

TOPIC: REFLECTIONS



NBCDI
National Black Child
Development Institute

Overview

Cultural and family history strongly influence parenting behavior. Often, parents and caregivers will either consciously emulate or reject the methods of parenting that they experienced as a child. Parents and caregivers sometimes find themselves using the same approach as their own caregivers, even after they have vowed to raise their children differently. Examining the past and sorting out the positive and negative influences can help parents understand their own attitudes and behavior and make appropriate adjustments. Topic One, “Reflections,” will give parents and caregivers the opportunity to reflect on the beliefs and values that are influencing their parenting techniques and assess how to intentionally apply the positive approaches to raising their children.

BACKGROUND READING FOR FACILITATOR

1. Parenting methods are influenced and shaped by family history, life experiences, value systems and personal characteristics.

The story of African Americans begins not on this continent, but in Africa, where generations of Africans developed empires and unique civilizations. When Africans were enslaved and brought to America, they continued the practices of the African cultures they had been forced to leave behind. Within their quarters, they maintained an independent culture and modified it to survive a new way of life. Because they were not allowed to learn to read and write, they continued their oral tradition of communicating their history and beliefs through songs, tales, proverbs, stories and jokes. In time, the African themes and characters of the stories evolved to fit the new American surroundings. The richness of this period survived in the spiritual hymns, folktales and family stories passed down through generations. The history, culture, struggles, hopes and fears of early African Americans were preserved, and eventually formed the basis of African American music—the Negro spiritual, Jazz and the Blues. In family life, the oral tradition formed a foundation for the preservation of a core belief system that valued family, spirituality and perseverance despite all odds.

Building on this rich tradition, parents and caregivers will reflect on their own family history and life experiences to determine their most deeply held values, recognize their strengths and weaknesses and explore new directions for their families. There is no magic formula for parenting and it does not come easily. It is empowering for parents and caregivers to become aware of their own value systems and parenting characteristics, as well as understand how these characteristics have evolved, and to make conscious and informed decisions that positively affect the lives of their children.

Some parents and caregivers believe in practicing strict discipline to raise their children; others may provide lenient discipline with little or no guidance. Most fall somewhere between the two extremes of wanting to provide proper guidance with a firm, yet gentle hand. This is the approach that will most likely lead to healthy parent-child relationships. The functions of a parent as a role model and authority figure should include showing respect and understanding while modeling and teaching positive values and constructive behaviors.

Parents and caregivers also can benefit from the traditional model of parental support that recognizes the value and responsibility of the community and the extended family of relatives, friends and even neighbors. For some, this extended family concept may have to be built through a network of contacts with community resources and support services. A parenting program, as well as other local human service organizations, early childhood programs, schools and communities of faith, can be sources of guidance for parents, new or seasoned, as they engage in sharing ideas and exploring new directions for their own families.

2. Family cultural values and traditions taught and observed in the home provide the foundation for building a strong family.

There is a saying: “The roots grow down and the plants grow up.” The root is our base—the foundation. What we learn during childhood, positive or negative, we carry with us as adults. The more firmly rooted the plant is, the stronger and more productive its leaves and flowers will be.

In their home life, parents and caregivers need to include customs and traditions that build strong bonds with their children and teach them the values that will guide them after they leave the nest. Today’s busy and often stressed families need to be reminded to engage in traditional family routines that are now taken for granted. Simple things like sitting together for meals, spending recreational time together and allowing children to express themselves help them feel secure, loved and respected. Practicing family traditions and creating routines and rituals that have special meaning within the family unit are important ways to communicate the values and morals parents want their children to live by.

3. Children need a home that provides a foundation of love, support, safety and family values.

A home is a composite of the people who live there. It is constantly remodeled by the growth and changes that unfold within its walls. Home is the place where emotional needs are met, social development occurs and values are formed. Parents and caregivers can create the elements of a home that encourage early learning, nurture social, emotional, and physical development and lead to successful growth.

Children feel good about themselves in a home where there are warm, loving feelings, positive reinforcement and productive interaction. Young children also need exposure to examples of responsibility and self-sufficiency at home. They need a stable environment in which adults teach, nurture and guide them emotionally, socially and physically. An environment sensitive to the needs of children improves their potential for success and allows them to fully develop their capabilities. The support and influence children experience in the home has immeasurable effects upon their successes at school, in relationships and in life.

TOPIC: REFLECTIONS

VIRTUAL EDITION

SESSION 1

THEME:
Resilience

Introduction—What We Will Learn

MATERIALS NEEDED

- PowerPoint Presentation

PREPARATION

- Read the Facilitator's Guide (pages 1-31).
- Read the Topic 1 Background Reading for Facilitator (pages 33-35).

ORIENTATION (SLIDES 7-9)

- OPENING ACTIVITY: Greet participants and ask them to introduce themselves and share how they normally greet loved ones or friends in their home language.
- Review Family Empowerment Program Overview and Program Symbol (reference Facilitator's Guide).
- Review Ground Rules of Engagement with participants. Ask participants if they would like to add any "rules" to the list. Note the additions so they can be reviewed along with the original list at the start of every session.
 - Introduce and demonstrate **SANKOFA CIRCLE**-activity used to open and close every session. Virtual Adaptation: participants may voluntarily share reflections while simulating holding hands on web camera.
- Review any other necessary orientation requirements and expectations (add slides to PPT as necessary).
 - Registration
 - Attendance
 - Materials

- Program Evaluation Surveys
- Program Incentives
- Culmination/Graduation

SESSION 1 (SLIDES 10-27)

1. Introduce guiding proverb.
2. Review Objectives.
3. Review “WHAT WE WILL LEARN” PRINCIPLES
 - Parenting methods are shaped by family history, life experiences, value systems and personal characteristics.
 - Family and cultural values and traditions taught and observed in the home provide the foundation for building a strong family.
 - Children need a home that provides a foundation of love, support, safety, and family values.

INSTRUCTIONS

Read and discuss each principle with the parents/caregivers. Lead the discussion by using the following questions for each principle. Use parents’ responses to help set the agenda and transition into parenting discussion.

Principle 1

- How did you learn to be a parent? Who and what influenced your parenting methods?

Principle 2

- What do you admire most about the way you were raised?

Principle 3

- How do traditions and values build bonds within families?
- What traditions are important to your family?

4. Transition to share Background Research slides (slides 14-20) on importance of parenting and parenting styles.

TOPIC: REFLECTIONS

VIRTUAL EDITION

SESSION 1

THEME:
Resilience

Family Kit Guide

FAMILY HANDOUTS FOR SESSION ACTIVITIES

Activity 1: What Hat Am I Wearing?

- Handout: Our Family Goals



Activity 2: The Gifts of Parenting

- Handout: Our Family Goals

FAMILY HANDOUTS FOR WEEKLY HOMEWORK

- Family Daily Checklist
- Family Homework

Slide number references throughout this session correlate to the slides within the accompanying PowerPoint file for this session entitled, "NBCDI Virtual FEP PowerPoint Session 1."

SESSION 1

ACTIVITY 1

TOPIC: REFLECTIONS

THEME:
Resilience

What Hat Am I Wearing?

WHAT WE WILL DISCUSS


Parenting methods are influenced and shaped by family history, like experiences, value systems and personal characteristics.



OBJECTIVES

- Parents will identify some of the roles they play as a parent and family member.
- Parents will describe how these roles influence the development of their children.

MATERIALS NEEDED

- Handout: Our Family Goals 

PREPARATION

- Prepare a list of a variety of roles taken on by parents. Roles will be demonstrated by facilitator for participants to guess what role they think is being portrayed. Suggested roles: teacher, drill sergeant, coach, playmate, housekeeper, caregiver, driver, tour guide, referee, cook, nurse, and banker.
- Copy Handout: Our Family Goals

INSTRUCTIONS

What Hat Am I Wearing? (ages 0-5 slide 22)

- Explain to participants you will play a game similar to “charades.” As the facilitator portrays up to five roles via web camera, the participants will guess what parenting role they think is being acted out and type their guesses in the chat box.
- Ask parents what their children learn as they watch them play all these roles.
- Ask parents to summarize by sharing one thing they will teach their children while going about everyday tasks during the next week.

Notes

- Point out that parents should talk to their children about what they are doing.
- Explain how talking to children promotes development of their brains when they are babies and provides the foundation for learning language as they get older. It is important to interact and engage in conversations with young children within the context of everyday occurrences and events.
- Encourage parents to talk to infants and young children while washing dishes, during bath time, eating a meal, grocery shopping, riding in the car, or taking public transportation. By simply describing what is occurring or by asking questions on a daily basis, children have the opportunities to use and develop increasingly complex language.
- Parents can start asking children questions early such as, “What color is Daddy’s shirt?” “Do you see the little dog on the grass?” “What do you want for lunch?” If parents set a goal of asking 20 questions a day, they will be well on their way to stimulating language and brain development.

Complete Handout: Our Family Goals

Introduce and invite parent to begin filling out their Family Goals sheet. Explain the importance of having family goals in order to stay focused. Encourage families to complete their Family Goals together and list the goals of all family members. The goals sheet should be placed in a prominent family gathering space, such as on the refrigerator in the kitchen. Tell parents that they will have a wonderful opportunity to revisit their Family Goals throughout the session. Wish them great success in achieving their family goals.

TOPIC: REFLECTIONS

SESSION 1

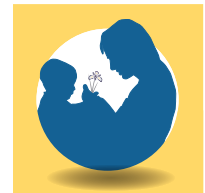
ACTIVITY 2

THEME:
Resilience

The Gifts of Parenting

OBJECTIVES

- Understand strategies of three basic parenting styles.
- Parents/caregivers will discuss and identify some of the qualities needed to be an effective parent.
- Parents/caregivers will take their child's perspective on the importance of effective parenting practices.
- Parenting strategies that support healthy child development.
- Parents/caregivers will gain tools for use as their children's first primary teachers.
- Parents/caregivers will develop Family Goals.
- Parents/caregivers will preview Family Homework.



MATERIALS NEEDED

- Handout: Our Family Goals

PREPARATION

- In welcome note to participants, ask them to have a pen and paper handy during the session
- Pre-assign parents/caregivers to pairs for Give One Get One (for two rotations)
- Children's music
- Copy Handout: Our Family Goals

INSTRUCTIONS

The Gifts of Parenting: Give One Get One (ages 5-8 slide 22)

- Tell parents/caregiver that being a parent or parent figure is the most important job they will ever have. Remind parents/caregivers that they are leaders of their families, home teachers and role models for the children.
- Ask parents to write down two of the most important qualities needed to be effective parents.
- Explain to parents that they will exchange ideas with other parents during a The Gifts of Parenting: Give One Get One. Display on a slide the pairings for the first rotation. Let them know that you will use the music to cue them when to begin and when to stop. When the music starts, parents will pair up with their partner, using the direct private chat feature to share what they have written on their paper and learn what their partner has written, after they exchange ideas in the chat box, they will begin the process again with their partner for the second rotation. Cue up the slide displaying the second rotation and cue the music for participants to begin the exchange until the music stops.
- Invite parents to just do a quick shout out of some of the qualities needed to be an effective parent. Capture these qualities on a sheet of paper for future reflection.

Discuss the Following:

- Did you learn something new about your own expectations of parenting?
- Should parents be given the opportunity to attend a parenting class or required to take a parenting class?
- Did you hear many of the same qualities for effective parenting that you wrote on your card earlier? Share your list with your partner.
- If there are no requirements to becoming a parent, how do we ensure that children are well cared for?

Notes

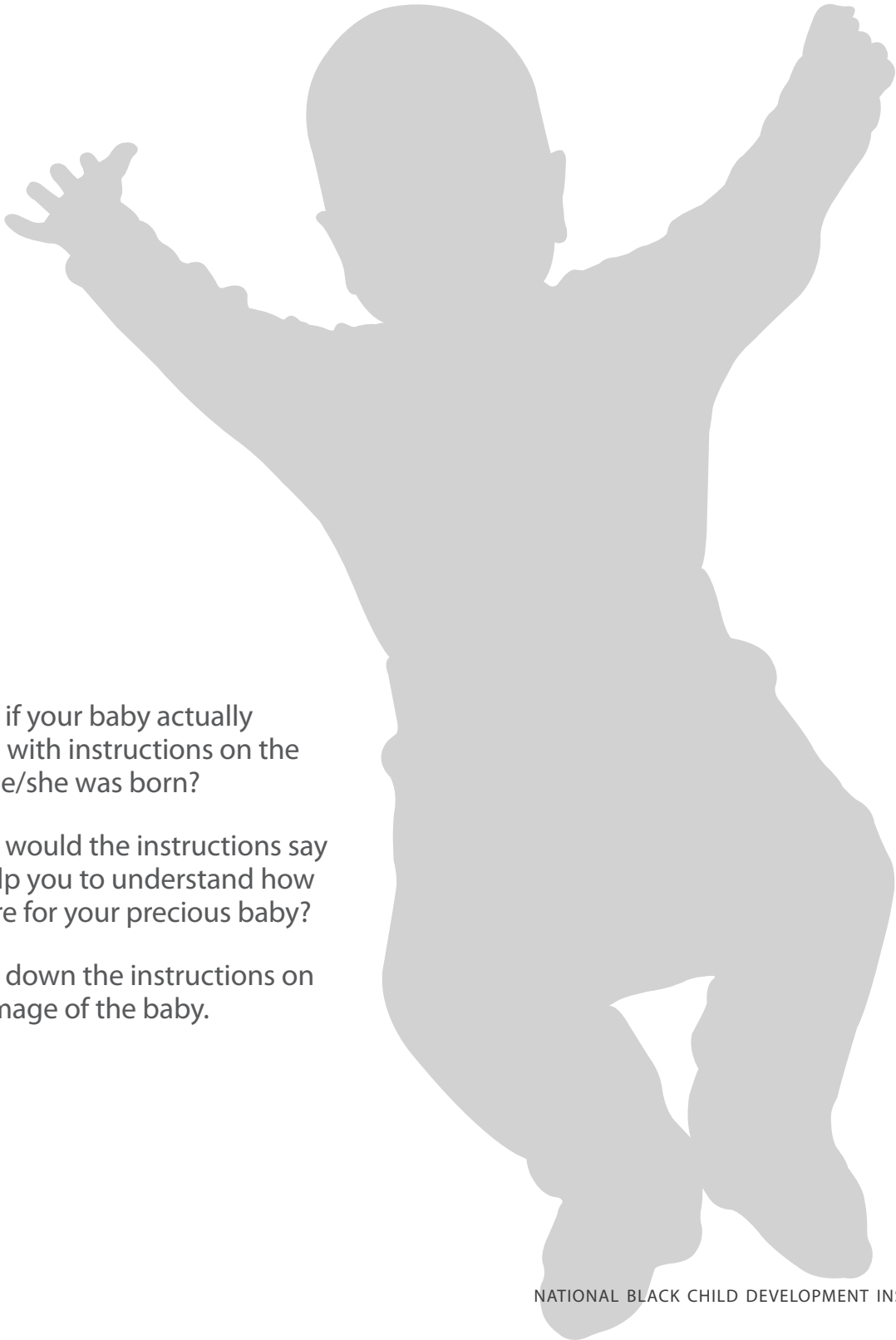
- Remind parents of their priceless roles in the lives of their children.
- Ask parents, "Take a moment to reflect on what you learned about your child today. Think about what you have perhaps learned about yourselves." Remind parents that we all benefit from engaging in the journey of lifelong learning, always being open to adding new tools to our parenting toolkits. Ask parents to think about the qualities for effective parenting written on the white board or white paper and consider which parenting skills they would like to strengthen during this session.

Complete Handout: Our Family Goals

Invite parents to begin filling out their Family Goals. Explain the importance of having family goals in order to stay focused on achieving their goals. Encourage families to complete their Family Goals together and list the goals of all family members. The goal sheet should be placed in prominent family gathering space, such as on the refrigerator in the kitchen. Tell parents that they will have wonderful opportunity to revisit their Family Goals throughout the session. Wish them great success in achieving their family goals.



If Your Baby Came With Instructions



What if your baby actually came with instructions on the day he/she was born?

What would the instructions say to help you to understand how to care for your precious baby?

Write down the instructions on the image of the baby.

Our Family Goals

SHORT-TERM GOALS



LONG-TERM GOALS





A Love Letter From My Child

Dear _____,

I love you so much. I am glad that you are my home teacher. You teach me every day. I am trying my very best to remember all of these new things. Sometimes, I forget how to do something. Sometimes I make mistakes. Thank you for being patient with me. I know you work very hard to take care of me. I was going to put all my Love into a pretty box and give it to you as a present, but it was so big and the box was so little. I am going to give you a big hug instead.

I know that you love me, too. I was wondering: How will you show me that you love me? Will you talk, read and sing to me every day? Will you make sure that I go to school on time every day? Will you hold my hand when I am afraid? Will you visit me at my daycare or school? Will you choose loving, caring, patient grownups to help you raise me? Will you play with me? I have lots of feelings. I feel happy when we do things together. Sometimes, I might look like I am angry, but I am really sad. Will you help me understand my feelings? Will you always believe that I can do great things? Will you tell me that you love me every single day?

Sincerely,

What We Have Learned

QUICK REVIEW (SLIDE 24)

OBJECTIVE

- Parents will reflect on and share the lessons and insights gained from this topic.

MATERIALS NEEDED

- Paper and pen

PREPARATION

- Review your notes on what was accomplished in this session.
- Type “What We Have Learned” on a new PowerPoint slide or use a virtual flip chart.

INSTRUCTIONS

- Review the principles discussed at the beginning of this topic. The following questions may be used to guide the discussion:
 - What have you learned about the kind of parent you want to be?
 - How do you model the behavior you would like your child to exhibit?
- Ask parents to use their own words to describe what they have learned.
- Record parents’ responses on a sheet of paper.
- Ask parents if they would like to add anything else to the list.
- Preview Family Homework. (slide 25)
- Recite this session’s Affirmation. (slide 26)
- Close with the virtual Sankofa Circle.

Family Homework – Session 1

BIRTH – 60 MONTHS (5 YEARS)

AFRICAN PROVERB OF THE SESSION

“You must act as if it is impossible to fail.”

THEME OF THE SESSION

Resilience

LETTER OF THE SESSION

“A”

for active (opposite: inactive) and avocado.



RECIPE OF THE SESSION

Avocado Pasta Sauce, Page 15 in *Good For Me! Recipe Book*

Please note: Small objects are choking hazards for infants and young children

LEARNING OBJECTIVES

(Actively support your child to achieve the following learning outcomes.)

1. Identify the color green (avocados are green).
2. Explore and compare rough and smooth textures.
3. Follow one-step and two-step directions.
4. Print the letter “A.”
5. Introduce and encourage use of following new words: active, opposite, oval, rough and avocado.

MENU OF ACTIVITIES TO DO WITH YOUR CHILD

	Birth – 35 months	36 – 60 months (5 years)
Language and Literacy Development	<ul style="list-style-type: none"> • Show mobiles, books and pictures of geometric shapes in strongly contrasting colors, primarily yellow and green. • Sing or recite songs related to family care-giving experiences and include vocabulary words. (Make these up as you go along.) • Engage children in day-to-day activities around them as you label each. (<i>See, I am washing the avocado.</i>) 	<ul style="list-style-type: none"> • Let your child identify words that begin with the letter “A.” • Using magazines and ads, cut out pictures to compile a list of items beginning with the letter “A.” • Talk about avocados — how do they look, feel, taste or smell. • Play the opposite game: “When I say rough, you say... (smooth). When I say big, you say... (small).” Allow you child to take turns leading this activity.

	Birth – 35 months	36 – 60 months (5 years)
Social-Emotional Development	<ul style="list-style-type: none"> Resilience in children and families is strengthened in an atmosphere of love and caring. As you interact with your child, touch him or her and hold him or her close. Tell your child that you love and value him or her for who he or she is. Play the games you played at that age with your child. Encourage and support your child. 	<ul style="list-style-type: none"> Resilience in children and families is strengthened in an atmosphere of love and caring. As you interact with your child, touch and hold him or her close to you. Tell your child that you love and value him or her for who he or she is. Play the games you played at that age with your child.
Cognition: Math and Science	<ul style="list-style-type: none"> One-to-one correspondence. Count the number of garlic cloves and avocados needed for the recipe. Without your child's assistance, cut the avocado in half to show how two halves make one whole avocado. Sort cutlery. (Collect plastic ware from a fast food restaurant for children to sort.) 	<ul style="list-style-type: none"> Count the number of garlic cloves and avocados needed for the recipe Match family members with appropriate place settings. Parents should cut the avocado in half to show how two halves make a whole avocado.
Physical Development	<ul style="list-style-type: none"> Fine Motor: manipulate the dough for the recipe by pinching and kneading. Wash, touch, rub and feel avocados and apples. Gross Motor: introduce song and actions. <i>"This is the way we walk to the store to get an avocado."</i> 	<ul style="list-style-type: none"> Fine Motor: manipulate the dough with simple tools. Cut out fruit shapes from ads and magazines for a collage. Gross Motor: Song and actions continued. Expand to include hop and skip.
Visual and Performing Art	<ul style="list-style-type: none"> Provide materials and a space for children to find creative expression (paper grocery bags turned inside out, old plain book covers, paper, etc.) Play music, and encourage children to sing along (infants will babble along). 	<ul style="list-style-type: none"> Provide materials and a space for children to find creative expression. Play music, and encourage children to sing along while preparing the family meal.
Self-Regulation	<ul style="list-style-type: none"> Always get your child's attention before giving instructions. 	<ul style="list-style-type: none"> Always get your child's attention before giving instructions.

Making the Home School Connections

YOU ARE YOUR CHILD'S FIRST AND PRIMARY TEACHER.

This family lesson prepares children to meet the guidelines of the California Department of Education Desired Results Developmental Profile (DRDP) or parallel Preschool Foundations.

	Birth – 35 months	36 – 60 months (5 years)
Literacy Notes: Give one- and two-step directions and encourage your child to ask clarifying questions while he or she completes the tasks. Get your child's attention before giving directions.	DRDP: LLD 2 Child communicates or acts in response to language and responds to increasingly complex language. DRDP: LLD 5 Child shows interest in books, songs, rhymes, stories and other literacy activities in increasingly complex ways.	DRDP: LLD 2 Child communicates or acts in response to language and responds to increasingly complex language. DRDP: LLD 5 Child shows interest in books, songs, rhymes, stories and other literacy activities in increasingly complex ways.
Cognition: Math and Science Notes: Encourage children to sort items as they prepare to set the table. Encourage children to count avocados or other ingredients.	DRDP: COG 2 Classification Child shows an increasing ability to compare, match and sort objects into groups, according to their attributes. DRDP: COG 3: Number Sense and Quantity Child shows developing understanding of number and quantity.	DRDP: COG 2 Classification Child shows an increasing ability to compare, match and sort objects into groups, according to their attributes. DRDP: COG 3: Number Sense and Quantity Child shows developing understanding of number and quantity.
Approaches to Learning Notes: Provide materials and space for children to find creative expression.	DRDP: ALT 4: Curiosity and Initiative in Learning Child explores the environment in increasingly focused ways to learn about people, things materials and events.	DRDP: ALT 4: Curiosity and Initiative in Learning Child explores the environment in increasingly focused ways to learn about people, things materials and events.

Source: Desired Results Developmental Profile (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry, Infant/Toddler View for Use with Infants and Toddlers

Source: Desired Results Developmental Profile (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry, Preschool View for Use with Preschool-Age Children

Family Homework – Session 1

GRADES K – 3

AFRICAN PROVERB OF THE SESSION

“You must act as if it is impossible to fail.”

THEME OF THE SESSION

Resilience

LETTER OF THE SESSION

“A”

for active (opposite: inactive) and avocado.

RECIPE OF THE SESSION

Avocado Pasta Sauce, Page 15 in *Good For Me! Recipe Book*

Please note: Small objects are choking hazards for infants, toddlers and young ren.

LEARNING OBJECTIVES

(Actively support your child to achieve the following learning outcomes.)

1. Identify colors: green (“Avocados are green. What else is green?”).
2. Identify shapes: oval (“Avocados are oval-shaped. What else is oval-shaped?”).
2. Identify textures: rough and smooth (touch and describe rough and smooth produce at the grocery store).
4. Follow one-step and two-step directions.
5. Learn and use new words: active, opposite, oval, rough and avocado.

MENU OF ACTIVITIES TO DO WITH YOUR CHILD

	Grades K – 1	Grades 2 – 3
Language Arts	<ul style="list-style-type: none"> • Recognize, name, and write the letter “A” (in upper and lowercase letters). Let your child write his or her name on the grocery list. • Look for words that begin with “A” (look at signs in public, food packages, etc.). • Retell a story and talk about which character you would invite to dinner. 	<ul style="list-style-type: none"> • Write words that begin with the letter “A.” • Let your child write a short grocery list. Alphabetize the list, and then circle all of the words that have the letter “A.” • Retell a story (folktale) and discuss the central message or moral.
Art and Social-Emotional Development	<ul style="list-style-type: none"> • Love is the primary ingredient for building resilience in families, especially children. Create a family love letter using words and pictures. 	<ul style="list-style-type: none"> • Love is the primary ingredient for building resilience in families, especially children. Create a family love letter using words and pictures.

	Grades K – 1	Grades 2 – 3
Math	<ul style="list-style-type: none"> Count the number of garlic cloves and avocados needed for the recipe. <i>Without</i> your child's assistance, cut the avocado in half to show how two halves make one whole avocado. Count the number of plates, forks and napkins needed for each family member. 	<ul style="list-style-type: none"> Ask, "How many garlic cloves are left after some are added to the bowl?" <i>Without</i> your child's assistance, cut the avocado in half to show how two halves make one whole avocado, four fourths make a whole and two fourths make one half.
Culture and Geography	<ul style="list-style-type: none"> Map Search: Avocados are grown in California and Mexico. Find California and Mexico on a map (paper or online). Here, There, Everywhere: Ask questions about what is next to Mexico or California on the map. (The ocean?) 	<ul style="list-style-type: none"> Map Search: Find California and Mexico on a map (paper or online). Here, There, Everywhere: Describe the relative positions of various countries and oceans using terms such as <i>above</i>, <i>below</i>, <i>beside</i> and <i>next to</i> while looking at the map.
Science	<ul style="list-style-type: none"> Sprout the avocado pit to show how the seed can be grown to eventually become an avocado tree. Ask, "What do you think would happen if we planted the seed?" 	<ul style="list-style-type: none"> Sprout the avocado pit. Ask, "Why do you think avocados are grown in Southern California and Mexico?" (<i>hint: think about climate</i>)
Active Play	<ul style="list-style-type: none"> Play "The Freeze Game" (act out <i>active</i> and <i>inactive</i>). 	<ul style="list-style-type: none"> Play "The Freeze Game" (act out <i>active</i> and <i>inactive</i>).

Making the Home School Connections

YOU ARE YOUR CHILD'S FIRST AND PRIMARY TEACHER.

This family lesson prepares children to work toward the following Common Core Standards:

	Grades K – 1	Grades 2 – 3
Literacy Notes: Give one- and two-step directions and encourage your child to ask clarifying questions while he or she completes the tasks. Ask second and third grade children to also say directions aloud while setting the table or reading a recipe.	CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood. CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings and major events in a story.	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central messages, lessons or morals. CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Math Note: Encourage children to count items as they are placed into the grocery basket.	CCSS.Math.Content.K.CC.A.1 Count to 100 by ones and by tens. CCSS.Math.Content.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using the terms <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> and <i>next to</i> .	CCSS.Math.Content.2.OA.B.2 Fluently add and subtract within 20 using mental strategies.

Source: Common Core State Standards Initiative: *Preparing America's Students for College and Career, English Language Arts Standards*

Source: Common Core State Standards Initiative: *Preparing America's Students for College and Career, Operations & Algebraic Thinking*

