

Meeting Our Needs and the Needs of Our Children; Developing Personal Power in Children and Adults

Constructs B & E: Empathy and Empowerment

Session 5 Description:

This lesson is designed to help parents identify and describe the six basic categories of needs which are the driving force of all human behavior. It is also designed to increase parent's understanding of the importance of building their children's sense of positive personal power, and addresses the parents' ability to handle power struggles.

Session 5 Competencies:

1. Parents can identify the six areas of human needs (SPICES).
2. Parents make a plan to get personal needs met on a regular basis.
3. Parents can describe the term Personal Power.
4. Parents can identify ways to build their own sense of personal power.
5. Parents can describe strategies to build personal power in children.

Prerequisite Conditions, Knowledge and Skills:

- Session 2: Nurturing Parenting; Children's Brain Development
- Session 3: Parent-Child Bonding and Attachment; Developing Empathy in Children
- Session 4: Expectations and Development of Children; Infant, Toddler and Preschooler Development

Session 5 Agenda:

Activity	Time	Required Materials
5.1 Welcome and Check-In	20 Minutes	Family Nurturing Journals, flip chart, magic markers
5.2 Meeting Our Needs and the Needs of Our Children	50 Minutes	Parent Handbooks, flip chart, magic markers
5.3 Family Nurturing Time: Hokey Pokey	20 Minutes	Snacks and beverages
5.4 Developing Personal Power In Children and Adults	50 Minutes	DVD# 7 "Developing Personal Power", TV/DVD player, Parent Handbooks or Easy Reader Parent Handbooks, flip chart, magic markers
5.5 Closing Activity: Home Practice, Evaluation, and Praise Circle	10 Minutes	Parent Handbooks, Session Evaluation Forms, Family Nurturing Journals, Family Nurturing Plan – Group Assessment

Activity 5.1**Welcome and Check-In**

Time

20 Minutes

Constructs

Self-Awareness and Empathy

Materials

Family Nurturing Journals, flip chart, magic markers

Teaching Goal:

To welcome the parents to Session 5 and to review the Home Practice Assignment.

Procedures:

Note: Prior to beginning the session, post the Session Competencies on the flip chart to review during this activity. The competencies are found on page 68.

1. Welcome the parents to Session 5. Express your excitement that they are there and ready to learn. Check in with each parent by having them respond to the following:

Right now I'm feeling _____ . Something new that happened to me since our last class was _____ .

Today my child is feeling _____ and something new I noticed about him/her is _____ .

2. Begin reviewing the last session's Home Practice Assignment. The assignment is located in the Family Nurturing Journal and in your Instructor's Manual. Reinforce attempts, problem solve, role play, or review the concepts when necessary.
3. After reviewing the competency ratings from last session, explain to the parents what you discovered. Did some families indicate they didn't learn certain competencies? Explain to the parents what you found and what actions you are taking this session.
4. Afterwards, review the competencies for this session. Make sure parents understand the competencies prior to beginning formal instruction.

Notes and Suggestions:

Today's session is on empathy – a very important part of nurturing parenting.

Activity 5.2 Meeting Our Needs and the Needs of Our Children

Time

50 Minutes

Construct

Empathy

Materials

Parent Handbooks, flip chart, magic markers

Teaching Goal:

This session is designed to help parents identify and describe the six basic categories of needs which are the driving force of all human behavior.

Procedures:

1. Refer to **Chapter 13** in the **Parent Handbook** called “**Meeting our Needs and the Needs of Our Children.**”

2. Brainstorm a functional definition of the term **NEEDS**. Write down the key points.

3. Next, brainstorm a functional definition of the term **BEHAVIOR**. Write the key points on the clipboard/flip chart.

4. Offer the following definitions of the aforementioned two terms and compare similarities:

NEEDS: The basic elements of human beings and all forms of life that dictate and influence behavior.

BEHAVIOR: Observable responses to specific situations.

5. Needs can be thought of in six general categories - we have different needs at different times, but they fall into one of six categories. We can easily remember the categories by thinking of the word **SPICES**. Have parents give examples of needs children have in each area. Have them also identify the needs adults have in each area.

Social The need for friendship and companionship.

Physical The need for food, sleep, exercise, sex, air, water.

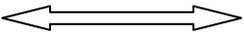
Intellectual The need for stimulation of new ideas or thoughts.

Creative The need to express one’s inner self. Creative needs are expressed in areas like a person’s appearance, dress, dance, poetry and cooking.

Emotional The need for love, praise, security, trust, and other basic emotions.

Spiritual The need for belonging and membership. The need to believe in the power of goodness. Membership in a family is a spiritual experience.

6. Once again, write down the word **BEHAVIOR**. Write the word **NEEDS** next to it. Draw a line with double arrows showing the interdependency between the two terms.

BEHAVIOR  **NEEDS**

Explain that all behavior is purposeful; that is, to get some need met (i.e. If we are hungry, we eat). Needs dictate behavior; behavior is the function to get needs met.

Activity 5.2 Meeting Our Needs and the Needs of Our Children

7. Mention that needs can also go unmet and this too influences our behavior. If we're hungry and don't eat, we have less energy. Our stomach growls in hunger pain, or we may have a difficult time concentrating.
8. Brainstorm what happens when children don't get their needs met. For example, children who do not get 6 to 9 hours of sleep every night are more at risk for serious injuries. Over a period of time, how does not getting needs met affect children's brain development?
9. Helping children get their needs met is one of the primary responsibilities of parenting. Children whose needs get met usually develop healthy, social personalities. Children whose needs are routinely unmet suffer the effects throughout their life. Discuss the following:
 - a. **Spoiled child:** One who constantly demands, whines, shows unreasonableness, hoards things, is clingy and generally is a pain to be with. Spoiled children develop as a result of the inability to trust their environment; inconsistent wishy-washy expectations from parents; and a lack of structure.
 - b. **Overly dependent child:** One who has been "smothered" with love. Parents do everything for them and their incompetence in getting their own needs met forces their dependence on others.
 - c. **Aggressive child:** Has to fend for himself; often lacks warmth; generally has received harshness and aggression from parent interactions.
10. Empathy is not only the ability of a parent to be aware of children's needs, but also to help children get their needs met appropriately. If the parents provide proper care, then children will grow up trusting others and their ability to get their own needs met. Children go from a natural state of dependency to a state of gradual independency. Empathy is the fuel for this journey.
11. The prerequisite to being aware of someone else's needs is being aware of and getting one's own needs met. Getting one's needs met is the best way to nurture one's self.
12. Have parents complete the exercise in the **Parent Handbook** called, "**Getting My Needs Met.**" Mention the importance of parents getting their needs met.
13. When completed, ask parents to share their responses.

Notes and Suggestions:

The need for parents to get their needs met must be examined in the context of ensuring children get THEIR needs met.

Activity 5.3 Family Nurturing Time: Hokey Pokey

Time 20 Minutes
Construct Empathy
Materials Snacks and Beverages

Teaching Goal:

To demonstrate ways parents and children learn to bond and enjoy each other through play and good times.

Procedures:**Please note:**

- The goal of the activity is to promote nurturing through music and food.
 - A great idea is to make this time a cultural awareness time. Celebrate different cultures with their foods, their games, and their music.
 - For parents and babies, use the activities in the Nurturing Book for Babies and Children.
 - The songs presented during Family Nurturing Time are suggested activities.
 - Substitute at will but keep the focus on food, fun and nurturing.
1. Have the food and drink available for parents and children. Have plenty to eat and drink and tables and chairs if possible.
 2. Initiate the activity after snacks and beverages have been served. Mention to the group that they will play a game called the “Hokey Pokey.” Let one facilitator stand in the center of the circle and lead the activity.

Hokey Pokey

*You put your right hand in, you take your right hand out,
You put your right hand in, and then you shake it all about.
You do the hokey pokey and you turn your self around.
(hand in air, body swaying as you turn around in place)
That's what it's all about!*

Repeat with substituting left hand, right and left arms, right and left feet, right and left leg, etc. Use all parts of the body and let children suggest the body parts.

3. When the snack activity is completed, end with the Good-Bye Song.

Notes and Suggestions:

1. Some parents may feel a little silly dancing. Having fun is not common among some families. Encourage parents to join in.
2. Make sure all facilitators and volunteers participate in the activity.

Activity 5.4**Developing Personal Power in Children and Adults**

Time

50 Minutes

Construct

Empowerment

Materials

DVD #7 "Developing Personal Power," Parent Handbooks, flip chart, magic markers, TV/DVD player

Teaching Goal:

To increase parents' ability to improve their own and their children's self-esteem and self-concept.

Procedures:

1. Mention that this session is on developing and enhancing power in parents and in their children. In the nurturing philosophy of parenting, we call the power we have **PERSONAL POWER**. Personal power is not how physically strong we are, but how capable we are in getting our needs met in desirable ways. Creating an environment where children can use their personal power in positive ways is another way of developing a disciplined environment.
2. Ask parents to respond to the following statements:

One area in my life I have power is _____.

One area in my life I would like more power is _____.
3. After each parent has responded to the statements, brainstorm how they feel when they have power and times they feel they don't.
4. Next, ask parents to brainstorm areas in which children have power and areas they don't. Do they feel any different than adults? What "power" do children have?
5. Refer to **Chapter 18** in the **Parent Handbook** called, "**Developing Personal Power in Adults and Children.**" Review the major concepts of personal power:
 - a. Personal power is the capability we have to influence conditions in our life. Our personal power is influenced by our self-concept (what we think of our self) and by our self-esteem (the way we feel about our self). Our overall self-worth dictates how we treat our self and how we treat others.
 - b. Positive personal power means we do things to meet our needs and the needs of others in ways that build self-concept and self-esteem. Having higher levels of empathy is an important aspect of using our personal power in positive ways. Get examples from parents.
 - c. Negative personal power means we do things to meet our needs and the needs of others in ways that are destructive. Get examples from parents.
 - d. Control is the use of personal power to influence the behavior of others.
 - e. Positive control means we control the lives of others who are unable to get their own needs met by themselves.
 - f. Negative control means we control the lives of others who are capable to get many of their own needs met, but we control them anyway.

Activity 5.5

Time

Constructs

Materials

Closing Activity: Home Practice, Evaluation and Praise Circle

10 Minutes

Empathy, Self-awareness,

Parent Handbooks, Session Evaluation Forms, Family Nurturing Journals, Family Nurturing Plan – Group Assessment

Teaching Goal:

To provide a consistent and supportive closure activity.

Procedures:

1. Have the parents locate their assignment for Session 5 in their **Family Nurturing Journal**. Review their assignments for Session 5.

Home Practice Assignment for Session 5

1. Read **Chapter 13 - Meeting Our Needs and the Needs of Our Children and Chapter 18 - Developing Personal Power in Children and Adults** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
 - Using the categories of needs to help children understand their behavior and the behavior of others. "Why do you suppose your baby brother is acting this way? What need do you think he's trying to get met?"
 - Use "needs" to describe your own behavior or desires:
 - Take time to nurture yourself. What did you do?
 - Honor and respect your children's needs. Be helpful in assisting them to get their needs met appropriately.
 - Discuss with your family the concept of Personal Power.
 - Use the strategies presented in this chapter to build personal power in your children.
 - List the top five ways you use your personal power in positive ways and negative ways.
 - Spend a minimum of 30-45 minutes each day playing, reading and/or massaging your child(ren).

2. Hand out a **Session Evaluation Form** to each parent. Ensure that parents complete the form prior to leaving.
3. End the session with the Praise Circle.

Notes and Suggestions:

1. Immediately after the session, rate each parent on each Session Competency using the FNP-Group Assessment for Session 5. Do this before reviewing the parent's ratings.
2. Once you have completed your ratings, review the parents' ratings. Mark then in the FNP-GA for Session 5. Are there differences between ratings? Do you need to schedule a home visit or office visit?
3. Encouraging children to use their personal power is not the same as refusing to do chores, talking back to parents, etc. The positive personal power is the goal and a reflection of children with a positive self worth.