

Lesson Plans

Session 1: Introduction and Measurements



Session Objectives

- To introduce the program
- To introduce participants to one another
- To obtain informed consent (if applicable)
- To complete the pre-program questionnaires

Materials List

- Sign-in sheet with the family ID and contact information
- Name tags and markers
- Individual assessment packets
- Pens/pencils available for each parent
- Contact information flyer or business card
- Journey Map
- Objectives Poster for Session 2
- Small paper plates and napkins
- Food handling gloves
- Selected snacks

Preparing for this Session

Create a **Journey Map** for use in all sessions following the example on the program website.

Create an **Objectives Poster** for use in this session and in Session 2 (see **Objectives Poster** on program website). Only include objectives from Session 2 on this poster.

Session Protocol

Start class no later than 10 minutes after official start time.

After you have reviewed the parents' packets to ensure that they have filled out their questionnaires completely (if a parent chooses to leave something blank, the staff will ask the parent if he or she meant to leave it blank and then tell him/her that leaving it blank is fine and continue to review for other blank answers).

Once the packet is considered finished (parents have answered all the questions that they wished to) make sure that the packet is labeled with the parent's ID number and date.

Pre-Session Set Up

Set up the room in small group formation. Everyone around a table will help create unity and fairness.

Prepare in advance:

A sign-in sheet with the family ID and contact information so that you can check the parents in and have them review the contact information.

Name tags and markers to have the parents fill out their own tags.

All individual assessment packets (in the same order) clipped together with a paper clip. Do not distribute these until it is time to start assessments.

Enough pens/pencils for each parent.

Put the consent forms (if applicable) at each person's place at the table with a pen/pencil.

Prepare the snack table and then cover. You will need small plates and napkins. Drinks are optional. Be aware of food handling storage and safety requirements.

Introduction

(10 Minutes)

Introduce yourselves and your roles in the project.

Icebreaker:

Have each person think back to one of their favorite family holidays and how they celebrated. Invite each parent to share in the large group. (See facilitator note).

Objectives

(2 Minutes)

Say (or paraphrase):

"The objective of this program is to *help parents help their children cope with stress*. The program has three parts (show on **Journey Map**):

"--First, we will help you become aware of the stressors in your own lives and how to cope with them.

"--Then, we will learn about common stressors in middle childhood, learn how to identify signs of stress in our children, and learn how to have productive conversations with our children about potentially stressful situations.

"--Finally, we will learn how to support our children when they're coping with stress."

Total Session Length:

(62 Minutes)

Facilitator Note:

Facilitator will start with an example of his or her own and then invite parents to share their favorite family activity.

Consent Form

(If applicable—10 Minutes)

If the data you collect will be used for research purposes, you may need to have participants complete a consent form (see your institution's guidelines).

Review, explain, and answer any questions parents may have about the consent form and program content. Obtain their signatures on the consent forms. Collect from the group.

Assessments

(30 Minutes)

Introduce the assessments and let the parents know that you will be available to help with questions if they need it. Gauge how parents are progressing through the assessments. (See facilitator note).

Identify parents who may need additional help with reading or understanding the assessments; this will help in getting all the parents to finish the assessments around the same time. (See facilitator note).

Wrap-Up

(10 Minutes)

Remind parents of the next session, time, and location.

Give a brief overview of the next week's lesson objective (refer to **Objectives Poster**). Say (or paraphrase):

"The objective of next week's lesson will be to become aware of the stressors in our own lives and how to cope with them."

Review the parents' contact information, checking names, addresses, and primary and secondary phone numbers.

Ask if parents are OK with receiving a reminder text the day before class; otherwise, they will be called the day before as a reminder.

Ask parents to let you know via text or phone if they can't make it to the next class so that the session can start on time.

Give parents contact information on a business card or on a small piece of paper they can put in their wallets.

Invite parents to take snacks with them on the way out of the session.

Facilitator Note:

Since it may be difficult to determine literacy levels this early in the process, we suggest that the facilitator review the first questionnaire with the large group and model how to complete it.

Facilitator Note:

For pre-program assessments, the facilitator may need an extra person to help provide parents with additional support in completing the assessments. Depending on how the first round goes, a second helper may or may not be needed for the post-program assessments.