A Communities 4 Families and IRCOM Newcomer Family Parenting Project

Nurturing Language and Attachment Through Parent-Child Interaction and Community Support

Handbook for Program Leaders
Acknowledgements

Some time ago, the Communities 4 Families Literacy Committee recognized the unique needs of newcomer families and dreamt of a program that would help strengthen their parenting skills in the Canadian context. Judy Baker, Dorota Blumczynska, Sherry Funk, Carol Goosen, Lea Neufeld, and Ingrid Peters Derry felt that a new program was needed and sought the best practices of community based organizations already working with newcomers. The Immigrant and Refugee Community Organization of Manitoba (IRCOM) was that partner and so the journey began.

The Uzazi Pamoja program and the manual itself were the work of many, but started as the vision of one person without whom Uzazi Pamoja would not be what it is today: Jean Tinling, with over 30 years experience in family programming and education, led the IRCOM team in the development of this extraordinary manual. Jean, as the primary author, understood the value and importance of attachment, family literacy, and children’s development. Her expertise was unparalleled and helped to bring out the best in others, fostering growth and understanding of these concepts in her colleagues. Together, the IRCOM team created a tool for many communities and families for years to come, teaching the importance of nurturing every child, supporting every parent, and strengthening every family.

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Communities 4 Families (The Downtown Parent-Child Coalition) is proud to have supported and believed in the IRCOM team by funding the development and piloting of Uzazi Pamoja. We hope this manual will help many new Canadian families living in our communities, and will be a tool they can use to transform their lives and begin new chapters as parents and children in Canada.

Thank you,
Communities 4 Families

Dedication

To the whimsical, energetic, and hopeful children that gave us the strength and purpose to create this program. And, to the incredible newcomer families who braved adversity and took an incredible leap of faith that things might be better in a new country, who trusted this program to make their transition a little bit easier.
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About this Manual

This manual was designed to provide information that can help you offer *Uzazi Pamoja* or a similar program in your community. We believe strongly in this program, and would love to see it made available to as many newcomer families as possible. This manual consists of five chapters and six appendices:

**Chapter 1 - Introduction**

This chapter provides you with a brief introduction to the program and its purpose.

**Chapter 2 - Getting Started**

This chapter explains what you need to do to set up an *Uzazi Pamoja* program in your community.

This chapter will direct you to Appendix A: Materials to Help You Get Started.

**Chapter 3 - The Program Step-by-Step**

This chapter takes you through all of the components of a session plan, from the time you welcome participants through the various activities and the snack.

This chapter will direct you to Appendix B: Twelve Sample Session Plans; Appendix C: Children’s Activities; Appendix D: Rhymes and Songs for the Program; and Appendix E: Additional Resources.

**Chapter 4 - Family Literacy, Attachment and Trauma**

This chapter summarizes some of the research that shaped this program, especially as it relates to family literacy, attachment and bonding, and trauma relating to newcomer families. This chapter will direct you to Appendix E: Additional Resources.

**Chapter 5 - Challenges for Program Leaders**

This chapter addresses some of the challenges you may face as a program leader, and offers strategies for handling them.
Chapter 1: Introduction

Uzazi Pamoja: An inter-generational community project and support group for newcomer families, nurturing language and learning, and fostering bonding through parent-child interaction.

*Uzazi Pamoja* is a 10-12 session program designed for newcomer families with toddlers and/or preschoolers who face multiple barriers – who are least likely to have access to resources about parenting, literacy, healthy eating, safety and childhood development in Canada. A hour and a half of facilitated sessions on the challenges of parenting in Canadian culture and child development for parents, while literacy activities and a healthy snack using at least two food groups are offered for children. *Uzazi Pamoja* strives to provide these resources in an environment that is safe, fun, and accessible to all.

Each session includes (times need to be flexible and differs greatly depending on language level):

- Activities designed to help promote appropriate emergent learning and literacy skills for children
- Activities designed to help parents develop skills necessary for parenting in a new culture
- A healthy snack
- Helpful messages about literacy, attachment, healthy eating, safety and parenting
- Rhymes and literacy activities for parents and children to do together
- Activities intended to be fun family stress reducers
- Opportunities for participants to get to know one another and their community

**Philosophy**

- Children learn language best when parents speak to them in their own first language.
- It important to understand and respect the first language, cultural beliefs, traditions, and experiences when working with immigrants and refugees.
- All participants need an opportunity and method to communicate their "story". This is made possible through speaking, listening, reading and writing, art, music, humour, and role-playing. Role-playing has proved to be an invaluable means of communicating when we don’t share a common language.
- Parents may not have the skills and/or knowledge to facilitate their child’s language and literacy development.
- Parents may spend time trying to teach reading and writing skills before the child and/or the parent have the necessary oral language skills.
- Providing a language-rich environment and good language role models who are skilled in facilitating language is valuable. (This can be and often needs to be in the child’s first language.)
- Preschoolers and older children are developmentally very different.
- Children and adults must be able to speak and listen before they can read and write.
- All parents want their children to learn. All people want to learn.

**Two critical components are:**

- Respectfully hearing parents’ concerns while supporting them on the challenging journey of parenting in a new country.
- Developing a strong oral language base (not necessarily English) in all children.
Background Information

Immigrant and Refugee Community Organization of Manitoba (IRCOM) is a not-for-profit organization in Winnipeg, Manitoba. With the goal of assisting newcomer immigrants and refugees to integrate and to participate in their new community, IRCOM provides transitional housing complemented by social programming. This includes a community resource team, after school recreation for children and youth, and adult English as an additional language (EAL) classes for mothers with young children as well as persons with mobility or health issues. Settlement issues such as housing, health, and nutrition are the primary areas of concern – with limited time spent on parenting and early childhood development in the EAL program.

Uzazi Pamoja contains a very strong inter-generational component addressing early literacy with “Talking Tools©”, attachment, and parenting programs.

Program Goals

*Uzazi Pamoja is a program designed to:*

- Meet the needs of unique newcomer families and our communities which are changing with a growing newcomer population
- Honour each family’s culture
- Provide the information, resources, and support families need to have safe, literacy-rich households
- Encourage attachment and bonding
- Foster cultural sharing and pride
- Assist newcomers in understanding Canadian laws affecting families
- Provide information on or alternative methods for setting limits with children
- Provide a meeting place where community connections can be built
- Build community capacity through family programming
A successful Uzazi Pamoja program requires advanced planning. This chapter explains what is involved in getting the program started.

**Chapter 2: Getting Started**

Choosing a Site
Consider the following factors as you choose your site:

**Location:**
- Is the site accessible
- Is it close to bus routes
- Is there convenient and affordable parking
- Do newcomers already know about and/or use it
- A site that parents already use is a good choice.

**Facilities:**
- Is the space big enough for the whole parent/child interaction session
- Are there separate rooms for children (which might include toys) and for parents (with tables and chairs)
- Is there a kitchen and washroom nearby – you will need these facilities to offer the program
- Schools, places of worship, and community centres with parent rooms often work well.

**Storage space:**
- Can you store your supplies and equipment from session to session on-site
- Is the storage space secure
- Is it free

**Equipment:**
- Does the site have equipment or supplies that you could use such as children’s toys and furniture, dishes, a coffee maker and kettle for the parents’ sessions

**Affordability:**
- What does the space cost
- What is the room for negotiation
- Can Uzazi Pamoja still be offered free of charge

**Accessibility:**
- Are the doors kept locked
- Can they be left open during the program as parents with young children will not always arrive on time

Getting Sponsors
To cover costs of program leaders, child minders, equipment, snacks, and transportation, you may decide to look for sponsors. Community support for programs like Uzazi Pamoja is often available if you know where to look.

Talk to community leaders, churches, or businesses. Find out whether they are willing to support the program with funds, food, space, or equipment.

When writing a letter of request always be as specific as possible. Explain why you need the funds: to purchase snacks, to pay program leaders and child minders, to buy toys, supplies, craft supplies, and so on.

When asking for other kinds of support, such as personal donations, also be clear about what you need and why you need it.

*For a sample letter to potential sponsors please see Appendix A.*
Finding Participants

To spark interest in the program and find participants you will need to advertise. We recommend any or all of the following approaches to advertising:

Word of mouth contact with individuals:
- Visit English language classes
- Go to places potential participants already feel safe
- Have someone they trust introduce you to them
- Use translators to explain the program

Once you have the program up and running word of mouth will also bring in new participants.

Posters and flyers
We recommend using colourful paper with very simple messages if making posters and flyers. Be sure to include the name of a contact person and a phone number.

Direct your advertising to agencies working with newcomers. Ask them to specifically invite newcomers. You might include local stores, laundromats, doctor’s offices, elementary schools, libraries and food banks.

It can be useful for future reference to keep a record of where you make contacts and leave flyers. For a sample poster please see Appendix A.

Presentations
Visit EAL groups, agencies working with newcomers, and family rooms in schools to promote the program to potential participants and service providers. If you give them a little advance notice many groups may welcome a presentation.

Suggestions:
- Agencies that work with newcomers
- Church groups
- Parent groups
- Play groups
- Community groups
- Schools

When giving a presentation bring flyers to hand out. Offer to take people’s names, addresses and phone numbers so that you can call or visit to remind them when the next program is starting.

Information tables
Another way to get the word out is to use information tables at community events related to newcomers:
- Conferences related to parenting and literacy
- Information nights
- Parent/teacher conferences (ask teachers to invite newcomer families)
- School concerts and functions
- Community events and meetings

Hiring Program Leaders

Strong program leaders with skills and experience in group facilitation, working with newcomers and early childhood education are essential to the success of Uzazi Pamoja.

The following are important qualities to look for when hiring a program leader:
- Experience in leading young children and parents in literacy activities and in facilitating adult discussion about parenting
- Experience working with families from diverse communities
- Excellent communication and organizational skills
- Post-secondary education or the equivalent experience in early childhood development and/or literacy and working with EAL adults/families
- Understanding of trauma and post-traumatic stress disorder is essential

For a sample job posting and job description for program leaders see Appendix A.
Child Minding
Children as young as newborns participate in Rhyme Time. However, additional child minders will be necessary for infants.

The following are things to consider when deciding how you will handle child minding:
• Child minders need to be trained in Talking Tools©
• Some understanding of trauma is important for child minders
• Flexibility for parents and children being in the same room
• Eating together as a family is encouraged, modeling that families who eat together have a higher level of literacy
• An appropriate ratio of adults to toddlers/infants
  (Check legal ratios for your province. We recommend a minimum of three child care workers for ten children, more if you have more infants.)

For a sample job description for child care workers, see Appendix A.

Collecting Equipment and Supplies
Start collecting the following materials, or request them as donations, to prepare for the program.

General supplies:
• Name tags
• Washable markers
• Pens and pencils
• A digital camera if possible

Equipment for activities (also see individual session supply lists):
• Flip chart
• Carpet remnants (non-slip)
• Masking tape
• Heavy-duty plastic tote bins for equipment storage
• Age appropriate toys
• Playpen for sleeping infants

Snack supplies:
• Dishes, plates and cups – depending on space it may be necessary to use paper plates (avoid Styrofoam to model environmental safety)
• Containers
• Sandwich bags
• Table cloths and napkins
• Cutting board and paring knife
• Cloths for spills
• Coffee pot and kettle (for adult sessions only)

Children’s activities supplies:
• See individual Child Activity sessions
  Participants are encouraged to do the activities and try the snacks at home.
Preparing Forms

Keeping an up-to-date record of participation in the program and its finances will help you evaluate the program and sustain it over the long term. Sponsors, donors, and other funding groups usually will ask you for this information.

Your participants’ confidentiality needs to be respected at all times. Let participants know why you are collecting information and how it will be used.

For copies of the forms that we used for Uzazi Pamoja, see Appendix A.

Registration form

Many participants will need one-on-one help with registration so the registration form needs to be brief. Use this form to enroll participants in the program and to collect their contact and medical information. It is important to have everyone complete this form because it will identify any health or dietary concerns that could affect participation in the program. You will also use this form to identify the ages and number of children.

Liability waiver

This form states that while Uzazi Pamoja can be expected to take reasonable precautions for the safety of participants, it is not liable for any injury, damage, or loss incurred during the program.

If children attend the program with an adult who is not their legal guardian, you will need to have one sign it.

Confirm whether the facility you are using has liability coverage for your program. They may have a liability waiver which needs to be filled out as well. If possible combine them.

Newcomers are often, and rightly, warned not to sign anything without understanding it. Please make sure they do.

Photo release form

Participants who agree to sign this form give the program permission to photograph them and their children. The use of the photographs is limited to promoting the program to the general public and funding agencies. This form needs to be signed by a legal guardian. The photo release form is optional and not needed if pictures will not be taken.

Supply list

Program leaders use this form to track what they need to bring to each session. The equipment and supplies needed for each session varies, and this form can be used as a checklist.

Sign-in sheet

Participants sign-in as they arrive. Keeping sign-in sheets helps you track attendance patterns and determine the level of participation in the program. Give participants name tags as they sign-in.

Debriefing form

To be completed every session by facilitators and child care workers, this form is a place to record impressions on the progress of the program. Take note of what worked and what did not. Also mention any necessary follow-up, unusual incidents, and comments made by participants. This form is a helpful tool for tracking the strengths and weaknesses of the program as you look for ways to improve it over time.

Critical incident form

This form is for staff to use if an incident arises that includes property damage, loss, theft, or physical injury and needs to be documented for future use.

Evaluation forms

Participants, newcomer staff, and non-newcomer staff use individual forms to evaluate the overall program and its impact. Final evaluations help identify ways to improve the program.
The way the evaluation is constructed will affect the way participants respond, and participants will likely be more candid if their evaluations are anonymous. Evaluations can also be conducted in person or over the phone by someone outside the program, recording participants’ responses for them.

Potential funding groups may ask to see these.

**Expense forms**

Program leaders use these forms to record their expenses. To avoid problems, make sure that everyone involved in the program understands your policy on expenses.

Keeping a record of all money received and spent allows you to calculate the full cost of running the program. Funding agencies will want to see the program’s finances, and you will want this information to plan future sessions.

**Certificates for participants**

We recommend you present certificates to participants who complete the program, modeling appreciation for their efforts.

**Overcoming Barriers to Participation**

Take the time to think about accessibility. Imagine yourself in your potential participants’ shoes: Are you likely to hear about the program? Are you likely able to attend? Would you likely want to? Consider these potential barriers to participation and ways to overcome them:

**Cost**

Offer the program free-of-charge.

**Child Minding**

Child minding in the same room as the program can make the separation easier for parents and their infants, but may become a distraction for the adult sessions. Be flexible. If an infant is nursing or sleeping, it may be appropriate to be with his/her parent. If separation is very difficult for a particular child, you may choose to have one child care worker stay in the adult session for that child.

**Time of day**

Offer the program at a time that works for parents and their children. If you offer sessions more than once a week, try to offer them at different times during the day. Afternoons have proved easier for newcomer parents.

**Transportation**

Offer the program at a central location that is close to bus routes. If possible, consider making bus tickets available or offer to transport participants.

**Literacy and language**

Use simple language, pictures, and demonstrations or role plays as much as possible. Songs and games may be difficult for participants with lower English levels. Repeat important points slowly and clearly. Offer to help participants with any paperwork associated with the program.

Having one co-facilitator who is a newcomer with a higher level of English can be a positive experience.

**Isolation**

Social isolation can make it difficult for newcomer families to find out about the program, yet word-of-mouth is very powerful. Create an environment that is welcoming and non-judgmental, recognizing that some people find it difficult to be in a group.

Be especially encouraging to those who lack confidence in their parenting and/or social skills. A welcoming phone call the day before, or the day of, the session helps participants feel invited. People are more likely to attend if they believe you value their participation enough to phone them.
Parents will discover new ideas for literacy and the benefits of playing with their children while promoting healthy living and creating an opportunity for community building. Uzazi Pamoja strives to break through the isolation felt by many newcomer parents of young children.

Each session includes:
• Activities designed to promote emergent learning and literacy skills for children
• Activities designed to develop an understanding of parenting skills in a new culture
• A healthy snack
• Helpful messages about literacy, attachment, healthy eating, safety, and parenting
• Rhymes and literacy activities for parents and children to do together
• Activities intended to be fun family stress reducers
• Opportunities for participants to get to know one another and their community

Introduction to Talking Tools®

Talking Tools® (see Appendix B) are tools to help parents communicate more effectively with their children. Talking Tools® develop language skills in both children and adults, and include daily activities to help parents listen more carefully to their children and talk less. Children will talk more when parents demonstrate active listening. Use one Talking Tool® per session unless the language skills of the group are very high.

Inter-generational Rhymes

By sharing simple interactive rhymes and songs with their very young children, parents form a closer bond with them and start laying the foundation for later literacy. Children thrive on touch and the sound of their parent’s voice. While enjoying the rhythmic patterns of language, and becoming aware of language sounds, children develop vocabulary and learn how stories are constructed. Newcomer parents are invited to share rhymes and songs from their language and culture, confirming the value of rhyme and song.

Session breakdown (times need to be flexible to fit your group):
Welcome and warm-up.......................... 10 minutes
Introduction and practice of Talking Tools® for the day (in child care space) ......................... 10 minutes
Inter-generational rhymes (in child care space) .................. 20 minutes
Healthy snack.................................................. 20 minutes
Child Activity/Adult Activity .................... 80 minutes
Just for fun...................................................... 5 minutes
Inter-generational goodbye...................... 5 minutes
Healthy Snacks

Encourage hand washing before eating by singing a hand washing song (see Appendix C) as everyone washes their hands. Provide information on how hand sanitizers are alcohol-based and can be dangerous for young children if they lick their hands. Explain that hand sanitizers should only be used if soap and warm water are not available.

Focus on parents sitting down and eating with their children. Facilitators and child minders serve the families. This is based on the premise that women often serve their families and don’t have time to sit and interact with them. Staff should sit and mingle with the families after serving them. It is important that staff sit with and not separate from participants.

Good nutrition is essential for proper growth and development as well as an important factor in reducing the risk of developing heart disease, cancer, obesity, high blood pressure, and osteoporosis. Explain that snacks have two food groups from Canada’s Food Guide (this is discussed in Session 4). For lower EAL levels give an example: fruit and crackers. Being aware of the dietary concerns of participants will help choose relevant examples.

The program also gives parents a place to meet with other parents in their community and learn about relevant programs and services available in their neighbourhood.

Child Activity/Adult Activity

CHILD ACTIVITY – Literacy rich activities involving crafts, sensory play, rhymes and songs are used during this activity time for the children. Talking Tools© are used by the child minders to interact with the children.

Adult Activity – Activities focus on child development, parenting practices, nutrition, health, safety, and stress.

Inter-generational Goodbye

Adults and children come back together with the facilitators to share comments. As time permits, they engage in a family bonding activity and sing the goodbye song.
Family Literacy

Literacy
Literacy is much more than being able to read and write. It includes listening, speaking, reading, writing, observing and interacting with technology. Literacy helps us understand the world we live in; our identity, ideas, and culture.

Family
In this context, family is interpreted in the broadest sense of the term. It is the shared responsibility in the community to provide inter-generational support, education, and advocacy. The intention is to empower families and establish literacy as valued activities shared within the family.

Family literacy
Family literacy refers to the many ways parents, children, and extended family members use literacy to accomplish everyday tasks within the context of their own culture and community. It is how families:

• Learn
• Communicate
• Help children develop language
• Use literacy to maintain relationships within the family, community and with institutions

Examples of family literacy
We can’t speak before we listen. We can’t read before we speak. We can’t write before we can read. There are many different literacy practices used by families. Some are reading and writing activities, while others help build literacy in other ways.

Examples of family literacy might include using drawing or writing to share ideas, keeping records, making lists, reading and following directions, or sharing stories and ideas through conversation. Oral storytelling for teaching and sharing family history is also an example of family literacy.

Family literacy programs:
• Help build self-esteem
• Build on the strengths of the individual and the family
• Recognize adult family members’ skills, knowledge, and attitudes as powerful influences on children’s budding literacy and success in school
• Promote the development of stronger relationships within families
• Value families’ use of first languages and diverse cultural practices
• Provide resources that increase the motivation to learn
• Help prepare children for school
• Help families understand the school system and their roles in it

Family literacy programs should include as many of the following as possible:
• Early childhood education
• Parenting support
• Interactive parent-child learning activities
• Adult literacy instruction or support
• Information about community supports and help in accessing them
• Health and nutrition education
• Safety

Family literacy programs should:
• Strive to understand parents’ literacy strengths, and reinforce their knowledge
• Recognize the literacy history of parents, both written and oral
• Respond to the interests of adults and children
• Document their experiences and learn from them
• Contribute to building a research base for family literacy

Sources: Ontario Literacy Coalition, Literacy Matters and Family Literacy Fact Sheets http://www.aflo.on.literacy.ca/famlit/dfl.htm

Attachment

Attachment theory originated in the early 1950s with John Bowlby, a child psychiatrist, and was furthered in the 1970s by Mary Ainsworth, a psychologist who became interested in young children’s responses to experiencing loss. This work spawned one of the most creative lines of research in twentieth century psychology.

Attachment is an emotional bond to another person. John Bowlby described attachment as a “lasting psychological connectedness between human beings” (Attachment and Loss. John Bowlby. New York, Basic Books. 1969. p. 194). Bowlby believed that the earliest bonds formed by children with their caregivers have a tremendous impact that continues throughout their lives.

The most important principle of attachment theory is that a young child needs to develop a relationship with at least one primary caregiver for social and emotional development to occur normally.

Infants become attached to adults who are sensitive and responsive in social interactions with them, and who remain consistent caregivers for some months during their development from about six months to two years of age. Children begin to use this attachment as a secure base to explore from and return to.

Attachment theory provides not only a framework for understanding emotional reactions in infants, but also a framework for understanding love, loneliness, and grief in adults.

Attachment theory has become the dominant theory used today in the study of infant and toddler behavior, and in the fields of infant mental health, treatment of children, and related fields.

From: http://psychology.about.com/od/loveandattraction/a/attachment01.htm and http://www.personalityresearch.org/attachment.html

Trauma

Many adults and children in your program will have experienced trauma and stress in their lives. Trauma is not an event—but the body’s reaction to the event, and occurs in the nervous system. The anxiety and stress that follow are especially strong for children even when they are not the direct victims. The causes of trauma can be physical injury and/or emotional shock.

Events that may have caused trauma for the participants in your program:
• War, violence, death, loss
• Refugee camps
• Numerous moves
• Lack of basic necessities like food, clothing, or shelter
• Preoccupation with basic needs so little or no time is left for nurturing the children
• Lack of attachment/bonding to one or more caregivers

What happens in the body when we experience trauma:

Fight – Fighting is normal in a child’s development, but, for a traumatized child or adult, it is often their first reaction to a perceived threat.

Flight – When danger is perceived we run or hide.

Freeze – If fight or flight is not possible we freeze. This is particularly common in children. The body appears still but physically is fully charged to escape. The excess energy and need to escape or fight remains and must be used up, and can only happen with a safe adult.

Mental and emotional trauma can cause:
• Strong feelings about the past, triggered in the present
• Intense feelings of fear, helplessness, and terror
• Memory induced behaviour (The child acts as if the past is occurring in the present)
• Extreme behaviours such as withdrawal or detachment; lack of concentration; irritability; aggression; or hyper vigilance (Being intensely watchful for another stressful events)
Symptoms:

- Sleep disturbances (nightmares, night terrors, or sleep avoidance)
- Tiredness
- Flashbacks
- Eating issues
- Headaches and/or tummy aches
- Difficulty separating from their safe person or object

Prenatal infants, newborns, and young children under three are at the most risk for trauma and stress — even though they may not consciously remember it.

Separation from parents can easily re-traumatize children, and therefore, the child must begin to trust another adult before separating from the parent.

When children and families have been traumatized, flashbacks or re-experience can occur when exposed to reminders, anniversaries, or when children are aware of their parents’ grief. The body remembers trauma through its senses even though there may be no conscious memory.

If a child or adult resists an activity there is a reason. It is important to not to force the person to be involved, and perhaps even stop the activity.

Parents should be encouraged to speak to their children in their own language as much as possible. Prepare them for what to say to the child and invite them to be a partner, not a punisher. Explain why the child is there, why they have to leave, and that they will return. Reassure the child that child minders are safe people, and explain where the child can go if he or she feels scared or upset (to a cozy corner, for example).


Talking Tools®

Talking Tools® are used by facilitators and child minders with families in the Uzazi Pamoja program. (See appendix B)

Talk! Talk! Talk! describes various strategies adults can use to help children increase and improve their language skills and intelligibility, so their speech can be better understood.

The strategies include tools to help adults listen more carefully so children will talk more. Scrapbooks can be created, books read, and stories told with children to improve communication skills.

Many other activities of a normal day can be incorporated with children to encourage language. Fridge magnets can be made for parents as reminders of the Talking Tools®.

We highly recommend purchasing Talk! Talk! Talk! so you have access to the Talking Tools® with illustrations and explanations.


Nutrition

Healthy nutrition breaks incorporating food familiar to the participants, and introducing new healthy snacks, are included in the Uzazi Pamoja program.

Parents will be introduced to the fact that families who eat together have a higher level of literacy. Facilitators and staff will prepare and serve healthy snacks to families while the parents will be encouraged to interact with their children.

As people register for the program, find out whether they have any dietary restrictions. You need to know whether they have any food allergies, whether they are practicing vegetarians or vegans, or have cultural sensitivities to certain foods. Decide whether your program can accommodate special dietary needs. If you cannot, talk to participants as soon as possible to explain the program’s limitations.

More on Trauma and working with children affected by trauma can be found in Appendix C – Honouring Children and Their Experiences
How to choose snacks
The snacks offered at Uzazi Pamoja follow the basic principles of healthy eating and encourage an understanding of the specific needs of toddlers and preschoolers.

- Offer only milk or water to drink
- Offer fruit instead of juice because it has less concentrated sugar
- Choose whole grains whenever possible
- Serve as many vegetables as possible
- Include food from at least two food groups at each snack

When choosing snacks, we followed recommendations of Canada’s Food Guide to Healthy Eating. For a copy of Canada’s Food Guide contact your local health office or download from Health Canada’s Website at http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php

How to feed toddlers and preschoolers safely:
This is an excellent opportunity to share safe feeding practices with parents. You need to take some precautions when serving food to toddlers and preschoolers:

- Establish a regular routine of hand washing before snack time for parents and children
- Have everyone sit while eating
- Serve small pieces of soft food. To reduce the risk of choking avoid serving popcorn, hot dogs, raisins, and peanuts or other nuts to children who are under the age of four
- If you use peanut butter (though, due to many food allergies, use peanut butter only with caution) or other sticky toppings, spread them thinly on bread or crackers
- Grate raw vegetables and fruits or cook them until they are soft. Cut up grapes or cherry tomatoes
- Remove seeds and pits from fruit to make them safer for children
- Avoid dried fruits
- Make sure you know about any food allergies in the group

How to prepare and store food safely:
Food must be prepared and stored carefully to avoid the risk of contamination and food-borne illness. It is recommended that at least one staff person have a food handlers certificate.

Follow these basic rules for keeping food safe:
- Wash your hands before preparing and serving food
- Do not prepare or serve food if you are sick
- Wear a clean apron when preparing food
- Keep long hair tied back
- Restrict the kitchen area to those who are preparing food
- Before and after preparing food, wipe counters and cutting boards with a solution of bleach and water – using approximately one capful of unscented bleach to every four litres of water
- Refrigerate all perishable foods
- If refrigerator space is not available, use a cooler and ice packs
- Perishable food that is left at room temperature for more than two hours should be thrown out
- Never reuse disposable cutlery or cups as they are difficult to clean and sterilize
- Wash dishes and utensils in hot soapy water and soak them in a bleach and water solution for 1-2 minutes, using approximately one capful of unscented bleach to every four litres of water

To find out more about feeding toddlers and preschoolers, consult the books and websites listed in Appendix E or contact a community nutritionist or dietitian.

For more information about food safety please contact your local public health department.
Additional Thoughts on the Overall Vision of Uzazi Pamoja:

During the pilot of Uzazi Pamoja – Session 10 (Canadian Approaches to Positive Parenting – Behaviour Management) we discovered that our participants were unable to comprehend questions about the differences between parenting in their home countries and in Canada. Though this was frustrating, it was also revealing. Upon reflection, it seemed that two different world views were expressed:

<table>
<thead>
<tr>
<th>Community (The village)</th>
<th>vs. Individual role in parenting (The absence of a village)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive (Responding only to the basic needs)</td>
<td>vs. Active (The basics are met, now what?)</td>
</tr>
<tr>
<td>Circumstances (Living in a refugee camp, war, poverty)</td>
<td>vs. Personal choices for family (Every option is possible)</td>
</tr>
</tbody>
</table>

In Uzazi Pamoja parent sessions, there is a need to emphasize that the stability newcomers can find in Canada (political/economic/etc.) brings the ability to make active decisions and personal choices. Choices are the fundamental basis of parenting in Canada.

Parenting in Canada is a series of choices on all manner of things; beginning with choices of lifestyle and nutrition in pregnancy, choices about labour, delivery and birth, naming of the child, and many others. These choices affect the emotional, physical, social, mental, and spiritual development of the child.

Our goal/purpose as facilitators is to help newcomer parents see their active role in parenting in Canada, empowering them to choose to learn the problem solving skills needed for conscious, active, and purposeful parenting.

Inherent in this process is a goal to help parents recognize the more subtle dangers in this society. Though there are no soldiers on the corner, or land mines in the local fields, there are dangers for our children.

It is vital to help newcomer parents see that they have much to offer that will benefit their children. We are facilitators in the process of empowering them, not teaching our own parenting choices. We help them make decisions by providing information and respect their parenting convictions by facilitating conversations on various topics.

The following are some additional thoughts about the program:

Check-ins: Develop the process of decision-making by using check-ins. “Choose and tell why” topics such as: “choose a colour and tell us why you chose it” or: “what is your child’s name and why did you give this name to him or her?”—help to emphasize our ability to make choices based on reason.

Check-ins can start in session one with neutral topics such as: “what I ate for breakfast” and move toward personal opinions and finally, after safety is established in the group, to feelings and beliefs.

Facilitators: All facilitators need to be trained in facilitating skills rather than teaching. There should be a great deal of interactive discussion on topics in small groups.

Use of visuals and role playing: Good visuals such as objects, pictures, and good non-verbal (or limited English) role playing can help get ideas across language barriers and stimulate conversation.

Handouts: Decisions on using handouts needs to be made by the facilitators as they evaluate the reading and writing skills of the group. Although Uzazi Pamoja will develop English skills this is not its primary purpose. All participants should feel included whatever their English skills are. Facilitators need to adapt the program to the needs of the group.

Topics: Session Topics could be presented at the first session for participants to choose from if you are unable to present all 12 sessions.
Chapter 5: Challenges for Program Facilitators

Adults Who Don’t Want to Participate

Parents may not be used to programs that expect them to participate with their children. It is important to state this expectation up front so that everyone understands how Uzazi Pamoja works.

Adults may feel uncomfortable with some of the activities. If they feel embarrassed, they may not participate. These techniques can help you encourage them to join in as full participants:

• Start the program in a circle of chairs
• Model the behaviour you want to encourage (you can not expect them to rhyme if you do not)
• Acknowledge feelings of discomfort and quietly encourage them to participate without harassing them or making them feel more uncomfortable
• Remind them that they are role models for their children who love to have fun with their parents
• Include parents who are not participating by sitting beside them and developing a relationship with them
• Invite parents to share rhymes and songs from their cultures

Children Who Don’t Want to Participate

Sometimes children will also be reluctant to participate in Uzazi Pamoja activities, particularly early in the program. Try these techniques to encourage children’s participation:

• Explain to parents that adult/child time is for them (the adults), so if the child does not do the rhyme in the program, the parent still has it as a resource to try at home (child minders can assist with children who are not participating)
• Encourage parents to participate because when parents do activities children are more likely to follow
• If a parent has more than one child in the program, the program leader, a child care worker, or volunteer can help out with other children
• Let children do it their own way

Children’s activities: disruptive behaviour from children. (Also see the section on Trauma, page 85.)

It is not unusual for children to react to new situations with disruptive behaviour. Maintain a combination of routine, repetition, and consistency to minimize the effect on the group, helping children feel secure and better able to participate. Model ignoring or distracting children to minimize disruption, and assure parents that their children’s behaviour is normal. We want parents to feel comfortable and return next session. It is hard to learn if you are focused on your child’s behaviour.
Playing with Inappropriate Things

Childproof the room before participants arrive to limit children playing with inappropriate things. Move things you won’t be using out of the room or out of sight. Doing so can reduce the frustration of constant correction. Distracting and redirecting them can help, but be consistent and immediate in your message to get the best results.

Parents reacting inappropriately to each other or the children.

Uzazi Pamoja is a safe place for everyone. Discuss this in Session 1 as group expectations are developed. Appropriate interactions are modeled by the facilitators and child minders throughout the program. Disrespectful comments and verbal put downs are not tolerated. Neither are physical punishment and put-downs of the children. The facilitators can come back to these group expectations if an incident occurs – perhaps speaking to individuals privately.

Many of the issues discussed in Uzazi Pamoja sessions are emotional and close to the heart. Newcomers may come from countries where shouting and physical force is used to solve problems. It is important for the facilitators to have some skills in mediating. If the situation cannot be calmed down through mediation, the people involved would be asked to leave the group and given an opportunity to cool down. Afterwards, they should discuss the issue with one of the facilitators. It is very important that everyone feels heard. In the worst case scenario, repeated inappropriate behaviour may cause a person to be removed from the group. If this is necessary the facilitators have a responsibility to refer the individual to resources such as a counseling service for newcomers. It is important to gather these resources before running groups so they are available if needed.

What about suspected child abuse?

Many immigrants and refugees do not know or understand Canada’s definition and laws on child abuse. This is very important information to share with participants.

Everyone working with children needs to understand what child abuse is. We all have a legal responsibility to report child abuse when we suspect it. In Manitoba, child abuse occurs “when a child’s life, health or emotional well being is put at risk by something a person does or fails to do”.

For more information about the definition of child abuse, refer to this website: http://www.gov.mb.ca/fs/childfam/index.html

If you believe that a child attending Uzazi Pamoja is not safe, you must report it. Reports of child abuse are kept confidential, and the source of such information is not revealed.

For more information contact your local child welfare agency.
### Appendix A: Materials to Help You Get Started

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<td>Poster/Flyer for Participants</td>
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<td>Roles and Responsibilities</td>
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Dear Mr./Ms. (Last Name),

I am writing to ask for your support for **Uzazi Pamoja** – a program designed for parents and preschoolers to enjoy literacy play, a healthy snack, and share parenting concerns in a new country. It is a program delivered at no cost to participants. **Uzazi Pamoja** will be running for (number) sessions at (place).

In particular we are asking for the following support:

- **Be specific about what you need funding for:** to pay program leaders and child care worker; funding for/donations of food, equipment, space, etc.

By supporting **Uzazi Pamoja**, you will be helping to promote a healthy literacy-rich lifestyle for newcomer parents and young children in your community. Lifestyle habits that begin early in life are likely to continue into adulthood.

If I can provide you with more information about our program, please feel free to contact me. I can be reached at (contact information).

Thank you for your consideration. I look forward to hearing from you.

Sincerely,

*Your Name*
Parenting Together

For newcomer parents and their children, ages 0–5 years old

Where?: ___________________________________________

When?: ____________________________________________

- Fun for families
- Learn and share rhymes, games, songs
- Learn and share parenting concerns in a new country
- Have a healthy snack
- Make new friends

The Uzazi Pamoja program is delivered at no cost for you.

For more information, please call and leave a message at ___________________.

(Phone number)
Roles and Responsibilities

Program Coordinator (this can be the same person as one of the facilitators or child minders depending on skill levels)

The Program Coordinator is responsible for the following:
- Purchasing of materials, books, food, supplies
- Preparation of handouts and craft materials
- Managing the budget and financial records
- Supervision of the child minding team
- Preparing snacks for families
- Documenting attendance, remarks from students, and submissions in “Daily Logs” of Facilitators and child minders

The Co-facilitators are responsible for the following:
- Being familiar with the material ahead of time
- Set-up and take-down of program space
- Dividing workshop activities between facilitators
- Modelling Talking Tools©
- Group facilitation
- Selecting “Parent Facilitators” for next workshop (if appropriate)
- A daily log of comments, feedback, and suggestions on what worked and what did not

The Parent Facilitator (when appropriate) is responsible for the following:
- Leading a portion of the workshop such as rhymes
- Participating in a facilitator role in small group discussions
- Possibly some translation

The Head Child Minder is responsible for the following:
- Set-up and take-down of children’s space
- Preparing children’s activities and crafts
- Leading children’s activities
- Actively engaging with children
- Modelling Talking Tools©
- Supporting the parents and helping them use the Talking Tools©
- Keeping attendance of children and submitting it to the Program Coordinator weekly
- A daily log of comments, feedback, and suggestions on what worked and what did not

The Child Minders are responsible for the following:
- Assisting in room set-up and take-down.
- Actively engaging with the children
- Modelling Talking Tools©
- Supporting parents and helping them use Talking Tools©
- A daily log of comments, feedback, and suggestions on what worked and what did not

Volunteers:
- Volunteers can act as assistants to the facilitators depending on their skill level, training and English skills.
Contract Opportunity for Uzazi Pamoja

POSITION TITLE: PROGRAM COORDINATOR

Job Posting for Program Coordinator

Uzazi Pamoja is a program designed for parents and preschoolers to enjoy literacy play, a healthy snack, and share parenting concerns in a new country.

Purpose of program:
• To assist newcomer parents in understanding and dealing with the many challenges of parenting in a new country and culture
• To introduce newcomer parents to safety issues that their children and families face both in and outside their homes
• To promote the benefits of literacy and good nutrition for the healthy development of preschoolers
• To encourage parents to develop a philosophy of daily literacy activity and healthy eating
• To engage parents so literacy and healthy lifestyle opportunities continue outside the program

Duties include:
• Promoting and delivering a two and one-half hour literacy and parenting program once a week for Newcomers
• Purchasing of materials, books, food, supplies
• Preparation of handouts and craft materials
• Documenting attendance, remarks from students, and submissions in “Daily Logs” of Facilitators, child minders, etc.
• Managing budget and financial record
• Supervision of the child minding team

Required qualifications:
• Experience working with families from diverse communities and understanding issues that face newcomer families
• An understanding of community outreach and networking
• Ability to work in the context of community development and literacy promotion
• An engaging personality
• Ability to respond to situations in a flexible manner
• Physically able to fulfill the requirements of the job
• Have or willing to get Standard First Aid certification, current certification in CPR, and Safe Food Handlers Level 1 Certification
• Computer access and skills
• Child abuse registry check
• Police criminal record check

Preferred qualifications:
• Training in Uzazi Pamoja
• Group facilitation skills with adults
• Experience and/or training in working with newcomers with limited English language
• Experience working with families with young children in the area of literacy
• Experience facilitating activities for young children and parents that involve rhymes, songs, and games
• Ability to adapt activities to available equipment and adjust the program to the needs of the participants
• Post-secondary education or equivalent experience in early childhood development OR post secondary education or equivalent experience in the areas of literacy or nutrition
Contract Opportunity for Uzazi Pamoja

POSITION TITLE: CO-FACILITATOR

Job Posting for Co-Facilitator

Uzazi Pamoja is a program designed for parents and preschoolers to enjoy literacy play, a healthy snack, and share parenting concerns in a new country.

Purpose of program:
• To assist newcomer parents in understanding and dealing with the many challenges of parenting in a new country and culture
• To introduce newcomer parents to safety issues that their children and families face both in and outside their homes
• To promote the benefits of literacy and good nutrition for the healthy development of preschoolers
• To encourage parents to develop a philosophy of daily literacy activity and healthy eating
• To engage parents so literacy and healthy lifestyle opportunities continue outside the program

Duties include:
• Being familiar with the material ahead of time
• Set up and take down of program space, and preparing snack for families
• Dividing workshop activities between facilitators
• Delivering 2 1/2 hour parent and parent/child program
• Group facilitation
• Selecting “Parent Facilitators” for next workshop (if appropriate)
• A daily log of comments, feedback, and suggestions on what worked and what did not

Required qualifications:
• Experience working with families from diverse communities and understanding issues that face newcomer families
• An understanding of community outreach and networking
• Ability to work in the context of community development and literacy promotion

• An engaging personality
• Ability to respond to situations in a flexible manner
• Physically able to fulfill the requirements of the job
• Have or willing to get Standard First Aid certification, current certification in CPR, and Safe Food Handlers Level 1 Certification
• Computer access and skills
• Child abuse registry check
• Police criminal record check

Preferred qualifications:
• Training in Uzazi Pamoja
• Skills in role playing (acting)
• Groups facilitation skills with adults and parent/child activities
• Experience and/or training in working with newcomers with limited English language
• Experience working with families with young children in the area of literacy
• Experience facilitating activities for young children and parents that involve rhymes, songs, and games
• Ability to adapt activities to available equipment and adjust the program to the needs of the participants
• Post-secondary education or equivalent experience in early childhood development OR post secondary education or equivalent experience in the areas of literacy or nutrition
POSITION TITLE: HEAD CHILD MINDER

Job Description for Head Child Minder

Uzazi Pamoja is a program designed for parents and preschoolers to enjoy literacy play, a healthy snack, and share parenting concerns in a new country. There is free child minding for infants so parents can participate with their older children. Parents are free to use or not use this service as they see fit.

Duties include:
• Set-up and take-down of children’s space
• Preparing children’s activities and crafts
• Leading children’s activities
• Actively engaging with children
• Modelling Talking Tools©
• Supporting the parents and helping them use the Talking Tools©
• Keeping attendance of children and submitting it to the Program Coordinator weekly
• A daily log of comments, feedback, and suggestions on what worked and what did not

We require someone who loves working with children, can work well within a team, and respects many different parenting styles. We are looking for someone who is comfortable with the physical requirements of looking after young children (sitting on the floor, getting up often, holding and carrying babies, etc.).

Requirements:
• Child abuse registry check
• Criminal record check

Please be aware of boundary issues:
• It is not appropriate to give babies food unless asked to do so by the parent
• Do not take pictures of children
• Do not advise or counsel parents even if asked
• Parents change their own children’s diapers
Contract Opportunity for Uzazi Pamoja

POSITION TITLE: CHILD MINDER

Job Description for Child Minder

Uzazi Pamoja is a program designed for parents and preschoolers to enjoy literacy play, a healthy snack, and share parenting concerns in a new country. There is free child minding for infants so parents can participate with their older children. Parents are free to use or not use this service as they see fit.

Duties include:
- Actively engaging with children
- Modelling Talking Tools©
- Assisting in room set-up and take-down.
- Supporting parents and helping them use Talking Tools©
- A daily log of comments, feedback, and suggestions on what worked and what did not

We require someone who loves working with children, can work well within a team, and respects many different parenting styles. We are looking for someone who is comfortable with the physical requirements of looking after young children (sitting on the floor, getting up often, holding and carrying babies, etc.).

Requirements:
- Child abuse registry check
- Criminal record check

Please be aware of boundary issues:
- It is not appropriate to give babies food unless asked to do so by the parent
- Do not take pictures of children
- Do not advise or counsel parents even if asked
- Parents change their own children’s diapers
## Sample Project Budget

### 2010 – for 24 sessions (12 sessions each for 2 EAL levels)

<table>
<thead>
<tr>
<th>Description of Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staffing Costs</strong></td>
<td></td>
</tr>
<tr>
<td>Program Coordinator</td>
<td></td>
</tr>
<tr>
<td>$20/hr x 2.5 hrs/wk x 12 wks (Honorarium)</td>
<td>$600</td>
</tr>
<tr>
<td>Program Co-facilitators (2)</td>
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</tr>
<tr>
<td>$20/hr x 6 hrs/wk x 12 wks (Honorarium)</td>
<td>$2880</td>
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<tr>
<td>(5 hours on site, 1 hour prep)</td>
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</tr>
<tr>
<td>Child Minder (Head (1))</td>
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<tr>
<td>$14/hr x 7 hrs/wk x 12 wks (5 hrs on site 2 hrs prep)</td>
<td>$1176</td>
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<tr>
<td>Child Minders (Regular (2))</td>
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<td>$12/hr x 6 hrs/wk x 12 wks (5 hrs on site, 1 hr prep)</td>
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<tr>
<td>MERC’s (12%) E.I.A., C.P.P</td>
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<tr>
<td>(Child Minders ONLY)</td>
<td>$348</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
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<tr>
<td>Supplies</td>
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<td>Office expenses</td>
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</tr>
<tr>
<td>Educational books and toys</td>
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</tr>
<tr>
<td>Age and developmentally appropriate (0-5 year olds)</td>
<td>$1200</td>
</tr>
<tr>
<td>Healthy, nutritional snacks</td>
<td>$400</td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Administration 10%</td>
<td>$950</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$10,482</td>
</tr>
</tbody>
</table>
Registration Form
Uzazi Pamoja
Parenting Together

Location of program (your location’s name):

Adult name: _______________________________________________________

Address: __________________________________________________________

Phone #: __________________________________________________________

Names of children attending the program (all children from 0-5 years old are welcome):

<table>
<thead>
<tr>
<th>Names</th>
<th>Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<td></td>
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</tbody>
</table>

Program times: Circle your choice
(days of the week and times) or (days of the week and times)

Language(s) spoken at home: __________________________________________

Do you or your children have any food allergies or foods you do not eat?
____________________________________________________________________
Liability Waiver Form

I, the undersigned, understand that all reasonable precautions will be taken for the safety of the participants of Uzazi Pamoja.

In the event of any injury, damage, or loss to myself or my child/children or to my or my child’s/children’s property, I hereby release the staff members, (your sponsoring agency), and the site property owners from all actions or claims of any kind that relate to the Uzazi Pamoja program.

I have read and agree to the above information.

Name of Parent/Guardian (please print)

______________________________________________________________

Name(s) of child/children participating in Uzazi Pamoja program and child minding:

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Parent/Guardian (signature): ________________________________

Date: ________________________________
Photo Release Form

Pictures may be used in the following ways exclusively:

• On the Uzazi Pamoja website
• In Uzazi Pamoja brochures, booklets, and newsletters
• On display boards promoting the work of Uzazi Pamoja
• In applications to funding agencies when looking for future funding

☐ It is OK to photograph me.
☐ It is OK to photograph my child/children.

Name(s) of children (please print):

____________________________________________________________
____________________________________________________________

My Name (please print): ______________________________________

Signature: ______________________ Date: ______________________

Photo Release Form

Pictures may be used in the following ways exclusively:

• On the Uzazi Pamoja website
• In Uzazi Pamoja brochures, booklets, and newsletters
• On display boards promoting the work of Uzazi Pamoja
• In applications to funding agencies when looking for future funding

☐ It is OK to photograph me.
☐ It is OK to photograph my child/children.

Name(s) of children (please print):

____________________________________________________________
____________________________________________________________

My name (please print): ______________________________________

Signature: ______________________ Date: ______________________
Supply List

Date: _____________________________

Warm-up:
•
•
•

Inter-generational rhymes:
•
•
•

Snack:
•
•
•

Children’s activities:
•
•
•

Adult activities:
•
•
•

Inter-generational goodbye:
•
•
•

Other notes:
•
•
•
## Sign-in Sheet

Date: ____________________________

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<td>Head Facilitator AM / PM</td>
<td>Co-Facilitator AM / PM</td>
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<td>Communicating with our children</td>
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<td>Program Coordinator(s)</td>
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<td>Co-Facilitator AM / PM</td>
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<td>Co-Facilitator AM / PM</td>
<td>Parent Facilitator AM / PM (Optional)</td>
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<td>Celebration / Evaluation</td>
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Debriefing/Staff Evaluation Form

Name: ______________________  Session #: ______________  Date: __________________________

Please comment on:

Room Arrangement:

___________________________________________________________________________________________

Schedule/timing of activities:

___________________________________________________________________________________________

Parent-Child Activities:

___________________________________________________________________________________________

Adult Activities:

___________________________________________________________________________________________

Child activities:

___________________________________________________________________________________________

Snack:

___________________________________________________________________________________________

Organization of session:

___________________________________________________________________________________________

Suggestions for changes/additions:

___________________________________________________________________________________________

Your role in today’s session:

___________________________________________________________________________________________

Any other comments:

___________________________________________________________________________________________

___________________________________________________________________________________________
Incident Report Form

To be completed within 24 hours and submitted to the Program Coordinator

What kind of incident are you reporting?

☐ Theft  ☐ Loss  ☐ Property Damage  ☐ Injury  ☐ Other

Date and time of incident: __________________________________________________________

Where did it happen? _____________________________________________________________

Was the incident reported to the police, fire dept. or other authority? ____________________________

If yes what is the incident report # __________________________ Date: __________________________

Name of supervisor notified: __________________________ Time and date notified: ______________________

Describe the Incident in detail (continue on back if more space is needed):

________________________________________________________________________________________
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Name of person writing report (please print):

Signature: __________________________ Date: __________________________
## Uzazi Pamoja Evaluation Form for Newcomer Staff

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<th>Bad 😞</th>
<th>Suggestions</th>
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## Uzazi Pamoja Evaluation Form for Participants

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# Petty Cash Sheet

*(Educational Books and Toys)*

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Effective __________________________
# Petty Cash Sheet

(Office Expenses)

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Effective __________________________
# Petty Cash Sheet

(Office Expenses)

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Effective __________________________
THIS CERTIFIES THAT

___________________________

has successfully volunteered with UZAZI PAMOJA and is awarded this certificate of thanks.

GIVEN THIS ____ DAY OF _____, 20____

________________________________________
PROGRAM FACILITATORS

________________________________________
EXECUTIVE DIRECTOR
THIS CERTIFIES THAT ______________________ has successfully completed the UZAZI PAMOJA program, and is therefore awarded this certificate.

GIVEN THIS ____ DAY OF _____, 20____

_________________________________
EXECUTIVE DIRECTOR

_________________________________
PROGRAM FACILITATORS
Appendix B: Twelve Sample Session Plans

Inter-generational and Adult Activities

General Session Outline
Sample Session Selections
Session Selections – Working Copy
Talking Tools©

Session 1: Values and Traditions
Handout: My Journal

Session 2: Safety in the Home and Community
Handout: Making My Home Safe for My Family

Session 3: Active Living in Canada

Session 4: Healthy Eating: Your Foods and Our Foods
Handouts: Eating Well Canada’s Food Guide
Emergency Food Information

Session 5: Communicating with Our Children

Session 6: Parental Stress and Positive Copy Strategies
Handout: Body Outline

Session 7: Family Stress and Dealing with Conflict
Handout: Body Outline

Session 8: Children’s Developmental Levels

Session 9: Language and Literacy Development

Session 10: Canadian Approaches to Positive Parenting: Behaviour Management

Session 11: Canadian Approaches to Positive Parenting: Understanding Attachment

Session 12: Celebration/Evaluation
General Session Outline

9:00-9:30 Welcome:
• Introduction and Check in/Warm-up
• Introduce the Talking Tool© for the week

9:30-10:00 Inter-generational rhymes:
• Repeat the previous week’s rhymes always starting with A Smooth Road and ending with Rock me Easy
• Add the following new rhymes in between the others:

10:00-10:30 Healthy snack with nutritional learning component:
• Hand washing song
• Today’s snack:

10:30-11:15 Child Activity (see Appendix C)

10:30-11:15 Adult Activity

11:20-11:30 Inter-generational goodbye
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<td>9:00 – 9:30</td>
<td>Welcome</td>
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<tr>
<td>9:30 – 10:00</td>
<td>Healthy Snack</td>
<td>Celery sticks with hummus and raisins</td>
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<td>Rhymes: Smooth Road, Wash Your Hands, Rock Me Easy</td>
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<td>10:00 – 10:30</td>
<td>Child Activity/Adult Activity</td>
<td>Children: Block Play, Values and Traditions</td>
<td>Adults: Safety in the Home</td>
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<td>Whole wheat injera (Ethiopian flat bread)</td>
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<td>Child Activity/Adult Activity</td>
<td>Children: Food place mats</td>
<td>Adults: Healthy eating in Canada</td>
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**Session 1:** Introduction and Values and Traditions

**Session 2:** Safety in the Home and Community

**Session 3:** Active Living in Canada

**Session 4:** Healthy Eating: Our Foods and Your Foods

Talking Tools©

- “Get down to their level”
- “Avoid pressuring them to talk”
- “Respond to their feelings”
- “Repeat part or all of their sentences in question form”
## Appendix B: Twelve Sample Session Plans

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<td>&quot;Talk about what you are doing.&quot;</td>
<td>&quot;Use new words.&quot;</td>
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<td>Slowly Slowly</td>
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<td>Shoe the Stallion</td>
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<tr>
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Choose one of these Talking Tools® to focus on for each session.

**CHILDREN WILL TALK MORE IF YOU...**

- Look at their faces
- Wait a few seconds before you reply to what they say
- Take only one speaking turn at a time
- Show you are listening
- Talk about what you are doing
- Talk about what they are doing
- Talk about what they want to talk about
- Talk about what you see
- Use new words
- Repeat new words often
- Repeat part or all of their sentences in question form
- Repeat their sentences and add to them
- Help them by starting their sentences or filling in difficult words
- Model correct sentence forms
- Respond to their feelings
- Ask appropriate questions
- Avoid criticizing them
- Avoid pressuring them to talk
- Avoid interrupting them
- Avoid changing topics quickly

Session 1: Introduction and Values and Traditions

OBJECTIVES
• Inter-cultural sharing and learning

MATERIALS NEEDED
• Hand sanitizer

For adults:
• Old binders, modge-podge, photos, magazines (National Geographic are excellent for this activity, though some of the more graphic photos could be removed before the session), brushes, adult scissors
• Clipboards for new registrations and sign-in sheets
• Talking Tools© magnets for participants and lanyards for facilitators (see Appendix C)
• Journal pages in many different colours

For children:
• A variety of sizes, shapes, weights and colours of blocks
• Book: What it Feels Like to be a Building by Forrest Wilson (see Appendix F) or any other books with pictures of different kinds of buildings
• Small clipboards with pencils attached and paper for designing buildings
• Dinosaurs

Schedule
9:00-9:30 Welcome and warm-up:
• Introduction around the circle, names and ages of children
• The group responds by greeting each individual after they have introduced themselves
• Introduce and role-play Talking Tool© for the session:
  – “Get down to their level”
• Discussion on the value of rhymes

9:30-10:00 Inter-generational rhymes:
• A Smooth Road
• I Saw a Snake
• Wash Your hands
• Rock Me Easy

10:00-10:30 Healthy snack with nutritional learning component:
• Encourage hand washing before eating by singing the hand washing song as everyone washes their hands. Provide information on how hand sanitizer is alcohol-based and can be dangerous for young children if they lick their hands.
• Focus on parents sitting down and eating with their children as families who eat together have a higher level of literacy. Facilitators and child minders serve the families. This is based on the premise that women often serve their families and don’t have time to sit and interact with them, or are culturally not expected to.
• Explain that snacks should have two food groups from Canada’s Food Guide – for lower EAL levels give an example: fruit and crackers.
• Snack: celery sticks, hummus and raisins (“ants on a log”) and crackers
• Ask families for suggestions of a snack they might serve in their home country. One that is available in your local market, and can be served at a future session.

10:30-11:20 Child Activity: block play (see Appendix C)

10:30-11:20 Adult Activity

11:20-11:30 Children and adults reunite for farewell rhyme/song:
• “It’s Time to Say Goodbye” to the tune: “She’ll Be Coming Around the Mountain”
ADULT ACTIVITY

Group expectations:
- Planning and timing of program including a pre-program community
- Binders designed to represent self, family, and culture
- Discussion of values and traditions

Warm-up:
1. Ask participants to stand and shake their hands in the air as hard as they can for a minute or two.
2. Make it interesting and add more language by asking them to shake them up high, down low to the right and to the left.
3. Ask them to stop and put their hands together (within an inch of each other but without touching. They can then find a partner and put their hands up to their partner without touching.
4. This energizing activity can be used as a way to demonstrate how we are all connected.

Introduce activity:
- Each participant is given a binder and access to magazines and pictures, scissors and modge-podge
- Participants are asked to choose images which they relate to or which they feel define them, cut out these images and glue them to their binders using modge-podge
- Paint the entire binder with modge-podge
- Provide participants with a divider and attractive journaling paper to put in their binders (coloured paper with top half blank and bottom half lined)

While engaged in the activity, facilitators:
- Introduce themselves as an individual, as a parent and/or as an individual who influences children such as a grandparent or community member
- Introduce and celebrate the concept that parents are their child’s first teacher
- Mention how parenting is challenging for everyone, and that parenting in a new country while maintaining your own cultural beliefs and values brings many additional challenges
- Reinforce the Talking Tool©
- Explain Talking Tools© in general and the specific tool for this session
- Model Talking Tools© with the participants while they are engaged in the binder activity

While continuing to work, participants:
- Introduce themselves, their first country, language, their children’s names and ages
- Brainstorm parenting challenges for newcomers which the facilitators write on a flip chart.
  (The amount of conversation during the activity is dependent on the language levels of the participants. If the language level is low, they will not be able to do the activity and have a conversation at the same time.)

HOME ACTIVITY
- Explain how the binders can be used for journaling (drawing or writing in their first language or English)
- Encourage the participants to find some time for themselves during the week when they can write or draw good or difficult experiences with their children (This can be private or shared with the group at the next session)
- Lower EAL levels give a specific journaling goal – example: draw one picture
- Suggest writing or drawing about the Talking Tool© of the week

Thanks to Terry Moar, past executive director of Bookmates INC. for this idea

JUST FOR FUN
Just for fun: Dice activity (see Appendix E: Additional Resources)
Name: _______________________________
Session 2: Safety Planning for Home and Community

(This chapter could be expanded into two sessions to include safety at home, community, technology, personal safety, gangs, bullies and victims)

OBJECTIVES

- To help parents understand how they can protect their children in the home and in the community
- To discuss various in-home hazards and help identify items in that home that can make children sick
- To identify different places in the home where accidents can happen and explore ways to prevent them

MATERIALS NEEDED

For adults:
- Outlet plugs
- Cabinet slide lock
- Cabinet and door spring latches
- Corner cushions
- Bed rail
- Security gate
- Night lights
- Props for role play: plastic fake food, basin, cloth, dish soap, wok, wooden spoon, basin, cutting board
- Handout

For children:
- Variety of puppets
- Little clipboards, paper, crayons

Schedule

9:00 - 9:30 Welcome:
- Introduction and check in
- Warm-up’s, “In my home country I keep my child safe by…”
- Introduce Talking Tool® for this week:
  - “Avoid pressuring them to talk”

9:30 - 10:00 Inter-generational rhymes:
- Repeat last week’s rhymes, always starting with “A Smooth Road” and ending with “Rock Me Easy”
- Add the following new rhyme, “Look Left, Look right”, in between the others

10:00 - 10:30 Inter-generational snack time:
- Hand washing song
- Explain that the snack has two food groups and is ethnic
- Whole wheat injera (Ethiopian flat bread) and hard boiled eggs

10:30 - 11:20 Child Activity: puppet play (see Appendix C)

10:30 - 11:20 Adult Activity: safety in the home

11:20 - 11:30 Inter-generational goodbye

ADULT ACTIVITY

Welcome

Review of last week’s activities and Journals, acknowledging any efforts that participants have made to write in their journals and/or improve communication within their homes.

Facilitator explains that there are two reasons why accidents happen:
1. Unsafe behaviour/actions
2. Unsafe places/surroundings

Brainstorm: hazards (divide the flip chart in half vertically)

- Ask about the ways children can hurt themselves in the home, on the playground, in the community
- Ask about the ways they have already made their homes safer for their kids
• Write down on a flip chart the answers to each of these questions

**Brainstorm: safety measures**

• **Handout:** “Making My Home Safe For My Family”

• Pass around the Adult Activity materials: outlet plugs, cabinet slide lock, cabinet and door spring latches, corner cushions, night lights

(Depending on your budget, you might later give these items to parents, or award them as prizes in a draw.)

• Ask the group to tell you what the different things are used for

• Write their answers beside the hazards they identified in the previously brainstorm

**Role play: preparing a stir-fry meal (food and kitchen safety in Canada)**

• Props needed: plastic fake food, basin, cloth, dish soap, wok, wooden spoon, basin, cutting board

• Include the following:
  – Wear a flowing top with long sleeves to demonstrate danger when using the stove
  – Wash hands
  – Prepare cooking surface
  – Prepare the meat
  – Prepare the vegetables – frozen, wash fresh or canned check the can for dents/bloating
  – Heat the oil
  – Discuss turning in the handles of the pots and pans
  – Cook toughest vegetables first
  – Kitchen clean-up
  – Food storage in refrigerator or freezer

**HOME ACTIVITY**

**Things to do to make your home safer:**

Ask participants to go home and try to use the home safety materials you were given this week.

Ask them to walk through their house pretending to be at their child’s level so they can see from the child’s perspective, identify things that make the home dangerous, and find ways to change them.
HANDOUT: Making My Home Safe for My Family

Adapted from: http://pediatrics.about.com/od/safety/ss/childproofing_10.htm
Session 3: Active Living in Canada

OBJECTIVES

• To validate the many ways children and parents have participated in active living in their own countries
• To facilitate a discussion with the participants on the importance of active living in Canada
• To discuss the differences in Canada and how promoting active living in newcomer families can be an important factor in developing healthy, happy families

MATERIALS NEEDED

For adults:
• Flip chart and markers
• Cotton balls
• Masking tape

For children:
• Balls
• Toilet paper rolls
• Markers, crayons, glitter glue, stickers, coloured puff balls, etc.
• Card stock for pin set-up

Schedule

9:00-9:30 Welcome:
• Introduction
• Check in:
  – What is your oldest child’s name and why did you choose this name (The purpose of this check in is to present an occasion in the participant’s lives when they were able to make a choice as many newcomers have had very little choice in their lives)
  – “Respond to their feelings”

9:30-10:00 Inter-generational rhymes:
• Repeat last week’s rhymes, always starting with “A Smooth Road” and ending with “Rock Me Easy”
• Add the following new rhymes in between the others:
  – “Here is a Beehive”
  – “Charlie Chaplin”

10:00-10:30 Healthy snack with nutritional learning component:
• Hand washing song
• Snack with at least two food groups: cut up fruit and hummus with whole wheat crackers
• Milk or water

10:30-11:15 Child Activity: bowling game (see Appendix C)

10:30-11:15 Adult Activity: active living in Canada

11:20-11:30 Inter-generational goodbye
ADULT ACTIVITY

Check in:
• How was the week?
• What did you do?
• Journal sharing

Warm-up:

Facilitators role play 1:
Parent and child wake up, get fire wood, carry water, make breakfast over a fire, eat together, walk to the field to work, farm, walk home for lunch, gather more wood, cook over the fire, carry water for dishes, wash dishes, walk back to the field, farm all day, catch and kill a chicken for supper, pluck it, cut it up, cook it, dig potatoes to cook with it, eat together as a family, take clothes down to the stream to wash, hang them to dry, come home, sing, play games and tell stories with the family, go to bed.

Facilitators role play 2:
Parent and child wake up, turn on the TV, put toast in the toaster, child eats in front of the TV, parent eats in front of the computer, put the dishes in the dishwasher, parent drives child to school and then drives self to work, take the elevator up to the 4th floor, sit at a computer all day, eat lunch at the desk, drive home, pick up child from school in the car, pick up takeout food, eat in front of the TV, child plays video games, parent is on the computer, go to bed.

Use the following information to discuss active living in participants’ home country compared to active living in Canada.

In Canada many years ago, Canadians led very active lives. Now with computers, televisions, remote controls, clothes washers and dryers, escalators and elevators, etc. we can easily be very inactive.

Define what active living is and why do we need to talk about it:
• This lack of activity is not good for our health
• Regular physical activity can help prevent osteoporosis, heart disease and stroke
• It can also help you relax, sleep better and help you deal with stress
• Physical activity helps relieve anxiety
• Stressful feelings somehow disappear during a long walk or when you are enjoying activities with friends
• Everyone needs to move a little more, a little more often, every day
• Yard work, gardening, carrying groceries, and washing a car are great

JUST FOR FUN
Stress clearing
(see Appendix E: Additional Resources)

HOME ACTIVITY
Teach your child a game from your home country that you did as a child. Share the game with the group next week.
Session 4: Healthy Eating
Your Foods and Our Foods

OBJECTIVES
• To validate that participants have generally been eating a healthy diet
• To discuss cultural differences related to food and eating habits
• To introduce new foods and vocabulary that will assist participants when grocery shopping in Canada
• To discuss how to shop on a budget and where to find foods from various cultures

MATERIALS NEEDED

For children:
• Photocopied plates and silverware
• Cut out photos of food from various food groups
• Glue
• Crayons
• Contact paper

For adults:
• Flip chart and markers
• Plastic fake food, basin, cloth, dish soap, wok, wooden spoon, basin, cutting board
• Bring from home any props needed for role play
• Canada’s Food Guide
• Photos of food
• Tape
• Contact paper/Mactac
• Examples of flyers, coupons
• 11” X 17” paper for their place mats
• Handouts

Schedule

9:00-9:30 Welcome:
• Introduce themselves and their children, ask what their children like to eat for snack
• Introduce and role play Talking Tool© for the week:
  – Repeat part or all of their sentences in question form

9:30-10:00 Inter-generational rhymes:
• Repeat last week’s rhymes, always starting with “A Smooth Road” and ending with “Rock Me Easy”
• Add the following new rhymes in between the others:
  – “Wee Little Tot”
  – “Odda Tree” or a song from one of the participants from their culture and language

10:00-10:30 Healthy snack with nutritional learning component:
• Hand washing song
• Snack with at least two food groups: corn chips, salsa, guacamole
• Milk or water

10:30-11:20 Child Activity: food place mats
(see Appendix C)

10:30-11:20 Adults activity: healthy eating

11:20-11:30 Inter-generational goodbye

ADULT ACTIVITY
Note: In this session the role playing activities would be best for lower benchmark participants while the discussion ideas and handouts would work better for those with higher benchmarks.

Welcome
Review of last week’s activities and journals.

Acknowledge any efforts participants have made to write in their journals and/or improve communication within their homes.

Warm-up: What is your favourite meal to cook or enjoy eating?
Ask the participants to name a meal they cooked or ate yesterday.

**Role plays**

**Role-play #1: Breakfast for children: nothing**
- In-school behaviour: sleepy, can’t think of answers to questions
- Recess: chocolate bar
- Lunch: French fries and a coke
- In school: hyperactive, speaks quickly, can’t focus
- Supper: McDonald's hamburger, French fries
- Behaviour: lethargic, moody, rash (scratching) obese
- Can’t sleep at night

**Role play #2: Breakfast: eggs, toast, milk**
- Behaviour in school: alert, focused, happy, interested in topic
- Recess: orange
- Lunch: tuna sandwich and milk and an apple
- Behaviour in school: active, interested, focused
- Supper: rice, beef, carrots, peas
- Behaviour at home: active, plays soccer after supper, friendly, helpful
- Sleeps well at night

**Healthy eating in Canada:**
- Ask participants to discuss eating in Canada ("Do they like the foods here?", "Can they locate foods from back home?", etc.)
- Present the Canadian Food Guide
- Using a flip chart, explain and list the four food groups
- Hand out laminated foods and ask participants to place the laminated food under the proper food group
- Discuss/explore preparing lunches for children going to school

**Brainstorm why it is important to eat well.**
**Additional Resource:** “Why is it important to eat well?”

**Brainstorm: What foods in your culture make a good...**
- Breakfast?
- Lunch?
- Supper?

**Discuss: what Canadian foods make a good...**
- Breakfast?
- Lunch?
- Supper?

**Brainstorm how to eat well.**
**Additional Resources:** "How to Eat Well", "Lunch Ideas That Are Not Expensive", "Shopping on a Budget"

**Handouts:** Canada’s Food Guide, Emergency Food

**Grocery shopping strategies and tips:**
- Talk about “Shopping on a Budget” (Additional Resources)
- Review the word “organic”
- Discuss coupons, where to find them, and how to use them

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JUST FOR FUN

Human Knot
(see Appendix E: Additional Resources)
HAN DOUT: Emergency Food Information

• Winnipeg Harvest
  1085 Winnipeg Avenue
  Food Crisis Line: (204) 982-3660

• After-hours emergency welfare line
  Phone: (204) 945-0183

• Agape Table
  All Saints Church
  175 Colony
  Phone: (204) 786-2370

• Winnipeg Chinese Alliance Church
  261 Colony
  Phone: (204) 783-0246

• St Matthews Maryland Community Ministry
  641 St. Matthews
  Phone: (204) 774-3957

• Harbour Light Mission
  Salvation Army
  342 Logan Avenue
  Phone: (204) 946-9490

• West Broadway Community Ministry
  102-22 Furby St
  Phone: (204) 774-2773

• Flora House
  739 Flora Ave
  Phone: (204) 658-7790
Session 5: Communicating With Our Children

OBJECTIVES

• To encourage bonding and attachment and to introduce positive ways to connect with our children

MATERIALS NEEDED

• Play Dough, pipe cleaners, non-toxic markers, feathers, googly-eyes
• Book, Incy Wincy Spider (see Appendix F)
• Flip chart and paper
• Cotton balls
• Masking tape

ADULT ACTIVITY

Follow-up on last week’s journal activity:

• Share any ideas from journals which participants would like to share
• Facilitators can also share their own journal entries

Brainstorm and flip-chart (in small groups): what do children need from their parents?

Discussion: relate and include the following with what has already been said

From the time children are born:

Children need to...

– See your face
– Hear your voice
– Feel your gentle hugs and touches
– Smell your special scent
– Experience tasting many pleasant things
– Play with you

Parents need to...

– Gently touch your children often
– Give gentle massages
– Smile and look into your child’s eyes
– Talk to your child in their first language
– Sing to your child in their first language
– Read to your child in their first language
– Feed them many varied foods and textures
– Play with them

(Additional Resource: Children’s Needs and What Parents Can Do)

HOME ACTIVITY

• Give each parent a few cotton balls to take home and try this with their child. Mention that it is important to explain the activity to the child and to get the child’s permission.
• Remind them to give their child a turn to touch them with the cotton balls as well.
• Ask them to make a journal entry about this experience so that they can share it at the next session.

Schedule

9:00-9:30 Welcome

• Introduction and Check in: the whole group responds by greeting each individual as they introduce themselves and their children
• Introduce the Talking Tool© for the week: “Take one speaking turn at a time”, and facilitators role-play examples
• Parents practice in partners if there is time

9:30-10:00 Inter-generational rhymes

• Repeat last week’s rhymes, always starting with “A Smooth Road” and ending with “Rock me Easy”
• Add the following new rhymes for bonding and attachment in between the others
  – “Slowly Slowly”
  – “Criss Cross Apple Sauce”

10:00-10:30 Healthy snack with nutritional learning component

• Hand washing song
• Snack with at least two food groups: raw veggies, dip, and crackers
• Milk or water

10:30-11:15 Child Activity: sensory play with play dough (see Appendix C)

10:30-11:15 Adult Activity

11:20-11:30 Inter-generational goodbye

Cotton ball touching (a voluntary activity) (see Appendix E: Additional Resources)
Session 6: Parental Stress and Positive Coping Strategies

OBJECTIVES
Providing parents/caregivers tools to deal with difficult and challenging situations with their children.

MATERIALS NEEDED
- For children:
  - Watercolours
  - Watercolour paper
  - Brushes
  - Salt
  - Masking tape
  - Paraffin wax
- For adults:
  - Chart paper
  - Markers
  - Large paper figure
  - Cut out and laminated pictures of things that cause stress to adults
  - Handout of body outline

ADULT ACTIVITY

Check-in:
- How was the week?
- Did you use the Talking Tools©?
- Journal sharing

Brainstorm and flip-chart (Handout: Adult Body Outline):

Place the large paper figure on the chart paper:
- Brainstorm things that cause parental stress
- Have pictures available for participants to choose from
- Some examples may be:
  - Sick child
  - Temper tantrums
  - Overworked
  - Lack of time
  - Money worries

Schedule

**9:00-9:30** Welcome and warm-up
- Introduction around the circle, name and ages of children
- Can we make you laugh:
  - All participants sit in a circle and attempt to be very serious
  - Facilitators make faces, noises, sounds and say things to try to get the participants to laugh.
  - Once someone laughs they join the facilitators in making others laugh
  - Continue until everyone is laughing
- Introduce and role play Talking Tool© for this week:
  - Talk about what you see

**9:30-10:00** Inter-generational rhyme time
- Rhymes to add:
  - “Three Brown Bears”
  - “Once There was a Little Cat”
  - A song from a participant’s culture

**10:00-10:30** Healthy snack with nutritional learning component:
- Hand washing song
- Snack with at least two food groups: apple slices, hummus, and crackers
- Milk or water

**10:30-11:15** Child Activity: water colour painting (see Appendix C)

**10:30-11:15** Adult Activity

**11:20-11:30** Inter-generational goodbye
- Job stress
- Family conflict
- Facilitator draws the examples with arrows pointing to parts of the adult’s body where we feel the stress or participants tape pictures to chart. Example:
  - Crying baby – arrow points to heart
  - Fighting children – arrow points to head
  - Money worries – arrow points to stomach
This is to illustrate how stress impacts on the whole body.
**Brainstorm what parental stress causes:**

- Draw or write words inside the “paper body” indicating what happens when the parent is stressed
- Additional resource: How does stress impact us
- Physical impact: headache, aching body, stomach ache
- Emotional Impact: sad depressed, scared, angry, short tempered, conflict, hurt feelings
- Performance Impact: forgetting, making mistakes, slower productivity, lack of motivation or initiative

How do we deal with stress? Brainstorm in groups using the handouts as a guide and motivation for discussion.

**Additional resource: positive coping techniques:**

- Be consistent
- Set reasonable limits and boundaries with children
- Delegate
  - Each family member can have responsibilities
  - Start delegating when the children are young
  - Make sure Mom and Dad join in with the children to share responsibilities
  - Break chores into simple tasks and reward people for doing them
- Time management
  - Be organized (use a calendar for appointments, homework assignments, games, etc.)
- Set priorities
  - Learn to say no
  - Look for short cuts when possible (Do you have to clean the whole house every day? Can you cook twice as much one night and have leftovers ready for the next night?)
- Have a routine
  - A weekly chore and meal schedule prevents repeated planning
- Be flexible
  - If a child needs to talk to you, flexibility allows you to take time for important things (It is more important to talk with your child than clean the floor)

- Exercise
  - Physical exercise reduces stress, so take time for a jog or a walk
  - Children need exercise to relieve stress as well
  - Exercise also increases the brain’s ability to think clearly and to learn
- Don’t forget to take care of yourself
  - Self-care leads to good physical and emotional health
  - Eat well and eat regularly
  - Get enough sleep
  - Balance work and play

**JUST FOR FUN**

If time permits give parents a chance to paint with watercolors.

*(This is the Children’s Activity this week)*

**HOME ACTIVITY**

- If possible give each family a set of water colour paints and some paper to take home. Suggest that they write in their journal about this family activity.
Session 7: Family Stress and Dealing with Conflict

OBJECTIVE
To create awareness of the stress on children and other family members and how to support the family.

MATERIALS NEEDED
For children:
- Dress-up clothes, hats, mirror, water, play dishes, Kleenex
- Face paints (ask parental permission to use face paints on children)
- Book, Franklin’s Bad Day by Paulette Bourgeois and Brenda Clark (see Appendix F)

For adults:
- Cut-out and laminated pictures of things that cause stress to children
- Handout: Child Body Outline

ADULT ACTIVITY

Check-in:
- How was the week
- What did you do
- Journal sharing

Warm-up: can we make you laugh?:
- Breathing in and out, laughing
- Ask participants to take a big breathe in and fill their lungs with air as they raise their hands toward the ceiling
- Now ask them to let the breath out and laugh as they bend down and touch their toes
- This will start as forced laughter but soon turns into genuine laughter
- Explain that laughter is like a massage for your insides

Schedule

9:00-9:30 Welcome and warm-up

Lower level:
Read: Red Is Best, by Kathy Stinson (see Appendix F)
- Ask each person to choose a crayon and state what they chose.
- E.g. “I chose a purple crayon”
- Group responds by stating: “Kim chose a purple crayon”

Higher level:
Read: My Many Coloured Days, by Dr. Seuss (see Appendix F)
- Ask each person to choose a crayon and explain why they chose it
- Introduce and role play Talking Tool© for the week:
  - “Talk about what you are doing”
- Request songs and rhymes from participants’ cultures

9:30-10:00 Inter-generational rhymes
Repeat last week’s rhymes always starting with “A Smooth Road” and ending with “Rock Me Easy”
- Add the following new rhymes in between the others:
  - “Shoe the Stallion”
  - “The Moon is Round”
  - “Zoom, Zoom, Zoom”

10:00-10:30 Healthy snack with nutritional learning component
- Oatmeal muffin
- Banana slices
- Milk or water

10:30-11:15 Child Activity: dress up and face painting (see Appendix C)

10:30-11:15 Adult Activity

11:20-11:30 Inter-generational goodbye
Brainstorm and flip-chart activity (use the handout of the body outline):

• Brainstorm things that cause children stress (Additional resource: “What Causes our Children to Feel Stressed”)
  – New culture
  – Fitting in at school and on the playground
  – Not enough time with parents
  – “Feeling” parents’ stress
  – Feeling rushed
  – Family conflict

• Draw or write words inside the “Paper Child” body indicating what happens when the child is stressed (This is to illustrate how stress impacts on the child’s whole body)
  – Physical Impact: headache, aching body, stomach ache
  – Emotional Impact: sad depressed, scared, angry, short tempered, conflict, hurt feelings
  – Performance Impact: defiance, acting out, not sleeping or too much sleeping, forgetting, making mistakes, slower productivity, worse grades in school

Higher level:
Additional resource – “Family Stress can cause Family Conflict”. Use this resource to stimulate small group discussion.

Family can be our greatest support and also our greatest source of conflict:

• Conflict affects our health
• Stress can impact our immune system

Remember family conflict is not uncommon:

• Conflict and anger are not negative, they are natural and normal
• We are often uncomfortable with conflict and anger
• We need to learn how to handle conflict and anger in positive ways
• Conflict and anger need to be talked about
• Resolving conflict brings people closer together
• Suppressed anger is unhealthy

What can we do about conflict?

• Additional Resources:
  – “What Helps During a Conflict”
  – “What Doesn’t Help During a Conflict”
  – “Family Conflict: What Not to Do”

Learn to be assertive: assertiveness is the ability to express one’s feelings and assert one’s rights while respecting the feelings and rights of others. Assertive communication is appropriately direct, open and honest, and clarifies one’s needs to the other person while also listening actively and empathetically to the other person.

Brainstorm other suggestions:

• Take time apart (time out)
• Talk to a friend
• Go for a walk
• Journal in your own language
• Just listen

HOME ACTIVITY
Try one of the suggestions of things to do when you are in a conflict. Use the squeezy ball at home.
**Session 8: Children’s Development Levels**

**OBJECTIVES**
- To assist parents in understanding what to expect developmentally from their children in social and emotional development at different ages
- To provide parents with some ideas on how best to support their children’s development

**MATERIALS NEEDED**
- Rainbow Stew ingredients (see Recipes Appendix E)
- Zip-lock Bags
- Ping Pong balls

**ADULT ACTIVITY**

*Check-in:*
- How was the week
- What did you do
- Journal Sharing

*Additional Resource: “What to expect from your child from 0-5 years old” (Use this resource to stimulate discussion)*

**What can you expect from your baby (0-6 months):**
- Cooing
- Crying
- Laughing

**What they are telling you:**
- I am happy
- I am hungry
- I am wet
- I am sick
- I want you

Babies always have a reason for crying.

**What parents/caregivers should do:**
- Smile and laugh with your baby
- Touch and talk to your baby
- Read and sing to your baby

---

**Schedule**

9:00-9:30 _Welcome/warm-up:_
- Introduction and Check in
- Introduce Talking Tool® for the week:
  - “Use new words” (Help them by starting their sentences and fitting in difficult words)

9:30-10:00 _Inter-generational rhymes:_
- Repeat last week’s rhymes, always starting with “A Smooth Road” and ending with “Rock Me Easy”
- Add the following new rhymes in between the others:
  - “Fuzzy Wuzzy Caterpillar”
  - “Have you ever been fishing?”

10:00-10:30 _Healthy snack with nutritional learning component:_
- Hand washing song
- Snack has at least two food groups: raw veggies, dip, and crackers
- Milk or water

10:30-11:15 _Child Activity: rainbow stew (see Appendix C)_

10:30-11:15 _Adult Activity: child development_*

11:20-11:30 _Inter-generational goodbye_*

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*Hold, cuddle, and rock your baby
*Pick up your crying baby and try to find out why they are crying
*Babies should not be left to cry themselves to sleep

**What you can expect from your baby (6-12 months):**
- Crying
- Babbles
- Maybe a word or two by 12 months
- Teething
- Fears
- Crawling, moving and rolling over
What parents/caregivers should do:
• Respond to their crying
• Comfort their fears
• Talk to them responding to their babbles
• Play with your baby
• Use the Talking Tools©
• Read and sing to your baby
• Stay close when they are in pain
• Never spank or shake your baby

What you can expect from your child (1-2 years):
• More sounds that sound like words
• Children understand more than they can tell you
• Pulling themselves up on furniture and beginning to walk
• Exploring, touching and tasting everything

What parents/caregivers should do:
• Listen and talk to your child
• Read and sing with your child
• Keep them safe by putting away dangerous objects
• Help your child learn about danger by using words like “hot”, “sharp”, and “ouch”
• Distract your child with safe toys
• Give your child a safe place to explore
• Your child needs to feel safe with you and not afraid of you (Find ways to correct without slapping or spanking)
• Stay calm, patient, and in control of your own feelings
• Give your child words for feelings

What you can expect from your child (2-3 years):
• All children should be talking by three
• Children are beginning to talk about feelings
• Shyness
• Fear of things they don’t understand
• Lack of fear of danger
• Mimicking (repeating things they hear and see)
• Bossy and moody
• Difficulty playing with other children

What parents/caregivers should do:
• Respond to your child’s feelings with words. (e.g. “I think you are afraid of the dog”)
• Reassure your child (“I will stay with you while we get to know the dog”)
• Be a good role model (e.g. take deep breaths, take a time out)
• Help children understand other people’s feelings (e.g. talk about how someone else feels when they are hurt or afraid)
• Never get angry, make fun of your child, call him a baby, tell her she is silly, tell him to be a tough boy, force him to do things, or frighten her as a joke

What you can expect from your child (3-5 years?):
• Learning to handle frustration
• Accepting limits
• Taking turns
• Doing what you ask
• Getting dressed
• Using and understanding language
• Caring about other people’s feelings
• Asking lots of questions

What parents/caregivers should do:
• Answer questions
• Listen to your child seriously
• Help your child find answers
• Be patient
• Give explanations
• Make as few rules as possible
• Encourage your child to help you
• Give praise for efforts

Focus on what your children do right, not on what they do wrong.

Positive reinforcement builds confidence

Just for fun
Ping-Pong blowing (see Appendix E: Additional Resources)

Home activity
• Provide balls for each family to take home to try this with their family.
Session 9: Children’s Development Levels – Language and Literacy Development

OBJECTIVES
- To assist parents in understanding what to expect from their children in language and literacy development.
- To provide parents with some ideas on how best to support their children’s language and literacy development.

MATERIALS NEEDED
- Pre-made Ziploc books with packing tape
- Paper (white and coloured) pre-cut into the correct size
- Crayons and markers
- Samples of age appropriate books for 0-5 year-olds (see list in Appendix E)
- Packing tape
- Masking tape
- Scissors
- Elastics
- Popsicle sticks
- Coloured paper
- Cotton balls
- Zip-lock bags

Schedule

9:00-9:30 Welcome:
- Introduction and Check in
- Warm-up: Ask “What kinds of things do your children like to play with?”
- Introduce and role model Talking Tool© for the week:
  - “Help them by starting sentences or filling in difficult words”

9:30-10:00 Inter-generational rhymes:
- Repeat last week’s rhymes, always starting with “A Smooth Road” and ending with “Rock me Easy”
- Add the following new rhymes in between the others
  - “Peter Pointer”
  - “Popcorn”

10:00-10:30 Healthy snack with nutritional learning component:
- Hand washing song
- Snack has at least two food groups
- Raw veggies and dip
- Crackers

10:30-11:15 Child Activity: zip-lock books (see Appendix C)

10:30-11:15 Adults activity: language and literacy

11:20-11:30 Inter-generational goodbye
ADULT ACTIVITY

Check-in:
- How was the week
- What did you do
- Journal sharing

Warm-up:
Discuss in groups:
- Language Development (Additional Resources)
  Language Facilitation from 0-5 from Kathy Gerylo

Present samples of developmentally appropriate books for ages 0-5 and discuss:
- Bathtub books
- Cloth books
- Board books
- Wordless picture books
- Picture books
- Fiction
- Non-fiction

Discuss why parents should not give their children colouring books: (Additional Resource – “Why Parents Should Not Give Their Children Colouring Books”)
- It would be like teaching a child to speak and then telling them exactly what they had to say
- When children are ready to learn to colour within the lines, it needs to be the lines of their own drawing
- Coloring books present poor images when children could, and should, be looking at real objects when they draw
- Giving children colouring books sends them the message that their own drawings are not good enough

Activities: book making (see Additional Resources)
- How to make a hotdog book
- How to make an elastic book
- How to make a zip-lock book

JUST FOR FUN

Cotton Ball Throwing
(see Appendix E: Additional Resources)

HOME ACTIVITY

- Try the cotton ball toss at home
- Make books at home with children and bring them back to share with the group
Session 10: Canadian Approaches to Positive Parenting – Behaviour Management

OBJECTIVES
• To assist parents in comparing parenting back home to parenting in Canada
• To provide parents with additional effective methods to parent their children in Canada
• To assist parents in feeling competent in their ability to parent in Canada

MATERIALS NEEDED

For children:
• Big pieces of paper to trace children’s bodies
• Yarn, glue, sequins, crayons, or anything to decorate their paper bodies

For adults:
• Flip chart and markers

ADULT ACTIVITY

Welcome

Review of last week’s activities and journals:
• Acknowledge any efforts that participants have made to write in their journals and/or improve communication within their homes, and share the books that participants made at home with their children

Warm-up:
Masters and Robots: This activity will help you to see how it feels to be ordered around, and how it feels to give orders.
• Divide group into pairs
• One person is the “master” and the other is the “robot”
• Each person will have a turn in each role
• For three minutes the master orders the robot to do things. E.g. stand up, walk to the wall; go get that book, pick up the paper
• The “robot” must do what they are asked without saying anything

Schedule

9:00-9:30 Welcome/warm up:
• Lower level: Answer the question “What did you have for breakfast?”
• Higher level: Play the game “I’m going on a picnic and I will bring _____”, with each person taking a turn and trying to remember what everyone else is bringing. Replace with “When I make books with my child I use __________”
• Introduce Talking Tool© for this week
  – “Avoid interrupting them”

9:30-10:00 Inter-generational rhymes:
• Repeat last week’s rhymes, always starting with “A Smooth Road” and ending with “Rock me Easy”
• Add the following new rhymes in between the others
  – “Twinkle Twinkle Little Star”
  – “Choo Choo Train”

10:00-10:30 Healthy snack with nutritional learning component:
• Hand washing song
• Snack has at least two food groups
• Hummus and pita bread

10:30-11:15 Child Activity: body tracing (see Appendix C)

10:30-11:15 Adults activity: positive parenting – behaviour management

11:20-11:30 Inter-generational goodbye

• After three minutes reverse roles
• Discuss in a group
  – How did it feel to be the master
  – How did it feel to be the robot
  – Encourage participants to be aware of how ordering someone to do things can create defensiveness and resentment

- Ask about what it was like to parent back home (some of the positives and negatives)
- Ask about how it is to parent in Canada (Some of the positives and negatives)
- Discuss the terms “bad girl” or “bad boy” as opposed to describing bad behaviour and discuss how language impacts on the child
- Write down on a flip chart the answers to each of these questions


- What is discipline (Teaching appropriate behaviour)
- What is punishment (Trying to control behaviour)

Ask the group for common ways that parents stop bad or negative behaviour in their children. Write these up on the flip chart. (E.g. spanking, yelling, taking away something, sending them to their room)

“When we discipline our children, we teach them what to do and we stop behaviour we don’t like. With discipline we want children to learn that the behaviour is wrong but they are still wonderful children who we love. We want them to still feel okay about themselves.” Emphasize how we all, as parents, want our children to learn how to make good choices, and how using discipline instead of punishment will teach them how to make better choices.

- “The goal of this exercise is to encourage parents to think about the negative effects of hitting.” You may need to explain what ‘negative’ means.

**Family rules brainstorm:**

- Children want to know what is allowed and what is not allowed. Families only need a few rules. These rules help children to behave
- Ask the participants to tell the group about the rules in their families (you may write down these rules on the flip chart)

> Information in this chapter can be found in English as a Second Language Literacy and Parenting Skills (LAPS) manual. 1996. Calgary: Alberta Vocational College.

**Homework Activity**

- This week observe your discipline with your children, and write about a time that you listened to your child’s feelings

**Just for Fun**

Relaxation exercise. (see Appendix E: Additional Resources)

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The problem with spanking:

(This could also be addressed while comparing parenting in Canada and their home countries.)

Inviting someone to speak with the group regarding Child and Family Services could be helpful in addressing the concerns of many newcomer families.

- “Hitting is punishment not discipline. When we punish we may stop the problem behaviour but we don’t teach our children what to do. Punishment tells children that they are bad. Discipline tells children that the behaviour was wrong. This way your children still feel okay about themselves.”
Session 11: Canadian Approaches to Positive Parenting – Understanding Attachment

OBJECTIVES
• To help parents understand the concept of attachment
• To validate the wonderful ways children attached to parents and community in their first country
• To discuss the differences in Canada and how healthy attachment between parents and children can lead to healthy children

MATERIALS NEEDED
• Flip chart and markers
• Play dough (see Appendix E for recipe)

ADULT ACTIVITY

Welcome and warm-up

Review of last week’s activities and journals:
• Acknowledge any efforts that participants have made to write in their journals and/or improve communication within their homes.

Additional resource: “What is Attachment?”

Higher Level:

Review and discuss positive and negative summary chart from Session 7:
• Review of ways to discipline in Canada – use a flip chart
• Ask the participants for examples of scenarios involving conflict with their children
• The facilitators will role play these scenarios and ask the participants for solutions, and encourage them to pick from the various ways to discipline on the flip-chart in the front of the room
• If no one suggests anything, here are a couple of examples to draw from:
  – Your son’s teacher calls home to let you know that your son has failed his test. How could you handle this situation?
  – Your daughter didn’t come home on time to babysit the younger children while you went to work. What could you do?

Schedule

9:00-9:30 Welcome:
• Warm-up: Have participants introduce themselves and say one positive (good) thing about themselves e.g. “my name is Susan and I am generous” or “my name is Jean and I am kind” or “my name is Renee and I am very good at singing” or “my daughter’s name is Heather and she is helpful (not good or bad).
• Introduce Talking Tool© for the week:
  – “Avoid criticizing them”

9:30-10:00 Inter-generational rhymes:
• Repeat last week’s rhymes, always starting with “A Smooth Road” and ending with “Rock me Easy”
• Add the following new rhymes in between the others:
  – “I’m a Little Tea Pot”
  – Ask one of the participants to share a song from their culture

10:00-10:30 Healthy snack with nutritional learning component:
• Hand washing song
• Snack has at least two food groups
• Cut up fruit and granola bars or Fig Newtons

10:30-11:15 Child Activity: play dough
(See Appendix C)

10:30-11:15 Adults activity: understanding attachment

11:20-11:30 Inter-generational goodbye

JUST FOR FUN

Feeling charades. (see Appendix E: Additional Resources)
Session 12: Celebration/Evaluation

OBJECTIVES

• To review the program with the group, enjoy being together one last time, evaluate and celebrate Uzazi Pamoja

MATERIALS NEEDED

• Zip-lock bags
• Bean seeds (three per child)
• Cotton balls
• Small pail of water
• Clothespin
• Magnifying lens
• Ruler
• Clear plastic food handlers’ gloves

ADULT ACTIVITY

• Evaluation forms (see Appendix A) and discussion of program
• Journal writing for manual
• One-on-one interviews

Schedule

9:00-9:30 Welcome:
• Introduction
• Check in:
  – What was your favourite rhyme or song
  – Can you share a rhyme or song from your family in your language or in English

Poems:

• As participants indicate their favourites, everyone joins in and recites/sings them together
• When a participant shares a rhyme/song from their family encourage them to teach it to the group
• Record it for future use

Child Activity: plant a bean seed (see Appendix C)

Adult Activity: evaluation and journal

Snack:

• Cake
• Favourite food based on requests from the group

Group photo:

• Take a group photo including everyone who is willing
• Provide copies for all participants

(Be sure to provide a release form for participants to sign before taking photos. See Appendix A)
Appendix C: Childrens’ Activities

Child Minding Introduction

Child Minders: Honouring Children and their Experiences

Activities

Session 1: Block Play
Session 2: Puppet Play
Session 3: Bowling Game
Session 4: Food Place Mats
Session 5: Sensory Play with Play Dough
Session 6: Water Colour Painting
Session 7: Face Painting
Session 8: Rainbow Stew
Session 9: Zip-lock Book
   How to Make a Zip-lock Book
Session 10: Body Tracing
Session 11: Play Dough
Session 12: Plant a Bean Seed
Additional Session Idea: Collage
Child Minding Introduction

Child minders in Uzazi Pamoja set the stage for play by providing:

- Time
- Space
- Materials
- Experiences
- Routines
- Changing materials in centres regularly based on the needs and interests of the children

Special children’s activities are planned for each session. These are connected to “Talking Tools©” emergent curriculum. Child minders are encouraged to introduce the activity and then follow the child’s lead. Each activity includes vocabulary to be used and repeated.

It is important to:

- Avoid leading or directing the child
- Avoid direct teaching e.g., “what colour is that?” or “How many blocks do you have?” (These types of questions feel like a test to children and discourage language development. Rather, say “I notice that you have a red ball...” or “I think you have three blocks...” Such gentle comments with a pause at the end invite children to participate in the conversation and facilitate their language development.)
- Avoid “dead end questions”. A dead end question is a question that only requires a yes or no answer e.g., “Do you want to play with blocks?” or feels like a test or a challenge “Why are you building?”; rather than a question which shows you are noticing what the child is doing and encouraging a response which would extend the conversation and language “I notice that you are building with blocks; I wonder if you are making a castle?”
- Encourage the child to experiment with her/his ideas (the child’s ideas are never “wrong” unless of course they are hitting or hurting someone or damaging material)

Trauma


We all hope for happy children. Unfortunately, many children have experienced trauma and stress in their lives.

What kinds of events may have caused trauma and stress for the children in your care?

- War, violence, death, loss
- Refugee camps
- Lack of basic needs: food, clothing, shelter
- Numerous moves
- Families who are preoccupied with basic needs so little or no time left for nurturing the children
- Lack of attachment/bonding to one adult

Trauma is not an event. It is the body’s reaction to the event and happens in the nervous system. The causes of trauma can be physical injury or emotional shock. Anxiety and shock are especially strong for children even when they are not the direct victims.

Two types of trauma:

- Physical: body’s response to serious injury or the threat of it
- Mental/emotional: frightening thoughts/painful feelings
What happens in the body when we experience trauma?

- **Fight** (Fighting is normal in a child’s development but for a traumatized child it is often their first reaction to a perceived threat)
- **Flight** (When danger is perceived, we run or hide)
- If fight or flight is not possible we freeze (This is particularly common in children)
- The body appears still but physically the body is still fully charged to escape (That excess energy and need to escape or fight remains and must be used up, and this can only happen with a safe adult)

**Mental and emotional trauma can cause:**

- Intense feelings of fear, helplessness and terror (about the past triggered in the present)
  - Feelings cause the behaviours (child acts as if the past is occurring in the present)

**Extreme behaviours:**

- Withdrawal/detachment
- Lack of concentration
- Irritability
- Aggression
- Hyper vigilance (intensely watchful for more stressful events)
- Symptoms
- Sleep disturbances (nightmares, night terrors or sleep avoidance)
- Flashbacks
- Eating issues
- Headaches, tummy aches, tiredness
- Difficulty separating from their safe person or object

Prenatal infants, newborns, and young children under age three are at the most risk for trauma and stress (even though they do not consciously remember it) due to their underdeveloped nervous, motor and perceptual system:

- Separation from parents can easily re-traumatize children (their only security is the parent)
- Separation needs to be gradual
- Child must begin to trust another adult before separating from the parent

When children and families have been traumatized, flashbacks or a re-experience can occur by exposure to reminders and anniversaries or when children are aware of their parents’ grief.

The body remembers trauma through the senses: seeing, hearing, smelling, tasting, feeling. These can signal the original threat. (There may be no conscious memory, just a physical response)

**How does a child minder recognize a trauma response?**

- Physical symptoms
- Heart rate goes up
- Sweating

**Fight:**

- Behaving dangerously or aggressively

**Flight:**

- Hides or runs away

**Freeze:**

- Refusing to participate
- Silence
- Seems numb emotionally
- Shows little reaction

If a child resists an activity there is a reason. It is important to stop the activity immediately or do not force the child to be involved.

**CREATING A SAFE PROGRAM**

What characteristics would a child minder have in order to be a safe person for a child?

- Smiling
- Calm
- Soft voice
- Gentle
- Playful
- Engaging
- Eye contact

**Where are the child minders when the children arrive?**

- One child minder should be ready to greet the child and parent with a smile
Other child minders should be in the room preparing and ready to engage with children as they arrive.

It is important that child minders are not sitting and talking to each other.

What about language, especially when you don’t speak the child’s language?

**Communication:**

- Body Language 55%
- Tone 38%
- Verbal message 7%

Voice tone and body language are very important:

- Calm
- Gentle
- Engaging
- Eye contact
- Role playing
- Laughter

**Use Talking Tools©:**

- Avoid leading or directing (“Let’s build a tower.”)
- Avoid direct teaching (“What colour is that?”)
- Avoid dead end questions (“What is this?”)
- Avoid criticizing or judging (“You put that block in the wrong spot.”)
- Get down to the child’s level
- Talk about what the child is doing (“You are drawing with a blue crayon”)
- Talk less and listen more
- Pause and take turns talking (sometimes your turn is just eye contact, a nod or a smile)

Things to think about when playing with children:

- Respectfully notice or perceive the children’s needs before a problem arises. Notice children's abilities and interests
- Distract when possible, especially with younger children
- Provide protection
- Provide security (need to be with them)
- Provide warmth (be aware of body language and noise volume). Respond with warmth and interest in each child

- Be a responsive play partner
- Encourage the children to take an active part in interactions both with her and with their peers

**How to soothe a traumatized child:**

- Sit by the child quietly
- Gentle talking
- Familiar songs
- Reassure them that they are not alone
- Remind them that mom is close by and will return
- Cozy spot with cushions and stuffed animals
- Pick up ball and roll it to them

**TRANSITION INTO THE CHILD MINDING PROGRAM**

**How can child minders help children feel safe?**

- Work with the parent as a partner
- Parents should be encouraged to speak to their children in their own language as much as possible
- Prepare the mothers for what to say to the child
- Invite the mother to be a partner, not a punisher
- Mom explains to the child:
  - Why the child is there
  - Why Mom has to leave
  - Mom will return
  - Reassures child that child minders are safe people
  - Explains where the child can go if they feel scared or upset (cozy corner)

Provide a gradual transition into the program. What would that look like?

**Day 1**

Mom and children come for a visit for an hour while Mom stays.

**Day 2**

Mom and children visit for the whole session.

**Day 3**

Mom stays for an hour leaves for 30 minutes and then returns.

**Day 4**

Mom stays for an hour then leaves for an hour.

**Day 5**

Mom stays for 15 minutes and then goes to class and returns at home time.

Transition or safety objects such as stuffed toys, dolls, and fantasy characters: these objects are especially consoling when mom goes to class or at nap time if the child feels alone. A child’s “safe object” needs to be respected by the other children.
**PHYSICAL STRUCTURE OF THE PROGRAM**

**How do we set up centres to be inviting?**

- Toys available on carpet
- Toys in organized bins
- Art/craft table
- Cozy corner
- Book corner
- Provide variety of material
- Eliminate clutter
- Children’s art displayed
- Provide a safe, cozy corner in the playroom
- A quiet spot with pillows and books for a cool down which could be
- A time out or a time in

**What does your room look like when the parents and children arrive?**

- What is the first thing they see
- Is it inviting to children
- What is possible in your setting

**SAFE ROUTINES**

**What would be an appropriate predictable routine?**

- Free play
- Snack
- Gym
- Arts and crafts
- Circle

**How can you provide choice in your program?**

- Choice about activities
- Choice about participating in adult directed activities
- Choice about snack

**SAFE ACTIVITIES**

**Provide lots of interactive activities:**

- FREE PLAY: uninterrupted time with adults to interact with
- STORYTIME: interactive
- RHYME TIME: lots of repetition
- ARTS AND CRAFTS: these need to be child initiated. Materials are available and children create
- SNACK where children serve themselves and have choices

**Why we should not give children colouring sheets:**

- It would be like teaching a child to speak and then telling them exactly what they had to say
- When children are ready to learn to colour within the lines it needs to be the lines of their own drawing
- Coloring books present poor images when children could and should be looking at real objects when they draw
- Giving children colouring books gives them the message their own drawings are not good enough

**Provide sensory activities:**

- Play dough
- Bubbles
- Water
- Sand
- Cotton puffs
- Feathers
- “Gentle Touch” when the child invites you

**Provide lots of movement activities:**

- Gym space
- Outside
- Hall space
- Provide lots of large muscle activities
- Avoid TV videos
- Avoid violent play (guns/weapons etc.)

Serotonin is a chemical in the brain that makes us feel good. Serotonin levels are increased by positive touch and feeling like one belongs to a social group. Serotonin levels are decreased by fighting, violence, high stress, and watching TV.

**Use interactive rhymes, songs, and stories:**

- Helps bonding and attachment
- Builds language skills
• Can calm a crying baby
• Acts as diversions for young children when they are sad or having a tantrum
• Rhymes and songs work best when they have been repeated enough for the child to recognize them

What about rules or expectations?
• Be kind
• Be careful
• Have fun

BEHAVIOUR MANAGEMENT

What do you do with aggressive behaviour?
• Make sure they are not hurting themselves or others
• Use hand signals
• Use soft firm voice
• Use your body as a barrier
• Get down to their level
• If aggression continues, get behind and pick them up and take them to the cozy corner

When the child is ready:
• Provide an appropriate outlet for the anger
• Squish and pound play dough/clay
• Pound a pillow
• Put your angry feelings into a picture
• Tear up the picture
• Blow your angry feelings into a balloon
• Take deep breaths
• Close your eyes
• Get your body moving
• Do a silly/angry dance with the child

Time-out:
Time out was originally introduced as an alternative to physical punishment. It is often over used or misused. It can label a child and lower their self-esteem even further if other children see time out as a “bad” thing, and the same child is always sent to time out.

Time out should not be seen as a punishment. It is an opportunity to calm down and feel safe. The child and caregiver together decide how long the time out needs to be. Other children need to understand that all people sometimes have trouble with their feelings.

Often children need time-in rather than time-out.

Time-in:
An adult with whom the child feels safe stays in a quiet space with the child. The adult comforts the child when the child indicates he/she is ready to be comforted. The adult engages in a calming activity with the child (quiet singing, deep breathing, reading a book, cuddling and gentle talking).

• Use lots of repetitive, interactive rhymes, songs and stories
• Make copies of rhymes and hang them on the wall at the child's level or put them into books for the children to “read” with you
• These rhymes can be invaluable when a child is unhappy or doing something wrong and needs distracting

We need to remember that the starting point for planning any and all parts of the program is the children.

IDEAS FOR USING TALKING TOOLS©

• Choose one Talking Tool© for each session
• Use the Talking Tool© in various ways
  – Model the Talking Tools© for the parents at group time
  – Give participants an opportunity to role play using the Talking Tool©
  – Make fridge magnets – use the Talking Tool© and include a simple picture with it
  – Make lanyards with the same Talking Tool© and picture for staff to wear that day
  – Make a poster with that Talking Tool© and pictures of how it might look (post it in the room)
Session 1: Block Play

New words to target:
• Blocks
• Dinosaurs
• Build
• Clipboards
• Big/little
• Plan
• Tall/short
• Use words
• Share
• Gentle
• Tower

Talking Tool© to practice: "Get down to their level"

Materials needed:
• A variety of sizes, shapes, weights and colours of blocks
• Clipboards, paper and pencils for children to draw plans for their buildings
• Book – *What it Feels like to be a Building*, by Forrest Wilson (see appendix F)

Describe the activity:
• Engage with the children in their play (avoid asking dead-end questions such as “What is this?”)
• Make comments like:
  – “Your building is very tall....”
  – “It looks to me like you are building a tower....”
  – “Your building is very little......”
  – “I wonder if anyone lives in there....”

Follow up:
• Take a digital photo of each child’s building for them to have later on
Session 2: Puppet Play

New words to target:
• Puppet
• Puppets talk
• How are you
• Friendly
• Would you be my friend
• Kind
• Please don’t hit me
• Can I touch you

Talking Tool© to practice:
• “Avoid pressuring them to talk”

Materials needed:
• Variety of puppets
• Little clipboards, paper, crayons for children to draw building designs

Describe the activity:
• Explain to the children that you are going to introduce them to some kind and friendly puppets that do not hit and always use words or noises to talk and play
• Encourage the children to help you name the puppets
• Each child can choose a puppet to play with
• Facilitate the conversation taking the lead from the children
• If a puppet makes a mistake and hits or makes a mean noise it must have a “time out” for a few minutes until it understands that it needs to be kind
• Role-play this concept with the children

Make comments like:
• “My puppet’s name is…”
• “I want to build a house, would you help me”
• “It looks like you are cooking…”

Remember to avoid dead-end questions
Session 3: Bowling Game

New words to target:
• Ball
• Bowling
• Pins
• Toilet paper rolls
• Plastic bags

Talking Tool® to practice:
• “Respond to their feelings”

Materials needed:
• Balls (3 inches in diameter) – one for each child
• Toilet paper rolls – 10 for each child (this can vary according to age)
• Crayons
• Markers
• Glitter glue
• Decorations (stickers, coloured puff balls etc.)
• Card stock for pin set-up

Describe the activity:
• Engage children in decorating their pins (toilet rolls)
• Assist them in making their pin set up board by tracing the end of the rolls onto the card stock in the place they wish to position their pins
• Give them the opportunity to choose their ball
• Demonstrate how to set up the pins and knock them down
• Foster sharing and turn taking

Make comments like:
• “Where do you think you should place the pins?”
• “You looked sad when I gave you the red ball.”

Remember to avoid dead-end questions
Session 4: Food Place Mats

New words to target:
• Fruit
• Vegetables
• Meat
• Bread
• Colors
• Meal
• Breakfast, lunch, supper

Talking Tool© to practice:
• “Repeat part or all of their sentences in question form”

Materials needed:
• Photocopied plates and silverware
• Cut out photos of food from various food groups
• Glue
• Crayons
• Contact paper

Describe the activity:
• Engage children in putting foods together by their color
• Ask children to select foods from each color to paste on their plate
• Assist children to glue food and plate to a large piece of paper
• Together apply the contact paper to create a place mat
• Foster learning about colors and healthy foods

Remember to avoid dead-end questions
Session 5: Sensory Play with Play Dough

New words to target:
• Squeeze
• Mould
• Roll
• Push
• Pull
• Stick

Talking Tool® to practice:
• “Take one speaking turn at a time”

Materials needed:
• Book – Incy Wincy Spider, by Katie George (see Appendix F)
• Play dough – see recipe in Appendix E
• Pipe cleaners
• Non toxic markers
• Feathers
• Googly eyes

Describe the activity:
• Read the book with the children
• Talk about spiders
• Repeat “Criss Cross Apple Sauce”
• Sing “Incy Wincy Spider”
• After looking at pictures of spiders give the children some play dough
• Have pipe cleaners, googly eyes, feathers, etc. available
Engage with the children in their play. (Avoid asking questions)

Make comments like:
• “You’re squeezing the clay...”
• “It looks to me like you are making a bug...”
• “I wonder if you like bugs?”
• “I am noticing that you are smiling”

Follow up:
• Children can colour their creations with markers
• Take a group digital photo if you have permission
Session 6: Water Colour Painting

New words to target:
• Absorb
• Soak
• Blend
• Brush
• Landscape
• Stroke

Talking Tool© to practice:
• “Talk about what you see”

Materials needed:
• Watercolour paints
• Watercolour paper
• Brushes
• Salt
• Masking tape
• Paraffin wax

Describe the activity:
• Tape paper to the table
• Demonstrate how to use brushes, paint and water
• Children take turns painting
• Use salt on wet painting for special effects

Make comments like:
• “You are blending the paints to make very interesting colours...”
• “Tell me about your painting...”
• “The salt absorbs the water...”

Follow up:
• Encourage the child to give the painting a title (“If your painting was a book what would it be called?”)
• Add paraffin wax and help the children make a wax resistant painting
• Draw with the wax on your paper and then wash over it with a water-based paint (where the wax is, the water in the paint is repelled and so the paint either runs off it or collects in little drops on it)
Session 7: Dress Up and Face Painting

New words to target:
• Firefighter
• Different hats
• Police officer
• Uniform
• Dress-up clothes
• Occupation

Talking Tool© to practice:
• “Talk about what you are doing”

Materials needed:
• Dress up clothes
• Mirror
• Hats
• Water
• Play dishes
• Kleenex
• Face paints

Describe the activity:
• Encourage the children to investigate the clothes and dishes
• Ask if they want their face painted (check with parents for permission prior to asking the children)
• Try painting another child minders face to show the children what it looks like

Make comments like:
• “I am painting a rainbow on her face...”
• “You are wearing a fire fighters uniform...”
• “I wonder what else is in the box...”

Remember to avoid dead-end questions

Follow up:
• Take a digital picture if you have permission
• Encourage children to draw pictures of each other
Session 8: Rainbow Stew

New words to target:
• Colors
• Smudge
• Mix
• Rub
• Squish
• Feel

Talking Tool® to practice:
• Use new words

Materials needed (prepare this before the children arrive):
• 1/3 cup sugar
• 4 cups cold water
• 1 cup cornstarch
• Mix together and heat in a pot until thick
• Ziploc bags

Describe the activity:
• Divide into three bowls and add red, yellow and blue food colouring
• Children put teaspoons of colours into Zip-lock bags and squish to mix
• Children experience the magic of mixing primary colours to make secondary colours

Make comments like:
• “You are putting red in your stew...”
• “I think the colour is changing...”
• “I am going to squish some colours in a bag just like you...”
• “I think I’ll rub the bag with my fingers to see what happens”

Follow up:
• Try adding sparkles before the children handle it
• Note: it is not healthy for children to handle sparkles that are not embedded in the play dough

Remember to avoid dead-end questions
Session 9: Zip-lock Book

New words to target:
• Draw
• Page
• Open
• Color
• Family
• Close
• Picture
• Me
• Book

Talking Tool© to practice:
• Help them by starting sentences or filling in difficult words

Materials needed:
• Pre-made zip-lock bags with packing tape
• Paper (white and colour), pre cut into the correct size
• Crayons and markers

Describe the activity (see Adult Activity session 6):
• Explain to the children that you will be making a book about anything that is special or important to them (people, places, things they love)
• Demonstrate how the pictures they draw are put into the zip-lock bags
• Discuss what they would like their books to be about
• Encourage each child to decorate a colour cover page

Make comments like:
• “My book is about people I love…”
• “Your book is very bright…”
• “Her book is colourful…”

HOW TO MAKE ZIP-LOCK BOOKS
1. Buy medium to large size zip-lock bags.
2. Lay all bags sideways, with the zip running vertically along the right side.
3. Tape the opposite plain sides together, one page at a time, with packing tape.
4. Cut pieces of card stock or paper to the size of your bags. Consider using various colors of card stock depending on the topic of your book.
5. Write or type your story on the card stock or ask your child to draw pictures and write words for the story.
6. Insert each finished page into its own zip-lock bag.

Remember to avoid dead-end questions
Session 10: Body Tracing

New words to target:
• Hands
• Head
• Nose
• Arms
• Body
• Mouth
• Legs
• Eyes
• Ear

Talking Tool© to practice:
• Avoid interrupting them

Materials needed:
• Large pieces of paper to trace children’s bodies
• Materials for decorating (yarn, sequins, glue, crayons, etc.)
• Crayons and markers

Describe the activity:
• Explain to the children that you will trace their body if they want you to
• Trace an adult first to demonstrate
• Discuss names of body parts
• Discuss similarities and differences
• Encourage each child to decorate their body in their own special way

Make comments like:
• “My body is tall...”
• “Your body is short...”
• “She has long hair...”

Remember to avoid dead-end questions
Session 11: Play Dough

New words to target:

- Squish
- Little bit
- Big piece
- Colour names (red, blue, yellow, green, orange, purple, brown, black)

Talking Tool® to practice:

- Avoid criticizing or correcting them

Materials needed (make the play dough before the session):

- 2 cups water
- 2 cups flour
- 1 cup salt
- 2 teaspoons cream of tartar
- 1 tablespoons cooking oil
- Several drops of food colouring (ideally you would have red, blue and yellow play dough so the children can experiment with mixing the colours to make new colours)

Pour all ingredients into a pot
- Stir with a wooden spoon over low heat until mixture thickens
- Knead until mixture is not sticky
- Allow mixture to cool before placing in an air tight container

Describe the activity:

- Invite children to join you at a table
- The three colors of play dough are available on the table
- Children are encouraged to tell you what colour of play dough they want to use and how much
- Children might choose a little bit of each colour and experiment with squishing them together to make a new colour
- Encourage children to experience the feel, touch and smell of the play dough
- Sit with them and join their play modeling the things you can do with the play dough
- Avoid making a finished product that is too difficult for the children to replicate

Make comments like:

- “I’m squishing my play dough”
- “You have a little bit of red play dough”
- “You mixed red and yellow... now your play dough is... orange...”

Follow up:

- Add rolling pins, popsicle sticks, and other items to use with the play dough

Remember to avoid dead-end questions
Session 12: Plant a Bean Seed

New words to target:
• Bean
• Drink
• Grow
• Cotton
• Food
• Observe

Talking Tool© to practice:
• Pick a favourite Talking Tool©

Materials needed:
• Zip-lock bags
• Magnifying lenses
• 3 bean seeds per child
• String for measuring
• Cotton balls
• Ruler
• Small pail of water
• Clear plastic food handlers gloves
• Clothespin
• A number of activity related books on a table such as: calendars, books showing plant growth, books showing linear measurement tools and applications, pictures of plant scientists at work, gardening catalogues

Describe the activity:
• Encourage children to look at, talk about and measure seeds
• Show them how to wet seeds in a pail
• Help children insert seeds in cotton ball, place in Ziploc bag and attach clothespin to hang it up at home

Make comments like:
• “Your bean looks…”
• “I wonder what will happen to the bean when you take it home…”

Remember to avoid dead-end question
Additional Session Idea: Collage

New words to target:

• Design
• Paste
• Create
• Favourite
• Invent
• Explain

Talking Tools© to practice:

• Repeat their sentences and add to them

Materials needed:

• Magazines
• Pom-poms
• Toilet paper rolls
• Crayons
• Stickers
• Feathers
• Packing tape
• Scissors
• Pebbles
• Paste

Describe the activity:

• A collage is a collection of pictures (as well as ribbons, bits of coloured papers, etc.) arranged and glued onto a piece of paper
• Each child can make one to take home with them
• Arrange the material in an attractive, accessible way for the children
• Explain to the children that they can design their own creation using any or all of the material available
• Encourage the children to experiment with the material
• Join in by making your own creation, being careful that you are not setting the stage for what is expected
• Facilitate the conversation taking the lead from the children
• Encourage the children to name their creation (name yours first if they are having difficulty.)

Make comments like:

• “You are pressing very hard with the red crayon...”
• “You have a small yellow pom-pom...”

Remember to avoid dead-end questions
Appendix D: Rhymes and Songs for the Program

With movement suggestions from http://webhome.idirect.com/~srcpc/songs/index.htm

Instructions for facilitators leading these songs can be found on page 131.

Copies of all the rhymes are provided at the end of each session, after the adults have rehearsed them orally.

Songs for Every Session

- Smooth Road
- Rock Me Easy
- Wash Your Hands Song
- It’s Time to Say Goodbye

Session 1
- I Saw a Snake

Session 2
- Look Left, Look Right

Session 3
- Here is a Beehive
- Charlie Chaplin

Session 4
- Wee Little Tot
- Odda Tree

Session 5
- Slowly, Slowly
- Criss Cross Apple Sauce
- Incy Wincy Spider

Session 6
- Three Brown Bears
- Once I was a Little Cat

Session 7
- Shoe the Stallion
- The Moon is Round
- Zoom, Zoom, Zoom

Session 8
- Fuzzy Wuzzy Caterpillar
- Have You Ever Been Fishing?

Session 9
- Peter Pointer
- Popcorn

Session 10
- Twinkle, Twinkle, Little Star
- Choo Choo Train

Session 11
- I’m a Little Tea Pot
- Motor Car
Smooth Road

A smooth road, a smooth road,
A smooth road, a smooth road,

A bumpy road, a bumpy road,
A bumpy road, a bumpy road,

A rough road, a rough road,
A rough road, a rough road,

A HOLE!
Rock Me Easy

Rock me easy, rock me slow,
Rock me where the robins go,
Rock the branch and rock the bough
Rock the baby robins now.
Rock me up and rock me down
Rock me off to sleepy town
Rock me gentle up the stairs
To snuggle with my teddy bear.
Rock me easy, rock me slow,
Rock me where the robins go.
Wash Your Hands Song

Wash, wash, wash your hands,
Wash those germs away.
Soap and water does the trick,
To keep them clean all day.
It’s Time to Say Goodbye

It’s time to say goodbye to our friends,
It’s time to say goodbye to our friends,

It’s time to say goodbye
Give a grin and wink an eye,

It’s time to say goodbye to our friends.
I saw a snake the other day,
Driving in a Chevrolet.

She was long and she was thin
And she didn’t have a chin.

WHAT?

DIDN’T HAVE A CHIN?

Not a speck!

But she had lots and lots and
Lots of neck!
Look Left, 
Look Right

Look left
Look right

Before you cross the street.

Use eyes,
Use ears

Before you use your feet.
Here is a Beehive

Here is the beehive
Where are the bees?

Hidden inside
where nobody sees.

Here they come
creeping out of the hive

1, 2, 3, 4, 5

Bzzzzzzzzzz!
Charlie Chaplin

Charlie Chaplin went to France
To teach the ladies how to dance.
First he did the rumba,
Then he did the kicks,
Then he did the samba,
And then he did the splits!
Wee Little Tot

When I was just a wee little tot

I used to play with my mom’s soup pot.

Bang went the pot!
Crash went the lid!

“Ouch!” said my Mom,
“You’re a noisy kid!”
Odaa Tree

Oddaa galma sirna gadaa
  Mukka seena qabu
  Yaa waajjra adaa
  See jaladhaa yaa odaa
  Seenan kee maa badaa
  Waajjra abbaa gadaa
  See jaladha yaa odaa

– Submitted by Sifo Boramsso from Oromia
Slowly, Slowly

Slowly, slowly, very slowly
Goes the garden snail

Slowly, slowly, very slowly
Up the garden rail

 Quickly, quickly, very quickly
 Runs the little mouse

Quickly, quickly, very quickly
To his little house.
Criss Cross
Apple Sauce

Crisscross
Applesauce

Spiders crawling up your back.

One here,
one there

Spiders crawling in your hair.

Cool breeze
Tight squeeze

Now you’ve got
...The shivers.
Incy Wincy Spider

The incy wincy spider went up the water spout

Down came the rain

and washed the spider out

Out came the sun

and dried up all the rain

So the incy wincy spider

went up the spout again
Three Brown Bears
(Sung to “Three Blind Mice”)

Three brown bears,
Three brown bears.

Look at their beds.
Look at their chairs.

Mama cooks porridge in a big black pot.
Papa’s porridge is much too hot.
Baby always cries a lot.

Three brown bears,
Three brown bears.
Once I was a Little Cat

Once I was a little cat,
A baby cat, a little cat.
Once I was a little cat,
“Mew” I fell asleep.

Once I was a little dog
A baby dog, a little dog.
Once I was a little dog,
“Woof” I fell asleep.

Once I was a little girl,
A baby girl, a little girl.
Once I was a little girl,
‘Shhhh” I fell asleep.

Once I was a little boy,
A baby boy, a little boy.
Once I was a little boy,
“Yawn” I fell asleep.
Shoe the Stallion

Shoe the stallion,
Shoe the mare,
But let the little pony go
Bare, bare, bare.
The Moon is Round

The moon is round
As round can be,
Two eyes,
A nose,
And a mouth
Zoom, Zoom, Zoom

Zoom, Zoom, Zoom
We’re going to the moon

Zoom, Zoom, Zoom
We’re going to the moon

If you want to take a trip
Climb aboard my rocket ship.
  Zoom, zoom, zoom...

We’re going to the moon.

10, 9, 8, 7, 6, 5, 4, 3, 2, 1...
  Blast off!!!
Fuzzy Wuzzy Caterpillar

Fuzzy wuzzy caterpillar, creeping, creeping, creeping,

Spins himself a blanket, now he’s sleeping, sleeping, sleeping.

Fuzzy wuzzy caterpillar wakes up by and by.

Spreads his lovely wings…. now he’s a butterfly!
Have You Ever Been Fishing?

Have you ever been fishing
On a bright and sunny day?

When all the little fishies
Swimmin’ up and down the bay?

With your hands in your pockets,
And your pockets in your pants,

And all the little fishies do the
Hootchy Kootchy dance!

The Hoochie Kootchy Dance.
The Hoochie Kootchy Dance.

All the little fishies doing the
Hoochie Kootchy Dance.
Peter Pointer

Peter pointer points up

Peter pointer points down

Peter pointer dances
All around the town

Dance them on your shoulder

Dance them on your head

Dance them on your knees

And tuck them into bed....
**Popcorn**

You put the oil in the pot,  
And you let it get hot.

You put the popcorn in,  
And you start to grin.

Sizzle, sizzle, sizzle, sizzle  
Sizzle, sizzle, sizzle, sizzle  
Sizzle, sizzle, sizzle, sizzle  
Sizzle, sizzle, sizzle, sizzle

POP!
Twinkle, Twinkle, Little Star

Twinkle, twinkle little star
How I wonder what you are

Up above the world so high
Like a diamond in the sky

Twinkle, twinkle little star
How I wonder what you are
Choo Choo Train

Here comes the choo choo train
Chugging down the track.

First it goes forward
Then it goes back.

Now the bell is ringing
“Ring, ring, ring.”

Now the whistle blows
“Toot, toot.”

What a lot of noise it makes
Everywhere it goes!
I’m a Little Tea Pot

I’m a little teapot
Short and stout
Here is my handle
Here is my spout

When I get all steamed up, hear me shout
Just tip me over and pour me out

I’m a clever teapot, yes it’s true
Here’s an example of what I can do.

I can change my handle and my spout
Just tip me over and pour me out.
**Motor Car**

Twinkle, twinkle little star,  
Mommy bought a motor car.

   Pushed a button,  
   Pulled the choke,  
   Off he went in a puff of smoke.

Twinkle, twinkle little star,  
Mommy bought a motor car.
Leader's Instructions

Smooth Road
A smooth road, a smooth road,
A smooth road, a smooth road,
A bumpy road, a bumpy road,
A bumpy road, a bumpy road,
A rough road, a rough road,
A rough road, a rough road,
A HOLE!

Put your child in your lap. With each verse bounce the child more and more energetically. When you get to the last line, open your legs and let the child fall onto whatever you are sitting on. Children enjoy this activity when it is pretty boisterous.

Used at the beginning of every rhyme session.

Rock Me Easy
(Tune: Love Me Tender, Elvis Presley)
Rock me easy, rock me slow,
Rock me where the robins go,
Rock the branch and rock the bough
Rock the baby robins now.
Rock me up and rock me down
Rock me off to sleepy town
Rock me gentle up the stairs
To snuggle with my teddy bear.

Used at the end of every rhyme session.

Wash Your Hands Song
(Tune: Row, Row, Row Your Boat)
Wash, wash, wash your hands,
Wash those germs away.
Soap and water does the trick,
To keep them clean all day.

A song to use before snack.

It’s Time to Say Goodbye
(Tune: She’ll Be Coming Around the Mountain)
It’s time to say goodbye to our friends,
It’s time to say goodbye to our friends,
It’s time to say goodbye
Give a grin and wink an eye,
It’s time to say goodbye to our friends.

Used as an inter-generational rhyme at the end of every session.

Here is a Beehive
Here is the beehive
Where are the bees?
Hidden inside
where nobody sees.
Here they come
creeping out of the hive
1, 2, 3, 4, 5
(Release one forefinger pointing upwards, then more fingers till five are on view.)
Bzzzzzzzzzzz!
(Release hands and flutter fingers in the air.)

Charlie Chaplin
Recite this poem to your baby while moving her legs as directed.

Charlie Chaplin went to France
To teach the ladies how to dance.
First he did the rumba,
(Move the baby’s knees back and forth)
Then he did the kicks,
(Move the baby’s legs in a kicking motion)
Then he did the samba,
(Put the baby’s legs together and move them up and down)
And then he did the splits!
(Gently move the baby’s legs apart and then back together).
Criss Cross Apple Sauce

Sit your child in your lap

Crisscross
(Draw an ‘X’ on their back with your index finger)

Applesauce
(Rub their back in a circular motion with the palm of your hand)

Spiders crawling up your back. (Walk your fingers up their back)

One here,
(Tickle under their left arm),
one there
(Tickle under their right arm)

Spiders crawling in your hair.
(Tickle in their hair)

Cool breeze
(Blow across the top of their head)

Tight squeeze
(Hug tightly)

Now you’ve got…the shivers.
(Tickle under both arms at once).

Incy Wincy Spider

The incy wincy spider went up the water spout
(Touch your thumbs and forefingers together in front of you. Using a twisting motion of your hands raise your hands slowly together in front of you to imitate a spider crawling upward.)

Down came the rain
(Spread your fingers wide and wiggle them as you slowly draw them down in front of you to imitate the rain falling)

And washed the spider out
(Put your palms together in front of you and spread them out quickly to show the spider being washed away)

Out came the sun
(Spread your hands over your head as if you are spreading the clouds apart and showing the sun)

And dried up all the rain
(Spread your fingers wide and wiggle them as you slowly draw them up in front of you to imitate the rain evaporating into the air)

So the incy wincy spider went up the spout again
(Touch your thumbs and forefingers together in front of you. Using a twisting motion of your hands raise your hands slowly together in front of you to imitate a spider crawling upward.)

Shoe the Stallion

Shoe the stallion, shoe the mare,
But let the little pony go, bare, bare, bare.
(This is a great rhyme for babies. You can use it while diaper changing. Tap each foot and then the baby’s bottom as you say the rhyme.)

The Moon is Round

The moon is round
As round can be,
Two eyes, a nose, and a mouth
(Trace finger around child’s face, touching eyelids, nose and lips)

Zoom, Zoom, Zoom

As a group, everyone stands in a circle facing each other

Zoom, Zoom, Zoom
(Put your palms together about waist height and as you sing rub them together and move them upward in imitation of a rocket climbing.)

We’re going to the moon

Zoom, Zoom, Zoom
We’re going to the moon
If you want to take a trip
(Everyone in the circle takes a giant step forward)

Climb aboard my rocket ship.
Zoom, zoom, zoom...
(Continue to imitate a rocket with your hands)

We’re going to the moon.

10, 9, 8, 7, 6, 5, 4, 3, 2, 1...
(As you countdown, slowly bend your knees and crouch down to the floor )

Blast off!!!
(Everyone leaps up quickly imitating a take-off)
Have You Ever Been Fishing?
(Tune: Do Your Ears Hang Low)
Have you ever been fishing
On a bright and sunny day?
(Pretend to cast fishing rod)
When all the little fishes
Swimmin’ up and down the bay?
(Swim with hands)
With your hands in your pockets,
And your pockets in your pants,
(Put hands in pockets)
And all the little fishies do the
Hootchy Kootchy dance!
(Wiggle hips and do a little dance)
The Hoochie Kootchy dance.
The Hoochie Kootchy dance.
All the little fishies doing the
Hoochie Kootchy Dance.

Twinkle, Twinkle, Little Star
Twinkle, twinkle little star
(Wiggle fingers above head)
How I wonder what you are
(Wiggle fingers above head)
Up above the world so high
Like a diamond in the sky
(Make diamond shape with thumb and finger of
both hands)
Twinkle, twinkle little star
(Wiggle fingers above head)
How I wonder what you are
(Wiggle fingers above head)

I’m a Little Tea Pot
I’m a little teapot
(Stand up straight with your hands at your side)
Short and stout
Here is my handle
(Put one hand on your hip)
Here is my spout
(Stick your free arm out leaving your hand at about your
ear’s level leaving your elbow bent in order to mimic a
teapot’s curved spout)
When I get all steamed up, hear me shout
Just tip me over and pour me out
(Lift your foot on the handle side and tip yourself over a
few degrees in order to imitate a teapot pouring out)
I’m a clever teapot, yes it’s true
(Stay in the same ‘teapot’ position)
Here’s an example of what I can do.
I can change my handle and my spout
(Switch your hands, turning your handle into your spout
and vice versa)
Just tip me over and pour me out.
(Lift your foot on the handle side and tip yourself over a
few degrees in order to imitate a teapot pouring out)
Appendix E: Additional Resources

Recipes
• Play Dough
• Rainbow Stew

Bookmaking
• Hot Dog Book
• Stick and Elastic Book
• Zip–lock Books

Just for Fun
• Dice Activities
• Let’s Pretend
• Stress Clearing
• Human Knots
• Cotton Ball Touching
• Water Colours
• Squeeezy Balls
• Ping Pong Ball Blowing
• Cotton Ball Throwing
• Relaxation Exercise
• Feeling Charades
• Balloon Activities

Healthy Snack Recipes

Storytelling
• Why Rhyme
• The Magic of Oral Storytelling

Healthy Living
• Active Living for Families
• What is Active Living
• How I Can Help My Family Increase Physical Activity
• Why is it Important to Eat Well
• How to Eat Well
• Lunch Ideas That Are Not Expensive
• Shopping On A Budget
• “Children’s Needs and What Parents Can Do”

Stress and Conflict
• How Does Stress Impact Us
• Positive Coping Techniques
• What Causes Our Children to Feel Stressed
• Family Stress Can Cause Family Conflict
• What Helps During a Conflict
• What Doesn’t Help During a Conflict
• Family Conflict: What Can Help
• Family Conflict: What Not To Do

Your Child’s Development
• Your Baby: 0-6 Months
• Your Baby: 6-12 months
• Your Child: 1-2 years
• Your Child: 2-3 years
• Your Child: 3-5 years
• Why Parents Should NOT Give Their Children Colouring Books

Positive Parenting
• Life in Canada: Positive and Negative
• Life at Home: Positive and Negative
• How Can I Help My Children Feel Good About Their Behaviour and Themselves
• Discipline
• What is Attachment

Other Helpful Websites
• Family Literacy
• Attachment
• Childhood Development
• Activity Ideas
• Resources
• Nutrition
• Other
**Recipes**

**PLAY DOUGH**
- 2 cups water
- 2 cups flour
- 1 cup salt
- 2 teaspoons cream of tartar
- 1 tablespoons cooking oil
- Several drops of food colouring (ideally you would have red, blue and yellow playdough so the children can experiment with mixing the colours to make new colours)

Pour all ingredients into a pot. Stir with a wooden spoon over low heat until mixture thickens. Knead until mixture is not sticky. Allow mixture to cool before placing in an air tight container.

**RAINFOREST**
- 1/3 cup sugar
- 4 cups cold water
- 1 cup cornstarch
- Mix together and heat in a pot until thick

Divide into 3 bowls and add red, yellow, and blue food colouring. Children put teaspoons of colours into zip-lock bags and squish to mix. Children experience the magic of mixing primary colours to make secondary colours.
Bookmaking

HOT-DOG BOOK

How to fold a mini book:
1. Fold the paper in its hot dog direction. Open it again.
2. Fold the paper in its hamburger direction. Leave it folded.
3a. Fold each side of the hamburger bun back toward the spine so that you end up with an accordion folded paper.
3b. Bring those sides back out as a hamburger bun.
4. Cut the paper from the spine of the paper until you are half way through (stop at the fold from step 3).
5a. Lay the paper down like a tent. Grab with forefingers on each side of the cut.
5b. Bring the two sides down and together. Then bring all flaps together to create the pages of your book.

From Eric Ode, http://www.ericode.com
STICK AND ELASTIC BOOK


1. Fold and cut paper into 4 equal pieces

2. Put the pieces on top of each other and punch two holes on the left side

3. From the back, put an elastic through the holes to the front

4. Place the stick on the top of the book and loop the ends of the elastic around the stick holding it tightly to the paper

ZIP-LOCK BOOKS

To save time, these books can be pre-made by cutting paper into the correct sizes and taping four zip-lock bags together.

1. Buy medium to large size zip-locks
2. Lay all bags sideways, with the zip running vertically along the right side
3. Tape the opposite plain sides together one page at a time with packing tape
4. Cut pieces of card stock or paper to the size of your bags (Consider using various colors of card stock depending on the topic of your book)
5. Write or type your story on the card stock or ask your child to draw pictures and write words for the story
6. Insert each finished page into its own zip-lock bag

Read to your children from the time they are born. Continue to read to them even when they can read for themselves.
**Just For Fun**

Choose one of these “Just for Fun” activities for each of the adult sessions:

**DICE ACTIVITIES**

Participants can make two large dice (about 4 inches square) out of foam (or these can be prepared ahead of time by staff)

On one die put the numbers from 1-6. On the other one prints the following:

- Hop On One Foot
- Arm Circles
- Toe Touch
- Jumping Jacks
- Knee Bends
- Neck Stretches

Each participant should have a set of dice to take home. They can play with their children. Child throws number die and adult throws word die and then family does the activity together.

**LET’S PRETEND**

- To put a crayon in our belly button, now write your name in the air by moving your belly
- To put a piece of chalk between our toes, now draw a square
- To put a paint brush on top of our head, now paint a circle on the ceiling
- To put our foot in a pail of paint, now draw a triangle with your foot

**STRESS CLEARING**

- Place fingers of both hands on forehead and squeeze
- Shake hands to release energy
- Place left hand under right arm and right hand over left arm
- Give yourself a hug
- Change arms and hug yourself again
- Place your right hand on your heart and your left hand on your forehead
- Take a deep breath into your chest (in through your nose and out through your mouth)
- Move your left hand to your belly
- Take a deep breath into your belly (in through your nose and out through your mouth)

**HUMAN KNOTS**

Leader begins by shaking hands with someone in the circle and introducing herself.

With her/his other hand they shake hands with another person still holding a hand with the previous person.

These two people shake hands with others without letting go of hands.

Continue until everyone is connected and intertwined in a human knot.

Without letting go of hands the circle tries to untangle back to the original formation.

**COTTON BALL TOUCHING**

(This activity should be voluntary for the participants, encouraged to participate but also given the opportunity to just observe.):

- Divide parents into pairs
- Give each pair some cotton balls
- Explain that they are going to practice doing an activity with each other that they can do with their child later
- Ask one group member in each pair to close their eyes
- Ask the other to touch the first one gently on her/his chin, hand, cheek, neck etc. with a cotton ball
- The one that is being touched names the part of the body that is being touched
- Ask the partners to trade places
- Discuss how this felt and how they think their children would feel about it

**WATER COLOURS**

If time permits give parents a chance to paint with watercolors (this works well when this is the Children’s Activity in Session 6).

**SQUEEZY BALLS**

Provide squeezy balls and try them.

**PING PONG BALL BLOWING**

- Give each participant a large ping pong ball (Available at dollar stores 5 for $1.00)
• Ask them to sit across the table from their child or choose an adult partner and sit across from and hold hands with their child or partner to form a circle.
• An alternative is to lie on their tummies holding hands to make a circle.
• This can be done with two people or the whole family.
• Place the ball in the middle of the “field” formed by the joined hands.
• Participants use their breath to blow the ball back and forth, trying to keep it on the other person’s side.
• Encourage them to take deep breathes when blowing.
• Talk to them about the value of deep breathing.

COTTON BALL THROWING
• Ask adults to sit across the table from their children or on the floor opposite their children. If they don’t have a child with them they may ask another adult to be their partner.
• Place a line of masking tape between the partners.
• Explain that their hands and body need to stay on their side of the line.
• Give each participant a large handful of cotton balls.
• Choose a word from a category of words that they have to listen for the name of a specific fruit, e.g. banana.
• Facilitator starts naming fruits.
• When they hear the word banana they start throwing the cotton balls at each other.
• Choose another fruit which means stop, e.g. apples.
• When the facilitator says apples everyone stops throwing and gathers the cotton balls on their side into a pile.
• Repeat the game until everyone is tired.

RELAXATION EXERCISE
Take ten deep breaths. Fill your lungs, hold, and then slowly exhale until you have squeezed it all out.
Stand and stretch your arms over your head. Then, with knees bent, touch your toes. Repeat. Stand with your hands on hips and legs apart. Bend forward at the waist until your upper torso is parallel with the floor. Still bending at the waist, rotate your upper body and head first to the right, then to the left.
Sit on the edge of your chair, feet flat on the floor, and lean forward until your chest is on your knees, hands and head hanging loosely down. Breathe deeply. Slowly unroll your back, until you are sitting upright. Repeat.
(After the participants have experienced this, they could take turns being the leader. “Homework” – try this with your family.)

FEELING CHARADES
Participants choose a card with a picture of a person with an expression on their face. The person can imitate this expression and have the others guess the feeling or emotion.
Copies can be made on card stock, with a copy for everyone to take home and play with their families.

BALLOON ACTIVITIES
(NOTE: Care should be taken in using balloons as they can present a choking hazard for some young children)

Activity 1
Practice deep breaths:
• Shallow breathing causes stress.
• Deep breathing into the lower parts of our lungs relieves stress.
• Each participant blows up a balloon.
• Participants stand in a circle with their balloons at their feet.
• Facilitator points to one participant and they throw the balloon in the air.
• Others try to keep it in the air.
• Gradually, the facilitator points to each participant and has them throw their balloons up in the air.
• Everyone helps to keep all balloons in the air.

Activity 2
Find a partner and walk with the balloon between each others:
• Arms
• Hips
• Back
• Forehead
• Ears
USE THESE TEMPLATES FOR THE DICE ACTIVITIES
USE THESE TEMPLATES FOR THE DICE ACTIVITIES

5 6

Hop on One Foot  Arm Circles
USE THESE TEMPLATES FOR THE DICE ACTIVITIES

Toe Touch

Jumping Jacks

Knee Bends

Neck Stretch
USE THESE TEMPLATES FOR THE FEELING CHARADES ACTIVITY

- Angry
- Happy
- Sad
- Zzzz
- Sleepy
- Scared
- Surprised
- Love
### Healthy Snack Recipes

- Apple or pear slices, cheese cubes and whole-wheat crackers
- Oatmeal muffin, banana slices and milk
- Carrot sticks, pita bread slices and yogurt dip
- Ham/chicken/turkey tortilla wraps and cucumber slices
- Orange wedges, animal crackers and cheese cubes
- Applesauce sprinkled with cinnamon on whole-grain toast and milk
- Fruit shake and dry non-sugar-coated cereal
- Mini pita stuffed with tuna or egg salad and apple juice
- Waffles, sliced peaches and peach-flavoured yogurt
- Bagel with peanut butter* and milk
- Trail mix (non-sugar-coated cereals with dried fruits**) and milk
- Bran muffin, grapes and chocolate milk
- Fruit salad with yogurt topping and rice cake
- Bannock, fresh fruit and milk
- Mini pita pizzas
- Non-sugar-coated cereal, banana slices and milk
- Celery with cheese spread or peanut butter* and soda crackers
- Grapes, graham crackers and milk
- Hard-boiled egg, rye toast and orange juice
- Oatmeal cookie, apple slices and milk
- Raw vegetables, pita bread slices and hummus dip
- Salmon salad on whole-wheat hotdog bun and milk
- Banana loaf, banana slices and milk
- Vegetable juice, whole-grain crackers and cheese cubes
- Mini bagels or buns with melted mozzarella cheese and red/green pepper sticks
- Yogurt mixed with fresh fruit or applesauce and bread sticks

**NOTE:** Texture of foods might need to be altered for different ages of children (grate or slice raw vegetables and fruit thinly, cut grapes in half, spread peanut butter thinly).

*Do not offer if there is a nut allergy.
**Dried fruit sticks to your teeth – remember to brush your teeth afterwards.

Offer water regularly to children

Developed by Winnipeg Regional Health Authority Community Nutritionists, 2003
Storytelling

WHY RHYME?

Why do we invite parents to do rhymes and oral story telling with us?

Recent research indicates that if a child has eight rhymes in her/his head before kindergarten; chances are they will be successful in literacy.


Interactive language play strengthens the relationship and develops the bond between parent and child.

Children have to be able to listen and speak before they can read and write. Physical and emotional interactions increase adult/child bonding.

Uzazi Pamoja is aimed at adults in order to develop their skill and comfort level in using oral rhymes and stories. The program will hopefully demonstrate the value and delight of oral interactions with your child. Once you have learned the rhymes, songs and stories they become a valuable teaching tool and resource you can use with your child wherever you are. (In a grocery store, waiting in the doctor’s office, while preparing dinner, etc.)

In this program the adults learn along with the children by listening and participating, not reading. (Copies of all the rhymes are provided at the end of each session, after the adults have rehearsed them orally first.)

What is oral storytelling?

• Using the power of words to connect the teller and the listener
• Has a beginning, middle and end
• Not memorized word for word
• Contains characters, action and climax

Basic rules:

• If you mention a body part, touch it, wiggle it, or tickle it
• If you see a picture, point to it
• If there is an action, mimic it

THE MAGIC OF ORAL STORYTELLING

Bonding families and building communities through rhymes, songs and stories

Follow the laughter and songs down the hall to discover the Uzazi Pamoja program. These sessions will introduce participants to the power and pleasure of rhymes, songs, and stories.

Relevance to theme

Uzazi Pamoja emphasizes positive, relaxed family interaction. It is not a formal parenting program. Parents absorb strategies to use during difficult times, enjoy one-on-one play with their child, and learn about appropriate and positive touch. The program is all inclusive and non-judgmental.

Why rhyme?

• Pleasurable
• Powerful
• Easy to remember
• Portable (a resource that is always with you)
• Repetitious
• Builds language skills
• Important for learning to read
• Develops rhythm and pattern recognition
• Builds the foundation for reading and math skill development
• Promotes adult-child bonding
Safety

YOUR HOME SAFETY CHECKLIST

❍ Do you stay in the kitchen when food is cooking on the stove?
❍ Do you keep all pot handles turned away from the edge of the stove?
❍ As much as possible, do you use the back burners on the stove?
❍ Do you always stay with your children when they are in the bathtub?
❍ Do you keep all matches and lighters locked and far from a child’s reach?
❍ Are all electrical outlets covered with plug covers?
❍ Do you stay close to your children when they are near hot food or drinks?
❍ Do you keep small items such as jewellery, buttons, coins and batteries away from children?
❍ Do you supervise your children when they are playing, both in the home and outside?
❍ Do you hold hot tea/coffee away from your children?

HOME SAFETY

See http://www.mychildsafety.net/child-safety-devices.html

1. Safety latches for cabinets and drawers to help protect children from medicines, household cleaners, knives and other sharp objects.
   Typical cost of a safety latch: less than $2

2. Safety gates to help prevent falls down stairs and to keep children away from dangerous areas.
   Typical cost of a safety gate: $13 to $40.

3. Door knob covers and door locks to help prevent children from entering rooms and other areas with possible dangers.
   Typical cost of a door knob cover: $1
   Typical cost of a door lock: $5 and up

   • Set your water heater temperature to 120 degrees Fahrenheit to help prevent burns from hot water.
   Typical cost of an anti-scald device: $6 to $30

5. Smoke detectors
   • On every level of your home and near bedrooms to alert you to fire
   • Check smoke detectors once a month to make sure they’re working
   • Change batteries at least once a year
   Typical cost of a smoke detector: less than $10

6. Window guards and safety netting to help prevent falls from windows, balconies, decks, and landings.
   • There should be no more than four inches between the bars of the window guard
   • If you have window guards, be sure at least one window in each room can be easily used for escape in a fire
   • Window screens are not effective for preventing children from falling out of windows
   Typical cost of a window guard or safety netting: $8 to $16

7. Corner and edge bumpers to help prevent injuries from falls against sharp edges of furniture.
   Typical cost of a corner and edge bumper: $1 and up

8. Outlet covers and outlet plates
   • To help prevent electrocution
   • Be sure the outlet protectors cannot be easily removed by children and are large enough so that children cannot choke on them
   Typical cost of an outlet cover: less than $2

9. Carbon Monoxide (CO) detector
   • Outside bedrooms to help prevent CO poisoning
   • Consumers should install CO detectors near sleeping area
   • Households that should use CO detectors include those with gas or oil heat or with attached garages
   Typical cost of a carbon monoxide (CO) detector: $30 to $70

10. Cut window blind cords; use safety tassels and inner cord stops to help prevent children from strangling in blind cord loops

11. Door stops and door holders to help prevent injuries to fingers and hands
    Typical cost of a door stops and door holder: less than $4

12. Use a cordless phone to make it easier to continuously watch young children, especially when they’re in bathtubs, swimming pools, beaches or other potentially dangerous areas.
    Typical cost of a cordless phone: $30 and up
Healthy Living

Information on active living was found in Canada’s Physical Activity Guide to Healthy Active Living by Public Health Agency of Canada http://www.paguide.com

ACTIVE LIVING FOR FAMILIES

Physical activity:
• Builds strong bones
• Maintains flexibility
• Maintains a healthy weight
• Promotes good posture and balance
• Improves fitness
• Strengthens the heart
• Improves self esteem
• Increases relaxation
• Enhances healthy growth and development
• Helps meet new friends

WHAT IS ACTIVE LIVING?
• Active living is using your body for physical activity for at least 90 minutes a day
• Active living should and can be fun
• Active children become active adults
• Active living is enjoyable physical activity with healthy side effects
• Active living helps build healthy social relationships and mental health
• Many Canadian children are not active enough for healthy growth and development
• Lack of physical activity is dangerous to the health of children, adults, and communities

HOW I CAN HELP MY FAMILY INCREASE PHYSICAL ACTIVITY?
• Be a good role model
• Limit use of TV, video games, and the computer
• Explain why physical activity is important
• Help them choose what activities they want to do – e.g. Increase walking, hiking, biking, climbing stairs, gardening, household chores
• Make it fun by being active with your children – e.g. dancing, walking, skipping, biking
• Reward positive efforts to increase physical activity with feedback and praise
• Set goals and track activities
• Celebrate success at increasing activity

WHY IS IT IMPORTANT TO EAT WELL?

When we eat well:
• We are happier
• We feel better
• We have more energy
• We can pay attention
• We can listen and follow instructions
• We feel calmer
• We sleep better

When we don’t eat well:
• We are moody (whiney, impatient, angry)
• We sometimes don’t feel well
• We have very little energy
• We have trouble paying attention
• We have trouble following instructions
• We feel anxious
• We don’t sleep well
• We might develop allergies
• We might become obese (very overweight)
• We might develop an eating disorder (anorexia or bulimia)
HOW TO EAT WELL

• Make a budget that helps you know how much you can spend on food
• Check your refrigerator and cupboards to see what you can use up during the week
• Read grocery flyers
• Compare food items between stores if you can
• Use Canada’s Food Guide to help you plan your meals for the week
• Make a shopping list so you know what to buy
• Shop around the outside of the store to find the healthier food
• Try not to buy pre-packaged items
• Buy things that are on sale or in season
• Learn prices
• Compare unit prices
• Don’t buy brand names
• Read labels and buy items low in salt and sugar and additives
• Don’t shop when you are hungry
• Don’t buy items which are not on your grocery list
• Explain to your children before you go shopping that you do not buy items at the checkout (candy, chocolate, gum etc.)

When choosing snacks, we followed recommendations of Canada’s Food Guide to Healthy Eating. For a copy of Canada’s Food Guide contact your local health office or download from Health Canada’s Website at http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php

LUNCH IDEAS THAT ARE NOT EXPENSIVE

Lunch ideas from the four food groups:

• Sliced meat, cheese and lettuce in a pita, carrot sticks, an orange, and milk
• Leftover spaghetti with meat sauce, vegetables and dip, fresh fruit, and milk
• Crackers with cheese cubes and sliced cold cuts, cucumber slices, canned fruit in juice, and milk

Other sandwich ideas:

• Tortillas: put meat, cheese, lettuce or other vegetables on a tortilla and roll it up
• Pita bread: fill your pita with last night’s leftovers
• Banana dog: put peanut butter and banana on a hot dog bun (remember that some schools do not allow peanut butter in the school)
• Chopped egg sandwich with raw vegetables, and yogurt
• Pita bread or whole wheat tortilla with tomato sauce, cheese, green pepper slices, and pepperoni
• Canned beans on toast with chocolate milk
• Macaroni and cheese with fruit cup
• Pita bread filled with chick-pea spread, lettuce, tomato, and cheese
• Whole wheat tortilla with peanut butter wrapped with a banana
• Whole wheat bagel with apple sauce, cinnamon, and raisins
• Tuna mixed with ricotta cheese spread on crackers
• Black bean dip with salsa wrapped in a tortilla
• Leftover pizza
• Chilli or soup in a thermos

This article provides you with general guidelines on healthy eating. Please do not change your cultural food practices, especially if they differ from the suggestions made in this article. We honour your cultural food practices. We invite you to appreciate, celebrate, and learn from this article.

From: http://www.settlement.org/sys/faqs_detail.asp?k=NUT_BASIC&faq_id=4001290
SHOPPING ON A BUDGET
Here are some suggestions to assist you with grocery shopping.

At home:
1. Identify the amount of money you can spend before you leave the house.
2. Read grocery store flyers:
   – Flyers are often found in Saturday’s newspaper (The Winnipeg Free Press)
   – Compare food item prices between stores
3. Plan your meals for the week.
4. Make a shopping list:
   – Figure out what you have and what you need

At the store:
1. When selecting food items, you have many choices:
   – Brand names (e.g. Campbell’s soup, Robin Hood flour) are usually more expensive
   – Generic products (e.g. No Name or Safeway brand) are often the same quality as brand names but are cheaper.
   – Buy in bulk (buying 10 kgs of rice in one bag is cheaper than buying 10 bags of rice each only 1 kg)
   – In-season produce is less expensive
   – Choose canned or frozen fruit or vegetables when fresh fruit or vegetables are too expensive or unavailable. Always read the label for added sugars
2. Avoid impulse buying (especially near the check-out counter)
3. Avoid shopping when you are hungry (e.g. just before supper)

From the Immigrant Centre

CHILDREN’S NEEDS AND WHAT PARENTS CAN DO

Children need to…
• See your face
• Hear your voice
• Feel your gentle hugs and touches
• Smell your special scent
• Experience tasting many pleasant things
• Play with you

Parents need to...
• Gently touch your children often
• Give gentle massages
• Smile and look into your child’s eyes
• Talk to your child in your language
• Sing to your child in your language
• Read to your child in your language
• Feed them many varied foods and textures
• Eat with them
• Play with them
Stress and Conflict

HOW DOES STRESS IMPACT US?

Physical impact:
• Headache
• Aching body
• Stomach ache

Emotional impact:
• Sad
• Depressed
• Scared
• Angry
• Short tempered
• Causes conflict
• Hurt feelings

Performance impact:
• Forgetting
• Making mistakes
• Slower productivity

POSITIVE COPING TECHNIQUES

Be consistent:
• Set reasonable limits and boundaries with children

Delegate:
• Each family member can have responsibilities
• Start when the children are young
• Make sure Mom and Dad join in with the children to share responsibilities
• Break chores into simple tasks and reward people for doing them

Time management:
• Be organized (e.g. use a calendar for appointments, homework assignments, games, etc.)

Set priorities:
• Learn to say “no”
• Look for short cuts

Have a routine:
• A weekly chore and meal schedule prevents repeated planning

Be flexible:
• If a child needs to talk to you, flexibility allows you to take time for important things.
• It is more important to talk with your child than clean the floor

Exercise:
• Physical exercise reduces stress so take time for a jog or a walk
• Children need exercise to relieve stress as well

Don’t forget to take care of yourself:
• Self care leads to good physical and emotional health
• Eat well and eat regularly
• Get enough sleep
• Balance work and play

Urgent things are not always important, and important things are not always urgent.

WHAT CAUSES OUR CHILDREN TO FEEL STRESSED?

• New culture
• Needing to fit in
• Not enough time with parents
• “Feeling” parent’s stress
• Feeling rushed
• Family conflict
• Physical impact
• Stomach ache
• Headache
• Emotional impact:
  – Sad
  – Scared
  – Angry
• Performance impact:
  – Defiance
  – Acting out
  – Impatient
FAMILY STRESS CAN CAUSE FAMILY CONFLICT

Family can be our greatest support and also our greatest source of conflict:
• Conflict affects our health
• Stress can impact on our immune system

Remember, family conflict is not uncommon:
• Conflict and anger are not negative, they are natural and normal
• We are often uncomfortable with conflict and anger
• We need to learn how to handle them in positive ways
• Conflict and anger need to be talked about
• Resolving conflict brings people closer together
• Suppressed anger is unhealthy

What can we do about conflict?

Learn to be assertive.

Assertiveness is:
• Talking about our feelings and rights
• Respecting the feelings and rights of others
• Direct, open and honest
• Listening actively and empathetically to the other person

ROLE MODEL THESE ITEMS

What helps during a conflict?
1. Listen carefully to what the other person is saying. It is hard to really listen to what the other person is saying, however, it is necessary. Do not interrupt. Do not get defensive. Just hear them and reflect back what they are saying so they know you have heard them.
2. Try to see their point of view. Try to really see the other side, and then you can better explain yours. (If you do not ‘get it’, ask more questions until you do.) Others will more likely be willing to listen if they feel heard.
3. Respond to criticism with empathy. We feel attacked and hurt and want to hurt back when we are criticized. While criticism is hard to hear, and often exaggerated by the other person’s feelings, it is important to listen for the other person’s pain and respond with empathy to their feelings. Also, look for what’s true in what they’re saying. This can be very helpful in growing your own self awareness.
4. Admit when you are wrong. This is a strength, not a weakness and models maturity. The other person will be more likely to look at themselves if you take responsibility for yourself.
5. Use “I” messages. Rather than saying things like, “You really messed up here,” begin statements with “I”, and make them about yourself and your feelings. For example, “I feel frustrated when this happens.” It helps the other person understand your point of view rather than feeling attacked.
6. Look for a compromise. Instead of trying to ‘win’ the argument, look for solutions that meet everybody’s needs either through compromise or a new solution that gives you both what you want most.
7. Take a time-out. Sometimes tempers get heated and it is just too difficult to continue a discussion without it becoming an argument or a fight. If you feel yourself or your partner starting to get too angry to be constructive or showing some destructive communication patterns, it is okay to take a break from the discussion until you both cool off. Sometimes good communication means knowing when to take a break.
8. Don’t give up. Taking a break is often a good idea, but remember to always come back to it. Unless it is time to give up on the relationship, do not give up on the communication.
9. Ask for help if you need it. If one or both of you have trouble staying respectful during conflict, or if you have tried resolving conflict with your partner on your own and the situation just does not seem to be improving, you might benefit from a few sessions with a therapist. Couples counselling or family therapy can provide help and teach skills to resolve future conflict. If your partner does not want to go, you can still often benefit from going alone.
10. Remember that the goal of effective communication skills should be mutual understanding and finding a solution that pleases both parties, not ‘winning’ the argument or ‘being right’.
ROLE MODEL THESE POINTS

What doesn’t help during a conflict?

1. Do not avoid an argument altogether. This causes more stress for everyone. As tensions and resentments rise, a much bigger argument eventually results. It is much healthier to address and resolve conflict.

2. Do not be defensive. Do not deny any wrongdoing and avoid looking at the possibility that you are probably part of the problem.

3. Do not over generalize. Avoid starting sentences with, “You always...” and “You never...”

4. Do not bring up past conflicts. Stick to the point of the current conflict.

5. Do not insist on being “right”. Remember there is always more than one perspective to each situation.

6. Do not forget to listen. Do not interrupt, roll your eyes, and rehearse what you are going to say next instead of truly listening and attempting to understand the other person.

7. Do not blame. Admitting you are wrong is not a weakness.

8. Do not refuse to talk. This is disrespectful and only increases the conflict.
Your Child’s Development

YOUR BABY: 0-6 MONTHS

What can you expect?
• Cooing
• Crying
• Laughing
• Spitting up
• Irregular sleep

What they are telling you?
• I am happy
• I am hungry
• I am wet
• I am sick
• I want you

What should the parent do?
• Smile and laugh with your baby
• Touch and talk to your baby
• Read and sing to your baby
• Hold, cuddle and rock your baby
• Pick up your crying baby
• Try to find out why they are crying

Babies always have a reason for crying.
Babies should not be left to cry themselves to sleep.

YOUR BABY: 6-12 MONTHS

What can you expect?
• Crying
• Babbling
• Maybe a word or two by 12 months
• Teething
• Fears
• Crawling, moving and rolling over

What should the parent do?
• Respond to their crying
• Comfort their fears
• Talk to them responding to their babbling

• Play with your baby
• Use the Talking Tools©
• Read and sing to your baby
• Stay close when they are in pain

Never spank or shake your baby.
You could seriously hurt them or even cause death.

YOUR CHILD: 1-2 YEARS

What can you expect?
• More sounds that sound like words
• More words
• Children understand more than they can tell you
• Pulling themselves up on furniture and starting to walk
• Exploring, touching and tasting everything
• Tantrums

What should the parent do?
• Listen and talk to your child
• Read and sing with your child
• Keep them safe
• Put away dangerous objects
• Help your child learn about danger
• Use words like “hot”, “sharp”, and “ouch”
• Distract your child with safe toys
• Give your child a safe place to explore
• Let your child have some choices
• Stay calm, patient and in control of your own feelings
• Give your child words for feelings

Your child needs to feel safe and not afraid of you. Find ways to correct without slapping or spanking.
Help your child learn to control his/her feelings by controlling yours.
YOUR CHILD: 2-3 YEARS

What can you expect?
• All children should be talking by three
• Children are beginning to talk about feelings
• Shyness
• Fear of things they don’t understand
• Lack of fear of danger
• Mimicking (repeating things they hear and see)
• Bossy and moody
• Difficulty playing with other children

What should the parent do?
• Respond to your child’s feelings with words (e.g. “I think you are afraid of the dog”)
• Reassure your child (“I will stay with you while we get to know the dog”)
• Be a good role model (e.g. take deep breathes, take a time out)
• Help children understand other people’s feelings
• Talk about how someone else feels when they are hurt or afraid

Don’t get angry, make fun of your child, call him a baby, tell her she is silly, or force him to do things or frighten her as a joke. This will destroy their trust in you.

YOUR CHILD: 3-5 YEARS

What can you expect?
• Learning to handle frustration
• Accepting limits
• Taking turns
• Doing what you ask
• Getting dressed
• Using and understanding language
• Caring about other’s feelings
• Asking lots of questions

What should the parent do?
• Answer questions
• Listen to your child seriously
• Help your child find answers

• Be patient
• Give explanations
• Set reasonable limits
• Make as few rules as possible
• Encourage your child to help you
• Give praise for efforts

Focus on what your children do right, not on what they do wrong.

Positive reinforcement builds confidence.

*The primary source for information for these pages is The Nobody’s Perfect Program.

WHY PARENTS SHOULD NOT GIVE THEIR CHILDREN COLOURING BOOKS:
1. It would be like teaching a child to speak and then telling them exactly what they had to say.
2. When children are ready to learn to colour within the lines it needs to be the lines of their own drawing.
3. Coloring books present poor images when children could and should be looking at real objects when they draw.
4. Giving children colouring books gives them the message that their own drawings aren’t good enough.

We want children to believe in their own ability to draw and colour.

*Information for this page is based on the research of Viktor Lowenfeld. Please refer to Appendix F for reference information.
**Positive Parenting**

**LIFE IN CANADA: POSITIVE AND NEGATIVE**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hospitals</td>
<td>• Children can do anything</td>
</tr>
<tr>
<td>• Free schools</td>
<td>• Parents and children do not agree</td>
</tr>
<tr>
<td>• Safety</td>
<td>• Loneliness</td>
</tr>
<tr>
<td>• Government</td>
<td>• Taxes</td>
</tr>
<tr>
<td>• Lots of food</td>
<td>• Kids don’t listen</td>
</tr>
<tr>
<td>• Help for single mothers</td>
<td>• Parents have to watch children all the time</td>
</tr>
<tr>
<td>• Children are happy</td>
<td>• Children fighting</td>
</tr>
<tr>
<td>• Many jobs</td>
<td>• Other adults don’t look after children</td>
</tr>
<tr>
<td>• English classes</td>
<td>• Can’t discipline children</td>
</tr>
<tr>
<td>• People have money</td>
<td></td>
</tr>
<tr>
<td>• People talk about feelings</td>
<td></td>
</tr>
<tr>
<td>• People talk about the future</td>
<td></td>
</tr>
<tr>
<td>• Freedom of religion</td>
<td></td>
</tr>
</tbody>
</table>

**LIFE AT HOME: POSITIVE AND NEGATIVE**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Beautiful</td>
<td>• Not enough hospitals, no help for sick children</td>
</tr>
<tr>
<td>• Good food</td>
<td>• School costs money</td>
</tr>
<tr>
<td>• Children raised by mother, father, grandma, grandpa, the whole family</td>
<td>• Not enough jobs</td>
</tr>
<tr>
<td>• Parents can tell their children what to do</td>
<td>• War, fighting, people die</td>
</tr>
<tr>
<td>• Everyone in the community helps to raise children</td>
<td>• Teachers beat children</td>
</tr>
<tr>
<td>• Everyone eats together all the time</td>
<td>• Not enough food</td>
</tr>
<tr>
<td>• Kids can play outside</td>
<td>• Young people fight in wars</td>
</tr>
<tr>
<td></td>
<td>• Girls get married very young</td>
</tr>
<tr>
<td></td>
<td>• Children have to work</td>
</tr>
<tr>
<td></td>
<td>• A refugee camp is not a real city</td>
</tr>
</tbody>
</table>

*The above two charts are a summary of the discussions with the participants in Session 10*
HOW CAN I HELP MY CHILDREN FEEL GOOD ABOUT THEIR BEHAVIOUR AND THEMSELVES?

- Let your child know that you understand the difficulties of living in a new culture
- Encourage your children to use their home language as much as possible
- Make guidelines that fit your culture and your family that now lives in Canada
- All family members need to understand and believe in the value of these guidelines
- Everyone needs to understand and follow these guidelines
- Notice and listen to your child’s feelings
- Set reasonable limits
- Notice good behaviour and give lots of praise and attention
- Try to ignore behaviour if it is not hurting anyone or anything
- Try to be a good example by expressing your feelings with words and “I” statements, e.g. “I’m unhappy that you didn’t do your homework” or “I feel so worried when you are late coming home”
- Tell them what they need to do, e.g. “I need you to take the garbage out before supper”
- Give them a choice whenever possible, “Do you want to set the table or would you like to wash the dishes”
- Try to let your children live with the consequences of their behaviour, e.g. “You chose not to put your train set away so I have put it away for you – you can play with it tomorrow”
- Remember that children need to know they are loved in order to survive
- Children go through big changes when they move to a new culture
- They need help from parents and community to thrive in the new culture

DISCIPLINE

- When we discipline our children, we teach them what to do
- We stop behaviour we don’t like
- With discipline we want children to learn that the behaviour is wrong but they are still wonderful children who we love
- We want them to still feel good about themselves
- As parents we all want our children to learn how to make good choices
- Using discipline instead of punishment will teach them how to make better choices and feel good about themselves

WHAT IS ATTACHMENT?

- Children cannot survive alone. Babies need to be with other people (family and community)
- Attachment is the close bond between adult and child
- Attachment is a two-week-old infant turning to the sound of his mother’s voice
- Attachment is a six-week-old baby staring into her father’s eyes
- Attachment is a six-month-old totally trusting that her parents will keep her safe
- Attachment is when children know that they are loved unconditionally by their parents
- If children form a healthy attachment to their parents/caregivers they will be more able to have healthy relationships throughout life

Our children need us to find ways to show them and tell them that we love them everyday.
Other Helpful Websites

FAMILY LITERACY
Ohio Literacy Resource Center
http://literacy.kent.edu

Midwest LINCS
http://literacy.kent.edu/Midwest/

Ontario Literacy Coalition, Literacy Matters and Family Literacy Fact Sheets
http://www.aflo.on.literacy.ca/

Centre for Family Literacy
www.famlit.ca

Saskatchewan Literacy Network
http://www.sk.literacy.ca

National Centre for Family Literacy
http://www.famlit.org

National Adult Literacy Database
http://www.nald.ca

ATTACHMENT
http://www.personalityresearch.org/attachment.html
http://psychology.about.com/od/loveandattraction/a/attachment01.htm

CHILDHOOD DEVELOPMENT
Council for Early Childhood Development
http://www.councilecd.ca/

HOME SAFETY

ACTIVITY IDEAS
Songs and Finger Plays
http://webhome.idirect.com/~srpc/songs/index.htm

Stick and Elastic Book from Susan Kapuscinski Gaylord

Canada’s Physical Activity Guide to Healthy Active Living by Public Health Agency of Canada
http://www.paguide.com

Place Mats
http://www.makingfriends.com/dinner.htm
RESOURCES

Nutrition Curriculum
http://www.nafwa.org/ima/directory/Lesson_Plans/Lesson_Plans.php

Plant a Bean and Watch It Grow
http://www.uen.org/Lessonplan/preview.cgi?LPid=10691

NUTRITION

Food Guide for Newcomers

5 A Day the Preschool Way

5 A Day the Color Way
http://www.fns.usda.gov/tr/healthy/5_Day/5_day_color_way.pdf

National Dairy Council Shopping List

Cold Storage Chart from the International Centre’s website,
http://www.settlement.org
http://www.gnb.ca/0053/pdf/1112e.pdf

Children’s Lunch Ideas for Newcomers

Canada’s Food Guide to Healthy Eating

Dietitians of Canada – Healthy Start for Life
http://www.dietitians.ca/

International Food Information Council
http://www.ific.org

OTHER

Literacy and Parenting Skills (LAPS) Manual
www.nald.ca/laps_Manuals.htm

Child and Family Services in Manitoba
www.gov.mb.ca/fs/childfam/child_protection.html
Appendix F: Bibliography

BOOKS


See http://www.nald.ca/laps/Manuals.htm for information and ordering details. Contact Elaine Cairns or Laureen MacKenzie (Calgary 410-1501) for more information.


WEBSITES


Ohio Literacy Resource Center http://literacy.kent.edu

The International Centre http://www.icmanitoba.com/ (accessed June 24, 2011)