

Lesson Plans

Session 6: Promoting Effective Child Coping (Part 2)



Session Objective

- Continue practicing the four-step strategy for helping children cope with stress.

Materials List

- Sign-in sheet with the family ID and contact information
- Name tags and makers
- Objective poster
- Ground rules poster
- Parent folders/pens
- Journey Map
- The Four Steps to Helping Your Child Cope with Stress Posters
- The Four Steps to Helping Your Child Cope with Stress Handout
- Program Participation Certificates for each parent
- Questionnaire packets
- Small paper plates and napkins
- Food handling gloves
- Selected snacks

Preparing for the Session

Create a **Program Participation Certificate** for each parent. Templates for such certificates are available in Word and online.

Session Protocol

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

At the end of this lesson, add the copies of all handouts and homework cards to the parent folders and give to the parents.

Journey Map

(3 Minutes)

Review road map of what was covered at last week's session and review what will be covered this week.

Say (or paraphrase):

"Last week we learned the four steps for helping our children cope with stress. This week we will continue to practice these steps. We will review the steps and you will also have an opportunity to get clarification on anything that we've covered during the whole program. If you have a question at any time, just raise your hand."

Distribute folders to parents.

Objective

(1 Minute)

Use objective poster to go over the session objective:

"Continue practicing the four-step strategy for helping children cope with stress."

Ground Rules

(1 Minute)

No need to review ground rules anymore. Simply point out the location of the poster in the room.

Check-In

(15 Minutes)

Review the home activity from last week (S5) and invite parents to report on their activities or experiences from the past week.

Suggested questions for check-in activity:

- What worked well?
- What were some challenges you experienced?
- What was the result?
- What did you learn?
- What would you change?

Total Session Length:

(90 Minutes)

Home Activity S5

Observe a situation when you see your child is upset or stressed.

Talk with your child and use the 4 steps.

Try a new strategy to help your child use the 4 steps.

Add**(20 Minutes)**

Say (or paraphrase):

“Let’s talk some more about the 4 steps for helping your child cope with stress.”

Present the steps one by one and ask parents why they think each step is important (some reasons are provided in the box).

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Four Steps to Help Your Child Cope with Stress

Step 1: Help the child understand what he or she is feeling. Acknowledge the occurrence of different feelings and talk about those feelings.

“This step is important because here you are showing your child that you are paying attention to him/her, that you have noticed a change in his/her behavior. You are giving your child an opportunity to communicate with you as well as name his or her emotions.”

Step 2: Help the child manage challenging emotions.

“In this step, you are giving your child strategies to calm down and manage his or her emotions. Remember that expressing emotions is not bad; it is the actions that are caused by these emotions that can cause problems. Here you are helping your child learn how to manage his or her emotions.”

Step 3: Help the child find an aspect of the situation that he/she can control and help him/her recognize what they can’t control.

“This step is important because this will help your child understand what actions he or she can take to cope with stress. The goal is that eventually your child will ask themselves this question when they don’t have you around and come up with what coping strategy is best.”

Step 4: Help the child learn to get support, problem solve, or to let go in order to cope with stress.

“Once your child knows what can be controlled and uncontrolled in a stressful situation, he or she will be able to know what they can do to cope with stress effectively.”

Apply**(20 Minutes)**

Divide Parents into Small Groups of 2 (8 minutes):

Give each parent a copy of the "Four Steps to Helping Your Child Cope with Stress" handout and assign scenarios to the two groups (see box). Have parents in each group go through the four steps with their assigned scenario. (See facilitator note).

Come together as a large group and have each group report back on the four steps.

Scenarios to Assign to the Small Groups**Scenario 1** (Group 1)

Your child was not invited to a birthday party where all of his/her other friends were invited. He/she is visibly upset.

Scenario 2 (Group 2)

Your child is mad at his/her friend and does not want to play with them anymore. Your child no longer wants to be friends with him/her.

Facilitator Note:

Encourage parents to use their blank paper in their folder to write down their answers if it would help them.

If parents need more examples, remember to use the remaining situations from last week.

If parents say that they always forget the order of the steps, you can tell them that it is okay not to have them memorized at first, but practicing can help them remember the process. You can tell them that it is okay to have their copy out when they need it the first few times or that they can also practice with their friends.

If children ask parents why the change in behavior or communication style, tell them they can say that it is because they want to communicate better with them.

Away**(1 Minute)**

Explain to parents that even though the program is over that they might want to try one or more of the following activities this week to practice their new skills.

Assessments**(25 Minutes)**

Have parents complete questionnaires following the same procedures as in Session 1.

Closing/Snacks**(4 Minutes)**

Thank parents for their participation and invite them to take snacks with them that are available on the way out of the session. Give each parent their Certification of Completion Certificate as they leave.

Home Activity S6

Observe controllable and uncontrollable aspects of stressful events in your child's life.

Talk with your child about these events and help them identify what is controllable and what is not.

Try a new strategy for helping your child understand, manage, control, and resolve a stressful event that he or she has experienced.