



Reflective Parenting

A few thoughts



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Reflective Parenting

A Few Thoughts

Aims:

1. To develop confident and skilled parents
2. To develop peer mentoring for on-going support
3. To develop emotional intelligence through personal development.

Objectives:

- To develop skills of self reflection
- To increase awareness of child development
- To understand the holistic model
- To manage children's behaviour more successfully
- To enjoy the experience of parenting
- To retain the client group until the end of the programme

Educational Therapeutics underpins this course. This is essentially an holistic approach focusing on the individual, involving diet, exercise, emotions and thought patterns. Complimentary therapies such as massage as well as traditional approaches are used in the context of the family, community, culture, society and environment. The world is seen from a positive viewpoint. Distraction techniques are used to move as quickly as possible from issues in order to build up self-esteem, confidence and communication skills in parents. Thus people are not being 'treated' or 'cured'. There is no blame assigned just an acknowledgement of the unique journey of self-discovery and self-development. Each person will learn at their own pace and move on in their own time. Listening respectfully to individual stories but giving no space to develop competitiveness or a victim mentality, we deal with the present issue without analysis or judgement.

This parenting course will stand alone or be useful as an "add on" to other programmes or used appropriately in an already existing group.

Age range: this course has something for every parent and the focus will alter based on the child's age e.g. the bedtime routine is unlikely to work for Teenagers.....!

The most effective courses are those run sensitively for the specific group. It includes 13 group meetings with 10 sessions that focus on specific areas. plus:

1. A day out to be pampered at a local gym
2. A day out to a museum, art gallery etc.
3. A day out - free choice

The Facilitator's people skills are the key to any group success, a course programme is simply a guide. The group's needs and participation are critical to the value and sustainability of any learning that may take place and is consequently implemented.

1. Leader needs to have support and supervision for themselves.
2. Leader needs to evaluate with the group regularly if the course is working for them

Leader skills:

- Communication
- Emotional intelligence-a modicum
- Sympathy/empathy
- Non judgemental

Underlying assumptions:

- Leader needs to have practised the ideas for discussion. Having been a parent is helpful but not crucial if the approach is naturally empathic.
- Leader needs to be confident in the fact that it is the parent who is the expert in his or her own child's life.
- Leader needs to believe parents, people will tell you their version of the truth within the safety and trust created within the relationship. Everyone has their story but the version they tell you is dependent on their trust in you. Fear and guilt, helplessness and exhaustion do not make strong foundations for changing approaches and behaviour in either adults or children.

Information

There is sufficient information in the Parent Pack to deliver this course.

Warning: You will not reach everyone.

Requirements:

Facilitator will have identified local counselling support or groups and be prepared to offer telephone time per day in emergency.

The materials provided will be more than sufficient for sessions. You are unlikely to get through all of them. Choose the ones appropriate to your group.

Parent Pack per person, Emotional Intelligence – A Tool Kit (Affirmation Cards)

Diaries for adults, scrapbooks and crayons for children

Talking stick, egg timers-3, 5 and 10 minute,

Music and CD player; loan of personal CD players if necessary

Books (see choice list) with 4 C.D. back up - A Compendium of Stories

Flowers and hospitality

Sessions:

2 hours 30 mins approx

Session 1: Introductions and planning

Session 2: Looking after yourself

Session 3: Meal times

Session 4: Bedtime

Session 5: Going out

Session 6: Communication-courtesy, manners and social skills

Session 7: Emotional Intelligence

Session 8: Creativity and the spirit

Session 9: Everyday-Play

Session 10: Feedback after 1 month

3 sessions out within the programme

Teenagers - A Rough Guide

Facilitator:

Will need to check out the ages of the children in the group. Where possible run a separate group for older children.

It is up to you to set homework for the appropriate age

Emphasise the 'behaviour aspects e.g. rules and sticking to them

- Listening and giving time but not pushing the child to tell all
- If language has degenerated to 'grunts' and 'swearing' try to keep 'cool'. They are often fine with everyone else.....
- Embarrassing your children unintentionally is not helpful but you will anyway because that is how they are.....
- Embarrassing them intentionally-now this can be fun!!!!

Information

Is more or less the same with an emphasis on hormones and the changes in the body?

Use the 7 ages of Man sheet for discussion.

1. Adolescence is a time of extraordinary change in the body.
Floods of hormones wash through to cause development into an adult and this is very hard to handle.
If this does not occur normally then this is also a problem!!!
Sensitivities are extremely high and extremes of behaviour-look out for the introvert as well as the extrovert signs
2. Peer group becomes more important than the family
3. Boys are often the least resilient no matter how they act

Someone once said *"if you build up enough emotional credit with your children, you may have a chance of surviving teenage and still be speaking to each other"*

Discussion points:

Use these discussion points to open up the group to differing issues.

1. Reflect on your own teenage
2. Many teenagers sail through this difficult time without any problem
3. Most people get through and become 'good enough' adults
4. Eventually we all turn into our parents
5. Don't take it personally or act shocked
6. You are their parent not their friend
7. Be consistent with the agreed rules act on the agreed consequences
8. Love them-it is a difficult time for everyone
9. Let them be themselves-not what you want for them....within reason

Key technique: Quiet Time – Breathing Space



- 1: Sit in a circle together
Explain that you are teaching them a technique for quietening the mind that will help:
 - Clear thinking
 - Well being-stress management and anxiety reduction
 - Creative choices
 - Better decision making
 - Teach it to their children/family
- 2: Discuss using triangle diagram the impact and relationship with the individual in the context of the outside world.
Benchmark with tree people where they feel as a parent and use as Discussion material.
- 3: Shuffle bottoms in the back of chair and let head balance on shoulders. Each to hold back of own head and feel neck muscles lengthen and shorten as the head falls **gently** forward and backward-now reposition head centrally so that the muscles are neither lengthened or shortened.
- 4: Look at centrepiece and notice thoughts
- 5: Deepen breath notice gentle rise and fall of the stomach as you breathe in and out. Soft focus gaze on the candle flame and count how many breaths there are in a minute.
Write the word QUIET in your imagination, what colour is it, are there any sounds, feeling, emotions attached to it.

Session I: Introductory session:

Explain course programme within the 13 sessions, each session building on the last:

- Rhythm to course
- Breathing Space-circle time group development-sitting quietly and learning how to self reflect-importance of consistent rhythm in children's lives for feelings of safety to develop
- Feedback
- New information - discussion
- Relaxation to finish
- Homework focus



Facilitator to arrange

1. Day out with children
2. Day at gym/pamper
3. Day of parental choice at the end

Optional:

1. Creative session in school-art, dance, drama, story-telling etc
2. Individual massage sessions for parents-find local source
3. Cranio - sacral sessions for children
4. Session with homeopath where appropriate

Peer mentoring development:

In order to encourage inclusion and develop peer mentoring, suggest exchanging phone numbers safely and appropriately.

Group to arrange:

Shopping expedition, meal together, day out with child-outdoors type picnic, visit to library reading with your children

Facilitator to have prepared room beforehand,

Lighting – low, at the least turn off overhead

Aromatherapy – use essential oil burner rather than candles

Lavender, rose, eucalyptus, mandarin etc

Music playing in the background –this should be the same music each time-classical

baroque, new age rhythms or natural sounds

Centrepiece – use a beautiful cloth (colour to be clear and jewel like) as a centrepiece, add a candle, crystals and flowers. This can be added to each week with everyone in the group bringing a special item of beauty that has personal significance (it could be a stone they have found on the beach!!!)

Heartmath bio-feedback programme and computer (optional)

Parent Packs, (1 per parent), Emotional Intelligence – A Tool Kit, diaries (folder/plastic envelope, scrapbooks, child's story books on spiritual matters one each to swap round)

Explain that everything you do is training/modelling in how parents can approach and develop relationships with children, there are no experts in parenting and we are here to be alongside and share ideas.

Rules of group:

- Confidentiality - Explain that the process is more important than the content. There is no need for disclosure, or intrusion to change our behaviours we can work with process only
- Talking stick-a specific item that will be passed round the circle and only the person holding it may speak
- Timers-3, 5 and 10minute, agree on maximum time for each person
Suggested 10 minutes for initial session and less on following session
Find a local counsellor for parents if they would like individual work .The course whilst being in its nature educational therapeutics is not intended or a suitable place for group or personal individual therapy. This must be stated at the beginning and provision made should these needs arise (they will!!!!)

Anchor technique/Magic Button: Imagine a quiet place where only you can go and be safe and at peace with yourself, inside or outside, day or night, spring, summer autumn or winter, weather?

Breathe your self into the experience and really be there, press your finger and thumb of the non-dominant hand together and make it even quieter, good.

Give 10 mins in partners to describe process and content if wish

Each week use this same pattern to go inside and relax, building up visualisations as relevant to each session.

Heartmath session - Biofeedback computer program can be used to help assess physiological states.

Information: Parent Pack given out and explained

Do the relaxation from pack and discuss.

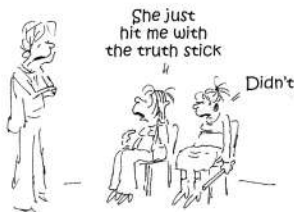
Choose reading book for the week and listen to the story snuggled up in bed with your child, every night as part of the development of a bedtime routine.

Homework:

1. Find some treasure for centrepiece,
2. Listen to relaxation 3x minimum before bed preferably
3. Begin personal diary

Ending - 5mins:

At the end of each session it is crucial to sit quietly scanning the points of the session and future planning homework (2mins each), then just 1 minute sitting quietly.



Session 2: Looking after Self focus



Breathing space:

Initial quiet sitting without introductions

Simple breathing technique counts how many breaths you do in a minute, pulse breathing (inhale to the count of 4, exhale to the count of 6). Discuss how important the breath is in monitoring your emotional state-consider phrases

A sharp intake of breath, inspire, take 10 deep breaths, hold your breath and count to 10 etc.

Feedback:

Reiterate group rules

Exchange books

Heartmath

Sharing stories, each parent takes time to share their own story

Suggested focus would be 2 positive moments with one negative sandwiched between (use egg timer and give no more than 10 mins each)

What would you like from the course?

Information:

Dream sheet-How would you like to relate to your child

Maps of reality-what is a human being?

Homework:

Listen to relaxation recording at least 3 times

Notice your own behaviour-dreams, when do you feel at your best, time of day, place, what you are doing and with whom, common words and phrases that you use.

Continue personal diary

Arrange massage session

Facilitator to arrange pamper day?

Ending - 5mins:

At the end of each session it is crucial to sit quietly scanning the points of the session and future planning homework (2mins each), then just 1 minute sitting quietly.

Session 3: Meal times

Breathing space

Circle time: sitting quietly focussed on breath, use progressive relaxation technique.

Feedback:

Exchange books

Personal reflections on own behaviour

Avoid mentioning the children's behaviour

Information:

Discuss Diet sheet

Immune-nervous system development

Brain and bowel connection

Family history –dairy, wheat

Allergies and sensitivities

Water, sugar, fats

Discuss individual thoughts about

their family and nutrition

Take child out for meal.



Homework:

Continue to use relaxation recording

Shopping trip out to observe information on packets

Notice own behaviour-notice child's behaviour-make no comment or change habits, write your food/drink habits into diet sheets.

Bake a cake for and with your child



Ending - 5mins:

At the end of each session it is crucial to sit quietly scanning the points of the session and future planning homework (2mins each), then just 1 minute sitting quietly

Session 4: Bed time



Breathing space:

Notice feelings, breath and body tension, imagine the most safe and beautiful bedroom, design your own, now snuggle up in bed, warm and safe just before you drift off, think of an angel, protective spirit, animal imagine yourself curled up sleeping in your own hand, look at yourself with great love as you sleep and dream your adventure, notice your courage and strengths etc.....

Feedback from homework

Information:

Children's needs:

Primary and secondary

Mystery of being a human being

Listening to children

Reading to them-

Bedtime routine (see worksheet):

Homework:

Group visit to local library, choose book, borrow book, and read to child in bed routine

Relaxation space journey with child before sleep-4x in week, story other nights

Continue own diary and relaxation

Ending - 5mins:

At the end of each session it is crucial to sit quietly scanning the points of the session and future planning homework (2mins each), then just 1 minute

Sitting quietly

Session 5: Going out! - Exercise and massage

Breathing space

Focus on breathing and spine, head balanced perfectly, hands relaxed

Imagine a cheetah running feel how it would be to move so powerfully, quickly and gracefully.

Imagine a monkey in a tree, leaping and swinging from one branch to another using hands and feet and tail

Imagine a dolphin leaping in the water and swimming deep, playing and enjoying its environment

Imagine a bird flying held in the arms of the wind then swooping and diving flying free feel the wind on your face...

Feel your body's power, delight in the movement and let yourself dance free

Feedback

Exchange books

Information

Exercise walking, gym, swimming, trampolining, yoga, tai chi, martial arts

Going out – children are full of energy, they need to run and roll and play....

in appropriate setting-not shops!!!Stretching, toxin release, xi-gong

Head holding, hand stroking

Clarity and consistency

Role-play to bring understanding

Punishment/consequence

Rules-yes

No means no

Homework

Continue relaxation sessions

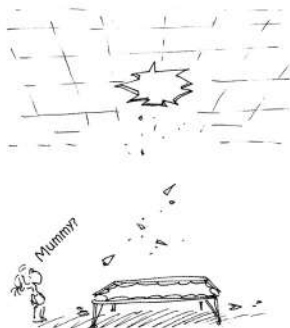
Practice massage technique with child

Take child swimming

Taster session at local sports centre

Go for a walk everyday with child,

pointing out seasonal natural things



Ending - 5mins:

At the end of each session it is crucial to sit quietly scanning the points of the session and future planning homework (2mins each), then just 1 minute

Sitting quietly

Session 7: Emotional Intelligence

Breathing space

Focus on counting breaths, deepening breath.

Visualise solar plexus, hands on stomach feel the warmth inside you spreading, imagine yourself at the edge of a calm mirror like ocean, see the golden path of the sun reaching to your feet, run along the edge to get away from it-you can't, feel its warmth surrounding you and imagine the path as a cord of light connecting to your own solar plexus like a great umbilical cord, feeding you with energy, light and health with every breath...bathe in it and watch as you leave a trail of golden light wherever you go and how other people smile without knowing why as you pass...

Feedback

Exchange books



Information

Define the word love-tough?

If we have enough emotional credit with our children we may survive their adolescence and still be friends

What are emotions? The chemistry of emotions?

Emotional literacy? Temperament, mood and emotion???

Changing moods-distraction, humour, action (spinning, twirling dancing, singing)

Use affirmation cards.

Discuss these words:

Emoting, sentiment, self-control?

Energy of emotions-e.g. Anger; humour?

Homework:

Keep up diary and relaxation

Notice how you are feeling, where you are in your menstrual cycle, what the weather is like, what you have been eating, when you are neutral and when happy or sad, is there a pattern to this-is it tied up with your child's behaviour?

Ending - 5mins:

At the end of each session it is crucial to sit quietly scanning the points of the session and future planning homework (2mins each), then just 1 minute sitting quietly

Session 8: Creativity – Spirit

Breathing Space:

Focus on breath and posture; imagine yourself in the most beautiful place on earth, look around, is it day or night, inside or outside, season, weather; view, and details. Now remember stories of companion/protective guardians in some beliefs-angels, mythical creatures, animals birds etc, now look around and see yours coming towards you-this is the best you may be, the creative spirit that inspires you, feel all the potential as yet unused within bubbling up-when you sleep tonight imagine going on an adventure with your companion and finding a great treasure....you

Feedback;

Discuss in two's the process and content (if wish) of journey.
Exchange books

Information:

Worksheet as starter for discussion
What is spirit?
Let each tell their story or belief?
Sense of awe and wonder?
Meaning and purpose?
Environment, bigger picture, context?



Story of Spirit from Quiet Place.

A little girl had been coming for massage for a few weeks and said very little. The therapist felt she seemed to drift off and was quite content. The next session she mentioned this to the child and asked if she minded telling her where she was drifting?
The little girl replied: "No, I don't mind telling you, I go to Heaven and dance with my Nan."

Homework

Continue relaxation
Plan adventure with child to waken them before you go to sleep, wrap them up and take them out to look at the stars and moon
Read story, Little Soul and the Sun
Spend 30 mins a day letting child paint or draw-get messy together
Keep in scrapbook trips around locality and outside-environment-beach, hills, nature
Story: Personal, familial, local, cultural, environmental national, international

Ending - 5mins:

At the end of each session it is crucial to sit quietly scanning the points of the session and future planning homework (2mins each), then just 1 minute
Sitting quietly

Session 9: Everyday Play



Breathing space:

Focus on posture and breath, let yourself drift inside, appreciate your body, honour your feelings but be in control of them, delight in your thoughts and the power of your imagination, appreciate your journey and all you have learnt and now good your relationship has become with your child

Run through your daily routine and do nothing special, be mindful of the little things, smiles, moments of connecting by looking into the eyes of your child, listening and enjoying their story, hugging them.....

Quiet, peaceful, gentle, acceptance, every day-ordinary is special

Feedback:

Exchange books

Information:

Quietly being with your child?

Playful-what does this mean?

Playing with your child:

Imaginary games

Toys?

Television-useful, as a babysitter?

Set quality time with child-specific or not?

Homework:

Continue your practices if they help

Make sure you contact your peer mentor each week until the next meeting

Ending - 5mins:

At the end of each session it is crucial to sit quietly scanning the points of the session and future planning homework (2mins each), then just 1 minute sitting quietly

Session 10: Revisiting

Breathing Space

Sitting quietly-repeat the first relaxation and follow up with reflecting together and what has happened since your last meeting, finish off with a celebration and appreciation of self, their courage in the adventure of their own unique life.

Feedback

Peer mentoring-how is it working?

Open agenda

Heartmath session

Gathering of materials for those who are doing accreditation

Future Planning

Ending - 10mins:

At the end of this session visualise the circle in which they sit and light flowing round clockwise. The central candle flame stretching up to connect with the sun and each person's solar plexus to shine bright and connect to the sun. It looks like a beautiful Maypole with ribbons of golden light and all dancing around together in celebration and happiness.

Let each one spin from the centre and see themselves dancing along their own path and coming together in the future to dance together in the great rhythm of life.

Accreditation

Worksheets

Reflective Parenting **Worksheets**

The Cheiron Trust provides quality assurance and oversees the course.

If any of your parents decide they would like to do the accredited programme please contact The Cheiron Trust to arrange the evaluation and monitoring procedures.

Portfolio of evidence:

These sheets are designed to provide evidence for accreditation in addition to the personal diary that should be kept throughout the course.

The course tutor will be required to assist with basic skills work where necessary. The brainstorm sheets from each session can be written up by the facilitator and used in portfolios.

Requirements:

1. Personal diary to be kept to include comments:

- Feelings throughout the course-time of the month, weather, diet etc.
- Learning experiences on the course
- Relating these experiences to their lives
- Success with their children
- Dreams
- Creative work
- Anything else at all!

Evidence of diary keeping to be gathered from either a comment sheet or discussion with the tutor. This can be on a 1:1 or in group.

2. Worksheets can be used to focus attention on each part of the course and at least one sheet per session will be required.

3. Photographs, art work etc. may also be submitted.

Reflective Parenting Programme

Worksheets for Accreditation - Open College Network Level 1

Learning Outcomes The learner should be able to:	Assessment Criteria The learner has achieved this outcome because s/he can:
1. Demonstrate knowledge and understanding of the needs of a child and how these needs can be met	1.1 identify and explain the needs of the child and how these may be met 1.2 recognise and manage the behaviour of the child throughout this process
2. Demonstrate knowledge and understanding of the needs of a parent and how these needs can be supported in relationship to themselves and the family	2.1 identify and explain the needs of the parent and how these may be met 2.2 recognise and support these needs throughout the process, find time for yourself
3. Demonstrate knowledge and understanding of the concept of a holistic approach and its application to the 'change' process	3.1 select from Parent Pack, a holistic approaches to use with your family. 3.2 discuss how to effectively interrupt habitual behaviours in order to begin the process of change
4. Demonstrate knowledge and understanding of the concept of emotional and spiritual intelligence and its application to the 'change' process	4.1 time for listening to your child 4.2 explore different ways of being creative with your child, reading, art, play
5. Demonstrate knowledge and understanding of positive communication, verbal and non-verbal	5.1 what do these ideas mean 5.2 demonstrate the effective application of these concepts within various scenarios with your child.
6. Demonstrate knowledge and understanding of the concept of nutrition and its application to the 'change' process	6.1 identification of healthy diet and how to shop 6.2 bake a cake with your child
7. Demonstrate knowledge and understanding of the concept of exercise its application to the 'change' process	7.1 explore the influence of exercise, walking, swimming, trampoline and breathing exercises. 7.2 show the child the beauty of nature-get out more!
8. Demonstrate knowledge and understanding of the concept of massage techniques and their application to the 'change' process	8.1 demonstrate a massage technique which may help your child. 8.2 recognise the different ways massage can help you
9. Demonstrate knowledge and understanding of local support through peer mentoring and other agencies	9.1 identify 'peer mentor' and provide mutual support through regular contact. 9.2 identify contact of other agencies
10. Demonstrate knowledge and understanding of the importance of self reflection	10.1 demonstrate the importance of self reflection and quietening the mind

Evidence will be from a range of sources including journal keeping, portfolio, tutor record, record of discussion, dialogue, demonstration of tasks and record keeping.

There will be regular on-going assessment through a supervision/training model

This Parenting Programme will take place within the period of one year.

The 10 sessions may be consecutive weekly, monthly, part of an existing group or adding value to other parenting courses

Check List

Evidence for Accreditation - Open College Network

Assessment Criteria The learner has achieved this outcome because s/he can:	Evidence e.g. diary, portfolio, worksheet, dialogue	Page No.
1.1 identify and explain the needs of the child and how these may be met 1.2 recognise and manage the behaviour of the child throughout this process		
2.1 identify and explain the needs of the parent and how these may be met 2.2 recognise and support these needs throughout the process, find time for yourself		
3.1 select from Parent Pack, a holistic approaches to use with your family. 3.2 discuss how to effectively interrupt habitual behaviours in order to begin the process of change		
4.1 time for listening to your child 4.2 explore different ways of being creative with your child, reading, art, play		
5.1 what do these ideas mean 5.2 demonstrate the effective application of these concepts within various scenarios with your child.		
6.1 identification of healthy diet and how to shop 6.2 bake a cake with your child		
7.1 explore the influence of exercise, walking, swimming, trampoline and breathing exercises. 7.2 show the child the beauty of nature-get out more!		
8.1 demonstrate a massage technique which may help your child. 8.2 recognise the different ways massage can help you		
9.1 identify 'peer mentor' and provide mutual support through regular contact. 9.2 identify contact of other agencies		
10.1 demonstrate the importance of self reflection and quietening the mind		

Parenting course worksheets:

To fulfil the accreditation evidence must be gathered in a number of ways. The worksheets will assist you in expanding the general work within the group as well as the specific diary and homework requirements.

These worksheets are designed to assist in fulfilling the learning outcomes for the accredited programmes.

The numbers next to the worksheets correspond to the learning outcomes

Session 1:

Diary - All learning outcomes

Heartmath read out - LO 2.1

Triangle - LO 3.1

Tree people - LO 3.1

Personal reflection in group - LO 10.1

Homework

Creativity-positive use of the imagination - LO 4.2

Start personal diary - LO2.1

Personal relaxation from CD at home - LO 2.2

Bed time story - LO 4.1

Session 2:

Breathing exercise – LO 10.1

Listening - LO5.1

Sharing experience – LO5.1

Dream sheet – LO1.1

Maps of reality image – LO1.1

What is a human being? - LO1.1, 1.2, 2.2

Mahler's hierarchy– LO1.1

Holistic model – LO1.1, 1.2, 2.1, 2.2

Homework

Massage – LO1.2, 8.1, 8.2,

Session 3:

Book exchange-discussion - LO5.1, 3.2

Diet – LO6.1, 6.2

Diet diary sheet to be kept - LO6.1

Homework:

As above plus

Shopping trip and label check - LO6.1, 6.2

Symptoms and family history – LO1.1, 2.1, 3.1, 3.2

Session 4:

Parent Pack children's needs - LO1.1, 1.2

Listening tell neighbour about book and its emotional effect - 4.1, 4.2

Reading as quality time in bed time routine – LO1.2, 10.1

Session 5:

Lifestyle sheet - LO2.1, 2.2

Role-play - LO3.2

Homework:

Take child out - LO1.2, 3.1, and 3.2

Massage child – LO8.1, 8.2

Session 6:

Affirmation cards – LO3.2, 4.1, 5.1, 5.2

Homework:

Preferred words and phrases - LO5.1, 5.2

Session 7:

Feeling cards and colour cards – LO4.1, 4.2

Emotions list - LO4.1, 4.2

Brain diagram – LO1.1, 2.1, 3.1

Homework:

Feel good factor – LO2.1, 2.2

Session 8:

What is spirit-LO1.1, 2.2

Homework

Painting together – LO4.1,

Session 9

Playing-every day ways-worksheet different types of play - LO4.1, 4.2

Homework**Session 10**

All learner outcomes should be met

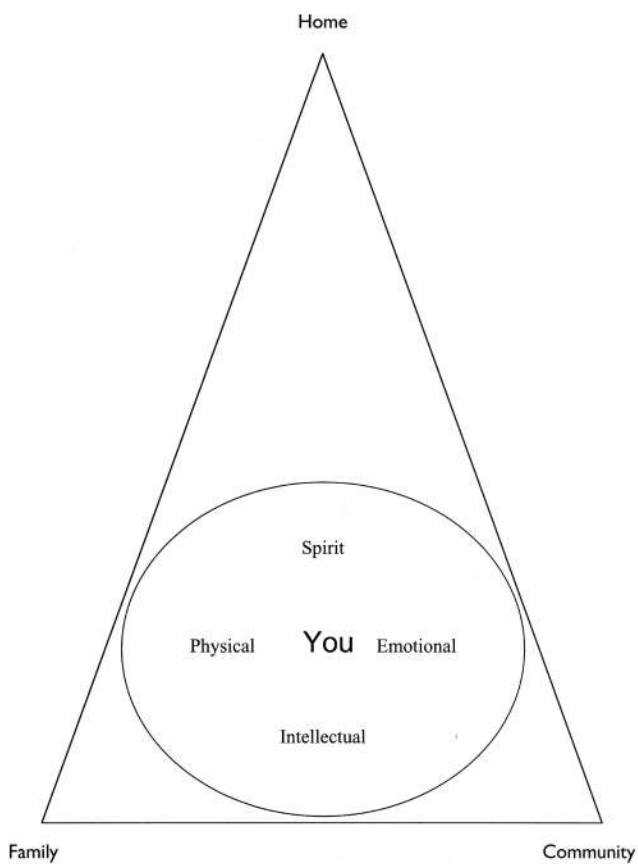
Diaries, portfolios and other evidence to be gathered for assessment

Homework:

Peer mentoring to continue with buddy or in group – LO9.1, 9.2

Session 1:a

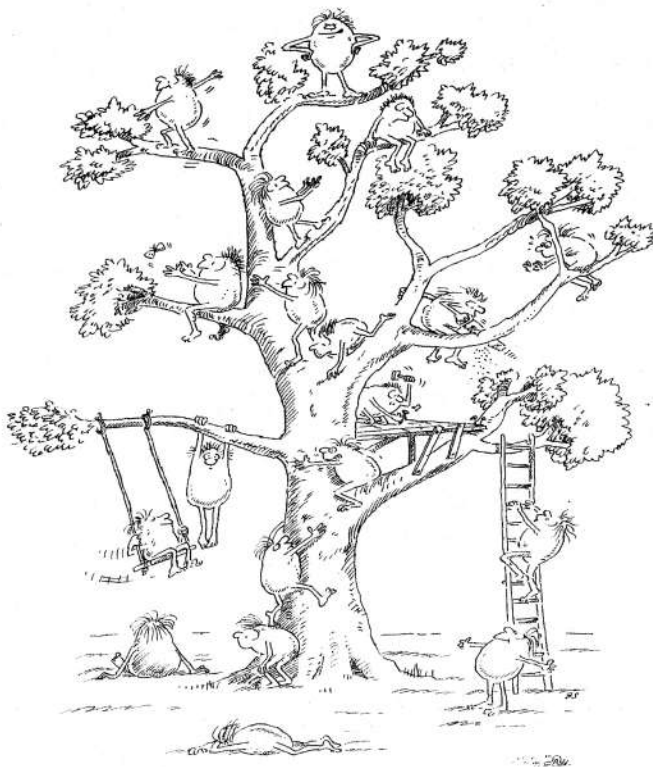
Benchmark triangle



LO 3:1

Session 1:b

Where are you now?



LO 3:I

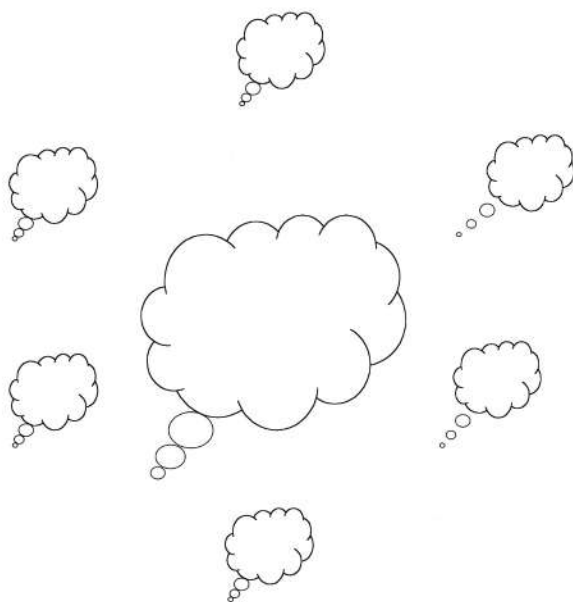
Session 2a

Dreams and Aspirations

Centre cloud: What do you want from your relationship with your child.

The other clouds represent other important people in your child's life and yours and their dreams for your child.

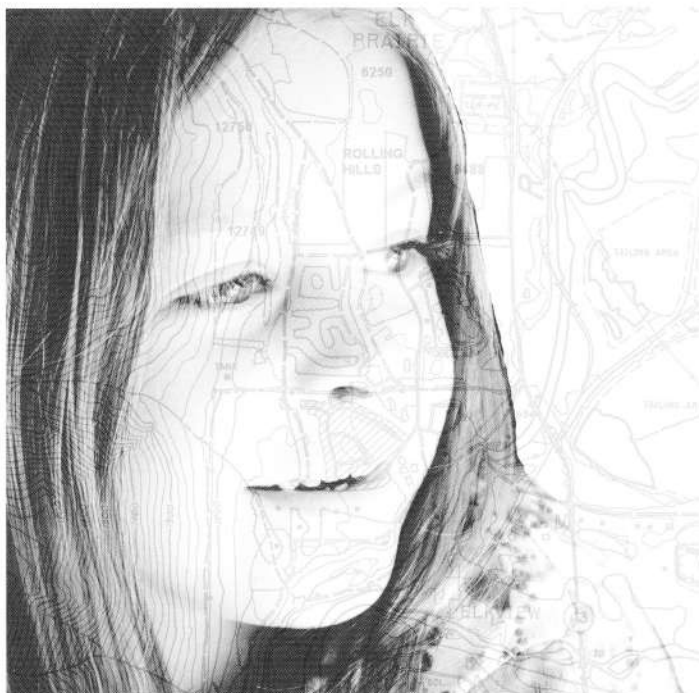
One cloud may represent society's dream for your child.



LO2:1

Session 2b

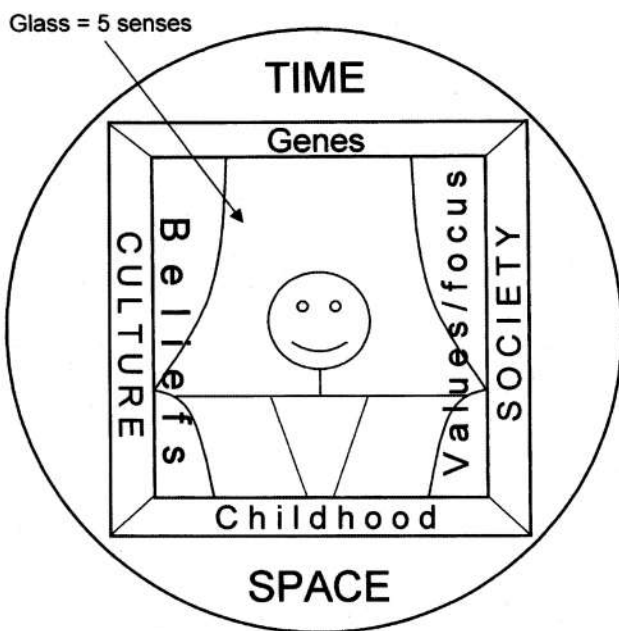
Maps of Reality



LOI:I, 2:2

Session 2c

Maps of Reality

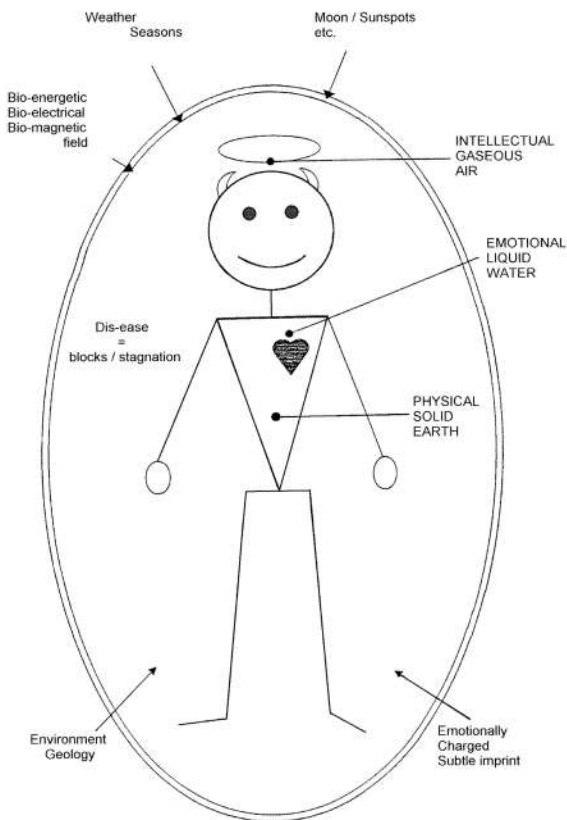


LOI:I, 2:2

Session 2d

What is a Human Being?

An Holistic model



LOI:2, 2:2

Session 3a

Diet Sheet

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
In Between							
Lunch							
In Between							
Tea							
In Between							
Supper							
Drinks							
Treats							

LO2:1

DIET GUIDELINES

The Clue is Craving
Cut down on craved-for substances

O.K. LIST

Drink 2 litres of filtered water every day

For fizzy drink – only 7UP

Only PLAIN crisps

If you must use sugar – make it raw unrefined

Avoid

Artificial Red, Orange, Yellow or Blue colours

Cola drinks

'Diet' drinks with aspartame or saccharin

Coloured sweets

Flavoured or coloured crisps

Flavoured or coloured spaghetti

LO2:I

Session 3c

Food Check List

1. Choose 6 common food products that you buy regularly,
Write them down and list ingredients including:
 - Colourings
 - Preservatives
 - Sweeteners
 - Nutritional Values
- 2 E's: find out what e's are safe and which are unsafe
- 3 Aspartame/saccharin look up research into these artificial sweeteners.
- 4 Cola Drinks – What can they be used for as well as drinking?
- 5 Water – 80% of our body is water, why do we need to drink 8 glasses of water a day to keep us healthy?

LO2:1

Session 3d

Family history

Pregnancy:

- Was it planned?
- Was it full term?
- Were you under any stress?
- Did you have any cravings of food or drink?
- Did you take any drugs-legal or illegal?
- Did you smoke or drink?
- Were you ill? High blood pressure? Back problems?
- Did you have morning sickness?

The Birth:

- Was it normal? Caesarean, forceps or ventouse?
- Did they breathe in meconium?
- Did you have an infection?
- Did the baby have an infection?

Post pregnancy:

- Did you breastfeed?
- Did you have postnatal depression?
- Were you under any stress?
- Did the baby sleep?
- Did the baby have colic?
- Did the baby have asthma or eczema?

Family:

- Is there a history of allergies in your family?
- Migraine, arthritis?
- Coeliac? Diabetes?
- Autism, Asperges? Eccentric behaviour? (Train spotting?)

Individual:

- Is the child excessively thirsty?
- Does the child have any cravings?
- How much milk do they drink?
- How much fizzy drink do they have in a day?
- How much sugar?
- How many sweets/chocolates?
- How much cakes/biscuits? -processed white flour?
- How many foods with red/orange/yellow colours-sauces and pizzas?

LO2:I

Maslow's Hierarchy of Needs

PRIMARY NEEDS

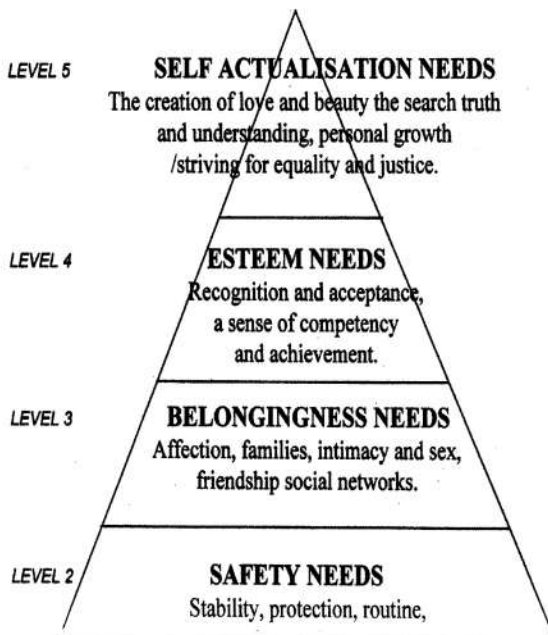
- Air
- Water
- Food
- Warmth
- Security
- Touch
- Stimulation
- Communication

LOI:I

Session 4b

Children's Needs

Maslow's Hierarchy of Needs



LOI:I

Session 4c

Developmental Stages

1: age birth to 1 year

Trust:

Healthy development is influenced significantly by the quality of care a child receives. If she or he is treated in a loving and consistent manner, the child is likely to develop a sense of trust. The world will feel safe.

2: age 2-3 years

Autonomy

During this period of development a child begins to assert their independence. Parents who guide their children's behaviour gradually help them develop a sense of pride, self-control and autonomy. The child will develop self-reliance.

3: age 4-5

Initiative:

During this stage of development children are becoming more independent and seek contact with people outside the family. At this stage children are curious and intrigued about their bodies and life in general. The world will feel an exciting place to explore.

4: age 6-12 years

Competency

At this stage children begin to prepare for the future by acquiring new skills and learning how to complete tasks. The children develop self confidence with support and encouragement from important adults in their lives.

5: age 13-19 years

Identity

During this period of confusion, adolescents are searching for an identity as they attempt to integrate social roles, emerging sexual feelings and a sense of who they have been up to a point in their lives. Determining an occupation and developing a clear set of values and vision of the future are important during this stage.

Peer group often becomes more influential than family in behaviour. They need to feel safe to rebel and still remain loved by their parents

LOI:I

Session 5 a:

Lifestyle sheet:

Reality Check: at least one thing for you and one thing for the children

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

LOI:I

Session 5b

Role Play:

Script:

Choose situation (child/adult comes in from outdoors)

.....

Question: Would you use the same words/tone of voice with the child and the adult?

Describe words you may use with child and then use the same ones to an adult and see how it feels.

e.g. how many times have I told you to hang your coat up.....

Now pretend you are using them to an adult friend

LOI:I

Session 6

Communication

Communication is the same as behaviour; all behaviour is a form of communication
Within yourself and with others

It can be divided into Verbal and Non-verbal:

Think of some verbal and non-verbal ways to communicate.

Listening skills:

- TIME
- Eye contact
- Body facing
- Smiling
- Affirming
- Encouraging
- Supporting

1. Clear instructions, simple and consequential, make sure child is listening, bring child to face-to-face position
2. Role play his/her behaviour in good humour, let child be you and tell you off!!!

Preferred words and phrases:

1. Have you noticed anyone saying the same word or phrase repeatedly
e.g. 'Oh my God.....'
'It's great...'
Name one.....
2. Have you noticed people being negative no matter what?
Whining and moaning about everything-how does that make you feel?
.....
3. Has anyone ever 'jumped down your throat' when you had just said hello?

Reframe:

1. This is finding a way of making an apparent difficult situation and getting some good out of it.
E.g.: It's always raining..... It's Good for the ducks!
2. Think of a situation in your group.....
3. Now reframe it.....

LO5:2

Session 7

Emotional Intelligence

Refers to the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. It describes abilities distinct from, but complementary to, academic intelligence or IQ.

(Daniel Goleman E.I)

Managing Feelings: management of emotions, self-discipline, ability to control levels of excitement.

Resilience: The ability to bounce back from life's blows.

Empathy: The ability to identify with other people's situation and feelings.

Self-Awareness: The ability to reflect on own behaviour and its consequences on others.

Communication:

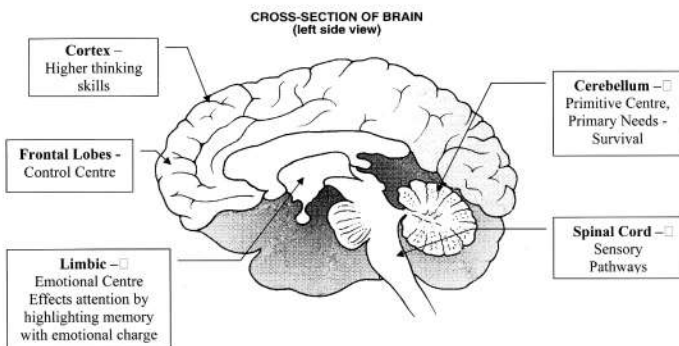
Verbal: Positive language, natural ability to modify language appropriate to setting.

Non-Verbal: Ability to read non-verbal cues.

Have you noticed anyone 'losing it' in public-how does that make you feel?

Could you have done it differently?

TRIUNE MODEL



LO4:2

Session 8a

Spirit:

Think of words which include 'spirit' that you may use in everyday conversation e.g. inspire, dispirited, in good spirits

What do you mean by spirit?

What do you mean by soul?

What do you mean by spirituality?

What do you mean by 'creative'?

Have you ever had an experience that 'moved' you to tears?

Have you ever had any inexplicable experiences?

Have you had to deal with the loss of a pet in your family?

LO4:I

Session 8b:

Creative Arts

Expressing your self through the creative arts can be very powerful.

It allows a 'safe' release for emotions and spirit – the outcome is irrelevant it is for your eyes only' unless you choose to share.

Dance:

Moving round the house expressively, to the radio can be fun exercise.

Use every part of your body to reach out and move in ways that are not a normal part of your pattern, stretching and enjoying your body's ability to move

Drama:

If you have internal dialogue and feel you can't speak out loud, act it out with great passion when you are alone, in front of the mirror, really dramatise the situation.

Art:

Paint, draw, scribble, make shapes with play dough and create puppets from kitchen utensils. Let your imagination roam free!

Poetry:

Go outside into nature, look at the sky, the shape of the land, trees and flowers and just let the words flow-

Haiku is a very simple Japanese form

Three lines with a pattern of syllables to keep to;

Line 1 – 5 syllables *Autumn leaves drifting*

Line 2 – 7 syllables *Glorious colours and light*

Line 3 - 5 syllables *Carpeting the ground*

Prose:

Read something beautiful e.g.

The Prophet by Khalil Gibran

"Your children are not your children but sons and daughters of life's longing for itself".
Do you like this or does it make you uncomfortable?

Quotes:

There are some beautiful sayings: read and think about their relevance in your life
'Do not judge me until you have walked a mile in my moccasins' (Native American)

Songs:

Are there some phrases from music you know which you remember e.g.' I believe in angels' - Abba, 'You are simply the Best' – Tina Turner.

Affirmation:

Choose an affirmation card each week and say it to yourself at least 3 times a day

LO4:2

Session 9a

Everyday Play

'We don't stop playing because we grow old, we grow old because we stop playing'
G. B. Shaw

What does play mean?

What is the difference between playing and being playful?

Many days of our life are 'ordinary'; the expected natural order of a day with planned routine is the very best way to keep children feeling safe. There is a regular time for meals and bed.

'Time has depth as well as length' Elisabeth Kubler Ross (Hospice Movement)

'To everything there is a season, and a time to every purpose under the sun' Ecclesiastes

Different types of Play:

Toys encourage play. Play brings about learning. Play encourages creativity and helps develop ideas, understanding and language. Play allows us to develop skills in a lighthearted way that can equip us for life.....

Give examples:

1. Heuristic - use of everyday materials
2. Fantasy – dressing up, or playing with puppets, dolls etc
3. Constructive- building things
4. Energetic – movement
5. Copying – being someone they know
6. Social – to play with others
7. Skilful – practising skills

What benefits do you think children get from play?

LO4:2

Bedtime routine

- Have a regular time for bed
- Give 10 minute, then a 5 minute warning
- Bathe child in warm water and add a few drops of lavender oil, play with child in bath and cuddle child whilst drying
- Pop child in bed and leave to settle down whilst you get a drink of water in case child wakes thirsty in night.
- Snuggle down with child and read or listen to story
- After story stay with child for no more than 3 minutes and then tuck in, kiss, wish sweet dreams and leave
- If child calls out for you call up a last goodnight.
- Ignore any further calls.
- If child gets out of bed, take child's hand and return them immediately to bed, just keep putting them back and briefly repeat 'tucking in tightly routine'.
- An egg timer may be useful to visually show the child how long you will spend with them.

Always be consistent and follow through on your decisions.

LO4:1, 4:2

Appendix

1. Booklist
2. Seven Stages of Development
3. Anchor Technique/Magic Button
4. Toxin Release
5. Xi Gong Breathing Exercises
6. Simple Hand Massage
7. Simple Progressive Relaxation Techniques
8. Visualisations
9. Parents Comments

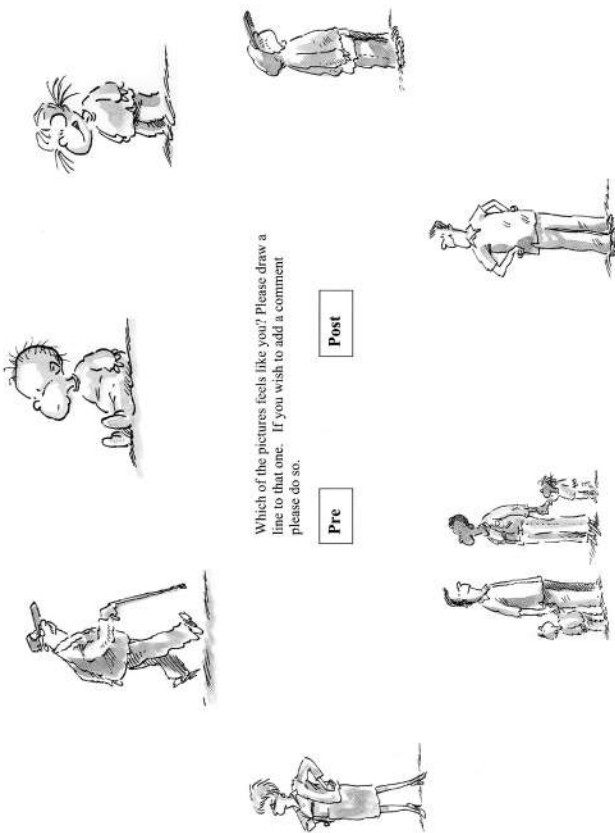
Book List

Compendium of Stories

Stories are for children of all ages however those marked with an asterisk would be suitable for older children.

In the Company of Bears	P.Theobalds
Brother Eagle Sister Sky*	S. Jeffers
Small Acts of Kindness	J.Vollbracht
The Big Big Sea	M.Waddell
Granddad's Prayers of the Earth	P.J. Lynch
Dazzle the Dinosaur	M.Pfister
Who is the World For?	T.Pow
How do Dinosaurs say Goodnight?	J.Yolen
Can you Watch a Mermaid	J.Ray
The Garden	D.Sheldon
Unicorns Unicorns*	G. McCaughrean
I Promise I'll Find You	H. Ward
Nobody Rides the Unicorn	A. Mitchell
The Silver Swan	D. Lampitt
The Whale Song	D. Sheldon
A Quiet Place	D.Wood
The Last Angel	D.Sheldon
The Most Magnificent Mosque	A. Jungman
All I See is Part of Me	C. Curtis
I'll Always Love You	P.Lewis
The Little Soul and the Sun	N.D. Walsch
The Velveteen Rabbit	M.Williams
Starlight	J.Oldfield
Herman's Magical Universe*	B. McCarley
Owl Babies	M.Waddell
Little Whale's Song	F.Evans
Seven Ways to Catch the Moon	M.Robertson
Love You Forever	R.Munsch
Oscar's Starry Night	J. Stimson
Hope for the Flowers*	T.Paulus
The Owl who was afraid of the Dark	J.Tomlinson
The Rainbow Fish	M.Pfister
Dinosaur Time	M.Pfister
A Fishy Story	M.Pfister

The Seven Stages of Development



Magic Button

Aim:

Accessing positive inner resources in order to manage feeling states

Anchoring:

Is a naturally occurring phenomenon in all five senses.

The connections between the emotions and the body are very powerful. Triggers in any sense can bring back experiences with very strong emotional charges. This happens all the time as a natural response to life and allows us to navigate our way through the daily life. Knowing this we can begin to harness the knowledge and use it for our benefit.

Discovering our positive internal resources and anchoring them will allow a positive state of mind to be accessible to us in any situation.

With young children we can use the idea of a 'magic button', which is simply activated by pressing the tip of the thumb to the top of the index finger on the non-dominant hand.

1. Having ascertained a positive state (e.g. happy, calm) they want to achieve.
2. We then ask them to remember a time when they had that experience. If there was never such a time ask them to 'pretend', or if they know someone who had and what was it like for them?
3. Now pinpoint the time when the experience was at its height.
4. Now ask them to close their eyes and 'go inside' and describe the experience.
 - Are they 'seeing' anything?
 - Are they 'hearing' anything?
 - Are they 'touching' anything?
 - Are they 'tasting' anything?
 - Are they 'smelling' anything?
5. Ask them to feel as if they are 'really' there. Make the experience as powerful as they can and press their 'magic button'
6. Then ask them to remember something nice they have eaten and repeat the 'magic button'. Do this 5 times moving from the anchor to reality in quick succession. This will teach them to change state and enable them to use the technique for negative feelings.
7. Test the anchor and make sure it is working allowing the positive experiences to come back in different body positions e.g. standing, sitting, moving etc.
8. Now test the anchor in a challenging situation



Toxin Release

- Stand** - Feet under hips, toes forward, shoulders relaxed.
Three complete abdominal breaths while stretching arms above head
- Feet** - Wiggle toes, spread toes, point toes, point toe then heel
three times with each foot
- Knees** - Circle knee three times with leg bent
- Hip** - Lift foot behind, hold, raise opposite arm, push foot away from body
- Hands** - Arms out at shoulder level, Stretch fingers, make a fist. Circle soft fist.
- Shoulders** - Shrug. Push shoulders down, give yourself a hug, arms back, hands
on shoulders, circle elbows large with breath
- Elbows** - Flick arms down as if flicking water from finger tips.

'Hare' Breath (asthma)

Hands clasped behind back as you breathe in
Shoulder blades together
Breathe out, lift arms up.
Breathe in, breath out, bend forward.
Breathe in, breathe out and stand up.

Stand relaxed

Head dropped to chest.
Breathe in raise head.
Breathe out, head in.
Mouth open, teeth together.
Inhale, raise head.
Exhale, head to right.
Circle Head.
Tense jaw, tongue, eyes, forehead.
Screw face up, yawn, stretch tongue out.

Stand relaxed

Feet wide.
Breathe in raise right arm.
Breathe out. Go down to left.
Vice Versa.

Feet wide.
Drop Head, shoulders, relax spine as you bring
head. down to knee level.

Spinal Twist

Stand with right hand on shoulder.
Left hand behind back breathe in, twist to left as
you breathe out.

Xi - Gong

- 1) Head rolls: Head Forward, Back. Look To Right, Then Left, Ear To Left Then Right Shoulder. Roll The Head With Breath To The Left And To The Right.
- 2) Breathe in and lift elbows to shoulder level. Bring hands together, thumb and forefinger touching. Gaze to the right hand, breathe in and extend both arms out to side, breathe out and bring hands back to centre, do the same to the left. (3 times)
- 3) Breathe in and lift hands to back of shoulders, breathe out, gaze to the left hand as you breathe in and stretch both hands up to the clouds, breathe out as you bring hands down to shoulders, do this to the left. (3 times)
- 4) Right hand in front of the left down in front, gaze to the right hand, breathe in and lift both hands up in front, breathe out as you circle hands round, do the same on the left. (3 times)
- 5) Finger tips touching, arms in "V" shape, gaze to the right elbow, travel along the arm to centre as you breathe in and raise elbows to shoulder level, breathe out as you open hands and press them down as if through water, gaze out of focus (soft eyes) down central pillar. Do the same to the left. (3 times)
- 6) Left hand behind back, right hand to the side, gaze to the right hand, breathe in and lift right hand to sky, pushing up, breathe out and lower. Do the same on the left. (3 times)

Simple Hand Massage Routine

- Use a prepared massage oil, cream or gel, or use vegetable oil with one or two drops of lavender essential oil added to it. You need only enough to allow a comfortable, smooth massage.....
- Put a towel on the lap, under the hand you are massaging.
- Sit opposite and right next to the person you are working with.
- Keep the hand being massaged as relaxed and low as possible, avoid holding it in the air as this creates tension.
- Hold the hand you are beginning with between both of yours for a few moments.
- Apply oil, cream or gel and spread over front and back of hands, fingers and wrists.
- Massage the back of the hand with circular movements, use both hands.
- Turn hand and make circular movements in the palm, use both hands.
- Turn the hand back over and make circular movements between the long bones from wrist to knuckle, use both hands.
- Stretch the palms, pulling sideways from centre to outer edges, use both hands.
- Massage the thumb from knuckle to tip, pull from knuckle to tip, first down the front and back, then down the sides.
Repeat with fingers.
- Make circular movements around wrist, use both hands.
- Continue massage down into palm and back of hand, use both hands.
- Smooth down hand, front and back several times, use both hands.
- Hold hand for a few moments then wrap in towel to keep warm, move your chair to other side, and repeat on other hand

Simple Progressive Relaxation Techniques

Choose a time when you won't be disturbed, this technique need only take 5 or 10 minutes but afterwards can seem as if you have had a few hours rest.....

You can sit on a comfortable chair or lie on the bed or the floor.....

Practised daily, the relaxed state created can eventually become a natural reaction in times of stress or anxiety.....

- Close your eyes and focus on the breath, allowing the body to begin to relax.
- On the outward breath begin repeating the word *calm*, or whichever similar word works for you e.g. *Relaxed, floaty, comfortable*.
- Repeat your chosen word 10 times, noticing that the breath slows down.
- Now take the focus to the feet, tense and relax the toes and feet.
- Focus on the lower legs and knees, tense and relax them.
- Awareness in the upper legs and hips, tense and relax the muscles there.
- Take the attention to the hands, tense and relax the fingers and hands.
- Focus on the lower arms and elbows, tense and relax them.
- Awareness in the upper arms and shoulders, tense and relax the muscles there.
- Now tense and relax buttocks.
- Tense and relax the muscles up both sides of the spine.
- Press shoulders into the floor and allow them to relax.
- Tense and relax the muscles in the tummy and abdomen.
- Tighten and relax the muscles in the chest and front of the shoulders.
- Feel that relaxation drifting up through the throat and neck.
- Press the back of the head into the floor and allow the scalp to relax.
- Tense and relax the muscles of the face.
- Allow the whole body to relax more and more.
- Repeat your chosen word 10 more times, slowly and positively.
- Begin to deepen the breath, and when you are ready, begin to gently move fingers and toes.
- Have a bigger stretch, and open the eyes.

Allow yourself a few moments before you return to your daily tasks, or if you are practising before you sleep, just allow yourself to drift off after repeating your chosen word 10 times.

Visualisation:

“Imagination is more important than knowledge. Knowledge is limited, imagination encircles the world.”

A.Einstein

This is based on the assumption that we are all made up of untapped resources and possibilities which is one of the underpinning beliefs of Educational Therapeutics -

HOPE

Harnessing the imagination is a very useful method of bringing about rapid change and allowing the client of whatever age to tap into the deeper parts of their unconscious mind becoming aware of their own inner resources.

Guided imagery or visualisation using story and metaphor can allow an awareness of the treasures that lie within all of us. The symbolisation process offers rather than imposes an opportunity for the unconscious mind to choose the innate process of healing without having to relive the initial negative experience.

The relaxation at the beginning of each session provides key words for the facilitator to use in this important process.

Listen to the recordings first to give an idea of pace and sense of style in which they are to be delivered. When the body relaxes heat is often lost so make sure people are comfortable, warm and feeling safe.

Parents Comments

"Relaxing, inviting, enjoyable"

"Something to look forward to every week"

"Time for yourself"

"It was nice to get together with other people who you don't really know and now they are my friends"

"Thoughtful, inspiring and extremely informative"

"Love those mornings, making friends, having fun and learning lots about myself"

Facilitators Comments

"This was a very rewarding course to run. There was a sharing of experiences and I felt humbled at being trusted with some of the stories of courage from the parents"

"I have never had such fun and laughter running a course despite the difficulties of some of our families"

Headteacher Comments

"We have run all sorts of parenting courses over the years and none has been as effective at retaining parents and sending a positive message to some of our 'harder to reach parents'. It seemed to be characterised by the sound of laughter coming from the room"

"Reflective Parenting provides a simple and positive
introduction to complementary therapies which together
with a few traditional ideas will help in the challenging
job of parenting"

Dr Edward Danczak



The Cheiron Trust

c/o University of Liverpool, Room G303,
19 Abercromby Square, Liverpool, L69 7ZG
Tel: 0151 794 2431 Fax: 0151 794 2522

Email: cheiron@liverpool.ac.uk * Website: www.cheiron-quietplace.com