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Chapter 1
Being the Teacher

Lesson 1 - Introduction

You are your child's first and most important teacher. It's like a lifetime game of "follow the leader" and you are the leader. You are there to give help and support when it is needed. When you have a child with special needs, it is sometimes hard to know if you are doing the right thing. Your love and concern for your child is a good beginning.
Milestones give you a way to decide if your child is developing normally. The milestones are skills and behaviors that are normal at each age. Every child is different. All children develop different skills at different ages. Your child may develop some skills earlier or later than these milestones indicate. If you are worried about any area of development, discuss your concerns with your child's doctor. Find your child's age in the list below to check off milestones your child has achieved.

Birth to one month
- Stiffen arms and legs when startled
- Grasp a finger placed in their hands
- Turn their heads and open their mouths toward the side on which their cheek is stroked
- Hiccups that last an hour or longer
- Lose a few ounces the first 2-3 days, then gain one-half to one ounce per day
- Cry when hungry or uncomfortable
- Urinate 6-10 times a day
- Bowel movement soon after being fed
- Dry, peeling skin or acne (pimples)
- Umbilical cord stump dries up and falls off
- Focus on objects/faces near their own
- Suck their thumbs or fingers

One to three months
- Urinate 6-10 times a day
- Bowel movement soon after being fed
- Cry an hour or less each day
- Weigh 4-6 pounds more than at birth
- Purposeful, controlled movements
- Immunized at two-month checkup
- Dry, peeling skin and acne clear up
- Make sounds other than crying
- Wobbly head/neck become stronger
- Look toward sights and sounds
- Grasp/hold things in their hands
- Eat 3-6 ounces every 3-4 hours
Three to six months
- Drooling as teeth break through gums
- Weigh twice birth weight
- Reach out and grasp objects
- Put everything into their mouth
- Pass objects from one hand to the other
- Roll over front to back (4 months)
- Roll over back to front (6 months)
- Crawl
- Stiffen legs to stand with support
- Sit in a tripod position (supported by one or both hands) but tip over easily
- Cry less
- Laugh, squeal, gurgle, coo

Six to nine months
- Drooling as teeth break through gums
- Immunizations at six-months check-up
- Eat cereals and pureed fruits/vegetables
- Sleep 10-11 hours at night
- Two one-to-two hour naps during the day
- Sit alone
- Pull up and stand holding onto furniture
- Crawl
- Laugh, babble, shout for attention
- Recognize and respond differently to people they know or don't know
Nine to twelve months
☐ Search for hidden objects
☐ Point to things and look at pictures
☐ Crawl, pull to a stand, cruise, or walk
☐ Respond to peek-a-boo/pat-a-cake
☐ Babble and imitate sounds
☐ Understand words (mama, ball)
☐ Wave good-bye
☐ Follow simple commands
☐ Pick up and handle smaller objects
☐ Eat finger foods
☐ Eat with a spoon
☐ Drink from a cup

Twelve to eighteen months
☐ Walk well by the age of 15 months
☐ Walk up or down stairs
☐ Jump, run, and walk backwards
☐ Fall frequently
☐ Imitate the words and phrases they hear most frequently
☐ Follow simple commands
☐ Sleep through the night
☐ Take only one nap during the day
☐ Eat table foods
☐ Give up bottle/breast feeding
☐ Weigh three times their birth weight
☐ 10 inches taller than their birth height
Eighteen to twenty-four months

☐ Say 30-50 words or more
☐ Put words together in short phrases
☐ Follow simple commands
☐ Try to use a fork, spoon, and cup
☐ Begin toilet training
☐ Eighteen months check-up and shots
☐ Two year check-up and shots
☐ Pediatric dentist examination
☐ Sleep through the night
☐ Take only one nap during the day
☐ Eat table foods
☐ Give up bottle/breast feeding

Two year olds

☐ Say 50 words or more
☐ Put words together in short phrases
☐ Understand rules for "good" and "bad" behavior
☐ Recognize and name colors and familiar shapes, letters, and numbers
☐ Sing familiar songs and chant rhymes
☐ Know their own names
☐ Name body parts
☐ Group objects based on simple characteristics
☐ Eat with a fork, spoon, and cup
☐ Jump, run, and balance on one foot
☐ Ride a tricycle
☐ Color and draw simple shapes
Three year olds
- Toilet trained with some accidents
- About 3 feet tall
- Weigh about 30 pounds
- Easier to understand. Speak in longer sentences.
- Use pronouns like I, we, and you.
- Ask lots of questions.
- Understand rules for "good" and "bad" behavior
- Recognize and name colors, shapes, letters, and numbers
- Count to ten
- Sing songs and chant rhymes
- Know their own names
- Name body parts

Four year olds
- About 3 1/2 feet tall
- Weigh about 36 pounds
- 4-year-old check-up and shots
- Pediatric dentist examination
- Easier to understand. Speak in longer sentences.
- Use pronouns like I, we, and you
- Ask lots of questions
- Understand rules for "good" and "bad" behavior
- Recognize and name colors, shapes, letters, and numbers
- Try to draw letters and numbers and write their name
- Count to ten
- Sing songs and chant rhymes
Five year olds
☐ Ready to start kindergarten
☐ Understand and apply over, under, because, why, before, and after
☐ Read and write letters, numbers, their own name, and some words
☐ Understand "right and wrong" and try to do the right thing
☐ Count
☐ Jump, run, balance, turn corners, stop suddenly, climb
☐ Ride a bicycle with training wheels and a helmet
☐ Understand "right and wrong" and try to do the right thing
☐ Dress themselves
☐ Stop taking daytime naps and sleep longer at night
☐ Play "Go Fish" and other card and board games
☐ Play soccer, t-ball, swim, gymnastics, or other sports with children their own age

Six year olds
☐ Attend kindergarten or first grade
☐ Know over 2,000 words and speak as well as older children and adults
☐ Learn to read
☐ Recognize and name colors, shapes, letters, and numbers
☐ Perform simple arithmetic (count, add, subtract)
☐ Jump, run, balance, turn corners, stop suddenly, climb stairs
☐ Color inside the lines and draw people and animals with many body parts
☐ Dress themselves
☐ Stop taking daytime naps and sleep longer (12 hours)
☐ Play checkers, "Go Fish" and other card and board games
☐ Play soccer, t-ball, swim, gymnastics, or other sports with children their own age
If you believe your child has a special need, you should ask your Service Coordinator to arrange an evaluation to determine the needs. Starting at age 3, under the **Individuals with Disabilities Education Act**, children are served through a special education program that will meet their special needs. These programs include transportation and other support services if they are needed to help your child benefit from special education. These services may be called related services and may include:

**Understanding your child's hearing loss**

Our sense of hearing is critical for speech and language development. It is therefore important that hearing losses are identified as early as possible. Significant delays in speech and language development can be avoided if amplification is provided early. The realization that a child has a hearing loss can be overwhelming to a parent. There is so much information to take in, and so many questions to be asked and decisions to be made. And in addition to all of these practical concerns, there can be many emotional issues. You and your family are a vital part of your child's support team consisting also of hearing healthcare professionals, school staff and other professionals.

**What Is Physical Therapy?**

Physical therapists help children perform gross motor skills, such as how to walk, use their wheelchair, crawl, stand, sit, and climb stairs. They also teach coordination activities, for example how to catch, throw and kick a ball, stand on one foot, and ride a tricycle. Physical therapists also work on motor planning, which is performing a series of skills to reach a target (running across the playground and climbing a ladder to reach a slide) as well as combining sensory related skills. The main goal in physical therapy is for the child to perform each skill as independently as possible.

**What is Speech Pathology?**

Speech and language disorders affect the way people talk and understand. The disorders may range from simple sound substitutions to not being able to use speech and language at all. Speech-language pathologists are specialists in human communication, its development and its disorders. They are professionally educated to evaluate and treat persons with communication problems.
# Quiz
Lesson 1 – Being the Teacher

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<td>Expect your child to ask and answer complex questions by age 3.</td>
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## Quiz Answers

### Lesson 1 – Being the Teacher

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Lesson 2 Introduction

Set a Good Example. The easiest and most effective way to teach is by example. Even as adults, we learn better by seeing other people do whatever it is that we want to learn. Can you imagine learning how to ride a bike without first watching someone else ride a bike? Children learn by example; it's the single most important thing to keep in mind.
Set an example

After looking to see that police officers are not present, Dad ignores a certain stop sign and comments that a stop sign is not needed here.

**Law Abiding**
Early effect: Child learns that rules are not absolute.
Latter effect: The child develops a pattern of selective law and rule abiding.

Teach that it's OK to disagree with laws, rules, and regulations but it's not OK to disobey. Find real-life examples where laws were changed as a result of someone that disagreed. Allow your rules to be changed when your child convinces you that the rule should be changed. Teach your child the wisdom of obedience.

Look for the good in everyone. Your child will also develop this pattern.

A parent tells his/her employer that he/she will be late for work because the child is sick. *The child knows this isn't true.*

**Telling the Truth**
Early effect: Child knows it's OK if he/she doesn't always tell the truth.
Latter effect: Child learns the skill of manipulating the truth to achieve objectives.

Learning to tell the truth does not happen naturally. The child needs to learn that telling the truth requires courage. Teach by example- it won't be difficult to find situations where telling the truth takes courage. Also, find real-life examples of courageous people with integrity.
After visiting adult friends or relatives leave, Dad and/or Mom criticize and make negative statements about the visitors.

**Criticism**
Early effect: A child's respect and admiration for friends and relatives can be unjustly influenced by the criticism.
Latter effect: Friendships are difficult due to a behavior pattern of being quick to criticize.

Avoid criticism. Practice this rule, 'if you can't say anything good about a person then don't say anything". There is usually something good that you can say about friends and relatives. Teach your child to find something positive to say about people. But if there are issues between people that need to be addressed you should teach your child appropriate methods of confrontation.

Be quick to compliment and encourage others. Your child will learn this pattern, which is a natural antidote for bitterness and jealousy.

A neighbor is having difficulty changing a flat tire. Dad looks the other way. The child sees the helpless situation and knows that Dad could help, but chooses to allow the neighbor to continue to struggle.

**Compassion**
Early effect: Child learns to suppress feelings of compassion.
Latter effect: A disregard for the feelings of others could lead to isolation, loneliness, and various social disorders.

Compassion is a natural emotion that shouldn't be suppressed. Our society depends on compassionate behavior. Teach your children that helping others in need is rewarding in many ways.
What should parents teach? Write the keyword in each sentence to complete the crossword puzzle.

Across:

1. Your children will grow up to be ladies and gentlemen if you teach them good _______ when they are young.

2. How do you teach your children to _______ others?

3. As a parent it’s your job to teach your children basic safety and emergency information.

4. Can we be _______?

5. It’s your job to help your child _______ independence and self-confidence.

Down:

6. Teaching your children _______ begins with the small things.
What should parents teach? Answers

Across:

1. Your children will grow up to be ladies and gentlemen if you teach them good **manners** when they are young.

2. How do you teach your children to **respect** others?

3. As a parent it’s your job to teach your children basic **safety** and emergency information.

4. Can we be **honest**?

5. It’s your job to help your child **build** independence and self-confidence.

Down:

6. Teaching your children **responsibility** begins with the small things.
Teaching Manners

Start in small doses, setting realistic goals. You aren't going to get impeccable table manners out of a 4-year-old, but you can lay out a few basic requirements that apply to anybody who sits down to eat: Hats off the head at dinnertime. Mouths get wiped with napkins, not sleeves. Anyone who leaves the table should first ask to be excused. When it comes to sitting still at the family dinner table, be firm but reasonable. Twenty minutes sitting still on a chair may be hard work for a squirmy 5-year-old, but he can probably manage 15. You might want to set incremental goals, perhaps using a kitchen timer with a bell: 10 minutes at first, adding a minute or two as he gets the hang of it. Expect backsliding. Try to stay cheerful about it.

Decide on a few baseline social skills you'd like your child to have: saying "hello" and "goodbye" when grandparents come to visit; answering the telephone politely (a 6-year-old can learn to say, "I'm sorry. She can't come to the phone now"); sending thank-you notes, even if they're just thank you printed in crayon with a drawing. Then consistently enforce them, so they become inescapable facts of family life.

What do we mean by respect?

Some words that come to mind are honor, reverence, thoughtfulness, and care. Respect can be for things (toys), the environment (animals, pets, endangered species), humans (all mankind-even those with cultures and habits different from our own), our classmates, friends, family and ourselves. Respect involves an understanding of the importance of each thing, each animal, and each person. Teach by example.

Safety and Emergency Information

- As a parent, it's your job to teach your kids some basic information. This includes having them do the following:
- Memorize their complete name, address, and phone number.
- Memorize the complete name of their parents or guardians.
- Memorize the phone number of a neighbor or family member in case there's an emergency and you cannot be reached.
- Know what 911 is, what it means and what constitutes an emergency.
- Know who a stranger is and what to do if a stranger tries to get them in their car.
- Know who to go to in case they get lost in public places like shopping malls, fairs or carnivals, movie theaters, or parks.
Can values like HONESTY be taught?
To be honest is to be real, genuine, authentic, and bona fide. We begin teaching honesty to our children at the earliest ages in hopes that it will become an enduring character trait. Honesty is taught in all cultures, through many different versions of the same stories like Cinderella, all of which make the same point about the merits of honesty. Teach by example.

Self-Confidence
Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect. A child must learn to trust themselves and to trust their own abilities. Children need to be coached on how to attempt things and how to overcome the barriers and obstacles, and to get up again when they fail and learn from that failure and go on. It's back to the good old-fashioned basics of hard work and persistence and learning to learn from our failures.

INDEPENDENCE and Responsibility
Children start the drive toward independence at an early age. Some parents, accustomed to meeting all of their children's needs, are reluctant to give in to their children's demands for independence. However, this is the time for parents to find the balance between letting their children begin to do things for themselves and providing their children with the support and guidance they need.
Here are some things parents can do to foster responsibility and independence in their children.

- Let your children do things for themselves.
- Let your children help with challenging tasks.
- Encourage your children to make decisions.
- Help and encourage your children to solve their own problems.
- Be there to provide support, when needed.
- Parents should provide their children with lots of praise when they display responsible and independent behavior.
- One of the best ways for children to learn how to behave responsibly is to be given responsibilities.
## Quiz
Lesson 2 – Set a Good Example

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## Quiz Answers

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Lesson 3 Introduction

Communication With Your Child's Teacher
Taking an active role in your child's schooling is one of the most important things a parent or caregiver can do. This involvement should last from pre-kindergarten through the senior year in high school. To maximize your child's learning style you need to become involved at the school level.
Being the Teacher

One way to be involved in your child's education at any level is to be a volunteer at his/her childcare facility, preschool, elementary school, or high school. Chaperone field trips, go by the facility to read a book, get involved in school programs. Let your child know that you care about his/her academic future.

If your infant or toddler attends a childcare facility or preschool, it is important to inform their childcare provider about the child's night and morning. This allows the teacher to understand what kind of mood they are in and why. It also allows them to know how flexible they should be with their schedule and activities during the day. This will allow the teacher to help make your child as comfortable as possible throughout the day.

It is also important to inform your child's caregiver of any changes they may be experiencing, such as changes in eating or sleeping patterns.

Activity

The next two pages is a Childcare Facilities Checklist you can take with you when you visit childcare facilities.
<table>
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<th>Caregiver</th>
<th>#1</th>
<th>#2</th>
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<tbody>
<tr>
<td><strong>Availability</strong></td>
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<td>What ages are accepted?</td>
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<td>Are there any openings?</td>
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<td>Is there a waiting list?</td>
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<td><strong>Hours and Location</strong></td>
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<tr>
<td>What are hours of full- or part-time care?</td>
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<td>Is childcare close to home and work?</td>
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<td>Is transportation provided for before/after-school programs?</td>
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<tr>
<td><strong>Cost</strong></td>
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<td>Fees, how much, due date?</td>
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<td>Are there different fees for part-time/full-time care?</td>
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<td>Are there different fees for different ages?</td>
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<td>Do fees include lunch and/or breakfast?</td>
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<td>Do fees include formula or diapers?</td>
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<td>Is there still a charge when the child is sick or on vacation?</td>
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<td>Are there discounts for siblings?</td>
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<td>Are there extra fees—supply fees, picking-up-late fees?</td>
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<td>Are there any financial aid/scholarships?</td>
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<td><strong>Quality Issue</strong></td>
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<td>How many children are cared for and what are their ages?</td>
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<td>How many adults are there per child?</td>
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<td>What type of education or experience do caregivers have?</td>
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<td>Is it OK to visit the site and when?</td>
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<td>Is there a waiting list?</td>
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<td>Hours and Location</td>
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<td>What are hours of full- or part-time care?</td>
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<td>Is childcare close to home and work?</td>
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<td>Is transportation provided for before/after-school programs?</td>
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<td>Fees, how much, due date?</td>
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<td>Are there different fees for part-time/full-time care?</td>
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<td>Are there different fees for different ages?</td>
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<td>Do fees include lunch and/or breakfast?</td>
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<td>Do fees include formula or diapers?</td>
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<td>Is there still a charge when the child is sick or on vacation?</td>
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<td>Are there discounts for siblings?</td>
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<td>Are there extra fees—supply fees, picking-up-late fees?</td>
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<td>Are there any financial aid/scholarships?</td>
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<td>Quality Issue</td>
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<td>How many children are cared for and what are their ages?</td>
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<td>How many adults are there per child?</td>
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<td>What type of education or experience do caregivers have?</td>
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<td>Is it OK to visit the site and when?</td>
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It is important to share information with your child's teacher and school. The information below may be helpful for the teacher to know.

- What can your child do without help?
- What can your child do with some help?
- What seems to help your child learn?
- When is it easiest for your child to learn?
- What makes your child happy?
- What makes your child angry?
- What do you do to help your child when he or she gets angry?
- What works for you and your child?
- What would you like your child to learn?
Helping your child with homework

Children usually begin homework assignments in the first grade. How can you help? Read the topics below to learn more.

Setting up a Homework Station
Does your student have a space available for the sole purpose of completing nightly homework? If not, you may want to establish good homework habits by setting up a homework "station" -- a quiet, comfortable, well-lit place where your child can go to focus on the tasks at hand. This location should have enough light and plenty of desktop or tabletop space. And, if the homework space lends itself to decoration, let your child fix it up with artwork or posters. Also, keep school supplies on hand in this area -- items such as pencils, pens, erasers, paper, an assignment book, or calendar and a dictionary. Once your student sits down to work, he or she shouldn't have to hunt for basic supplies.

Establishing a Study Schedule
Statistics show that students who spend more time on homework get better grades and score higher on tests than kids who don't put in enough study time. Set up a study schedule and try to study at the same time each day -- at a time when your child is most alert. A nightly routine will encourage responsibility and study habits. It also reinforces your commitment to your child's education especially if you involve your child in setting up the routine. Teachers often assign "homework" for younger students just to establish a routine and a sense of responsibility. If there is no assigned homework, encourage your child to read or look at a book. And, when it's time for your child to work, turn off the television and stereo and enforce quiet time in the homework area. Also, remove distractions and discourage telephone calls during homework time.
Get Involved but Don't Do the Work

Your interest in your student's education is critical to his or her success in school. At the beginning of the school year, ask about the school's homework policy. What kinds of assignments will be given? And, after your child has completed an assignment -- look it over, show an interest and ask questions. Make it easier for your kids to avoid last-minute cramming by helping them determine how long an assignment will take and what resources will be needed. And finally, praise your child for effort. This can go a long way toward motivating a student to complete assignments.
## Quiz
Lesson 3 – Communicating With Your Child’s Teacher

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<td>Make a list of information items that you want your child’s teacher to know about.</td>
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<td>Help your children finish their homework and make them watch while you do it.</td>
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<td>Allow your children to decorate their homework station with posters, bright colors, and plenty of light.</td>
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<td>Allow your child to have flexibility for when to do homework but set a deadline for when homework should be finished.</td>
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<td>Allow TV to be on during homework time but don’t allow phone calls.</td>
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<td>Check your children’s completed homework and praise them.</td>
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<td>Meet with your child’s teacher and become involved at the school level.</td>
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<tr>
<td>Establish a homework schedule.</td>
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## Quiz Answers

### Lesson 3 – Communicating With Your Child’s Teacher

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Lesson 1 - Introduction

Personal Interview
How do you begin a meaningful talk with young kids? Try using the "Personal Interview" method. This method is particularly useful for parents that are not used to talking on a personal level with their children. You will be surprised how quickly the comfort level increases as you and your child become the best of friends. Not comfortable with the term "Personal Interview"? OK, just call it a "talk", there's no need to be formal.
Begin the Personal Interview program with your child by outlining the agenda.

While it is important to note that talking to your child should be done everyday, these types of "talks" are especially helpful to those parents who find it hard to have meaningful conversations with children. This technique can be helpful to strengthen the bond between parent and child. It depends on the age and maturity level of the child, but when using the personal interview, in general, think in terms of children who can talk in complete sentences and can answer questions.

1. How often do the talks occur?
The talks should become a weekly ritual

2. How long should the talks last? In the beginning your talks may not last too long, but later they could become very time consuming. Try to set a 30 minute limit.

3. Where should the talks take place? The kitchen table would be perfect as long as you can have reasonable privacy. You may have another room in the house that would be more suitable. Eventually you may need a break in the routine doing special things like going to McDonalds for your talk.

4. Should notes be taken? Yes, after the talk you should outline what you talked about. In future years this notebook will become your most valued possession.
The main topics of conversation should be:

1. **Tell me about your best day.** Ask your child to describe what happened in his/her best words. Remember that you are the interviewer and not the interviewee, so don't get into telling about your day.

2. **Did you have any conversations with your friends?** Encourage your child to talk with his/her peers.

3. **Help your child establish personal goals and achievements.** Talk about these things as if there is little doubt that these things will happen.

4. **Talk with your child about those achievements and goals that are long term and also help them identify what short term goals they want to accomplish like learning the multiplication tables.** Ask and advise them on how to achieve their goals. Point out the benefits of achieving their goals.

5. **Get personal and talk about feelings.** Encourage your child to express both good and bad feelings. Your child should know that he/she is loved. Ask about the feelings of others, and how they could make someone feel better.

**Examples of topics;**

- **Ages 3 - 6 years:** Who did you play with today? What did you do with your friend? What did you and your friend talk about today? Tell me more.

- **Ages 6 - 12 years:** Tell me about your day. Who did you spend time with today? Did you and your friends talk today? What else happened?
## Quiz
Lesson 1 – Personal Interview

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<td>Ask your child to talk about personal feelings.</td>
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<td>Talk about things you have in common, but stay focused on your job as the interviewer.</td>
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<td>Find a comfortable and quiet environment to have your talk.</td>
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<td>Start with daily talks, and then as your child becomes bored, extend the frequency.</td>
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<td>Ask about goals and achievements during your talk.</td>
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<td>Try not to get too personal with your child.</td>
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<td>Tell your child about the personal goals that you have for yourself.</td>
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<td>Use the Personal interview method primarily if you haven't established good channels of family communications.</td>
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Quiz Answers
Lesson 1 – Personal Interview

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Lesson 2 Introduction

Communication Skills
Some kids are born with the "gift of gab" and some aren't. If your child is not talkative, you'll need to help him/her to learn to communicate effectively. Whether your child talks too much or not enough, you should help him/her learn when, where, and how much communication is expected.
When you talk to your kids, you have to keep a few things in mind. Be sure to establish eye-to-eye contact. That also means eye-level, so be prepared to stoop, sit, or lean. Speak calmly and slowly, and say what you have to say. Don’t use words that you know they won’t understand and do not use baby talk. Eventually you will find a language that you both can accept.
When adults are talking to children the basics are:
  • Look children in the eyes
  • Use correct English
  • Speak slowly and clearly
  • Let children express themselves
  • Set an example
  • Listen and hear

When children are talking to adults they should:
  • Look you in the eye
  • Use correct pronunciation
  • Speak clearly without too many "ahs"
  • Tell your child to slow down when he/she becomes over excited
  • No whining
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### Quiz Answers
#### Lesson 2 – Communication Skills

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Lesson 3 Introduction

Talk Early Talk Often

Even before your child can talk you can have a profound impact on his/her language and learning abilities later. The number and quality of the words a child hears in the early years of life have a tremendous impact on the fundamental circuits in the human brain. A child's vocabulary development is closely tied to early language experiences and to the ability to think rationally, solve problems, and reason abstractly.
Talk Early, Talk Often

Children who heard 2,100 words/hour their first year, typically scored in the high average range on a standardized IQ (Intelligence Quotient) test at age 3.

Children who heard 1,200 words/hour their first year, typically scored in the average range on a standardized IQ test at age 3.

Children who heard 600 words/hour their first year, typically scored in the low average range on a standardized IQ test at age 3.

How often do you talk to your child?
How language is learned

Children understand language before they can use it. This is what receptive language means. Expressive language means the words that children verbally express. So it is important that we talk to children even when they are babies because they begin to understand language before they can use it. The beginning signs of communication occur when an infant learns that a cry will bring food, comfort, and companionship. The following is a checklist of milestones in speech and language that will help you identify any possible concerns. Discuss any concerns you have with your child's doctor. First, click on the age range you wish to learn about, then complete the checklist by clicking the appropriate answer to see if your child has met each milestone. If any no's appear please discuss them with your child's doctor.

Birth to 5 Months
Check off milestones your child has achieved.

☐ Reacts to loud sounds.
☐ Turns head toward a sound.
☐ Watches your face when you speak.
☐ Vocalizes pleasure and displeasure sounds (laughs, giggles, cries, or fusses).

6-11 Months
Check off milestones your child has achieved.

☐ Understands "no-no".
☐ Babbles (says "ba-ba-ba", "da, da, da", or "ma-ma").
☐ Tries to communicate by actions or gestures.
☐ Tries to repeat your sounds.
12-17 Months
Check off milestones your child has achieved.

☐ Listens to a book or toy for about 2 minutes.
☐ Follows simple directions accompanied by gestures.
☐ Answers simple questions nonverbally (shakes head no or yes).
☐ Points to objects, pictures, and familiar people.
☐ Can name a person or object with two or three words. (Pronunciation may not be clear.)

18-23 Months
Check off milestones your child has achieved.

☐ Likes being read to.
☐ Follows simple commands without gestures.
☐ Points to simple body parts such as "eyes" or "nose."
☐ Understands simple verbs such as "eat", "sleep".
☐ Correctly pronounces most vowels and n, m, p, h, especially in the beginning of syllables and short words.

2-3 Years
Check off milestones your child has achieved.

☐ Knows about 50 words at 24 months.
☐ Knows some spatial concepts such as "in", "on".
☐ Knows pronouns such as "you", "me", "her".
☐ Knows descriptive words such as "big", "happy".
☐ Speech is becoming more accurate, but ending sounds may still be left off.
3-4 Years

Type "yes" or "no" for each milestone.

☐ Groups objects such as foods, clothes, etc.
☐ Identifies colors.
☐ Uses most speech sounds but may distort some of the more difficult sounds such as l, r, s, sh, ch, y, v, z, th.
☐ Some of the more difficult consonants may be distorted, but attempts to say them.
☐ Able to describe the use of objects such as "fork", "car", etc.

4-5 Years

Type "yes" or "no" for each milestone.

☐ Understands spatial concepts such as "behind", "next to".
☐ Understands complex questions.
☐ Says about 200-300 different words.
☐ Uses some irregular past tense verbs such as "ran", "fell".
☐ Speech is understandable but makes mistakes pronouncing long, difficult, or complex words such as "hippopotamus".
How language is learned

When taking care of an infant it is important to talk to them about everything you are doing in the most pleasant speaking voice. You will notice that they will watch and respond to your voice. They may not understand what you are saying, but they know you are talking to them and it is pleasant sounding to their ears.

You may say, "Oh Sally, it is time to change your diaper, yes that is why you were crying. I bet you didn't like having that wet diaper on did you? Why no, I wouldn't either. Let's just take this diaper off and put on a nice clean dry diaper."

Activity suggestions:
To read conversation examples between parent and child select the appropriate age range below for the particular age group in which you are interested.

Newborn - 12 Months
Conversation example:

Johnny (age 11 months) is playing on the floor with his father and brings a stuffed animal to him.

Father says, "Oh Johnny, you have a duck, can you say duck?"

Johnny attempts to say, "du".

Father says, "The duck is soft, rub the duck Johnny, feel how soft."
12-18 Months
Conversation example:

Sarah (age 18 months) says, "Mommy book."

Mommy says, "Sarah, you want mommy to read you a book?"

Sarah nods her head and tries to repeat, "rea- book."

18 months - 3 Years
Conversation example:

Mommy tells Greg age 2 years "Greg it is time to pick up your toys and put them away."

Greg says, "No, me play!"

Mommy states, "I know you want to play, but it is time to clean up and eat supper. We can play, but after you eat."

3 - 6 Years
Conversation example:

Kiley (age 4) and Mommy are riding in the car home from preschool.

Kiley says, "Mommy, I can't wait for you to see our drama center at school tomorrow!"

Mommy says, "What is in your drama center at school"?
Kiley states, "We have a beach with sand, shovels, and towels. It's awesome!"
At Home Conversation Activities

Parents with infants can **babble sounds** to their infant and wait for a response. Then, imitate the sound that your infant makes.

**Family game night.** Preschoolers love to sit around and play games of their choice with parents. Pick one night a week to turn off the TV and have a game night. It can include a picnic on the floor and a night full of laughter. Games are a great way to build language and you can learn a lot about your child.

Have a "**talk jar**" at home where family members can place ideas of things that may need discussing. Pick a night of the week and get together to discuss. This idea works great for busy families with preteen and teenagers.
Chapter 3
Discipline

Lesson 1 - Introduction

Learning Discipline Using Correction. The two terms are often confused and interchanged. It takes discipline to drive a high-powered sports car on a nearly deserted highway at the posted speed limit of 50 mph. Our teachers of discipline (the police) can help us improve that discipline by correcting us when we haven't learned speed limit discipline. The threat of correction helps us maintain discipline. Correction tactics range from mild to unpleasant.
What is discipline?

1. Training to modify behavior.
2. Punishment intended to correct or train.
3. Controlled behavior resulting from disciplinary training.

Developing discipline can be a process of deliberate practice like when an athlete is training his body to perform at exceptional levels. A parent/teacher teaches behavior modification discipline by punishing bad behavior and rewarding good behavior.

Write-in the missing words in the sentences below.

Your son behaves well at the dinner table, he is very disciplined in table ________.

When a child uses ________ language, disciplinary training is needed.
Discipline is guidance. When we guide children toward positive behavior and learning, we are promoting a healthy attitude. For extra credit double-click the tip that parents have selected as the most important.

- Set clear and safe limits. Be sure children know these limits. Be consistent.
- Teach by example. Be a good example. If you hit children for hitting others, they won't understand why they can't hit.
- Guide through consequences. If a child leaves his toys outside and the toys are stolen or damaged--no toys.
- Build self-esteem and respect. Avoid words that reduce self-esteem.
- Address the situation; do not judge the child. This is important because diminished self-esteem leads to insecurity, even hostility.
- Be firm. Clearly and firmly state that the child does what needs to be done. Speak in a tone that lets your child know you mean what you say and you expect the child to do it. It doesn't mean yelling or threatening. Being firm works for any age child and for many situations.
- Keep your cool. Listen calmly to your child's explanation of the problem; talk about ways to deal with it. Come to a solution that's agreeable to you and the child--this helps the child learn to be responsible for his behavior.
Lesson 2 - Introduction

Changing inappropriate behavior to appropriate behavior. Often, our handling of discipline problems is a reaction to the child's behavior, with little or no thought to whether our reaction is good for the child. The discipline model contained in this chapter will help you understand how to handle discipline concerns effectively, keep yourself in control of the situation, and teach your child self-discipline.
Correction methods. 'Correction' is a method of teaching discipline. Punishment is a term that is used when the teaching method is unpleasant. Not all correction has to be unpleasant. Positive behavior guidance is the term that is used when the teaching method is pleasant.

**Time-Outs**
Time-Outs seem to be a popular method of punishment. A time-out is where you physically remove a child from a situation and have him sit somewhere alone (with supervision.) Time-outs should be used infrequently and for very brief periods. They should be limited to one minute per age of the child for toddlers and preschoolers.

**Give extra chores**
WORK DETAIL: Post a list of jobs that need to be done, such as drying the dishes, weeding the garden, etc. Let the child choose a 'work detail' as a way to 'make up' for rule violations. This is especially effective for children eight years and older.

**Redirect**
Redirection is a technique for parents to use with mobile infants and toddlers. Toddlers are curious about their environment. This is normal for their age. If a toddler begins to play with something that is not a toy, redirection can prevent punishment. EX. Fifteen month old Johnny starts to play with Daddy's magazines that are lying on the floor. Johnny's daddy may wish to say, "These are daddy's papers. Let's find something that you can play with. Here are your books; let's open one together." With infants and toddlers it is important for parents to know that repetition is important in learning their limits. If parents feel as though they are having to say the same thing over and over, they are because this is how infants and toddlers learn. It is important to remember this and not to get frustrated.
**Take away privileges**
Match the removal of the privilege to the action as closely as possible, i.e., fighting over TV results in a loss of TV time. Take away the privilege for a short period; if it lasts too long, resentment builds, the child forgets the infraction and the lesson is lost. The appropriate length of time for taking a privilege away is no more than 1-2 days for preschoolers and sometimes less for young preschoolers. For toddlers the toy that was misused may need to take a time out for a brief time and then returned with instruction on the proper use to give the toddler time to learn from his/her mistake. Older children/teens can have privileges taken away for one-two weeks.

**Logical Consequences**
Let the consequence make the point, e.g., misuse a toy--lose use of the toy for a period of time; write on the wall with crayons--wash it off, miss a curfew--lose same amount of time from next outing.

**Why Positive Reinforcement Works!**

- After a long day at work, with more work facing you at home, the last thing you might feel like doing is being positive. But it is crucial that even during conversations aimed at correcting behavior, you keep your tone positive.

- What is positive communication anyway? Positive communication is a tool to reinforce good behavior and eliminate bad behavior; it builds self-esteem and inspires confidence in children. And it's easy -- once you get the hang of it! Children's feelings of esteem are very highly influenced by their interaction and relationship with their parents. All children need to feel loved and accepted, and you can communicate those feelings to your children by the way you speak.
The Repeat Offender

Read the paragraph and answer the question that follows.

**Giving Your Child Attention**

It's always been understood that children prefer to get positive attention. They like playing with you and getting hugs and kisses. But if they aren't receiving that, kids will go for any attention they can get. Negative attention is better than no attention at all.

Respond to your child's requests. Answer appropriate requests as soon as you can. If necessary, interrupt what you are doing to tell your child that you will give her your attention soon. Ignoring your child's requests may cause her to start whining, while giving attention to her requests may help prevent it.

Are you giving your child enough ________?

Read the paragraph and answer the question that follows.

**Behavior Patterns**

If a child is described as having behavior problems, it is important to learn more about the exact nature of the behaviors in order to plan appropriate interventions. The term "behavior problems" is too vague to be useful in understanding a particular child.

Your child may just be letting you know that he/she doesn't like you giving your attention to someone or something else.

Is there a behavior ________?
Read the paragraph and answer the question that follows.

**The child that is Bored**

- Parents and caregivers alike dread hearing, "I'm bored. There's nothing to do." Bored children will find something to do, but it may not be on their parents' list of recommended activities. The next time your kids are restless, try one of these activities:
  - With your finger, trace a design on your child's back. See if she can tell what it is. If your child can read, try spelling out words. Draw slowly. Give your child a turn to draw on your back.
  - If your child can read, use a mirror to reverse the words in a magazine article. See if your child can read it backwards.
  - Play finger pool. Scrunch a piece of paper into a small ball. Take turns flicking it back and forth across the kitchen table, or find a place to play and move the game outdoors.
  - Take a walk together, and collect sticks and stones. Later, sort the sticks and stones by size, laying out the largest, the next largest, etc.
  - Make paper airplanes. See how far you can get them to fly.
  - Make a wish list. Everyone should know that wishes don't always come true, but it is fun to do anyway.
  - Cut up old magazines and paste pictures onto newspaper. It makes a mess, and kids love it!
  - Make your own recording. Sing songs into a cassette tape. Grandparents especially appreciate receiving such a tape.
  - Use blankets, sheets, and clothespins to make tents. Let children have a snack and take a nap in the tent.
  - Read a book. It sounds revolutionary, but it cures boredom every time.

Is your child ________?
# Quiz
## Lesson 2 – Changing Behavior

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<td>Always use correction methods that are</td>
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<td>methods for teaching discipline.</td>
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<td>Time-outs should be the most frequent</td>
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<td>Increase the severity of punishment for</td>
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<td>frequent offenders.</td>
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<td>Help your child to avoid becoming bored.</td>
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<td>Assign unpleasant chores as standard</td>
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<td>penalties for misbehavior.</td>
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<td>Allow your children to choose their own</td>
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<td>method of punishment.</td>
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<td>Look for behavior patterns that might be</td>
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<td>caused by hidden issues.</td>
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<td>Avoid talking to your children when they</td>
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<td>🟢</td>
<td>🟥 Avoid talking to your children when they misbehave. They will just try to manipulate you.</td>
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Lesson 3 – Introduction

Moving from Deterrents to Self-Discipline. Standard penalties are good deterrents - get caught speeding and you will receive a fine. However, it would be better if the motoring public would simply not speed because they have developed a discipline for obeying traffic laws. The ultimate goal is to teach our children to be self disciplined. How do we teach self discipline?
Teach your child to be the best they can be. Below is a scrambled word. Arrange the letters in the correct order to reveal the method of **SELF-DISCIPLINE**.

```
R D E A
```
Building the **Desire** ... right from the start you are teaching kids to make knowledgeable choices, to become independent, to follow rules, to believe in themselves, and to have good values and beliefs. Children learn by copying. When we act in an honest and respectful way, they WANT to copy their parents. You should demonstrate **responsibility** rather than **obedience**.

**The self-discipline learning Environment.** The parent should provide a safe environment that is free of the fear of penalty for misbehavior. The child is either under the system of **rules and penalties** or the system of **liberty**, the two cannot co-exist. The child must know that he/she is responsible to themselves and are not seeking approval or disapproval from parents or others in authority. Your role is to continually build desire as the child matures in the self-discipline process.

**Your child’s Ability to self-discipline.** The ability to self-discipline is developed as the cycle of failure and success progresses. The ability to self-discipline is not immediately learned just like we don't immediately learn to walk. We faced a series of personal disappointments and failures before the ability to walk was achieved.

**Resources for developing self-discipline.** A very important role of the parent is to teach your child self-discipline wisdom. Self-discipline is probable when a person of any age understands the fundamental wisdom for any behavior expectation. Another resource is to point out the advantages of self-discipline including the freedom to make choices without asking for permission. The use of role models is extremely beneficial; show your child how others have succeeded when they relied on self-discipline to improve their life.
Kinds of discipline. The following are examples of some of the types of discipline that you need to teach your child. Click the pictures to learn more.

**Toilet discipline is a must!**
All children need to learn to use the toilet. Learning this discipline is usually taught by rewarding the child as successful toilet frequency improves. The process is gradual, and correction during the learning process is very mild. Toilet training can be a trying experience for both parent and child. It is important not to punish a child for excessive bed-wetting at any age. Parents should rule out certain factors before being too harsh with any consequences for older children wetting clothes or bed. Such factors include infection, emotional adjustment to an event, such as moving, family separation etc.. Also make sure you look at drinking habits. What time did the child drink last? Is he/she allowed to drink in the middle of the night?

**Money discipline**
Most kids will spend most of their money, and that's OK. But discipline of saving a portion of their money is very important. Allow the child to save as much as they like, but have firm rules for saving a portion of all money received.

**Safety discipline**
There are many disciplines associated with safety, and this is probably your most important duty. Correction should be loving but firm.
Quiz
Lesson 3 – Deterrents and Self Discipline

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<td>- Experiment with self-discipline techniques until your child begins to respond.</td>
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<td>- Use very severe deterents so that your child will think twice before being disobedient.</td>
<td>- Encourage your child to develop a desire for high values and good behavior.</td>
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<td>- Expect your child to use your behavior example as an excuse to misbehave.</td>
<td>- Warn your child that learning self-discipline is a process of behavior failures and successes.</td>
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<td>- Warn your child that learning self-discipline is a process of behavior failures and successes.</td>
<td>- Teach your child the wisdom and reason for certain types of behavior expectations.</td>
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<td>- Help your child find role models that are individuals with good values and beliefs.</td>
<td>- Teach several types of disciplines such as saving money and putting away toys after using them. These things can help to teach the positive benefits of discipline.</td>
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## Quiz Answers
### Lesson 3 – Deterrents and Self Discipline

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Lesson 4 – Introduction

**Anger Management.** Anger is a completely normal, usually healthy, human emotion. But when it gets out of control and turns destructive, it can lead to problems such as when you confuse correcting your child's behavior with reacting to your own emotions. The goal of anger management is to reduce both your emotional feelings and the physiological arousal that anger causes.
**Controlling your temper.** Recognize that you are angry and count to ten.

😊 Anger itself does more harm than the condition which aroused the anger.

😠 Taking a conscious breath always brings you present and fuels your brain.

😡 Anger is not bad, but what we do with it on the level of the problem usually is.

😢 Counting to ten only works in 6 out of 10 people. You may need outside help to learn to control your emotions. Consider calling Parents Anonymous.

😔 No one can make you jealous, angry, vengeful, or greedy - unless you let them.

😡 Anger is an acid that can do more harm to the vessel in which it is stored than to anything which it is poured on.

👍 Talking without thinking is like shooting without aiming.

😊 The greatest remedy for anger is delay.

😊 Anger and frustration feed misbehavior.

😊 It's OK to be angry. I choose to use my anger constructively.
Dealing with your child's temper. Select the word in each sentence to complete the puzzle.

Across:
1. Anger is an important emotion, don’t suppress anger! Provide a safe environment and teach your child to express anger in acceptable ways.

2. Put anger into words. Say “what do you think is provoking this anger?” The child will learn to express with words rather than violent acts or destructive behavior.

3. Stay near, and don’t isolate the child. Your presence helps absorb their angry emotions. Isolation often makes children angrier.

Down:
4. Don’t reward anger by giving into demands. Your child may learn that angry outbursts get them what they want.

5. Don’t try reasoning or using logic or explanations until the child is calm.

6. Don’t spank, hit, or slap an angry child. It will only make matters worse and escalate the anger.

7. Encourage your child to talk about anger-arousing situations and to identify feelings of anger.
Dealing with your child's temper. Answers

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WORDS
NEVER YELL AT OR SHAKE A BABY.
Yelling at or shaking a baby can cause hearing loss, brain damage, or even death. If you are feeling angry or upset you should:

1. Put the baby down in a safe place.

2. Leave the room.

3. Count to ten or take slow, deep breaths until you can calm down.

4. Call a friend or someone for help if you need it. Or you can call the National Child Abuse Hotline for help (1-800-422-4453).

Remember a baby crying is his/her way to communicate with you. It lets others know they need something. It can be difficult at times to figure out what their crying means, what need they are trying to have you meet. So be patient and don't be afraid to ask for help if you need it.
### Quiz
Lesson 4 – Anger Management

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<td>Use the “count to ten” method when your anger responses are becoming intense.</td>
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<td>Anger is a normal emotion; allow your feeling to release naturally.</td>
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<td>Take a conscious breath when you begin to feel angry because your brain needs the oxygen.</td>
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<td>Ask your professional to help if you can’t control your anger; out-of-control anger can do harm.</td>
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<td>Use anger as the motivation to be constructive.</td>
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<td>Teach your children to suppress and hide their anger.</td>
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<td>Talk to your child about what is causing him/her to be angry.</td>
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<tr>
<td>Isolate your child when he/she is angry to give him/her time to calm down.</td>
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<tr>
<td>Try reasoning and rational thinking as soon as your child is calm.</td>
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<tr>
<td>Remember that you never spank, slap, or hit an angry child.</td>
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**Quiz Answers**  
**Lesson 4 – Anger Management**

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Lesson 1 - Introduction

When you set limits for your children, you demonstrate your love and concern. Setting limits tells a child, "I care about you; I want you to be safe. I want you to act responsibly so that you will learn to get along happily with others." Limits are like the guard rails on a bridge--they provide a sense of security. Take care, however, not to overwhelm your children with rigid controls.
Set Limits Exercise:
Write your answer as "T" for True or "F" False.

1. Limits provide a sense of security. ______

2. It is ok to make an exception and break a limit if you only do it once or twice. ______

3. Limits or rules should reflect your deep convictions or values. ______

4. If your child is more mature, a once forbidden limit can be changed as long as it is a permanent change. ______

5. Children cannot be overwhelmed by too many rules or limits; the more rules or limits the better behaved they will be. ______

6. Limits should be applied and enforced consistently. ______

7. Children can set their own limits. ______

8. Limits tell your child what to do as well as what not to do. ______
Set Limits Answers

1. Limits provide a sense of security. **True**

2. It is ok to make an exception and break a limit if you only do it once or twice. **False**

3. Limits or rules should reflect your deep convictions or values. **True**

4. If your child is more mature, a once forbidden limit can be changed as long as it is a permanent change. **True**

5. Children cannot be overwhelmed by too many rules or limits; the more rules or limits the better behaved they will be. **False**

6. Limits should be applied and enforced consistently. **True**

7. Children can set their own limits. **False**

8. Limits tell your child what to do as well as what not to do. **True**
Begin with simple basic limits.

Where your children are allowed to play
Exercise caution and common sense without being too paranoid when setting this boundary. If "within the fenced yard" is the boundary for unsupervised outdoor playing, DO NOT permit your child to play outside the fence. DO NOT make a special exception. The answer is NO.

What kind of behavior is allowed
If the rule is that belching at the table is forbidden, DO NOT allow your child to belch at the table. DO NOT make a special exception. If you ever "give-in" this will no longer be the rule.

What your children can play with
Some things should be forbidden. When things are "off-limits" be sure to keep them off limits. Of course there may come a time when your child is more mature and what was once forbidden can now be allowed. It's OK to permanently change rules but it's never OK to fluctuate.
Before you set a limit, ask yourself: "Is this rule really important? Am I willing to deal with the conflicts that will occur if my child disregards the limit?"

Your rules should reflect your deeply held convictions or values, ones that you are committed to keeping. For example, do you really need to insist that a child eat all his or her peas. Parents who set too many rules can overwhelm their children with too many demands. You are more likely to be effective if you focus on those rules you believe are most important. Examine the limits you set for your children. Ask yourself the following:

- Are they truly important?
- Are they reasonable?
- Are they clear enough for the child to understand?
- Do they tell your child what to do as well as what not to do?
- Do you apply and enforce them consistently?
- Do you encourage your children to set their own limits?
At Home Activity Suggestions:

- Children and teens can be involved in the making of the house rules. When they are involved and everyone can agree on the rules they will tend to follow them if they helped in making them. Also it is OK to have some rules that cannot change or be negotiated.

- With preschoolers a rule chart or list helps the younger ones remember the rules and they can check to see if they are following the rules. Sometimes incentives can help younger ones learn to follow the rules. Although be careful not to give treats to children for doing something that should be expected behavior anyway.
### Quiz
Lesson 1 – Set Limits

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Lesson 1 – Set Limits

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Lesson 2 - Introduction

The ground rules for consistency. Children will judge your values not by what you say, but by what you do and what you permit them to do. When you set realistic boundaries and make fair rules you have to follow through. As parents you must be as consistent as gravity.
Your words are the law. If you give an order, you have to be prepared to follow through. There are two simple rules.

1. Think before you say something that you don't really mean. It may become a battle between your consistency and your child's persistency. If you lose the battle, you will have to be twice as consistent to win the next battle.

2. Be realistic and don't make rules that are nearly impossible to enforce. For example, if you have a rule that forbids laughing at the dinner table, you may find yourself losing a lot of battles.
Your child has an unfair advantage over you and your consistency. Your child's persistency can be relentless. You must be firm and remember that one lost battle will strengthen your child's determination to win the next battle.

Below are examples of some of the methods that are used. Following each method is the counter measure.

Sarah's needs are the only things that matter to her at any given moment," says the mother of a 5-year-old. "Whether it's buying some ice cream or not turning off the TV, she never knows when to stop arguing. Sometimes I think she's just selfish!"

When you opt to disengage from some of the standoffs, your child's overall level of stubbornness goes down. This may very well move her a bit along the continuum from very stubborn to merely determined. When your child's persistent behavior is engaged, just SAY NO.

Elizabeth could speak in sentences but she whined when she didn't get what she wanted. When she turned 4--and suddenly seemed like such a "big girl"--her continued whining started to drive her mother crazy. More often than not, her mother let her have her way just to make the shrill sound stop.

1. Refuse to let it bother you. Pick a quiet time and tell your child that there's a new rule: If he whines, you won't respond. Calmly tell your child that you can't understand what he wants when he whines and that you'll listen when he talks in a nicer voice.

2. Make sure your child knows what "asking nicely" means. She may not even realize she's whining--or she may not truly understand what the word means. The best way to explain it is to tape-record both her whiny and pleasant voices and then play them back for her. You may also have to teach her the specific words to use when she wants to tell you that she's tired, hungry, bored, or frustrated. Kids really want to do what's right. When you show them, they have a model to copy.

3. Give praise where praise is due. You might say, "Thanks for using your normal voice" or "My ears love that voice."
4. Hang in there. Just like changing one of your own habits, it won't happen overnight. Unfortunately, if you don't help your child practice effective methods of communication, the whining may get worse and affect his/her future friendships.
Quiz
Lesson 2 – Ground Rules

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Lesson 3 - Introduction

The importance of following through on your rules can't be overstated. All children need limits and all children will test those limits by breaking your rules and watching to see what you will do. If you do not follow through and enforce the rule (by stopping the child, redirecting the behavior, and/or giving a consequence), then you are teaching your child to ignore your rules.
Words are cheap, but action speaks volumes. If you tell your child to go to bed, once, twice, the third time angrily, and then get up and take him to bed, you are teaching him that he doesn't have to mind until you talk three times, get mad, and physically take him to bed. If you habitually follow up your words with swift action, your child will learn to pay attention to you as soon as you open your mouth.
Would you like to get your kids to willingly cooperate? Stop the daily battles? Teach your kids valuable life skills?

Do you sound like a drill sergeant?

There are so many things we must get our children to do and so many things we must stop them from doing! Get up. Get dressed. Don't dawdle. Do your homework. Eat. Don't hit your brother. It goes on and on. And to make matters worse - our kids resist our orders and demands. There is an effective solution! We can get our kids to cooperate and at the same time allow them to learn self-discipline and develop good decision making skills. How?

Use time as a choice

Often there really is only ONE acceptable option. You wouldn't say, "Do you want to go to bed tonight or tomorrow?" You could say, "Do you want to watch 5 more minutes of TV or 10 more?" "What do you want to do first, brush your teeth or put on your pajamas?" If your child won't choose - offer a choice: "Do you want to choose, or shall I choose for you?" If your child gets stubborn, you can say, "I see you want me to choose." Then follow through! Offering choices teaches valuable life lessons. As children learn to make simple choices--milk or juice--they get the practice required to make bigger choices--buy one sweatshirt or two t-shirts--which gives them the ability to make even bigger, more important decisions. Save or spend? Study or fail? Drink beer or soda?
You want your children to learn how to make their own decisions. You want to show them you value their ideas and wishes. But it's also important for children to give up their agenda sometimes and follow instructions—even when they don't want to. The principle "Obey first and then we'll talk about it" strikes a good balance. It teaches children to do what their parent is asking, but it also gives them a chance to talk about their needs and feelings.

How it Works. This method is about as easy as it gets. You can start using it today. If little Brian has pulled a chair over to the counter and is climbing onto it, you may say "Brian, we don't climb on chairs." "But I was just..." "No, you need to get down. Obey first and then we'll talk about it." Once he gets down, explain why climbing on chairs is dangerous. Together, think of a better way for him to get what he wants.
Will your child ever be 100% obedient, and would you really want him/her to be 100% obedient all through his/her entire childhood and adulthood? The answer is probably NO.

Your child needs to learn the art of using the appeal process. How it Works-
The wise appeal is based on these three phrases:
  • "I understand that you want me to...because..."
  • "I have a problem with that because..."
  • "Could you please..."

The wise appeal works because both parent and child get what they want. The first phrase, "I understand you want me to...because...," shows that your child understands what you want. When we know our kids have heard us, we're more likely to negotiate, compromise, or listen to alternatives. The second phrase, "I have a problem with that because...," helps you understand your child. After all, parents don't always have all the facts. Let's say you tell your daughter it's time to get in the car, but she has to go to the bathroom. If you tell her to "obey first and then we'll talk about it," you'll be driving down the road looking for a public restroom. It's important to give children an honoring way to communicate their needs.

The third part of the wise appeal, "Could I please..." gives a creative alternative. Your child focuses on a solution, not just the problem; you hear a suggestion, not just a complaint. Now your child is working with you toward a common goal. When your child appeals to you in this honoring way, you might find that he has a solution that works for both of you. Teach by modeling...the best method for teaching the wise appeal is to wait until your child tells you about a rule or limit that he/she believes should be changed. Then say "Let me show you how to handle that situation." As you model the process, your child will learn a valuable skill.
Broken Record Technique:

There are times when an appeal is not appropriate and a child just wants to argue to get out of doing the request and set you off course. Children and teens will try to argue to break the limit or rule. Parents shouldn't get caught up in conversation and should consider the following technique.

This is a technique in which you repeat the request or limit without straying. You repeat the statement three times no matter what response your child says. The third time you should add a consequence/choice if the rule is not followed.

For example:

Parent: "Steven it is time to do your homework."
Steven: "Aw Mom, I want to finish watching this TV show."
Parent: "Steven it is time to do your homework. "Steven: "Oh come on Mom, just a few more minutes."
Parent: "Steve it is time to do your homework; if you choose not to go do your homework right now, your TV time will be taken for the remainder of the week."

On the way out of the room Steven may still be trying to argue the point or mumbling, "You never let me do what I want." As long as compliance occurs this can be ignored. If a parent responds to this, the child or teen is still not doing his/her homework and is using this to avoid doing so.
### Quiz
Lesson 3 – Follow Through

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## Quiz Answers
### Lesson 3 – Follow Through

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Chapter 5
Behavior & Social Skills

Lesson 1 - Introduction

What are Behavior Skills? Neglected children often develop behavioral disorders that can be very devastating. Characteristics like Emotional Well-being and Self-Esteem can be improved through training and practice. Love, involvement, common sense and positive reinforcement are the best strategies.
What are behaviors?

A transition is a time of change. A transition period can be a very hard time for a toddler. When children are faced with changes like moving from their crib to a bigger bed, the birth of a sibling, or toilet training they may find it hard to adjust. Toddlers and children may begin showing unacceptable behaviors during a time of transition. It is perfectly normal for a toddler to behave in an unacceptable manner during a time of transition because this is all they know.

Here are some steps to help children cope with transition.

**Example 1:** When taking your child to childcare, make drop-off and pick-up time easy going and kind. Calm, reassuring good-byes in the morning and a warm hug and kiss in the afternoon can be a great comfort. Try not to hurry through drop-off or pick-up time - toddlers don't like to be rushed! They'll stay calmer if you remain low-key and loving, so schedule ample time for relaxed transitions. Remember, your patience will gain your child's cooperation, not their defiance.

**Example 2:** Two is often an age of bedtime transitions as toddlers may be moving from their parents' bed or a crib into their own bed, and you may need to adjust your bedtime routines to accommodate the new situation. Cuddling up with mom or dad for a bedtime story can make moving from a crib into a big bed more appealing, for example.

**Example 3:** Transitions between one developmental stage to another can also be disturbing for a child. They are getting older and changing and they are not sure what's going on. They are exploring and learning new things and they are growing a sense of independence. Sometimes they want to do more than they are capable of and it makes them upset when they can't.
Enhancing your child's behavior skills

Problem Solving Thinking
The strategy is to train your child to generate a variety of solutions to interpersonal problems, to teach your child to consider the consequences of these solutions, and to teach your child to recognize the thoughts, feelings, and motives that generate problem situations. By teaching your child to think, rather than what to think, the program changes thinking styles and, as a result, enhances children's social adjustment, promotes pro-social behavior, and decreases impulsivity and inhibition.

Helping Children Control Anger
- Realize they will imitate responses and reactions.
- Let them understand anger is a normal emotion under these circumstances, which can even include feelings of revenge. However, acting out anger, hurting others, and uncontrolled anger is not okay.
- Answer their questions honestly and openly but on their level of understanding based on age. Make family time to talk to your child about their reaction to the events.
- Have your child come up with ideas on how to help those who have been injured or otherwise affected by the tragedy. Teach them to stop, take a deep breath, and imagine a restful scene or enjoyable activity for a few minutes as a way to relax.
- Turn off the TV and make sure violence in the media is restricted or monitored. Try to understand and encourage your child to talk about their fears or sense of loss.
- Try to help them see how they would feel if someone hurt, yelled at, or hit them. Sports, exercise, or other physical activity can be quite helpful.

Enhancing Your Child's Self-directed Academic Behavior Skills
When the child appears to be reaching a burnout, reduce the number of items and shorten the required length of time spent on academic assignments. Acknowledge, praise, and reward your child for any effort that is put into an academic learning task - no matter how imperfect the outcome. Children can become more motivated as they learn that effort (a factor that is entirely within their control) can actually pay off! Monitor and chart your child's advancements as a motivation builder.
Teach Children to Express Themselves

Encouraging children to use words to express what they're feeling instead of allowing their feelings to dictate their behavior teaches them a valuable skill. Begin by discussing with your child common emotions and how people express them. Talk about healthy ways to act when you're sad, glad, or mad. And when you sense a child is clearly happy, sad, or mad, ask her how she's feeling. This will help the children to begin associating words and labels with their feelings. Children need a variety of healthy ways to express their feelings. Although some children may feel comfortable and have the verbal skills to simply tell you what's bothering them, others may need to communicate them through art, story time, dramatic play, and other creative activities. Let your children know how glad you are that they are taking the risk of sharing their feelings. To help children connect their feelings with their body clues, try this game. Ask the children to think of different times when they felt happy, sad, afraid, or angry. Then pretend they are in those situations. Have them try to describe how they feel on the inside and how their faces feel. Feelings of happiness usually mean smiles, laughter, and lightness. Frowns, crying, and heavy feelings are for sadness. Fear is connected to tension, wanting to hide, and a tight feeling in the face. Anger can make you feel like you're going to explode and causes a snarling look on the face.

Enhancing Your Child's Ability to Think Helpful Thoughts

It is critical for children to learn how to put themselves "in someone else's shoes" if they are going to learn to help others. Knowing how others are thinking and feeling helps children understand how others might need help. For example, when a child sees another child get hurt, he or she can think how it would hurt and understand the need for help. We can encourage children to put themselves in someone else's shoes by helping them think about how they might feel in a certain situation. In our daily lives, we can encourage children to care about others' feelings and thoughts. When we see people in real life or in books and on television, going through good and bad situations, ask children to pay attention to how others are feeling and thinking. For example, when someone gets hurt on television, we can ask, "How do you think that person is feeling?" and "What is he or she thinking about?" These questions focus the child's attention on how others feel and think. Learning how to put themselves in others' shoes and imagining how they are thinking and feeling is an important first step in learning to help.
others. When others are unhappy or in trouble, talk about it with your children. For example, if there is a news story about someone in an accident or someone who is hungry or homeless, talk about why it is important to help these people. Children's values come from the values they hear from others. Children also learn how to help by doing what they see adults do. When you as an adult help someone, you can make a point of showing the child how it works when someone is helpful. For example, a little brother or sister might fall down and start hurting. As you help, talk about how you understand that the child is hurt. Explain your own feelings of distress at seeing someone else hurt. As you comfort the crying child, talk about the good feelings you have when you can make others feel better.

Enhancing Your Child's Self-esteem

Self-esteem has been compared to a bucket of water. It starts out full when we're born, but whenever we develop negative beliefs about ourselves, it's like poking little holes in that bucket and our self-esteem drips out. Below are tips for keeping your child's self-esteem bucket full.

- Spend time with people who like and care about your child.
- Do things that your child enjoys and that make him/her feel good.
- Do things that your child is good at.
- Reward him/her for successes.
- Develop your child's talents.
- Teach your child to always do what he/she believes is right.
- Teach your child to respect other people and treat them right.
- Set goals and work to achieve them.
What do I need to know about my child's behavior?
There are five basic issues or possibilities that help explain a child's actions.

Is this a developmental stage?
Many problems that occur in infancy and early childhood appear at the onset of a new developmental stage. Each new phase of development brings challenges. For example, body independence in the child's second year and an emerging sense of an independent self can bring out a period of negativism. (Warning- when they become teens you will experience a whole new round of developmental challenges.) Feeding and sleeping problems also may occur during developmental transitions, and it helps if parents are extra patient and loving in their responses. It's best to give a child choices, use humor, and be firm but supportive.

Is this an individual or temperament difference?
Not all children of a certain age act the same way. These individual differences may be rooted in a variety of causes. Biological factors such as visual impairments, tactile sensitivities, auditory and speech disorders, or motor disabilities may affect a child's behavior. Temperament qualities such as shyness, adaptability, moodiness, or inflexibility also may account for many of the differences in children's behaviors.

Is the environment causing the behavior?
Sometimes the setting provokes a behavior that may seem inappropriate. An overcrowded childcare setting or the lack of an appropriate number or types of toys can increase aggression or spark jealousy. Look around your home or program setting and evaluate it in light of your child's behaviors. You may need to get down on your knees and see the environment from a child's viewpoint.

A child does not know something but is ready to learn
Clues to this situation include sensing that the child is in a new or unfamiliar territory or is facing a new task or problem. Perhaps this is the first time a two-year-old without siblings has been asked to share a toy or treasured object. Developmentally he does not truly understand the concept of sharing, so it is up to you as a parent to calmly explain to the child how the other children will react. Patience and repeating the message over and over again are necessary. Children rarely learn or master a desired response on the first try.
**Unmet emotional needs**

Emotional needs that are unmet are the most difficult cause of behavior to interpret. In these situations, the child's behavior has a particularly driven quality about it and occurs with regular frequency in all settings. The child who continually harms himself or other children should be stopped and may need an assessment by a trained professional. Careful observation, thoughtful reflection, and communication between parents and teachers who respond with quiet firmness and patience can be critical to the future emotional health of children with emotional needs. For example, if a child needs extra love and attention, we don't want to withhold that from him/her but rather find ways to validate and acknowledge the child. Always find ways to demonstrate your love.
Behavior problems that are causing concern. Fill in the missing word in each sentence by typing the word from the list below.

What can I do to help my _______ or aggressive child?

How can I teach my child to stop bullying, or deal with _______?

What about breath _______?

What should I know about _______ tantrums?

What about _______?

biting
temper
bullies
holding
angry
Behavior problems that are causing concern. Answers

What can I do to help my angry or aggressive child?

How can I teach my child to stop bullying, or deal with bullies?

What about breath holding?

What should I know about temper tantrums?

What about biting?
Anger

We need to remind ourselves that we were not always taught how to deal with anger as a fact of life during our own childhood. We were led to believe that to be angry was to be bad, and we were often made to feel guilty for expressing anger. It will be easier to deal with children's anger if we get rid of this notion. Our goal is not to repress or destroy angry feelings in children or in ourselves, but rather to accept the feelings and to help channel and direct them to constructive ends. Parents must allow children to feel all of their feelings. Adult skills can then be directed toward showing children acceptable ways of expressing their feelings. Strong feelings cannot be denied, and angry outbursts should not always be viewed as a sign of serious problems; they should be recognized and treated with respect. To respond effectively to overly aggressive behavior in children, we need to have some ideas about what may have triggered an outburst. Anger may be a defense to avoid painful feelings; it may be associated with failure, low self-esteem, and feelings of isolation; or it may be related to anxiety about situations over which the child has no control.

Bullying

Children who are intimidated, threatened, or harmed by bullies often experience low self-esteem and depression, whereas those doing the bullying may go on to engage in more serious antisocial behaviors as adolescents and adults. Bullying behavior is not always easy to define. Where do you draw the line between good-natured ribbing and bullying? Hostility and aggression directed toward a victim who is physically or emotionally weaker than the bully are more obvious signs of bullying. The result of this behavior is pain and distress for the victim. There are many reasons why children may become bullies. They may turn to this abusive behavior as a way of dealing with a difficult situation at home, such as a divorce. Such bullies have been victims of abuse themselves, either at home or as younger children. And just like their victims, bullies often have low self-esteem. Whatever the cause, bullies usually pick on others as a way of dealing with their own problems. Sometimes they pick on kids because they need a victim, someone who is weaker, to feel more important, powerful, or in control.
Breath Holding
Breath-holding spells are perhaps the most frightening of the common, benign behaviors of childhood. Desperate parents often want to splash cold water on the child's face, start mouth-to-mouth resuscitation, or even begin CPR. Thankfully, breath-holding spells resolve spontaneously soon after the child passes out, and unless the fall hurts the child, she will be fine afterwards. The spell usually resolves within 30 to 60 seconds, with the child catching her breath and starting to cry or scream. Sometimes children will have real seizures as part of breath-holding spells, but these brief seizures are not harmful, and there is no increased risk of the child developing a seizure disorder. Breath-holding spells occur in about 5% of children. These spells are provoked by the child not getting her own way. They can be an attempt to exert control on their circumstances around her. Breath-holding is quite rare before 6 months of age. It peaks as children enter the two's, and disappears finally by about age five. The spells occur sporadically, but when they do occur, it is not uncommon for there to be several spells within a single day. Once parents have witnessed one breath-holding spell, they can often predict when another one is about to happen. The first time a spell occurs, the parents should have the child examined by a doctor. Because breath-holding spells do share several features in common with seizure disorders, the two are often confused. In epileptic seizures, a child may turn blue, but it will be during or after the seizure, not before.

Temper Tantrums
Strong emotions are hard for a young child to hold inside. When children feel frustrated, angry, or disappointed, they often express themselves by crying, screaming, or stomping up and down. As a parent, you may feel angry, helpless, or embarrassed. Temper tantrums are a normal part of your child's development as he learns self-control. In fact, almost all children have tantrums between the ages of 1 and 3. You've heard them called "the terrible twos". The good news is that by age 4, temper tantrums usually stop. Your young child is busy learning many things about her world. She is eager to take control. She wants to be independent and may try to do more than her skills will allow. She wants to make her own choices and often may not cope well with not getting her way. She is even less able to cope when she is tired, hungry, frustrated, or frightened. Controlling her temper may be one of the most difficult lessons to learn.
Biting

Although biting isn't "abnormal" in the sense that one out of ten toddlers and two-year-olds do it, it is a disturbing and potentially harmful behavior that parents and educators must discourage after the first episode. Never hit or "bite back" a child for biting. This communicates that violence is an appropriate way to handle emotion. The approach should be calm and educational. A child should not experience any reward for biting--not even the "reward" of negative attention. Parents and caregivers must cooperate to prevent children from biting. If children are permitted to demonstrate such behavior at home, there will be no chance of eliminating it in the center, program, or family child care home. Working as a team, educators and parents may identify possible reasons for a child's biting and respond accordingly. While early childhood professionals may be more familiar with positive discipline techniques, parents are experts on their own children's behavior.
**Quiz**

**Lesson 1 – What are Behavior Skills**

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<td>Use training and practice to improve emotional well-being and self-esteem.</td>
<td>Teach your child to deny and ignore anger feelings until they go away.</td>
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<td>Teach children that helping others is a duty, and that putting ourselves in the shoes of others makes us want to help others.</td>
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<td>Teach your child TO think rather than WHAT TO think to improve problem solving skills.</td>
<td>Expect some neglected children to develop behavior disorders.</td>
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<td>Expect children with unmet emotional needs to frequently behave badly.</td>
<td>Automatically consider all behavior problems such as bullying and breath-holding to be behavior disorders.</td>
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<td>Encourage your children to physically express emotions.</td>
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### Quiz Answers
Lesson 1 – What are Behavior Skills

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Lesson 2 - Introduction

Socially Competent Preschoolers?
Picture the well-liked, friendly children in the preschool classrooms of your experience. What do you notice about their behavior that makes them different from less well-liked children? Most observers note the generally positive character of their interactions with other children.
**Social Skills Attributes.** The list below is skill goals that we would like our children to achieve.

1. Approaches others positively.
2. Expresses wishes and preferences clearly.
3. Asserts own rights and needs appropriately.
4. Is not easily intimidated by bullies.
5. Gains access to ongoing groups at play.
6. Enters ongoing discussion on the subject; makes relevant contributions to ongoing activities.
7. Takes turns fairly easy.
8. Negotiates and compromises with others appropriately.
9. Does not draw inappropriate attention to self.
10. Accepts and enjoys peers and adults of ethnic groups other than his or her own.
11. Gains access to ongoing groups.
12. Interacts non-verbally with other children with smiles, waves, nods, etc.
**Teaching Social Skills.** Most interpersonal social skills are the natural result of well-adjusted children. However when certain skills are missing, a parent can provide intervention. The process of teaching social skills involves three steps.

**Modeling**
Modeling is the act of demonstrating the skill and delineating the steps of the skill. For example if you have observed that your child has difficulty greeting people, you should model a greeting people process with detailed narration so that your child can observe the steps. Also, it may be helpful to focus on the benefits of the skill you are teaching.

**Practicing Social Skills**
Guided Practice- Your child should practice the skill one step at a time and get feedback. Independent Practice- Your child rehearses the skill in its entirety.

**Reinforcement**
Real-life practice is extremely helpful to the development of the skill. Encourage your child to be on the look-out for opportunities to practice the skill.
**Parent/Child Interaction:**

Play tea party with your child and mimic good manners and social skills.

Play games with your child practicing both your loud outdoor voice and your soft indoor voice.

Use situation pictures and ask your child how he/she would solve the situation (such as, someone tore their painting, what should they do?).

Engage in "conversation" with infants. Talk and make soft, peaceful noises to him. Pay attention to the way he tries to "converse" with you through body movements, glances, and facial expressions.

Talk with your older child each day. Talk to him while driving in the car, while pushing your cart down the shopping aisle, or while sitting at the dinner table. Ask him to tell you about something that happened to him that day. Some experts say that a child hearing a caring adult express interest in him and in what he's doing is the most beneficial social interaction a child can experience. Focused attention encourages positive self-esteem and social skill development.
### Quiz
Lesson 2 – Socially Competent

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<td>Teach your child to take-turns because this is one of the social skills that does not usually come naturally.</td>
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<td>Be patient while your pre-school aged child learns to interact with other children.</td>
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<td>Expect your children to respond to social skills intervention as quickly as they respond to your teaching of colors.</td>
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<td>Allow children to learn to negotiate and compromise. Don’t interfere in disputes unless the situation is out-of-control.</td>
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<td>Avoid labeling children as bullies or selfish. Labels tend to stick and children live up to our best and worst expectation.</td>
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<td>Use modeling to show the child how not to act.</td>
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<td>Use reinforcement, or practice, as a process to improve social skills.</td>
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<td>Realize that severe deficiencies in interpersonal social skills may indicate Learning Disabilities (LD) or Attention Deficit Disorder (ADD).</td>
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### Quiz Answers

**Lesson 2 – Socially Competent**

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Lesson 3 - Introduction

Public Social Skills, otherwise known as social skills to be proud of. Social skills aren't easy to learn, but they're a necessary part of life that we need to teach our children. The hardest part of it is that you have to take your child out in public to practice. When your children are older, they will thank you for training them to be proper ladies and gentlemen.
Have realistic expectations when you begin taking your children out in public. Don't expect immediate results, but be persistent.

Restaurant Skills

Table manners should be taught at home. Use modeling, practice, and feedback techniques. When you have established basic table manners you will be ready for the public environments. Start with a fast food restaurant. Then as the children get used to the requirements of restaurants you can take them to increasingly "fancy" places. With young children pick an appropriate restaurant where the service is prompt rather than leisurely, and where something the child will enjoy is on the menu. A noisy atmosphere is good if you expect the child to make undue noise. Breakfast is usually a good time for a family meal. Make sure that the child is not extremely hungry; however if the child is not interested in eating they'll get antsy. Always bring along paper and crayons so the young child doesn't get restless before the food is served. The food server is our friend so always be courteous and polite. Teach your child to respect all food service staff members by demonstrating kindness and consideration. Be involved with your child and notice whether the child is squirming or unhappy. Be prepared to use all of your clever distraction tricks if they are needed. Play a drawing game with your children where each of you in turn draws part of a picture. A visit to the restroom before dinner arrives is a good idea. Wash hands thoroughly. Do not permit your child to get out of the chair or run around the restaurant because it is not safe and is unfair to other customers. Minimum restaurant manners include sitting quietly and not screaming, spitting, throwing, or playing with food. Sometimes it's fine to let them get a little crazy...just know your audience! It's very important that you associate social skills with respecting others. If your kids just aren't behaving, you should ask for the check and leave quietly. By staying and trying to scold your kids into behaving you may only sour the experience for future restaurant visits.
Automobile Travel Skills

Children should always act in accordance with mandated car seat and safety belt rules. When traveling to different states and countries, check the local laws before you leave. As early as possible, teach your children that distracting the driver is very dangerous. Do not allow your child to raise or lower the windows without asking permission. Important- never leave a child in a car unattended. Make sure you tell your children where you are going, and give them some idea of how long the trip will be. Make regular stops for restroom visits, stretching, and letting off energy. Take plenty of snacks, drinks, and entertainment.

Airplane Travel Skills

- Before leaving for the airport, talk to children about the security procedures and that they should be happy to cooperate because these procedures are welcomed.
- Book seats as far in advance as possible, and ask for seats near the washroom or bulk head. Get a window seat. Seats near the washroom will provide some in-flight entertainment for the kids and some distraction for the people lining up to use them.
- Tell your children what to expect, what you expect of them, and to respect other passengers. Don't let them kick other seats and ask them to use their quiet voices on the plane.
- Supervise your children when using washrooms on the airplane and in the airport.
- If your kids are old enough give them a watch with a timer so they can time the flight and calculate how much time is left.
- Dress comfortably and take an extra change of clothes for each child.
- Always bring lots of crackers or bread with you just in case - filler foods.
Out-to-the-movies Skills
What about starting with movies that are intended for children? If the theater is full of noisy children your child may believe that this behavior is standard. It would be best to start with movies that are entertaining for audiences of all ages. Every child is different and doesn't respond to the movies the same way. Some kids, no matter what age, will sit quietly and watch the movie. Some kids will not be able to sit still until they're five or six years old. It would be a good idea to sit in the aisle seats near the back. If the child will not be quiet, take him/her out to the lobby until he/she quiets down. Don't sit in the theater with your crying or fussing child.

Telephone Skills
Toddlers love to answer the telephone. Because it's easy to lift up the receiver and say, "Hello!" and it is magical to hear an answer. This is one of their first opportunities to master a grown-up task. Parents shouldn't allow children under the age of 5 to answer the phone unless an adult is supervising. From the beginning start teaching that we talk slowly, clearly, and politely into the phone. Lesson one should be to instruct your child to say, "Just a moment, please," and hand you the phone. When that is mastered you can add other polite conventions like "Who is calling, please?" At some point be sure to teach the important safety rule about answering calls when the parents are away. Children should be taught to ALWAYS say, "My father can't come to the phone right now, may I take a message?" As soon as the child can write they should be taught to WRITE DOWN ALL MESSAGES. A first grader can write the person's name. By fourth grade, children should be able to write the time of the call and the reason for the call, as well as the name of the caller.
School Skills - Ways to ease the transition to childcare or school.

Before your child enters preschool set up a play date for your child with another child their age. This will help them to get used to sharing and working with other children before they enter the classroom.

Take your child to the preschool or elementary school they will be attending for a tour and let them meet their teacher and get acquainted before they begin coming regularly.

A phased-in introduction to any daycare arrangement is strongly recommended: first visiting with your toddler, then leaving him or her for short periods of time, and gradually extending the time you are away. It will be easier on both of you.

Be patient. Toddlers can take four to six weeks to adjust to being cared for by someone else.
School Skills - Ways to ease the transition to childcare or school.

Accept that your caregiver won't do everything the same way you would - and that's OK.

Provide comforts for your child. Bottles, pacifiers, blankets or other "loveys" may all help your child cope with the separation.

And provide comforts for yourself. Feel free to call and see how your toddler is doing - even if you just left ten minutes ago. Use your lunch hour to relax and unwind a little - because there won't be much relaxing at the end of the day!
**Classroom manners.** What can a parent do to prepare the child for the classroom environment?

Most of your support will revolve around easing separation. The fear of the unknown creates much of this anxiety. To relieve it, introduce the concept of preschool by talking about a friend who goes to school. Playing preschool is also an excellent way to prepare your child for the routine of preschool. Teach the concept of using our indoor voice and that interrupting someone when they are talking is not nice. Otherwise, trust your child's teacher to establish the classroom behavior rules. Communicating with the teacher is an important part of supporting the preschool experience.
Fill in the missing word in each sentence by typing the word from the list below.

When going through bedtime transitions parents may need to _______ bedtime routines.

Drop-off and pick-up time from daycare should not be _______.

Toddlers and children may begin to show _______ behaviors during transition.

Help your child learn how to _______ before they enter a classroom setting.

Take your child for _______ to their new daycare arrangements.

Be _______ as your child makes adjustments.

rushed
adjust
share
visits
patient
unacceptable
Fill in the missing word in each sentence by typing the word from the list below.

When going through bedtime transitions parents may need to **adjust** bedtime routines.

Drop-off and pick-up time from daycare should not be **rushed**.

Toddlers and children may begin to show **unacceptable** behaviors during transition.

Help your child learn how to **share** before they enter a classroom setting.

Take your child for **visits** to their new daycare arrangements.

Be **patient** as your child makes adjustments.

**Adjust** - You may want to start a little earlier or later putting your child to bed or maybe read more than one story to them at bedtime.

**Rushed** - It will help your child if they are laid back and calm when they arrive at school. Leave your home in plenty of time to get your child to school on time.

**Unacceptable** - These are behaviors like tantrums, yelling, arguing, etc.

**Share** - This is teaching your child how to interact with others as they play.

**Visits** - Let your child spend a few hours a day at their new daycare for a few days before you leave them for a whole day.

**Patient** - Staying calm will help your child make adjustments easier.
**Quiz**

Lesson 3 – School Skills

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## Quiz Answers
### Lesson 3 – School Skills

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Chapter 6
Habit Management

Lesson 1 - Introduction

"Anything you can do I can do better." That's the mind-set of your children so be careful to stop or change anything you are doing that you don't want your children to do. It doesn't matter that you tell them not to use a bad word; they'll just do it when you are not present. The habits we form in childhood will dominate our life; this is definitely where good parenting can make a difference.
The following are habits that most parents wouldn't want their children to learn:

- Spitting
- Making obscene gestures
- Offensive language
- Racial and cultural discrimination
- Hitting when angry
- Disrespectful statements about people in authority
- Gossiping
- General lying, stealing and cheating
- Smoking
- Making bodily noises for laughs
- Excessive consumption of alcoholic beverages
Bad Habits

Using the word **NO**...

You have spent months teaching your toddler how to talk. You've been reading books and singing songs that deal with puppies and playgrounds. Unfortunately, somewhere along the way your toddler learned the meaning of another word. **No**! Too bad children are not always perfect so we don't have to teach them this word. Since the word **No** is a word that toddlers often hear, don't be surprised if they begin using it themselves. It will not be uncommon for your toddler to use this word with you. After all, it is one of the few words they do know and are able to say. It is important not to take it personally if your child uses this word toward you. There are ways to deal with toddlers who talk back to their parents.
Bad Habits

One thing parents can do is to try and use other words besides No when correcting your child. Try to always state things in a positive manner. For example, do not tell your child, "No! Stop hitting!" Try saying, "Instead of hitting, let's use a soft touch." You must make your toddler understand that mom and dad are in charge. When your child talks back to you tell him firmly but gently that he cannot talk to you in that way. Many children talk back to their parents for attention. If you know this is your toddler's motive, try ignoring him. Doing this will teach him that bad behavior will not get him any extra attention. These ideas take time to become successful but stick with them. You will be glad you did in the end!
Pacifiers and Thumb Sucking

Beware of overuse of pacifiers. If an infant is not fussing, do not routinely offer a pacifier. You do not want to teach the infant to feel that something is missing if the pacifier isn't there. Also, infants need their mouths free to mimic adults' lip formations of verbal sounds and facial expressions.
Pacifiers and Thumb Sucking

Thumb suckers

How it starts: A baby's sucking reflex is associated with feelings of security and pleasure, so it's little wonder infants love anything that pops into their mouths, including their digits. While most kids drop the thumb habit between their second and third year, some suck well into the elementary grades, particularly when agitated or tired.

So what's the problem? We used to say that until the adult teeth started to come in, the impact of thumb and soother sucking was relatively minor, but the more we study these habits, the more we see how they affect the mouths of children as young as two. Depending on its force, frequency and style, thumb sucking can misalign teeth, deform your child's palate, and delay proper speech development. There is good news: Teeth can make a dramatic recovery, particularly if kids quit by age three or four.

What you can do:
Most thumb suckers under three aren't developmentally ready, or able, to kick the habit. So don't try to shame your toddler into quitting with a statement like "Oh you look like such a baby." Instead, wait until he's older, and then tell him about the potential side effects of thumb sucking. (Enlist your dentist's help if necessary.) If the habit continues, suggest your child limit sucking to certain areas of the house and time of day - like the bedroom at nap-time. Give him a stash of brightly colored Band-Aids to wrap around his thumb as a reminder. Older children can be fitted with a special appliance to discourage thumb sucking.
Other Habits to Address
Television as a babysitter is a very convenient way to keep your children busy while you get your work done. Be sure to not let your child spend too much time in front of the TV. Put a limit on how long your children can watch TV. For infants and toddlers limit TV viewing to 30 minutes a day. For older children limit viewing to 1 hour a day. Make sure the programs your child watches are age appropriate and preferably educational.

Eating Habits
Even before their second birthday, many American children are developing the same bad eating habits that plague the nation's adults -- too much fat, sugar and salt and too few fruits and vegetables. Your children watch what you do. Set a good example of a healthy eating habit early. Early diets strongly influence children's food preference. Children's food preferences are usually shaped between the ages of 2 and 3.
Other Habits to Address

Hair Twirling. The site of hair twirling like a helicopter prop might elevate your blood pressure, but it calms your child. "Hair's like a built-in security blanket." It's soft, it feels good and the repetitive motion of moving it through the fingers is soothing. Kids twirl when they're tired, anxious or engaged in passive activities like watching TV. Because of their longer locks, girls are more likely to twirl than boys. (For the same reason, they're also the predominant practitioners of that other icky habit: hair sucking.)

What you can do:
Distraction is the best technique. Chances are your child is not going to be twirling her hair when she's running around or playing a game. During downtime, keep restless hands busy with things that stimulate the feel of hair like feathers, pipe cleaners or satin ribbons.
Other Habits to Address

Nail Biting. Your little nail bitter is not alone. One study estimates that 40 percent of kids between the ages of five and 18 chew their nails. Kids chew for a variety of reasons -- to unwind, reduce boredom or pass the time.

So what's the problem? The gunk under your kid's nails is teeming with bacteria and infectious organisms. Gnawing introduces those germs into your child's system. Nail biting can also lead to cuticle chewing, which increases the risk of inflammation and infection around the nail.

What you can do:
Offer alternatives for kids stressed at the thought of giving up the habit cold turkey. Suggest they try biting the nails on one hand but not the other. A week or two later say, "Now look at the difference! Does it feel better? Good for you!" Help your child soothe the need to bite by keeping healthy snacks like raw vegetables or even sugar-free gum on hand. You can try painting their nails with something that tastes awful, but they usually just wash it off or get use to the taste.
Match the problem to the solution.

Wrap Band – Aids around the thumb to discourage _______.

Keep your child’s hands busy during down times to distract from _______.

Offer sugar-free gum or raw veggies as an alternative to _______.

Set a good example for healthy _______.

Provide interactive activities to replace _______.

eating habits
thumb sucking
nail biting
TV time
hair twirling
Match the problem to the solution. Answers

Wrap Band – Aids around the thumb to discourage thumb sucking.

Keep your child’s hands busy during down times to distract from hair twirling.

Offer sugar-free gum or raw veggies as an alternative to nail biting.

Set a good example for healthy eating habits.

Provide interactive activities to replace TV time.
In addition to the obvious habits, there are many subtle behavior habits we pass on:

- Eating habits like Oreos for breakfast
- House-keeping habits like infrequent cleaning schedules
- Procrastinating habits like leaving dirty dishes in the sink overnight or not making the bed when you get up
- Organizational habits like having messy closets and drawers
- Hygiene habits like not washing your hands after using the bathroom
- Schedule habits like always being a few minutes late for appointments
- Personal habits like coughing without covering your mouth
- Social habits like interrupting people when they are talking
Quiz
Lesson 1 – Bad Habits

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# Quiz Answers

## Lesson 1 – Bad Habits

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Lesson 2 - Introduction

"Like Father like son" should be the motto when you are teaching your children to develop good lifestyle habits. Fortunately, your children will almost always follow in your footsteps. If Dad has an interest in sports or Mom likes to sew, you can expect that your children will most likely develop the same interests. Of course, they'll also develop a few interests of their own.
Appreciate the value of play and make time for family activities

Your children should learn to balance play and work. "Play Now or Pay Later" is the essential message. Behavior patterns that place too much emphasis on the duties of work begin in the early years. It's essential to the emotional development of your child to practice a realistic balance of work duties and playing.

Send “get well” cards and teach your child to send a card when any of their friends or teachers are ill

Your child's feelings of self-worth could be improved by sending cards to friends and family. Two things happen when cards are sent: the sender develops a genuine concern for people that are close, and the recipients develop a loyalty for people that sent cards to them. We all like it when people seem like they care.

Let your child see you enjoying new challenges and activities

Motivation and Enthusiasm: Spirit of Adventure
Nothing ventured, nothing gained, the adage goes, but times are different and more dangerous now. So why would we encourage our children to take risks? Safety is paramount without question, but taking healthy risks in a supportive environment is a far cry from engaging in daredevil behavior. Children need to know that it is important to try new things and that it's okay to fail. They need to learn that success and failure depend on more than the winds of fortune or fate.
Set personal goals like learning to use a computer program

Goals
Harvard Business School researchers have taken a vital interest in what makes the difference in success or failure for people of similar backgrounds and educational standards. Their studies find that 3% of people are successful, 30% are moderately successful, and 67% just exist. The significant difference for the 3% who are successful is that they have written down specific goals. The 30% who are moderately successful have a general idea of where they are going, but do not have any goals formalized. The rest are happy to watch the world go by.

Plan your weekend and holiday activities
The degree of control you have over your life is governed considerably by how you manage your time.

Show love and affection
The best outcome is that your child will feel loved. For some reason it's hard to show love if you have never felt love.

You should have a dream of your child and a plan that will help the dream come true
Parenting is about making personal sacrifices
We want our children to be all that they can be. These are feelings that should be satisfied. If we can make our dreams come true, our children will benefit and our own feelings of accomplishment will be fulfilled. As parents we also need to be all we can be, so go ahead and have a dream for your child and then do all that you can do to see that dream realized.
A family is the most important support a child can have. The family may include parents, husband or wife, grandparents, in-laws, aunts and uncles, brothers or sisters, legal guardians, caregivers, or friends. Beyond family influences are influences from religious and social organizations. Check your local directories for local Churches and Family Support Organizations. Below are a few suggestions. Click an organization to learn more.

**Church Organizations**
With an emphasis on building moral fiber, church organizations should be considered as useful organizations that could play a beneficial part of raising your child. Churches are extremely useful for extending your family support group. Most churches have diverse programs that fit the entire family.

**Boy Scouts/Girl Scouts of America**
Scouting offers a time-tested set of activities that have produced fine citizens, dedicated family members, and strong community leaders for more than 90 years. The Girl Scout program is girl-driven, reflecting the ever-changing needs and interests of participating girls. The programs encourage increased skill building and responsibility. All program activities are age-appropriate.

**4H Clubs**
The mission of 4-H is to empower youth to reach their full potential, but working and learning in partnership with caring adults. 4-H began as a way of involving the heads, hearts, and hands of farm youth in practical, hands-on education in agriculture and home economics related subjects relevant to their everyday lives. Today, 45% are from rural areas and towns of up to 10,000; 55% are from larger cities, their suburbs, and from large inner cities; 30% of 4-H'ers are from racial and ethnic minorities.

**Boys and Girls Clubs**
In every community, boys and girls are left to find their own recreation and companionship in the streets. Boys & Girls Clubs offer that, and more. Club programs and services promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging, and influence. Boys & Girls Clubs are a safe place to learn and grow -- all while having fun. It is truly The Positive Place for Kids.
**Big Brothers Big Sisters**
Youth development experts agree that, in addition to their parents, children need additional supportive, caring adults in their lives. BBBS works closely with parents to match every child with the right Big Brother or Big Sister. Each potential Big is screened, trained, and supervised to help ensure that the relationship will be safe and rewarding for everyone involved.

**YMCA**
All YMCA programs are tools YMCAs use to accomplish their mission, achieve their vision of building strong kids, strong families, and strong communities, and reinforce the YMCA core values of caring, honesty, respect, and responsibility. YMCA also uses an asset-building approach in their work. Each association is different, reflecting the needs of the local community.
# Quiz

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Chapter 7
Co-Parenting

Lesson 1 - Introduction

Everyday should be "Equal Parent Day."
Parental rights and responsibilities must be shared equally by both parents. Your child’s most natural expectation and basic right is to be loved, nurtured and taught by both parents. Parents are instinctively endowed with the necessary abilities and there are no circumstances that would exempt a living parent from this parental role.
Co-Parenting Guidelines. Put a check mark beside the most important guideline.

___ 1. Both parents work as a team; the focus is your child.

___ 2. Parents shouldn't compete; encourage your child's relationship with their other parent.

___ 3. Your child will be watching, always communicate positively.

___ 4. Talk privately with your partner when you disagree on anything regarding your child.

___ 5. Play together and join organizations where both parents can be together with the child. Attend school activities, sporting events, religious programs, etc.

___ 6. If your family is split, be friendly to significant others in your ex's life. They are a part of your child's life now. It is in your child's (and yours) best interests that you get to know this person.

___ 7. Share information with the other parent, including school schedules, childcare schedules, doctor appointments, extra-curricular activities, etc.

___ 8. Encourage your child's relationship with his/her step-parent(s) and other siblings. It is in your child's best interests to have a friendly (if not loving) relationship with his/her parent's other family members.

___ 9. Share routines of the household (your child's bedtime routine, disciplinary styles if possible).

___ 10. You cannot be successful as a parent if you don't spend time with your child. This minimum requirement should be the top priority for both parents.
Co-Parenting Guidelines. Answer

10. You cannot be successful as a parent if you don't spend time with your child. This minimum requirement should be the top priority for both parents.

It's almost impossible to make-up for lost time, and there is no replacement for spending time with your child. Your child will not excuse you from this fundamental requirement.

All other questions

You cannot be successful as a parent if you don't spend time with your child. This minimum requirement should be the top priority for both parents. It's very difficult to make-up for lost time, and there is no replacement for spending time with your child. Your child will not excuse you from this fundamental requirement.
Co-parents worksheet.
For each sentence below write the word that completes the sentence from the list below.

1. “I will inform my co-parent of my decisions which might possibly _______ her/him.”
2. “I will honor my co-parent’s decisions but I will inform my co-parent of my opinion of and feelings about his/her _______.
3. Specialization. If a parent accepts one function permanently don’t _______. This might include the discussion about where babies come from.
4. _______ periodically with your co-parent. If you are not living together don’t use your children as messengers.
5. “I will not say negative things about my co-parent in front of the ________.”
6. For divorced or never-married couples, the custody schedule should never by fixed. Allow as much _______ as is desired.
7. If you need someone to facilitate negotiations, _______ use someone known to either party.

children  
 affect   
 visitation  
 Communicate  
 never  
 never  
 interfere  
 decision
Co-parents worksheet. Answers

1. “I will inform my co-parent of my decisions which might possibly affect her/him.”
2. “I will honor my co-parent’s decisions but I will inform my co-parent of my opinion of and feelings about his/her decision.”
3. Specialization. If a parent accepts one function permanently don’t interfere. This might include the discussion about where babies come from.
4. Communicate periodically with your co-parent. If you are not living together don’t use your children as messengers.
5. “I will not say negative things about my co-parent in front of the children.”
6. For divorced or never-married couples, the custody schedule should never be fixed. Allow as much visitation as is desired.
7. If you need someone to facilitate negotiations, never use someone known to either party.
### Quiz
Lesson 1 – Equal Parents

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### Quiz Answers

**Lesson 1 – Equal Parents**

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Lesson 2 - Introduction

Basic Rights - Co-parenting involves fairness, justice and humane treatment. All children are entitled to receive love and nurturing from both parents. Both parents are entitled and expected to provide care, support and protection during the process of raising their children. Make sure your child is aware of his/her basic human rights even if it leads to inconvenient changes in the way you raise your children.
Children's Bill of Rights:

1. The right to be treated as important human beings, with unique feelings, ideas, and desires, and not as a source of argument between parents.
2. The right to a continuing relationship with both parents, and the freedom to receive love from and express love for both.
3. The right to express love and affection for each parent without having to stifle that love because of fear of disapproval by the other parent.
4. The right to know that their parents' decision to divorce is not their responsibility and that they will continue to be loved by both parents.
5. The right to continuing care and guidance from both parents.
6. The right to honest answers to questions about the changing family relationships.
7. The right to know and appreciate what is good in each parent without one parent degrading the other.
8. The right to have a relaxed, secure relationship with both parents without being placed in a position to manipulate one parent against the other.
9. The right to have both parents not undermine the other parent's time with the children by suggesting tempting alternatives or by threatening to withhold parental contact as a punishment for the children's wrongdoing.
10. The right to experience regular and consistent contact with both parents and to be protected from parental disputes or disagreements.

What is the importance of your child's rights?
Understanding your own rights as a citizen, employee, or as a spouse, is the foundation of freedom and justice. Your child also has rights and expectations. You should consider it your duty to see that your child understands his/her rights.
The Parent's Rights.
Fill in the missing word in each sentence by typing the word from the list below.

A PARENT has the right to love and nurture one’s child without harassment from the other _______.

A PARENT has the right to receive _______ and courtesy and the obligation to show respect and courtesy.

A PARENT has the right to _______ and participate in a child’s special activities.

A PARENT has the right to _______ regarding a child’s physical, mental and emotional health.

A PARENT has the right during parenting time to follow one’s own standards, beliefs and style of child-rearing without interference from the other _______.

A PARENT has the right to a separate and private _______.

respect
life
attend
information
parent
The Parent's Rights. Answers

A PARENT has the right to love and nurture one’s child without harassment from the other parent.

A PARENT has the right to receive respect and courtesy and the obligation to show respect and courtesy.

A PARENT has the right to attend and participate in a child’s special activities.

A PARENT has the right to information regarding a child’s physical, mental and emotional health.

A PARENT has the right during parenting time to follow one’s own standards, beliefs and style of child-rearing without interference from the other parent.

A PARENT has the right to a separate and private life.
## Quiz
Lesson 2 – Basic Rights

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<td>Allow your children to love their other parent.</td>
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<td>Make your children think they are the reason and cause of arguments.</td>
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<td>Prevent the other parent from spending quality time with your child.</td>
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<td>Be honest when answering questions about changes in family relationships.</td>
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<td>Threaten to withhold parental contact as punishment for wrong doing.</td>
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<td>Devote your entire life to your child.</td>
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<td>Show respect and courtesy for your co-parent.</td>
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<td>Interfere with your co-parent when they attempt to impose their own beliefs and child-rearing styles.</td>
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### Quiz Answers

**Lesson 2 – Basic Rights**

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Lesson 3 - Introduction

The first time you hold your child in your arms, it’s hard to imagine anything could ever come between you, that precious life and your spouse. However most couples find out sooner or later that parenting involves much more than good feelings. Conflicts do occur - frequently! To the dismay of many, one of the most frequent sources is their spouse. So what's a parent to do? It boils down to one simple word: teamwork!
Parent huddle, have a common mind. Below are good suggestions on developing a common mind.

**Don't argue about discipline**
It is especially important not to argue in front of the kids. They'll interpret this as one parent taking their side and the other one not. They'll store this information away and eventually use it against you - not in an evil kind of way, but they will remember it and bring it up later.

**Respect each other's ideas**
Your child-raising ideas most likely will come from your background -- either how you were disciplined, or how you've seen others handle their children. Be open to what your partner has to suggest. Don't always assume your way is the right way.

**Talk out disagreements**
You both should feel comfortable with the outcome. You need to be in agreement about household rules and how to handle it when those rules are broken. If you are inconsistent with these rules, your child will be confused, decide not to listen to either one of you, or - worse yet - play one against the other. You know the scene. "But Dad, Grandma always lets me jump on the bed."

**Don't jump into an ongoing situation**
If you walk into a room where your partner is already handling a situation, try to keep quiet. Things aren't always as they appear, and you probably do not know what is going on.

**Don't gang up on your child**
If you both see something going on that shouldn't be, let one parent handle it. You don't want to seem like you are ganging up on your child. If you see that your partner is having trouble, offer to step in and help.
**Example of Supportive Parenting.**

Sam (2 years old) touches the dishes in the dishwasher. Mom and Dad quickly tell Sam, "No, no, stay away from the dishwasher."

> In this example, Sam receives the same message from both parents. He is told that he should stay away from the dishwasher. When children hear the same message from both parents, they are more likely to listen and cooperate.

Adam (18 months old) stands by the door, waiting to go outside. Mom tells Adam that he can't go out because he isn't wearing his outside clothes. Adam then looks at his dad. Dad replies to Adam, "You heard what your mother said."

> In this situation, Adam receives the same message from both parents.

Marie (13 years old) lied to her mother about a test grade. Because of the lie, Marie's mom told her that she could not see her friends over the weekend. However, Marie was to spend the weekend at her dad's house. After hearing about the lying incident, Marie's father agreed that she shouldn't see her friends over the weekend.

> Because Marie's parents agreed that the lie was serious and required follow-through, she received the same message from both parents.

Sally (8 years old) comes into the kitchen to ask her parent if she can play with her friend. Immediately, Mom says, "Okay, have fun!"
But Dad tells Sally to stay home and finish cleaning her room.

> In this example, Sally receives different messages from her parents. Her mom tells her that she can go play with her friend and her dad tells her to stay home and clean her room. Who should she listen to? What should she do? This situation could cause a child to feel guilty for having to choose which parent to listen to, anxious for worrying about their parents fighting, and caught in the middle of a no-win situation.
Quiz
Lesson 3 – Conflicts

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<td>Resolve conflicts by respecting each other’s ideas.</td>
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<td>Resolve conflicts by overriding when your co-parent punishes your child.</td>
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<td>Resolve conflicts by interfering in a conflict between your co-parent and child.</td>
<td>Resolve conflicts by being the “easy” parent.</td>
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<td>Resolve conflicts by supporting the co-parent’s actions.</td>
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**Quiz Answers**

Lesson 3 – Conflicts

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Chapter 8
Safety

Lesson 1 - Introduction

Home Safety Basics. No matter how careful you are, accidents can happen. The best practice is to be prepared. Trying to keep the world a safe place for your children can make you feel like you're being paranoid or over-protective, but it's better than feeling sorry that you didn't spend the time or money to make your house safe.
Making your home a safe environment. The topics below provide advice for parents.

General home safety
- Keep a list of emergency telephone numbers by your main telephone
- Store at least two flashlights with fresh batteries in central locations
- Keep working fire extinguishers in easy-to-access locations, one on each level of the house
- Have fire extinguishers tested annually
- Know how to shut off electrical, water, and gas sources to your house
- Store candles and matches in a safe place in case of power outages
- Develop and practice a fire escape plan with your family
- Maintain all smoke detectors, carbon-monoxide detectors, and any other detectors or safety devices that have been installed
- Make sure toys are appropriate for the age of your children
- Keep matches and lighters stored well away from children
- Ensure that all circuits are properly labeled on main electrical panel
- Make sure no circuit is overloaded with appliances or fixtures
- Unplug all small appliances when not in use

Additional Child Safety Tips
- Childproof all cabinets and drawers
- Childproof all electrical outlets and electrical cords
- Use only Mylar balloons instead of latex rubber balloons
- Do not hold your child when you're holding a cup of hot liquid
- Keep your children away from floor furnaces or area heaters
- Don't allow your children to use the microwave oven
First Aid Supplies
- First aid manual
- Ipecac syrup (to be used only on advice of a poison control center or family doctor)
- Hydrogen peroxide for cleaning wounds
- Antibiotic ointment
- Ace bandage elastic wrap for joint injuries
- Bandages (at least two boxes) of assorted sizes for minor cuts
- Closure (butterfly) bandages
- Adhesive tape and 2" gauze
- Gauze in rolls and pads
- Ice and plastic bags
- Tweezers
- Scissors with rounded tips
- Safety pins
- Rubber gloves

Kitchen/Bathroom Safety
- Always keep medicines in the medicine cabinet and away from children
- Use child-resistant packaging for anything and everything you use
- Keep small appliances like curling irons, clothing irons, and hair dryers put away
- Don't allow children to play in the bathroom
- Keep cleaners, perfumes, and deodorants locked up
- Use the back burners when cooking on the stove
- Keep your children out of your way when cooking
- Lock up or dispose of plastic shopping bags, garbage bags, plastic wrap, plastic sandwich bags, dry cleaning covers, or plastic film of any kind
- Keep alcoholic beverages away from children
- Keep chairs away from counters
What’s wrong with this picture? There are 6 hazards, circle the safety hazards.
What’s wrong with this picture? Answers
### Quiz
#### Lesson 1 – Safety Basics

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## Quiz Answers

### Lesson 1 – Safety Basics

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Lesson 2 - Introduction

Teaching home safety. Have you heard that 'an ounce of prevention is worth a pound of cure'? Children are constantly exposed to dangerous situations; therefore it's essential that parents learn some accident prevention procedures. But it's equally important to prevent accidents by teaching your children how to avoid accidents. When consequences are discussed, children are better able to appreciate prevention rules. Also, be sure to point out examples of safe behavior by others and commend your child for practicing safety rules.
Teaching Safety Prevention:

Preventing Falls in Early Childhood

Don't leave babies unattended on beds or changing tables. Choose a changing table with a strap and buckle the baby in to keep him/her from rolling off.

When babies are big enough to stand up in their cribs, the mattress should be lowered so that they don't fall out. Remove from the crib any items that could be used to climb on. When the railing of the crib is at chest level on the child, you should switch to a bed closer to the floor.

Make sure that all windows, especially those above the first floor, are secured with window guards or with screens that can't be pushed out.

Block off the top and bottom of stairways with removable gates.
Safe Places to Sleep:

Early Childhood

To reduce the risk of Sudden Infant Death Syndrome (SIDS), infants should sleep on their back or side. The crib, basket, or cradle should have firm, straight sides and a tight-fitting, firm mattress.

Crib slats should be no more than 2 3/8 inches apart. The crib should have no decorative "cut outs" that can trap a head or catch on clothing. Place the crib away from drapery cords. Don't let toys dangle over the crib by a string. Remove mobiles when the child is old enough to reach them.

Older Children

If your children use bunk beds, make sure the railing on the top bunk will keep your child from rolling out. The railing should also be close enough to the mattress to prevent the child from rolling under it or getting stuck.
Preventing Choking and Suffocation

Keep babies away from small, hard objects that could lodge in the windpipe. (coins, small parts of toys, food like popcorn, nuts, or hard candy)

Never hang a pacifier on a string around a baby's neck. Make sure the baby can't slip between a mattress and the side of a crib, or between the seat and the tray of a high chair.

Never let a small child play with a plastic bag. Promptly remove dry cleaning bags and plastic grocery bags from the baby's surroundings.

Supervise the use of balloons with young children.
**Water Safety**

Never leave a baby, toddler, or pre-schooler alone in the bathtub, even for a minute.

If you live near a lake, or large pond, provide a fenced-off area for the children.

Always fence off a pool on all four sides. Make sure small children can't open the gate, go over, under, or through the fence.

Don't rely on swim aids (such as inflatable arm rings) to keep your child afloat.
Preventing Car Injuries

Buckle up every time you drive, and make sure all young children are firmly strapped into child safety seats right for their age and weight. Seat belts keep the driver and passenger from flying across the inside of the car or out of it.

When choosing a child safety seat, check labels to be sure that the seat meets federal safety standards.

Follow directions exactly about routing the car's seat belt around the safety seat and tightening it. The seat won't protect your child unless it is firmly anchored.

Make sure the safety seat straps fit snugly over your child's shoulders. If the baby is very small or has medical problems, ask your doctor's advice about the best kind of seat.
Check state laws about child safety seats

Use an infant seat (for children under 20 pounds) facing the rear of the car. If you need to take the baby out of the seat for diapering or feeding, pull over and stop the car first.

Use a toddler seat (for children 20 - 40 pounds).

Use a booster seat (for children over 40 pounds) to raise the child so the car’s regular seat belt system will fit properly.

Children no longer need booster seats when the car's seat belts fit. The lap part should fit around the thighs, not the abdomen. Shoulder belts should cross the chest and not cut across the face or throat.

Infants and young children should always ride in the back seat, especially if the car has a passenger-side airbag. An airbag can seriously injure a baby or young child as it inflates.
Teach your children the following safety rules by playing a game of make-believe where your child pretends that each situation is actually occurring.

- If you burn yourself, immediately put the burn under cool water. Keep it there as long as it feels comfortable.
- If you or your clothing catch fire: stop where you are, immediately drop to the ground and roll over and over until the fire is out.
- If you find 'matches' or a 'lighter' tell Mom, Dad or another adult.
- If you see a fire starting, don't hide but call for help immediately.
- If you start to bleed or are stung by a bee or other insect, stop playing and get first aid from Mom, Dad or another adult your trust.
- Never eat or drink anything that burns your mouth or that you know you should not have swallowed, immediately tell your Mom, Dad or another adult.
- Do not play with electrical outlets, microwave ovens, power tools or other machinery and equipment around the house your mom or dad have deemed "off limits".
- Always buckle your seat belt and lock your car door.
- Look left, right, and then left again, before crossing the street.
- Never tell anyone over the phone that you are home alone, and never open the door to strangers when you are home alone.
- Never talk to strangers, and beware of anyone trying to give your candy, gifts, or money, or asking you to help them find a lost dog or cat.
- Always tell your Mom or Dad where you'll be playing, and never play in parking lots, empty buildings, or alleys.
- Adults do not usually ask children for directions or help. If someone asks you for directions do not go near the car. Always know a neighbor you can go to on your way to and from school, the playground or the park.
- If someone is following you on foot or in a car, go to a place where there are other people - to a neighbor's home or into a store and ask for help. Do not go near the car to talk to anyone inside and do not try to hide behind bushes.
- Do NOT get in a car or go anywhere with any person unless your parents have told you that it is okay. Your child should learn in whose car he is allowed to ride. Warn your child that someone might try to lure him into a car by claiming you said to pick him up; tell him never
to obey such instructions. Instead, he should go back to the school for help.

- If someone tries to take you somewhere without your parents' permission, quickly get away from him or her and scream, "This person is not my parent!"
- If you get separated from your parents in a public place, go to a checkout counter, security office or lost and found area. Tell the person in charge that you need help finding your parents.
- If someone wants to take your picture, say NO and tell your parents, day care provider or teacher.
- If someone touches you and you don't feel comfortable about it, tell your mom, dad or an adult friend; keep telling people until you are sure someone believes you.
- Tell your Mom or Dad if an adult asks you to "Keep a secret".
- Never give out identifying information or personal information in a public message such as a "chat" or bulletin board, and be sure you're dealing with someone both you and your child know and trust before disclosing identifying information in an e-mail. Never put your picture on the Internet without your parent's permission.
**In addition to basic safety rules, teach your child the following basic skills:**

His or her name, address (including city, state, and zip code), and phone number (including area code), as well as your work phone numbers.

How to use a push button phone.

Emergency telephone number 911 (if you are in a 911 service area) or dialing "0" to reach the operator, and when to use these numbers.

How to lock and unlock all your doors and windows.

What the smoke alarm means and what to do when it goes off.

Develop a family escape plan and practice it.
**Safety hazards.** Fill in the missing word in each sentence by typing the word from the list below.

1. Keep plastic ______ away from babies and toddlers.
2. Pad sharp ______ corners
3. Make sure ______ of pots on the stove are out of reach.
4. Use and approved ______ safety seat correctly.
5. Check rails and ______ of bunk beds.
6. Use ______ on high chairs and changing tables.

mattress
straps
car
furniture
handles
bags
Safety hazards. Fill in the missing word in each sentence by typing the word from the list below.

1. Keep plastic bags away from babies and toddlers.
2. Pad sharp furniture corners.
3. Make sure handles of pots on the stove are out of reach.
4. Use and approved car safety seat correctly.
5. Check rails and mattress of bunk beds.
6. Use straps on high chairs and changing tables.

Mattress – There should not be enough room between the rails and the mattress for your child to get his/her head between them.

Handles – If children can reach the handles they may pull them off the stove and get burned.

Bags – Children may either put the bag in their mouth or over their head, which would cause them to choke or suffocate.

Car – Unless the child seat is properly installed, it cannot fully protect your child.

Straps – This will prevent your child from sliding out of the high chair or rolling off the table.

Furniture – Pad sharp corners to protect them from getting hurt if they run into them.
Safety Checklist

Infants and Toddlers

- Use an approved car safety seat correctly.
- Keep phone numbers of Poison Control Center handy.
- Have syrup of ipecac on hand, but call the poison control center or doctor before using.
- Don't leave a baby on a high surface or alone in a bathtub.
- Use straps on high chairs and changing tables.
- Secure windows and stairs to prevent falls.
- Pad sharp furniture corners.
- Check crib slats and watch for dangling cords.
- Keep plastic bags away from babies and toddlers.
- Don't let small children have small objects or round, hard foods.
- Put safety latches on drawers and cupboards.
- Keep hot electric appliances and their cords out of reach.
- Make sure handles of pots on the stove are out of reach.
Safety Checklist

Older Children

- Use booster seat and/or seat belts.
- Keep matches and lighters away from children.
- Make sure children can't get at medicines and other poisons.
- Avoid toys that shoot objects or have sharp parts.
- Always supervise children around water.
- Have children stay off busy streets.
- Practice street-crossing techniques with your child.
- Check rails and mattress of bunk beds.
## Quiz
### Lesson 2 – Teaching Safety

<table>
<thead>
<tr>
<th>DO</th>
<th>DON’T</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If your child can’t dial 911 teach them to dial 0 to ask the operator to connect to 911.</td>
</tr>
<tr>
<td></td>
<td>Teach your child how to unlock doors and windows.</td>
</tr>
<tr>
<td></td>
<td>Teach your child that it’s sometimes OK to keep secrets from mom and dad if an adult asks you to &quot;Keep a secret&quot;.</td>
</tr>
<tr>
<td></td>
<td>Teach your children that if someone wants to take their picture, say NO and tell their parents.</td>
</tr>
<tr>
<td></td>
<td>Teach your child to look left, right, and then left again, before crossing the street.</td>
</tr>
<tr>
<td></td>
<td>Teach your child to talk to strangers whenever the strangers are polite and nice.</td>
</tr>
<tr>
<td></td>
<td>Teach your child exactly what to do if the smoke alarm goes off.</td>
</tr>
<tr>
<td></td>
<td>Practice with your child the procedure for what to do if someone tries to take them somewhere without their parents’ permission.</td>
</tr>
</tbody>
</table>
## Quiz Answers
### Lesson 2 – Teaching Safety

<table>
<thead>
<tr>
<th>DO</th>
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Lesson 3 - Introduction

Traveling to School Safety. Schools already have systems in place for getting your child to and from school. It will be your duty to make sure that your child completely understands the instructions and safety rules. Learn everything you can about the procedures for getting to and from school. One of the most difficult things for many parents is allowing their children to walk to school on their own. However with a few rules and a lot of common sense, walking to school can be very safe.
1 - **Identification:** Positive identification of the child, complete with recent photograph, address, telephone number, and complete names of parents should be kept inside a backpack or wallet. Never place this information outside for others to read in passing.

Put the information inside a wallet. Make sure to include the child's medical information. The wallet should also include phone numbers where parents and close relatives can be reached. Provide any information that school administrators or medical emergency personnel should be made aware of.

2 - **Reflective tape:** Tape which reflects light, may warn drivers of approaching children. Shoes, clothing, or backpacks with this feature is an important safety precaution, particularly when children are traveling to or from school in darkness.

Reflective Tape comes in several widths and styles. It's available for sew on or stick on. Your local hardware store will provide these products.

3 - **Buddy system:** There is safety in numbers. Have your child always walk to and from school with at least one other friend.

The buddy system represents safety in numbers - pure and simple. If someone wants to abduct a child, they certainly don't want to create a scene. Use the BUDDY System, avoid shortcuts and play in groups.

4 - **Crossing guard:** Teach your child to respect and depend upon school crossing guards when near school where traffic is typically busy. These guards have been trained in proper traffic and safety procedures.

Your child should learn that the crossing guard is to be respected and obeyed at all times.
5 - **Cross at corners**: Teach your child to always cross a street at the corner and never dart between parked cars. Use an automated walk/don't walk sign when possible.

Always cross at corners! Try to establish routes where automated wait/walk signals are used. Many schools routes will have crossing guards present at major intersections. Never cross between parked cars. Remember that your child will be watching you so don't be a bad example.

6 - **Walk/Don't Walk sign**: When possible, children should seek this automated sign to determine safe times to cross the street. This is especially useful during peak traffic times and when no crossing guard is on duty.

Take some time to show your child how the automated traffic signs operate. Explain the rules for using the Stop/Go lights when pedestrian crossing lights are not present. It's a mistake to completely trust these signs to stop traffic so the rule about looking both ways still applies.

**School**: Many schools offer before/after school care or study programs. These programs may help supervise children while parents have other obligations.

**Fingerprinting**: Fingerprinting your child may prove to be beneficial if abducted. Local police departments may offer this service.

**Stranger**: Teach children that strangers usually do not ask for directions. Never talk, accept gifts or be lured by sad stories by strangers. A code word may be useful when someone other than a friend or relative is picking up a child.
## Quiz
### Lesson 3 – School Safety

<table>
<thead>
<tr>
<th>DO</th>
<th>DON’T</th>
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<tbody>
<tr>
<td>Follow the school recommendations for</td>
<td>Allow the school to take full responsibility for teaching the school</td>
</tr>
<tr>
<td>getting your child to and from school.</td>
<td>safety rules.</td>
</tr>
<tr>
<td>Allow the school to take full</td>
<td>Teach your child the basic rules for utilizing automated traffic</td>
</tr>
<tr>
<td>responsibility for teaching the school</td>
<td>signals.</td>
</tr>
<tr>
<td>safety rules.</td>
<td>Completely trust all motorists to follow the rules and yield to</td>
</tr>
<tr>
<td>Teach your child the basic rules for</td>
<td>pedestrian traffic.</td>
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<tr>
<td>utilizing automated traffic signals.</td>
<td>Allow your children to cross in the middle of the street if your car</td>
</tr>
<tr>
<td>Completely trust all motorists to follow</td>
<td>is parked in the middle of the street.</td>
</tr>
<tr>
<td>the rules and yield to pedestrian traffic.</td>
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<tr>
<td>Point out examples where people are</td>
<td>Teach your child to fully cooperate with traffic guards.</td>
</tr>
<tr>
<td>putting themselves in danger by not</td>
<td>Be extra concerned whenever your child is walking alone. Find ways to</td>
</tr>
<tr>
<td>obeying the rules.</td>
<td>avoid these situations.</td>
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<tr>
<td>Be extra concerned whenever your child</td>
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</table>
### Quiz Answers

**Lesson 3 – School Safety**

<table>
<thead>
<tr>
<th>DO</th>
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<tr>
<td>✔️</td>
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</table>
Chapter 9
Health and Hygiene

Lesson 1 – Introduction

What Are Germs? Germs are just tiny organisms that can cause disease. Germs are so small and sneaky that they creep into our systems without being noticed. We don't know what hit us until we have symptoms that say we've been attacked!
How to spread germs. You can teach your child how quickly germs spread from person to person by allowing them to put his/her hands into cooked rice. Then let them shake hands with everybody in the house.

Hand washing is the simplest, most effective thing people can do to prevent the spread of infectious diseases.

Hand Washing Procedures

1. Use plenty of soap and warm water
2. Rub your hands vigorously as you wash them
3. Wash all surfaces, including--back of hands--wrists--between fingers--under finger nails using a good brush
4. Rinse your hands well
5. Dry hands with a clean paper towel
6. Turn off the water using a paper towel instead of your bare hands to prevent recontamination of your hands
How Often Should I Wash?

- After using the toilet
- Disposing of garbage
- Handling raw foods
- Handling soiled items
- Coughing or sneezing into your hand
- Scraping or handling tableware
- Touching your hair, face, or body
- Smoking
- Any other time you feel your hands have been soiled
Where germs are found. Circle the hidden words in the puzzle below. 
There are 8 words.

```
CUAPTSUR
OBSAONPA
UAMCIENW
GTOILETM
HHKFEEZE
CKEIHENA
SEGEPET
POTRGKY
```
Where germs are found. Answers

<table>
<thead>
<tr>
<th>C</th>
<th>P</th>
<th>S</th>
<th>R</th>
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</tbody>
</table>

Germs are found in:
- Obsana
- Uamce
- Gtoiletm
- Hkhfze
- Eie
- Epet
- Cer
**Germ Warfare.**

Most germs are spread through the air in sneezes, coughs, or simple breaths, or they mix and mingle in bodily fluids like sweat, saliva, and blood. The best way to protect yourself is to limit those areas of contact. Cover your nose and mouth when you sneeze and cover your mouth when you cough to keep from spreading germs. And remember the two words germs fear - soap and water.

*Fill in the blank:*

Even when your hands don't look dirty they can be covered with germs, so _______ them often.
Answer.

Even when your hands don't look dirty they can be covered with germs, so **wash** them often.
# Quiz

## Lesson 1 – What are Germs?

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>DON’T</strong></th>
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<tbody>
<tr>
<td>✔️</td>
<td>✔️ Share towels.</td>
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<tr>
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<td>✔️ Share cups.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️ Disinfect your house.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️ Touch your face.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️ Eat raw meat or eggs.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️ Kiss your pets.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️ Wash your hands before eating.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️ Smoke around others.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️ Sit on a dirty toilet seat.</td>
</tr>
<tr>
<td></td>
<td>✔️ Cover your mouth when coughing.</td>
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</table>
### Quiz Answers

**Lesson 1 – What are Germs?**

<table>
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<tr>
<th>DO</th>
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<tr>
<td>●</td>
<td>Cover your mouth when coughing.</td>
</tr>
</tbody>
</table>
Lesson 2 - Introduction

Doctor Visits -- Ready Your Child. Going to the doctor's office can be a frightening experience for a young child. But parents can help prepare the child for the visit and make it more of an adventure. If you're going to a new doctor, try to make the first visit a wellness visit or checkup. A sick visit is more likely to be a scary experience.
Looking for a Doctor. You want a doctor whose goal is not only to make your kids feel better, but also to educate you to continue the doctoring at home. Below are a few tips on selecting the right doctor. Look for community based health care. Many communities provide no cost or low cost services for qualifying individuals.

Other questions to ask: Does the doctor have extended hours for emergencies? Are appointments required? How does the doctor handle follow-up visits? Is there sensitivity to your language, cultural practices, or beliefs? What about prescriptions?

If you don't have a doctor for your child - find one today!

Looking for a Doctor

You may wish to look into what kind of doctor is best for you to take your infant/child to see. The following are some examples of doctors and what they do.

- **Pediatrician** - a doctor who specializes in infant and children's medical care. They see infants and children up until the age of 18 years.

- **Family Practitioner** - a doctor who can see any family member. He/she can also examine children and infants but are not typically specialized in any one area.

- **Nurse Practitioner** - has gained the education and medical training similar to a physician. He/she can do everything that a physician can do but must consult the physician on treatment decisions and when prescribing medication.
The doctor/child relationship crossword puzzle.

Across:

1. Be happy and relaxed. If you are relaxed and comfortable, your child will be more relaxed.

2. Greet the doctor cheerfully. Let your child know that the doctor is a person you like and are happy to see.

3. People seem more like friends when you address them by name so use the doctor’s name as often as you can.

Down:

4. Thank the doctor after the examination. This teaches your child to believe that the doctor is someone who is here to help.

5. Don’t use going to the doctor as a threat.

6. Will it hurt? The best thing to do is to keep quiet and let your child decide if it hurts or not.
Answer to crossword puzzle

Answer:

H U T H A E K
G R E E T H A P P Y F R I E N D S
**Keeping your child well.** Fill in the blanks using the words below.

Use sunscreen on your children anytime they’re going to be in the _______.

Read the directions on your _______.

Don’t let your child stay in the _______ for more then an hour.

Never let your child stay outside in the cold without _______ clothing.

Keep your child’s fingers and toes dry when in _______ weather.

sun
sunscreen
cold
warm
Keeping your child well. Answers

Use sunscreen on your children anytime they’re going to be in the sun.

Read the directions on your sunscreen.

Don’t let your child stay in the sun for more then an hour.

Never let your child stay outside in the cold without warm clothing.

Keep your child’s fingers and toes dry when in cold weather.
When to seek emergency medical care. Any injury or illness can be serious if untreated. Whenever there is a doubt you should call the doctor. The following injuries and illnesses could be serious and require immediate medical care.

- Wounds still bleeding after 5 minutes of steady, firm pressure.
- Wounds that appear particularly deep or "gaping" open.
- Deep puncture wounds, such as those caused by stepping on a nail.
- Wounds that have foreign materials such as dirt, glass or metal embedded in them.
- Any cut from animal bites and all human bites.
- Any wound that shows signs of infection (e.g., fever, swelling, bad smell, fluid draining from area or increasing pain).
- Problems with movement or sensation after a laceration.
- Illness or injury that causes a temperature over 102 degrees.
- Difficulty breathing or staying awake.
- Poison overdose.
When to seek emergency medical care.

It is important to know when to contact your doctor and when to contact 911. If your child's life is in danger, they are having trouble breathing, etc., you should take them immediately to the emergency room or call 911. For minor things such as fevers, colds, coughs, your doctor should be called. Most physicians will have an after hours number or a phone service to answer calls after hours and will be able to contact the physician who is on call.

Suggestion

- It can be important for you to take CPR and First Aid classes so that you will be able to take care of an emergency with your child. These classes can be taken at your local hospital or you may contact your local American Red Cross Agency.
### Quiz

#### Lesson 2 – Doctor Visits

<table>
<thead>
<tr>
<th>DO</th>
<th>DON'T</th>
<th>See a doctor if: it’s suddenly very hard for my child to breathe?</th>
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</thead>
<tbody>
<tr>
<td><img src="on" alt="Checkbox" /></td>
<td><img src="off" alt="Checkbox" /></td>
<td>See a doctor if: my child always has bad breath?</td>
</tr>
<tr>
<td><img src="off" alt="Checkbox" /></td>
<td><img src="on" alt="Checkbox" /></td>
<td>See a doctor if: my child is screaming loud with knees drawn up?</td>
</tr>
<tr>
<td><img src="on" alt="Checkbox" /></td>
<td><img src="on" alt="Checkbox" /></td>
<td>See a doctor if: my child has swollen glands?</td>
</tr>
<tr>
<td><img src="off" alt="Checkbox" /></td>
<td><img src="off" alt="Checkbox" /></td>
<td>See a doctor if: my child wakes up in the middle of the night?</td>
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<tr>
<td><img src="off" alt="Checkbox" /></td>
<td><img src="on" alt="Checkbox" /></td>
<td>See a doctor if: my child can’t wake up from sleep?</td>
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<tr>
<td><img src="on" alt="Checkbox" /></td>
<td><img src="on" alt="Checkbox" /></td>
<td>See a doctor if: my child is looking pale and gray?</td>
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<tr>
<td><img src="on" alt="Checkbox" /></td>
<td><img src="off" alt="Checkbox" /></td>
<td>See a doctor if: my child doesn’t eat well?</td>
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<tr>
<td><img src="off" alt="Checkbox" /></td>
<td><img src="on" alt="Checkbox" /></td>
<td>See a doctor if: my child has blue lips?</td>
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</table>

DO

DON’T
### Quiz Answers
#### Lesson 2 – Doctor Visits

<table>
<thead>
<tr>
<th>DO</th>
<th>DON’T</th>
<th>Question</th>
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<tr>
<td>●</td>
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<td>See a doctor if: it’s suddenly very hard for my child to breathe?</td>
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</table>
Lesson 3 - Introduction

**Dental/Vision** - Teaching your child to brush is a task that many parents have dreaded at one time or another. Having your child brush, however, is extremely important because it establishes good oral habits that last a lifetime. Vision impairments affect at least 15 out of 100 children yet frequently go unrecognized and untreated. In this chapter we'll take a closer look at vision impairments.
Dental Hygiene. Prevention is the policy. The following are 5 steps to a healthy smile.

**Step One**
Visit your dentist regularly for preventative checkups and cleanings. Your dentist is trained to see the hidden problems you can't.

**Step Two**
Floss your teeth once everyday. Dental floss reaches many areas that your toothbrush can't.

**Step Three**
It's important to eat a well-balanced diet and avoid excessive snacking between meals - especially sticky, sweet things like candy.

**Step Four**
Keep an eye on your gums for signs of gum disease. Puffy, red or tender gums, gums that bleed or persistent bad breath are signs that you need to see your dentist right away.

**Step Five**
Brush your teeth carefully at least once a day. Remember, a thorough job takes 2 1/2 to 3 minutes.
Dentists who specialize in working with children are called Pediatric dentists.

A child's first visit to the dentist should be scheduled between the eruption of the first tooth and the first birthday. The infant's developing teeth are affected by many factors including: feeding habits, pacifiers, gum cleansing, and fluoride levels maintained in the mouth. Pediatric dentists have the special skills required to work with infants and young children, as well as extensive training in the most up-to-date and thorough treatments for a wide variety of children's dental problems. The following describes a typical first visit:

- Child's teeth, jaw, and oral tissues will be examined and cleansing procedures demonstrated.
- Parents will learn how to position the child for a thorough oral cleaning.
- The pediatric dentist will look for potential problems and check overall oral growth and development.
- Child's medical history will be carefully reviewed by the pediatric dentist and preventive measures for dental disease will be discussed.
- Fluoride need will be evaluated - supplements may be necessary.

At this time other concerns can be addressed such as teething, bottles, pacifiers, and thumb sucking. The earlier the visit, the better the opportunity for parents and the pediatric dentist to work together to prevent problems.
Vision Problems. Vision plays a major role in language and social-emotional development. Most vision screenings check only eyesight, and only at twenty feet, not at reading distance. They rarely tell us whether a child has a clear image at near-point or how the eyes work together. If your child has developmental delays of any kind, choose to have all aspects of vision evaluated.

Signs of problems:

Secondary Symptoms
- Smart in everything but school work
- Low self-esteem, poor self image
- Temper flare-ups, aggressiveness
- Frequent crying
- Short attention span
- Irritability
- Day dreaming

Physical Clues
- Red, sore, or itching eyes
- Jerky eye movements, one eye turns in or out
- Squinting, eye rubbing, or excessive blinking
- Blurred or double vision
- Headaches, dizziness, or nausea after reading
- Head tilting, closing or blocking one eye when reading

Performance Clues
- Avoidance of near work
- Frequent loss of place
- Omits, inserts, or rereads letters/words
- Confuses similar looking words
- Failure to recognize the same word in the next sentence
### Quiz
Lesson 3 – Dental/Vision

<table>
<thead>
<tr>
<th>DO</th>
<th>DON’T</th>
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<tbody>
<tr>
<td>Clean teeth daily.</td>
<td>Use going to the dentist as a threat.</td>
</tr>
<tr>
<td>Use going to the dentist as a threat.</td>
<td>Talk about possible pain associated with going to the dentist.</td>
</tr>
<tr>
<td>Talk about possible pain associated with going to the dentist.</td>
<td>Forget about brushing the tongue and roof of the mouth.</td>
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<td>Help your children brush their teeth until the age of seven.</td>
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<td>See a doctor if your child has pus or crust in either eye.</td>
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<tr>
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<td>See a doctor if your child’s eyes stay red for several days.</td>
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<td>See a doctor if your child’s eyelids droop or bulge.</td>
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<tr>
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<td>See a doctor if your child’s eyes look different than normal.</td>
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**Quiz Answers**  
*Lesson 3 – Dental/Vision*

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<td>☩ Clean teeth daily.</td>
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<td>☐ Use going to the dentist as a threat.</td>
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Lesson 1 – Introduction

**FOOD IS FUN and learning about food is fun, too.** Eating right is vital to promoting health. Eating foods from the Food Guide Pyramid and being physically active will help you grow healthy and strong. It's all about making the right choices.
Strong as Iron

Iron in our blood carries oxygen to our brains and bodies.

Everyone needs iron to stay healthy but iron is especially important to pregnant women and small children. Iron helps your unborn baby's brain and body to grow and develop in your womb. Mothers, babies, and children who don't have enough iron get sick more often and have less energy.
Where To Get Iron

Iron comes from the foods you and your children eat. Infants get iron from breastmilk, iron-fortified formulas and cereals. Babies should begin eating strained lean meats when they are about seven months old to get more iron.

Older children and adults get iron from lean meats (beef, pork, or chicken), eggs, liver and gizzards, dried peas and beans, seafood, raisins, prunes, apricots, peaches, dark green leafy vegetables, and iron-fortified breads and cereals.
Where Else Can You Get Iron

Vitamin C helps iron get into your blood. You and your baby need to drink tomato or fruit juices, and eat citrus fruits (oranges, grapefruits), melons, strawberries, peppers, and cabbage to get the Vitamin C you need.
Drinking too much tea, coffee, cola, and chocolate may keep your body from absorbing iron.

A diet rich in iron helps prevent lead poisoning and is especially good for people with sickle cell anemia.
**All Foods Can Fit When Eaten in Moderation.** Use this tool to balance your diet.

**Food Pyramid**

**Grains** –
Make half your grains whole
Eat at least 3 ounces of whole grain bread, cereal, crackers, rice, or pasta every day.
Look for “whole” before the grain name on the list of ingredients.

**Vegetables** –
Vary your veggies
Eat more dark green veggies
Eat more orange veggies
Eat more dry beans and peas

**Fruits** –
Focus on fruits
Eat a variety of fruit
Choose fresh, frozen, canned, or dried fruit
Go easy on fruit juices

**Milk** –
Get your calcium-rich foods
Go low-fat or fat-free
If you don’t or can’t consume milk, choose lactose-free products or other calcium sources

**Meat & Beans** –
Go lean on protein
Choose low-fat or lean meats and poultry
Bake it, broil it, or grill it
Vary your choices-with more fish, beans, peas, nuts, and seeds

For a healthy diet, your food intake needs to be in balance, i.e. you should be eating the correct proportions of the different types of food. How balanced is your diet?
If you have access to the Internet, type the following link and explore the http://www.mypyramid.gov/mypyramid/index.aspx.
**Quiz**  
**Lesson 1 – All about Food**

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**Quiz Answers**  
**Lesson 1 – All about Food**

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Lesson 2 - Introduction

"Eat smart and play hard" is the advice given to convey science-based and behavior-focused methods for healthy eating and physical activity. Good nutrition involves more than just minimizing junkfood consumption. Parents need to encourage a healthy lifestyle for their children and guess what... parents MUST also practice the same lifestyle. Help your child to balance each day with food and play.
The information below is a chart for what to feed your child.

**Birth to 6 Months**

Pediatricians recommend breastfeeding for babies until they are one year of age or older. Babies who are not breastfed need iron-fortified formula until they are at least one year old.

If you feed your baby with a bottle, follow the directions on the formula can or prepare formula as directed by your baby's doctor. Only prepare enough formula to feed your baby for 24 hours (1 day). Keep prepared formula in the refrigerator until you are ready to feed it to your baby.

Do not heat breastmilk or formula in a microwave oven. Put the baby's bottle in a pot of warm water to heat the formula. Test the heated formula to make sure it is just warm, not hot, before feeding it to your baby.

Breastfed babies nurse 8 to 12 times per day (every two to three hours). From birth to one month, your baby should drink 2 to 3 ounces of breastmilk or formula at each feeding. From one to four months, your baby will gradually drink more (4 to 6 ounces) and won't need to feed as often (6 to 8 times a day, every 3 or 4 hours). From 4 to 6 months, your baby will drink 5 to 8 ounces of breastmilk or formula 6 to 8 times a day (every 4 to 6 hours). Always hold your baby to feed her. Don't put your baby to bed with a bottle or prop the bottle in your baby's mouth. Your baby could choke.

Throw away formula left in your baby's bottle after each feeding. Throw away any prepared formula that has been kept in the refrigerator for more than 48 hours (2 days).

Healthy babies under six months old do not usually need to be given water. They usually get enough water in the breastmilk or formula that they eat. Don't feed your baby honey, sweet syrups, coffee, tea, soda or sweetened or artificially flavored drinks.

**6 to 8 Months**

24 to 40 ounces of breastmilk or formula per day provides most of the nutrition your six to eight month old baby needs. Feed your baby 6 to 8 ounces of breastmilk or formula at each feeding, 4 or five times a day.

Start letting your baby drink from a cup by the time she is six months old. After each feeding of breastmilk or formula, feed your baby one serving of cereal, strained or pureed vegetables or fruits, fruit or vegetable juice, or water. Infant foods are sold in jars that contain one serving (2 1/2 ounces/5 tablespoons, or 4 ounces/8 tablespoons). Throw out any leftover cereal or baby food left in the jar after each feeding to avoid the risk of feeding your baby spoiled or contaminated food.
Your baby should eat 4 to 8 tablespoons of baby cereal, 8 tablespoons or more of strained or pureed vegetables and fruits, 2 to 4 ounces of fruit or vegetable juice, and 4 to 8 ounces of water each day. Each ounce of baby food is about two tablespoons. Infant foods are usually sold in jars that contain 2 1/2 ounces (5 tablespoons), or 4 ounces (8 tablespoons).

8 to 10 Months
Feed your baby 6 to 8 ounces of formula or breast milk 4 or 5 times each day (a total of 24 to 40 ounces per day).
After each feeding of breastmilk or formula, feed your baby one serving of cereal, vegetables or fruits, meat, fruit or vegetable juice, or water. Your baby should eat 4 to 8 tablespoons or more of baby cereal; 8 tablespoons or more of soft-cooked and mashed vegetables and soft and mashed fruits; 1 to 6 tablespoons of well cooked and ground, mashed or finely chopped lean meat, chicken, turkey, fish, egg yolk, and dry beans or peas; small amounts of yogurt and soft cheese; 4 ounces of fruit or vegetable juice in a cup (not a bottle), and 4 to 8 ounces of water each day.
Most babies are ready to begin eating mashed or ground foods at this age.
Let your baby begin to eat crackers, toast, noodles, rice, grits, and soft tortilla pieces with her fingers 2 or 3 times a day. Throw out leftover cereal or baby food after each feeding.

10 to 12 Months
Feed your baby 6 to 8 ounces of formula or breast milk 3 or 4 times each day (a total of 18 to 32 ounces per day). Let your baby drink from a cup at mealtimes, but continue breast or bottle feedings to make sure she gets enough breastmilk or formula.
After each feeding of breastmilk or formula, feed your baby one serving of cereal, vegetables or fruits, meat, fruit or vegetable juice, or water. Your baby should eat 6 to 8 tablespoons or more of baby cereal; 8 tablespoons or more of soft-cooked and mashed vegetables and soft and mashed fruits; 2 to 8 tablespoons of well cooked and ground, mashed or finely chopped lean meat, chicken, turkey, fish, egg yolk, and dry beans or peas; small amounts of yogurt and soft cheese; 4 ounces of fruit or vegetable juice in a cup (not a bottle), and 4 to 8 ounces of water each day.
Let your baby begin to eat crackers, toast, noodles, rice, grits, and soft tortilla pieces with her fingers 2 or 3 times a day.
Throw out leftover cereal or baby food after each feeding to avoid the risk of feeding your baby spoiled or contaminated food.
Toddlers - 1 to 2 Years Old

Toddlers should stop drinking from a bottle by the time they are 12 to 14 months old. Feed your toddler liquids in a cup (not a bottle) at mealtimes, but continue breast or bottle feedings 2 or 3 times each day until your toddler is eating and drinking sufficient amounts at mealtimes.

Offer toddlers healthy foods at regular mealtimes. Let your child decide how much food she wants to eat at each meal, but limit between-meal snacks to encourage eating at mealtimes. Encourage toddlers to try at least one bite of new foods, but don't force them to eat foods they really don't want, and don't force them to eat all of the food they are given at a meal. More active children are likely to eat more than children who are less active.

A serving is 1/2 cup (4 ounces) of milk or juice, 1/4 to 1/2 cup of cereal or other solid foods. Your child's daily diet should include:

- 3 to 5 servings of milk, yogurt, and cheese (dairy products),
- 3 to 5 servings of cooked or chopped vegetables,
- 6 to 8 servings of bread, cereal, rice, or pasta (grains),
- 2 to 4 servings of fruits or fruit juices,
- 2 to 3 servings of lean meat, poultry, fish, and dry beans, and
- 8 ounces or more of water.

Be sure your toddler sits up when eating, takes small bites, and chews each bite thoroughly before swallowing. Limit fats, oils, and sweets to very small amounts on rare occasions. Your toddler should not drink tea, coffee, soda, sweetened fruit drinks, or sport drinks. Toddlers are likely to choke on foods that are not prepared properly for them to eat. Prepare your toddler's food by cutting soft fruits and cooked vegetables into small pieces; remove seeds, pits, and tough skins; cut hot dogs and sausage-shaped meats into small, thin pieces (not round, coin-shaped pieces); mash cooked potatoes, beans and peas. Be careful to avoid foods that are likely to choke your toddler: ice cubes, hot sticky breads, large chunks of meat, raisins or other dried fruits, popcorn, pretzels, chips, fish, chicken, or turkey with bones, nuts, seeds, peanuts, and peanut butter, raw carrots and celery, gum drops, chewing gum, and round shaped candies.

Children - 2 to 5 Years Old

Offer children healthy foods at regular meal and snack times. Eat family meals together, turn off the television during mealtimes, and set a good example by using good table manners and eating a healthy diet yourself. Be sure your child eats breakfast each morning. Schedule breakfast early enough so the family can eat together and no one is in a hurry to get away. Schedule your evening meal well before bedtime so your child won't be too
tired or sleepy at mealtime. Let your child decide how much food she wants to eat at each meal, but limit between-meal snacks to encourage eating at mealtimes. Encourage children to try new foods, but don't force them to eat foods they really don't want, and don't force them to eat all of the food they are given at a meal. More active children are likely to eat more than children who are less active.

Serving sizes change as your child grows. A serving for a two to three year old is 1/2 cup (4 ounces). A serving for a four to five year old is 3/4 cup to a full cup (6 to 8 ounces). Your child's daily diet should include:

- 4 servings of milk, yogurt, and cheese (dairy products),
- 3 to 5 servings of cooked or chopped vegetables,
- 6 to 8 servings of bread, cereal, rice, or pasta (grains),
- 2 to 4 servings of fruits or fruit juices,
- 3 to 5 ounces per day of lean meat, poultry, fish, beans, eggs and nuts.
- 8 ounces or more of water.

Be sure your child sits up when eating, takes small bites, and chews each bite thoroughly before swallowing. Limit fats, oils, and sweets to very small amounts on rare occasions. Your child should not drink tea, coffee, soda, sweetened fruit drinks, or sport drinks. Children under 4 years old are likely to choke on foods that are not prepared properly for them to eat. Teach your child to cut food into small pieces, to remove seeds, pits, and tough skins; and to chew each bite thoroughly before swallowing. Be careful to avoid foods that are likely to choke your child: ice cubes, hot sticky breads, large chunks of meat, raisins or other dried fruits, popcorn, pretzels, chips, fish, chicken, or turkey with bones, nuts, seeds, peanuts, and peanut butter, raw carrots and celery, gum drops, chewing gum, and round shaped candies.
Be a role model and learn to balance what you eat with what you do. Below are recommendations.

Set an example: Keep a variety of healthy foods on hand. Eat plenty of fruits and vegetables, whole-grain, low-fat dairy products, lean meats, and dry beans. Limit the amount of foods you buy that are high in fat or added sugar.

Watch serving sizes: Remember, younger kids need less food than teenagers and adults. Start with small servings and give extra if they want more.

Be active: You need at least 30 minutes of activity most days of the week. Your kids need at least 60 minutes of physical activity every day. Add activities to your daily schedule, like walking, biking, working in the yard, or cleaning the house.

If you sit all day at work: Grab the kids and take a long walk, invite the neighbors. Put on some music and dance. Visit a park, museum, or zoo.

If you are at a fast food restaurant: Try a grilled chicken sandwich with mustard. Add a side salad with low-fat dressing. Split an order of fries.

If you find it hard to be active: Try walking up and down the stairs. Park farther away from stores. Walk your child to school or the bus stop.

If you're going to a picnic: Bring low-fat foods like crunchy veggies with low-fat dip, whole-grain bread, baked or grilled meats, or fruits for dessert. Don't forget to bring a ball or Frisbee to play with or music so everyone can dance. Get everyone moving after they eat.
Proper Diet and Exercise Can Help Control Childhood Diabetes

Over 18 million people have diabetes in the United States, and of those, more than 200,000 are children and adolescents. Type 1 diabetes, previously called juvenile-onset diabetes, accounts for approximately 5 to 10 percent of all diagnosed cases. Those with Type 1 diabetes must be treated with insulin delivered by injections or a pump. Previously referred to as adult-onset diabetes Type 2 diabetes is associated with older age, obesity, family history of diabetes, history of gestational diabetes, impaired glucose metabolism, physical inactivity, and race or ethnicity. Of particular concern is the growing number of children and adolescents who are being diagnosed with Type 2. Good nutrition and physical activity, losing excess weight, and taking oral medication can often control Type 2. Left uncontrolled, both forms of diabetes can adversely affect many parts of the body and can lead to cardiovascular disease, blindness, kidney disease, nervous system damage, lower limb amputations, dental disease, and pregnancy complications.
**Tips for prevention of childhood Diabetes**

Respect your child's appetite; children do not have to finish everything on their plate, or finish the entire bottle.

Avoid pre-prepared and foods with extra sugar.

Provide your child with a healthy diet, 30% or fewer calories from fat.

Do not reward completion of meals with sweet desserts.

Replace whole milk with skim milk at about 2 years of age. Encourage children to be active by limiting television and computer time.

Encourage healthy eating habits and portion control early in life. Children should eat three low fat, high-fiber meals each day.

Substitute water or diet soft drinks for high calorie soft drinks.

Children at risk of developing diabetes should get at least thirty minutes of exercise every day and be screened by their pediatrician at age 10 and every two years thereafter.
Fill in the missing word in each sentence by typing the word from the list below.

Encourage ______ eating habits.

Do not make your child ______ everything on their plate.

______ whole milk for skim milk after age 2.

______ foods with added sugar.

Provide ______ fat foods.

______ children the four basic food groups.

Offer water instead of ______ calorie soft drinks.

Children should exercise every ______.
Answers

Encourage **healthy** eating habits.

Do not make your child **eat** everything on their plate.

**Replace** whole milk for skim milk after age 2.

**Avoid** foods with added sugar.

Provide **low** fat foods.

**Teach** children the four basic food groups.

Offer water instead of **high** calorie soft drinks.

Children should exercise every **day**.
Food and play balance benefits. Double click the topic that is not a benefit of balancing food and play.

- Helps everyone keep mentally and physically fit.
- Helps to maintain a healthy weight.
- Helps kids to understand where they came from.
- Helps reduce the risks of serious diseases like heart disease, high blood pressure, diabetes, and some types of cancer.
- Helps kids to grow and develop and provides them with the energy they need to learn and play.
## Quiz
### Lesson 2 – Eat Smart Play Hard

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**Quiz Answers**  
*Lesson 2 – Eat Smart Play Hard*

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<td>Watch serving sizes – start with small servings and give extra if they want more.</td>
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<td>Keep a variety of healthy foods on hand.</td>
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<td>Take a nap after you eat a big dinner.</td>
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<td>If you or your children are experiencing mood swings, it could be caused by your blood sugar going up and down. Increase activity or decrease carbohydrates and sugar.</td>
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<td>Encourage your child to engage in physical play for at least 60 minutes every day.</td>
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<td>Stay away from fast-food restaurants.</td>
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<td>Use the role model system to show your child how to eat smart and play hard.</td>
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<td>Look for any excuse to increase physical activity.</td>
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Lesson 3 - Introduction

So all right already, it's really good for kids to eat breakfast. But why? Eating a healthy breakfast is important for many reasons, including increased attention span, better retrieval of information and fewer errors in problem solving. All of which will help your child perform better in school. Research shows that a nutritious breakfast will improve brain functioning and enhance learning.
Make breakfast a habit.

- Children do better in school and are more alert when they eat breakfast.
- It lets children be more creative and perform better with increased attention span and memory.
- Kids feel good and complain less of headaches and stomachaches from being hungry.
- Kids who eat breakfast miss fewer days and are late less often.
- It improves kid's behavior and attitude.
- Breakfast provides nutrients kids need to grow and develop.
Find the keywords in the hidden puzzle.

- Plan - Set out bowls and cereals the night before to make the morning meal quick and easy. Keep sliced fruit or hard-cooked eggs in the refrigerator.
- Prepare - To feed kids on the go. Keep 100% juice, dried or fresh fruit, yogurt, bagels, or breakfast bars handy. Kids can grab these as they rush out the door.
- Dare - Kids to try something different like a burrito or other leftovers, such as a stuffed baked potato or pizza.
- Change the pace - Have a breakfast picnic on the weekend. Celebrate a special occasion with breakfast instead of dinner. Eat breakfast at school with your kids.

- Plan – Set out bowls and cereals the night before to make the morning meal quick and easy. Keep sliced fruit or hard-cooked eggs in the refrigerator.
- Prepare – To feed kids on the go. Keep 100% juice, dried or fresh fruit, yogurt, bagels, or breakfast bars handy. Kids can grab these as they rush out the door.
- Dare – Kids to try something different like a burrito or other leftovers, such as a stuffed baked potato or pizza.
- Change the pace – Have a breakfast picnic on the weekend. Celebrate a special occasion with breakfast instead of dinner. Eat breakfast at school with your kids.
Ideas for breakfast meals:

- Rice Pudding - Mix leftover rice, low-fat yogurt, dried fruit, nuts, and cinnamon.
- Pita Pizza - Fill pita bread with your favorite low-fat cheese, cooked lean meat, and vegetables. Heat in microwave.
- Egg Burrito - Fill a soft flour tortilla with scrambled eggs, boiled potato, refried beans, or salsa.
- Waffles, Pancakes, French Toast - Try ready-made items that can be toasted or micro-waved.
- Sandwich Roll-up - Try peanut butter and banana or jelly on a flour tortilla.
- Fruit Salad - Mix fruit with yogurt or cottage cheese.
- Hot Fruit - Top canned or fresh fruit with brown sugar and nuts. Heat in oven or microwave.

Hot Cereal - Use quick-cooking oats and add dried or fresh fruit, nuts, and brown sugar, or add cheese or soft margarine to grits instead of butter.
# Quiz

Lesson 3 – Breakfast

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<td>Force your children to clean their plates when eating.</td>
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<td>Have a breakfast menu that never changes.</td>
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<td>Eat breakfast foods only at breakfast time.</td>
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<td>Always wash the fruits and vegetables you get from the grocery store.</td>
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<td>Keep outings to fast foods for only very special occasions.</td>
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<td>Eat breakfast with your children.</td>
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<td>Add salt, sugar, and artificial sweeteners to your children’s food.</td>
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<td>Buy only juices that are 100 percent juice.</td>
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## Quiz Answers
Lesson 3 – Breakfast

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Lesson 4 - Introduction

What about snacks? Snacks can be good for us if we make good choices. Children especially may benefit from healthy snacks. They often cannot eat enough at three meals a day to satisfy their hunger and provide all of the nutrients they need. Snacks can provide the additional foods they need.
Did you know that healthy snacks...

...can supply a big part of the food and nutrition kids need for energy?

...are great as mini-meals in addition to regular meals?

...are a great way to get kids to eat more fruits and vegetables?

...make get-together's with friends more fun?

Snacks are a normal part of a healthy diet for growing kids. Fruits, vegetables, and whole-grain foods make good snacks. Choose low-fat, reduced sugar, and reduced salt snacks. Try these quick, easy, healthy snacks: popcorn or pretzels, snack size yogurt or pudding. Fresh, canned, or dried fruit. Celery sticks with low-fat cream cheese. Frozen grapes, banana slices, or popsicles made from 100% juice. Peanut butter and fruit sandwich (try apple slices, banana, or raisins). Whole-grain crackers and cheese. Baby carrots with a low-fat dip. Rice cakes with peanut butter. Tortilla with reffried beans, cheese, lettuce, and salsa. Pita sandwich with tuna and lettuce. Mini-pizzas made with English muffins or pita bread. Vegetable and noodle soup. Baked or micro-waved potato topped with plain yogurt or cheese.
Snacks Can Be Fun, Tasty, and Healthy Too! Have a snack plan for your children.

Set a good example -- Kids often want the same snacks you eat. Choose snacks that are good for your health. Try low-fat milk, cheeses, and yogurt.

Plan ahead -- Make snacks from the various parts of the food guide pyramid. Healthy snacks should be a part of your grocery list. When shopping, let children help pick out some of the snacks, they will be more interested in eating these foods if they have been involved in selecting them.

Be Ready -- Keep fruit, 100% juice, crunchy veggies such as carrots or celery, yogurt, bagels, pretzels, and whole-wheat crackers on hand.

Start a new trend - Include fruits and vegetables for school parties and special events.

Make healthy snacking easy -- Put snack foods like pretzels, crackers, peanut butter, cheese, and yogurt on lower shelves so kids can get to them.

Water on the side -- Provide quick and easy access to water for drinking.
### Quiz

#### Lesson 4 – Snacks

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<td>Stress to your family that snacks shouldn’t be considered an alternative to regular meals.</td>
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<td>Make your healthy snacks look attractive by mixing colorful fruits, vegetables, and cheeses.</td>
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<td>Encourage your children to snack when they are bored.</td>
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<td>Make rules about where snacks should be eaten; bedroom snacking should be prohibited.</td>
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<td>Provide a few snacks, like chocolate candy, that are just for adults.</td>
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<tr>
<td>Make snacks from the various parts of the food guide pyramid.</td>
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<td>Provide a variety of snack choices.</td>
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<td>Avoid snacks that are high in sugar.</td>
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### Quiz Answers
Lesson 4 – Snacks

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