

# **Nurturing Parenting Program for Parents and Their School Age Children 5 to 11 Years**

## **Activity Manual for Children 9-11 Years**

Sample Session 2

## *Session 2 Agenda*

<i>Activity</i>	<i>Time</i>	<i>Required Materials</i>
2.1 Welcome Time and Check-In	20 Minutes	None
2.2 Rap Time: Right and Wrong - Morals and Values	20 Minutes	None
2.3 Values Book	20 Minutes	Paper, crayons, magic markers, staples, scissors
2.4 Family Nurturing Time: Here's One Foot	20 Minutes	Snacks and beverages
2.5 Group Time: Family Rules	25 Minutes	None
2.6 Learning Center Time	5-15 Minutes	See page 184
2.7 Closing and Good-bye	5 Minutes	See page 185

## Session 2 Supply List

### **Basic Supplies:**

Paper  
Crayons  
Magic markers  
Staples  
Scissors

### **Equipment:**

None

### **Other:**

Snacks for children and parents

### **Materials that need to be made:**

None

### **Learning Center Materials:**

- A. Building and Construction: Legos, Lincoln Logs, cardboard bricks, etc.
- B. Books and Reading: books, magazines, etc.
- C. Arts and Creativity: Magic markers, crayons, paints, butcher block paper, construction paper, glue, scissors, etc.
- D. Dress-Up and Costume: Pretend clothes, costumes, etc.

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<b>ACTIVITY 2.1</b>	<b>Welcome Time and Check-In</b>
<b>TIME</b>	<b>20 Minutes</b>
<b>CONSTRUCT</b>	<b>Empathy</b>
<b>MATERIALS</b>	<b>None</b>

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**GOAL** To reinforce group participation and cohesion through awareness of others.

**OBJECTIVES**

1. To empower children through name recognition.
2. To reinforce group cohesion.
3. To serve as an introductory group exercise.
4. To increase listening skills of children.

**PROCEDURES**

1. Welcome the group and assemble children and facilitators in a circle sitting on the floor. Check-in with group to review their week's activities.
2. Explain the procedures of the activity. The first child tells the group their name. The next child gives their name, plus the name of the other child. The third child gives their name plus the name of the previous two children. The process continues until all names have been given.
3. Facilitators should also participate in the activity.
4. If a child get stuck, solicit assistance from others in the group.

**NOTES AND SUGGESTIONS**

1. The last child has to give their name, plus the names of all the previous children.
2. Younger children will have difficulty remembering names. Encourage older kids to help out.

<b>ACTIVITY 2.2</b>	<b>Rap Time: Right and Wrong - Morals and Values</b>
<b>TIME</b>	<b>20 Minutes</b>
<b>CONSTRUCT</b>	<b>Behavior Encouragement, Empathy</b>
<b>MATERIALS</b>	<b>None</b>

**GOAL** To increase children's knowledge of morals, values and rules.

**OBJECTIVES**

1. To teach children the concept of "morals".
2. To teach children the concept of "values".
3. To reinforce the practice of following rules.

**PROCEDURES**

1. Welcome the group to *Circle Time*. Remind them of the group rules. Mention that today they are going to learn about three things every person and every family should have:

- a. Morals,
- b. Values, and
- c. Rules

Since they already are learning about rules, the focus will be on morals and values.

2. Ask the children if any of them every heard of the word "morals" (slim chance any of them have). Mention that even though they probably haven't heard of the word, everyone in the group certainly has them.

3. Morals are the beliefs we have of what is right and wrong. Ask the class for an example of a moral. Make sure you get a right and a wrong. Go around the circle and ask each child to name one moral they have (a right and a wrong). If they only mention one - the right or the wrong - help them identify the missing piece.

4. Brainstorm other "moral" situations that may be common to your group. Some examples are:

- Peers pressuring a child to do something they know is wrong.
- Smoking cigarettes, using drugs, telling the truth, being kind to animals, sharing, cooperating with Mom/Dad and other important adults.

5. Next, introduce the word "values". A value is something that has worth. Get example from every child of something that the child "values".

6. Mention that sometimes children know right from wrong but do the wrong thing anyway. Get children to offer a reason why. Explain the relationship between morals and values. When something doesn't have "value", it often doesn't have worth. When knowing something is right, but the right thing to do doesn't have worth, children and adults often won't do the right thing. Values are beliefs that children and adults have that really mean something.

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**ACTIVITY 2.2 Rap Time: Right and Wrong - Morals and Values**

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*Continued ...*

7. Have each child offer a moral that really has value. Get them to think - what really means a lot to them.

**NOTES AND SUGGESTIONS**

This concept of morals and values could be the beginning for many children in conceptualizing the idea of discipline. Take heart. There is an old Chinese saying: "The journey of a thousand miles begins with a single step." Let's give these kids support in their first step.

<b>ACTIVITY 2.3</b>	<b>Values Book</b>
<b>TIME</b>	<b>20 Minutes</b>
<b>CONSTRUCT</b>	<b>Empathy</b>
<b>MATERIALS</b>	<b>Paper, crayons, magic markers, staples, scissors</b>

**GOAL** To increase children's awareness of what they value.

**OBJECTIVES**

1. To help children identify people they value.
2. To help children identify things they value.
3. To help children identify rules they value.

**PROCEDURES**

1. Mention to the children they will be creating a Values Book - people, things and rules that have value to them.
2. Hand each child several sheets of paper - could be white or colored paper. Instruct the group they are to draw the **people** in their life they value. Remind the children that when you value someone you treat them with worth. They can draw all people they value on one sheet or on several sheets. As the children are drawing their people of value, ask them why they value them. Put the names of the people and words that describe their value on the paper.
3. Next, have the children draw the **things** they value. Again, write the name of the things and why they value it on the paper.
4. Finally, have them draw the **rules** they value. This is more abstract and may be more difficult for them. If they value the rule "be nice to others," they can draw two people being nice to each other. Try to get the children to draw two rules of value. Tie in the morals to the rule they value. For example, "be nice to others; don't hurt them," is the moral associated with the value. The actions are the behaviors you do to be nice.
5. When they're done with their drawings, have them make a cover page called **People, Things and Rules I Value**. Staple them together and let them take the booklet home.

**NOTES AND SUGGESTIONS**

The goal is to tie in the relationship between right and wrong (morals), values (the worth of something) and rules (the things we do).

<b>ACTIVITY 2.4</b>	<b>Family Nurturing Time: Here's One Foot</b>
<b>TIME</b>	<b>20 Minutes</b>
<b>CONSTRUCT</b>	<b>Empathy</b>
<b>MATERIALS</b>	<b>Snacks and beverages</b>

**GOAL** To increase positive parent-child interactions through play.

**OBJECTIVES**

1. To involve children and parents in active and cooperative musical activities.
2. To foster creative expression through musical activities.
3. To physically and emotionally nourish parents and children.

**PROCEDURES**

**Please note:** The goal of this activity is to promote nurturing through music and food. A great idea is to make this time a cultural awareness time. Celebrate different cultures with their foods, their games, and their music. The songs presented during Family Nurturing Times are suggested activities. Substitute at will but keep the focus on food, fun and nurturing.

1. Have the food and drinks available for parents and children. Have plenty to eat and drink and tables and chairs if possible.
2. Initiate activity after snacks and beverages have been served. Request parents and children to stand in a circle to participate in this activity.
3. Ask the group if they know the song "This Old Man." Sing a bit so they know the melody.
4. Tell them that we are all going to pretend to be an old man who is will do a variety of things.
5. Demonstrate what you want to do using the following verse:

***Here's One Foot (This Old Man)***

*Here's one foot, here are two; Each is wearing one new shoe;  
So I'll stand up, turn around, dance around the floor; Dancing is what feet are for.*

6. Alter the movement by suggesting or requesting from the group the desired change. Some suggested movements: walk, run, tip toe, skip, march, etc.
7. End the activity with the Good Bye Snack Song on page 8.

**NOTES AND SUGGESTIONS**

1. See if one of the parents wants to lead the activity.
2. Have facilitators continue to bring snacks this session and next session.



<b>ACTIVITY 2.5</b>	<b>Group Time: Family Rules</b>
<b>TIME</b>	<b>25 Minutes</b>
<b>CONSTRUCT</b>	<b>Self-Awareness</b>
<b>MATERIALS</b>	<b>None</b>

**GOAL** To identify the purpose of rules in a family.

**OBJECTIVES**

1. To differentiate between spoken and unspoken rules.
2. To identify rules within families.
3. To increase awareness of family secrets and learn possible ways to deal with them.

**PROCEDURES**

1. Begin the discussion by addressing the importance of rules in a family and in society: to maintain order, to define boundaries, to define expectations, etc. Rules can also be unwritten, emotional rules, such as: how people show feelings of anger, joy, hurt, love, or who can talk to whom and when.

2. Ask each person to respond to the following:

One spoken or written rule in my family is \_\_\_\_\_.  
 One rule I'd like to take away is \_\_\_\_\_.

3. Identify some of the rules our school and community have established.

What would happen if there were no rules?  
 How do rules help?  
 Who should make the rules?  
 What should happen if people don't follow the rules?

4. Rules are generally discarded because they usually tell people what not to do. The purpose of rules is to help people learn what they can and can't do. Rules help empower people to succeed and please others.

5. Ask students to work in pairs. Have each pair identify the rules they have and want to share with their family. Remind them that for every *Do* there needs to be a *Don't*.

6. Have students share their rules with the class. What are some of the rules students seek but do not have as a family? What can students do to incorporate these rules in their family? Remind the group that parents are working on their list of rules that they will present to the family.

**NOTES AND SUGGESTIONS**

Pointing out the functional purpose of the Do and Don't rules is an important concept of this lesson. Also, the children are to share their family logs with their parents and other family members. Can new family rules be generated?

<b>ACTIVITY 2.6</b>	<b>Learning Center Time</b>	ACTIVITY 2.6
<b>TIME</b>	<b>5 Minutes to 15 Minutes before end of group</b>	TIME
<b>CONSTRUCT</b>	<b>Developmental</b>	CONSTRUCT
<b>MATERIALS</b>	<b>None</b>	MATERIALS

**GOAL** To encourage children's creativity and cooperative play.

**OBJECTIVES**

1. To empower children with choices.
2. To reinforce children's individual expression through dramatic play.

**PROCEDURES**

See page 184.

<b>ACTIVITY 2.7</b>	<b>Closing and Good-bye</b>	ACTIVITY 2.7
<b>TIME</b>	<b>5 Minutes</b>	TIME
<b>CONSTRUCT</b>	<b>Empathy</b>	CONSTRUCT
<b>MATERIALS</b>	<b>None</b>	MATERIALS

**GOAL** To reach closure on session in a nurturing way.

**OBJECTIVES**

1. To increase ability to express nurturing touch.
2. To maintain group cohesion.
3. To end the session.

**PROCEDURES**

See page 185.