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TAKING CARE

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New York State Division for Youth

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THE TAKING CARE SLOGANS

T IS FOR TAKE CARE OF YOUR KIDS

A IS FOR ALWAYS COUNT TO TEN

K IS FOR KIDS LEARN FROM YOU

I IS FOR INFANTS CAN'T HELP IT

N IS FOR NEVER HIT ON YOUR FAMILY

G IS FOR GET HELP IF YOU NEED IT

C IS FOR CARING IS TOUGH

A IS FOR ALWAYS PARENT STRAIGHT

R IS FOR REAL MEN CAN BE GENTLE

E IS FOR ENJOY, ENCOURAGE AND PRAISE YOUR KIDS

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THE TAKING CARE PLEDGE

SOME PRESENTERS JUST WON'T LISTEN TO US WHEN WE TELL THEM TO READ THE ENTIRE PACKAGE BEFORE PRESENTING THE COURSE.

THIS IS NO IDLE REQUEST MADE BY SPOILSPORTS WHO DON'T UNDERSTAND YOUR ABILITY TO STAY A WEEK AHEAD OF YOUR CLASS.

TAKING CARE ISN'T JUST INFORMATION; IT ENCOMPASSES AN INTEGRATED SYSTEM OF VALUES AND MORAL POSITIONS. IF YOU DON'T KNOW WHAT THEY ARE, YOU MAY MAKE INCONSISTENT STATEMENTS.

SO, RAISE YOUR RIGHT HAND AND REPEAT AFTER ME:

I, (your name here), do solemnly swear, affirm, promise and pledge that before teaching the first session of TAKING CARE, I will read the entire course, and if I fail in this pledge, may all my hair fall out.

THANK YOU

We owe a lot to a lot of people. Unfortunately, we can't name them all. We realize that their commitment was to parenthood and the family, not to us. We thank them all the more for that.

Warren Albrecht deserves special mention. His one-man campaign to bring TAKING CARE to the State of New York made our lives interesting. Susan Yeres and the other members of Warren's staff at MacCormick Secure Center, Brooktondale, NY, gave a lot of time and energy to the testing of TAKING CARE and to making TAKING CARE a reality.

Tom Jenkins, Jack Godlesky and the staff of proud fathers at North Central Treatment Unit, Danville, PA, contributed their unbelievable enthusiasm and ability to get things done. Their overwhelming support in testing the project was greatly appreciated.

We want to thank Mary Previte for extending the resources of Camden County Youth Center for the testing of TAKING CARE. Phyllis Black was certainly the greatest of these resources.

We want to thank the many staff and kids, too numerous to name, at all the test sites.

We want to thank the many professionals around the country who were most helpful to us in our research. They generously sent us materials and information and took the time to talk with us when we called.

And last, but not least, we sincerely appreciate the help of the other members of our Advisory Board: Gary Ipock of Glen Mills Schools, PA; Joyce Mohamoud of Parents Anonymous, NJ; Bob Pekar of Burlington Home for Children, NJ; June Weaver of NJ Coalition for Battered Women; Connie Mercer of DCFS in IL; Bev Williams of Eight-O-One in DE.

INTRODUCTION

THERE ARE SEVERAL EXCELLENT EDUCATIONAL PACKAGES TO PREPARE YOUNG WOMEN TO BE MOTHERS. THERE HAVE BEEN, UNTIL THE PUBLICATION OF THIS PACKAGE, NO SIMILAR MATERIALS TO PREPARE YOUNG MEN TO BE FATHERS.

IT MIGHT BE SUGGESTED, OF COURSE, THAT THE MALE ROLE IN PARENTING AND THE FAMILY SHOULD BE NOTHING MORE THAN EQUAL PARTNER - THAT FATHERING SHOULD NOT BEEN SEEN AS A SEPARATE ISSUE.

IT DEPENDS ON WHAT YOU BELIEVE ABOUT THE PROCESS OF CHANGING VALUES. FEW YOUNG MEN FROM VIOLENT FAMILY BACKGROUNDS SEEM LIKELY TO MAKE THE SHIFT FROM THEIR CURRENT BELIEFS TO NEW-AGE CONCEPTS OF THE "LIBERATED MALE," NO MATTER HOW ATTRACTIVELY PRESENTED.

THE ISSUE IS MORAL AS WELL AS PRACTICAL. WE FEEL ON FIRM GROUND TELLING PEOPLE NOT TO BE VIOLENT, TO BE RESPONSIBLE AND LOYAL TOWARD THEIR FAMILIES AND TO BE AS LOVING AND FORGIVING AS THEY CAN IN THE INEVITABLE MOMENTS OF STRESS. BEYOND THESE UNIVERSAL VALUES, IT IS NOT OUR WISH TO PRESCRIBE OR CONFRONT ANYONE'S CULTURAL OR SOCIAL BELIEFS.

THE STRATEGY OF TAKING CARE IS ONE OF THOUGHTFUL REDEFINITION RATHER THAN CONFRONTATION. WE DON'T SAY, "DON'T BE TOUGH." WE SAY, "BE TOUGH; BE A GOOD FAMILY MAN."

THE FOCUS OF TAKING CARE IS NARROW. WE ARE TRYING TO TEACH BASIC PARENTING SKILLS, PRESENT BASIC INFORMATION ON CHILD CARE AND CHILD DEVELOPMENT AND FOSTER "UNIVERSAL" VALUES OF PARENTING AND FAMILY LIFE. WE HAVE IGNORED MANY IMPORTANT HUMAN

DEVELOPMENT ISSUES IN THE PROCESS.

THE BOTTOM LINE IS ABUSE PREVENTION AND THE PREVENTION OF OTHER FORMS OF DOMESTIC VIOLENCE. THE CONCENTRATION IS ON DEALING WITH CHILDREN UNDER SIX, BECAUSE, OBVIOUSLY, THIS WILL BE THE INITIAL EXPERIENCE OF MOST PARTICIPANTS.

WE HAVE NOT ADDRESSED BIRTH CONTROL OR ABORTION. ASIDE FROM THE CONTROVERSY AROUND THESE PRACTICES, OUR SUBJECT IS HOW TO BE A PARENT, NOW HOW TO AVOID IT.

TAKING CARE SPENDS A LOT OF TIME ON ISSUES RELATED TO ABUSE. YOU WILL NOTE REPEATED REFERENCES TO DRUGS AND ALCOHOL. RESEARCH SHOWS THAT SUBSTANCE ABUSE IS INVOLVED IN A GREAT MANY CASES OF FAMILY VIOLENCE OF ALL TYPES.

IN FACT, WE FOCUS, THROUGHOUT THE COURSE, ON THE ATTITUDES, BELIEFS AND BEHAVIORS INVOLVED IN FAMILY VIOLENCE, ACCORDING TO BOTH THE AVAILABLE RESEARCH AND THE COLLECTIVE EXPERIENCE OF FAMILY VIOLENCE PROGRAMS.

THIS MAY SEEM LIKE A RATHER NEGATIVE FRAME OF REFERENCE, IN SOME CASES. WE DO TRY, AS WELL, TO DISCUSS SOME OF THE JOYS OF PARENTHOOD.

THE REALITY IS THAT MANY YOUNG MEN, AS MEMBERS OF VIOLENT FAMILIES, ARE AT SERIOUS RISK OF ABUSING THEIR PARTNERS AND CHILDREN. WHILE THE AVAILABLE RESEARCH FAILS TO MAKE A CASE THAT ABUSED CHILDREN BECOME ABUSIVE FATHERS, THERE IS NO REASONABLE DOUBT THAT A VIOLENT FAMILY BACKGROUND INCREASES A PERSON'S POTENTIAL FOR VIOLENCE, AND THAT THIS VIOLENCE IS OFTEN EXPRESSED WITHIN THE FAMILY.

IRONICALLY, WE PROBABLY KNOW A GOOD DEAL MORE ABOUT THE

EFFECTS OF A CHILD WATCHING A VIOLENT CARTOON THAN WE KNOW ABOUT THE EFFECTS OF WITNESSING FAMILY VIOLENCE.

SOME OF OUR POSITIONS MAY SEEM TOO EXTREME, OR, POSSIBLY, NOT EXTREME ENOUGH.

WE TAKE A HARD LINE ON CORPORAL PUNISHMENT. WE OPPOSE IT ABSOLUTELY. WE TAKE A SIGNIFICANTLY HARDER STANCE THAN MOST PARENTING MANUALS ON SALE AT THE BOOKSTORE.

THE POINT IS ADMITTEDLY ARGUABLE. WE RECOGNIZE THAT THE REALITY IS THAT MOST PARENTS "SWAT" THEIR CHILDREN ON OCCASION AND ALSO THAT IT DOES THE CHILD LITTLE HARM. SHOULD WE MAKE YOUNG PARENTS FEEL LIKE FAILURES IF THEY HIT THEIR CHILD?

MANY YOUNG PEOPLE ARE IMPULSIVE AND VIOLENT. "SWATTING" A CHILD TAKES A DEGREE OF SELF-CONTROL THEY JUST DON'T HAVE. WE FEEL THAT A STERN PROHIBITION AGAINST EVER HITTING ANYONE IN YOUR FAMILY IS THE ONLY POSSIBLE STANCE UNDER THE CIRCUMSTANCES.

IT IS NOT ALWAYS COMFORTABLE TO TEACH VALUES. THE ONLY MAJOR COMPLAINTS THAT WE RECEIVED ABOUT THIS COURSE DURING OUR TESTING PHASE CAME FROM PRESENTERS WHO FOUND THEMSELVES ALL ALONE IN THE ROOM WHEN THEY TOOK MORAL POSITIONS PRESCRIBED BY THE COURSE. SOMETIMES THE KIDS WERE PRETTY HEATED IN DEFENDING, FOR EXAMPLE, THEIR RIGHT TO DO VIOLENCE UNDER CERTAIN CIRCUMSTANCES.

IT'S TOUGH, BUT IF THE KIDS HAVE NEGATIVE VALUES, YOU WANT TO CONFRONT THEM. YOU MAY NOT CHANGE THEM, BUT YOU ARE AT LEAST CREATING THE OPPORTUNITY FOR CHANGE. THIS IS AN INTENTIONAL PART OF THE PROCESS OF THE COURSE.

THINK FOR A MOMENT ABOUT THE PRICE OF SILENCE. TOO MANY ADULTS WHO WORK WITH YOUTHS GIVE UP ON TRYING TO CHANGE THEM --

OR, FAR WORSE, THEY NEED THE KIDS' ESTEEM SO MUCH THAT THEY DON'T WISH TO SAY THINGS THAT THE KIDS MIGHT VIEW AS UNMANLY OR WEAK.

WE HAVE FACED, AS WELL, THE ACCUSATION THAT THIS COURSE INVOLVES THE IMPOSITION OF MIDDLE CLASS VALUES ON LOWER CLASS KIDS. VALUES WITHIN ANY GIVEN GROUP OF PEOPLE ARE VARIOUS AND ARE SUBJECT TO INDIVIDUAL INTERPRETATION. TO SUGGEST THAT THE USE OF VIOLENCE TO SOLVE DOMESTIC PROBLEMS IS "A LOWER CLASS VALUE" IS MORE THAN A LITTLE INSULTING.

VALUES EDUCATION CALLS FOR COURAGE. IT TAKES COURAGE TO GET UP IN FRONT OF ANY GROUP OF PEOPLE AND TAKE AN UNPOPULAR POSITION.

OUR PROBLEM IS TO INFLUENCE BEHAVIOR WHICH OCCURS WELL AFTER THE COURSE HAS BEEN PRESENTED. WE HAVE TO THINK ABOUT WHAT PARTICIPANTS WILL REMEMBER AFTER THE COURSE. IT ISN'T ENOUGH TO GET UP AND PRESENT THE INFORMATION. THE PRESENTATION MUST BE LIVELY AND MEMORABLE.

IN FACT, SOME OF THE TAKING CARE ACTIVITIES HAVE NO OTHER PURPOSE THAN TO IMPLANT A VIVID IMAGE IN THE MINDS OF PARTICIPANTS. THE VARIOUS MEDIA, CERTIFICATES, T-SHIRTS AND OTHER "GIMMICKS" ARE, IN FACT, CENTRAL TO THE IMPACT OF THE COURSE AND SHOULD NOT BE REGARDED AS FRILLS.

DONE WELL, TAKING CARE IS A SHOW. YOU NEED, TO CREATE ONE OF THOSE INELEGANT MODERNISMS, "SHOWPERSONSHIP." SO, AS YOU PLAN YOUR USE OF THESE MATERIALS, LET YOUR IMAGINATION WANDER A BIT. THINK OF WAYS TO ADD MYSTERY AND CREATE EXCITEMENT. HAVE SOME FUN.

WE'RE INTERESTED IN YOUR IDEAS. IF YOU COME UP WITH

SOMETHING GOOD THAT YOU'D LIKE TO BRAG ABOUT, IF YOU HAVE A QUESTION, OR IF YOU'D LIKE TO CHALLENGE WHAT WE HAVE DONE, GET IN TOUCH.

INTERSTATE CONSORTIUM ON RESIDENTIAL CHILD CARE, INC.
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TRENTON, NEW JERSEY 08607

ARE YOU A TEACHER?

If your answer to this question is yes, skip this section. If not...

When we tested these materials, we ran into incredible opposition from front-line children's services staff who were assigned to teach this course. As just ordinary folks, they didn't like being cast in the teacher's role. More frankly, it frightened them.

Well, in teaching this course, you're using, by and large, your maturity and your life experience - especially if you're a parent. This course does not contain any specialized knowledge or language.

Don't try to be a teacher. Just get up and talk the way you talk. If you're concerned about your presentation, practice it in front of other presenters or friends.

Most important of all, get to know this material. Read it through. We think that you'll see that it isn't difficult at all.

Dear Reader:

In writing our instructions, we have departed from the usual. We've tried to say everything simply and only once, unless it's very important. We ask that you sit down right now and read the instructions instead of skipping over the dull stuff and reading the course materials. Come on, we don't ask much.

Thank you,

The Authors

INSTRUCTIONS

IMPORTANT NOTE: BEFORE PRESENTING TAKING CARE, READ THE ENTIRE COURSE. IT IS VERY NECESSARY THAT YOU BE COMPLETELY FAMILIAR WITH THE MATERIALS SO THAT YOUR DISCUSSIONS OF THE ISSUES REMAIN CONSISTENT THROUGHOUT THE COURSE. PLAN WEEKLY LESSONS IN ADVANCE AND MAKE SURE THAT YOU HAVE MADE PREPARATIONS AND OBTAINED REQUIRED MATERIALS FOR ACTIVITIES.

OVERVIEW

TAKING CARE IS DESIGNED TO BE PRESENTED AS A TEN WEEK (TEN UNIT) COURSE WITH TWO 50 MINUTE SESSIONS PER WEEK.

SESSION ONE CONSISTS OF:

LECTURETTE	15 MINUTES
TRIGGER STORY	10 MINUTES
FATHERING SKILLS	25 MINUTES

SESSION TWO CONSISTS OF:

OPENING EXERCISE	5 MINUTES
STAGES	15 MINUTES
TRIGGER STORY	10 MINUTES
ACTIVITY	20 MINUTES

TAKING CARE IS SET UP WITH THE MATERIALS IN THE ORDER THAT THEY ARE TO BE PRESENTED. UNITS ARE SEPARATED BY DIVIDERS. SESSIONS ARE SEPARATED BY TITLE PAGES.

SESSION ONE:

LECTURETTES

EACH LECTURETTE BEGINS WITH AN OPENING EXERCISE WHICH IS REPEATED AS AN OPENING FOR SESSION TWO. THE OBJECTIVE IS TO MAKE SURE THAT PARTICIPANTS REMEMBER THE TEN TAKING CARE SLOGANS ("T"

IS FOR TAKE CARE OF YOUR KIDS, ETC.). AS A PREPARATION FOR TAKING CARE, CUT THE TAKING CARE SLOGANS INTO TEN STRIPS, WITH A LETTER AND SLOGAN ON EACH STRIP. SET ASIDE A BULLETIN BOARD, WALL SPACE OR OTHER AREA LARGE ENOUGH TO ACCOMMODATE ALL TEN STRIPS, THE COMPLETED TAKING CARE POSTER. BEGIN EACH UNIT BY PUTTING UP THE STRIP WITH THE UNIT'S SLOGAN DIRECTLY UNDERNEATH THE SLOGANS FOR THE UNITS ALREADY COMPLETED. BEGINNING WITH "T IS FOR TAKE CARE OF YOUR KIDS," RUN THROUGH THE SLOGANS, ASKING THE GROUP TO TELL YOU WHAT EACH SLOGAN MEANS. STATE THE CURRENT UNIT'S LETTER AND SLOGAN AND ASK THE GROUP WHAT IT MEANS. CONTINUE WITH THE LECTURETTE, WHICH PROVIDES THE ANSWER. (A POINTER IS A GOOD PROP FOR THE EXERCISE.)

EACH LECTURETTE CONSISTS OF A SUGGESTED SCRIPT AND DISCUSSION QUESTIONS FOCUSING ON MORAL AND BEHAVIORAL GUIDELINES FOR FATHERING. YOU MAY READ THE SCRIPT OR MAKE NOTES AND SAY IT IN YOUR OWN WORDS.

YOU WILL FIND THAT THE LECTURETTES AND EVEN THE SLOGANS REPEAT THE SAME CONCEPTS SEVERAL TIMES. THIS REPETITION IS INTENTIONAL AND NECESSARY FOR EFFECTIVE PRESENTATION OF THE COURSE. THE METHOD IS TO HAMMER HOME RELATIVELY SIMPLE CONCEPTS AND BASIC INFORMATION.

IMPORTANT NOTE: DO NOT SKIP ANY POINTS MADE IN THE LECTURETTES.
ALL THE POINTS MADE ARE IMPORTANT.

TRIGGER STORY

MAKE ENOUGH COPIES OF THE TRIGGER STORY TO GIVE ONE TO EACH PARTICIPANT. READ THE STORY OR HAVE A PARTICIPANT READ IT WITH THE OTHER PARTICIPANTS FOLLOWING ALONG. ASK THE DISCUSSION

QUESTIONS AND ANY OTHER QUESTIONS THAT OCCUR TO YOU. HOLD A GROUP DISCUSSION. GIVE THE LEADER'S RESPONSE.

TRIGGER STORIES PROVIDE DILEMMAS OR PROBLEMS WHICH GIVE PARTICIPANTS A CHANCE TO PRACTICE WHAT THEY'VE LEARNED. THE LEADER'S RESPONSE GIVES THE CORRECT ANSWER, ACCORDING TO TAKING CARE. DO NOT HESITATE TO CONFRONT PARTICIPANTS WHEN THEY GIVE INCORRECT RESPONSES. WE KNOW VERY WELL THAT PARTICIPANTS MAY REMAIN UNCONVINCED. OUR PURPOSE IS TO GENERATE THOUGHT AND DISCUSSION ON MORAL ISSUES. WE DO NOT EXPECT PARTICIPANTS TO ALWAYS BUY INTO OUR POSITIONS.

FATHERING SKILLS

THE FATHERING SKILLS SECTION OF TAKING CARE MAKES THE HEAVIEST DEMANDS ON YOUR RESOURCES. WE HAVE NOT INCLUDED STEP-BY-STEP INSTRUCTIONS FOR BASIC CHILD CARE DEMONSTRATIONS. WE HAVE GIVEN THE SUBJECT MATTER AND POINTS THAT MUST BE COVERED.

THE DEMONSTRATIONS INVOLVING PHYSICAL HANDLING OF A BABY CAN BE DONE IN SEVERAL WAYS. THE IDEAL WAY TO DO IT IS TO BRING A BABY INTO THE CLASSROOM. HOWEVER, IN MOST CASES THIS WILL NOT BE POSSIBLE. THE NEXT BEST SOLUTION IS TO USE A SOFT, FLEXIBLE, LIFESIZE DOLL. A TEACHING HOSPITAL OR NURSING SCHOOL MAY HAVE A VERY REALISTIC DOLL AVAILABLE. PERHAPS YOU COULD MAKE ARRANGEMENTS TO BORROW IT.

IN ADDITION, IT IS SUGGESTED THAN A REGISTERED NURSE, PRACTICAL NURSE, "VISITING" NURSE, OR VERY EXPERIENCED PARENT GIVE THESE DEMONSTRATIONS. MANY HOSPITALS AND PUBLIC HEALTH ORGANIZATIONS HAVE PEOPLE WHO GIVE SUCH DEMONSTRATIONS ON A REGULAR VOLUNTEER BASIS. WE DON'T BELIEVE THAT YOU SHOULD GIVE A

SKILL DEMONSTRATION UNLESS YOU HAVE PARENTING EXPERIENCE.

MAKE THE DEMONSTRATIONS AS REALISTIC WITHIN YOUR CONSTRAINTS AS POSSIBLE. GET THE STUDENTS INVOLVED. GIVE THEM "HANDS-ON" OPPORTUNITIES TO PRACTICE THE SKILLS. HAVE THE STUDENTS CHANGE DIAPERS AND GIVE THE "BABY" A BATH AFTER THE PROPER INSTRUCTION HAS BEEN GIVEN.

BE CREATIVE! HAVE FUN!

SESSION TWO:

OPENING EXERCISE

REVIEW THE LETTERS AND SLOGANS ON THE TAKING CARE POSTER INCLUDING THE CURRENT UNIT, ASKING THE GROUP WHAT EACH SLOGAN MEANS. THE OPENING EXERCISE REPEATS THE OPENING OF THE SESSION ONE LECTURETTE.

OBVIOUSLY, OVER TIME AND WITH CONSTANT REPETITION, THIS BECOMES A RITUAL. BY USING AN UPBEAT TONE OF VOICE AND MOVING QUICKLY, IT CAN BECOME A SORT OF GROUP CHEER. THAT'S WHAT WE INTENDED. IN FACT, WE SUGGEST THAT YOU TURN UNIT 10 INTO A "PEP RALLY" BY POINTING AT THE COMPLETED POSTER AND SHOUTING "WHAT'S THAT SPELL?" SEVERAL TIMES.

STAGES

"STAGES" IS A SERIES OF LECTURETTES PROVIDING VERY BASIC INFORMATION ON CHILD DEVELOPMENT. LIKE LECTURETTES, IT CONSISTS OF A SUGGESTED SCRIPT WITH DISCUSSION QUESTIONS. THE SCRIPT MAY BE READ OR PARAPHRASED. MAKE SURE THAT YOU COVER ALL THE POINTS MADE IN THE SCRIPT.

"STAGES" END WITH A "SUPERDAD SEZ" EXERCISE. THE "SUPERDAD

SEZ" POSTER SHOULD BE DISPLAYED PERMANENTLY IN A PROMINENT PLACE WITH SUFFICIENT SPACE AROUND IT TO ACCOMMODATE THE CARTOON BALLOONS INCLUDED IN THE PACKAGE. THE BALLOONS ARE DESIGNED TO SURROUND THE POSTER WHEN ALL ARE DISPLAYED. BEGIN THE EXERCISE BY DISPLAYING THE BALLOON WITH THE APPROPRIATE SLOGAN ON IT. THIS CAN BE DETERMINED BY READING THE "SUPERDAD SEZ" TEXT AT THE END OF EACH "STAGES."

TRIGGER STORY

MAKE ENOUGH COPIES OF THE TRIGGER STORY TO GIVE ONE TO EACH PARTICIPANT. READ THE STORY OR HAVE A PARTICIPANT READ IT WITH THE OTHER PARTICIPANTS FOLLOWING ALONG. ASK THE DISCUSSION QUESTIONS AND ANY OTHER QUESTIONS THAT OCCUR TO YOU. HOLD A GROUP DISCUSSION. GIVE THE LEADER'S RESPONSE.

ACTIVITIES

THE ACTIVITIES ARE GAMES AND EXERCISES. THEY ARE CAREFULLY DESIGNED TO REINFORCE OBJECTIVES PRESENTED IN INSTRUCTIONAL SESSIONS. INSTRUCTIONS FOR EACH ACTIVITY ARE PROVIDED.

MOST OF THE ACTIVITIES ARE FUN. USE YOUR GROUP WORK SKILLS TO HEIGHTEN THE EXCITEMENT. CLEVER PRESENTATION MAKES ALL THE DIFFERENCE.

PREPARE MATERIALS IN ADVANCE. IN SOME CASES, IT IS MOST IMPORTANT THAT YOU EXPERIMENT WITH THE ACTIVITY IN ADVANCE.

GENERAL PREPARATION

1. CUT YOUR TAKING CARE POSTER INTO STRIPS WITH ONE LETTER AND SLOGAN PER STRIP. (T IS FOR TAKE CARE OF YOUR KIDS, ETC.).
2. LOCATE A SPACE OF SUFFICIENT SIZE TO ACCOMMODATE ALL TEN STRIPS DISPLAYED IN A VERTICAL COLUMN.
3. FIND A SUITABLE SPACE FOR THE SUPERDAD SEZ POSTER WITH SUFFICIENT SPACE TO PLACE THE CARTOON BALLOONS AROUND IT.
4. READ ACTIVITIES CAREFULLY AND BEGIN TO SECURE MATERIALS.
5. MAKE SUFFICIENT COPIES OF EACH TRIGGER STORY TO GIVE TO ALL PARTICIPANTS.
6. MAKE ARRANGEMENTS AND COLLECT MATERIALS FOR FATHERING SKILLS DEMONSTRATIONS.
7. READ THE WHOLE PACKAGE THROUGH AND THINK ABOUT IT.

GRADUATION

WHEN THE COURSE IS COMPLETE, YOU'LL WANT TO HOLD A GRADUATION CEREMONY. WE HAVE PROVIDED A CERTIFICATE AND T-SHIRT DESIGN FOR USE ON THIS OCCASION.

THIS IS IMPORTANT. TRY TO FIND WAYS TO RECOGNIZE AND REWARD PARTICIPANTS. THERE ARE, OF COURSE, A LOT OF WAYS TO DO THIS.

A TAKING CARE BANQUET IS AN EXCELLENT IDEA. HAVE SOME FOOD, GET A GUEST SPEAKER AND GIVE AWARDS TO PARTICIPANTS. EVERYBODY SHOULD GET A CERTIFICATE - AND A T-SHIRT IF YOU CAN AFFORD THEM.

OTHERWISE, STRUCTURE IT LIKE ANY KIND OF GRADUATION. CALL UP EACH KID AND AWARD HIS CERTIFICATE.

REMEMBER: E IS FOR ENJOY, ENCOURAGE AND PRAISE YOUR KIDS!

A COUPLE OF HINTS

1. If you are working with several presenters, institute a program of practicing each session together before delivering it to the kids. Different presenters can try out different activities.
2. If you are using a demonstration doll, carry it around with you for a few days during other encounters you have with the kids. This will be a reinforcement of the course.
3. If necessary, schedule extra sessions for questions and answers. Time constraints on the sessions in the course are tight.

SUGGESTED PROJECTS

1. Get a father who was present at his child's birth and a mother to describe the birth experience on tape. Play the tape to your class.
2. Do videotapes of various families of teachers, staff and other people known to the kids, showing the variations in people's family lives. Show these tapes to your class. (Or...establish direct contact between the kids and families.)
3. Videotape Fathering Skills demonstrations.
4. Write your own Trigger Stories or get your kids to write them.
5. Arrange field trips to daycare centers, nursery schools, a maternity setting, etc.

PACKAGE CONTENTS

- 1 - TAKING CARE MANUAL
- 1 - TAKING CARE POSTER IN 3 SECTIONS ("T" IS FOR TAKE CARE OF YOUR KIDS, ETC.). THIS MUST BE CUT INTO STRIPS WITH A SINGLE LETTER AND SLOGAN ON EACH STRIP IN PREPARATION FOR THE COURSE.
- 1 - SUPERDAD SEZ POSTER WITH 10 ACCOMPANYING BALLOONS FOR THE SUPERDAD SEZ EXERCISE AT THE END OF EACH "STAGES" SEGMENT.
- 4 - SQUARES TO BE USED AS PATTERNS FOR THE PUZZLES IN THE ACTIVITY "HELP!" IN UNIT VI - "G" IS FOR GET HELP IF YOU NEED IT.
- 1 - BABY POSTER FOR USE IN THE ACTIVITY "ROCK AND ROLL" IN UNIT VIII - "A" IS FOR ALWAYS PARENT STRAIGHT. THIS POSTER SHOULD BE COVERED WITH CLEAR PLASTIC OR PLASTIC WRAP IF YOU INTEND TO RE-USE IT.
- 1 - T-SHIRT DESIGN
- 1 - GRADUATION CERTIFICATE

UNIT I

SESSION ONE

LECTURETTE: "T" IS FOR TAKE CARE OF YOUR KIDS!

TRIGGER STORY: SHIRLEY

FATHERING SKILLS: HANDLING YOUR BABY (DEMONSTRATION)

LECTURETTE

SUGGESTED SCRIPT:

T IS FOR TAKE CARE OF YOUR KIDS!

WHAT DOES THIS MEAN? (THE LEADER GETS ANSWERS FROM THE GROUP.)

THE FIRST THING IT MEANS IS DON'T RUN OUT ON YOUR RESPONSIBILITIES. IF YOU MAKE A GIRL PREGNANT, THAT CHILD IS YOUR CHILD, TOO. YOU SHOULD STICK AROUND NO MATTER WHAT AND DO EVERYTHING YOU POSSIBLY CAN TO MAKE SURE THAT YOUR BABY GETS CARED FOR.

YOU HAVE TO START TAKING CARE OF A BABY BEFORE IT'S BORN. THERE ARE A NUMBER OF THINGS A PREGNANT WOMAN SHOULD DO AND SHOULDN'T DO IN ORDER TO HAVE A HEALTHY BABY. YOU CAN'T FORCE THE WOMAN TO TAKE CARE OF YOUR UNBORN BABY, BUT YOU CAN HELP AND YOU CAN ENCOURAGE.

A PREGNANT WOMAN HAS TO HAVE ENOUGH GOOD, WELL-BALANCED FOOD. SHE SHOULD HAVE PLENTY OF GREEN VEGETABLES.

SMOKING CIGARETTES IS A BAD IDEA. BABIES BORN TO WOMEN WHO SMOKE AREN'T AS HEALTHY AS BABIES BORN TO WOMEN WHO DON'T SMOKE.

DRINKING IS MUCH WORSE. A PREGNANT WOMAN SHOULD STAY AWAY FROM ALCOHOL.

THE SAME GOES FOR OTHER DRUGS. ANYTHING A PREGNANT WOMAN TAKES INTO HER BODY, ANYTHING SHE EATS, ANY DRUG SHE TAKES AFFECTS YOUR BABY, TOO. DID YOU KNOW THAT IF A MOTHER IS ADDICTED TO DRUGS, HER BABY CAN BE BORN AN ADDICT? THAT BABY WILL BE VERY, VERY SICK FOR A LONG TIME.

A PREGNANT WOMAN HAS TO BE CAREFUL EVEN ABOUT DRUGS THE

DOCTOR GIVES HER. SHE SHOULDN'T TAKE ANYTHING UNLESS THE DOCTOR KNOWS THAT SHE'S PREGNANT.

DRUGS CAN CAUSE ALL KINDS OF PROBLEMS FOR THE BABY. THE BABY MIGHT BE BORN DEFORMED.

WHAT CAN YOU DO? YOU CAN'T FORCE HER BUT YOU CAN STAY CLEAN YOURSELF. YOU CAN'T TELL SOMEBODY NOT TO DRINK IF YOU'RE SITTING THERE WITH A BEER IN YOUR HAND. YOU CAN, FOR SURE, NOT OFFER DRUGS OR ALCOHOL TO A PREGNANT WOMAN AND NOT PRESSURE HER INTO PARTYING. DON'T TAKE DRUGS OR ALCOHOL INTO HER HOUSE. YOU CAN TRY TO SEE THAT SHE'S GETTING FOOD AND REST.

IF YOU CAN, YOU SHOULD BE THERE WHEN THE BABY'S BORN. THESE DAYS A LOT OF MEN ARE RIGHT THERE IN THE DELIVERY ROOM HELPING. THEY ATTEND CLASSES WITH THEIR PARTNER BEFORE THE CHILD'S BIRTH TO LEARN HOW TO HELP.

YOU SHOULD HOLD YOUR BABY AS SOON AS YOU ARE ALLOWED TO. A GOOD FATHER WELCOMES HIS CHILD INTO THE WORLD. SCIENTISTS HAVE PROVEN THAT HOLDING YOUR BABY IS VERY IMPORTANT IN HOW BOTH OF YOU WILL FEEL ABOUT EACH OTHER FOR THE REST OF YOUR LIVES.

A GOOD FATHER TAKES CARE OF HIS KIDS. HE DOES WHAT HE CAN TO MAKE SURE THAT THEY'RE FED AND CLOTHED AND HAVE A PLACE TO LIVE.

WHEN I SAY THAT YOU SHOULD DO WHAT YOU CAN TO TAKE CARE OF YOUR KIDS, I MEAN JUST THAT. YOU MAY BE OUT OF A JOB AND NOT HAVE ANY MONEY, BUT YOU CAN STILL SEE YOUR KIDS AND STILL HELP IN OTHER WAYS. IF YOU DON'T HAVE ANY MONEY, HOW CAN YOU HELP TAKE CARE OF YOUR KIDS? (THE LEADER SOLICITS ANSWERS FROM THE GROUP.)

CHILDREN ARE A 24-HOUR RESPONSIBILITY. IT'S HARD TO EXPLAIN

WHAT THAT MEANS. YOUNG PARENTS HAVE USUALLY NEVER HAD A 24-HOUR RESPONSIBILITY UNTIL THEY BRING THEIR FIRST BABY HOME. IT'S A BIG SHOCK.

BABIES NEED CARE JUST ABOUT ALL THE TIME. THEY CAN'T DO ANYTHING FOR THEMSELVES. IT'S UP TO THE ADULTS TO FEED THEM, BATHE THEM, DRESS THEM, TO DO EVERYTHING FOR THEM.

IT'S A LOT OF WORK AND IT'S ABOUT 3 YEARS BEFORE A CHILD IS ABLE TO BEGIN TO TAKE CARE OF HIMSELF AT ALL.

THE FIRST FEW MONTHS WITH A NEW BABY ARE ROUGH. NEW BABIES DON'T SLEEP THROUGH THE NIGHT. WHEN THE BABY WAKES UP AT 3 IN THE MORNING CRYING, YOU HAVE TO GET UP AND FEED HIM AND CHANGE HIM. YOU CAN'T TALK TO HIM AND TELL HIM IT ISN'T RIGHT TO WAKE YOU UP. YOU CAN'T IGNORE HIM AND HOPE HE'LL STOP CRYING. HE WON'T.

YOU CAN'T GET MAD AT HIM FOR TAKING SO MUCH OF YOUR TIME AND YOUR PARTNER'S TIME. A LOT OF MEN FEEL VERY JEALOUS OF THE NEW BABY. BEFORE THE BABY, YOUR PARTNER TOOK CARE OF YOU - NOW SHE JUST DOESN'T HAVE MUCH TIME OR ENERGY LEFT OVER FOR YOU. SHE'S VERY TIRED FROM HAVING THE BABY AND NEEDS YOUR HELP AND SUPPORT.

THING IS, YOU'RE AN ADULT AND YOU CAN GO TO THE REFRIGERATOR IF YOU'RE HUNGRY OR TAKE A SHOWER IF YOU WANT ONE. THE BABY IS HELPLESS. THERE'S NO WAY FOR HIM TO UNDERSTAND HOW HARD ALL THIS IS ON YOU. IT'S UP TO YOU TO UNDERSTAND.

REMEMBER:

1. IF YOU GET A WOMAN PREGNANT, YOU'RE RESPONSIBLE - DON'T RUN OUT!
2. ENCOURAGE YOUR PARTNER NOT TO SMOKE, DRINK OR TAKE

DRUGS WHEN SHE'S PREGNANT. BE A GOOD EXAMPLE BY
STAYING CLEAN YOURSELF.

3. BE THERE TO WELCOME YOUR BABY INTO THE WORLD.
4. DO WHAT YOU CAN TO HELP YOUR PARTNER CARE FOR YOUR
BABY.
5. IF YOUR PARTNER HAS A BABY, SHE'LL HAVE LESS TIME
TO TAKE CARE OF YOU.

"T" is for TAKE CARE OF YOUR KIDS

TRIGGER STORY

SHIRLEY

You and Shirley went out together for six months. At first you really liked each other, but after a while you just couldn't get along. It got to the point that every time you saw each other you would just end up yelling.

For the last three months you and Shirley were having sex. She had never had sex with anyone before. At first it seemed like having sex might help you stay together, but it just didn't work out.

Finally you had one last big fight. You both said a lot of angry things and you finally stomped off, telling her that you'd never see her again. Afterward, you weren't quite as angry at her, but you did realize that you and Shirley just can't get along.

A week later you hear that Shirley is pregnant. There's no doubt that you're the father, because Shirley has never been involved with anyone else. You know that she can't prove it, but you know that it's true.

Discussion Questions:

1. What should you do?
2. Should you try to get married to Shirley?
3. Should you claim that the child isn't yours?
4. What should you do to help?

Shirley/LEADER'S RESPONSE

The Leader should stress the concept of sexual responsibility. You should take responsibility and try to help in any way possible. This should not mean entering into a marriage that won't last. You can help with money, child care and housework. You should still be a father to the child.

"T" IS FOR TAKE CARE OF YOUR KIDS

FATHERING SKILLS

HANDLING YOUR BABY - (DEMONSTRATION)

NOTE: THIS SKILL IS TO BE PRESENTED AS A DEMONSTRATION. THE LEADER SHOULD COVER THE POINTS PRESENTED BELOW AND DEMONSTRATE TECHNIQUES WHENEVER POSSIBLE.

SUGGESTED MATERIALS:

A BABY - OR A REALISTIC DOLL

POINTS TO COVER:

(HAVE THE STUDENTS PARTICIPATE BY PRACTICING THE TECHNIQUES BEING TAUGHT.)

1. HOLDING YOUR BABY IS ONE OF THE MOST IMPORTANT FATHERING SKILLS THERE IS. IT MAKES A "BOND" BETWEEN YOU AND YOUR CHILD. MANY HOSPITALS ENCOURAGE FATHERS TO HOLD THEIR BABIES ALMOST AS SOON AS THEY ARE BORN. IT IS IMPORTANT FOR THE BABY TO BE PHYSICALLY CLOSE TO YOU AS SOON AS POSSIBLE. HE NEEDS TO BE HELD GENTLY AND LOVINGLY. IT MAKES HIM FEEL SAFE AND SECURE IN THIS STRANGE NEW WORLD. IT IS ALSO IMPORTANT TO YOU TO HOLD YOUR BABY. THE FIRST TIME YOU HOLD HIM YOU UNDERSTAND A LOT OF THINGS. HE IS PART OF YOU. HE IS TOTALLY HELPLESS. HE NEEDS YOU. ALL THESE FEELINGS WILL HELP TO MAKE YOU A GOOD PARENT.
2. SOME FATHERS ARE AFRAID TO HOLD THEIR NEWBORN BABIES, BECAUSE THE BABIES ARE SO LITTLE. IF YOU HANDLE YOUR BABY GENTLY AND FIRMLY, YOU WON'T HURT HIM.
3. A BABY CAN FEEL A LOT OF THINGS BY THE WAY YOU HOLD HIM. HE CAN "FEEL" IT IF YOU'RE UPTIGHT OR ANGRY. THIS MAKES HIM

VERY FUSSY. RELAX WHEN YOU HOLD YOUR BABY. ENJOY IT.

4. THE "SOFT SPOT" ON TOP OF YOUR BABY'S HEAD IS WHERE THE SKULL BONES HAVE NOT YET GROWN TOGETHER. THERE IS A REASON FOR THIS. IT ALLOWS THE HEAD TO CHANGE A LITTLE IN SIZE AND SHAPE DURING BIRTH. THIS CAN STOP THE BABY AND THE MOTHER FROM BEING INJURED WHILE THE BABY IS BEING BORN. A TOUGH, SOFT COVERING OVER THIS OPENING PROTECTS THE BRAIN UNTIL THE BONES GROW TOGETHER. IT WON'T HURT YOUR BABY IF YOU TOUCH HIS HEAD GENTLY WHEN BATHING OR DRESSING HIM OR HOLDING HIM.
5. BABIES CAN BE FRIGHTENED BY SUDDEN MOVEMENTS. HANDLE HIM SLOWLY AND GENTLY WHEN PICKING HIM UP OR PUTTING HIM TO BED. TALK SOFTLY TO HIM.
6. YOUR NEWBORN BABY CANNOT HOLD UP HIS HEAD AT FIRST. HE IS "FLOPPY" AND NEEDS A LOT OF SUPPORT. HOLD HIS BACK AND HEAD WHENEVER YOU ARE HANDLING HIM.
7. HOLD YOUR BABY GENTLY BUT FIRMLY. HE LIKES TO FEEL SECURE. HE LIKES TO FEEL THAT YOU AREN'T GOING TO DROP HIM.
8. YOUR BABY MUST BE BURPED EACH TIME HE EATS. HE SWALLOWS AIR WHEN HE DRINKS HIS BOTTLE. IF HE DOESN'T "BURP" UP THIS AIR, IT GIVES HIM STOMACH PAINS. TO BURP YOUR BABY, PUT HIM UP TO YOUR SHOULDER SO HIS HEAD CAN REST ON YOU. RUB OR PAT HIS BACK GENTLY. SOME PEOPLE "POUND" ON BABY'S BACK AS IF IT'S A DRUM. THAT'S NOT NECESSARY. GENTLE RUBBING WILL BRING UP A BURP JUST AS WELL. OR, YOU CAN SIT THE BABY ON YOUR LAP WITH HIM LEANING FORWARD OVER YOUR HAND AND RUB HIS BACK.
9. AFTER EATING, YOUR BABY IS LIKELY TO FALL ASLEEP.

SOMETIMES HE SLEEPS WHILE EATING. WHEN HE IS FINISHED EATING, BURP HIM AND LAY HIM DOWN. PUT HIM ON HIS STOMACH TO SLEEP WITH HIS HEAD TURNED TO ONE SIDE. THIS WAY, IF HE SHOULD SPIT UP IN HIS SLEEP, IT CAN RUN OUT OF HIS MOUTH AND WON'T CHOKe HIM.

10. HOLDING AND ROCKING YOUR BABY IS A TIME TO RELAX AND ENJOY HIM. YOU GET TO KNOW EACH OTHER DURING THIS TIME. THIS IS IMPORTANT.

UNIT I

SESSION TWO

OPENING EXERCISE

STAGES: HELPLESS AND HUNGRY

TRIGGER STORY: AN IMPORTANT ERRAND

ACTIVITY: TRUST WALK

OPENING EXERCISE

NOTE: AT THE BEGINNING OF EACH SESSION TWO, THE LEADER WILL REVIEW WITH THE STUDENTS EACH SLOGAN PRESENTED THUS FAR, I.E., "T" IS FOR ... THE SLOGANS ARE PRESENTED ONE AT A TIME AND THE STUDENTS ARE ASKED TO BRIEFLY EXPLAIN WHAT EACH SLOGAN MEANS.

"T" IS FOR TAKE CARE OF YOUR KIDS

STAGES

SUGGESTED SCRIPT:

(THE LEADER ASKS THE GROUP WHAT THEY KNOW ABOUT BABIES WHO ARE 0-3 MONTHS OLD - WHAT THEY LOOK LIKE; HOW THEY ACT; WHAT THEY CAN DO.)

STAGE: HELPLESS AND HUNGRY

AGE: 0-3 MONTHS

YOUR BABY IS JUST HOME FROM THE HOSPITAL. HE IS LITTLE AND HELPLESS. HE WILL PROBABLY WEIGH AROUND 7 POUNDS. OF COURSE, SOME BABIES ARE EVEN SMALLER AND SOME BABIES ARE LARGER.

THE NORMAL NEWBORN - WITH NO PHYSICAL PROBLEMS - CAN BREATHE ON HIS OWN, SUCK TO GET MILK, WIGGLE AROUND AND CRY TO SHOW THAT HE IS HUNGRY OR SOMETHING HURTS HIM. OTHER THAN THAT HE IS HELPLESS. HE CANNOT TURN OVER, SIT UP OR EVEN HOLD HIS HEAD UP FOR ANY LENGTH OF TIME. HE CANNOT GET HIS FOOD WHEN HE'S HUNGRY, CHANGE HIS DIAPER WHEN IT'S SOILED AND UNCOMFORTABLE, OR SIT UP TO BURP WHEN HE HAS PAIN BECAUSE HE SWALLOWED AIR WHILE EATING. HE CAN'T EVEN TELL SOMEONE WHAT'S WRONG WITH HIM, BECAUSE HE CAN'T TALK. HIS ONLY MEANS OF COMMUNICATING DISCOMFORT IS TO CRY

- AND THAT'S NOT TOO SATISFACTORY. BESIDES ALL THIS, HE IS VERY LITTLE. TO HELP HIM GROW, SOMEONE MUST TAKE CARE OF HIM AND PROTECT HIM FROM HARM - FROM ROLLING OFF A SOFA OR FALLING OFF A TABLE. HE ALSO NEEDS LOTS OF LOVE. AS LITTLE AS HE IS, HE "FEELS" LOVE. HOLDING HIM WITH LOVE CAN MAKE HIM FEEL BETTER WHILE HIS BODY IS ADJUSTING TO LIVING OUTSIDE HIS MOTHER'S. ENTERING THIS NEW ENVIRONMENT HAS BEEN A SHOCK TO HIM, AND HE NEEDS A LOT OF HELP. (LEADER LEADS BRIEF DISCUSSION ON WHAT THE BABY DOES NOW THAT HE DIDN'T HAVE TO DO BEFORE HE WAS BORN, E.G., EAT, BREATHE, WEAR CLOTHES, SLEEP ON A MATTRESS, ETC.)

THE FIRST THREE MONTHS OF HIS LIFE ARE EVERY DIFFICULT. THE SMALLER HE IS, THE MORE OFTEN HE NEEDS FOOD. IT DOESN'T MATTER IF IT IS NIGHT OR DAY. HIS BODY NEEDS LOTS OF FOOD TO GROW. HE WILL BE GROWING AND GAINING WEIGHT STEADILY AND RAPIDLY DURING THIS FIRST YEAR. IN FACT, HE WILL PROBABLY TRIPLE HIS WEIGHT. THAT TAKES A LOT OF FOOD.

HOW DOES HE LET THE WORLD OUT THERE KNOW HE NEEDS FOOD? HE CRIES. HOW OFTEN DOES HE NEED TO BE FED? IT VARIES - MAYBE 6-8 TIMES A DAY INCLUDING THE MIDDLE OF THE NIGHT. SOMETIMES AFTER EATING HE IS FUSSY BECAUSE HE HAS A STOMACH ACHE. HIS DIGESTIVE SYSTEM HAS A LOT TO LEARN ABOUT DIGESTING MILK AND GETTING NOURISHMENT FROM IT. IT TAKES TIME FOR HIS BODY TO OPERATE SMOOTHLY AND WITHOUT SOME DISCOMFORT. HIS BOWELS MAY ALSO GIVE HIM TROUBLE ON OCCASION.

(LEADER ASKS FOR SUGGESTIONS ON WHAT TO DO FOR A BABY WHEN HE IS CRYING.) WHEN HE CRIES - FEED HIM, BURP HIM, CHANGE HIS DIAPER, KEEP HIM WARM (OR COOL). IF HE STILL CRIES, WALK HIM;

ROCK HIM; SING TO HIM - HE DOESN'T CARE IF YOU CAN'T SING OR DON'T KNOW THE WORDS. BABIES LOVE A GENTLE ROCKING RHYTHM. THEY "REMEMBER" THE SENSATION OF BEING ROCKED INSIDE THEIR MOTHER. IT SOOTHES AND COMFORTS THEM. ROCK AND CUDDLE HIM EVEN WHEN HE ISN'T CRYING. DON'T WORRY ABOUT SPOILING HIM. BABIES CAN'T BE SPOILED DURING THEIR FIRST SIX MONTHS. IF HIS NEEDS ARE ALWAYS TAKEN CARE OF, HE LEARNS TO TRUST THOSE AROUND HIM. HE WILL USUALLY DEVELOP INTO A MUCH MORE PLEASANT CHILD THAN ONE WHO WAS ALWAYS LEFT TO CRY AS A BABY.

THE SMALLER HE IS THE LESS BODY FAT HE HAS, SO HE MAY BE COLD WHEN YOU'RE NOT. HE MAY NEED A LIGHT BLANKET AROUND HIM WHEN YOU FEEL COMFORTABLE.

BY THE TIME HE IS THREE MONTHS OLD, HE HAS CHANGED A GREAT DEAL FROM THE TINY BUNDLE FIRST BROUGHT HOME. HE IS AWARE OF HIS SURROUNDINGS. HE IS AWARE OF YOU AND OTHER PEOPLE HE SEES A LOT. BY NOW HE IS NOT SO "FLOPPY" AND CAN SIT UP FOR A LITTLE WHILE IF PROPPED. HE SMILES AND COOS AND SUCKS HIS FINGERS. HE'S FUN TO WATCH.

WHAT HAS NOT CHANGED IS HIS TOTAL DEPENDENCY ON YOU FOR ALL HIS NEEDS - AND THEY TAKE UP A LOT OF TIME AND ARE VERY TIRING.

ALL BABIES ARE DIFFERENT. SOME ARE ACTIVE; SOME ARE QUIET; SOME SLEEP A LOT; SOME SLEEP LESS; SOME ARE USUALLY CONTENT; SOME HAVE DIFFICULTY ADJUSTING TO THIS NEW WORLD AND FUSS A LOT. THEY ALL HAVE NEEDS - FOOD AND A COMFORTABLE PLACE TO SLEEP AND PLAY. THEY ALSO NEED LOVE, TENDERNESS, CARE AND ATTENTION. YOU AND WHOEVER ELSE TAKES CARE OF HIM MUST PROVIDE ALL OF THESE THINGS. IT'S A TOUGH JOB. IT'S A TIRING JOB. IT IS NOT EASY TO TAKE

CARE OF A BABY.

(LEADER DISPLAYS SUPERDAD POSTER AND ADDS APPROPRIATE SAYING -
"MOM NEEDS SLEEP, TOO!")

SUPERDAD SEZ: MOM NEEDS SLEEP, TOO!

NO ONE CAN TAKE GOOD CARE OF A BABY IF THEY ARE TIRED.
EVERYONE NEEDS SLEEP. A BABY MAY ONLY SLEEP A FEW HOURS AT A
TIME. THIS MEANS YOUR PARTNER HAS TO TAKE CARE OF THE BABY EVERY
FEW HOURS - ALL DAY AND ALL NIGHT. HELP HER OUT.

YOU CAN:

1. TAKE OVER THE MIDDLE-OF-THE-NIGHT FEEDING.
2. TAKE CARE OF YOUR BABY IN THE MORNING OR
AFTERNOON.
3. ENCOURAGE YOUR PARTNER TO GET SOME SLEEP WHILE YOU
ARE TAKING CARE OF YOUR BABY.

(LEADER SOLICITS FURTHER SUGGESTIONS ON HOW A FATHER CAN HELP
DURING THIS EARLY STAGE OF HIS BABY'S LIFE.)

"T" is for TAKE CARE OF YOUR KIDS

TRIGGER STORY

AN IMPORTANT ERRAND

It's Saturday. You're taking care of your new baby while your wife is out shopping for food.

The baby is sleeping. She's been sleeping for about an hour and you've just been watching television.

Your friend Ron calls. He's found a car for you to buy. Your old car isn't running and if you can't find a new one, you won't be able to get to work on Monday. That could mean losing your job.

Ron says he can bring the car and the guy who's selling it around to your place. You tell him okay.

When Ron comes, you go out to check out the car. You drive around the block. You decide to buy it and arrange to see the guy who's selling it later. You're gone maybe ten minutes.

When you get home, your wife is there. The baby is crying. Your wife is really mad.

She says: "How could you leave the baby alone? She could have been hurt. She was lying there crying with a wet diaper and you were supposed to be taking care of her."

Discussion Questions

1. Was what you did right?
2. What should you do now?
3. Is your wife right to yell at you?

An Important Errand/LEADER'S RESPONSE

The Leader should stress 24-hour responsibility. You should not leave the baby alone without someone to look after her for any length of time for any reason. Your wife has a right to be angry. You should apologize.

ACTIVITY

T = Take Care of Your Kids

TRUST WALK

Introduction

The leader should tell the group that the purpose of "Trust Walk" is to remember what it's like to be a small child and to think about what it's like to be responsible for a small child.

Small children have to be led and watched carefully or they will hurt themselves. Like the blindfolded partner in "Trust Walk," you have to pay close attention to them.

Most of us don't remember how it is to be a small child. Small children are scared and helpless and cling to their mother and father for help and protection. It's important that the leader use the exercise to make these points.

- * Children have to be carefully supervised.
- * Adults should understand how the child feels in new and frightening situations.

Materials and Preparation

1. Blindfold
2. An open space with an "obstacle course" of chairs and boxes. Get creative and include obstacles that you go around, through, over and under.

Instructions

1. State the introduction.
2. Choose two players. Blindfold one who will be the "child." Instruct the other, who is the "parent" that his task is to lead the child safely through the obstacle course by guiding him physically and speaking to him.
3. After the first pair completes the task, analyze and discuss the activity. Ask how it felt to be the "child," to have to depend completely on the "parent," to be responsible for the child. If the "parent" led the child, how did that feel? How does it feel to be pushed instead of led? Did the "child" trust the "parent"? Why?
4. Reverse the roles and repeat the above discussion.
5. Run additional pairs using different styles of leadership.

These would include:

- * The adult may physically push or lead, but may not speak.
- * The adult may speak, but may not touch.
- * The adult shouts orders.

Discuss how participants feel about each style of leadership. Make the point that being in physical contact makes you feel less helpless - children need physical touch from their parents. Being "ordered around" distracts, distresses and may anger the "child."

6. The leader repeats the points from the introduction, using examples from the activity to reinforce the message.

Alternatives

If the leader feels that the group is too rowdy and impulsive to complete this activity, introduce an element of competition. The team is given a "penalty point" every time the "child" touches an obstacle. The team with the highest number of points loses.

UNIT II

SESSION ONE

LECTURETTE: A IS FOR ALWAYS COUNT TO TEN

TRIGGER STORY: AT THE STORE

FATHERING SKILLS: BATHING & DIAPERING (DEMONSTRATION)

LECTURETTE

SUGGESTED SCRIPT:

"T" IS FOR TAKE CARE OF YOUR KIDS.

WHAT DOES THAT MEAN? (THE LEADER SOLICITS RESPONSES FROM THE GROUP.)

A IS FOR ALWAYS COUNT TO TEN

WHAT DO YOU THINK THAT MEANS? (THE LEADER SOLICITS RESPONSES FROM THE GROUP.)

EVERYONE GETS MAD AT THEIR FAMILY SOMETIMES. YOU'RE BOUND TO GET MAD AT PEOPLE THAT YOU'RE CLOSE TO.

CHILDREN SOMETIMES REALLY MAKE YOU MAD.

YOU'RE SHOPPING WITH YOUR DAUGHTER. SHE SEES A TOY SHE WANTS. YOU TELL HER THAT SHE CAN'T HAVE IT TODAY. SHE STARTS SCREAMING. EVERYONE IN THE STORE IS LOOKING AT YOU. YOU'D LIKE TO STOP HER. NO MATTER WHAT YOU DO, SHE WON'T STOP.

YOU'RE SON SUDDENLY DECIDES THAT HE DOESN'T LIKE PEAS - AND THROWS THEM AT YOU.

ADDED TO THESE KINDS OF PROBLEMS, THERE'S THE EVERYDAY PRESSURE OF BEING A PARENT. YOUR PARTNER SPENDS MORE TIME WITH YOUR CHILD AND YOU GET JEALOUS. YOUR CHILD WAKES YOU UP IN THE MIDDLE OF THE NIGHT - AND DESPITE THE FACT THAT YOU KNOW THAT HE CAN'T HELP IT, YOU STILL GET MAD.

THE QUESTION IS: WHAT DO YOU DO ABOUT IT? EVERYBODY GETS MAD. ONE GUY WILL GO DOWN TO THE GYM, WORK ON THE HEAVY BAG, RUN, LIFT SOME WEIGHTS AND GO HOME AND TALK ABOUT IT. ANOTHER GUY WILL BEAT UP HIS PARTNER AND THE KIDS.

EVERY YEAR THOUSANDS OF CHILDREN ARE KILLED OR SERIOUSLY

INJURED BY ANGRY ADULTS. VERY FEW OF THESE ADULTS ACTUALLY MEAN TO HURT. THEY JUST GET MAD AND LOSE IT. SOME OF THEM END UP IN JAIL. OTHERS END UP BEING SORRY FOR THE REST OF THEIR LIVES. IF YOU DON'T WANT TO BE ONE OF THEM, THERE ARE SEVERAL THINGS YOU MUST DO.

YOU MUST LEARN TO SPOT THE PHYSICAL SIGNS THAT YOU ARE ABOUT TO LOSE YOUR TEMPER. LET'S MAKE A LIST OF THEM. WHAT HAPPENS WHEN YOU GET ANGRY? (THE LEADER MAKES A LIST WITH GROUP PARTICIPATION.)

YOUR BODY KNOWS WHEN YOU ARE ABOUT TO GET VIOLENT, EVEN IF YOU DON'T. YOUR HEART STARTS BEATING FASTER. YOUR MUSCLES TIGHTEN UP. YOUR BREATHING SPEEDS UP. YOU SWEAT. BLOOD RUNS TO YOUR FACE.

THIS HAPPENS TO EVERYBODY. EVERYONE ALSO HAS LITTLE THINGS THAT HAPPEN ONLY TO THEM. MAYBE YOUR HANDS BALL UP INTO FISTS. YOU SHOUT - OR SUDDENLY GET VERY QUIET. YOUR VOICE GETS HIGH OR LOW IN PITCH.

IF YOU KNOW YOUR SIGNS, YOU CAN STOP YOURSELF FROM GETTING VIOLENT. YOUR BODY WON'T STAY IN A "READY FOR VIOLENCE" STATE FOR VERY LONG - JUST A FEW MINUTES AT THE VERY MOST. IF YOU CAN GET PAST THE CRITICAL MOMENT WITHOUT GETTING VIOLENT, YOU WON'T HIT ANYONE.

THERE'S NOTHING BAD ABOUT WHAT YOUR BODY DOES TO PREPARE FOR A STRUGGLE. IT'S MEANT TO PROTECT YOU. YOU MAY NEED THIS PROTECTION SOMEDAY IF YOUR HOUSE CATCHES ON FIRE OR SOMEONE ATTACKS YOU ON THE STREET. WHAT YOU DON'T NEED IS TO ATTACK SOMEONE YOU LOVE. HERE ARE SOME SIMPLE THINGS YOU CAN DO IF YOU

FEEL OUT OF CONTROL.

WALK BEFORE YOU LOSE IT! YOU CAN LEAVE AND JOG AROUND THE BLOCK A FEW TIMES OR GO SIT IN A PARK. IF YOU'RE ALONE WITH A CHILD, GET SOMEONE ELSE TO CARE FOR THE CHILD BEFORE YOU LEAVE. THIS MAY NOT BE THE BEST WAY OF HANDLING THINGS, BUT IT'S BETTER THAN TELLING IT TO THE JUDGE.

STEP BACK AND SIT DOWN. THIS REALLY HELPS YOU CALM DOWN.

CLOSE YOUR EYES. BREATHE IN SLOWLY. BREATHE OUT SLOWLY. REPEAT 5-10 TIMES. CONTROLLING YOUR BREATH HELPS YOU GET CONTROL OVER YOUR BODY. WHEN ASKED WHAT THE SECRET TECHNIQUE OF HIS ART WAS, ONE OF THE MOST FAMOUS JAPANESE MARTIAL ARTISTS SAID, "IT IS ALL BREATHING." WITH CONTROLLED BREATHING, YOU CAN TRAIN YOUR MIND TO BE CALM.

DOWN FOR TEN! DO TEN PUSH-UPS. IF YOU'RE STILL MAD, DO TEN MORE. IF YOU'RE STILL MAD, DO TEN MORE ON YOUR FINGERTIPS.

SLOWLY COUNT TO TEN. IF YOU'RE STILL MAD, MAKE IT 20. AND SO ON...

CHILDREN DON'T NEED PHYSICAL PUNISHMENT, BUT THEY DO NEED DISCIPLINE. THEY NEED TO BE TAUGHT HOW TO BEHAVE IN AN ACCEPTABLE WAY. THIS IS A VERY IMPORTANT RESPONSIBILITY PARENTS HAVE.

THE QUESTION IS: HOW DO YOU GO ABOUT DISCIPLINING A CHILD? HITTING THE CHILD MAY ALLOW YOU TO ACT OUT FRUSTRATIONS, BUT IT IS NOT GOOD PARENTING. IT WON'T REALLY TEACH YOUR CHILD WHAT YOU WANT HIM TO LEARN.

THINK ABOUT IT THIS WAY. YOUR MATH TEACHER GIVES YOU TEN MATH PROBLEMS. HE STANDS OVER YOU WHILE YOU DO THEM. WHEN YOU

GET A WRONG ANSWER, HE HITS YOU OVER THE HEAD WITH A YARDSTICK. HOW MANY OF YOU THINK THAT THIS WOULD MAKE YOU BETTER AT MATH? (THE LEADER GETS RESPONSES FROM THE GROUP.) IT WOULD MAKE YOU FEAR, DISLIKE AND BE ANGRY AT YOUR TEACHER. IT WOULD MAKE YOU DO EVERYTHING POSSIBLE TO AVOID MATH CLASS.

NO, HITTING ISN'T GOOD PARENTING. GOOD PARENTING IS TEACHING. HITTING YOU ON THE HEAD WILL NOT TEACH YOU HOW TO SOLVE A MATH PROBLEM. WHEN YOU HIT SOMEONE, YOU ARE SAYING THAT THEY ALREADY KNOW WHAT TO DO BUT ARE REFUSING TO DO IT. ADULTS OFTEN GET ANGRY AT CHILDREN FOR DOING THINGS A CHILD CAN'T HELP DOING. OFTEN WHEN THE PARENT SAYS, "YOU KNOW BETTER THAN THAT," THE CHILD DOESN'T.

THIS IS ESPECIALLY TRUE OF VERY YOUNG CHILDREN. FOR THE FIRST YEAR OF THEIR LIVES, BABIES HAVE VERY LITTLE CONTROL OVER THEIR BODIES. THEY CAN'T STOP WETTING THEIR DIAPERS, CRYING WHEN THEY'RE HUNGRY OR UNCOMFORTABLE OR WAKING UP IN THE MIDDLE OF THE NIGHT.

ADULTS SOMETIMES DO TRY TO PUNISH BABIES TO STOP THEM FROM CRYING. THEY MAY HIT THE BABY, SQUEEZE IT OR SHAKE IT. ANY ONE OF THESE THINGS MAY SERIOUSLY HURT OR KILL THE BABY. BABIES ARE NOT MADE FOR ROUGH STUFF.

ADULTS WHO HURT CHILDREN USUALLY COME UP WITH SOME FARFETCHED STORY ON HOW THE BABY WAS HURT OR KILLED. THEY DON'T GET AWAY WITH IT THOUGH. DOCTORS CAN USUALLY TELL WHAT HAPPENED VERY QUICKLY WHEN THEY LOOK AT THE BABY'S INJURIES. SCIENTIFIC MEDICAL TESTS AND PROCEDURES CAN PROVE HOW THAT BABY WAS HURT OR KILLED. AND THE PERSON WHO DID IT MAY GO TO JAIL IF THE BABY WAS

KILLED OR VERY SERIOUSLY INJURED. JUDGES AND JURIES ARE PROBABLY NOT GOING TO BE VERY SYMPATHETIC.

IT DOESN'T END THERE, EITHER. GOING TO PRISON FOR KILLING A BABY MEANS A LIFE OF PURE HELL FOR A MALE PRISONER. OTHER PRISONERS HATE "BABY KILLERS" AND OTHERS WHO COMMIT CRIMES AGAINST CHILDREN. THE OTHER PRISONERS WILL THREATEN, HARRASS, BEAT UP AND SOMETIMES KILL THESE PEOPLE.

AND YET, MOST PEOPLE WHO KILL BABIES DON'T DO IT ON PURPOSE. THEY JUST GET MAD AND DO SOMETHING STUPID - SOMETIMES THEY DON'T KNOW ANY BETTER.

IN THE FOLLOWING LESSONS, WE'LL TALK A LOT ABOUT HOW YOU CAN TEACH YOUR CHILD TO BEHAVE WITHOUT HITTING.

REMEMBER:

1. KNOW YOUR SIGNS OF ANGER.
2. KNOW WHAT TO DO IF YOU START TO LOST IT. YOU CAN:
 - WALK BEFORE YOU LOSE IT
 - STEP BACK AND SIT DOWN
 - DO SLOW BREATHING
 - DO PUSHUPS
 - COUNT

"A" is for ALWAYS COUNT TO TEN

TRIGGER STORY

AT THE STORE

You are standing in line at the supermarket. Your little boy is standing in the cart.

"Can I have a toy, Daddy?" he says, "I want a toy."

"No," you say. "We don't have enough money today."

He starts crying and stamping his feet. You notice that the other people in line are watching.

"Want a toy," he shouts, loud enough to be heard all over the store.

"No," you say. You reach down to pick him up.

He twists away. He picks up a box of cereal and throws it on the floor.

"I hate you!" he yells at the top of his voice.

The other people in the line laugh. The lady behind you turns to her friend and whispers, "These people can't control their children. It's a shame."

You're so mad that your hands are shaking.

Discussion Questions

1. What should you do now?
2. Should you spank or slap your son?
3. Is it okay to be mad at your kid?

At the Store/LEADER'S RESPONSE

The Leader should stress the priorities. First, it's important not to hurt your son. Sure, it's okay to get mad at your kid. That's an honest emotion. But, don't attempt to deal with him if you're too mad. Count to ten or use another anger reduction technique. It would probably be best to leave the line, calm down and deal with him. You need to tell him that you don't want him to act like that and that it makes you angry. Do not hit or slap; you're likely to go too far.

"A" IS FOR ALWAYS COUNT TO TEN

FATHERING SKILLS

BATHING & DIAPERING - (DEMONSTRATION)

NOTE: THIS SKILL IS TO BE PRESENTED AS A DEMONSTRATION. THE LEADER SHOULD COVER THE POINTS PRESENTED BELOW AND DEMONSTRATE THE TECHNIQUES WHENEVER POSSIBLE.

SUGGESTED MATERIALS:

BABY - OR REALISTIC DOLL

BABY BATHTUB OR BASIN

GENTLE SOAP

BABY SHAMPOO

BABY POWDER

WASHCLOTH AND TOWEL

DIAPER

BABY CLOTHES

POINTS TO COVER

(THE LEADER PRESENTS THE DEMONSTRATION AND THEN HAS THE STUDENTS PRACTICE THE SKILLS. THE LEADER AND/OR OTHER STUDENTS SHOULD POINT OUT MISTAKES - OR PRAISE A GOOD JOB - WHEN A STUDENT PERFORMS THE SKILL.)

1. NEVER LEAVE YOUR BABY ALONE IN THE BATHTUB. A BABY CAN DROWN IN A VERY SMALL AMOUNT OF WATER.
2. NEVER LEAVE YOUR BABY ALONE ON A TABLE, SOFA, ETC. EVEN A NEWBORN CAN MANAGE TO GET TO AN EDGE AND FALL OFF. MANY BABIES ARE INJURED EACH YEAR BY FALLING OFF A TABLE, ETC.
3. IF YOU START TO CHANGE THE BABY OR GIVE HIM A BATH AND THE PHONE RINGS OR SOMEONE COMES TO THE DOOR, WRAP HIM IN A

TOWEL OR BLANKET AND TAKE HIM WITH YOU TO ANSWER IT - OR PUT HIM IN HIS CRIB. MAKE SURE HE IS SAFE BEFORE YOU DO ANYTHING ELSE.

4. TO BATHE YOUR BABY, FILL THE BABY'S TUB WITH ABOUT 3" OF WARM WATER. CHECK THE TEMPERATURE OF THE WATER TO MAKE SURE THAT IT IS SAFE FOR YOUR BABY.
5. IF THE BOTTOM OF THE BABY'S TUB IS SLIPPERY, PLACE A WASH-CLOTH ON THE BOTTOM. THIS WILL HELP STOP BABY FROM SLIDING.
6. ON THE TABLE, CLEANSE BABY'S FACE, NOSE, OUTSIDE OF EARS - NEVER PUT ANYTHING INSIDE BABY'S EARS - AND PAT DRY. WASH HIS HEAD WITH BABY SHAMPOO AND RINSE WELL. LIGHTLY RUB DRY.
7. LOWER BABY INTO THE TUB. HOLD HIM FIRMLY AROUND HIS BACK AND UNDER HIS ARM. HE CAN BE VERY SLIPPERY.
8. SOAP BABY'S BODY. CLEANSE INSIDE ALL CREASES AND FOLDS AND RINSE THOROUGHLY.
9. REMOVE BABY FROM TUB, LAY ON TABLE, COVER WITH A TOWEL AND PAT DRY. DRY ALL THE CREASES.
10. IF DESIRED, POWDER BABY. NEVER SHAKE POWDER ONTO YOUR BABY. FIRST SHAKE IT ONTO YOUR HAND AWAY FROM BABY'S FACE. IT IS NOT GOOD FOR YOUR BABY TO BREATHE IN THE POWDER. PUT IT ON YOUR BABY WITH YOUR HANDS.
11. DIAPER YOUR BABY. IF YOU ARE USING CLOTH DIAPERS, PUT YOUR HAND BETWEEN THE DIAPER AND YOUR BABY BEFORE YOU TRY TO PIN THE DIAPER. YOU CAN HANDLE GETTING STUCK WITH THE PIN BETTER THAN YOUR BABY.

12. DRESS YOUR BABY. WHEN YOU PUT YOUR BABY'S ARMS INTO SLEEVES, PUT YOUR HAND INTO THE SLEEVE FIRST AND GRASP YOUR BABY'S HAND - WITH ALL HIS FINGERS IN YOUR HAND - AND PULL HIS HAND THROUGH. YOUR BABY'S FINGERS SEEM TO HAVE A MIND OF THEIR OWN AND SOMETIMES IT'S DIFFICULT TO GET THEIR FINGERS WHERE YOU WANT THEM. BE CAREFUL.
13. DRESS YOUR BABY IN LOOSE, COMFORTABLE CLOTHING.

UNIT 11

SESSION TWO

OPENING EXERCISE

STAGES: SEARCHING, SITTING & SOCIALIZING

TRIGGER STORY: FED UP

ACTIVITY: ANGRY BODIES

OPENING EXERCISE

(THE LEADER REVIEWS COMPLETED TAKING CARE SLOGANS, ASKING WHAT EACH SLOGAN MEANS.)

"T" IS FOR TAKE CARE OF YOUR KIDS

"A" IS FOR ALWAYS COUNT TO TEN

STAGES

(THE LEADER LEADS A DISCUSSION ON BABIES WHO ARE 3-9 MONTHS OLD. WHAT CAN SHE DO NOW? DOES SHE KNOW DIFFERENT PEOPLE?)

STAGE: SEARCHING, SITTING AND SOCIALIZING

APPROXIMATE AGE: 3-9 MONTHS

YOUR BABY, 3 TO 9 MONTHS, IS DISCOVERING THIS WORLD SHE HAS COME INTO. THERE IS A LOT TO SEE AND FEEL AND TASTE.

SHE GETS STRONGER EVERY DAY. AT 3 MONTHS, SHE CAN SIT UP FOR A LITTLE WHILE WITH HELP. BY 9 MONTHS, SHE SITS UNAIDED AND MAY BE CRAWLING OR TRYING TO STAND UP. AT SOMETIME DURING THIS PERIOD, SHE LEARNS TO ROLL OVER. IF SHE ISN'T CRAWLING WELL, SHE CAN USUALLY "SLITHER" AROUND TO REACH A TOY. SHE IS BUSY.

AT 4 MONTHS, SHE FLINGS HER ARMS AND KICKS HER LEGS FOR PERIODS OF TIME THAT MAKE ANYONE WATCHING TIRED. SHE EXERCISES EVERY DAY. THIS EXERCISE MAY SEEM LIKE SHE IS PLAYING. SHE IS PROBABLY ENJOYING HERSELF, BUT SHE IS ALSO DEVELOPING MUSCLES AND COORDINATION WHICH SHE WILL NEED BEFORE SHE CAN PICK THINGS UP OR WALK. A BABY DEVELOPS STRENGTH FROM HER HEAD DOWN. FIRST, SHE CAN PICK UP HER HEAD. THEN, WHEN ON HER STOMACH, SHE CAN PICK HER HEAD AND SHOULDERS UP WITH HER ARMS. THEN, SHE WILL HAVE ENOUGH STRENGTH IN HER LEGS TO CRAWL. AS HER LEGS GET STRONGER, SHE WILL BE ABLE TO STAND UP IF HOLDING ONTO SOMETHING. FINALLY,

SHE WILL HAVE ENOUGH STRENGTH AND COORDINATION TO STAND AND WALK ALONE.

IT WILL BE SEVERAL YEARS BEFORE SHE HAS THE COORDINATION TO KICK A SOCCER BALL IN THE RIGHT DIRECTION OR PLAY SOFTBALL. BUT SHE STARTS AT BIRTH TO DEVELOP THE MUSCLES, STRENGTH AND COORDINATION NECESSARY.

DURING THIS TIME, SHE ALSO DISCOVERS PEOPLE. SHE LOVES PEOPLE. THIS MAY NOT BE TRUE, HOWEVER, BY THE TIME SHE IS AROUND 8 MONTHS OLD. SHE MAY THEN BECOME VERY SHY AND SCARED OF STRANGERS. BUT, FOR THE THIRD THRU SIXTH MONTHS, SHE IS USUALLY FRIENDLY AND HAPPY WITH PEOPLE. SHE WILL GIGGLE, COO, SQUEAL AND REALLY TRY TO TALK TO PEOPLE. SHE LAUGHS WHEN PEOPLE TALK TO HER. THAT IS EASY TO UNDERSTAND. SOME PEOPLE ARE REALLY FUNNY WHEN THEY TALK TO A BABY. THAT'S OKAY. SHE LOVES THE ATTENTION AND TRIES TO TELL THEM SO BY "GABBING BACK." SHE TRIES HARD TO COMMUNICATE. SHE TRIES TO IMITATE THE DIFFERENT SOUNDS SHE HEARS. SHE IS TRYING TO TALK. SOME BABIES MAY SAY MA-MA OR DA-DA BY 8 MONTHS. HOWEVER, MANY BABIES DO NOT TALK UNTIL AFTER THEIR FIRST BIRTHDAY. ALL BABIES LEARN THINGS AT DIFFERENT TIMES.

(LEADER ASKS THE GROUP WHAT A BABY DOES WITH EVERYTHING SHE PICKS UP - [PUTS EVERYTHING IN HER MOUTH]. LEADER THEN LEADS A DISCUSSION ON WHY BABIES PUT THINGS IN THEIR MOUTH.) BABY WILL TRY TO PUT EVERYTHING IN HER MOUTH. ONE REASON IS THAT SHE IS TEETHING. IT IS NOT UNUSUAL FOR A BABY TO BEGIN TEETHING AT 3 MONTHS. TEETH HURT WHEN THEY ARE PUSHING THEIR WAY THROUGH GUMS. CHEWING ON SOMETHING - ANYTHING- SOMETIMES MAKES IT FEEL BETTER.

SOMETIMES IT HURTS SO BADLY SHE JUST CRIES. A COLD TEETHING TOY MAY HELP. WHEN YOUR BABY IS CUTTING TEETH, SHE MAY BE UP ALL NIGHT - AND ALL DAY - CRYING. ONCE THE TEETH CUT THROUGH THE GUMS, THE PAIN MAY EASE OFF UNTIL SHE STARTS TO CUT ANOTHER TOOTH.

ANOTHER REASON SHE PUTS THINGS INTO HER MOUTH IS TO EXPLORE. THE MOUTH IS VERY SENSITIVE. IT CAN TELL IF SOMETHING IS SMOOTH OR ROUGH, HOT OR COLD, HARD OR SOFT. IT CAN ALSO TELL WHAT IT "TASTES" LIKE - SWEET, BITTER, SOUR. SHE LEARNS A LOT ABOUT THINGS BY PUTTING THEM IN HER MOUTH.

YOUR BABY HAS COME A LONG WAY IN 9 MONTHS. BUT, SHE IS STILL TOTALLY DEPENDENT ON YOU AND YOUR PARTNER. SHE STILL MUST BE FED, CHANGED, DRESSED AND TAKEN ABOUT. BESIDES ALL THESE THINGS, SHE MUST NOW BE PROTECTED SO THAT SHE DOESN'T HURT HERSELF. SHE COULD ROLL OVER AND FALL OFF A SOFA OR PUT SOMETHING DANGEROUS IN HER MOUTH. SHE SLEEPS NIGHTS, BUT THE DAYS ARE BUSY. YOUR PARTNER IS THE MOST IMPORTANT PERSON IN YOUR BABY'S LIFE - SHE TAKES CARE OF HER. YOU ARE JUST AS IMPORTANT IF YOU HELP TAKE CARE OF HER, TOO.

(LEADER DISPLAYS SUPERDAD POSTER AND ADDS APPROPRIATE SAYING - "GET MOM OUT OF THE HOUSE.")

SUPERDAD SEZ: GET MOM OUT OF THE HOUSE.

YOUR PARTNER HAS PROBABLY SPENT A GOOD PART OF THE PAST 9 MONTHS IN THE HOUSE. WHEN SHE HAS GONE OUT, SHE MAY HAVE HAD TO TAKE THE BABY WITH HER. AS MUCH AS SHE LOVES AND CARES FOR YOUR BABY, SHE NEEDS SOME TIME AWAY FROM THE BABY. SHE NEEDS SOME

TIME FOR HERSELF AWAY FROM THE HOUSE.

YOU CAN:

1. TAKE YOUR PARTNER TO A MOVIE.
2. TAKE CARE OF YOUR BABY WHILE YOUR PARTNER GOES TO A MOVIE, SHOPPING OR VISITING FRIENDS.
3. MAKE SURE THAT YOUR BABY IS WELL TAKEN CARE OF IF YOU AND YOUR PARTNER ARE BOTH OUT.

(LEADER SOLICITS FURTHER SUGGESTIONS ON HOW A FATHER CAN HELP DURING THIS STAGE OF BABY'S LIFE.)

"A" is for ALWAYS COUNT TO TEN

TRIGGER STORY

FED UP

You've had the new baby for six months and both you and your partner are tired. You're working all hours driving a cab just to pay some of the bills. You never knew how much a kid could cost. You're gone 14 hours a day and when you come home all you want to do is sleep.

For the past week, things have been bad at home. Your partner isn't doing any housework, it seems to you. The kid even looks dirty all the time. Your partner yells at you. She yells at the kid. She used to really dress well and look nice. Now she just hangs around in a T-shirt and jeans.

You feel as though you're doing your part. You're working like a dog to keep the family going. And then, you come home to a dirty house and get your own dinner out of a can. You're fed up.

One night she yells at you just once too often and you slap her across the face.

Discussion Questions

1. What should you do now?
2. What could you have done to avoid hitting her?
3. What's the problem? Why is she behaving like this?

Fed Up/LEADER'S RESPONSE

The Leader's response should stress the importance of not hitting. At the time, you could use anger reduction techniques. Obviously, you have a problem that you should talk about instead of just holding it inside. Your partner is tired too and needs a break. You may be working hard, but think what it's like to be cooped up alone with the kid all day. She looks bad, because she feels bad inside. You could probably help. What's really important after you make a mistake is to make it right.

"A" is for ALWAYS COUNT TO TEN

ACTIVITY

ANGRY BODIES

Introduction

The leader makes the point that the most important thing a good parent must know is how to control his anger. Children make you mad. In order to learn how to control your anger, you must first know what gets you angry and how to recognize that you may be about to lose control. This means knowing what your body does to warn you that you're getting mad. Then you know when it's time to take a walk, count to ten, etc. This exercise is to make you think about your anger and what it does to you.

Materials and Preparation

1. Magic markers and newsprint.

Instructions

1. State the introduction.
2. Tape three pieces of newsprint where the group can see them. At the top of separate sheets write "Crazy," "Angry" and "Bugged."
3. Explain to the group that these headings describe degrees of anger. When you are "Bugged," you are bothered and annoyed, but nothing serious. Mosquitoes "bug" you. Missing the bus "bugs" you. When you are "Angry," you are mad, but not out of control. Someone calling you a name might make you "angry." Falling on ice might make you "angry." "Crazy" is out-of-control anger. Having your new bike stolen might make you "crazy."

The leader gives several personal examples, writing down things that anger him under the appropriate headings. The group is then invited to participate. Examples of things that anger are suggested by participants. The leader gets the group to decide where they belong and write them down. (The group will probably not need much prodding on this one.) Discuss differences of opinion, pointing out that what "bugs" one person, may "anger" another, or even make him "crazy."

4. The leader tells a story based on the "Bugged" list. Ask the group to imagine that everything on the list happened to them, one thing after another. Ask them how they would feel. Make the point that what angers you depends on how

you feel and what kind of day you're having. Anger can build up from a lot of small "bugs."

5. The leader tapes up two additional blank sheets. On the first the leader, with the help of the group, writes all the slang expressions for anger that the group can come up with. These might include "blowing my top," "blowing my cool," "getting uptight," "blood boils," "twitching," etc.
6. The leader, with the help of the group, makes a list of the physical things that happen when you get angry. These include: blood rushing to the face, increased pulse and blood pressure, sweating, muscles tightening and muscular "twitches," shaking, etc.
7. The group goes through the first list item by item to see how many of the slang descriptions of anger refer to items on the second list, physical symptoms of anger. The leader points out, for example, that "blood rushing to your face" creates a sensation of heat (losing your cool, blood boiling, etc.) "Uptight" refers to muscular tension, etc.
8. The leader demonstrates "angry bodies." Start by making an angry face at the class. Get participants to stand up as a group and make angry faces. Select those who look convincing and get them to come up front and show the group. It's a good idea to use these kids in the following demonstrations, because they're probably more "theatrical."
9. Using selected participants, the leader has pairs demonstrate angry stances and gestures. The group discusses how angry each gesture is and what it "says." Use the kids' ideas. If they don't have any, take them aside and give them the ideas below.

- *Hands on hips stance (makes you look bigger and more threatening)
- *Arms folded across chest (defending yourself)
- *Standing too close to someone (violating their space)
- *Turning your back (shutting them out)
- *Poking finger ("stabbing" them)
- *"Shaking" fist (hitting them)

Alternatives

If there is time, the leader might have "actors" act out various angry gestures in slow motion, discussing "angry" body language. Actors may also be asked to "freeze" into the most angry posture they can think of.

UNIT III

SESSION ONE

LECTURETTE: K IS FOR KIDS LEARN FROM YOU

TRIGGER STORY: THE HIT

FATHERING SKILLS: BOTTLE-FEEDING (DEMONSTRATION)

LECTURETTE

SUGGESTED SCRIPT:

"T" IS FOR TAKE CARE OF YOUR KIDS.

"A" IS FOR ALWAYS COUNT TO TEN.

K IS FOR KIDS LEARN FROM YOU

WHAT DOES THAT MEAN? (THE LEADER GETS ANSWERS FROM THE GROUP.)

PARENTS, AS WE'VE SAID BEFORE, HAVE A RESPONSIBILITY TO TEACH THEIR CHILDREN.

THE FACT IS, THOUGH, THAT YOU ARE ALWAYS TEACHING YOUR CHILD WHETHER YOU KNOW IT OR NOT.

CHILDREN LEARN BY WATCHING AND LISTENING TO ADULTS. AS THEY GET OLDER, THEY START COPYING WHAT ADULTS DO - AND USUALLY GETTING IN TROUBLE FOR IT.

YOUNG CHILDREN OFTEN GO THROUGH A PERIOD WHERE THEY USE BAD LANGUAGE A LOT. THEY LEARN BAD LANGUAGE BY HEARING ADULTS USING IT. WHEN A CHILD SWEARS, HOWEVER, PARENTS OFTEN PUNISH THE CHILD. WHAT DO YOU THINK? IS IT FAIR TO EXPECT A CHILD NOT TO SWEAR IF YOU SWEAR YOURSELF? (THE LEADER GETS RESPONSES FROM THE GROUP.)

CLEARLY, THERE ARE SOME THINGS THAT ARE ADULT PRIVILEGES. AN ADULT MAY SAY, "YOU CANNOT STAY UP AND WATCH THE MIDNIGHT MOVIE, EVEN THOUGH I DO, BECAUSE YOU ARE A CHILD AND NEED MORE SLEEP." DRIVING A CAR, DRINKING AND GOING OUT ALONE ARE OTHER EXAMPLES - THESE ARE THINGS THAT ADULTS DO AND CHILDREN DON'T - FOR GOOD REASON.

IS SWEARING ONE OF THESE THINGS? IS SWEARING AN ADULT PRIVILEGE? (THE LEADER GETS RESPONSES FROM THE GROUP.)

IT SEEMS TO ME THAT SWEARING ISN'T AN ADULT PRIVILEGE. PARENTS USUALLY SAY, "SWEARING IS WRONG AND YOU SHOULDN'T DO IT." THEY DON'T SAY, "WHEN YOU GROW UP, YOU'LL BE ALLOWED TO SWEAR." IF SWEARING IS WRONG, IT'S WRONG FOR THE PARENT TO SWEAR. IT'S ALSO WRONG TO PUNISH A CHILD FOR SOMETHING HE LEARNED FROM YOU. I THINK SO, ANYWAY. WHAT DO YOU THINK? (THE LEADER GETS RESPONSES FROM THE GROUP.)

IF YOU HIT YOUR PARTNER WHEN YOU GET MAD AT HER, CAN YOU BLAME YOUR SON FOR HITTING HIS SISTER OR OTHERS WHEN HE GETS MAD?

THINK ABOUT ALL THE THINGS A CHILD MIGHT LEARN BY LISTENING TO ADULTS - PREJUDICE AGAINST OTHER RACES OR RELIGIOUS GROUPS; HATE AND REVENGE TOWARD PEOPLE WHO OFFEND YOU; SELFISHNESS; VIOLENCE; OR, FOR THAT MATTER, LOVE; HONESTY; GOOD MANNERS; COOPERATION; RESPECT FOR OTHERS' RIGHTS.

WHAT WOULD A CHILD LEARN BY IMITATING YOU? WE'LL GO AROUND THE ROOM. I WANT EVERYONE TO SAY ONE GOOD THING AND ONE BAD THING YOUR CHILD WILL LEARN BY WATCHING YOU AND LISTENING TO YOU. (THE LEADER GETS RESPONSES FROM THE GROUP.)

LET ME ASK YOU ONE MORE QUESTION. WOULD YOU WANT YOUR CHILD TO BE JUST LIKE YOU? THINK ABOUT THAT FOR A MINUTE BEFORE YOU ANSWER. DO YOU WANT YOUR CHILD TO HAVE THE SAME PROBLEMS YOU HAVE? (THE LEADER GETS RESPONSES FROM THE GROUP.)

THAT'S WHY YOU SHOULD DO SOME HARD THINKING ABOUT YOURSELF BEFORE YOU DECIDE TO HAVE A CHILD. YOU CAN'T CONTROL WHAT YOU PASS ON TO YOUR CHILDREN. YOU CAN'T PASS ON ONLY WHAT YOU WANT TO. IN THE END, WHO YOU ARE IS GOING TO HAVE A BIG EFFECT ON WHO THEY ARE. IF YOU DON'T WANT YOUR KID TO BE LIKE YOU, YOU HAVE TO

CHANGE.

LET ME TELL YOU WHAT I THINK THIS MEANS. TO BE A GOOD FATHER, YOU HAVE TO BE A GOOD PERSON. BEING A GOOD FATHER ISN'T JUST BEING NICE TO CHILDREN, PLAYING WITH THEM AND LOVING THEM. BEING A GOOD FATHER MEANS BEING A GOOD EXAMPLE. IT MEANS BEING A RESPONSIBLE ADULT. IT MEANS TAKING A HARD LOOK AT YOURSELF AND DEALING WITH YOUR PROBLEMS.

REMEMBER;

1. KIDS DO AS YOU DO, NOT AS YOU SAY.
2. IF YOUR KID IS SWEARING, HE PROBABLY LEARNED IT FROM YOU.
3. IF YOU DON'T WANT YOUR KID TO BE LIKE YOU, YOU HAVE TO CHANGE.

"K" is for KIDS LEARN FROM YOU

TRIGGER STORY

THE HIT

You and your wife smoke a little grass. Usually it's just at night after the kid is asleep. You don't really hide it from the kid though. She's into everything anyway. You can't hide anything from her.

One day you're sitting out in front of your building watching the kid. She's playing with two little boys from downstairs. They were playing ball. Now they're sitting on the grass talking. You're listening to them because sometimes what little kids say to each other is really funny.

Your daughter picks up a little piece of wood. She puts it in her mouth and inhales. She holds it out to one of the little boys.

"Want a hit, Patrick?" she says.

Discussion Questions

1. Is this a funny story or is it a story about a problem?
If it's about a problem, what's the problem?
2. What can you do about it?

The Hit/LEADER'S RESPONSE

The Leader should stress that there is a problem. Do you want your kid involved in drugs at a very young age? If not, you had better do something. The best thing you can do is not be involved in drugs yourself. It's true, though, that adults do things that they don't want kids to do. If you can't hide these things from the kid, you had better explain that they're not for kids.

"K" IS FOR KIDS LEARN FROM YOU

FATHERING SKILLS

BOTTLE-FEEDING - (DEMONSTRATION)

NOTE: THIS SKILL IS TO BE PRESENTED AS A DEMONSTRATION. THE LEADER SHOULD COVER THE POINTS PRESENTED BELOW AND DEMONSTRATE THE MATERIALS AND METHODS WHENEVER POSSIBLE.

SUGGESTED MATERIALS:

BABY BOTTLES WITH NIPPLES AND CAPS
CAN OF LIQUID OR POWDER FORMULA
PUNCH CAN OPENER
BOTTLE AND NIPPLE BRUSHES
JAR WITH LID FOR STORING NIPPLES
TONGS

POINTS TO COVER:

1. BREAST-FEEDING IS AN EXCELLENT WAY FOR YOUR BABY TO BE FED. IN SOME WAYS, IT IS EASIER THAN BOTTLE-FEEDING, AND IT IS VERY HEALTHY FOR THE BABY. THE BABY'S MOTHER MUST DECIDE WHETHER TO BREAST-FEED OR BOTTLE-FEED THE BABY. ENCOURAGE HER TO TALK TO HER DOCTOR ABOUT BOTH METHODS BEFORE THE BABY IS BORN, SO SHE CAN DECIDE WHAT SHE WANTS TO DO. IF SHE DECIDES TO BREAST-FEED THE BABY, SHE HAS MOST OF THE RESPONSIBILITY. IF SHE DECIDES TO BOTTLE-FEED THE BABY, YOU CAN SHARE IN THE RESPONSIBILITY OF PREPARING THE BOTTLES AND FEEDING THE BABY.
2. NEWBORN BABIES EAT ABOUT 6 TIMES A DAY - USUALLY ABOUT 2 OUNCES AT A FEEDING. THEY MAY EAT A LITTLE MORE OR LESS AT SOME FEEDINGS. SOME BABIES EAT MORE THAN OTHERS. AS THEY GROW, THEY EAT MORE, BUT NOT SO OFTEN.
3. ALWAYS HOLD YOUR BABY WHEN FEEDING HIM. DO NOT "PROP"

THE BOTTLE FOR A BABY. (LEADER EXPLAINS "PROP.") THIS CAN CAUSE HIM TO CHOKE AND IS DANGEROUS.

4. HOLD THE BOTTLE SO THAT THE NIPPLE IS ALWAYS FILLED WITH MILK AND NOT AIR. IF THE BABY SUCKS IN AIR, HE WILL HAVE STOMACH PAINS.
5. IF THE BABY DOES NOT FINISH A BOTTLE AT ONE FEEDING, DO NOT SAVE IT FOR THE NEXT FEEDING. GIVE HIM A FRESH BOTTLE AT EACH FEEDING. GERMS GROW RAPIDLY IN MILK AND CAN MAKE A BABY SICK.
6. THERE ARE SEVERAL WAYS TO MAKE A FORMULA. YOUR DOCTOR WILL TELL YOU WHAT KIND OF FORMULA TO GET BEFORE THE BABY COMES HOME FROM THE HOSPITAL.
7. SOME FORMULAS ARE "CONCENTRATED." THIS MEANS THAT YOU MUST ADD A CERTAIN AMOUNT OF WATER TO IT. ALWAYS FOLLOW THE DOCTOR'S INSTRUCTIONS EXACTLY.
8. SOME FORMULAS CAN BE USED RIGHT FROM THE CAN AND ARE "READY-TO-FEED."

PREPARING THE FORMULA

1. THERE ARE SEVERAL WAYS TO PREPARE THE FORMULA. THE NURSE IN THE HOSPITAL WILL EXPLAIN HOW TO MAKE THE FORMULA. IF YOU HAVE ANY QUESTIONS, ASK. IF YOU HAVE ANY QUESTIONS AFTER YOUR BABY LEAVES THE HOSPITAL, CALL YOUR DOCTOR.
2. ALWAYS WASH OFF TOPS OF THE FORMULA CANS BEFORE OPENING THEM. STORE OPENED CANS IN THE REFRIGERATOR COVERED WITH ALUMINUM FOIL.
3. IF YOUR BABY IS ON A "READY-TO-FEED" (DOES NOT NEED ANYTHING MIXED WITH IT) FORMULA:

WASH BOTTLES, NIPPLES AND CAPS IN WARM, SOAPY WATER. RINSE THOROUGHLY. PUT BOTTLES, NIPPLES AND CAPS IN A PAN, COVER WITH CLEAN WATER, BRING WATER TO A BOIL, BOIL FOR 5 MINUTES.

USE TONGS TO REMOVE BOTTLES AND NIPPLES FROM THE PAN. STORE BOTTLES WITH NIPPLES AND CAPS ON THEM.

WHEN YOU NEED A BOTTLE, POUR THE "READY-TO-FEED" FORMULA RIGHT FROM THE CAN INTO A CLEAN BOTTLE.

4. IF YOU ARE USING A "CONCENTRATED" FORMULA (NEEDS WATER ADDED), YOU CAN WASH AND BOIL THE BOTTLES AND NIPPLES THE SAME WAY. HOWEVER, THE WATER THAT YOU ADD TO THE FORMULA SHOULD ALSO BE BOILED OR STERILIZED FOR 5 MINUTES. YOU CAN BOIL A QUART OF WATER AT A TIME AND KEEP IT IN A STERILIZED QUART BOTTLE. THIS WATER IS ADDED TO THE FORMULA WHEN YOU MAKE A BOTTLE. (TO "STERILIZE" ANY BOTTLES, JARS, ETC., WASH THEM IN WARM, SOAPY WATER, RINSE WELL, COVER THEM WITH WATER IN A PAN, BRING THE WATER TO A BOIL AND BOIL FOR 5 MINUTES.)
5. THERE ARE OTHER WAYS TO MAKE A FORMULA. ONE WAY IS TO WASH AND RINSE THE BOTTLES AND NIPPLES, POUR IN THE RIGHT AMOUNT OF FORMULA (AND WATER IF USING A CONCENTRATED FORMULA), PUT ON THE NIPPLES AND CAPS, PUT EVERYTHING IN A LARGE POT WITH ABOUT 3" OF WATER IN IT. BRING THE WATER TO A BOIL. COVER THE POT, LOWER THE HEAT AND LET BOIL FOR 25 MINUTES. LET THE BOTTLES COOL AND THEN REFRIGERATE.

IT IS IMPORTANT TO KEEP THE BOTTLES AND NIPPLES CLEAN AND THE FORMULA OR MILK REFRIGERATED. YOUR BABY CAN GET VERY SICK IF HE

DRINKS FROM DIRTY BOTTLES OR THE FORMULA OR MILK HAS BEEN LEFT OUT TOO LONG.

FEEDING YOUR BABY SHOULD BE AN ENJOYABLE TIME FOR BOTH OF YOU. IT'S A TIME TO TOUCH AND HOLD EACH OTHER. IT'S A TIME FOR LOVING AND CARING.

UNIT III

SESSION TWO

OPENING EXERCISE

STAGES:

CRAWLING, CLIMBING & CURIOSITY

TRIGGER STORY:

MONKEY SEE

ACTIVITY:

MIRROR, MIRROR

OPENING EXERCISE

(THE LEADER REVIEWS COMPLETED TAKING CARE SLOGANS, ASKING WHAT EACH SLOGAN MEANS.)

"T" IS FOR TAKE CARE OF YOUR KIDS

"A" IS FOR ALWAYS COUNT TO TEN

"K" IS FOR KIDS LEARN FROM YOU

STAGES

(THE LEADER ASKS THE GROUP WHAT THEY KNOW ABOUT BABIES WHO ARE 9-18 MONTHS OLD - WHAT DOES HE LIKE TO DO AT THIS AGE.)

STAGE: CRAWLING, CLIMBING AND CURIOSITY

APPROXIMATE AGE: 9-18 MONTHS

80% OF ALL REPORTED ACCIDENTAL POISONINGS OF CHILDREN OCCUR BETWEEN THE AGES OF 10-30 MONTHS. YOUR BABY IS INTO EVERYTHING. HE CAN'T PASS BY A THING HE HAS NOT EXPLORED. NOTHING IS SAFE.

ONCE HE CAN CRAWL, HE CAN REALLY LET GO WITH HIS CURIOSITY. AND, HE IS VERY OBSERVANT. HE CAN SPOT A PEA ON A GREEN CARPET ACROSS THE ROOM. HE ZONES IN ON THAT STRAIGHT PIN YOU DROPPED AND COULDN'T FIND. THE PROBLEM IS THAT WHEN HE FINDS THINGS HE ALSO PUTS THEM INTO HIS MOUTH TO SEE WHAT THEY'RE MADE OF. OF COURSE, THIS IS DANGEROUS. HE DOESN'T KNOW THAT THE PEA CAN CHOKe HIM OR THE PIN CAN GET STUCK IN HIS THROAT OR THAT THE COLORFUL LEAF ON THE PLANT CAN POISON HIM. HE DOESN'T UNDERSTAND DEATH OR POISON OR BLEEDING OR CHOKING. HE ONLY KNOWS THAT THERE ARE MANY THINGS OUT THERE THAT HE NEEDS TO EXPLORE. HE IS CURIOUS.

(THE LEADER ASKS THE GROUP FOR IDEAS AS TO WHY A BABY IS SO CURIOUS.) CURIOSITY IS NOT JUST LIMITED TO BABIES. ADULTS ARE

CURIOUS. THAT'S HOW THINGS ARE DISCOVERED. PUPPIES ARE CURIOUS. IN FACT, ALL BABY ANIMALS ARE CURIOUS. THAT'S HOW THEY LEARN ABOUT THE WORLD AROUND THEM. BY EXPLORING THINGS, THEIR KNOWLEDGE GROWS. YOUR BABY NEEDS THIS CURIOSITY, TOO, BUT HE MUST BE PROTECTED UNTIL HE CAN REALIZE THE DANGERS. HIS ENVIRONMENT MUST BE MADE SAFE FOR HIM. FLOORS MUST BE CLEAN, POISONS AND CLEANING PRODUCTS LOCKED UP, PLANTS PUT OUT OF REACH AND VALUABLES PUT AWAY. WE WILL DISCUSS CHILD-PROOFING YOUR BABY'S SPACE LATER.

HIS NEW SKILLS OF CRAWLING AND CLIMBING WILL ALSO GET HIM INTO TROUBLE AND DANGEROUS SITUATIONS.

WHEN YOUR BABY IS JUST CRAWLING, HE CAN PULL DOWN A TABLE COVER AND EVERYTHING ON THE TABLE WITH IT - INCLUDING THAT HOT TEA OR COFFEE. NOTHING IS SAFE WHEN HE CAN CLIMB. HE CAN GET FROM CHAIR TO TABLE TO COUNTER TOP AND REACH THE CABINETS OVER THE SINK OR GET ONTO THE STOVE. NOT ONLY DOES HE GET INTO THINGS THIS WAY, HE ALSO GETS STUCK. HE CLIMBS UP ONTO SOMETHING AND CAN'T GET DOWN. HE CLIMBS THE STAIRS AND CAN'T GET DOWN EXCEPT BY FALLING.

MANY BABIES BEGIN TO WALK AROUND 12 MONTHS. THIS MAKES IT EASIER AND QUICKER FOR THEM TO GET INTO THINGS.

YOUR BABY WILL ALSO LEARN ANOTHER SKILL - THROWING THINGS. THIS IS GREAT FUN AND IS REPEATED AGAIN AND AGAIN.

BY THE TIME HE IS 18 MONTHS, HE WILL LOVE TO CLOSE DOORS AND TAKE GREAT DELIGHT IN FLUSHING TOILETS. HE WILL LEARN MANY THINGS WHICH WILL ANNOY YOU, BUT HE DOES NOT DO THEM TO ANNOY. HE IS PRACTICING NEW SKILLS AND IDEAS THAT ARE A PART OF HIS

GROWING UP.

DURING THIS TIME, YOUR BABY WILL ALSO NEED TO BE DISCIPLINED. HE NEEDS TO BE TAUGHT THAT SOME THINGS WILL HURT HIM. HE NEEDS TO LEARN THAT THERE ARE SOME THINGS HE CANNOT DO. A LOT OF YELLING AND SCREAMING FROM YOU WON'T TEACH HIM ANYTHING. HITTING HIM WON'T TEACH HIM ANYTHING. IF HE IS TOO YOUNG TO UNDERSTAND WHY HE CAN'T DO SOMETHING, PICK HIM UP AND TAKE HIM AWAY FROM IT. TRY TO INTEREST HIM IN SOMETHING ELSE. THIS IS EASY TO DO BECAUSE HE IS SO CURIOUS ABOUT EVERYTHING.

YOUR BABY NEEDS SOME FREEDOM TO CRAWL AND CLIMB. THESE SKILLS MUST BE DEVELOPED. HE NEEDS THE CHANCE TO EXPLORE AND EXAMINE THINGS. HE HAS A LOT OF THINGS TO LEARN ABOUT - EVEN TOILET FLUSHING.

ALL THIS MEANS THAT HE NEEDS TO BE WATCHED EVEN MORE CLOSELY AND PROTECTED FROM HARM. THIS IS AN ACTIVE TIME FOR YOUR BABY. KEEPING HIM SAFE DURING THIS STAGE OF GROWING IS A DEMANDING JOB. IT'S A TOUGH JOB!

(LEADER DISPLAYS SUPERDAD POSTER AND ADDS APPROPRIATE SAYING -

"CUT MOM A BREAK.")

SUPERDAD SEZ: CUT MOM A BREAK.

YOUR PARTNER GETS REALLY FRAZZLED RUNNING AFTER THE BABY ALL DAY KEEPING HIM SAFE AND OUT OF DANGER. SHE MUST ALWAYS BE CHECKING ON HIM. THIS IS TIRING. SHE NEEDS A BREAK WHEN SHE CAN JUST RELAX FOR A FEW MINUTES WITHOUT JUMPING UP TO SEE WHAT THE BABY IS INTO NOW.

YOU CAN:

1. GIVE YOUR PARTNER A REAL COFFEE BREAK - GO PLAY WITH YOUR BABY WHILE SHE ENJOYS HER COFFEE.
2. TAKE YOUR BABY FOR A WALK SO YOUR PARTNER CAN TAKE A LONG, RELAXING BATH OR DO HER HAIR.
3. DO SOME CHORES. YOUR PARTNER NEEDS HELP.

(LEADER SOLICITS FURTHER SUGGESTIONS ON HOW A FATHER CAN HELP DURING THIS STAGE OF BABY'S LIFE.)

"K" is for KIDS LEARN FROM YOU

TRIGGER STORY

MONKEY SEE

You and Juana fight a lot. You're not proud of it, but every now and again you actually hit her. You're trying not to do that. Last time it happened somebody called the police and you just don't need that.

Your son, Tommy, plays a lot with the little girl who lives across the hall. One day you walk in just in time to see him haul off and punch her.

You pick him up and take him inside. "That's very bad," you say. "You don't hit girls. I want you to sit here quietly for five minutes and try to remember that."

Five minutes later you let him go back to playing.

Discussion Questions

1. Is what you did right?
2. What could you have done better?
3. Why did Tommy hit the little girl?

Monkey See/LEADER'S RESPONSE

The Leader should point out that the disciplinary response is really pretty good and works well with kids - giving them a short time-out period. The problem is that the kid is only doing what he sees you doing. You have to change your own behavior.

ACTIVITY

K = Kids Learn from You

MIRROR, MIRROR

Introduction

The leader should begin by making the point that children learn through imitation. The purpose of "Mirror, Mirror" is to give a vivid illustration of this fact.

Materials and Preparation

1. Newsprint and markers.
2. Practice "mirroring" with another person who will be present to assist in presenting the activity.

Instructions

1. State the introduction.
2. The leader demonstrates "mirroring" with a partner. The two partners face each other at a distance of 3 feet. One partner is the "real person." The other partner is the "mirror." The mirror imitates everything the real person does, just as a mirror image would.

Note - This is a good deal harder than it sounds. Remember: when you move, the mirror moves on the opposite side. Use very large, very slow motions to make it easier. Start with facial expressions and move to more complicated stuff. Give kids lots of feedback and praise.

3. The leader and partner reverse roles. The leader selects additional pairs, one pair at a time, to play "Mirror, Mirror." Ask pairs to act out shaving, combing your hair, threading a needle, etc. Reverse roles.
4. The leader tapes up a sheet of blank newsprint. Get the group to make a list of things that they do, but would not want their children to do. The leader asks, in each case, how the participant will go about teaching his child not to imitate him. The leader makes the point that the only sure way is to behave the way you want the child to behave.

Alternatives

After a group has some practice as mirrors, it's a lot of fun to play "funhouse," the advanced form of the game. One person is real. The rest of the group mirrors.

UNIT IV

SESSION ONE

LECTURETTE: I IS FOR INFANTS CAN'T HELP IT

TRIGGER STORY: I TOLD YOU ONCE

FATHERING SKILLS: PREPARING SOLID FOODS (DEMO.)

LECTURETTE

SUGGESTED SCRIPT:

"T" IS FOR TAKE CARE OF YOUR KIDS.

"A" IS FOR ALWAYS COUNT TO TEN.

"K" IS FOR KIDS LEARN FROM YOU.

I IS FOR INFANTS CAN'T HELP IT

WHAT DOES THAT MEAN? (THE LEADER GETS RESPONSES FROM THE GROUP.)

THE BIGGEST MISTAKES YOUNG PARENTS MAKE WITH KIDS COME FROM EXPECTING KIDS TO DO THINGS THEY CAN'T DO. YOU WOULD BE VERY ANGRY IF A TEACHER TOLD YOU TO BUILD A COMPUTER AND BRING IT TO CLASS TOMORROW MORNING - OR YOU WOULD BE PUNISHED. YOU WOULD SAY, "HOW CAN YOU PUNISH ME FOR NOT DOING SOMETHING I CAN'T DO?"

YOUNG PARENTS DO THINGS ALMOST AS BAD TO YOUNG CHILDREN ALL THE TIME.

CRYING IS THE BIG ONE. A CRYING BABY CAN JUST ABOUT DRIVE YOU CRAZY. BABIES CRY WHEN THEY ARE WET, HUNGRY, UNCOMFORTABLE, SCARED, HURT, SICK, TEETHING OR JUST BORED. THEY CRY WHEN THEY HAVE GAS. THEY CRY WHEN THEY WANT TO BE CHANGED. THEY CRY WHEN THEY DON'T WANT TO BE CHANGED. THEY CRY BECAUSE THEY WANT TO BE PICKED UP. THEY CRY WHEN THEY'RE TIRED. SOMETIMES THEY JUST CRY.

SOME BABIES CRY MORE THAN OTHERS. SOME BABIES HARDLY EVER CRY. BABIES WITH STOMACH PROBLEMS CRY A LOT. ALL BABIES CRY SOMETIMES.

PUNISHING A BABY FOR CRYING WILL ONLY MAKE THE BABY CRY MORE. IT'S A STUPID THING TO DO. PICK THE BABY UP, CHANGE HIM, FEED HIM, ROCK HIM, SING TO HIM - BUT DON'T PUNISH HIM.

BABIES HAVE ABSOLUTELY NO CONTROL OVER THEIR BOWELS AND BLADDER. IT'S FRUSTRATING IF THE BABY WETS OR SOILS ONE MINUTE AFTER YOU'VE CHANGED THE DIAPER, BUT THE BABY CAN'T HELP IT. JUST CHANGE THE DIAPER AGAIN. LEAVING THE BABY IN A DIRTY DIAPER WILL NOT TEACH THE BABY A LESSON.

BABIES, IN THEIR FIRST FEW MONTHS OF LIFE, OFTEN WAKE UP AND REQUIRE CARE IN THE MIDDLE OF THE NIGHT. SOMEONE HAS TO GET UP, CHANGE THE BABY, FEED HIM AND ROCK HIM BACK TO SLEEP. YOUNG PARENTS GET VERY TIRED. OBVIOUSLY, IF THE BABY IS BREAST FED, THE WOMAN GETS MOST OF THE RESPONSIBILITY. MEN SHOULD TRY TO SHARE THIS DIFFICULT TIME EQUALLY. ONCE AGAIN, THE BABY CAN'T HELP IT - AND IT DOESN'T LAST FOREVER. A FATHER WHO IS A GOOD PARTNER WILL TAKE HIS SHARE OF THE NIGHT DUTY - IF POSSIBLE - AND WILL PICK UP THE SLACK AT OTHER TIMES TO GET HIS PARTNER TO REST.

SOME BABIES GET VERY ATTACHED TO THEIR MOTHERS AND WILL CRY IF SEPARATED FROM MOTHER FOR EVEN A MOMENT. THIS CAN MAKE A MAN VERY JEALOUS. YOU PICK UP YOUR OWN KID AND HE CRIES TO GO BACK TO MOM. IF THIS HAPPENS, IT'S PROBABLY YOUR FAULT. IF YOU HAD BEEN HOLDING AND CARING FOR THE BABLY ALL ALONG, IT WOULDN'T HAVE HAPPENED. DON'T BLAME THE MOTHER AND BABY FOR YOUR FAILURE!

ONE OF THE WORST MISTAKES PARENTS MAKE IS IN EXPECTING A YOUNG CHILD TO DO WHAT HE'S TOLD. CHILDREN UNDER THE AGE OF THREE CANNOT UNDERSTAND AND OBEY ANYTHING BUT THE MOST SIMPLE, IMMEDIATE COMMANDS. IF YOU TELL A CHILD OF THIS AGE TO GO TO YOUR DRESSER, GET THE FIVE DOLLAR BILL UNDER YOUR WATCH AND BRING IT TO YOU, HE MAY BRING THE WATCH OR HE MAY COME BACK FIVE MINUTES LATER AND TELL YOU THAT HE CAN'T FIND IT OR ASK YOU WHAT

YOU WANTED. THE CHANCES THAT HE WILL COME BACK WITH THE FIVE DOLLAR BILL ARE VERY SMALL. A FIVE- OR SIX-YEAR-OLD COULD PROBABLY DO IT.

BEFORE YOU PUNISH A CHILD FOR NOT DOING AS HE'S TOLD, THINK FOR A MINUTE: DID HE UNDERSTAND WHAT YOU TOLD HIM? ASK HIM TO MAKE SURE. DON'T PUNISH A CHILD WHEN HE CAN'T UNDERSTAND. DON'T GIVE YOUR CHILD COMPLEX COMMANDS. KEEP IT SIMPLE!

CHILDREN WILL SOMETIMES DEFY YOU. IT'S A NATURAL PART OF GROWING UP. YOU HAVE TO BE FIRM WITH THEM, BUT YOU SHOULDN'T GET IMPATIENT OR ANGRY.

LET'S SAY THAT YOU'RE GIVING YOUR CHILD A DRINK FROM HIS CUP. HE IS SITTING IN HIS HIGH CHAIR. HE HASN'T YET LEARNED TO DRINK FROM A CUP. HE PUSHES AWAY THE CUP, SHAKES HIS HEAD AND SAYS, "NO. ME DO IT." THEN HE REACHES FOR THE CUP.

YOU GIVE IT TO HIM. HE TRIES TO PICK IT UP AND SPILLS IT. WHEN YOU GET THE SPILL MOPPED UP, YOU TRY TO GIVE HIM A DRINK. HE SHAKES HIS HEAD AND CRIES, "ME DO IT."

NOW THIS CHILD IS DEFYING YOU. WHAT SHOULD YOU DO ABOUT IT? (THE LEADER GETS RESPONSES FROM THE GROUP.)

EACH STAGE OF GROWING UP IS FRIGHTENING. EVEN LEARNING HOW TO DRINK FROM YOUR OWN CUP IS A STRUGGLE. THIS CHILD IS TRYING TO BE INDEPENDENT, TO DO FOR HIMSELF. HE'S SCARED THAT HE CAN'T DO IT AND UPSET BECAUSE HE'S FAILED. RATHER THAN GETTING ANGRY AT HIM, YOU SHOULD TRY TO HELP HIM.

YOU MIGHT SAY, "LEARNING TO DRINK FROM A CUP IS HARD, BUT YOU'LL BE ABLE TO DO IT. I'LL HELP YOU HOLD THE CUP. BEFORE LONG YOU'LL BE DRINKING ON YOUR OWN."

MUCH OF THE "DEFIANCE" CHILDREN GIVE YOU IS LIKE THAT. THE CHILD IS JUST TRYING TO GROW UP, TO BE MORE INDEPENDENT.

ANOTHER EXAMPLE MIGHT BE "I CAN DRESS MYSELF." THE CHILD KNOWS THAT THIS IS A GROWN-UP THING TO DO AND REFUSES OR PUSHES AWAY ADULT HELP. A FEW MINUTES LATER THE CHILD MAY BE CRYING BECAUSE THE BUTTON JUST WON'T FIT IN THE BUTTONHOLE.

A GOOD PARENT IS FIRM, BUT HELPFUL WITH A DEFIANT CHILD. YOU DON'T WANT TO CRUSH THE CHILD'S FIRST ATTEMPTS AT BEING A GROWN-UP, EVEN THOUGH THE CHILD MAY BE DEFYING YOU. WHAT WOULD YOU DO WITH THIS CHILD? (THE LEADER GETS RESPONSES FROM THE GROUP.)

YOU MIGHT SAY SOMETHING LIKE, "I KNOW THAT YOU REALLY WANT TO LEARN TO DRESS YOURSELF. LET'S SEE IF YOU CAN GET YOUR SHIRT ON IF I HELP WITH THE BUTTONS." IF THE CHILD CAN'T GET THE SHIRT ON, TAKE TIME TO SHOW HIM HOW, PRAISING HIS EFFORTS.

ONE THING ABOUT DEFIANCE - AS A PARENT, YOU DO NOT HAVE TO PUNISH YOUR CHILDREN FOR BEING DISRESPECTFUL WHEN THEY DEFY YOU IN THE WAY I JUST DESCRIBED. THEY JUST HAVEN'T FOUND A WAY TO BE INDEPENDENT WITHOUT BEING RUDE. IF YOU HELP THEM, THEY WILL.

REMEMBER:

1. NEVER PUNISH A BABY.
2. NEVER DISCIPLINE A CHILD UNLESS YOU ARE SURE HE KNOWS BETTER AND CAN DO BETTER.
3. DON'T BE JEALOUS OF YOUR KID.
4. YOUNG CHILDREN MAY NOT UNDERSTAND WHAT YOU ARE TELLING THEM TO DO.
5. DONT JUST YELL; TRY TO HELP!

"I" is for INFANTS CAN'T HELP IT

TRIGGER STORY

I TOLD YOU ONCE

Your son, Billy, is 1-1/2 years old. One day you walk into your apartment. Billy is leaning out of the window so far that his feet are off the ground. Out the window, it's a three story drop to the pavement. You're really scared that he's going to fall.

You pull him back in. You make him sit down and you tell him to never do that again. You make him sit quietly for a few minutes so he will know how serious you are.

A few days later the same thing happens. You walk into the front room and there's Billy hanging out of the window.

You're really mad, because you told him never to do that. You feel as though he's defying you. You spank him. It's for his own good.

Discussion Questions

1. Did you do right?
2. What else could you have done?

I Told You Once/LEADER'S RESPONSE

The leader should stress that Billy, at his age, probably doesn't understand what you mean by "never." Messages have to be repeated patiently many times before Billy will catch on. Once isn't enough. Kids of Billy's age need constant supervision and a childproof environment - you need to prevent physical hazards. Put a screen across the window that Billy can't remove. Watch him more carefully.

"I" IS FOR INFANTS CAN'T HELP IT

FATHERING SKILLS

PREPARING SOLID FOODS - (DEMONSTRATION)

NOTE: THIS SKILL IS TO BE PRESENTED AS A DEMONSTRATION. THE LEADER SHOULD COVER THE POINTS PRESENTED BELOW AND DEMONSTRATE THE MATERIALS AND METHODS WHENEVER POSSIBLE.

SUGGESTED MATERIALS:

COOKED, CUBED POTATOES
COOKED, SLICED CARROTS
COOKED, PEELED, CORED AND SLICED APPLES
COOKED, CUBED BEEF OR CHICKEN
SALT, SMALL AMOUNT
SUGAR, SMALL AMOUNT, IF NECESSARY
WATER
BLENDER
POTATO MASHER OR RICER
MEASURING CUP
RUBBER SCRAPER
PLASTIC SPOONS (FOR TASTING)

INTRODUCTION: WHEN YOUR BABY IS FIRST BORN, HE WILL ONLY "EAT" LIQUID FOODS - MILK OR FORMULA. HE WILL GO FROM LIQUID FOOD TO SEMI-SOLID FOODS ("WATERY" CEREAL, STRAINED FOODS) TO SOLID FOODS. YOUR DOCTOR WILL TELL YOU WHEN TO ADD DIFFERENT FOODS TO YOUR BABY'S DIET.

IT IS IMPORTANT NOT TO GIVE BABY SOLID FOODS BEFORE HE CAN CHEW THEM. A PIECE OF BREAD OR CARROT OR COOKIE CAN EASILY CHOKE YOUR BABY IF HE DOESN'T KNOW HOW TO CHEW OR DOESN'T HAVE THE NECESSARY TEETH. WHEN YOU FIRST BEGIN TO GIVE HIM SOLID FOOD, MAKE SURE THAT IT IS CUT OR BROKEN INTO PIECES TOO SMALL FOR HIM TO CHOKE ON. AT ABOUT 9 MONTHS, HE WILL LIKE TO PICK UP LITTLE PIECES OF FOOD AND PUT THEM INTO HIS MOUTH. HOWEVER, HE PROBABLY WON'T BE ABLE TO FEED HIMSELF A WHOLE MEAL FOR QUITE A WHILE.

POINTS TO COVER:

(ALLOW STUDENTS TO TASTE FOOD WHEN PREPARED AND PARTICIPATE IN THE PREPARATION AS MUCH AS POSSIBLE)

1. YOUR DOCTOR WILL TELL YOU WHEN TO BEGIN ADDING SEMI-SOLID FOODS TO YOUR BABY'S DIET - USUALLY AROUND 3-4 MONTHS.
2. THE FIRST FOOD YOU FEED YOUR BABY WILL PROBABLY BE CEREAL. AT FIRST, MIX SOME OF HIS FORMULA WITH A SMALL AMOUNT OF BABY CEREAL. MOST BABIES LIKE THEIR FIRST FOODS TO BE A LITTLE "WATERY" UNTIL THEY GET USED TO EATING OFF A SPOON. IT TAKES SOME PRACTICE FOR HIM TO LEARN THIS. BE PREPARED FOR A MESSY TIME.
3. THE NEXT FOOD YOUR BABY WILL PROBABLY GET WILL BE STRAINED FRUIT, THEN VEGETABLES AND FINALLY MEATS. IT IS A GOOD IDEA TO GIVE THE BABY ONLY ONE NEW FOOD IN A WEEK. THIS MAKES IT EASIER TO FIND OUT IF A CERTAIN FOOD MAKES HIM SICK OR FUSSY. SOME BABIES ARE ALLERGIC TO CERTAIN FOODS. DO NOT FEED YOUR BABY ANY FOOD THAT GIVES HIM PROBLEMS UNTIL YOU TALK TO YOUR DOCTOR ABOUT IT. IF YOU, YOUR PARTNER OR YOUR FAMILIES HAVE ALLERGIES, YOUR BABY MAY HAVE THEM TOO.
4. THERE ARE ALL KINDS OF BABY FOODS AVAILABLE AT THE STORE. BUT, IT IS EASY TO MAKE YOURSELF AND MUCH CHEAPER.
5. IF YOU MAKE YOUR BABY'S FOOD, THERE ARE A FEW THINGS TO REMEMBER: (A) USE ONLY FRESH FOODS.
(B) KEEP YOUR EQUIPMENT CLEAN (BLENDER, MASHER, ETC.)
(C) FOOD FOR A VERY YOUNG BABY SHOULD NOT HAVE ANY LUMPS IN IT.

- (D) IF YOU ADD ANY SALT OR SUGAR, USE ONLY A VERY LITTLE. BABIES DO NOT NEED ADDED SUGAR. USE THE LIQUID THAT THE FOOD IS COOKED IN TO ADD FLAVOR TO AND "THIN" FOODS.
- (E) DO NOT PUT SPICES IN A YOUNG BABY'S FOOD. SPICES SUCH AS GARLIC, PEPPER, AND CHILI POWDER CAN CAUSE STOMACH PROBLEMS FOR A BABY.

6. THE FOLLOWING FOODS ARE EASY TO MAKE FOR YOUR BABY. OTHER FOODS CAN BE MADE JUST AS EASILY. CHECK IT OUT.

WHITE OR SWEET POTATOES: MASH BOILED POTATOES OR SCRAPE OUT THE INSIDES OF BAKED POTATOES AND MASH UNTIL SMOOTH. ADD SOME OF YOUR BABY'S FORMULA TO MAKE THE FOOD "WATERY." YOU CAN ADD APPLE JUICE TO SWEET POTATOES INSTEAD OF FORMULA TO GIVE THEM A DIFFERENT FLAVOR. (THE LEADER CAN PREPARE FOOD WHILE PRESENTING THE INFORMATION.)

APPLESAUCE: PEEL, CORE AND SLICE THE APPLES. COOK IN A LITTLE WATER FOR ABOUT 1/2 HOUR. PUT IN A BLENDER OR MASH THOROUGHLY.

CARROTS: PEEL, CUT INTO SMALL SLICES AND BOIL UNTIL VERY TENDER (SOFT). PUT COOKED CARROTS WITH A LITTLE OF THE WATER THEY WERE COOKED IN OR SOME FORMULA IN A BLENDER OR MASH THOROUGHLY.

GREEN BEANS: CUT OFF ENDS AND REMOVE "STRINGS." COOK IN WATER FOR APPROXIMATELY 1/2 HOUR UNTIL TENDER. PUT IN BLENDER OR MASH WITH SOME OF THE WATER THEY WERE COOKED IN OR FORMULA.

BEEF OR CHICKEN: USE ONLY FRESH MEAT. TRIM OFF FAT AND

CUT INTO SMALL PIECES. COOK IN ONE CUP OF WATER - WITH A LITTLE SALT - UNTIL TENDER. PUT MEAT IN BLENDER WITH SOME OF THE "BROTH" MEAT WAS COOKED IN. LET IT COOL. SPOON MEAT INTO ICE CUBE TRAYS AND FREEZE. AFTER IT IS FROZEN, EMPTY MEAT CUBES INTO A PLASTIC FOOD BAG AND KEEP FROZEN. TAKE OUT ONE "CUBE" AT A TIME AND DEFROST FOR BABY'S LUNCH OR DINNER.

UNIT IV

SESSION TWO

OPENING EXERCISE

STAGÉS:

TEMPER TANTRUMS! & TOILET TRAINING?

TRIGGER STORY:

AN ACCIDENT

ACTIVITY:

HANDICAP

OPENING EXERCISE

(THE LEADER REVIEWS COMPLETED TAKING CARE SLOGANS, ASKING WHAT EACH SLOGAN MEANS.)

"T" IS FOR TAKE CARE OF YOUR KIDS

"A" IS FOR ALWAYS COUNT TO TEN

"K" IS FOR KIDS LEARN FROM YOU

"I" IS FOR INFANTS CAN'T HELP IT

STAGES

(THE LEADER ASKS THE GROUP WHAT THEY KNOW ABOUT THE BEHAVIOR OF A 2-YEAR-OLD.)

STAGE: TEMPER TANTRUMS! AND TOILET TRAINING?

APPROXIMATE AGE: 15-30 MONTHS

SOMETIME AROUND 15 MONTHS OLD YOUR BABY'S NEED TO SAY "NO" IS VERY STRONG. SHE IS NOT BEING "SMART." SHE IS BEGINNING TO FEEL SOME INDEPENDENCE AND WILL BEGIN TO TEST HER WILL AGAINST HER PARENTS. SHE IS TESTING TO SEE WHO IS THE BOSS - IS SHE THE BOSS OR YOU AND YOUR PARTNER? SHE WILL ALSO GO THROUGH A STAGE WHEN SHE WILL DISAGREE NO MATTER WHAT YOU SAY OR DO. DURING THIS TIME, SHE NEEDS A LOT OF GUIDANCE FROM YOU AND SHE NEEDS LIMITS SET FOR HER. SHE HAS TO LEARN THAT SHE MAY DO THIS, BUT SHE MAY NOT DO THAT. THESE LIMITS MUST BE MADE VERY CLEAR TO HER SO SHE LEARNS HOW TO BEHAVE.

SHE ALSO NEEDS TO KNOW THAT IF SHE CAN'T PLAY IN THE TOILET BOWL TODAY, SHE WON'T BE ABLE TO PLAY IN IT TOMORROW EITHER. SHE WILL GET VERY CONFUSED IF YOU KEEP CHANGING YOUR MIND ABOUT SOMETHING OR KEEP CHANGING THE RULES. DON'T DISCIPLINE HER ABOUT SOMETHING ON ONE DAY AND LET HER DO IT THE NEXT DAY. BE FIRM, BE

FAIR AND BE UNDERSTANDING.

DURING THIS STAGE, YOUR BABY IS LEARNING MANY NEW THINGS. SOME THINGS SHE CAN DO AND UNDERSTAND AND SOME THINGS SHE CAN'T. SHE JUST ISN'T READY FOR SOME THINGS. SHE MAY BECOME VERY UPSET WHEN SHE CAN'T EXPLAIN SOMETHING TO YOU - SHE DOESN'T HAVE ALL THE WORDS YET. SHE MAY BECOME VERY UPSET WHEN SHE DOESN'T UNDERSTAND WHY SHE CAN'T HAVE SOMETHING OR WHY SHE CAN'T DO SOMETHING. THESE THINGS CAN LEAD TO TEMPER TANTRUMS. HERE AGAIN, YOUR BABY IS NOT OUT TO GET YOU. SHE IS ACTING OUT HER STRESS AND UNHAPPINESS. BUT, SHE WILL KEEP HAVING TEMPER TANTRUMS IF THEY PAY OFF. IF YOU MAKE A BIG FUSS WHEN SHE HAS A TANTRUM OR GIVE HER WHAT SHE WANTS, SHE WINS. (LEADER ASKS THE GROUP IF THEY HAVE EVER SEEN A BABY HAVING A TEMPER TANTRUM. HOW DID THE BABY BEHAVE? HOW DID THE PARENTS BEHAVE?) IF THE BABY IS QUIETLY AND FIRMLY TAKEN TO A QUIET PLACE AWAY FROM A LOT OF PEOPLE, SHE WILL CALM DOWN. SHE SHOULD NOT BE ALLOWED TO THROW HERSELF SCREAMING ON THE FLOOR OF A STORE. TELL HER, "NO," PICK HER UP AND TAKE HER OUTSIDE. TRY TO INTEREST HER IN SOMETHING ELSE, IF POSSIBLE. IF ALL ELSE FAILS, LET HER CRY IT OUT, BUT DON'T MAKE A FUSS. SHE DOESN'T NEED MORE YELLING AND SCREAMING. SHE'S DOING ENOUGH HERSELF. REMEMBER, SHE IS THE CHILD - NOT YOU.

SHE ALSO NEEDS YOU TO UNDERSTAND WHY SHE IS HAVING A TANTRUM. MAYBE YOU CAN HELP HER HAVE FEWER TANTRUMS. THIS IS A TIME WHEN SHE WANTS EVERYTHING SHE SEES. OF COURSE, SHE CAN'T HAVE EVERYTHING. SHE DOESN'T UNDERSTAND WHY YOU SAY "NO," AND SHE IS FRUSTRATED. THE ONLY THING THAT RELEASES HER FRUSTRATION

IS A TEMPER TANTRUM. ALL THAT RELEASE OF ENERGY MAKES HER FEEL BETTER. SHE NEEDS LOVE AND UNDERSTANDING, BUT DO NOT REWARD HER FOR WRONG BEHAVIOR. (LEADER ASKS THE GROUP FOR EXAMPLES OF HOW CHILDREN GET REWARDED FOR WRONG BEHAVIOR. [E.G., GET A LOT OF ATTENTION, GET THEIR WAY, GET A COOKIE TO "SHUT UP," ETC.])

NOW, LET'S LOOK AT ANOTHER PROBLEM AREA -- TOILET TRAINING.

YOUR BABY HAS NO PROBLEMS WITH TOILET TRAINING. YOU HAVE THEM! BEFORE YOUR BABY CAN STOP SOILING HER DIAPERS, SHE MUST HAVE VERY GOOD MUSCLE CONTROL. HER BODY MUST BE PHYSICALLY ABLE TO CONTROL ITSELF BEFORE SHE CAN STAY DRY AND CLEAN. A BABY CANNOT BE TRAINED BEFORE HER BODY IS READY. IT IS IMPORTANT THAT TOILET TRAINING DOESN'T BECOME A STRUGGLE FOR POWER BETWEEN YOUR BABY AND YOU. IT SHOULD NOT BE A CONTEST OF WHO IS IN CHARGE.

WHEN YOUR BABY IS READY TO BE TOILET TRAINED, GET A SMALL POTTY CHAIR IF POSSIBLE. SHE WILL FEEL SAFER SITTING ON IT THAN SITTING ON A BIG TOILET. USUALLY A BABY CAN CONTROL HER BOWELS BEFORE HER URINE. IT IS UP TO YOU TO NOTICE WHAT TIME OF DAY SHE USUALLY HAS A BOWEL MOVEMENT AND SIT HER ON THE POTTY FOR A SHORT PERIOD OF TIME. DON'T MAKE HER SIT TOO LONG OR STRAP HER IN. DON'T FORCE HER TO SIT ON THE POTTY. TRY TO GET HER TO TELL YOU WHEN SHE HAS TO GO TO THE BATHROOM.

BLADDER TRAINING DOES NOT USUALLY HAPPEN AT THE SAME TIME AS BOWEL TRAINING. IT MAY BE SIX MORE MONTHS BEFORE YOUR BABY CAN CONTROL HER BLADDER. IT IS MORE DIFFICULT FOR HER TO CONTROL HER URINE. WHEN A BABY'S DIAPER STAYS DRY FOR MORE THAN 2 HOURS AT A TIME DURING THE DAY, SHE MAY BE READY TO BE TRAINED TO CONTROL HER BLADDER. PUT HER ON THE POTTY EVERY 1-1/2 HOURS. (AT FIRST,

LITTLE BOYS SIT DOWN TO URINATE, TOO.) IT MAY BE EASIER IF YOU PUT HER IN TRAINING PANTS DURING THE DAY INSTEAD OF DIAPERS. THEY ARE EASIER TO GET ON AND OFF QUICKLY AND HELP YOUR BABY FEEL "GROWN-UP." MAKE SURE YOUR CHILD KNOWS WHAT WORDS TO USE TO TELL YOU SHE HAS TO GO TO THE BATHROOM.

MANY BABIES ARE TRAINED DURING THE DAY BY THE TIME THEY ARE 2-1/2. SOME BABIES ARE STILL NOT TOTALLY TRAINED AT 4 YEARS OLD. EVEN THE BABY WHO WAS TRAINED EARLY MAY STILL HAVE ACCIDENTS. THEY CAN'T HELP IT. BABY SHOULD NEVER BE PUNISHED FOR AN ACCIDENT. (THE LEADER ASKS THE GROUP FOR SOME REASONS WHY A BABY MAY HAVE AN "ACCIDENT" -- STRESS, COLDS, EXCITEMENT, SCARED, TOO TIRED, ETC.)

YOUR BABY CAN EASILY BECOME SCARED OR "UPTIGHT" ABOUT TOILET TRAINING. SOME BABIES ARE SCARED OF THE TOILET FLUSHING. SHE NEEDS TO FEEL RELAXED AND SAFE. SHE WILL TOILET TRAIN AS SOON AS SHE IS ABLE TO. ALL BABIES TRAIN AT DIFFERENT TIMES. REMEMBER, UNLESS THERE IS A SPECIAL PROBLEM, ALL CHILDREN DO GET TOILET TRAINED.

YOUR BABY HAS LEARNED A LOT DURING THESE 15 MONTHS. BUT THERE IS STILL A LOT SHE DOES NOT KNOW OR UNDERSTAND. SHE MAY BE ABLE TO UNDERSTAND AND DO WHAT SHE IS TOLD IF IT IS KEPT SIMPLE. IF YOU TELL HER TO "GET THE BALL" OR "SIT DOWN," SHE CAN DO IT. SHE STILL CANNOT FOLLOW A LOT OF INSTRUCTIONS AT ONCE. SHE NEEDS TO BE TOLD THINGS IN A VERY SIMPLE WAY. DO NOT EXPECT HER TO DO MORE THAN SHE CAN DO. IT MAY SEEM THAT SHE IS JUST NOT DOING AS SHE IS TOLD, BUT IT MAY BE THAT IT IS TOO DIFFICULT. SHE MAY NOT UNDERSTAND WHAT YOU WANT. SHE MAY NOT REMEMBER ALL THAT YOU

SAID. SHE MAY NOT BE ABLE TO DO WHAT YOU WANT. DO NOT EXPECT TOO MUCH TOO SOON..

(LEADER DISPLAYS SUPERDAD POSTER AND ADDS APPROPRIATE SAYING - "BE COOL! IT'LL PASS.")

SUPERDAD SEZ: BE COOL! IT'LL PASS.

ALL YOUR PARTNER HEARS ALL DAY IS "NO" FROM HERSELF AND FROM THE BABY. SHE HAS TO DEAL WITH A TEMPER TANTRUM AND TOILET TRAINING "ACCIDENTS." SHE HAS NOT TALKED WITH ANOTHER ADULT ALL DAY. HER OWN TEMPER IS GETTING VERY SHORT.

YOU CAN:

1. LISTEN TO YOUR PARTNER'S PROBLEMS. IT'LL MAKE HER FEEL BETTER TO TALK ABOUT HER DAY.
2. KEEP YOUR COOL. TWO SHORT TEMPERERS WON'T HELP MATTERS.
3. TRY NOT TO USE THE WORD "NO" TOO OFTEN WHEN TALKING TO YOUR BABY. INSTEAD, TRY TO INTEREST HER IN SOMETHING ELSE.

(THE LEADER SOLICITS FURTHER SUGGESTIONS ON HOW YOU CAN HELP YOUR BABY AND YOUR PARTNER DURING THIS STAGE.)

"I" is for INFANTS CAN'T HELP IT

TRIGGER STORY

AN ACCIDENT

Juanita is three years old. She hasn't wet her bed at night for nearly a year. You're surprised and angry when you find that she's wet her bed one morning.

You yell at her and call her a "baby." She seems really ashamed.

She wets her bed the next three nights straight. You keep yelling at her. She gets to the point that she's so nervous about wetting her bed that she cries at bedtime.

You don't know what to do.

Discussion Questions

1. Is what you did right?
2. What else could you have done?

An Accident/LEADER'S RESPONSE

The Leader should stress that "accidents will happen" at this age. If you take it calmly, it probably won't happen again. Making the kid scared and ashamed about something she can't help is the wrong move. You're causing the problem.

ACTIVITY

I is for Infants Can't Help It

HANDICAP

Introduction

The leader begins by talking about how it is to be a child. Children cannot do many tasks which adults find easy. It's hard for adults to remember how hard it is to be a child. Parents often get mad at children for things children can't help. The purpose of "Handicap" is to help participants remember what it's like, how frustrating it is to be a child.

NOTE: "Handicap" offers a number of opportunities for an alert leader. Participants attempting to perform simple tasks with a "handicap" often behave like children, venting their frustration in a variety of ways. When this happens, point it out to the group. It will help them to understand why a child has temper tantrums.

Materials and Preparation

Set up 3 stations equipped as follows:

Station # 1

Mirror
Pen
Paper

Station # 2

Oven mitts
Large darning needle
Yarn
Basketball
Bingo chips

Station # 3

3" length of rope
Pen and paper
Stopwatch timer
Obstacle course of chairs and boxes

Instructions

1. State the introduction.
2. The leader divides participants into 3 small groups. Each group works at a station until everyone has had a chance

to participate. The leader then gives instructions to the group for the 3 tasks to perform. These are:

Station # 1 - The player writes his name looking in a mirror. It sounds easy - it must read correctly when you look at it in the mirror. Letters will be backwards and sometimes upside down.

Station # 2 - The player sits on the basketball with his legs crossed at his ankles. Wearing the oven mitts, he threads the yarn into the needle. An alternative activity is to have the players pick up bingo chips while wearing oven mitts.

Station # 3 - The player is hobbled with the rope so that he can only take small steps. He then runs the obstacle course. He is timed with the stopwatch and the times are recorded.

3. After a few minutes players switch stations. They switch again so that everyone tries each task.
4. The leader holds a discussion of how it feels to be unable to perform a simple task, pointing out that young children have this experience all the time. The leader uses examples to promote understanding of "childish" behavior.

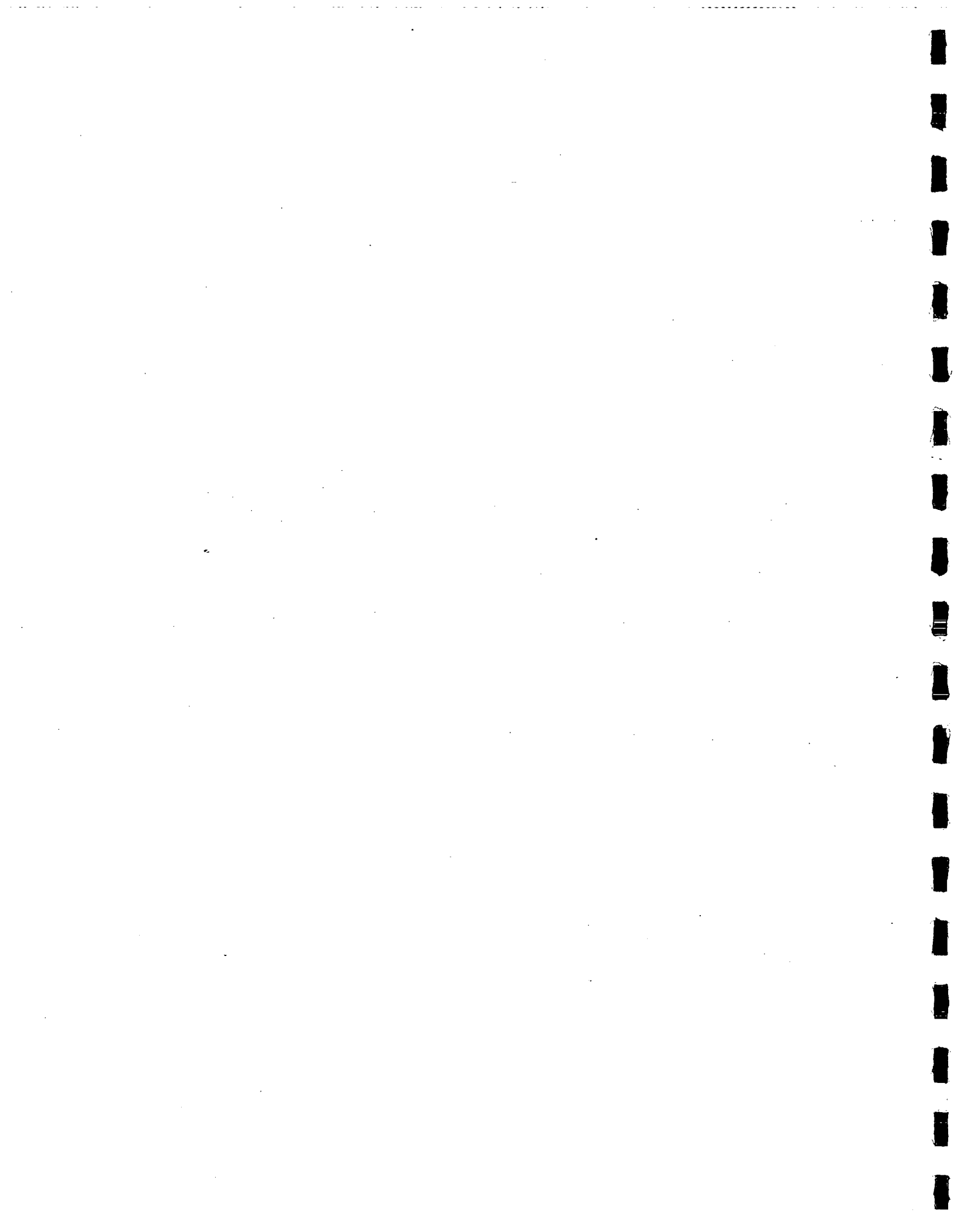
UNIT V

SESSION ONE

LECTURETTE: N IS FOR NEVER HIT ON YOUR FAMILY

TRIGGER STORY: THE FIRST BLOW

FATHERING SKILLS: DISCIPLINE



LECTURETTE

SUGGESTED SCRIPT:

"T" IS FOR TAKE CARE OF YOUR KIDS.

"A" IS FOR ALWAYS COUNT TO TEN.

"K" IS FOR KIDS LEARN FROM YOU.

"I" IS FOR INFANTS CAN'T HELP IT.

N IS FOR NEVER HIT ON YOUR FAMILY

WHAT DOES THAT MEAN? (THE LEADER GETS RESPONSES FROM THE GROUP.)

LET'S THINK BACK TO EARLY HUMAN HISTORY. FOR THOUSANDS OF YEARS IT WAS THE MAN'S JOB TO HUNT FOR HIS TRIBE AND TO PROTECT THE WOMEN AND CHILDREN. LOYALTY TO THE FAMILY AND TRIBE WAS THE MOST IMPORTANT THING.

OUR WORLD IS A LOT DIFFERENT, BUT FAMILY LOYALTY IS STILL IMPORTANT.

THE WORLD CAN BE A VERY TOUGH PLACE. IT'S HARD TO FIND AND KEEP A JOB. IT CAN BE HARD TO GET ALONG WITH OTHER PEOPLE. IT'S HARD TO KEEP FOOD ON THE TABLE, TO KEEP YOUR FAMILY CLOTHED AND WITH A DECENT PLACE TO LIVE. THE STREET CAN BE A MEAN PLACE, TOO, FULL OF PEOPLE WHO WILL TAKE WHAT YOU'VE GOT OR WANT TO SELL YOU SOMETHING YOU DON'T NEED. IN SOME WAYS, OUR WORLD MAY BE JUST AS TOUGH AS THE WORLD OF THE HUNTER AND WARRIOR.

YOU MAY HAVE TO BE TOUGH TO GET ALONG, TO KEEP YOUR JOB, TO STAY ALIVE ON THE STREET.

YOU DO NOT HAVE TO BE TOUGH WITH YOUR FAMILY. YOUR FAMILY IS WHERE YOU CAN BUILD UP THE STRENGTH TO BE TOUGH WHEN YOU NEED TO BE.

A FAMILY HOME HAS TO BE SAFE FOR EVERYONE WHO LIVES THERE.

YOU, YOUR PARTNER AND YOUR KIDS ALL HAVE TO KNOW THAT YOU ARE NOT GOING TO BE HURT AT HOME. EVERYONE NEEDS A SAFE PLACE TO LIVE.

IT IS YOUR RESPONSIBILITY TO MAKE SURE THAT YOUR HOME IS A SAFE PLACE TO LIVE.

SOME PEOPLE SEEM TO THINK THAT GROWING UP AFRAID AND UNSAFE MAKES YOU TOUGH. THEY THINK THAT IF YOU MAKE CHILDREN FEEL SAFE, SECURE AND LOVED, THEY WILL BE SISSIES. THAT'S WRONG.

GROWING UP SAFE, SECURE AND LOVED MAKES YOU STRONGER AND BETTER ABLE TO DEAL WITH THE WORLD. IT MAKES IT EASIER FOR YOU TO MAKE IT ON YOUR OWN, AS AN INDEPENDENT PERSON.

GROWING UP SCARED JUST MAKES YOU SCARED. A SCARED CHILD BECOMES A SCARED ADULT. HE MAY HIDE HIS FEAR BEHIND PRETENDING TO BE A TOUGH GUY, BUT HE ISN'T.

HOLDING AND LOVING A CHILD DOESN'T MAKE HIM WEAK ANY MORE THAN BEING MEAN TO HIM MAKES HIM STRONG.

LET'S TALK ABOUT HOW YOU BUILD A SAFE PLACE FOR PEOPLE TO LIVE. DEPENDING ON WHERE YOU LIVE, YOU MAY HAVE TO PROVIDE SOME ACTIVE PROTECTION AGAINST THE CRIME, DRUGS AND OTHER HARMFUL THINGS ON THE STREET. YOU MAY HAVE TO HAVE LOCKS AND EVEN BARS ON THE WINDOWS AND DOORS. YOU MAY HAVE TO BE PREPARED TO PERSONALLY PROTECT YOUR FAMILY.

THE MOST IMPORTANT THING, THOUGH, HAS TO DO WITH HOW FAMILY MEMBERS BEHAVE TOWARD EACH OTHER. YOU CAN TALK, CRITICIZE OR EVEN YELL AT EACH OTHER, BUT THERE HAS TO BE A RULE - NO ONE IN THE FAMILY WILL PHYSICALLY HURT ANOTHER MEMBER OF THE FAMILY.

NO ONE RESPECTS A MAN WHO BEATS UP WOMEN AND CHILDREN. A MAN IS SUPPOSED TO PROTECT HIS FAMILY, NOT HURT THEM. A MAN WHO

HURTS HIS FAMILY WILL TEND TO GET VERY LONELY. OTHER MEN, ALTHOUGH THEY MAY NOT SAY ANYTHING TO HIS FACE, WILL NOT WANT TO BE HIS FRIENDS.

EVENTUALLY, OF COURSE, THE MAN MAY FIND HIMSELF IN TROUBLE WITH THE LAW. AS FAR AS THE COURTS GO, BEATING UP YOUR WIFE OR CHILD IS AN ASSAULT. YOU HAVE NO SPECIAL RIGHT TO HIT OTHER FAMILY MEMBERS. IT'S AGAINST THE LAW AND THE CONSEQUENCES ARE SERIOUS.

SOME MEN ABUSE CHILDREN WITHOUT BEATING THEM UP. I DON'T MEAN YELLING AT THEM - I MEAN SOMETHING MUCH MORE SERIOUS. SOME MEN HAVE SEX WITH CHILDREN - YOUNG CHILDREN, EVEN THEIR OWN SONS AND DAUGHTERS.

SEXUAL ABUSE OF CHILDREN IS VERY WRONG. SEXUAL ABUSE CAN INCLUDE TOUCHING CHILDREN IN A SEXUAL WAY AS WELL AS HAVING SEX WITH THEM. YOU MIGHT BE SURPRISED TO KNOW HOW MUCH SEXUAL ABUSE GOES ON.

SEXUAL ABUSE IS AGAINST THE LAW TOO. ACTUALLY, OF COURSE, SEXUAL ABUSERS ARE PEOPLE WITH MENTAL PROBLEMS WHO NEED TO GET HELP BEFORE THEY HURT SOMEBODY.

MEN SOMETIMES SEEM TO THINK OF WOMEN AS THEIR PROPERTY. IT'S LIKE THEY "OWN" THEIR WIFE OR GIRLFRIEND. THEY THINK THAT THIS GIVES THEM THE RIGHT TO HIT THE WOMAN. THIS IS WRONG. WOMEN ARE PEOPLE. THEY HAVE THE SAME RIGHTS THAT YOU HAVE. YOU DO NOT "OWN" A PERSON.

CHILDREN ARE PEOPLE, TOO. YOU DO - AND SHOULD - HAVE A LOT OF CONTROL OVER THEM, BUT YOU HAVE NO RIGHT TO HIT THEM.

THREATENING TO HIT YOUR FAMILY MEMBERS IS ALMOST AS BAD AS

HITTING THEM. IF ANY MEMBER OF YOUR FAMILY IS AFRAID OF YOU OR OF BEING AT HOME, IT MAKES YOUR HOME LESS SAFE FOR EVERYONE. YOUR FAMILY IS NOT SUPPOSED TO BE AFRAID OF YOU. WHEN YOU SAY THAT YOU "RESPECT" SOMEONE, DOES THAT MEAN YOU ARE AFRAID OF THEM? WHAT IS THE DIFFERENCE BETWEEN FEAR AND RESPECT. (THE LEADER GETS RESPONSES FROM THE GROUP.)

RESPECT IS SOMETHING YOU EARN BY BEING A FAIR AND TRUSTWORTHY PERSON. YOU WIN RESPECT BY TREATING PEOPLE HONESTLY AND FAIRLY. YOU CAN GET PEOPLE TO FEAR YOU BY THREATENING THEM. PEOPLE DON'T LIKE PEOPLE WHO MAKE THEM AFRAID. FEAR IS NOT RESPECT.

FAMILY MEMBERS SHOULD BE ABLE TO RESPECT EACH OTHER, BUT THEY SHOULDN'T HAVE TO FEAR EACH OTHER. IF YOU WANT TO BE RESPECTED, THOUGH, YOU HAVE TO EARN IT. YOU EARN IT BY BEING FAIR AND DOING WHAT YOU SAY THAT YOU WILL DO. YOU EARN RESPECT BY LISTENING TO WHAT OTHERS HAVE TO SAY AND TRYING TO UNDERSTAND WHERE THEY'RE COMING FROM. CAN YOU THINK OF OTHER WAYS TO EARN RESPECT? (THE LEADER GETS RESPONSES FROM THE GROUP.)

REMEMBER:

1. DON'T HIT ON YOUR FAMILY!
2. IT'S YOUR RESPONSIBILITY TO MAKE YOUR HOME SAFE FOR EVERYONE WHO LIVES THERE.
3. WOMEN AND CHILDREN HAVE RIGHTS, TOO.
4. THREATENING TO HURT YOUR FAMILY IS WRONG.
5. IT'S EASY TO MAKE A CHILD FEAR YOU. YOU HAVE TO EARN RESPECT.

"N" is for NEVER HIT ON YOUR FAMILY

TRIGGER STORY

THE FIRST BLOW

You and your girlfriend don't get to go out very often. Since the kid came, you've been stuck at the house most of the time. It's gotten to where you argue all the time, usually over nothing.

One night you get your mother to babysit so you can go out. You have a good time, though both of you have a little too much to drink.

Late in the evening you're sitting at a table in this bar. This other guy asks her if she wants to dance. She says okay and dances with him.

You're really mad. You feel that she's with you and shouldn't dance with somebody else. When she comes back, you tell her that you're going home right now.

Outside you get into an argument about what happened. Maybe because you're a little high, you say a few things you shouldn't. When you call her a whore, she just loses it and slaps you right across the face.

Discussion Questions

1. What do you think would happen now?
2. Would you hit her?
3. What should you do?

The First Blow/LEADER'S RESPONSE

The Leader should stress that never hit on your family means never. Walk before you lose it and deal with it later. You don't own your girlfriend. Dancing with someone else isn't that big of a deal. She shouldn't hit you, but people do things they wouldn't do otherwise when they're drinking. You do have a right to be angry at her and should tell her so when you're both sober. She has no more right to hit you than you have to hit her.

NOTE TO PRESENTER: You may find yourself all alone on this issue. Kids sometimes respond to this story in an extreme way.

"N" IS FOR NEVER HIT ON YOUR FAMILY

FATHERING SKILLS

DISCIPLINE

MATERIALS NEEDED: NEWSPRINT

MAGIC MARKER

SUGGESTED SCRIPT:

WHAT IS DISCIPLINE? DISCIPLINE IS TEACHING YOUR CHILDREN WHAT TO DO AND WHAT NOT TO DO. IT'S VERY IMPORTANT. THINK WHAT YOUR CHILD WOULD BE LIKE IF YOU NEVER TRIED TO TEACH HIM HOW TO BEHAVE. HOW DO YOU THINK HE WOULD BEHAVE? (THE LEADER HOLDS A DISCUSSION ON THIS QUESTION.)

CAN ANYBODY REMEMBER BEING PUNISHED FOR SOMETHING THAT YOU DID WHEN YOU WERE VERY YOUNG. WHAT WAS IT? DID YOU KNOW IT WAS WRONG? (THE LEADER GETS RESPONSES.)

IT ISN'T FAIR TO GET ANGRY AT A CHILD FOR BREAKING RULES HE DOESN'T KNOW OR UNDERSTAND. IT'S NOT ONLY UNFAIR, IT DOESN'T WORK VERY WELL.

YOU AND YOUR PARTNER HAVE TO DECIDE IN ADVANCE WHAT THE RULES OF YOUR FAMILY ARE AND WHAT YOU WILL DO IF THE RULES ARE BROKEN. YOU HAVE TO MAKE SURE, AS YOUR CHILDREN GROW OLDER, THAT THEY UNDERSTAND WHAT YOU WANT, AND THAT YOU AND YOUR PARTNER AREN'T GIVING DIFFERENT MESSAGES ABOUT WHAT YOU WANT.

YOU WILL FIND THAT CHILDREN WILL USUALLY DO WHAT YOU TELL THEM IF YOU ARE CLEAR, YOU MAKE SURE THAT THEY UNDERSTAND, AND YOU REALLY MEAN IT.

THE IMPORTANT THING IS THAT YOU REALLY MEAN WHAT YOU SAY AND THAT THE RULES DON'T CHANGE FROM DAY TO DAY. THE WORST THING

THAT YOU CAN DO IS TO CONFUSE YOUR CHILD BY CHANGING THE RULES ALL THE TIME.

REMEMBER: CHILDREN OFTEN DON'T UNDERSTAND WHAT ADULTS TELL THEM. YOU WILL HAVE TO BE VERY PATIENT AND REPEAT WHAT YOU WANT MANY TIMES.

LET'S THINK ABOUT WHAT RULES YOU WANT TO TEACH YOUR KIDS. (ON NEWSPRINT, THE LEADER MAKES TWO HEADINGS, "SAFETY" AND "GETTING ALONG WITH OTHERS." THE LEADER THEN ELICITS SUGGESTIONS FROM THE GROUP PLACING THEM UNDER THE APPROPRIATE HEADING.)

THE BEST WAY TO GET YOUR KIDS TO FOLLOW YOUR RULES IS TO PRAISE THEM WHEN THEY DO. ENCOURAGEMENT IS A LOT BETTER THAN PUNISHMENT. IF YOUR KIDS KNOW WHAT YOU WANT AND YOU PRAISE THEM WHEN THEY GIVE IT TO YOU, IT WILL NOT BE NECESSARY FOR YOU TO USE DISCIPLINE VERY OFTEN.

A GOOD FATHER THINKS VERY CAREFULLY BEFORE USING PUNISHMENT OF ANY SORT, EVEN JUST MAKING THE CHILD SIT QUIETLY. DOES THE CHILD UNDERSTAND? IS THERE A BETTER WAY TO TEACH THE CHILD?

REMEMBER: ALWAYS DISCIPLINE A CHILD IMMEDIATELY. FIFTEEN MINUTES LATER THE CHILD HAS FORGOTTEN WHAT HAPPENED. IT DOES NO GOOD TO DISCIPLINE IF THE CHILD DOESN'T REALLY KNOW WHAT HE'S DONE.

BEFORE YOU DISCIPLINE A CHILD, YOU SHOULD THINK ABOUT WHETHER YOU REALLY ARE TRYING TO TEACH - ARE YOU JUST MAD?

REMEMBER: NEVER PUNISH A BABY. IT DOES ABSOLUTELY NO GOOD AT ALL TO TRY TO DISCIPLINE A BABY. BABIES DO NOT UNDERSTAND WHAT YOU WANT AND CANNOT HELP BEING BABIES.

FOR CHILDREN UNDER TWO, DISCIPLINE IS VERY SIMPLE. WHEN THE

CHILD DOES SOMETHING WRONG, PUT YOUR HAND ON THE CHILD'S SHOULDER. DON'T SHAKE THE CHILD OR EXERT ANY PRESSURE. LOOK THE CHILD IN THE EYE. SAY FIRMLY, BUT NOT LOUDLY, "NO." PICK THE CHILD UP AND REMOVE HIM FROM THE SITUATION. PUT THE CHILD DOWN AND FIND A TOY OR SOMETHING ELSE TO DISTRACT HIM.

THIS METHOD TAKES TIME AND PATIENCE, BUT IT IS AN EFFECTIVE WAY TO TEACH YOUR CHILD THE BASICS. (THE LEADER DEMONSTRATES THE METHOD, USING ONE OF THE PARTICIPANTS AS A "CHILD." EACH PARTICIPANT TRIES THE METHOD, USING THE LEADER AS THE CHILD AND RECEIVES FEEDBACK ON HIS APPROACH FROM THE GROUP. EACH PARTICIPANT SHOULD ESTABLISH NONPAINFUL PHYSICAL CONTACT, ESTABLISH EYE CONTACT AND SAY "NO" IN A FIRM, BUT NOT LOUD VOICE.)

FOR OLDER CHILDREN, WE SIMPLY ADD A COUPLE OF THINGS TO THE ABOVE TECHNIQUE. FIRST OF ALL, THE OLDER CHILD IS BEGINNING TO UNDERSTAND MORE. WE MAKE AN EFFORT TO TELL THE CHILD WHAT WE DON'T LIKE ABOUT WHAT HE HAS DONE. SECOND, WE ADD A SIMPLE AND REASONABLE CONSEQUENCE.

HERE ARE THE STEPS. (THE LEADER WRITES THE STEPS ON NEWSPRINT.)

1. PUT A HAND ON THE CHILD'S SHOULDER. DON'T HURT HIM!
2. ESTABLISH EYE CONTACT. LOOK HIM IN THE EYE.
3. SAY FIRMLY, BUT NOT LOUDLY, "I DON'T LIKE IT WHEN YOU HIT YOUR SISTER (RUN IN THE STREET, ETC.)."
4. TAKE THE CHILD TO A CHAIR. SIT HIM ON IT AND SAY, "I WANT YOU TO SIT QUIETLY FOR A LITTLE WHILE AND THINK ABOUT WHAT I AM TELLING YOU. I DON'T WANT YOU TO HIT

YOUR SISTER (RUN INTO THE STREET, ETC.)."

5. LET THE CHILD SIT QUIETLY FOR 2-5 MINUTES. IF HE GETS UP, RETURN HIM TO THE CHAIR GENTLY BUT FIRMLY. LET HIM RETURN TO PLAY. DO NOT MAKE HIM SIT STILL FOR LONGER THAN 5 MINUTES.

THIS TAKES A LOT OF PATIENCE, BUT IT WORKS. YOU DO NOT NEED TO HIT YOUR CHILD TO MAKE HIM BEHAVE. HERE ARE SOME "DON'TS."
(THE LEADER WRITES THE FOLLOWING ON NEWSPRINT.)

1. DON'T HURT YOUR CHILD.
 2. DON'T YELL, CALL NAMES OR THREATEN.
 3. DON'T TRY TO SCARE YOUR CHILD.
 4. DON'T USE PUNISHMENT UNLESS YOU HAVE NO OTHER CHOICE.
- PRAISE WORKS BETTER.

NOW LET'S PRACTICE. (THE LEADER SETS UP SIMPLE SITUATIONS BETWEEN PAIRS OF PARTICIPANTS PLAYING "PARENT" AND "CHILD." THE CHILD RUNS INTO THE STREET [HITS HIS SISTER, ETC.]. THE PARENT MUST RESPOND. REVIEW THE STEPS TO MAKE SURE THAT EACH "PARENT" RESPONDS CORRECTLY. IN SETTING UP SITUATIONS, USE THE LIST OF RULES SUGGESTED BY THE CLASS EARLIER IN THE EXERCISE TO COME UP WITH IDEAS.)

WHEN CHILDREN ARE SCHOOLAGE, YOU CAN DISCIPLINE EFFECTIVELY BY TAKING AWAY A PRIVILEGE. IT'S BEST IF DISCIPLINE ALWAYS MAKES SOME KIND OF SENSE. A CHILD WHO FORGETS TO PUT AWAY HIS BICYCLE MIGHT HAVE THE BIKE TAKEN AWAY FOR A DAY. A CHILD WHO DOESN'T COME HOME ON TIME MIGHT HAVE TO COME IN EARLY ON THE NEXT DAY. CAN ANYONE THINK OF OTHER EXAMPLES? (THE LEADER GETS RESPONSES FROM THE GROUP.)

UNIT V

SESSION TWO

OPENING EXERCISE

STAGES:

TERRIBLE TWO'S ???

TRIGGER STORY:

CHILD ABUSE

ACTIVITY:

MAD SCIENCE

OPENING EXERCISE

(THE LEADER REVIEWS COMPLETED TAKING CARE SLOGANS, ASKING WHAT EACH SLOGAN MEANS.)

"T" IS FOR TAKE CARE OF YOUR KIDS

"A" IS FOR ALWAYS COUNT TO TEN

"K" IS FOR KIDS LEARN FROM YOU

"I" IS FOR INFANTS CAN'T HELP IT

"N" IS FOR NEVER HIT ON YOUR FAMILY

STAGES

STAGE: TERRIBLE TWO'S ???

APPROXIMATE AGE: 2-3 YEARS

YOUR BABY DOES NOT UNDERSTAND WHY HE IS ALWAYS BEING TOLD HE IS BAD. WHAT IS BAD? HE ONLY WANTED THE TOY IN THE BOTTOM OF THE BOX - SO HE DUMPED ALL THE CEREAL ON THE FLOOR. WHY WAS IT BAD TO EAT THE FROSTING OFF THE CAKE? IT TASTED GOOD.

AT AROUND 2-1/2 YEARS OLD, YOUR BABY IS MOSTLY AWARE OF WHAT HE WANTS AND WHAT HE WANTS TO DO. HE DOESN'T CARE WHAT OTHER PEOPLE WANT. MANY TIMES HIS DESIRES ARE NOT THE SAME AS YOURS. HIS ACTIONS MAY NOT BE ACCEPTABLE TO YOU. HE NEEDS TO HAVE LIMITS AND CONTROLS SET FOR HIM WHEN NECESSARY, BUT HE MUST BE TOLD THAT HIS ACTION OR BEHAVIOR IS BAD - NOT HIM. IF YOUR BABY IS ALWAYS TOLD THAT "HE IS A BAD BOY," HE WILL BELIEVE IT. IF HE BELIEVES HE IS BAD, HE MAY SPEND MANY YEARS OR EVEN A LIFETIME TRYING TO PROVE JUST HOW BAD HE IS. BABIES SHOULD NEVER BE LABELED OR CALLED BAD NAMES. HE BELIEVES WHAT YOU TELL HIM.

YOUR BABY DOESN'T MEAN TO ALWAYS BE GETTING INTO THE WRONG THINGS. IT JUST HAPPENS. HE DOESN'T MEAN TO DRIVE YOU CRAZY.

(THE LEADER LEADS A DISCUSSION ON THINGS A 2-YEAR-OLD DOES THAT CAN DRIVE YOU CRAZY.) HE'S JUST TRYING TO DO THINGS HIMSELF AND BE A BIG BOY. THERE'S AN AWFUL LOT TO LEARN OUT THERE. HE IS ALWAYS TESTING TO SEE HOW FAR HE CAN GO. THIS IS A TIME FOR HIS INDEPENDENCE TO BEGIN. SOME DAYS HE IS REALLY GOOD. THEN, ALONG COMES A TERRIBLE DAY WITH HIM. HE DOESN'T LIKE LIMITS SET FOR HIM AND HE DOESN'T LIKE TO BE TOLD "NO." HE JUST LOVES TO BE BOSS.

IT IS IMPORTANT THAT YOU TRY NOT TO GET INTO AN ARGUMENT WITH HIM. IT'S ALMOST IMPOSSIBLE TO WIN AN ARGUMENT WITH A 2-YEAR-OLD. THEIR ARGUMENTS DON'T MAKE ANY SENSE. INSTEAD, TRY TO INTEREST HIM IN SOMETHING ELSE.

THIS IS ALSO A TIME FOR ROUTINES OR RITUALS. ONE EXAMPLE OF THIS IS BEDTIME. THE TODDLER FEELS HE MUST DO THE EXACT SAME THING EACH NIGHT BEFORE BED - DRINK, GET INTO BED, STORY TIME, TOILET, BACK TO BED. OR, HE WILL ONLY GO TO SLEEP WITH THREE STUFFED TOYS IN EXACT PLACES ON HIS BED. IF ONE TOY IS MISSING, NO BED. THIS CAN REALLY GET TO YOU. ALL THESE THINGS GIVE A SENSE OF SECURITY TO THE TODDLER. THEY ARE FAMILIAR. THEY HAPPEN EVERY DAY. THEY ARE THINGS HE IS SURE OF. EVENTUALLY, THIS NEED WILL PASS TOO.

A TODDLER'S WORLD IS MADE UP OF A LOT OF MAKE-BELIEVE AND PRETEND. SOMETIME AROUND 3 YEARS OLD, THE TODDLER MAY INVENT A "FRIEND." THIS IMAGINARY PERSON OR ANIMAL IS VERY REAL TO HIM. IN FACT, "FRIEND" IS THE ONE WHO SPILLED THE MILK OR BROKE THE GLASS. "FRIEND" DOES A LOT OF NAUGHTY THINGS. "FRIEND" WILL ALSO DISAPPEAR WHEN THE TODDLER NO LONGER NEEDS HIM. (THE LEADER

ASKS THE GROUP IF THEY EVER HAD AN IMAGINARY FRIEND OR IF THEY KNOW A CHILD WHO HAS ONE. TELL ABOUT THIS "FRIEND.")

RITUALS AND MAKE-BELIEVE FRIENDS HELP THE CHILD THROUGH A PERIOD WHEN HE IS NOT SURE OF HIMSELF. HE DOESN'T ALWAYS KNOW HOW HE SHOULD BEHAVE. HIS IMAGINARY FRIEND CAN ALSO DO THINGS WHICH THE CHILD KNOWS HE SHOULDN'T DO. THIS FRIEND CAN DO THE BAD THINGS THAT THE CHILD WOULD LIKE TO DO. THAT'S OKAY. IT HELPS THE CHILD DEAL WITH HIS EMOTIONS.

THE TERRIBLE TWO'S IS A TIME OF GREAT STRESS AND GREAT JOY. A TWO-YEAR-OLD CAN BE LOTS OF FUN. YOU MUST KEEP YOUR SENSE OF HUMOR. THIS STAGE IN YOUR CHILD'S LIFE CAN BE - AND SHOULD BE - A LOT OF FUN.

(LEADER DISPLAYS SUPERDAD POSTER AND ADDS APPROPRIATE SAYING - "DON'T LOSE CONTROL")

SUPERDAD SEZ: DON'T LOSE CONTROL.

A TODDLER CAN STRAIN THE PATIENCE OF A SAINT. YOU MUST NOT TURN ON THE CHILD WITH UNCONTROLLED ANGER AND FRUSTRATION. THE CHILD CAN'T HELP HIS BEHAVIOR - YOU CAN. REMEMBER, YOU ARE THE PARENT, THE ADULT AND THE TEACHER.

YOU CAN:

1. CONTROL YOURSELF.
2. KNOW YOURSELF. KNOW WHEN YOU ARE ABOUT TO LOSE CONTROL. DON'T LET IT HAPPEN.
3. COUNT TO 10 BEFORE YOU YELL. CHANCES ARE YOU WON'T YELL IF YOU THINK ABOUT IT.
4. SPEND A SPECIAL TIME EACH DAY HAVING FUN WITH

YOUR CHILD. IF YOU HAVE MORE THAN ONE CHILD,
SPEND TIME ALONE WITH EACH ONE.

(THE LEADER SOLICITS SUGGESTIONS ON WHAT YOU CAN DO IF YOU
FEEL THAT YOU ARE LOSING CONTROL - [WALK BEFORE YOU LOST IT; STEP
BACK AND SIT DOWN; CLOSE YOUR EYES, BREATHE IN SLOWLY, BREATHE
OUT SLOWLY, REPEAT 5-10 TIMES; DO PUSH-UPS; SLOWLY COUNT TO
TEN.])

"N" is for NEVER HIT ON YOUR FAMILY

TRIGGER STORY

CHILD ABUSE

When you come home, Johnny has a very bad bruise on the side of his face. Your wife tells you that he fell down. Johnny's really quiet - which isn't normal for him. The next few days he cries a lot.

A few days later Johnny gets a broken arm. He fell down the stairs, your wife tells you. Johnny seems really upset. He begins to cry over nothing.

Later on you're talking to your next door neighbor. He works the night shift and is home all day. You mention Johnny's accident. He gives you a funny look and says, "I think you should know that I heard your wife yelling and beating on that boy. It's none of my business, but I thought I should tell you."

Discussion Questions

1. How would you feel about this?
2. What would you do?

Child Abuse/LEADER'S RESPONSE

The Leader should stress the damage that child abuse can do to Johnny, to your wife and to your family. Your wife needs help. You should try to talk to her and get her to be honest about what happened. You might get her to your family doctor or to a minister. There are groups and agencies in the community to help parents who abuse children and help them stop.

NOTE TO PRESENTER: The kids may respond extremely. They may "kill" or "beat up" the wife. They may even get mad at the helpful neighbor.

ACTIVITY

N = Never Hit on your Family

Mad Science

Introduction

The leader explains that "Mad Science" is an actual scientific experiment to determine what the most effective way of teaching someone is - rewarding them when they do right or punishing them when they do wrong. If everyone cooperates, the group will be able to find out once and for all.

Materials and Preparation

1. Tokens or coins
2. A coffee can
3. Pen and paper
4. Small candies or nuts

Set up a coin toss. Put tape on the floor for a throwing line. Place the can 4-6 feet from the line. Experiment with the distance to make sure that it's hard enough, but not too hard for your group. Ideally, the average person should be able to hit the can 50% of the time.

Instructions

1. State the introduction.
2. The leader selects a scorekeeper. The scorekeeper keeps track of the number of successful throws made by each player.
3. The leader selects the first player. On a table by the shooting line the leader lays out 10 candies or nuts. The player is told that these are his, if he throws well.
4. The leader instructs the group that they are to remain silent if the player hits the tin can. If he misses, they are to boo, hiss and make disparaging remarks about his abilities - "He can't throw," "missed by a mile," etc.
5. The player is allowed 10 throws, each at the leader's command. Each time the player misses, the leader makes a show of picking up one of the nuts or candies and eating it. The leader joins in the general chorus of discouragement.
6. Each participant takes a turn, using the same procedure. The cumulative total of successful throws for the group is calculated.

7. The leader announces that everyone gets a second chance under new rules. This time, players are to be cheered and encouraged when they make successful throws. The group remains silent when there's a miss. Discouraging or negative comments are not allowed.
8. When the player makes a successful throw, the leader makes a show of feeding him a candy or nut.
9. All players are run through and their cumulative score is totaled.
10. The leader holds a discussion comparing the score and asking the participants how they felt about the different styles of play. They are asked to form a conclusion about what works and feels best - punishment or reward.

Alternatives

As a "homework" project, the group might gather further data, running the experiment with as many subjects as possible - under adult supervision, of course.

UNIT VI

SESSION ONE

LECTURETTE: G IS FOR GET HELP IF YOU NEED IT

TRIGGER STORY: A DRINKING PROBLEM

FATHERING SKILLS: CHILD-PROOFING

LECTURETTE

SUGGESTED SCRIPT:

"T" IS FOR TAKE CARE OF YOUR KIDS.

"A" IS FOR ALWAYS COUNT TO TEN.

"K" IS FOR KIDS LEARN FROM YOU.

"I" IS FOR INFANTS CAN'T HELP IT.

"N" IS FOR NEVER HIT ON YOUR FAMILY.

G IS FOR GET HELP IF YOU NEED IT

WHAT DOES THAT MEAN? (THE LEADER GETS RESPONSES FROM THE GROUP.)

EVERYBODY HAS PROBLEMS AND AT SOME TIME IN EVERYBODY'S LIFE THERE WILL BE A PROBLEM THAT THAT PERSON CAN'T HANDLE ALONE. IT TAKES COURAGE TO HANDLE YOUR OWN PROBLEMS. IT TAKES COURAGE TO ADMIT THAT YOU CAN'T AND TO SEEK HELP.

THESE DAYS DRUGS AND ALCOHOL ARE PROBLEMS FOR LOTS OF PEOPLE - AND DRUG AND ALCOHOL PROBLEMS CAN MAKE IT IMPOSSIBLE FOR YOU TO CARE FOR YOUR FAMILY.

FAMILIES HAVE ALL KINDS OF OTHER PROBLEMS. SOMETIMES A MAN AND A WOMAN FIND IT IMPOSSIBLE TO GET ALONG WITH EACH OTHER. SOMETIMES ONE OR BOTH HAS EMOTIONAL PROBLEMS THAT MAKE IT HARD TO BE A GOOD PARTNER.

THERE ARE MONEY PROBLEMS. WHAT DO YOU DO IF YOU END UP IN THE MIDDLE OF WINTER WITH NO JOB, NO MONEY, NO FOOD, NO HEAT AND A LANDLORD THREATENING TO PUT YOU INTO THE STREET?

KIDS SOMETIMES HAVE SPECIAL PROBLEMS. SOME CHILDREN DON'T DEVELOP NORMALLY. THEY MAY BE MENTALLY RETARDED OR HAVE MENTAL PROBLEMS. THEY MAY HAVE A MEDICAL PROBLEM THAT COULD BE CORRECTED. SOME KIDS GET INTO CONSTANT TROUBLE - STEALING,

LYING, ATTACKING OTHER KIDS, SETTING FIRES. YOU MAY TRY EVERYTHING, AS A PARENT, AND NOT BE ABLE TO SOLVE THE PROBLEM.

WHAT DO YOU DO THEN? DO YOU JUST SAY, "HE'S A BAD KID AND THERE'S NO HELP FOR HIM"?

FORTUNATELY, THERE ARE AGENCIES, ORGANIZATIONS AND PEOPLE WHO CAN HELP WITH ANY PROBLEM YOUR FAMILY MIGHT HAVE. THE PROBLEM IS THAT YOU HAVE TO KNOW THE RESOURCES IN YOUR OWN COMMUNITY. IT CAN BE VERY HARD TO FIND THE HELP YOU NEED - EVEN THOUGH IT IS AVAILABLE.

FRIENDS, RELATIVES AND NEIGHBORS MAY KNOW WHERE YOU CAN GO TO GET HELP.

IF YOU BELONG TO A CHURCH, YOUR CLERGYMAN MAY BE ABLE TO HELP YOU SOLVE A PROBLEM - OR TO FIND OTHER HELP.

MANY CITIES AND COUNTIES HAVE TELEPHONE NUMBERS THAT YOU CAN CALL TO FIND OUT WHAT SERVICES ARE AVAILABLE TO YOU.

IF A CHILD SEEMS TO HAVE A SPECIAL PROBLEM OR DOESN'T SEEM TO BE LEARNING HOW TO MOVE, TALK OR WALK WHEN HE SHOULD, GO TO A DOCTOR. THE DOCTOR CAN HELP YOU DETERMINE IF YOU REALLY DO HAVE A PROBLEM AND DIRECT YOU TO PLACES WHERE YOU CAN GET HELP.

WHEN A CHILD DOESN'T MOVE AROUND, WALK OR TALK AS EARLY AS OTHER CHILDREN, FAMILIES OFTEN GET VERY UPSET. SOMETIMES IT DOESN'T MEAN ANYTHING. SOME CHILDREN DEVELOP SLOWER THAN OTHERS. IT IS SOMETHING THAT SHOULD BE CHECKED BY A DOCTOR WHO SPECIALIZES IN CHILDREN.

LIVING WITH A CHILD WITH A SPECIAL PROBLEM - A PHYSICAL OR MENTAL HANDICAP - IS HARD ON PARENTS. YOU NEED ALL THE EXTRA HELP THAT YOU CAN GET.

ALL CHILDREN GET SICK. SOMETIMES IT'S SERIOUS, USUALLY IT ISN'T. IF YOU TOOK YOUR BABY TO THE DOCTOR EVERY TIME HE SPIT UP, YOU WOULD BE AT THE DOCTOR'S OFFICE ALL THE TIME. ON THE OTHER HAND, IF A BABY VOMITS OR HAS DIARRHEA CONTINUOUSLY FOR A COUPLE OF HOURS, IT COULD BE VERY SERIOUS.

THE SAME THING GOES FOR FEVERS. IT ISN'T UNCOMMON FOR A CHILD TO HAVE A FEVER, BUT IF IT'S VERY HIGH OR LASTS, GET TO A DOCTOR. FEVERS ARE SERIOUS FOR YOUNG BABIES.

YOU HAVE TO WATCH YOUR CHILD AND GET TO KNOW WHAT'S NORMAL FOR HIM. SOME CHILDREN NEVER GET A FEVER. SOME GET FEVERS MORE FREQUENTLY. IF YOUR CHILD DOESN'T HAVE FEVERS OFTEN, HE'S PROBABLY SICK IF HE HAS ONE. YOU HAVE TO USE YOUR INSTINCTS AND GOOD SENSE. IF YOU THINK THE BABY IS REALLY SICK, DON'T HESITATE. GET HELP.

MANY PEOPLE THINK THAT KIDS WHO CONSTANTLY LIE, STEAL OR GET INTO TROUBLE ARE JUST "BAD" KIDS AND YOU CAN'T DO ANYTHING FOR THEM. IT'S VERY IMPORTANT TO IDENTIFY THIS PROBLEM EARLY AND DO SOMETHING ABOUT IT. A CHILD WHO BEHAVES IN THIS WAY CAN BE MORE EASILY HELPED AT AN EARLY AGE.

SOME CHILDREN ARE JUST "DISCIPLINE PROBLEMS." PARENTS FIND IT IMPOSSIBLE TO GET THEM TO BEHAVE. IT CAN BE VERY USEFUL TO HAVE HELP FROM SOMEONE FROM OUTSIDE THE FAMILY, SOMEONE WHO KNOWS ABOUT CHILDREN. OFTEN, THE CHILD'S MISBEHAVIOR IS CAUSED BY SOMETHING THE PARENTS ARE DOING.

YOUR PERSONAL PROBLEMS CAN REALLY HAVE A BAD EFFECT ON YOUR FAMILY. WE WILL BE TALKING ABOUT ALCOHOL AND DRUG PROBLEMS LATER. FOR NOW, LET'S JUST SAY THAT ALL CITIES HAVE ALCOHOLICS

ANONYMOUS AND OTHER PROGRAMS TO WORK WITH BOTH PROBLEM DRINKERS AND DRUG ABUSERS. IT TAKES A LOT OF COURAGE TO ADMIT THAT YOU HAVE A PROBLEM, BUT, IF YOU DO, YOU CAN FIND LOTS OF HELP.

IT TAKES COURAGE TO ADMIT THAT YOU HAVE ANY PROBLEM THAT YOU CAN'T SOLVE.

WE CAN'T SAY THAT IT IS ALWAYS EASY TO GET THE HELP YOU NEED. YOU MAY END UP TALKING TO A DOZEN PEOPLE BEFORE YOU FIND SOMEONE WHO CAN HELP YOU. IF YOUR FAMILY'S FUTURE IS AT STAKE, THOUGH, YOU HAVE TO KEEP TRYING.

THERE'S ONE PROBLEM THAT EVERY PARENT NEEDS HELP WITH - THAT'S FINDING SOMEONE TO TAKE CARE OF THEIR KIDS SOMETIMES.

IT'S HARD TO KEEP A FAMILY GOING UNLESS BOTH PARENTS WORK. THAT MEANS THAT YOU HAVE TO GET A BABYSITTER.

IF YOU HAVE PARENTS CLOSE BY, YOU MAY GET BABYSITTING THAT WAY. IF NOT, YOU MAY HAVE TO PAY A BABYSITTER.

YOU WANT TO BE VERY CAREFUL WHO YOU LEAVE YOUR CHILD WITH. WHAT QUESTIONS WOULD YOU ASK A BABYSITTER? (THE LEADER GETS RESPONSES FROM THE GROUP.)

YOU WOULD WANT TO GET REFERENCES - OTHER PEOPLE WHO KNOW THE BABYSITTER TO BE A RESPONSIBLE PERSON. YOU WOULD WANT THE BABYSITTER TO BE OLD ENOUGH. YOU DON'T WANT TO LEAVE YOUR CHILD WITH A CHILD. YOU WANT SOMEONE WHO CAN BE TRUSTED - WHO WILL WATCH THE CHILD AND CARE FOR HIM. AND, OF COURSE, YOU DON'T WANT SOMEONE WHO WILL PHYSICALLY OR SEXUALLY ABUSE YOUR CHILD. YOU WANT TO TELL THE BABYSITTER HOW TO HANDLE PUNISHMENT. YOU WILL WANT TO KNOW WHAT AND WHEN YOUR CHILD WILL BE FED.

YOU MUST ALWAYS MAKE SURE THAT ANYONE CARING FOR YOUR CHILD

KNOWS WHEN YOU WILL BE BACK AND KNOWS WHAT TO DO IN AN EMERGENCY. THE BABYSITTER SHOULD KNOW HOW TO CONTACT YOU. IF YOU'RE SOMEWHERE WHERE YOU CAN'T BE TELEPHONED, YOU SHOULD CALL IN NOW AND THEN.

CHOOSING A DAYCARE CENTER IS ALMOST THE SAME. A DAYCARE CENTER IS JUST A BUSINESS OFFERING BABYSITTING. THEY GET A LICENSE FROM THE STATE AND YOU SHOULD SEE THAT LICENSE BEFORE YOU LEAVE YOUR CHILD THERE. YOU SHOULD SPEND SOME TIME AT THE CENTER NOW AND THEN AND WATCH HOW THEY TREAT THE CHILDREN. THEY SHOULD BE KEEPING TRACK OF EVERY CHILD ALL THE TIME. TALK TO OTHER PARENTS USING THE DAYCARE CENTER.

WATCH YOUR CHILD AFTER HE HAS BEEN AT THE BABYSITTER OR DAYCARE CENTER. IS HE BEHAVING NORMALLY? IF HE CRIES WITHOUT REASON OR IS TOO QUIET FOR LONG PERIODS OF TIME, THERE MAY BE SOMETHING WRONG. SOMEONE MAY BE ABUSING HIM. FIND OUT WHAT'S GOING ON.

REMEMBER:

1. GET HELP IF YOU NEED IT.
2. IF YOU DON'T KNOW WHERE TO GET HELP, ASK AROUND.
3. IF YOU'RE WORRIED THAT YOUR CHILD ISN'T MOVING AROUND, WALKING AND TALKING FAST ENOUGH, SEE A DOCTOR.
4. IF YOU HAVE A PERSONAL PROBLEM LIKE DRINKING OR DRUGS, GET HELP; YOUR PERSONAL PROBLEMS CAN HURT YOUR FAMILY.
5. BE CAREFUL WHO YOU LEAVE YOUR CHILD WITH.

"G" is for GET HELP IF YOU NEED IT

TRIGGER STORY

A DRINKING PROBLEM?

Your drinking isn't a problem. Sure, you get a little high on weekends, but not usually on weekdays. On weekdays, it's just a couple of beers for lunch and a few after work. A man has to unwind sometimes. Your wife is hassling you because you come home a little late. And the boss has dropped a couple of remarks about smelling beer on your breath after lunch.

It's true that you don't see the kids much, but so what? You're supporting them, aren't you?

You feel like other people should just get off your back.

One Saturday you get really high and black out. When you wake up, you can't remember anything that happened. You decide maybe you ought to cut back a little.

Discussion Questions

1. Is your drinking a problem?
2. What is going to happen if you don't make any changes?
3. What should you do?

A Drinking Problem?/LEADER'S RESPONSE

The Leader should stress the seriousness of this problem. You are an alcoholic. You need help. Just trying to "cut back" won't work. You are going to have to take action. You could join AA or another self-help group. You are missing out on family life and depriving your family of the chance to be together.

"G" IS FOR GET HELP IF YOU NEED IT

FATHERING SKILLS

CHILD-PROOFING

NOTE: BEFORE THE STUDENTS COME INTO THIS CLASS, THE LEADER PUTS SELECTED MATERIALS (FROM LIST BELOW, OR OTHER MATERIALS OF HIS CHOICE) AROUND THE ROOM, UNDER CHAIRS, IN CORNERS, ETC. THE MATERIALS SHOULD BE IN SIGHT BUT NOT TOO OBVIOUS. THE LEADER MAKES A CHECKLIST ON NEWSPRINT OF ALL THE ITEMS HE HAS PLACED IN THE ROOM.

SUGGESTED MATERIALS: (CHOOSE SEVERAL ITEMS FROM THE LIST.

WHEN CHOOSING, CONSIDER ANY SECURITY PRECAUTIONS AT YOUR FACILITY.)

ANT TRAPS
STRAIGHT PINS
BOBBY PINS
DRIED PEAS OR BEANS
CAN OF CLEANSER
PENCIL
THUMB TACKS
NAILS
DRY DOG/CAT FOOD
BLEACH BOTTLE (EMPTY OR FILLED WITH WATER)
MATCHES
PIECE OF BROKEN COFFEE CUP
BOTTLE CAPS
PULL TABS FROM SODA CANS
SOAP POWDER
PAPER CLIPS
ETC.

INSTRUCTIONS

BEGIN THE CLASS BY ASKING THE STUDENTS TO LOOK AROUND THE ROOM FOR ANYTHING THAT THEY THINK WOULD BE DANGEROUS IF A BABY WERE CRAWLING AROUND. GIVE THEM A FEW MINUTES. LET THEM LOOK AROUND.

ASK THE STUDENTS WHAT THEY FOUND. WRITE THEIR ANSWERS ON

NEWSPRINT.

THE LEADER THEN PUTS UP THE NEWSPRINT HE MADE BEFORE CLASS WHICH HAS THE LIST OF ITEMS ON IT THAT HE PLACED IN THE ROOM. COMPARE THE TWO LISTS. CHECK OFF THE ONES THE STUDENTS FOUND TO SEE HOW MANY THEY MISSED.

THE LEADER LEADS A DISCUSSION ON CHILD-PROOFING A CHILD'S SPACE.

OPTION: IF, FOR SOME REASON, THE FATHERING SKILL AS DESCRIBED CANNOT BE DONE IN YOUR FACILITY, YOU CAN DO IT A LITTLE DIFFERENTLY. ON SEPARATE SHEETS OF NEWSPRINT, WRITE THE NAMES OF DIFFERENT ROOMS IN A HOUSE, I.E., KITCHEN, BATHROOM, LIVING ROOM, ETC. HAVE THE GROUP IDENTIFY DANGERS IN EACH ROOM AND LIST THEM ON THE NEWSPRINT. DISCUSS.

POINTS TO COVER:

1. IT IS YOUR RESPONSIBILITY TO MAKE YOUR BABY'S SPACE SAFE FOR HIM. ONCE HE CAN CRAWL AROUND, HE CAN GET INTO A LOT OF THINGS THAN CAN HARM HIM. HE WILL PUT EVERYTHING HE FINDS INTO HIS MOUTH.
2. MAKE A THOROUGH INSPECTION OF ANY SPACE YOUR BABY MAY CRAWL AROUND IN. LOOK FOR ANYTHING THAT COULD HARM HIM.
3. CHECK ALL DRAWERS HE CAN REACH. EMPTY THEM OF ANYTHING THAT HE CAN HURT HIMSELF WITH OR PUT LOCKS OR LATCHES ON THE DRAWERS SO HE CAN'T OPEN THEM. REMEMBER: HE CAN PROBABLY REACH THINGS BETTER THAN YOU THINK.
4. CHECK ALL CLOSETS, ESPECIALLY THOSE NEAR THE FLOOR. CLEAN THEM OUT. REMOVE ANY CLEANING PRODUCTS.

5. THE KITCHEN IS A REAL PROBLEM. MAKE SURE THAT YOUR BABY CANNOT REACH ANY KNIVES OR OTHER SHARP OBJECTS. REMOVE ANY CLEANING PRODUCTS OR POISONS. PUT THEM IN A PLACE THAT YOU ARE SURE YOUR BABY CAN'T GET TO. PUT ALL MATCHES AND SOAPS OUT OF REACH. MAKE SURE HE CAN'T REACH ANY GLASS BOTTLES, JARS, CUPS, ETC. IF HE BANGS THEM ON THE FLOOR, HE CAN BREAK THEM AND CUT HIMSELF.
6. THE BATHROOM IS ANOTHER PROBLEM. KEEP THE DOOR SHUT AND LATCHED ON THE OUTSIDE, IF POSSIBLE. KEEP ALL MEDICINES OUT OF REACH. KEEP RAZORS AND SCISSORS OUT OF REACH. PUT THESE THINGS AWAY SAFELY.
7. KEEP FLOORS SWEEPED CLEAN.
8. KEEP DOG AND CAT FOOD OUT OF REACH. KEEP THE "LITTER" BOX OUT OF YOUR BABY'S REACH.
9. GO FROM ROOM TO ROOM CHECKING TO MAKE SURE IT IS SAFE FOR YOUR BABY.
10. ALWAYS LOOK AROUND FOR DANGERS TO YOUR BABY. THINGS GET DROPPED ON THE FLOOR AND PEOPLE FORGET TO PUT THINGS AWAY.

UNIT VI

SESSION TWO

OPENING EXERCISE

STAGES:

FROM THERE TO HERE

TRIGGER STORY:

DANIEL

ACTIVITY:

HELP!

OPENING EXERCISE

(THE LEADER REVIEWS COMPLETED TAKING CARE SLOGANS, ASKING WHAT EACH SLOGAN MEANS.)

"T" IS FOR TAKE CARE OF YOUR KIDS

"A" IS FOR ALWAYS COUNT TO TEN

"K" IS FOR KIDS LEARN FROM YOU

"I" IS FOR INFANTS CAN'T HELP IT

"N" IS FOR NEVER HIT ON YOUR FAMILY

"G" IS FOR GET HELP IF YOU NEED IT

STAGES

(THE LEADER LEADS A BRIEF DISCUSSION OF THE DIFFERENT STAGES OF CHILDHOOD THAT HAVE BEEN PRESENTED SO FAR -- 0-3 MONTHS; 3-9 MONTHS; 9-18 MONTHS; 15-30 MONTHS; 2-3 YEARS. HAVE THE GROUP GIVE AT LEAST ONE EXAMPLE OF BEHAVIOR FOR EACH STAGE.)

STAGE: FROM THERE TO HERE

APPROXIMATE AGE: 0-3 YEARS

WHAT HAS HAPPENED TO THAT HELPLESS BABY WHO COULDN'T EVEN HOLD UP HIS HEAD? IT IS LIKELY THAT AT 3 MONTHS HE COULD CONTROL HIS HEAD; AT ONE YEAR HE COULD WALK A LITTLE; BY TWO HE WAS TALKING; AT 3 YEARS HE IS RIDING A TRICYCLE. HE HAS GONE FROM ONLY BEING ABLE TO EAT AND SLEEP TO HAVING MOST BASIC MOVEMENT SKILLS. OF COURSE, HIS SKILLS WILL GET MUCH BETTER. HE IS ALSO ABLE TO THINK AND UNDERSTAND SOME THINGS. BUT, HE STILL CANNOT TAKE CARE OF HIMSELF AT 3 YEARS OLD.

THESE FIRST THREE YEARS OF YOUR BABY'S LIFE ARE VERY IMPORTANT. THEY HELP DECIDE WHAT KIND OF ADULT HE WILL BE. HE LEARNS TO TRUST PEOPLE WHEN YOU TAKE CARE OF HIS NEEDS, HELP HIM

AND LOVE HIM. HE LEARNS HOW TO LOVE BY BEING LOVED. HE LEARNS HOW TO CARE BY BEING CARED FOR. HE WILL ALSO LEARN HOW TO HATE IF HE HAS BEEN UNWANTED AND ABUSED. HE LEARNS HOW TO HURT BY BEING HURT. EVEN THOUGH HE IS YOUNG, HE KNOWS HOW THE WORLD AROUND HIM TREATS HIM. IF IT IS KIND AND LOVING AND CARING, HE WILL GROW UP TO BE STRONG.

(THE LEADER ASKS THE GROUP IF THEY THINK IT IS DIFFICULT TO BE A BABY AND WHY OR WHY NOT.) ALL OF THIS GROWING AND LEARNING HAS BEEN VERY HARD ON YOUR BABY. HE HAS HAD TO HANDLE SO MANY CHANGES - PHYSICAL CHANGES AND MENTAL CHANGES. AT TIMES, ALL THIS CHANGE IS JUST TOO MUCH FOR HIM TO HANDLE. HE OVERLOADS. WHEN THIS HAPPENS, YOUR BABY CAN BECOME VERY DIFFICULT TO HANDLE. YOU DON'T UNDERSTAND WHY HE IS BEHAVING THIS WAY. HE DOESN'T UNDERSTAND IT EITHER. HE'S NOT HAPPY WITH HIMSELF. DURING THESE PERIODS, YOU NEED A LOT OF PATIENCE. YOUR BABY WILL OUTGROW THIS DIFFICULT STAGE.

THINGS WILL GO ALONG FINE FOR AWHILE. THEN, HE WILL OVERLOAD AGAIN AND BE DIFFICULT. IN A WAY, THIS HAPPENS ALL DURING OUR LIVES. BEING A TEENAGER ISN'T EASY EITHER. IT IS A TIME WHEN A YOUNG PERSON IS DOING A LOT OF CHANGING. SOMETIMES A TEENAGER CAN'T HANDLE IT ALL. HE OVERLOADS AND BECOMES VERY DIFFICULT. THIS HAPPENS TO ADULTS, TOO. FOR YOUR BABY, IT IS EVEN WORSE. HE CAN'T TALK OR EXPLAIN HIS FEELINGS. HE HAS NO UNDERSTANDING. HE'S TOTALLY HELPLESS. IT'S TOUGH. IT'S TOUGH ON YOU, TOO. REMEMBER, IT WILL PASS, AND YOUR BABY WILL WORK HIS WAY THROUGH THESE STAGES IF YOU HELP HIM.

YOU SHOULD TRY TO UNDERSTAND HOW BABY IS FEELING. HE MAY BE

SCARED, UPSET, TIRED, CONFUSED OR LONELY. HIS BODY MAY NOT BE READY TO DO WHAT HE WANTS IT TO DO. YOU MAY WANT HIM TO DO SOMETHING HE IS NOT PHYSICALLY OR MENTALLY ABLE TO DO. SO, HE IS "DIFFICULT." HE WANTS TO BE INDEPENDENT, BUT A CHILD OF THREE CANNOT TAKE CARE OF HIMSELF. HE CAN'T REALLY BATHE, FEED AND DRESS HIMSELF PROPERLY. BUT, HE WANTS TO. WITH LOVE, GUIDANCE AND UNDERSTANDING FROM YOU, YOUR BABY WILL MAKE IT OKAY.

IN SPITE OF ALL THE STRESS AND DIFFICULT TIMES DURING THE FIRST THREE YEARS, THEY SHOULD ALSO BE A TIME OF GREAT JOY. A BABY IS A MIRACLE. NO MACHINE CAN DO EVERYTHING THE HUMAN BODY CAN DO - EVEN AT BIRTH.

IF YOU AND YOUR PARTNER ARE HAVING PROBLEMS, THEY ARE PROBLEMS OF YOUR OWN MAKING. THE BABY DID NOT MAKE THE PROBLEMS. IT IS DUE TO YOU THAT HE IS IN THIS WORLD. YOU ARE RESPONSIBLE FOR ALL HIS NEEDS. IT IS A GREAT RESPONSIBILITY. IT IS ALSO WELL WORTH THE EFFORT AND CAN RESULT IN A LOT OF HAPPINESS.

(LEADER DISPLAYS SUPERDAD POSTER WITH APPROPRIATE SAYING -

"DON'T LABEL YOUR KID")

SUPERDAD SEZ: DON'T LABEL YOUR KID.

LABELS CAN STICK FOREVER. DON'T CALL YOUR CHILD NAMES LIKE BAD, STUPID, DUMB, RETARD. IF HE DOES SOMETHING WRONG, TELL HIM THE ACTION WAS WRONG. FOR EXAMPLE, TELL HIM THAT DUMPING THE CEREAL ALL OVER THE FLOOR WAS BAD. DON'T TELL HIM THAT HE IS BAD. IF YOU TELL A CHILD OFTEN ENOUGH THAT HE IS "STUPID," HE WILL BELIEVE IT AND NOT EVEN TRY TO LEARN. BE CAREFUL WHAT YOU TELL YOUR KIDS - THEY JUST MIGHT BELIEVE YOU.

YOU:

1. DON'T SWEAR AT YOUR CHILD.
2. DON'T LABEL YOUR CHILD - I.E., STUPID, RETARD.
3. FIND A REASON EACH DAY TO TELL YOUR CHILD HE IS A
"GOOD BOY."

(THE LEADER SOLICITS OTHER SUGGESTIONS ON "HOW TO HELP YOUR CHILD
FEEL GOOD ABOUT HIMSELF" - [HELP HIM TO SUCCEED AT SOMETHING;
PRAISE HIM; LET HIM KNOW THAT HE IS IMPORTANT TO YOU BY SPENDING
TIME WITH HIM; LISTEN TO HIM; TALK WITH HIM; ETC.])

"G" is for GET HELP IF YOU NEED IT

TRIGGER STORY

DANIEL

Daniel is three years old. He's a quiet child. He rarely fusses or cries.

The thing is, he doesn't seem like the other children his age. He doesn't seem to have much curiosity. He doesn't play much with his toys. He doesn't talk much. In fact, he doesn't make much noise at all. He's very clumsy and doesn't seem to be learning anything new.

You talk to your wife about it. You tell her that you think Daniel should be seen by a doctor.

She gets really mad. She says that Daniel is just a good child who doesn't get into any trouble. She says that you don't love Daniel, that you've got something against him. She screams at you to get out of the house.

Discussion Questions

1. What should you do?
2. Why do you think your wife is mad?

Daniel/LEADER'S RESPONSE

The Leader should stress how important it is to get Daniel to the doctor. Something is wrong and if you get it early, there's a better chance of helping Daniel. Your wife is mad because she's scared. You've put her fears into words and she's mad at you for forcing her to face them. You should probably leave for a little while and come back and talk to her. Tell her that you love Daniel but are worried about him.

ACTIVITY

G = Get Help if You Need it

HELPI

Introduction

The leader states that the purpose of this exercise is to make the point that sometimes you have to get help. In "Help!" players can't complete their task unless they help each other.

Materials and Preparation

1. Puzzle pieces (You make them yourself)
2. Envelopes
3. Tables and chairs for each team

Take 4 squares of paper (about 6" on a side). Cut each square into 4 pieces so that no 2 pieces are exactly similar. (Patterns are included with the package.) Scramble all the pieces thoroughly. Pick 4 at random and put into an envelope. Fill 3 more envelopes in a similar manner, exhausting the puzzle pieces. This is a game set for 4 people. Make as many sets as you need for your group. Caution - Put a rubber band around each set. If you get them mixed up, your game will be somewhat strange.

Instructions

1. State the introduction.
2. The leader divides the group into sets of four.
3. Each of the 4 players gets an envelope from a complete game set. The players do not open their envelopes until told to begin.
4. The players are told that the objective is to complete all 4 squares at the table. If there are several groups, the group finishing first wins. The rules are
 - * No talking
 - * No taking pieces from anyone
 - * No pointing at or asking for pieces
 - * You may give pieces of your own to others
5. The leader should monitor to make sure rules are understood and obeyed.
6. Following completion of the game, the leader discusses what

happened. The leader points out that there are many situations in family life where you can't succeed without help and cooperation. The groups where individuals concentrate on completing their own squares will be unable to succeed. This should be used as a example of how selfish or egotistic attitudes can hurt you.

Alternatives

Make sophisticated groups of squares cut into 6 pieces rather than 4.

UNIT VII

SESSION ONE

LECTURETTE: C IS FOR CARING IS TOUGH

TRIGGER STORY: A BIG HUG

FATHERING SKILLS: COMMUNICATION SKILLS

LECTURETTE

SUGGESTED SCRIPT:

"T" IS FOR TAKE CARE OF YOUR KIDS.

"A" IS FOR ALWAYS COUNT TO TEN.

"K" IS FOR KIDS LEARN FROM YOU.

"I" IS FOR INFANTS CAN'T HELP IT.

"N" IS FOR NEVER HIT ON YOUR FAMILY.

"G" IS FOR GET HELP IF YOU NEED IT.

C IS FOR CARING IS TOUGH

WHAT DOES THAT MEAN? (THE LEADER GETS RESPONSES FROM THE GROUP.)

IT'S TOUGH TO BE AN ADULT. WHEN YOU HAVE A CHILD, THAT CHILD DEPENDS ON YOU. HE NEEDS YOU. YOU HAVE TO THINK ABOUT THE CHILD BEFORE YOU THINK ABOUT WHAT YOU WANT.

A LOT OF PEOPLE EXPECT THAT HAVING A CHILD IS REALLY NICE. YOU COME HOME AFTER WORK FEELING DOWN AND THE CHILD COMES RUNNING AND HUGS YOU TO MAKE YOU FEEL BETTER.

YOU CANNOT EXPECT A CHILD TO MAKE YOU FEEL BETTER. YOU CANNOT EXPECT A CHILD TO BE NICE TO YOU WHEN YOU'RE DOWN. YOU CANNOT EXPECT THE CHILD TO HELP YOU AND YOUR PARTNER MAKE UP IF YOU HAVE AN ARGUMENT. YOU'RE RESPONSIBLE FOR THE CHILD. THE CHILD IS NOT RESPONSIBLE FOR YOU.

PARENTS WHO EXPECT THEIR CHILD TO COMFORT THEM END UP ANGRY AT THEIR CHILD. YOU COME HOME FEELING DOWN AND YOU FIND A NOISY, MISBEHAVING CHILD INSTEAD OF THE LOVING CHILD YOU WANT TO FIND. YOU FIND MORE PROBLEMS INSTEAD OF RELIEF FROM YOUR PROBLEMS. THAT'S PART OF BEING AN ADULT.

BEING AN ADULT MEANS BEING RESPONSIBLE FOR DISCIPLINING YOUR

CHILD. DISCIPLINING CHILDREN IS AN IMPORTANT RESPONSIBILITY PARENTS HAVE. IT MEANS TEACHING A CHILD TO BEHAVE IN AN ACCEPTABLE WAY. UNLESS THE CHILD LEARNS THIS, IT WILL BE IMPOSSIBLE FOR HIM TO SUCCEED IN SCHOOL OR TO GET ALONG WITH OTHERS IN THE COMMUNITY.

DISCIPLINING A CHILD IS TEACHING. DISCIPLINE IS NOT THE SAME THING AS PUNISHMENT. YOU PUNISH BECAUSE YOU ARE ANGRY AND PUNISHMENT MAKES YOU FEEL BETTER. GOOD DISCIPLINE GETS A POINT ACROSS TO THE CHILD.

SPANKING OR HITTING A CHILD IS NOT GOOD PARENTING. LET'S LOOK AT WHY.

ONE REASON IS THAT, IF YOU'RE ANGRY, YOU MAY HIT THE CHILD TOO HARD AND INJURE HIM. CHILDREN ARE MORE EASILY INJURED THAN ADULTS. ONE IMPORTANT POINT: NEVER HIT A CHILD WITH A BELT, PADDLE OR ANY OTHER OBJECT. THAT IS ALWAYS DANGEROUS. IT'S DANGEROUS TO HIT THE CHILD WITH YOUR HAND, BUT USING A BELT OR OTHER OBJECT IS VERY DANGEROUS.

ANOTHER REASON IS THAT HITTING PEOPLE ISN'T A GOOD WAY OF TEACHING. GOOD PARENTS TEACH THEIR CHILD. LET ME USE AN EXAMPLE:

YOUR CHILD IS PLAYING WITH THE STOVE, THOUGH YOU'VE TOLD HIM NOT TO. YOU SPANK HIM. WHAT MESSAGE DOES HE GET? DON'T PLAY WITH THE STOVE OR DADDY WILL HURT YOU.

SUPPOSE, INSTEAD, THAT YOU PICK THE CHILD UP, TAKE HIM IN THE OTHER ROOM AND MAKE HIM SIT QUIETLY WITHOUT PLAYING FOR THREE MINUTES. YOU SAY, "I TOLD YOU NOT TO PLAY WITH THE STOVE BECAUSE IT CAN HURT YOU. I WANT YOU TO SIT HERE QUIETLY AND REMEMBER

THAT. I DON'T WANT YOU TO BE HURT." A FEW MINUTES LATER YOU ASK, "DO YOU THINK THAT YOU CAN REMEMBER NOT TO PLAY WITH THE STOVE? IT'S VERY IMPORTANT BECAUSE THE STOVE CAN HURT YOU." YOU THEN LET THE CHILD GO BACK TO PLAYING.

WHAT DOES THE CHILD REMEMBER? DON'T PLAY WITH THE STOVE BECAUSE THE STOVE WILL HURT YOU. ISN'T THAT BETTER?

HOW MANY OF YOU BELIEVE THAT CHILDREN HAVE TO BE HIT TO BE TAUGHT. (THE LEADER LEADS A DISCUSSION ON THIS ISSUE, GETTING PARTICIPANTS TO EXPLAIN WHY THEY BELIEVE OR DON'T BELIEVE IN CORPORAL PUNISHMENT.)

FOR SMALL CHILDREN, GETTING THEM TO SIT QUIETLY FOR A MAXIMUM OF FIVE MINUTES IS A GOOD FORM OF DISCIPLINE. REMEMBER: FIVE MINUTES IS FOREVER FOR A LITTLE KID. NEVER EXPECT A KID TO SIT STILL FOR MUCH LONGER THAN THAT. REMEMBER THIS, TOO: NEVER DISCIPLINE A VERY YOUNG CHILD. IF THE CHILD IS TWO OR UNDER, JUST SAY "NO" VERY LOUDLY, AND REMOVE HIM FROM THE SITUATION. HE WON'T UNDERSTAND ANYTHING ELSE.

GOOD DISCIPLINE REQUIRES A LOT OF PATIENCE. REMEMBER: LITTLE CHILDREN CAN'T REMEMBER WHAT YOU SAID YESTERDAY. THEY GET EXCITED AND FORGET EVERYTHING. YOU HAVE TO REPEAT WHAT YOU WANT AND DON'T WANT VERY CALMLY AGAIN AND AGAIN AND AGAIN AND AGAIN. THE CHILD WILL FORGET, AND YOU SHOULDN'T GET ANGRY ABOUT IT. THAT'S HOW CHILDREN ARE.

LETTING A CHILD DO ANYTHING HE WANTS IS NOT GOOD PARENTING. SOME FATHERS, PARTICULARLY THOSE WHO DON'T LIVE WITH THEIR CHILDREN, NEVER DISCIPLINE. THEY JUST LET THE CHILD DO WHAT HE WANTS AND LET MOM DO ALL THE DISCIPLINING. YOU CAN'T ALWAYS BE

THE "GOOD GUY" IF YOU WANT TO BE A GOOD FATHER.

BEING A GOOD FATHER MEANS THAT YOU SOMETIMES HAVE TO MAKE DECISIONS FOR THE CHILD THAT THE CHILD DOESN'T LIKE. YOU MAY HAVE TO MAKE THE CHILD STAY HOME AND PICK UP HIS TOYS WHEN HE WANTS TO GO OUT AND PLAY. WHAT YOU'RE TRYING TO DO, OF COURSE, IS TEACH HIM TO BE RESPONSIBLE FOR HIS THINGS. THAT DOESN'T MEAN THAT HE'LL LIKE IT. HE MAY FEEL THAT YOU'RE JUST BEING MEAN. HE MAY ARGUE. YOU HAVE TO CARRY THROUGH AND MAKE HIM PICK UP THOSE TOYS, THOUGH, BECAUSE IT'S FOR HIS OWN GOOD.

IT'S EASY TO BE A LOUD-MOUTHED BULLY TOWARD YOUR CHILDREN - TO YELL AT THEM AND HIT THEM AND MAKE THEM DO WHAT YOU WANT THEM TO DO RIGHT NOW.

IT'S TOUGH TO BE A GOOD FATHER, TO BE A PATIENT TEACHER WHO LOOKS AT WHAT IS GOOD FOR THE CHILD, RATHER THAN WHAT FEELS GOOD RIGHT NOW. IT'S TOUGH TO TEACH INSTEAD OF JUST GETTING ANGRY.

IT'S EASY TO BE A "GOOD GUY," TO JUST PLAY WITH THE CHILD AND LET THE CHILD DO WHAT THE CHILD WANTS TO DO. IT'S EASY TO LET MOM DO THE WORK OF DISCIPLINE.

IT'S TOUGH TO DO THE RIGHT THING FOR THE CHILD EVEN THOUGH THE CHILD MAY BE MAD AT YOU FOR DOING IT. HE WON'T BE MAD FOR LONG. EVENTUALLY, HE WILL RESPECT YOU AND UNDERSTAND THAT YOU CARE.

REMEMBER:

1. DON'T EXPECT YOUR CHILD TO MAKE YOU FEEL HAPPY.
2. GOOD DISCIPLINE TEACHES; PUNISHMENT JUST SCARES.
3. LITTLE CHILDREN FORGET WHAT YOU TOLD THEM; YOU HAVE TO BE PATIENT.

4. YOU CAN'T ALWAYS BE A "GOOD GUY"; YOU HAVE TO SAY
"NO" SOMETIMES.

"C" is for CARING IS TOUGH

TRIGGER STORY

A BIG HUG

You've had a really hard day and you're really looking forward to getting home. You're working delivering packages and it just seems like everyone you've dealt with today has some kind of beef. Though you were really trying to be polite, the last guy you made a delivery to really got mad. It wasn't your fault, but he was supposed to get the package in the morning, not at 5 o'clock. He calls you every name in the book and says he's going to complain to your boss that you were rude.

You're looking forward to getting a big hug from two-year-old Melissa. She always makes your day.

Not today though. She's playing with dolls with her friends. When you come in, she hardly notices you. You feel hurt. You get mad and send her to her room.

Discussion Questions

1. What's the problem here?
2. Were you right to punish her?
3. What should you do?

A Big Hug/LEADER'S RESPONSE

The Leader should stress that you can't expect emotional support from a child. They will give it, but they shouldn't be expected to help you. You should realize that it's what you expect that's a problem. You were wrong to punish her.

"C" IS FOR CARING IS TOUGH

FATHERING SKILLS

COMMUNICATION SKILLS

MATERIALS NEEDED: NEWSPRINT

MAGIC MARKER

SUGGESTED SCRIPT:

KNOWING HOW TO TALK TO A CHILD IS VERY IMPORTANT. MANY PARENTS JUST YELL AT KIDS. THEY COME INTO THE HOUSE AND THEY SEE THAT THE CHILD HAS LEFT HIS TOYS ALL OVER THE LIVING ROOM, THOUGH HE'S BEEN TOLD TO PUT THEM AWAY. THEY START YELLING:

"HOW MANY TIMES HAVE I TOLD YOU TO PUT YOUR TOYS AWAY!
DON'T YOU LISTEN TO ME! I COULD TALK TO YOU UNTIL
I'M BLUE IN THE FACE, AND YOU STILL DON'T DO AS YOU'RE
TOLD. YOU'RE SO LAZY! IF YOU DON'T PUT YOUR TOYS AWAY,
I'M GOING TO TAKE THEM AWAY FROM YOU AND GIVE THEM TO
THE NEIGHBORS. CAN'T YOU EVER LISTEN? LOOK AT ME WHEN
I'M TALKING TO YOU OR I'LL SMACK YOU ONE."

WHEN YOU ACT LIKE THAT YOU ARE JUST SETTING YOU AND YOUR CHILD UP FOR A BAD DAY. YOUR YELLING AND THREATS CONFUSE THE CHILD AND MAKE IT HARDER FOR HIM TO RESPOND. YOU'RE TELLING HIM THAT HE'S A BAD KID WHO DOESN'T DO WHAT HE'S TOLD. YOU'RE HIS FATHER AND HE'S GOING TO BELIEVE YOU!

A LITTLE KID ISN'T GOING TO UNDERSTAND YOU IF YOU TALK SO MUCH. LITTLE KIDS HAVE JUST LEARNED THE LANGUAGE. IF YOU TALK TOO FAST OR TELL THEM TOO MANY THINGS AT ONCE, YOU LOSE THEM.

IN TALKING TO KIDS, KEEP IT SIMPLE. YOU MIGHT SAY, FOR EXAMPLE, "I DON'T LIKE IT WHEN YOU LEAVE YOUR TOYS OUT. PICK

THEM UP, PLEASE."

CLEAR, SIMPLE MESSAGES WORK MUCH BETTER. SPEAK SLOWLY AND DISTINCTLY. DON'T USE WORDS THE CHILD DOESN'T KNOW. LOOK THE CHILD IN THE EYE TO MAKE SURE THAT HE'S LISTENING.

THE MOST IMPORTANT QUALITY OF A GOOD FATHER IS PATIENCE. IT SOMETIMES TAKES QUITE AWHILE TO GET THROUGH TO A CHILD.

LET'S TAKE THE EXAMPLE OF THE TOYS LYING ALL OVER THE LIVING ROOM. WHAT IF YOU TELL YOUR CHILD TO PICK THEM UP AND HE DOESN'T? WHAT SHOULD YOU DO? (THE LEADER GETS RESPONSES FROM THE GROUP.)

IT'S A GOOD RULE TO GIVE A CHILD AT LEAST THREE CHANCES TO DO WHAT HE'S TOLD BEFORE YOU USE DISCIPLINE. DO YOU THINK THAT YOU HAVE THAT MUCH PATIENCE?

LET'S MAKE A LIST OF SOME OF THE THINGS PARENTS SAY TO CHILDREN THAT THEY SHOULDN'T SAY. (THE LEADER MAKES TWO COLUMNS ON A NEWSPRINT SHEET. IN THE LEFT-HAND COLUMN, THE LEADER RECORDS NEGATIVE PARENTAL STATEMENTS, USING INPUT FROM PARTICIPANTS. THESE WOULD INCLUDE: "YOU'RE LAZY," "YOU'RE STUPID," "SHUT UP," "YOU'RE NO GOOD," "BECAUSE I SAID SO," "DON'T GET SMART.")

LET'S SEE IF WE CAN THINK OF WHAT A PARENT SHOULD SAY INSTEAD. (THE LEADER WRITES POSITIVE ALTERNATIVES ON THE RIGHT-HAND SIDE OF THE SHEET, USING SUGGESTIONS FROM PARTICIPANTS. THESE WOULD INCLUDE, "I DON'T LIKE IT WHEN YOU LEAVE YOUR TOYS OUT," "I DON'T LIKE IT WHEN YOU DON'T LISTEN TO ME," "I DON'T YELL AT YOU, PLEASE DON'T YELL AT ME," ETC.)

REMEMBER: CHILDREN HAVE RIGHTS TOO. YOU CAN'T EXPECT THEM

TO DO WHAT YOU WANT ALL THE TIME. YOU HAVE TO GO THEIR WAY
SOMETIMES. YOU HAVE, AT LEAST, TO LET THEM HAVE THEIR SAY.
COMMUNICATION IS A TWO-WAY STREET!

UNIT VII

SESSION TWO

OPENING EXERCISE

STAGES:

STUMBLING, STUTTERING & QUESTIONS

TRIGGER STORY:

YOU'RE NOT MY DADDY

ACTIVITY:

GOOD NEWS, BAD NEWS

OPENING EXERCISE

(THE LEADER REVIEWS COMPLETED TAKING CARE SLOGANS, ASKING WHAT EACH SLOGAN MEANS.)

"T" IS FOR TAKE CARE OF YOUR KIDS

"A" IS FOR ALWAYS COUNT TO TEN

"K" IS FOR KIDS LEARN FROM YOU

"I" IS FOR INFANTS CAN'T HELP IT

"N" IS FOR NEVER HIT ON YOUR FAMILY

"G" IS FOR GET HELP IF YOU NEED IT

"C" IS FOR CARING IS TOUGH

STAGES

(THE LEADER LEADS A DISCUSSION ON HOW CHILDREN 2-4 YEARS OLD BEHAVE. WHAT DO THEY LIKE TO DO?)

STAGE: STUMBLING, STUTTERING AND QUESTIONS!

APPROXIMATE AGE: 2-4 YEARS

"WHY?" THIS IS A QUESTION A CHILD WILL ASK ALL DAY. SHE ALSO HAS ABOUT A THOUSAND OTHER QUESTIONS - EACH DAY. THE THREE TO FOUR YEAR-OLD-CHILD QUESTIONS EVERYTHING. ONE OF THE REASONS A CHILD ASKS ALL THESE QUESTIONS IS JUST TO HEAR YOU TALK. WORDS AND TALKING REALLY INTEREST HER. SHE IS PRACTICING - PRACTICING TALKING AND LISTENING. YOUR CHILD LIKES TO HEAR YOU TALK EVEN IF SHE DOESN'T ALWAYS UNDERSTAND. SHE IS ALSO GETTING YOUR ATTENTION WHEN YOU TALK TO HER. THERE ARE MANY THINGS A CHILD CAN DO TO GET YOUR ATTENTION. TALKING IS MUCH BETTER THAN TEMPER TANTRUMS. (THE LEADER ASKS FOR OTHER EXAMPLES OF WHAT CHILDREN DO TO GET ATTENTION -- TUG AT YOUR CLOTHES; YELL; BITE; HIT; ETC.)

YOUR CHILD DOES NOT NEED OR WANT LONG ANSWERS. A VERY SIMPLE ANSWER IS MUCH BETTER. IT IS ALL SHE CAN UNDERSTAND, AND IT WILL SATISFY HER. OF COURSE, SHE WILL HAVE ANOTHER QUESTION READY FOR YOU. IT IS IMPORTANT THAT EVEN THOUGH YOUR ANSWER IS BRIEF, IT IS HONEST.

YOUR CHILD LIKES STORIES, TOO. SHE LIKES TO LOOK AT THE PICTURES WHILE YOU READ TO HER. SHE IS A GOOD LISTENER. READ TO YOUR CHILD. SHE CAN LISTEN, LOOK AT THE PICTURES AND PRACTICE WORDS. AT THE SAME TIME, SHE IS GETTING ATTENTION FROM YOU. THIS IS A SPECIAL TIME FOR HER.

DURING THIS PERIOD, SHE MAY BEGIN TO STUTTER. THERE IS PROBABLY NOTHING WRONG WITH HER SPEECH. SHE IS FEELING VERY UNSURE OF HERSELF. SHE IS HAVING A LOT OF STRESS. IT IS ANOTHER STAGE FOR HER TO PASS THROUGH. IT WILL BE EASIER FOR HER IF NO ONE MAKES A LOT OF FUSS ABOUT HER STUTTERING. SHE NEEDS TO TAKE HER TIME. SOMETIMES HER THOUGHTS ARE FASTER THAN HER SPEECH SKILLS. DON'T RUSH HER. DON'T FUSS.

HER RUSH TO GET SOMEWHERE MAY BE TOO QUICK FOR HER TO HANDLE. SHE MAY STUMBLE OR FALL. HER INSECURITY MAY BE THE CAUSE OF HER STUMBLING, TOO. SHE NEEDS TO TAKE HER TIME AND SLOW DOWN A LITTLE.

USUALLY, THESE STAGES WILL PASS BY THE TIME THE CHILD IS AROUND 4 YEARS OLD. IT IS UP TO YOU TO TAKE THE CHILD TO A DOCTOR IF THE STUMBLING OR STUTTERING SEEMS TO HAPPEN TOO OFTEN OR LASTS TOO LONG. YOU, AS A PARENT, DECIDE WHEN TO TAKE YOUR CHILD TO A DOCTOR. SOMETIMES THERE IS NOTHING WRONG WITH THE CHILD, BUT IT IS BETTER TO HAVE THE CHILD CHECKED BY A DOCTOR TO

SURE. MANY PROBLEMS CAN BE TREATED IF THEY ARE CAUGHT EARLY ENOUGH.

YOUR CHILD MAY ALSO SUCK HER THUMB, BITE HER NAILS OR DRAG AROUND A BLANKET. THESE ACTIONS HELP HER GET THROUGH THIS STRESSFUL PERIOD. THEY GIVE HER COMFORT. HER BLANKET MAY BECOME ALMOST A RAG FROM WASHINGS, BUT SHE DOESN'T CARE. IT'S HER BLANKET! SHE WILL GIVE IT UP WHEN SHE NO LONGER NEEDS IT. (THE LEADER ASKS THE GROUP IF THEY KNOW OF ANY CHILDREN WHO CARRY SOMETHING AROUND WITH THEM ALL THE TIME. WHAT DO THEY CARRY AROUND?)

(LEADER DISPLAYS SUPERDAD POSTER AND ADDS APPROPRIATE SAYING - "TALK BACK TO YOUR KID.")

SUPERDAD SEZ: TALK BACK TO YOUR KID.

WHY? WHY? WHY? SO MANY QUESTIONS CAN DRIVE YOU CRAZY. REMEMBER, YOUR CHILD HAS TO LEARN FROM SOMEONE. ISN'T IT BETTER THAT SHE LEARNS TO COME TO YOU FOR HER ANSWERS RATHER THAN GET THEM "IN THE STREETS"? SET THE PATTERN NOW.

YOU CAN:

1. TALK WITH YOUR CHILD. MAKE A SPECIAL TIME EACH DAY FOR JUST THE TWO OF YOU TO HAVE QUIET TALKS.
2. ANSWER HER QUESTIONS. KEEP IT SIMPLE.
3. ANSWER HER QUESTIONS HONESTLY.
4. LISTEN TO YOUR CHILD. REALLY LISTEN. YOU WILL LEARN A LOT ABOUT HER.

(LEADER LEADS A DISCUSSION ON WHAT YOU CAN LEARN ABOUT YOUR CHILDREN WHEN YOU LISTEN TO THEM CLOSELY -- THEIR FEARS; HOW THEY

FEEL ABOUT THEMSELVES; THAT THEY'RE REALLY JUST COPYING YOUR
BEHAVIOR; ETC.)

"C" is for CARING IS TOUGH

TRIGGER STORY

YOU'RE NOT MY DADDY

Fred and Julie aren't your kids. You moved in with their mother about three months ago, and you're planning to stay together. They don't ever see their real father. Wanda, their mother, wants you to try to be a father to them.

You don't have too many problems with Fred who's a quiet, well-behaved two-year-old. Julie, who's three, is a terror.

One day you tell her not to run through the house yelling. "You're not my daddy," she says. She continues to do just what she was doing, maybe a little louder.

She's right. You're not her daddy. What are you going to do?

Discussion Questions

1. What should you do?
2. What is the difference between being a father and being a step-father?

Your're Not My Daddy/LEADER'S RESPONSE

The Leader should stress that there's no two ways about it. If you take on a step-father role, you're going to have to carry through and establish some control over Julie. This means making a big commitment to be around to see it through. If you're not going to be there, don't make the commitment. You may need some help from Wanda, the mother, to establish that Julie does have to listen to you and why.

If you decide to be a step-father, you have all the responsibilities that any parent has. It may be harder to be a good step-father, but it is just as important.

ACTIVITY

C = Caring is Tough

GOOD NEWS, BAD NEWS

Introduction

The leader explains that parents sometimes have to make decisions for their families that are difficult. You can't always give everyone what they want. Sometimes there just isn't enough to go around. You can't expect children - or anyone else - to be happy about every decision you make. "Good News, Bad News" deals with making a difficult decision.

NOTE: The usefulness of "Good News, Bad News" lies largely in the opportunity it provides for the leader to get the group to think about styles of decision making. It is necessary to think over the possibilities in advance. In this case, voting means making a decision by holding a popularity contest. "Chance" as a decision-making tool is fair, but not much more than that. There's no guarantee that the people who win are needy or deserving of the prize. Discussions of who "needs" or "deserves" are endless. In the end most groups use "chance" as the only fair means.

Materials and Preparation

1. Enough pastries, pizza slices, cookies, etc. for each group member and leader(s).

Instructions

1. State the introduction.
2. The leader places a plate with the selected treats on it in front of the group. Two of the treats have been removed and hidden in advance. Using the time-honored formula the leader announces that there's some good news and bad news.
3. The good news is we're going to have snacks. The bad news is that we don't have enough to go around. The leader tells the group that they have ten minutes to make a decision and they must follow three rules. These are:
 - * No sharing - the snacks must remain intact, one piece per customer.
 - * Everyone must agree with the final decision.
 - * And, of course, no threats, intimidation, etc.

4. The leader should avoid being too helpful. Let the group try to solve the problem themselves. Make trouble by suggesting that the youngest be eliminated - or that, as the leader, you should, of course, get a snack.
5. When the group makes a decision, or at the end of ten minutes, bring out the extra treats and give them out. Try to draw the kids out on what it feels like to be left out, to not be listened to, etc. Point out that as a parent, you must take the responsibility for making a tough decision, but should listen to what others have to say. Talk about how difficult it is to make disciplinary decisions. Get kids to talk about how they think decisions in a family - particularly involving discipline and rules - should be made.

UNIT VIII

SESSION ONE

LECTURETTE: A IS FOR ALWAYS PARENT STRAIGHT

TRIGGER STORY: JENNIFER'S PROBLEM

FATHERING SKILLS: LISTENING SKILLS

LECTURETTE

SUGGESTED SCRIPT:

"T" IS FOR TAKE CARE OF YOUR KIDS.

"A" IS FOR ALWAYS COUNT TO TEN.

"K" IS FOR KIDS LEARN FROM YOU.

"I" IS FOR INFANTS CAN'T HELP IT.

"N" IS FOR NEVER HIT ON YOUR FAMILY.

"G" IS FOR GET HELP IF YOU NEED IT.

"C" IS FOR CARING IS TOUGH.

A IS FOR ALWAYS PARENT STRAIGHT

WHAT DOES THAT MEAN? (THE LEADER GETS RESPONSES FROM THE GROUP.)

MANY OF THE SERIOUS PROBLEMS IN OUR SOCIETY COME FROM THE USE OF DRUGS AND ALCOHOL. DRUGS AND ALCOHOL ARE INVOLVED IN MOST OF THE CRIMES THAT ARE COMMITTED. EVERY YEAR THOUSANDS OF PEOPLE DIE ON OUR HIGHWAYS BECAUSE OF DRUGS AND ALCOHOL. MANY FAMILY PROBLEMS HAPPEN BECAUSE ONE OR MORE MEMBERS OF THE FAMILY DRINK OR USE DRUGS. DRINKING AND DRUG PROBLEMS ARE COMMON AMONG T.V. PERSONALITIES, BUSINESSMEN, LAWYERS, DOCTORS AND EVERYONE ELSE.

IF YOU WATCH T.V. OR READ MAGAZINES, YOU WILL SEE THE USE OF DRUGS AND ALCOHOL PRESENTED IN A POSITIVE WAY. T.V. COMMERCIALS TELL US THAT IF WE HAVE A PAIN OR A PROBLEM, WE SHOULD TAKE SOMETHING. BEER COMMERCIALS SAY THAT PEOPLE WHO DRINK ARE HARDWORKING AND SUCCESSFUL. IT'S NO WONDER THAT SO MANY PEOPLE RUN AROUND WITH ONE HAND ON A BOTTLE AND THE OTHER FULL OF PILLS.

ALCOHOL IS ONE OF THE WORST DRUGS GOING. IT'S BAD FOR YOUR BODY. IT CAN CAUSE ALL SORTS OF PHYSICAL PROBLEMS INCLUDING OVERWEIGHT, HIGH BLOOD PRESSURE AND LIVER DAMAGE. IT DOESN'T DO

ANY WONDERS FOR YOUR MIND EITHER. IT SPOILS YOUR COORDINATION, MESSES UP YOUR PERCEPTIONS AND LETS YOU THINK THAT YOU CAN DO ANYTHING.

MARIJUANA IS AS BAD AS TOBACCO IN MESSING UP YOUR LUNGS, INCREASING YOUR CHANCES OF GETTING CANCER AND SHORTENING YOUR WIND. IT CAN ALSO HAVE LONG-TERM EFFECTS ON YOUR MIND IF YOU USE A LOT OF IT.

HEROIN AND COCAINE GET YOU ADDICTED AND PUT YOU IN A POSITION WHERE YOU NEED A LOT OF MONEY YOU CAN ONLY GET BY DOING CRIMES. THEY'LL KILL YOU, TOO, SOONER OR LATER.

AND, OF COURSE, PEOPLE TAKE A WHOLE HANDFUL OF PILLS - AND DON'T REALLY KNOW WHAT THEY'RE TAKING. SOME MAKE YOU STAGGER AND SOME MAKE YOU STUPID. THAT'S A PRETTY STRANGE IDEA OF A GOOD TIME.

YOU ARE BEST OFF IF YOU NEVER HAVE ANYTHING TO DO WITH ANY OF THIS STUFF. IT'S ALL BAD FOR YOU, AND, IF YOU HAVE A FAMILY, YOU HAVE TO THINK ABOUT HOW TERRIBLE YOUR DRUG USE CAN BE FOR THEM. IF NOTHING ELSE, JUST THINK THAT YOUR KID IS GOING TO DO WHAT HE SEES YOU DOING.

A WHOLE LOT OF THE VIOLENCE THAT HAPPENS IN FAMILIES HAPPENS BECAUSE DADDY COMES HOME DRUNK. WHEN YOU'RE DRUNK, YOU DON'T HAVE MUCH CONTROL OVER YOUR IMPULSES. YOU'RE LIABLE TO GET MAD AND HIT YOUR PARTNER OR CHILDREN.

DON'T "PARENT" DRUNK. IF YOU DO HAVE TOO MUCH TO DRINK, GO TO BED. STAY AWAY FROM YOUR KIDS AND DON'T TRY TO SOLVE PROBLEMS. DRUNK PEOPLE DO NOT COME UP WITH SOLUTIONS. THEY JUST MAKE THINGS WORSE. WHAT SEEMS LIKE A GOOD IDEA AT THE TIME, MAY

TURN OUT TO BE A TERRIBLE IDEA. IF YOU'RE DRUNK AND FEELING ANGRY, STAY AWAY FROM YOUR FAMILY UNTIL YOU COOL DOWN. IT'S TIMES LIKE THAT THAT YOU DO THINGS THAT YOU REGRET FOR THE REST OF YOUR LIFE.

WHAT WE'RE SAYING ABOUT PARENTING AND DRINKING GOES FOR OTHER DRUGS, TOO. TO BE A GOOD FATHER YOU NEED ALL YOUR GOOD SENSE. IT'S JUST NOT SOMETHING THAT YOU SHOULD DO WITH A MESSED-UP HEAD.

IF YOU HAVE A DRUG OR ALCOHOL PROBLEM, YOU OWE IT TO YOUR FAMILY TO GET IT STRAIGHTENED OUT. YOU MAY NOT KNOW IT. YOU MAY THINK THAT YOUR DRINKING IS YOUR BUSINESS AND DOESN'T AFFECT ANYONE ELSE - BUT IT DOES. YOU'RE SHORT-CHANGING YOUR PARTNER, YOUR KIDS AND YOURSELF. PEOPLE WITH DRUG AND ALCOHOL PROBLEMS JUST CAN'T HAVE A GOOD FAMILY LIFE. YOUR KIDS ARE ALWAYS GOING TO KNOW THAT THEY MISSED OUT BECAUSE YOU JUST WEREN'T THERE.

WHAT IS ALCOHOLISM? LET'S LOOK AT IT. ANYONE WHO DRINKS EVERY DAY HAS A DRINKING PROBLEM THAT IS GOING TO HAVE A BAD EFFECT ON HIS HEALTH AND HIS FAMILY. THERE'S A WHOLE LOT OF PEOPLE WITH DRINKING PROBLEMS. DRINKING DURING THE DAY IS A SIGN OF ALCOHOLISM. IF YOU WAKE UP AND CAN'T REMEMBER WHAT HAPPENED WHEN YOU WERE DRINKING LAST NIGHT, THAT'S A SIGN OF ALCOHOLISM. TAKING A DRINK EVERY TIME YOU FEEL NERVOUS OR UPSET IS A SIGN OF TROUBLE. DRINKING ALONE AND TRYING TO HIDE YOUR DRINKING FROM OTHERS ARE ALSO BAD SIGNS.

SOME PEOPLE NEED HELP. ALCOHOLISM AND DRUG ADDICTION ARE NOT PROBLEMS THAT YOU CAN SOLVE ON YOUR OWN. FORTUNATELY, THERE'S ALCOHOLICS ANONYMOUS AND GROUPS LIKE IT TO HELP. THERE

ARE A WHOLE LOT OF FREE DRUG AND ALCOHOL PROGRAMS JUST ABOUT ANYWHERE. ANYONE WHO REALLY WANTS HELP CAN FIND IT.

REMEMBER:

1. IF YOU'RE DRUNK OR ON DRUGS, STAY AWAY FROM YOUR FAMILY.
2. YOU'RE BEST OFF IF YOU STAY AWAY FROM DRUGS AND ALCOHOL.
3. IF YOU HAVE A DRINKING OR DRUG PROBLEM, YOU OWE IT TO YOURSELF AND YOUR FAMILY TO GET HELP.

"A" is for ALWAYS PARENT STRAIGHT

TRIGGER STORY

JENNIFER'S PROBLEM

When you met Jennifer, she never drank at all. At first, when you took her out, she couldn't even stand the taste of alcohol. You used to kid her about it.

Since the baby came, Jennifer has changed. Jennifer's family was really mad at her for getting pregnant without being married. Her mother and father won't speak to her since she came to live with you.

She doesn't have any friends. She just doesn't seem to get along with any of the other young mothers in the apartment house.

She's started drinking when you aren't there. Most of the time when you come home she's half drunk. When Jennifer isn't drinking, she is a good person to be with.

One day you come home and the baby is crying. Just as you come through the door you see her pick the baby up and start shaking him, screaming at him to shut up.

Discussion Questions

1. What should you do?
2. Why is Jennifer drinking?

Jennifer's Problem/LEADER'S RESPONSE

The Leader should stress that this is a very serious problem. Shaking a small baby can seriously hurt or kill him. Jennifer needs help. She's probably drinking because she's lonely. She doesn't have any friends and her family won't speak to her. She probably feels bad about herself. She needs counselling and she needs to make up with her mother and father. She needs to stop drinking.

"A" IS FOR ALWAYS PARENT STRAIGHT

FATHERING SKILLS

LISTENING SKILLS

MATERIALS NEEDED: NEWSPRINT

MAGIC MARKER

SUGGESTED SCRIPT

MOST PEOPLE DON'T LISTEN. I CAN TELL THAT YOU DON'T BELIEVE ME. I'M GOING TO PROVE IT. (THE LEADER SETS UP A GAME OF "RUMOR." THE LEADER CALLS UP ONE PARTICIPANT AND WHISPERS IN HIS EAR:

"I'M GOING TO FLORIDA FOR MY VACATION. I'M GOING TO WATER SKI, FISH, SWIM AND LIE ON THE BEACH. MAYBE I'LL GO TO DISNEY WORLD."

THE PARTICIPANT IS THEN ASKED TO WHISPER THIS MESSAGE TO THE NEXT PARTICIPANT AND SO ON UNTIL THE MESSAGE HAS PASSED THROUGH EVERYONE IN THE ROOM. THE LAST PERSON PASSES THE MESSAGE BACK TO THE LEADER. (THE LEADER WRITES THE MESSAGE RECEIVED FROM THE PARTICIPANT WORD FOR WORD ON NEWSPRINT. UNDER IT HE WRITES THE ORIGINAL MESSAGE. THE TWO ARE COMPARED.)

ADULTS DON'T LISTEN TO EACH OTHER, MUCH LESS TO CHILDREN. CHILDREN GET VERY ANGRY AND FRUSTRATED BECAUSE NOBODY LISTENS.

(THE LEADER SETS UP A LISTENING EXERCISE. A PAIR OF PARTICIPANTS IS CHOSEN. THE "TALKER" IS TOLD TO TELL THE "LISTENER" ABOUT HIS OLD NEIGHBORHOOD, HIS BROTHERS AND SISTERS, A SPORT THAT HE LIKES, ETC. ON THE FIRST RUN-THROUGH, THE LISTENER IS TOLD TO PRETEND THAT HE IS WATCHING TELEVISION. HE

DOESN'T LOOK AT THE TALKER OR RESPOND IN ANY WAY. ON THE SECOND RUN-THROUGH, THE LISTENER LOOKS THE TALKER IN THE EYE, NODS AND SAYS, "YES," "UH-HUH" OR "OH." THE TALKER IS ASKED TO COMPARE THE EXPERIENCES. REVERSE ROLES. GET EVERYONE IN THE ROOM TO GET A PARTNER AND TRY IT, REVERSING ROLES SO THAT EVERYONE IS BOTH TALKER AND LISTENER.)

YOU DON'T HAVE TO LISTEN CAREFULLY ALL THE TIME. YOUNG CHILDREN TALK A LOT. YOU JUST HAVE TO LET THEM KNOW THAT YOU'RE THERE.

ANOTHER GOOD TRICK WITH YOUNG CHILDREN IS TO ANSWER A QUESTION WITH A QUESTION. THEY ASK A LOT OF QUESTIONS. MUCH OF THE TIME THEY JUST WANT ATTENTION, NOT A SERIOUS ANSWER.

"WHY DOES IT RAIN, DADDY?"

"WELL TAMMY, THE SUN EVAPORATES WATER FROM THE OCEANS AND LAKES. IT FORMS CLOUDS. WHEN THE TEMPERATURE CONDITIONS ARE RIGHT, THE WATER VAPOR FORMS DROPS OF WATER WHICH FALL TO THE EARTH. THAT'S HOW IT RAINS."

THE CHILD DOESN'T UNDERSTAND ANY OF WHAT YOU SAID AND COULDN'T CARE LESS. CHECK THIS OUT:

"WHY DOES IT RAIN, DADDY?"

"WHY DO YOU THINK IT RAINS, TAMMY?"

YOUR'RE NOT BOTHERED GIVING THE CHILD A LONG EXPLANATION THAT SHE WON'T UNDERSTAND ANYWAY, AND YOU'RE GIVING HER A CHANCE TO USE HER IMAGINATION.

BEING A GOOD LISTENER WITH YOUR CHILDREN IS AN IMPORTANT SKILL. SOME PEOPLE SEEM TO THINK THAT LISTENING MEANS DOING NOTHING. JUST LISTENING TO A CHILD WHEN HE TELLS YOU SOMETHING

AND RESPONDING IN SOME FASHION TELLS THAT CHILD THAT YOU CARE.
BE A GOOD LISTENER!

UNIT VIII

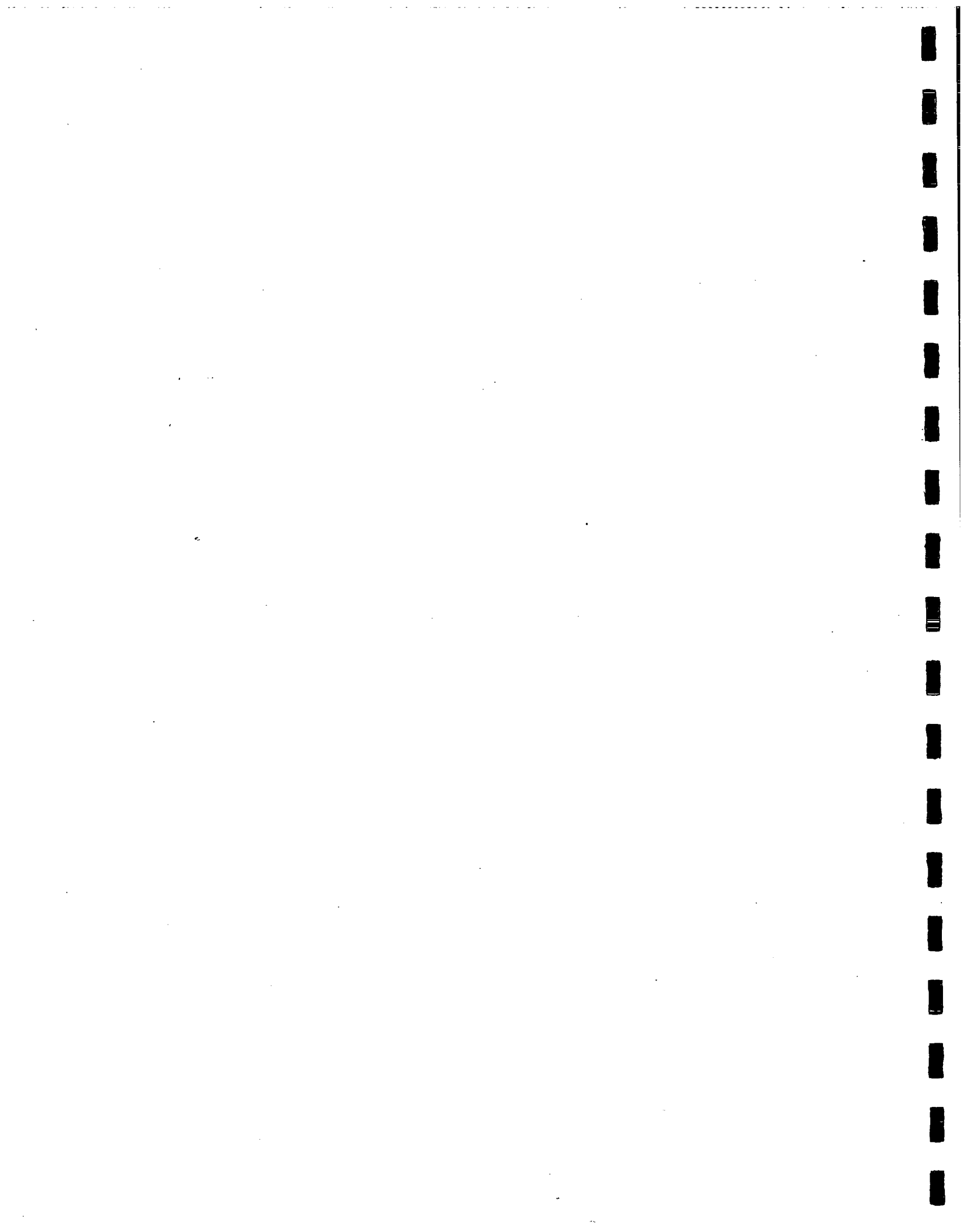
SESSION TWO

OPENING EXERCISE

STAGES: WILD, WONDERFUL & WAY-OUT

TRIGGER STORY: HAPPY NEW YEAR?

ACTIVITY: ROCK AND ROLL



OPENING EXERCISE

(THE LEADER REVIEWS COMPLETED TAKING CARE SLOGANS, ASKING WHAT EACH SLOGAN MEANS.)

"T" IS FOR TAKE CARE OF YOUR KIDS

"A" IS FOR ALWAYS COUNT TO TEN

"K" IS FOR KIDS LEARN FROM YOU

"I" IS FOR INFANTS CAN'T HELP IT

"N" IS FOR NEVER HIT ON YOUR FAMILY

"G" IS FOR GET HELP IF YOU NEED IT

"C" IS FOR CARING IS TOUGH

"A" IS FOR ALWAYS PARENT STRAIGHT

STAGES

(THE LEADER ASKS THE GROUP WHAT THEY KNOW ABOUT A CHILD WHO IS 4-5 YEARS OLD)

STAGE: WILD, WONDERFUL AND WAY-OUT

APPROXIMATE AGE: 4-5 YEARS

HE BOASTS. HE BRAGS. HE THINKS HE'S GREAT. HE'S NOT AFRAID TO TAKE RISKS. WHAT HAPPENED TO THAT INSECURE CHILD?

WHEN HE BRAGS, HE IS TELLING THE WORLD HOW GREAT HE IS. HE FEELS GOOD ABOUT HIMSELF. HE ALSO BRAGS ABOUT YOU. "HIS DAD IS THE STRONGEST DAD IN THE WORLD." HE SHOULD FEEL GOOD ABOUT HIMSELF. HE SHOULD BE PROUD OF HIS PARENTS. WHAT HE NEEDS IS TO LEARN TO CONTROL WHAT HE SAYS AND HOW HE SAYS IT. THIS TAKES TIME. WHEN HE IS MORE SURE OF HIMSELF, HE WON'T NEED TO BRAG TO THE WORLD. HE WILL KNOW WHO HE IS.

HE HAS CHANGED AGAIN. EVERYTHING HE DOES NOW IS "WAY-OUT." HE LAUGHS TOO LOUDLY; HE CRIES TOO LOUDLY; HE YELLS TOO LOUDLY.

HE MAY HIT AND BITE. HE MAY TELL LIES. HE MAY TRY USING THAT SWEAR WORD HE HEARD. HE IS PROBABLY GOING TO GET INTO TROUBLE WITH YOU. HE HAS SO MUCH ENERGY. HE NEEDS LIMITS AND RULES SET FOR HIM. BY THE TIME HE IS ABOUT 5 YEARS OLD, HE WILL CALM DOWN.

WITH ALL THESE "WAY-OUT" ACTIONS, HE IS ALSO A LOT OF FUN. HE TALKS AND ASKS QUESTIONS. HE UNDERSTANDS MORE. HE IS EXCITED ABOUT PLAYING, LEARNING AND DOING THINGS. HE IS USUALLY HAPPY AND HAS A NEAT SENSE OF HUMOR.

IT IS IMPORTANT THAT HE GETS THE OPPORTUNITY TO RUN OFF SOME OF THIS ENERGY. HE NEEDS TO PLAY AND EXPLORE. A NEARBY PARK IS A GREAT PLACE TO TAKE HIM. A WALK AROUND THE BLOCK WITH YOU WILL GIVE HIM EXERCISE AND A TIME TO BE ALONE WITH YOU. (THE LEADER ASKS FOR OTHER SUGGESTIONS THAT WILL HELP GET RID OF SOME OF THIS ENERGY YOUR CHILD HAS THAT GETS HIM INTO TROUBLE - E.G., PLAY SPORTS WITH HIM; LET HIM HELP YOU DO SIMPLE CHORES.)

YOUR CHILD ALSO NEEDS PROPER REST. IT IS EASY FOR HIM TO GET OVERTIRED. WHEN THIS HAPPENS, HE WILL BE EVEN MORE DIFFICULT.

SOMETIME DURING THIS AGE, YOUR CHILD WILL BECOME VERY CURIOUS ABOUT SEX, ESPECIALLY ABOUT HIS BODY, YOUR BODY AND HIS MOTHER'S BODY. THIS IS NATURAL. ANSWER ANY QUESTIONS SIMPLY AND HONESTLY.

HE WILL ALSO BEGIN TO MIMIC YOU. HE WANTS TO ACT JUST LIKE YOU. HE REALIZES THAT HE IS A MALE LIKE YOU. YOUR DAUGHTER WILL BEGIN TO COPY HER MOTHER. CHILDREN OF THIS AGE CAN ACT A GREAT DEAL LIKE THEIR PARENTS. IF YOU HEAR YOUR CHILD SAY SOMETHING YOU DON'T LIKE, YOU HAVE PROBABLY SAID IT.

(LEADER DISPLAYS SUPERDAD POSTER AND ADDS APPROPRIATE SAYING - "LIGHTEN UP")

SUPERDAD SEZ: LIGHTEN UP.

THE CHILD WHO BRAGS, YELLS, SHOUTS AND SOMETIMES LIES CAN BE HARD TO LIVE WITH. IT'LL PASS. DON'T GET TOO UPTIGHT ABOUT EVERYTHING HE DOES. OVERLOOK SOME OF THE LITTLE THINGS THAT BOTHER YOU. DON'T NAG ABOUT EVERYTHING. GIVE HIM REASONABLE LIMITS AND RULES. CHANCES ARE HE'LL SOON CALM DOWN.

YOU CAN:

1. HOLD ONTO YOUR SENSE OF HUMOR. IF YOU DON'T HAVE ONE, GET ONE!
2. EACH DAY PLAN A "QUIET TIME" WITH YOUR CHILD - COLOR TOGETHER, DO A PUZZLE.
3. TELL HIM WHAT BEHAVIOR IS NOT ACCEPTABLE. PRAISE HIM WHEN HE STOPS DOING IT.

(THE LEADER LEADS A DISCUSSION ON THE IMPORTANCE OF A PARENT HAVING A SENSE OF HUMOR:

1. IT'S HARD TO STAY ANGRY WHEN YOU CAN SEE THE FUNNY SIDE OF SOMETHING. ANGER DOESN'T SOLVE ANYTHING. LOOSEN UP AND TALK IT OUT.
2. CHILDREN DO FUNNY THINGS. ENJOY YOUR CHILD.

"A" is for ALWAYS PARENT STRAIGHT

TRIGGER STORY

HAPPY NEW YEAR?

It's New Year's Eve. There's a big party in one of the apartments upstairs, and you and your wife are invited. Your wife's sister is going to babysit with your two-year-old daughter.

You've been working hard this year. You used to party a lot, but now that you have a family, you've put your time and energy into work. In fact, the boss just told you that he likes your work so well that you're going to be the new foreman. You've got a lot to celebrate.

You used to drink a whole lot - in fact, it really messed you up. You lost about three jobs that way, because, once you started up, you'd go on for three or four days and miss work. You haven't had a drink for over a year.

When you get to the party, the host hands you a mixed drink first thing. Why not, you think. Before you know it, you're high as a kite.

Your wife is really mad. She keeps telling you to stop drinking. Everybody else is just having a good time. You start to get really mad. She leaves the party and goes home. You feel like following her and telling her off but good for spoiling your fun.

Discussion Questions

1. What should you do?
2. What will happen if you go downstairs?

Happy New Year?/LEADER'S RESPONSE

The Leader should stress the danger of going home angry and drunk. Stop drinking and sober up. You have a drinking problem if you tend to go on "binges." Your wife is right to be worried. If you can, you should restrict yourself to two or three drinks. If you can't, you shouldn't drink at all. Think it over and talk to your wife when you're sober.

ACTIVITY

A = Always Parent Straight

ROCK AND ROLL

Introduction

The leader tells the group that drinking and drugs don't mix with parenting. "Rock and Roll" is an activity designed to get them to remember that.

Materials

1. Baby picture - included with the package
(It is suggested that the Leader covers the "baby picture" with clear plastic or plastic wrap before using. The plastic can then be changed each time the activity is presented to a new group of students.)
2. Dowel (1 1/2" diameter x 12" long) Closet pole
3. Sturdy board (approximately 1' x 2' x 1")
4. Magic marker taped to the end of a pencil
5. Banana (not very ripe) - optional
6. Rock and roll background music (radio, tape player, etc.)

Collect materials. Practice exercise in advance to get your own ideas.

Instructions

1. State the introduction.
2. Put the dowel on its side in an open area slightly more than arm's length from the wall. Choose an area away from furniture or obstructions that might cause injury if someone falls. Activity cannot be performed on carpeted areas.
3. Place baby picture on wall approximately 3-1/2 feet from floor.
4. Select a player to play the "parent" on a "high" and three spotters to stand at sides and in back to catch him if he falls. DON'T HOLD HIM UP. This makes it too easy.
5. Place board on top of bottle and give magic marker (spoon) to player who is "high."
6. Start music to signal beginning of activity. Player

attempts to "feed the baby" by touching picture directly on the mouth. It doesn't count unless he's balancing.

CAUTION: Cover wall surface behind the picture to protect against misses. Activity is funny, physical and difficult. Do not perform without spotters.

Alternative

If group has reasonable impulse control, one variation is to have player attempt to feed a banana to other player who is "baby."

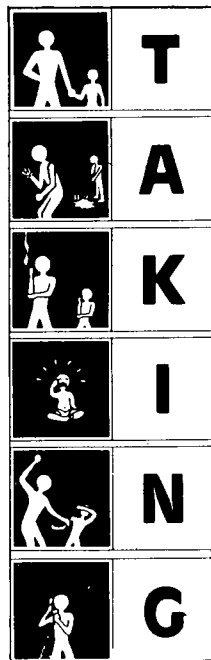
UNIT IX

SESSION ONE

LECTURETTE: R IS FOR REAL MEN CAN BE GENTLE

TRIGGER STORY: A PROUD FATHER

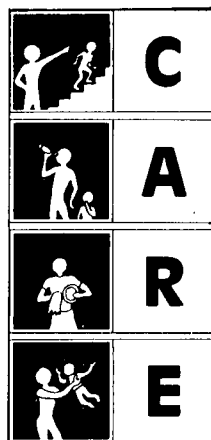
FATHERING SKILLS: LAUNDRY (DEMONSTRATION)



This is to Certify that

_____ has successfully completed

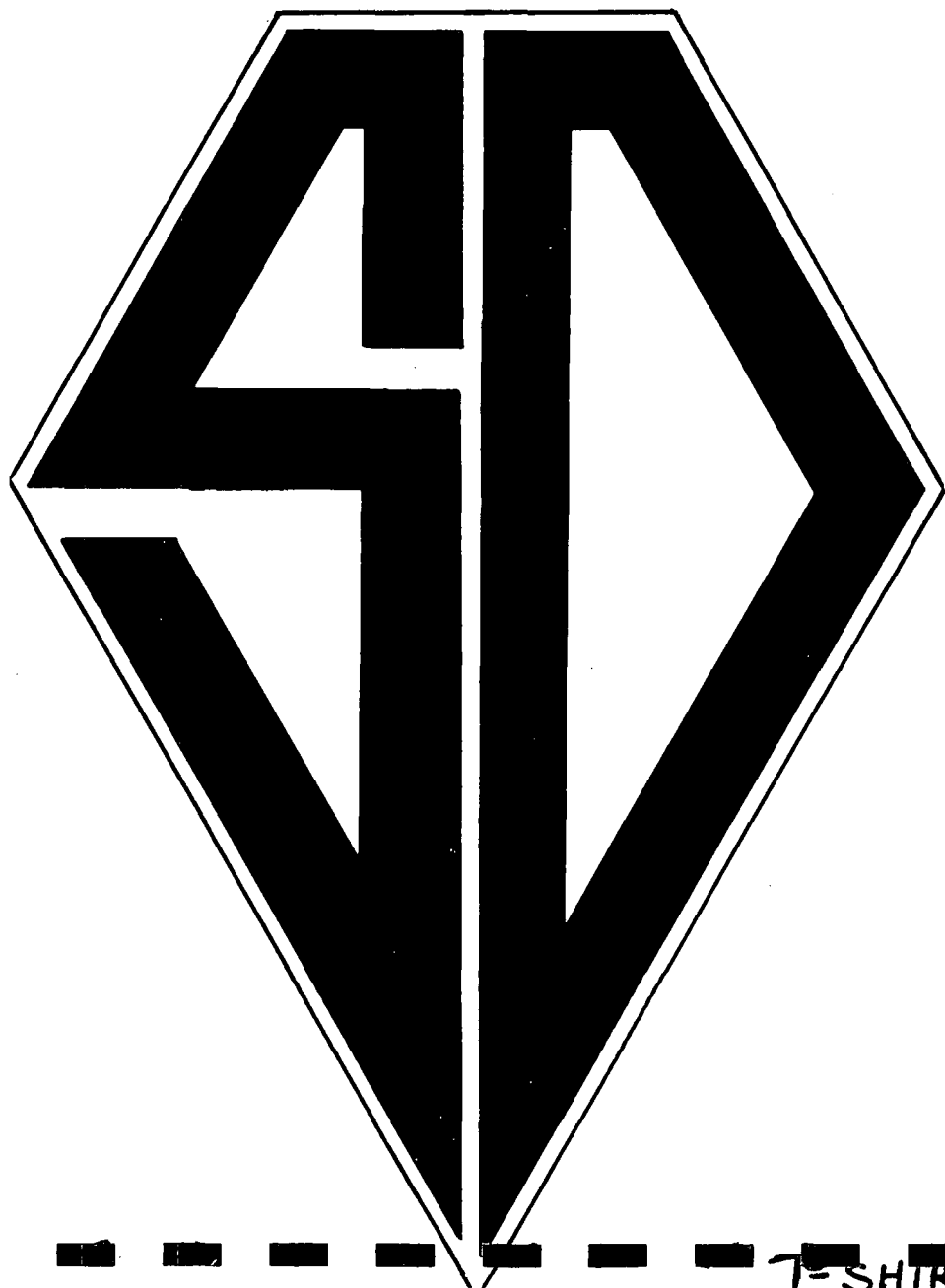
TAKING CARE



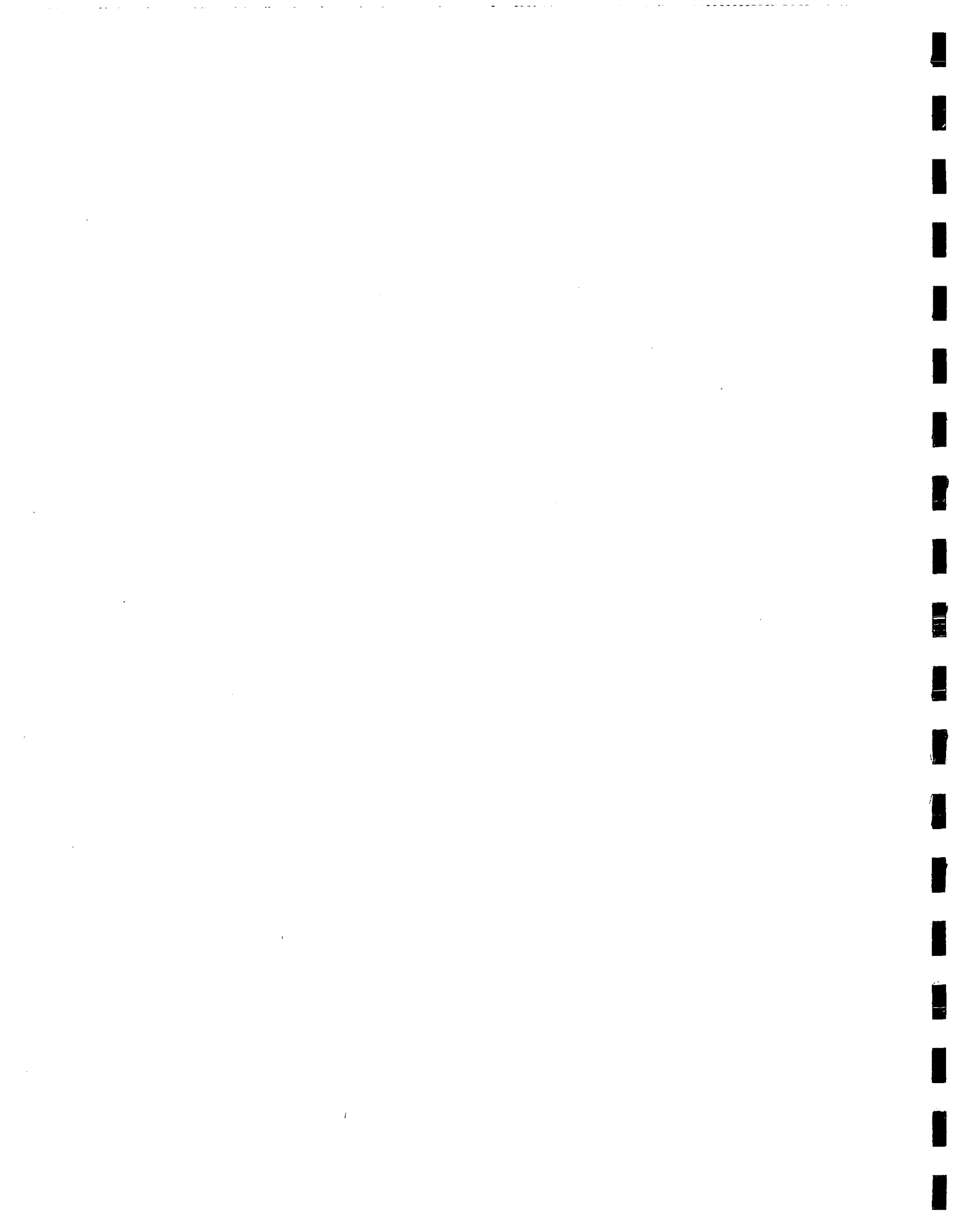
DATE

LEADER





T-SHIRT DESIGNS



A large, hand-drawn speech bubble with a thick black outline. At the top of the page, there is a horizontal dashed line. The speech bubble is positioned in the center of the page, with its tail pointing towards the bottom right corner.

Mom needs sleep too!



Get Mom out of the house.



Cut Mom a break.



Be cool — it'll pass.



Don't Lose Control.

A hand-drawn speech bubble with a thick black outline. The bubble has a tail pointing towards the top left corner. Above the bubble, there is a horizontal dashed line. The text "Don't label your kid." is centered inside the bubble.

Don't label your kid.



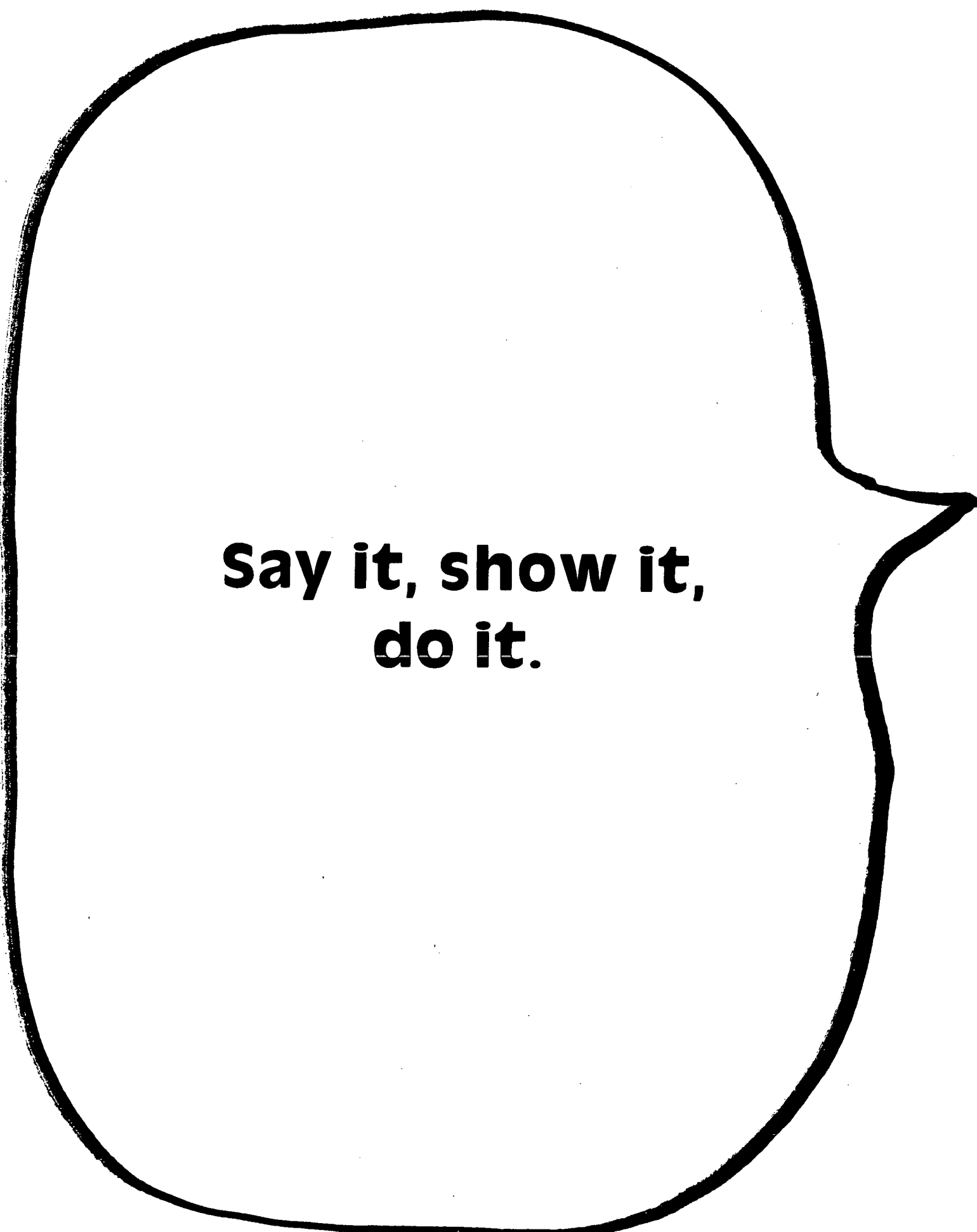
Talk back to your kid.



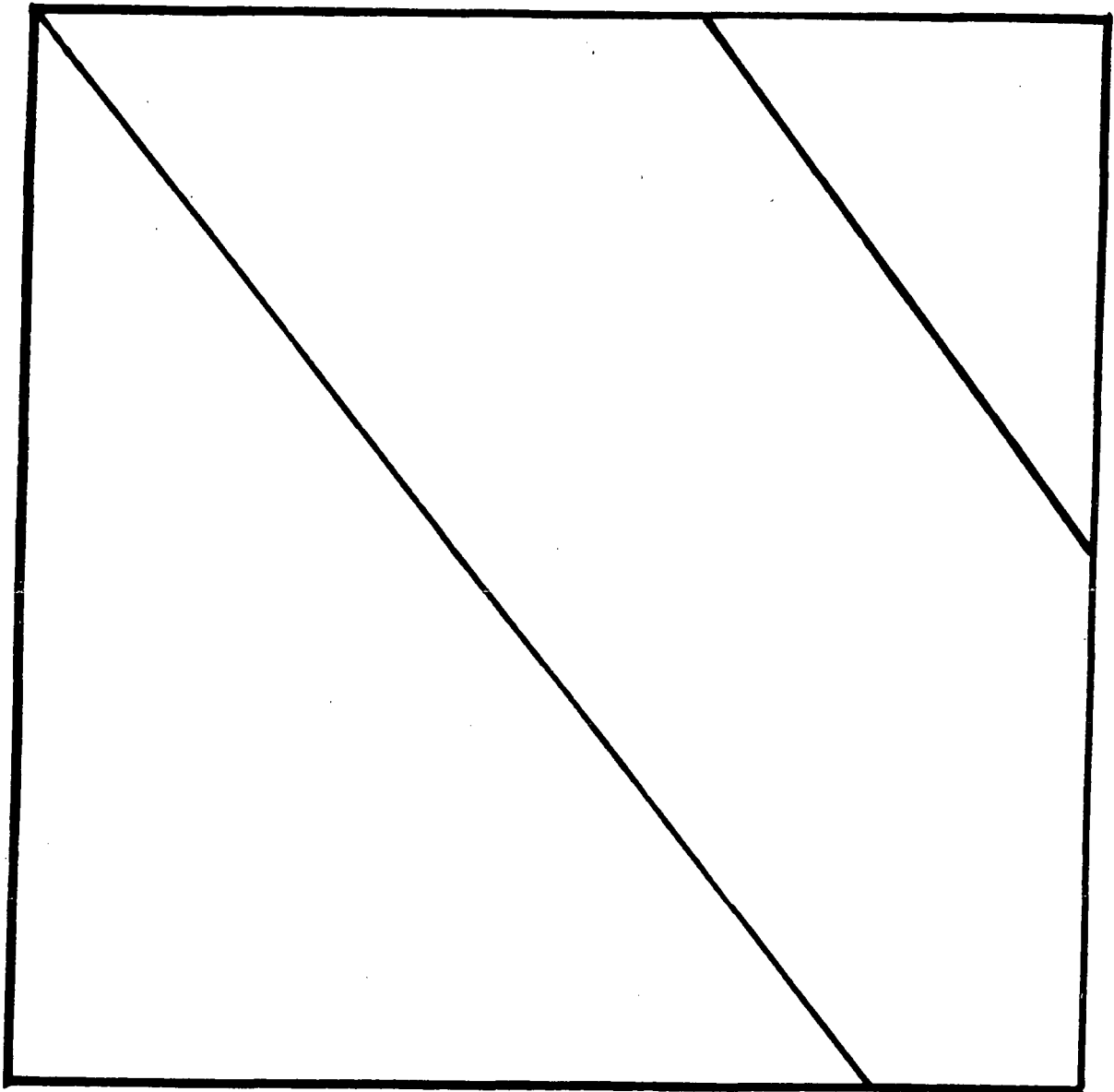
Lighten up!



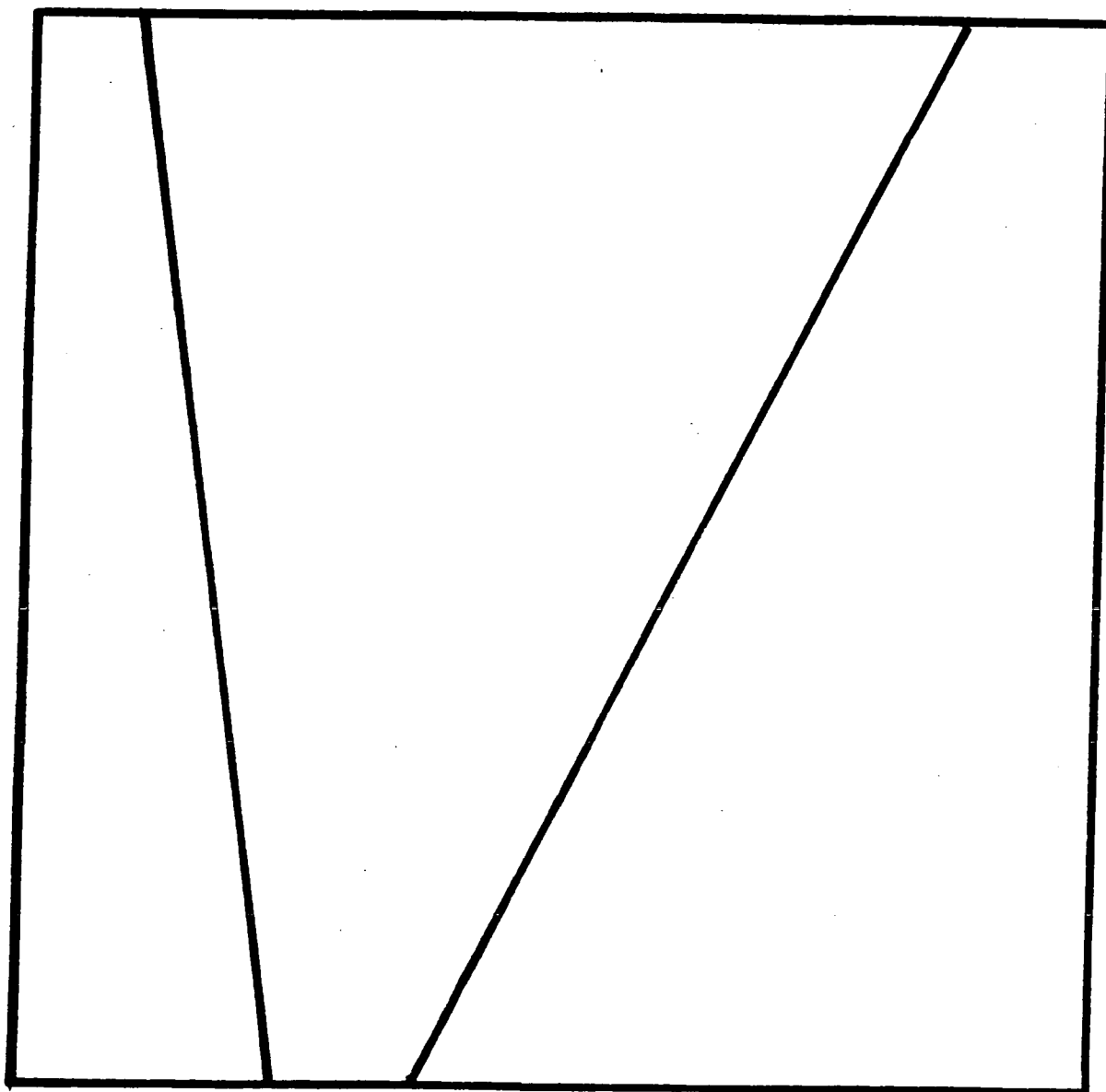
Stay tuned in.



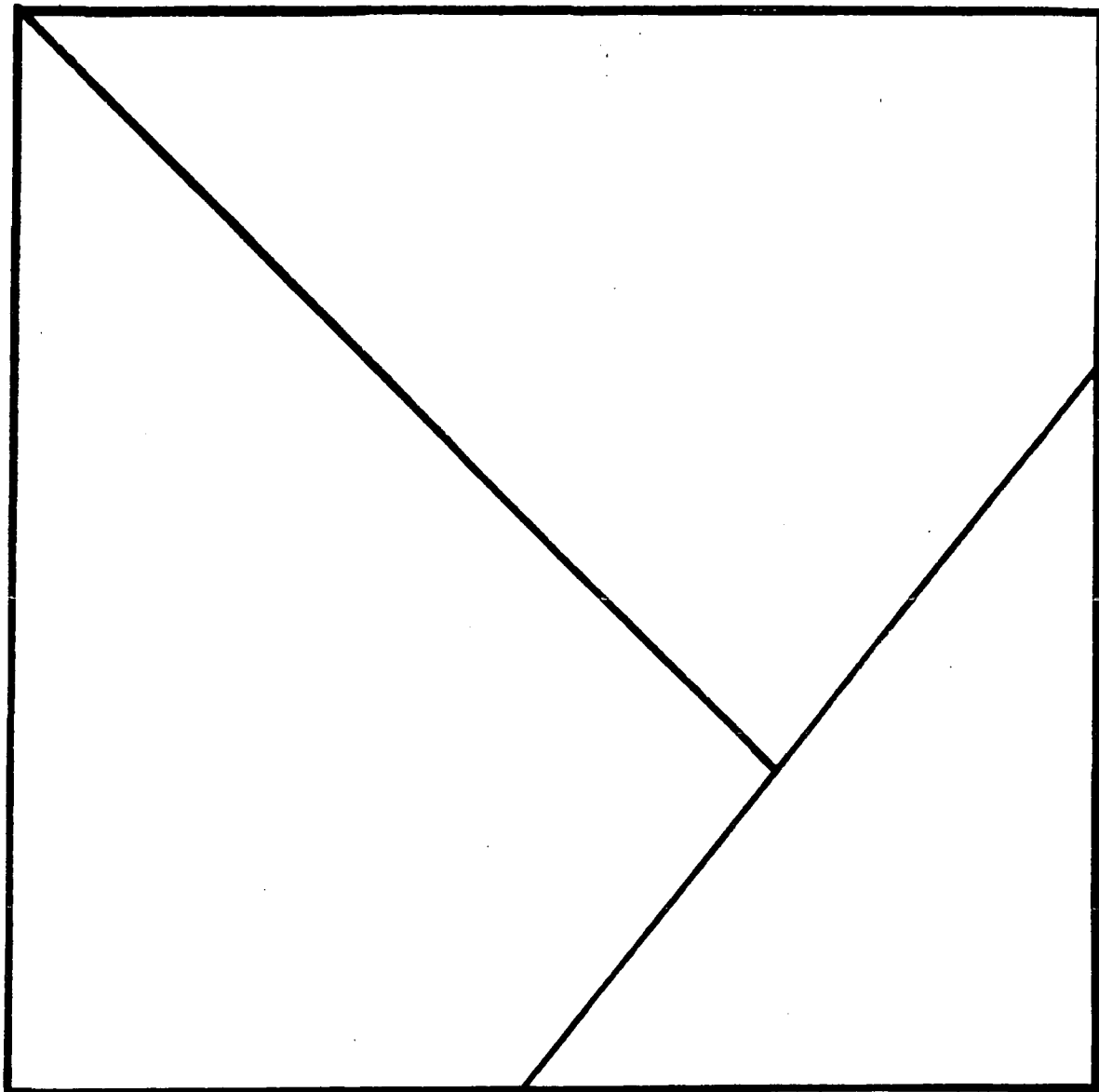
**Say it, show it,
do it.**



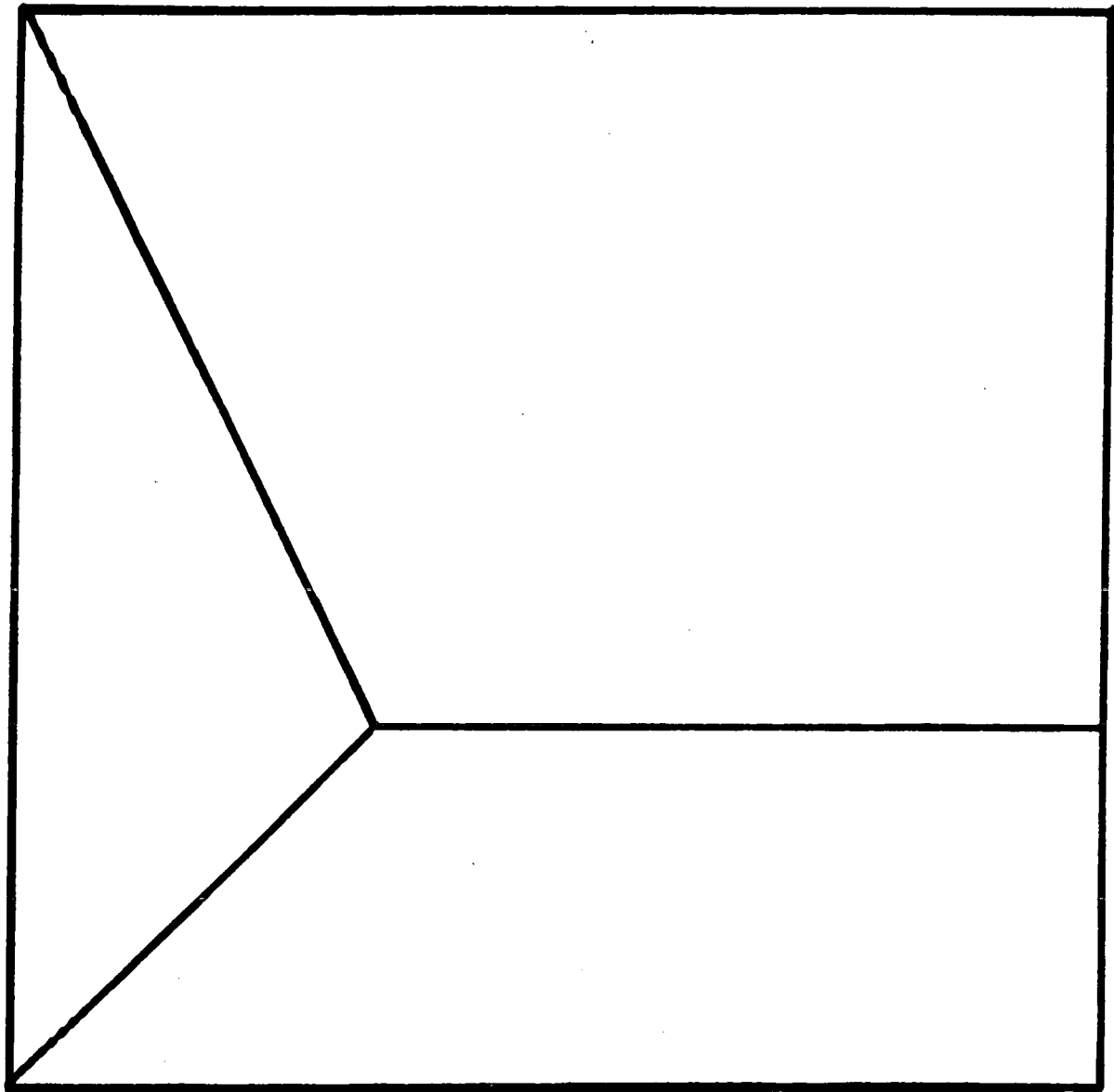
ACTIVITY: UNIT VI "Help!"



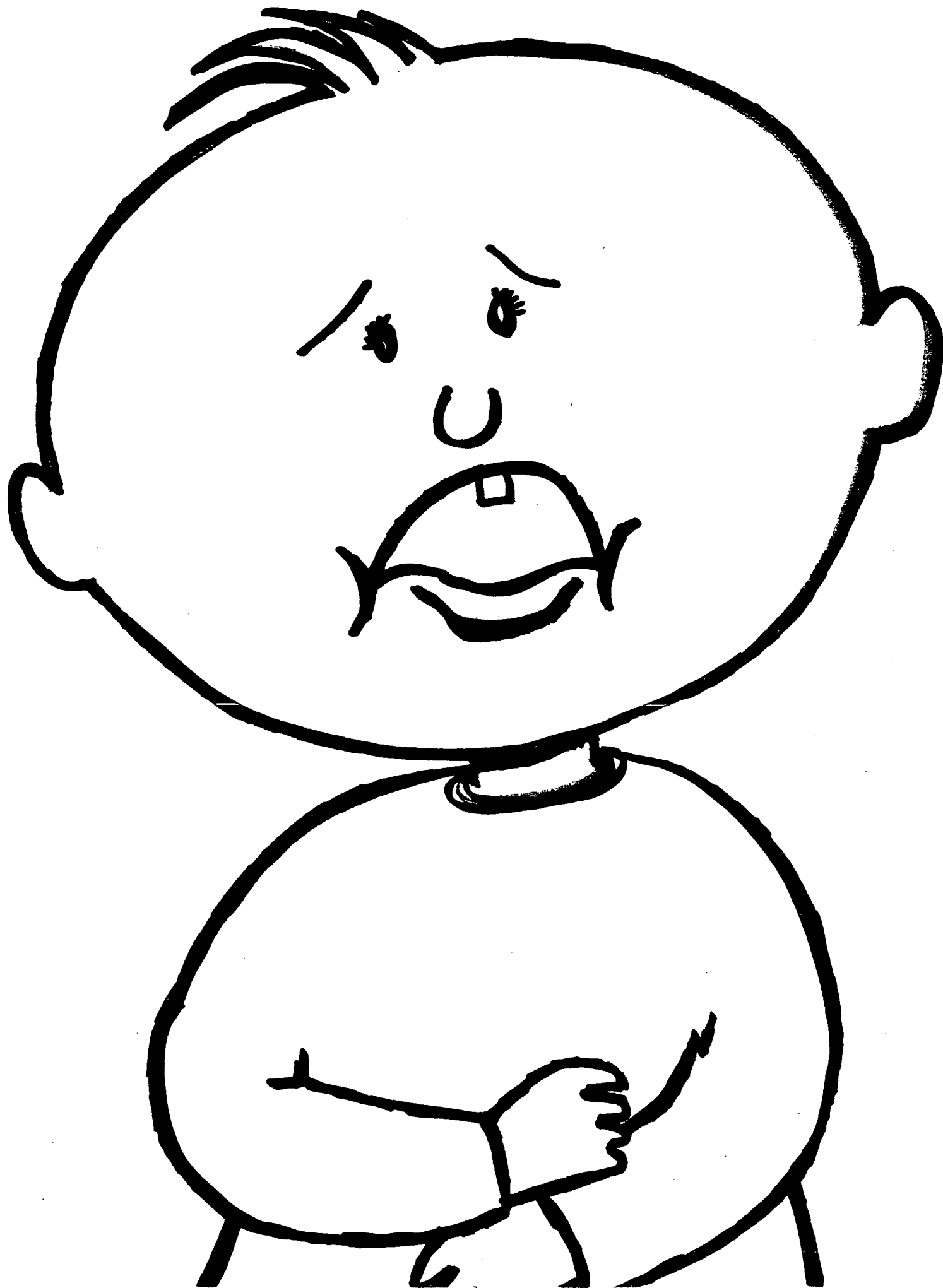
ACTIVITY: UNIT VI "Help!"



ACTIVITY: UNIT VI "Help!"



ACTIVITY: UNIT VI "Help!"





R

Real men can be gentle

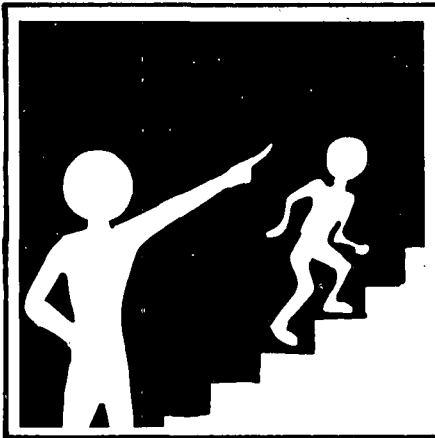


E

Enjoy, encourage and praise yo







C

aring is tough



A

lways parent straight







I

Infants can't help it



N

Never hit on your family

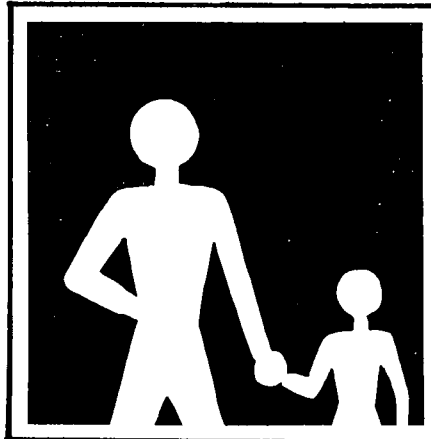


G

Get help if you need it







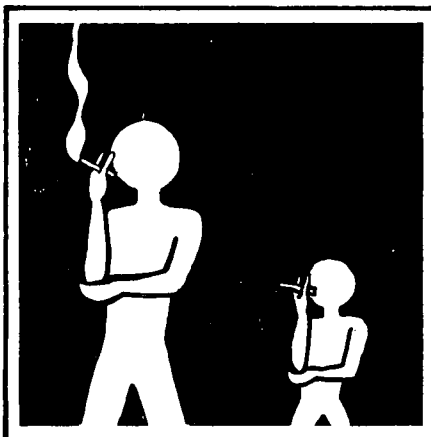
T

ake care of your kids



A

lways count to ten



K

ids learn from you





LECTURETTE

SUGGESTED SCRIPT:

"T" IS FOR TAKE CARE OF YOUR KIDS.

"A" IS FOR ALWAYS COUNT TO TEN.

"K" IS FOR KIDS LEARN FROM YOU.

"I" IS FOR INFANTS CAN'T HELP IT.

"N" IS FOR NEVER HIT ON YOUR FAMILY.

"G" IS FOR GET HELP IF YOU NEED IT.

"C" IS FOR CARING IS TOUGH.

"A" IS FOR ALWAYS PARENT STRAIGHT.

R IS FOR REAL MEN CAN BE GENTLE

WHAT DOES THAT MEAN? (THE LEADER GETS RESPONSES FROM THE GROUP.)

WHAT IS YOUR IDEA OF WHAT IT MEANS TO BE A MAN? A LOT OF MEN SAY THAT BEING A MAN MEANS BEING STRONG AND BEING ABLE TO FIGHT. SOME PEOPLE BELIEVE THAT IN ORDER TO BE A "REAL MAN" YOU HAVE TO BE READY TO FIGHT IF SOMEONE LOOKS AT YOU WRONG.

THERE ARE A LOT OF OTHER ATTITUDES THAT GO ALONG WITH THIS IDEA OF THE "REAL MAN." ONE OF THEM IS THAT WOMEN ARE NOT AS GOOD AS MEN AND DON'T HAVE AS MANY RIGHTS. WOMEN ARE SUPPOSED TO DO ALL THE HOUSEWORK AND DO EVERYTHING THE MAN SAYS. THE MAN IS THE BOSS OF HIS HOUSE. THE MAN "OWNS" THE WOMAN. SHE IS THERE TO TAKE CARE OF HIM. SHE IS GOOD FOR SEX, BUT NOT AS A FRIEND. THE MAN CAN DO ANYTHING HE WANTS, CAN GO OUT WITH OTHER WOMEN ALL NIGHT, BUT "HIS" WOMAN BETTER NOT.

WHERE DO WE GET OUR IDEAS OF WHAT A MAN IS AND WHAT HE SHOULD DO? CHILDREN GET THEM BY WATCHING THE MEN THEY KNOW. THEY ALSO GET IDEAS FROM WATCHING MOVIES AND TELEVISION.

IN A MOVIE OR TELEVISION SHOW, THE HERO NEVER LOSES A FIGHT. HE KILLS "BAD GUYS" WITH EASE. HE DRIVES A FAST CAR AND, OF COURSE, HE ALWAYS GETS THE GIRL. WATCHING MOVIES AND TELEVISION SHOWS, YOU COULD GET THE IDEA THAT A REAL MAN IS A KILLER. YOU COULD ALSO GET THE IDEA THAT YOU CAN DRIVE A CAR AT EIGHTY MILES AN HOUR THROUGH THE CITY WITHOUT GETTING KILLED AND FIGHT A DOZEN PEOPLE ARMED WITH GUNS WITHOUT BEING HURT.

TELEVISION IS JUST MAKE-BELIEVE. IN REAL LIFE, A PERSON WHO BEHAVED LIKE A TELEVISION HERO WOULDN'T LIVE VERY LONG. TELEVISION STORIES ARE ABOUT HOW WE WISH WE COULD BE. THEY AREN'T ABOUT HOW THINGS ARE. TELEVISION STORIES ARE MEANT TO BE ENJOYED. THE TROUBLE IS THAT PEOPLE DO OFTEN TAKE TELEVISION AND MOVIE STORIES SERIOUSLY AND TRY TO BE LIKE THE HEROES.

WHERE DO YOU GET YOUR IDEAS ABOUT WHAT A REAL MAN IS? FROM YOUR FATHER? FROM YOUR FRIENDS? FROM MOVIES AND TELEVISION? (THE LEADER HOLDS A DISCUSSION OF THESE QUESTIONS.)

WHAT ARE YOUR IDEAS OF WHAT A REAL MAN IS? (THE LEADER HOLDS A DISCUSSION OF THIS QUESTION.)

OKAY, WHAT IS A REAL WOMAN? HOW DOES SHE BEHAVE? HOW IS BEING A WOMAN DIFFERENT FROM BEING A MAN? (THE LEADER HOLDS A DISCUSSION OF THIS QUESTION.)

SHOULD WOMEN DO ALL THE HOUSEWORK AND HAVE THE TOTAL RESPONSIBILITY FOR CHILDREN? (THE LEADER HOLDS A DISCUSSION OF THIS QUESTION.)

A MAN AND A WOMAN SHOULD BE EQUAL PARTNERS IN CARING FOR THE FAMILY. THIS MEANS THAT THE WORK HAS TO BE DIVIDED EQUALLY. IT MEANS THAT YOU CAN'T REFUSE TO WASH THE DISHES OR CHANGE THE

BABY, BECAUSE IT'S "WOMEN'S WORK." DO YOU THINK THAT SOME JOBS ARE "WOMEN'S WORK" AND SHOULDN'T BE DONE BY MEN? WHAT ARE THEY? (THE LEADER HOLDS A DISCUSSION OF THIS QUESTION.)

THERE'S A LOT OF WORK TO DO IF YOU HAVE A CHILD - PARTICULARLY WHEN THE CHILD IS VERY YOUNG. IF YOU LET THE WOMAN DO ALL THE WORK WITH THE CHILD AND AROUND THE HOUSE, YOU WILL NOT BE DOING YOUR SHARE. IT IS NOT GOOD FOR ANYONE TO BE COOPED UP WITH A CHILD 24 HOURS A DAY WITH NO BREAKS. IT BECOMES VERY HARD TO TAKE GOOD, LOVING CARE OF THE CHILD IF YOU CAN'T GET AWAY SOMETIMES.

YOU CAN HELP BY HELPING WITH THE HOUSEWORK AS WELL AS HELPING WITH THE CHILD. THIS WILL LET THE WOMAN GET SOME REST - AND, AS WE'VE SAID BEFORE - GETTING ENOUGH REST IS IMPORTANT IF YOU'RE CARING FOR A YOUNG CHILD.

TAKING CARE OF A CHILD OR DOING HOUSEWORK DOES NOT MAKE YOU LESS OF A MAN. IT MAKES YOU A GOOD PARTNER AND A GOOD FAMILY MAN. IT'S TOO BAD THAT THERE AREN'T MOVIES OR TELEVISION SHOWS WITH GOOD FAMILY MEN AS THE HEROES BECAUSE, IN REAL LIFE, A GOOD FAMILY MAN IS A HERO.

REMEMBER:

1. REAL MEN CAN BE GENTLE.
2. MEN AND WOMEN SHOULD BE EQUAL PARTNERS.
3. HELP WITH HOUSEWORK AND CHILD CARE.

"R" is for REAL MEN CAN BE GENTLE

TRIGGER STORY

A PROUD FATHER

You are a proud father. You can't get enough of being with your new baby son. You're carrying around a whole wallet full of pictures and telling everybody who will listen all about him.

One night your wife goes out to visit with her sister. It's just you and the baby. You give him a bath and change him, talking to him even though he can't understand a word. You bundle him up in a blanket and sit down in the rocking chair to rock him to sleep. You can feel his heart beating and sitting there holding him just makes you love him so much that you could burst.

The doorbell rings. It's your friend Brad come over to ask you if you would like to go down to the bar and shoot a game of pool. You feel a little embarrassed that he's caught you holding the baby. He asks you where your wife is. You tell him.

"Man," he says, "what's wrong with you? You're letting that woman make a fool out of you. What's next? You gonna be wearing a dress?"

Discussion Questions

1. How does this make you feel?
2. What would you do?

A Proud Father/LEADER'S RESPONSE

The Leader should stress that a "real man" does what he thinks is right, not what his friends tell him. Brad is wrong. You may not convince him that he's wrong, but he's still wrong. It takes courage to do what you know is right even if your friends don't understand. If you let Brad talk you into feeling that you shouldn't take care of your kid, that doesn't make you more of a man.

"R" IS FOR REAL MEN CAN BE GENTLE

FATHERING SKILLS

LAUNDRY - (DEMONSTRATION)

ANNOUNCEMENT: THE LEADER ANNOUNCES TO THE PARTICIPANTS THAT THE NEXT WEEK'S FATHERING SKILL SESSION WILL BE A REVIEW OF ALL THE FATHERING SKILLS COVERED SO FAR. EACH PARTICIPANT WILL SELECT A SKILL LEARNED FROM TAKING CARE TO DEMONSTRATE AT THIS SESSION. THE LEADER SHOULD INFORM PARTICIPANTS OF WHAT MATERIALS WILL BE AVAILABLE FOR THE DEMONSTRATIONS AND SHOULD ASSIST PARTICIPANTS WHO HAVE DIFFICULTY SELECTING A SKILL.

NOTE: THIS SKILL IS TO BE PRESENTED AS A DEMONSTRATION. HAVE STUDENTS TAKE PART IN THE DEMONSTRATION.

IF THE LEADER DOES NOT HAVE ACCESS TO LAUNDRY FACILITIES, THE INFORMATION CAN BE PRESENTED AND DISCUSSED.

SUGGESTED MATERIALS:

WASHER AND DRYER

DIAPER PAIL

LAUNDRY DETERGENT (CAN BE EMPTY) WITH INSTRUCTIONS ON BOX

DIAPER PAIL DISINFECTANT

POINTS TO BE COVERED

1. LAUNDRY IS A FATHERING SKILL THAT CAN BE A REAL PRACTICAL HELP TO YOUR PARTNER. BABIES MAKE A LOT OF EXTRA LAUNDRY. THEY SPIT UP, WET THEMSELVES AND NEED SEVERAL CHANGES OF

CLOTHES A DAY. THEIR BLANKETS AND SHEETS NEED TO BE WASHED OFTEN. THEY CAN SPIT UP ON SOMETHING AS SOON AS YOU CHANGED IT. THE LAUNDRY PILES UP. IT IS NOT HARD TO DO, BUT IT TAKES UP A LOT OF TIME. A FULL LAUNDRY BASKET CAN BE HEAVY TO CARRY AROUND. HELP YOUR PARTNER OUT. DO THE LAUNDRY.

2. MOST WASHING MACHINES HAVE INSTRUCTIONS ON THEM. LAUNDRY SOAPS HAVE INSTRUCTIONS ON THE BOXES. (THE LEADER SHOULD SHOW THESE INSTRUCTIONS TO THE CLASS AND DISCUSS THEM.) HOW MUCH SOAP YOU USE DEPENDS ON THE KIND OF SOAP IT IS AND THE KIND OF WASHER YOU'RE USING. CHECK THE INSTRUCTIONS BEFORE STARTING THE LAUNDRY
3. YOUR BABY'S SKIN IS DELICATE. IT IS IMPORTANT THAT ALL HIS CLOTHES ARE PROPERLY WASHED. IF HIS CLOTHES ARE NOT WASHED AND RINSED THOROUGHLY, HE MAY GET A SKIN RASH. SOME BABY'S SKIN IS ALSO SENSITIVE TO SOME SOAPS AND YOU MIGHT HAVE TO CHANGE TO A DIFFERENT SOAP. BE SURE TO RINSE HIS CLOTHES TO REMOVE ALL THE SOAP AFTER WASHING.
2. YOUR BABY'S CLOTHES SHOULD BE WASHED SEPARATELY FROM THE REST OF THE FAMILY CLOTHES. DO NOT WASH YOUR BABY'S CLOTHES WITH YOUR DIRTY JEANS! WASH YOUR BABY'S CLOTHES IN HOT, SOAPY WATER AND RINSE WELL.
3. DISPOSABLE DIAPERS SAVE A LOT OF TIME, BUT THEY ARE EXPENSIVE TO USE. IT IS MUCH CHEAPER TO BUY CLOTH DIAPERS AND WASH THEM. CLOTH DIAPERS NEED SPECIAL CARE. THE URINE AND WASTE CAUSES GERMS TO GROW AND YOUR BABY CAN GET TERRIBLE DIAPER RASH. TO HELP PREVENT DIAPER RASH, CHANGE HIM OFTEN AND BE CAREFUL ABOUT WASHING HIS DIAPERS.

FIRST, YOU WILL NEED A DIAPER PAIL WITH WATER AND DIAPER DISINFECTANT IN IT. THE DISINFECTANT WILL KILL THE GERMS AND PREVENT ODOR.

SOILED DIAPERS SHOULD BE EMPTIED INTO THE TOILET AND RINSED. PUT THE RINSED DIAPERS IN THE DIAPER PAIL.

WET DIAPERS SHOULD BE RINSED BEFORE BEING PUT INTO THE DIAPER PAIL.

THE DIAPERS SOAK IN THE DIAPER PAIL UNTIL YOU WASH THEM IN THE WASHING MACHINE. DIAPERS SHOULD BE WASHED AT LEAST EVERY OTHER DAY.

REMOVE EXCESS WATER FROM DIAPERS. WASH IN WASHING MACHINE IN VERY HOT, SOAPY WATER. IF POSSIBLE, RINSE TWICE.

4. DO NOT OVERLOAD THE WASHING MACHINE. THIS WILL PREVENT THE DIAPERS OR CLOTHES FROM RINSING THOROUGHLY.

UNIT IX

SESSION TWO

OPENING EXERCISE

STAGES: RAPPING, TAPPING & FINGER SNAPPING

TRIGGER STORY: CHEATING

ACTIVITY: FORCED CHOICES

OPENING EXERCISE

(THE LEADER REVIEWS COMPLETED TAKING CARE SLOGANS, ASKING WHAT EACH SLOGAN MEANS.

"T" IS FOR TAKE CARE OF YOUR KIDS

"A" IS FOR ALWAYS COUNT TO TEN

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"N" IS FOR NEVER HIT ON YOUR FAMILY

"G" IS FOR GET HELP IF YOU NEED IT

"C" IS FOR CARING IS TOUGH

"A" IS FOR ALWAYS PARENT STRAIGHT

"R" IS FOR REAL MEN CAN BE GENTLE

STAGES

(THE LEADER ASKS THE GROUP HOW THEY FELT WHEN THEY STARTED SCHOOL)

STAGE: RAPPING, TAPPING AND FINGER SNAPPING

APPROXIMATE AGE: 5-6 YEARS

YOUR FIVE- TO SIX-YEAR-OLD CHILD CHANGES A LOT. MORE IMPORTANTLY, EVERY CHILD IS DIFFERENT. SHE MAY BE QUIET AND EASY TO GET ALONG WITH. SHE MAY BE TENSE AND RESTLESS AND STUBBORN. SHE MAY ALWAYS BE GIGGLING, CHEWING ON A PENCIL, PULLING ON A STRAND OF HAIR, DANCING AROUND, PUSHING, PULLING - ALWAYS IN MOTION. OR, SHE, MAY BE QUIET SOMETIMES AND NOISY AND EXCITABLE AT OTHER TIMES.

THERE ARE MANY REASONS FOR ALL THESE CHANGES IN HOW SHE BEHAVES.

MOST CHILDREN FIND IT VERY HARD TO BEGIN SCHOOL. HER MOTHER

IS NO LONGER CLOSE BY. AT FIRST, IT IS REALLY HARD FOR HER TO BE SEPARATED FROM HER MOTHER. YOUR CHILD IS SENT OFF TO A STRANGE PLACE WITH STRANGE PEOPLE AND STRANGE THINGS. IT CAN BE VERY FRIGHTENING TO YOUR CHILD, ESPECIALLY IF SHE HAS NOT BEEN AROUND A LOT OF DIFFERENT PEOPLE BEFORE. (THE LEADER ASKS FOR SUGGESTIONS ON HOW YOU CAN HELP MAKE IT EASIER FOR YOUR CHILD TO START SCHOOL - E.G., TAKE HER TO VISIT THE SCHOOL BEFORE SHE HAS TO GO; TALK TO HER ABOUT WHAT HAPPENS IN SCHOOL; GET AN OLDER CHILD TO TELL HER ABOUT SCHOOL, ETC.)

THE START OF SCHOOL MAY CAUSE SOME CHILDREN TO BEHAVE LIKE BABIES AGAIN. THEY MAY WET THE BED, SUCK THEIR THUMB OR TALK BABY TALK. THEY MAY ALSO CRY WHEN THEY ARE LEFT AT SCHOOL. THEY MAY BE VERY ANGRY WITH YOU WHEN YOU LEAVE THEM.

THE CHILD IS SCARED. SHE HAS LEFT BEHIND EVERYTHING THAT SHE IS FAMILIAR WITH. SHE HAS LEARNED HOW TO FEEL SAFE AND SECURE AT HOME, BUT, NOW, SHE IS IN A NEW AND STRANGE SITUATION.

FORTUNATELY, MOST CHILDREN ADJUST QUICKLY. THEY SOON UNDERSTAND THAT THEY WILL COME BACK HOME EACH DAY. PLAYING WITH THE OTHER KIDS BECOMES FUN. THEY WILL BRING HOME THEIR ART WORK TO BE TAPED ON THE REFRIGERATOR DOOR. THEY BECOME PROUD OF THEIR NEW SKILLS.

WHAT SHE NEEDS AT THE BEGINNING OF SCHOOL IS PATIENCE AND UNDERSTANDING. IT MAY TAKE A LITTLE TIME FOR HER TO BECOME INDEPENDENT ENOUGH TO GO OFF TO SCHOOL HAPPILY. IT IS UP TO YOU TO ENCOURAGE HER TO BE INDEPENDENT. SHE DOES NOT NEED YOU UPSET BECAUSE YOUR "LITTLE BABY" IS GOING OFF TO SCHOOL. THAT WILL ONLY FRIGHTEN HER MORE. SHE NEEDS YOU TO BE HAPPY FOR HER NEW

INDEPENDENCE. MAKE SCHOOL AND LEARNING A GREAT ADVENTURE FOR HER. SHE HAS A LOT OF YEARS AHEAD OF HER IN SCHOOL. SHE SHOULD BE ENCOURAGED TO ENJOY IT.

(LEADER DISPLAYS SUPERDAD POSTER AND ADDS APPROPRIATE SAYING - "STAY TUNED IN")

SUPERDAD SEZ: STAY TUNED IN.

THE CONSTANT NOISE AND FIDGETING CAN DRIVE YOU CRAZY. YOUR CHILD JUST CAN'T SIT STILL. FEET TAP AT THE DINNER TABLE. DOORS SLAM. SOMETIMES THE WHOLE HOUSE SEEMS TO SHAKE. IT IS VERY EASY TO JUST TOTALLY TUNE IT ALL OUT. THIS, HOWEVER, IS NOT A GOOD IDEA. YES, YOU MUST OVERLOOK SOME OF THE NOISE AND FIDGETING, AND IGNORE IT. YOU CAN IGNORE THE NOISE, BUT DON'T IGNORE YOUR CHILD. BE AWARE OF WHAT SHE IS SAYING AND DOING. IT MAY BE VERY IMPORTANT.

YOU CAN:

1. "TUNE OUT" SOME OF THE NOISE.
2. "TUNE IN" ON WHAT YOUR CHILD IS REALLY SAYING AND FEELING. THIS MAY BE DIFFERENT FROM HER ACTUAL WORDS. "I HATE SCHOOL" COULD REALLY MEAN "I'M SCARED."

(THE LEADER LEADS A DISCUSSION ON OTHER WAYS TO "STAY TUNED IN." FOR EXAMPLE, KNOW WHO YOUR CHILD PLAYS WITH; LISTEN TO YOUR CHILD'S FRIENDS WHEN THEY TALK TO YOU; ALWAYS KNOW WHERE YOUR CHILD IS AND WHO SHE IS WITH; DISCUSS WHAT'S HAPPENING IN SCHOOL.)

"R" is for REAL MEN CAN BE GENTLE

TRIGGER STORY

CHEATING

Things aren't working out between you and Donna. You probably shouldn't have gotten married so young. Now you have two kids, a boy and a girl.

One day, when you come home from work, you find her and the kids gone. Later on you find out that she has gone to live with another man. It turns out that she's been seeing him while you were working. You feel like a fool because you were really trying to hold it together.

You're sitting there thinking about how angry you are at her when she walks in with the kids. She's come back for some of her things.

All you want to do is hit her.

Discussion Questions

1. What should you do?
2. What about the kids?

Cheating/LEADER'S RESPONSE

The Leader should stress that doing violence will just mess you up. What she has done is wrong, but attacking her will just put you in jail. She just wasn't ready to be a wife and mother. Hitting her won't change that. A lot of times doing violence sounds like a manly thing to do when it's just a stupid thing to do.

The first thing that you have to think about is your kids. Can you imagine what it would be like for them if they witness you hurting or killing Donna?

You're probably too mad to do anything but walk, but you have some big decisions to make. Can you care for your kids alone or with help from your family? Is Donna, despite her other problems, able to care for them better than you? What about a lawyer and a divorce?

NOTE TO THE PRESENTER:

Many groups will react violently to this story. Remember: the point is to make the kids think - you're not required to make sure that they will all agree with you.

ACTIVITY

R = Real Men can be Gentle

FORCED CHOICES

Introduction

The leader tells the group that the purpose of this exercise is to examine the kinds of things men should do with their children and see what the most important things are. The leader does not tell the group that the real purpose is to examine male role stereotypes.

Materials

1. Copies of handout for all participants.
2. Copies of fill-in-the-blanks story for all participants.
3. Pencils
4. Newsprint and markers - Copy the handout list on a newsprint page.

Instructions

1. State the introduction.
2. Make sure that each player has a pencil and workspace. Give each participant a copy of the attached Handout #1.
3. Instruct participants to check the five most important things on the handout that a father should do with his child. Only five may be checked.
4. Put up newsprint copy of handout. Run down the list item by item asking those who have checked the item to raise their hands. Write tallies beside the item.
5. Count the "votes" making checks beside the 5 items with the most votes.
6. Copy these 5 items on a separate newsprint page.
7. Give out the story (Handout #2). Tell participants to fill in the blanks in the story using only the 5 items left on the newsprint in any order they choose. All blanks must be filled.
8. Get participants to read their stories. Most will be humorous.

9. Discuss "male role stereotypes." Point out that the work of caring for a child is the first priority. All the activities on the list are important, but actual physical care is the most important. If you shut yourself out of these activities because "men don't do that," you will be unable to solve problems in situations like those in the story. You won't be a complete parent.

Suggested answers to the fill-in-the-blanks story:

1. Feed the baby
2. Burp the baby
3. Change the baby
4. Rock the baby
5. Walk the baby

Handout #1

Fill-in-the-blanks Story

Directions: Circle the 5 most important things a man should do for his baby.

1. Teach the baby to talk.
2. Rock the baby.
3. Listen to the baby.
4. Child-proof the baby's room.
5. Walk the baby.
6. Teach the baby the difference between right and wrong.
7. Play with the baby.
8. Change the baby.
9. Take the baby to the doctor.
10. Read to the baby.
11. Feed the baby.
12. Teach the baby to walk.
13. Discipline the baby if he needs it.
14. Buy the baby a crib.
15. Burp the baby.
16. Wash your baby's clothes.

Handout #2

Fill-in-the-blanks Story

Your wife is in California. She watches all the TV game shows. She sent a postcard to "Let's Make a Bundle" and was selected to be on the show. She won tonight, so she won't be home - probably for several days. She won \$10,000, a new car, a set of bedroom furniture, a tennis racket and a year's supply of frozen turkeys. As you switch off the TV set, you're wondering where you're going to put 365 frozen turkeys.

The baby starts crying so you _____

_____.
That's strange. Usually he stops crying when you do that, but he's bawling his head off. So, you pick the baby up and you _____

_____.
He's still crying. You can't think what you should do, so you call up your friend Fred. He's got kids, so maybe he knows. He tells you to _____

_____.
You try that, but it still doesn't work. You remember reading in a book that when a baby cries the best thing to do is to _____

_____. You try it, but the baby is still crying.

Well, there's one last thing you can think of. You _____

_____.
That does it. The baby stops crying and goes to sleep.

UNIT X

SESSION ONE

LECTURETTE: E IS FOR ENJOY, ENCOURAGE & PRAISE
YOUR KIDS

TRIGGER STORY: A HELPFUL CHILD

FATHERING SKILLS: REVIEW

LECTURETTE

SUGGESTED SCRIPT:

"T" IS FOR TAKE CARE OF YOUR KIDS.

"A" IS FOR ALWAYS COUNT TO TEN.

"K" IS FOR KIDS LEARN FROM YOU.

"I" IS FOR INFANTS CAN'T HELP IT.

"N" IS FOR NEVER HIT ON YOUR FAMILY.

"G" IS FOR GET HELP IF YOU NEED IT.

"C" IS FOR CARING IS TOUGH.

"A" IS FOR ALWAYS PARENT STRAIGHT.

"R" IS FOR REAL MEN CAN BE GENTLE.

E IS FOR ENJOY, ENCOURAGE AND PRAISE YOUR KIDS

WHAT DOES THAT MEAN? (THE LEADER GETS RESPONSES FROM THE GROUP.)

WE'VE BEEN TALKING ABOUT HOW TO BE A GOOD FATHER FOR QUITE A WHILE. LET'S TALK A LITTLE BIT ABOUT WHY.

WITH ALL THE WORK THAT COMES FROM BEING A GOOD PARTNER AND A GOOD FAMILY MAN, THERE'S A LOT OF FUN.

NO ONE WILL EVER LOVE YOU THE WAY YOUR CHILD WILL, IF YOU LET HIM. TO THE CHILD, YOU CAN BE THE BEST FATHER AND THE MOST IMPORTANT MAN IN THE WORLD.

CHILDREN ARE WORK, BUT THEY ARE ALSO FUN. JUST PLAYING WITH A SMALL CHILD FOR A FEW MINUTES CAN REMIND US OF WHAT IT'S LIKE TO BE A CHILD.

TO A CHILD, THE WORLD IS FULL OF SURPRISES. A CHILD CAN SPEND AN HOUR PLAYING WITH A STICK AND A PIECE OF STRING AND CAN IMAGINE HIMSELF FLYING A SPACESHIP OR DRIVING A RACE CAR JUST SITTING IN A CHAIR.

AS WE GROW UP, WE ARE TOLD NOT TO PLAY, NOT TO IMAGINE. AND YET, EVEN ADULTS NEED PLAY. BEING WITH A CHILD CAN REMIND YOU OF WHAT A WONDERFUL PLACE THE WORLD IS.

THERE IS ONE WARNING ABOUT ENJOYING YOUR CHILDREN. REMEMBER: YOU CANNOT EXPECT A CHILD TO MAKE YOUR LIFE HAPPY. IF YOU COME HOME FROM WORK FEELING BAD, YOU CANNOT EXPECT YOUR CHILD TO MAKE YOU FEEL BETTER. IT'S A DANGEROUS THING TO DO BECAUSE YOU WILL BE ANGRY AND DISAPPOINTED IF THE CHILD CRIES OR MISBEHAVES, AS CHILDREN WILL, INSTEAD OF GIVING YOU A BIG HUG.

STILL, CHILDREN ARE FUN A LOT OF THE TIME. IT'S VERY IMPORTANT TO TALK TO AND PLAY WITH YOUR CHILD. IT'S NOT ONLY FUN; IT HELPS THE CHILD LEARN ABOUT THE WORLD.

WHEN A CHILD PLAYS HOUSE, PLAYS WITH DOLLS OR PRETENDS TO BE A GROWN-UP, THE CHILD IS PRACTICING TO BE AN ADULT.

AFTER ALL, THE MEN AND WOMEN WHO PILOT THE SPACE SHUTTLE WERE PROBABLY CHILDREN WHO PLAYED ASTRONAUT ON THE LIVING ROOM COUCH. A CHILD'S DREAMS SOMETIME COME TRUE AND, EVEN IF THEY DON'T, THEY SAY A LOT ABOUT HOW THE CHILD FEELS ABOUT THINGS.

THE CHILD'S WORLD IS FULL OF WONDER, BUT IT IS ALSO FULL OF FEAR. CHILDREN ARE SOMETIMES AFRAID OF STRANGERS, DOGS, MONSTERS WHO LIVE IN THE CLOSET OR UNDER THE BED AND MANY OTHER THINGS. WHAT THINGS WERE YOU AFRAID OF AS A CHILD? (THE LEADER GETS RESPONSES FROM THE GROUP.)

THE THINGS THAT SCARE A CHILD WILL COME OUT IN A CHILD'S PLAY. PLAY CAN BE A WAY OF DEALING WITH FEARS. IF A CHILD IS AFRAID OF MONSTERS, HE MAY PLAY THAT HE'S A MONSTER.

WATCHING A CHILD PLAY, YOU CAN OFTEN TELL A GOOD DEAL ABOUT

HOW THAT CHILD FEELS.

CHILDREN WHO DO NOT HAVE THINGS AND PEOPLE TO PLAY WITH REALLY MISS OUT. SOME PARENTS NOT ONLY DO NOT PLAY WITH THE CHILD, THEY ALSO STOP THE CHILD FROM PLAYING. THIS IS A VERY BAD MISTAKE. SUCH CHILDREN HAVE PROBLEMS IN LATER LIFE BECAUSE THEIR PARENTS STOPPED THEM FROM LEARNING ABOUT THE WORLD AND EXPRESSING THEMSELVES.

CHILDREN MAKE SOME NOISE WHEN THEY PLAY. PARENTS JUST HAVE TO LEARN TO LIVE WITH THAT. WHILE YOU CAN MAKE SURE THAT AN OLDER CHILD KEEPS IT WITHIN REASON IN THE HOUSE, IT'S IMPORTANT FOR THE CHILD TO HAVE OPPORTUNITIES TO RUN AND MAKE NOISE. A REGULAR TRIP TO THE PARK IS ONE WAY TO DO THIS. CHILDREN NEED EXERCISE JUST LIKE ADULTS. IT HELPS THEM DEVELOP THEIR MUSCLES AND COORDINATION AND IT'S A WAY OF LETTING OFF STEAM. A CHILD WHO NEVER HAS A CHANCE TO RUN AND YELL WILL PROBABLY HAVE TROUBLE WITH SPORTS AND OTHER PHYSICAL ACTIVITIES IN LATER LIFE.

ONE BIG MISTAKE THAT FATHERS MAKE IS TO WANT THEIR KIDS TO BE STAR ATHLETES AND TO PUSH THEM INTO SPORTS TOO EARLY. A SMALL CHILD JUST DOESN'T HAVE THE PHYSICAL CAPABILITIES TO PLAY SPORTS. AND FATHERS WHO PUSH THEIR KIDS INTO SERIOUS SPORTS TAKE ALL THE FUN OUT OF PLAY. IF YOUR CHILD LEARNS THAT IT'S FUN TO EXERCISE AND PLAY, HE OR SHE WILL BE MORE LIKELY TO PLAY SPORTS IN LATER LIFE. IF YOU TRY TO TURN YOUR FIVE-YEAR-OLD INTO A PROFESSIONAL BASKETBALL PLAYER, YOU ARE LIKELY TO TEACH HIM TO HATE BASKETBALL.

WE TALK A LOT ABOUT NOT HITTING YOUR KIDS AND ABOUT WAYS TO CONTROL THEM. LET'S TALK FOR A MINUTE ABOUT THE MOST POWERFUL

TOOL PARENTS HAVE TO GET KIDS TO DO WHAT THE PARENTS WANT. WHAT DO YOU THINK THAT TOOL IS? (THE LEADER GETS ANSWERS FROM THE GROUP.)

IT'S PRAISE AND ENCOURAGEMENT, NOT STRICT DISCIPLINE. PARENTS ARE OFTEN QUICK TO YELL AT A KID WHEN HE DOES SOMETHING WRONG. IT'S FAR MORE IMPORTANT TO PRAISE THE KID WHEN HE DOES SOMETHING RIGHT. IF YOU JUST SIT THERE AND DON'T SAY ANYTHING, JUST KEEP WATCHING T.V., HOW IS THE KID SUPPOSED TO KNOW THAT HE'S DOING WHAT YOU WANT?

KIDS IMITATE AND KIDS TRY TO PLEASE. PRAISE REALLY WORKS SO MUCH BETTER THAN STRICT DISCIPLINE.

IT SEEMS LIKE SOME PARENTS ONLY PAY ANY ATTENTION TO THEIR KID WHEN THE KID DOES SOMETHING WRONG. THAT'S A BAD MISTAKE.

KIDS WANT ATTENTION. IF THE ONLY WAY THEY CAN GET IT IS BY BEING BAD, THEY WILL BE BAD.

SURE, YOU DO HAVE TO PLACE CONTROLS OVER WHAT A KID DOES. YOU CAN'T JUST LET HIM DO ANYTHING. YOU HAVE TO USE DISCIPLINE SOMETIMES.

YOU SHOULD USE PRAISE MORE OFTEN. CHILDREN ARE FUNNY THAT WAY. IF YOU SAY TO THEM, "YOU'RE A GOOD CHILD AND YOU DO WHAT DADDY TELLS YOU," THEY WILL. IF YOU SAY, "YOU'RE BAD, AND YOU NEVER DO ANYTHING RIGHT," THAT'S WHAT YOU'LL GET.

THINK ABOUT IT. ISN'T THAT HOW IT WORKS FOR YOU. DON'T YOU TRY HARDER WHEN YOU GET SOME CREDIT? (THE LEADER HOLDS A DISCUSSION OF THIS QUESTION.)

IT'S ALL A MATTER OF HOW YOU LOOK AT THINGS. WHEN YOU SEE A KID TRYING TO DO SOMETHING, YOU CAN EITHER SAY "THAT'S WRONG," OR

YOU CAN SAY "THAT'S A GOOD TRY. KEEP TRYING AND YOU'LL GET IT RIGHT." WHICH DO YOU THINK WORKS BETTER?

REMEMBER:

1. KIDS ARE FUN!
2. DON'T EXPECT YOUR CHILD TO HELP YOU FEEL BETTER.
3. PLAY WITH YOUR KID AND LET HIM PLAY.
4. KIDS NEED NOISE AND EXERCISE.
5. PRAISE YOUR KID MORE OFTEN THAN YOU DISCIPLINE HIM.

"E" is for ENJOY, ENCOURAGE AND PRAISE YOUR KIDS

TRIGGER STORY

A HELPFUL CHILD

Donald is five years old. He really wants to be grown up - the trouble is that it gets him in trouble.

One night at dinner time you're setting the table. Donald wants to help, so you let him. He picks up the plates to bring them to the table. They're too heavy for him and he drops them. They break all over the floor.

Donald has often been in trouble for breaking things. He thinks that he's going to be punished, so he starts crying.

You remember that you told him that the next time he broke something, you were going to spank him.

Discussion Questions

1. Should you spank Donald?
2. Should you punish him in another way?
3. What should you do?

A Helpful Child/LEADER'S RESPONSE

The Leader should stress that Donald shouldn't be punished at all. It's your fault for letting him do something that he couldn't handle. And, you shouldn't have threatened to spank him. Threats don't work. Donald should be praised for his helpfulness. You should, however, make sure that he doesn't try to do things he can't do.

"E" IS FOR ENJOY, ENCOURAGE AND PRAISE YOUR KIDS
FATHERING SKILLS

REVIEW

SUGGESTED MATERIALS AND PREPARATION:

A DOLL, DIAPERS, POWDER AND A SELECTION OF THE OTHER
MATERIALS USED IN PAST SESSIONS

NOTE: THE LEADER ANNOUNCES THIS ACTIVITY DURING THE "FATHERING
SKILLS" SESSION OF THE PREVIOUS WEEK. EACH PARTICIPANT
IS REQUIRED TO DEMONSTRATE SOMETHING THAT HE HAS LEARNED
IN TAKING CARE/FATHERING SKILLS. ANNOUNCE WHAT MATERIALS
WILL BE AVAILABLE FOR THE SESSION. ASSIST PARTICIPANTS
WHO MAY HAVE DIFFICULTY DECIDING WHAT TO DO.

REVIEW

EACH PARTICIPANT PRESENTS A SKILL. IT IS IDEAL IF THERE CAN
BE AN AUDIENCE OF OTHER ADULTS, FAMILY MEMBERS OR OTHER YOUTHS.
IT IS RECOMMENDED THAT YOU VIDEOTAPE THIS SESSION FOR
PARTICIPANTS TO REVIEW LATER.

UNIT X

SESSION TWO

OPENING EXERCISE

STAGES: LIFE AFTER BIRTH

TRIGGER STORY: PETRA

ACTIVITY: TOYMAKING

OPENING EXERCISE

(THE LEADER REVIEWS COMPLETED TAKING CARE SLOGANS, ASKING WHAT EACH SLOGAN MEANS.)

"T" IS FOR TAKE CARE OF YOUR KIDS

"A" IS FOR ALWAYS COUNT TO TEN

"K" IS FOR KIDS LEARN FROM YOU

"I" IS FOR INFANTS CAN'T HELP IT

"N" IS FOR NEVER HIT ON YOUR FAMILY

"G" IS FOR GET HELP IF YOU NEED IT

"C" IS FOR CARING IS TOUGH

"A" IS FOR ALWAYS PARENT STRAIGHT

"R" IS FOR REAL MEN CAN BE GENTLE

"E" IS FOR ENJOY, ENCOURAGE AND PRAISE YOUR KIDS

STAGES

(THE LEADER ASKS THE GROUP IF THEY THINK THAT IT IS DIFFICULT TO BE A GOOD PARENT AND WHY.)

STAGE: LIFE AFTER BIRTH

RAISING A CHILD TO BE A STRONG, RESPONSIBLE CARING ADULT IS A TOUGH JOB. ALL THE ANSWERS ARE NOT IN A BOOK. NO ONE HAS ALL THE RIGHT ANSWERS. THERE IS NO MAGIC FORMULA THAT GUARANTEES YOU WILL BE A GOOD PARENT. ALL PARENTS MAKE MISTAKES.

THERE ARE THINGS THAT EVERY CHILD NEEDS. HE NEEDS LOVE. EVERYBODY HAS THE NEED TO BE LOVED. IT MAKES US FEEL GOOD. IT CAN MAKE US TRY TO BE THE BEST WE CAN. WE NEED TO KNOW THAT WE ARE LOVED EVEN THOUGH WE HAVE FAULTS. NOBODY IS PERFECT.

HE NEEDS CARING ATTENTION. HE NEEDS ATTENTION WHEN HE IS SICK AND WHEN HE IS WELL. HE NEEDS ATTENTION WHEN HE IS GOOD AND

WHEN HE IS NOT SO GOOD. HE WILL DO WHATEVER HE HAS TO DO TO GET ATTENTION. IF BAD BEHAVIOR GETS MORE ATTENTION THAN GOOD BEHAVIOR. HE WILL PROBABLY BEHAVE BADLY.

HE NEEDS TO FEEL THAT HE MATTERS TO YOU. HE HAS TO KNOW THAT YOU REALLY CARE ABOUT HOW HE FEELS AND THINKS. EVEN THOUGH YOU MAY DISAGREE, HE NEEDS TO KNOW THAT YOU'RE THERE FOR HIM AND THAT YOU WANT THE BEST FOR HIM.

HE NEEDS YOU TO SPEND TIME WITH HIM. HE NEEDS YOU TO BE AROUND TO GUIDE AND DISCIPLINE HIM. HE ALSO NEEDS YOU TO SHARE YOUR EXPERIENCES AND LEARNING WITH HIM. THAT'S ALL PART OF CARING.

AS HE GROWS, HE NEEDS MORE SPACE AND FREEDOM TO DEVELOP. HE HAS TO LEARN TO BE ON HIS OWN. BUT, HE SHOULD KNOW THAT YOU ARE THERE IF HE NEEDS SOMEONE TO TALK TO OR NEEDS ADVICE.

HE NEEDS TO FEEL THAT IT'S SAFE TO COME TO YOU WHEN HE HAS A PROBLEM. YOU WON'T JUST START YELLING AND SCREAMING ABOUT WHAT AN IDIOT HE IS. YOU'LL LISTEN AND TRY TO UNDERSTAND. IT MAY BE HARD, BUT YOU'LL TRY. YOU'LL HELP HIM TO DO WHAT IS RIGHT. YOU WILL HELP HIM TO BE STRONG. AS HE GETS OLDER, HE WILL NEED YOU LESS AND LESS TO HELP HIM, BUT HE WILL ALWAYS NEED YOUR LOVE AND CARING.

(THE LEADER ASKS THE GROUP IF A GOOD PARENT SHOULD EVER ADMIT THAT THEY ARE WRONG. IF SO, WHEN?) NO PARENT CAN ALWAYS DO THE RIGHT THING. NO PARENT IS ALWAYS RIGHT. A GOOD PARENT IS ABLE TO ADMIT WHEN HE IS WRONG OR HAS MADE A MISTAKE. A GOOD PARENT WILL CHANGE HIS MIND WHEN HE FEELS THAT HIS FIRST DECISION WAS WRONG.

A GOOD PARENT WILL NOT HAVE TO WIN ALL THE BATTLES. IF HE DISAGREES WITH HIS CHILD OVER SOMETHING THAT IS REALLY NOT SO IMPORTANT, HE WILL LET THE CHILD WIN. HE WILL SAVE HIS WINS FOR THE BIG PROBLEMS.

A GOOD PARENT WILL MAKE SURE HIS CHILD GETS CLEAR MESSAGES. HE WILL TELL HIS CHILD HE LOVES HIM. HE WILL SHOW HIS LOVE BY PROVIDING FOR THE CHILD'S NEEDS. HE WILL DO HIS LOVE BY GIVING TIME AND ATTENTION TO HIS CHILD.

GOOD PARENTING IS PROBABLY THE TOUGHEST JOB THERE IS. YOU DON'T HAVE WEEK-ENDS AND HOLIDAYS OFF. YOU HAVE TO WORK AT IT 24 HOURS A DAY, EVERY DAY. YOU DON'T GET OVERTIME AND YOU MAY NOT EVEN GET "THANKS." IT CAUSES YOU A LOT OF WORRY. WHY THEN DOES ANYBODY WANT TO BE A GOOD PARENT? FIRST, IF YOU BECOME A PARENT, IT IS YOUR RESPONSIBILITY TO BE A GOOD ONE. SECOND, THERE IS NO JOB MORE IMPORTANT THAN RAISING A FINE SON OR DAUGHTER. THEY ARE THE FUTURE OF THE WORLD.

(LEADER DISPLAYS SUPERDAD POSTER AND ADDS APPROPRIATE SAYING - "SAY IT, SHOW IT AND DO IT")

SUPERDAD SEZ: SAY IT, SHOW IT AND DO IT.

ALL PARENTS MAKE MISTAKES. YOUR CHILD WILL STILL TURN OUT OKAY. IT'S NOT THE MISTAKE THAT IS MADE NOW AND THEN THAT IS SO IMPORTANT. IT'S WHAT HAPPENS ALL THE REST OF THE TIME.

YOU MUST:

1. LOVE YOUR CHILD AND TELL HIM SO OFTEN.
 2. BE THERE FOR HIM. GIVE OF YOURSELF AND YOUR TIME.
- IT HAS MUCH MORE VALUE THAN MONEY.

3. SET LIMITS AND DISCIPLINE PROPERLY.

4. SAY SOMETHING NICE TO HIM EVERYDAY ABOUT SOMETHING
HE HAS SAID OR DONE.

5. ENJOY HIM, ENCOURAGE HIM, PRAISE HIM.

(THE LEADER SOLICITS FURTHER SUGGESTIONS ON HOW YOU CAN "SHOW"
YOUR CHILD THAT YOU CARE.)

"E" is for ENJOY, ENCOURAGE AND PRAISE YOUR KIDS

TRIGGER STORY

PETRA

Your daughter, Petra, is four years old. She has been toilet trained since she was two. Just recently, though, something has happend. She's afraid to go to the bathroom. She cries because she thinks that she's going to be "flushed down the toilet." She waits for as long as she can and then begs you or your wife to go with her. She's had several "accidents" and wet herself because she waited too long.

You tell her that she's just being a big baby. She just seems to get more and more nervous. She cries easily, something she never did before.

Your wife thinks that going in the bathroom with her is just "babying" her and that you should stop.

Discussion Questions

1. What should you do?

Petra/LEADER'S RESPONSE

The Leader should stress that children often develop fears of a lot of things. A child who always liked "doggies" will suddenly start to scream in terror when he sees a dog. These fears are very real to the child. The child can't really tell the difference between imagining that something is happening and what actually happens. Petra is trying to be brave and is asking for help. Praise her for this. Tell her that there is nothing to be afraid of in a gentle way and accompany her to the bathroom. It will pass. If you make her more afraid, things will just get worse.

ACTIVITY

E = Enjoy, Encourage and Praise your Kids

TOYMAKING

Introduction

The leader tells the group that the objective of this activity is to teach you how to help your child play and learn without expensive toys. The leader points out that playing with your child is very important - only a little less important than holding your child. The activity is also fun.

Materials and Preparation (Provide enough items so that each participant will have several to work with. When choosing your materials, keep in mind any security precautions your facility may have.)

Cardboard boxes of all kinds... food trays, milk and egg cartons ... refrigerator cartons... berry baskets... cardboard tubes from toilet paper, paper towels, mailing tubes... wire coat hangers... shirt and table cardboards, newspapers and magazines... paper bags, paper plates and cups... aluminum pie plates... used gift wrapping... paper, wood and cloth scraps... old sheets... cans of all sizes (coffee, juice, soup)... detergent jars... jar lids... string, yarn, ribbon and thread... burlap, felt... old clothes and jewelry... old mittens, gloves, socks and nylons... wire mesh... odds and ends: buttons, spools, bottle caps, popsicles sticks and dowels, keys, pebbles, toothpicks, rubber bands, paper clips, corks, straws, beans, pipe cleaners, feathers, bits of fur, cotton batting, etc. Crayons, pencils, felt markers, chalk, tempera paint... Construction paper... crepe and tissue paper... water colors... scissors... white glue... masking tape, cellophane tape... thumb tacks, string.

Organize some of the above items on tables.

Instructions

1. State the introduction.
2. Make three toys, using some of the materials. A rattle can be made by taping two paper cups together with coins or beans inside. (This should not be given to a child without adults present because the coins or beans might be swallowed.) Two tin cans or cups with holes in the bottom and string make a "telephone." (It works if you keep the string taut.) Quarters or buttons and a cup make a game. You set the cup on a table. The quarters or buttons must be bounced into the cup.

3. Challenge the kids to make a toy or game. Let them play. Wander around and make suggestions. (Masks and puppets are good.)
4. After everyone has a game or toy they've made, get them to share it with the group.

NOTE: You may think that your boys won't like this. We've tried it and the kids had a ball! So did we.