following Children's Lead, Turn-Taking, Responding to children's Cues, Affirming Children

Family Meal

Begin with Centering. Everyone waits to begin eating until after centering.

Mealtime Conversations. Engage children in the following conversations.

- 1: *Feelings Check-in.*** Everyone takes turns spinning the Feelings Wheel and using an "I" message to express the feeling by saying: "I feel ____ when ____."
- 2: *What are some good ways to take care of our bodies?*** See this week's Dear Caregiver... Page for ideas.
- 3: *What WOW Moments did you notice this week?*** Everyone shares.
- 4: *What is an Act of Kindness*** you could do this week?
- 5: *Choose a Family Act of Kindness for this week.***

Connecting With My Family:

Agenda:

- 1. *Begin with Centering.***
- 2. *Sing and Dance to My Body Song.***
- 3. *Taking Good Care of My Body Pictures.*** See below.
- 4. *Parent/Caregiver Affirmations:*** Parent/Caregiver(s) give each child an affirmation.
- 5. *Snack.*** Enjoy a snack together! (OPTIONAL)

Taking Good Care of My Body Pictures

NEEDED: Paper and crayons or markers. Remind your children about this week's main concept: Their bodies belong to them. That means it is their responsibility to take good care of them! Brainstorm some ideas of what they can do to take care of their bodies, being sure all family members contribute some ideas (using the skill of Turn-Taking). Then have everyone draw pictures of these ideas, each one choosing a different idea (skill of Providing Simple Choices). Display finished pictures proudly around your living space!





SESSION 13: GOOD FRIENDS ARE SPECIAL

Online Group Session Plan

Session Focus Not everyone makes a good friend. Choose friends who are safe. <i>(Corresponds to CF! Session 13: Healthy Friendships)</i> Essential Skills for this Session: Centering Parting/Returning Affirmations Reading to children	Opening Feelings Wheel Check-In Centering Agenda & Group Rules Individual and Family Acts of Kindness <i>(skip review)</i> WOW Moments Introduction: Friends Are Important <i>(Short/simple)</i> Parents offer Parting Affirmation and leave	Activities Activity Time: Nothing Story Time: Read a book about friends Activity: Not Everyone Makes a Good Friend	Closing Parents return and offer a Returning Affirmation Homework Assignments: Individual Act of Kindness Family Act of Kindness WOW Moment IF TIME ALLOWS: Closing Activity: Review what makes a good friend. Closing Affirmation <i>(with parents)</i>
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During The Parents/Caregivers Group

GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES

<u>ESSENTIAL PARENTING SKILLS INTRODUCED THIS SESSION</u> NO NEW SKILL INTRODUCED <u>Other Essential Parenting Skills used:</u> Centering, Following Children's Lead, Providing Simple Choices, Responding to children's Cues, Affirming Children.	<u>Distribute Parent Handouts</u> <ol style="list-style-type: none"> <i>Dear Caregiver... Page.</i> Emphasize the key concept their children are learning this week: Friends are special, however not everyone makes a good friend. We can choose friends who are safe. Then <u>briefly</u> review the main concepts and suggestions for how they might reinforce these concepts throughout the week. <i>At-Home Parent Handout.</i> Review carefully to be sure everyone is clear about what they will be doing. If time allows, discuss the Family Meal Conversation Starters to <u>model</u> how to talk about them with their children.
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PARENT HANDOUT

SESSION 13: AT-HOME ACTIVITIES

Essential Parenting Skill Introduced this week:

NO NEW SKILL INTRODUCED

Other Essential Parenting Skills used: Centering, Following Children's Lead, Turn-Taking, Responding to children's Cues, Affirming Children

Family Meal

Begin with Centering. Everyone waits to begin eating until after centering.

Mealtime Conversations. During the meal, engage children in the following conversations.

- 1: *Feelings Check-in.*** Everyone takes turns spinning the Feelings Wheel and using an "I" message to express the feeling by saying: "I feel ____ when ____."
- 2: *Who is your best friend? What do you like most about this friend?***
- 3: *What WOW Moments did you notice this week?***
Everyone shares.
- 4: *What is an Act of Kindness*** you could do this week?
- 5: *Choose a Family Act of Kindness for this week.***

Connecting With My Family:

Agenda:

- 1. *Begin with Centering.***
- 2. *Friendship Crafts.*** See below
- 3. *Parent/Caregiver Affirmations:*** Parent/Caregiver(s) give each child an affirmation.
- 4. *Snack.*** Enjoy a snack together! (OPTIONAL)

Friendship Crafts

NEEDED: Paper, scissors, crayons or markers, glue sticks or tape. During this time, your children most likely cannot see their friends or spend much time with them. These crafts can help them maintain their connections with their friends.

#1: *Friendship Chain.* Cut strips of paper.

Help children write the name of a friend on each strip. Glue or tape them together into a chain. Children can display their chain to remind them of their friends until they can be together again.

#2: *Friendship Bracelet.* On another strip of paper, help each child print the name of a good friend. Tape it around their wrist as a reminder that this friend is still in their life.

#3: *Friendship Cards.* Fold a piece of paper in half to make a card. Print a simple message on it, such as "Thank You For Being My Friend" before coloring or adding other decorations. Children can keep these cards to give to their friends when they see them again.





SESSION 14: I CAN BE A GOOD FRIEND

Online Group Session Plan

<p>Session Focus Good friends are kind, helpful and share with others. (Corresponds to CF! Session 13: Healthy Friendships)</p> <p>Essential Skills for this Session: Centering Parting/Returning Affirmations Reading to children</p>	<p>Opening Feelings Wheel Check-In Centering Agenda & Group Rules Individual and Family Acts of Kindness (<i>skip review</i>) WOW Moments Introduction: Scruffy's New Friend (<i>Short/simple</i>) Parents offer Parting Affirmation and leave</p>	<p>Activities Activity Time: Nothing Story Time: Read a book about friends Activity: Being a Good Friend Scenarios OPTIONAL: If you have time, choose a fun children's song to sing with the group. Play a recording or show a YouTube video for kids to sing along.</p>	<p>Closing Parents return and offer a Returning Affirmation Homework Assignments: Individual Act of Kindness Family Act of Kindness WOW Moment IF TIME ALLOWS: Closing Activity: Friendship Affirmations Closing Affirmation (<i>with parents</i>)</p>
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During The Parents/Caregivers Group

GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES

<p>ESSENTIAL PARENTING SKILLS INTRODUCED THIS SESSION</p> <p>NO NEW SKILL INTRODUCED</p> <p>Other Essential Parenting Skills used: Centering, Reading to Children, Repetition, Following Children's Lead, Providing Simple Choices, Responding to children's Cues, Affirming Children.</p>	<p>Distribute Parent Handouts</p> <ol style="list-style-type: none"> 1. Dear Caregiver... Page. Emphasize the key concept their children are learning this week: Good friends are kind, helpful and share with others. Then <u>briefly</u> review the main concepts and suggestions for how they might reinforce these concepts throughout the week. 2. At-Home Parent Handout. Review carefully to be sure everyone is clear about what they will be doing. If time allows, discuss the Family Meal Conversation Starters to <u>model</u> how to talk about them with their children.
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PARENT HANDOUT

SESSION 14: AT-HOME ACTIVITIES

Essential Parenting Skill Introduced this week:

NO NEW SKILL INTRODUCED

Other Essential Parenting Skills used

Centering, Reading to Children, Repetition, Following Children's Lead, Providing Simple Choices, Responding to children's Cues, Affirming Children.

Family Meal

Begin with Centering. Everyone waits to begin eating until after centering.

Mealtime Conversations. During the meal, engage children in the following conversations.

- 1: Feelings Check-in.** Everyone takes turns spinning the Feelings Wheel and using an "I" message to express the feeling by saying: "I feel ____ when ____."
- 2: How can you be a good friend when you are playing with your friends?** Talk about the importance of being kind, helpful and sharing.
- 3: What WOW Moments did you notice this week?** Everyone shares.
- 4: What is an Act of Kindness** you could do this week?
- 5: Choose a Family Act of Kindness for this week.**

Connecting With My Family

Agenda:

- 1. Begin with Centering.**
- 2. Read a Book About Being A Good Friend.** See below
- 3. Enjoy Favorite Games/Songs.** Uses the skill of repetition.
- 4. Parent/Caregiver Affirmations:** Parent/Caregiver(s) give each child an affirmation
- 5. Snack.** Enjoy a snack together! (OPTIONAL)

Read A Book About Being A Good Friend

Visit your local library (or use an online source) to find stories in which the characters are being good friends (stories about animal friends are particularly effective for preschoolers). Read the story using the skill of Reading to Children. After reading the story, ask:

- **Who were the friends in this story?**
- **What did each friend do that made them a good friend?**
- **Was anyone not a good friend?**
- **What could they have done to be a better friend?**





SESSION 15: CELEBRATING ME!

Online Group Session Plan

<p>Session Focus I am special and unique; no one else in the world is just like me! <i>(Corresponds to CF! Session 15: Our Uniqueness)</i></p> <p>Essential Skills for this Session: Centering Parting/Returning Affirmations Providing Simple Choices <i>(while making Badges)</i></p>	<p>Opening Feelings Wheel Check-In Centering Agenda & Group Rules Individual and Family Acts of Kindness <i>(skip review)</i> WOW Moments Introduction: What's So Special About Me? <i>(Short/simple)</i> Parents offer Parting Affirmation and leave</p>	<p>Activities Activity Time: Story – <i>Lester Learns About Himself</i> Story Time: Activity: I Am Special Badges</p>	<p>Closing Parents return and offer a Returning Affirmation Homework Assignments: Individual Act of Kindness Family Act of Kindness WOW Moment <u>IF TIME ALLOWS:</u> Closing Activity: I Am Special! Closing Affirmation <i>(with parents)</i></p>
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During The Parents/Caregivers Group

GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES

<p><u>ESSENTIAL PARENTING SKILLS INTRODUCED THIS SESSION</u></p> <p>NO NEW SKILL INTRODUCED</p> <p><u>Other Essential Parenting Skills used:</u> Centering, Following Children's Lead, Turn-Taking, Responding to children's Cues, Affirming Children.</p>	<p><u>Distribute Parent Handouts</u></p> <ol style="list-style-type: none"> 1. Dear Caregiver... Page. Emphasize the key concept their children are learning this week: I am special and unique. No one else in the whole world is just like ME! Then <u>briefly</u> review the main concepts and suggestions for how they might reinforce these concepts throughout the week. 2. At-Home Parent Handout. Review carefully to be sure everyone is clear about what they will be doing. Pay particular attention to the <i>What I Like About Me Web</i>. <u>If time allows</u>, use a ball of yarn or string to quickly demonstrate how to make the web with parents.
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PARENT HANDOUT

SESSION 15: AT-HOME ACTIVITIES

Essential Parenting Skill Introduced this week:

NO NEW SKILL INTRODUCED

Other Essential Parenting Skills used:

Centering, Following Children's Lead and Turn-Taking (during Fingerprint Pictures), Responding to children's Cues (to decide when to end the Web Activity), Affirming Children.

Family Meal

Begin with Centering. Everyone waits to begin eating until after centering.

Mealtime Conversations. During the meal, engage children in the following conversations.

- 1: Feelings Check-in.** Everyone takes turns spinning the Feelings Wheel and using an "I" message to express the feeling by saying: "I feel ____ when ____."
- 2: What WOW Moments did you notice this week?** Everyone shares.
- 3: What is an Act of Kindness** you could do this week?
- 4: Choose a Family Act of Kindness for this week.**

Connecting With My Family

Agenda:

- 1. Begin with Centering.**
- 2. What I Like About Me Web.** See below
- 3. Fingerprint Pictures.** Using an inepad, each person makes several fingerprints (using different fingers to make different sizes) on a piece of paper. Use crayons to make the prints into pictures, for example: make a mouse or other animals out of some or make a whole family. Or make a design by connecting them with colored lines.
- 4. Family Affirmations:** End this session with Parent(s) giving each child an affirmation AND having each child give their parent/caregiver an affirmation, too!
- 5. Snack.** Enjoy a snack together! (OPTIONAL)

What I Like About Me Web

NEEDED: A ball of yarn or string. Sit in a circle on the floor. Start by saying that this activity will help us remember the things that make each one of us special and unique, as we talked about in our groups this week. Holding on to one end of the yarn/string, say something you like about yourself. Then roll the ball to someone else. When that person receives the ball, they say something they like about themselves and then rolls the ball to another person across the circle. However, before rolling it, they are to hold on to the yarn to make a tight string stretching between themselves and you (the person who rolled the ball to him). Continue in this way, weaving a web back and forth across the circle.





SESSION 16: CELEBRATE OUR TIME TOGETHER

Online Group Session Plan

<p>Session Focus Bring closure to the group experience (Corresponds to CF! Session 16: Celebration)</p> <p>Essential Skills for this Session: Centering Parting/Returning Affirmations Repetition Reading to children Following Children's Lead and Providing Simple Choices (Choosing favorite activities)</p>	<p>Opening Feelings Wheel Check-In Centering Agenda & Group Rules Individual and Family Acts of Kindness (<i>skip review</i>) WOW Moments Introduction: This Is Our Last Meeting (<i>Short/simple</i>) Parents offer Parting Affirmation and leave</p>	<p>Activities Activity Time: What I Learned in Group What I Liked About Group For the remaining time: Repeat several of your group's favorite past activities and books. End with a fun children's song for children to sing or dance to (<i>children's CD or YouTube video</i>).</p>	<p>Closing Parents return and offer a Returning Affirmation Homework Assignment: Encourage children to continue: Act of Kindness WOW Moments Facilitator Affirmations: What I Like About YOU! Closing Affirmation (<i>with parents</i>)</p>
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During The Parents/Caregivers Group

GROUP LEADERS PREPARE PARENTS TO LEAD AT-HOME ACTIVITIES

<p><u>ESSENTIAL PARENTING SKILLS INTRODUCED THIS SESSION</u></p> <p>NO NEW SKILL INTRODUCED</p> <p><u>Other Essential Parenting Skills used:</u> ALL OF THEM are used in this final session: Centering, Repetition, Following Children's Lead, Turn-Taking, Reading to Children, Providing Simple Choices, Responding to children's Cues, Affirming Children.</p>	<p><u>Distribute Parent Handouts</u></p> <ol style="list-style-type: none"> 1. Dear Caregiver... Page. Emphasize the key concept their children are learning this week: Celebrate our time together and bring closure to the group. Then <u>briefly</u> review the rest of the page to help bring closure to the group experience. 2. At-Home Parent Handout. Review carefully to be sure everyone is clear about what they will be doing. Emphasize that in this last week, they are to use the skill of Repetition to involve the family in a few of their favorite activities from the past weeks. Remind them to use as many of the Essential Parenting Skills as possible during this time.
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PARENT HANDOUT SESSION 16: AT-HOME ACTIVITIES

Essential Parenting Skill Introduced this week:

NO NEW SKILL INTRODUCED

Other Essential Parenting Skills used:

You may use ALL OF THEM in this final session, depending on which activities you choose to do: Centering, Repetition, Following Children's Lead, Turn-Taking, Reading to Children, Providing Simple Choices, Responding to children's Cues, Affirming Children.

Family Meal

Begin with Centering. Everyone waits to begin eating until after centering.

Mealtime Conversations. During the meal, engage children in the following conversations.

- 1: Feelings Check-in.** Everyone takes turns spinning the Feelings Wheel and using an "I" message to express the feeling by saying: "I feel ____ when ____."
- 2: What WOW Moments did you notice this week?** Everyone shares.
- 3: What is an Act of Kindness** you could do this week?
- 4: Choose a Family Act of Kindness for this week.**

Family Meals, Acts of Kindness and WOW Moments are all important parts of living a healthy life!

Continue to do them with your children every week even though group is over.

Connecting With My Family:

Agenda:

- 1. Begin with Centering.**
- 2. Choose Several Favorite Games/Songs/Books or Other Activities.** Uses the Skills of Repetition. Use as many of the other skills you have learned as possible during this time.
- 3. Family Affirmations:** End this session with the Parent/Caregiver(s) giving each child an affirmation AND having each child give their parent/caregiver an affirmation, too!
- 5. Snack.** Enjoy a snack together! (OPTIONAL)

Continue Weekly Connecting With My Family Nights

Even though group is over, ***don't stop meeting together each week.*** You can follow this week's Agenda (above), having family members take turns choosing the activities they want to do each week. These weekly times together uses the skill of Continuity to strengthen your relationships and provide powerful memories for your children. It will take effort to keep this weekly time a priority, but the benefits are well worth it!

