PARENTING FOR EMOTIONAL GROWTH: A CURRICULUM FOR
STUDENTS IN GRADES K THRU TWELVE

SAMPLE LESSON PLANS of
UNIT 2: THE TODDLER YEARS (1 to 3 YEARS)

LESSON PLANS FOR GRADES 2 AND 3

Henri Parens, M.D., Director,
Elizabeth Scattergood, M.A.
Andrina Duff, M.S.S.
William Singletary, M.D.

Developed and written by the Staff of The Early Child Development
Program, formerly from the Department of Psychiatry,
The Medical College of Pennsylvania at
The Eastern Pennsylvania Psychiatric Institute, Philadelphia, PA.

We owe the model for the structured lesson plans used in our curriculum to Harriet
Heath, Ph.D., Sara Scattergood, A.B., and Sandra Meyer, B.A., Ed., who used such a
model in their Introductory Curriculum: Learning About Parenting Through Learning to
Care (1986).

Copyright (1995): Parenting (Education) for Emotional Growth: A Curriculum for
Students in Grades K Thru 12. Registration Number: TXu 680-613
**PARENTING EDUCATION FOR EMOTIONAL GROWTH:**

*A CURRICULUM FOR STUDENTS IN GRADES K THRU 12.*

**Lesson Plans** for Unit 2, for **Grade 2-3**

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>Lessons</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Development: Adaptive Capabilities</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Sleep-Wake States and Patterning</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Feeding</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>Affects (Feelings)</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>Intelligence</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>Self and Human Relationships</td>
<td>5</td>
<td>43</td>
</tr>
<tr>
<td>Sexual (Reproductive) Life</td>
<td>7</td>
<td>56</td>
</tr>
<tr>
<td>Aggression</td>
<td>2</td>
<td>71</td>
</tr>
<tr>
<td>Dependence and Self Reliance</td>
<td>3</td>
<td>76</td>
</tr>
<tr>
<td>Developing Internal Controls</td>
<td>3</td>
<td>82</td>
</tr>
<tr>
<td>Mechanisms of Defense</td>
<td>2</td>
<td>88</td>
</tr>
<tr>
<td>Regression</td>
<td>2</td>
<td>92</td>
</tr>
<tr>
<td>Conscience Formation</td>
<td>5</td>
<td>97</td>
</tr>
<tr>
<td>Review</td>
<td>1</td>
<td>107</td>
</tr>
</tbody>
</table>
THE TODDLER YEARS: (YEARS 1 to 3)

PHYSICAL DEVELOPMENT: ADAPTIVE CAPABILITIES / HELPLESSNESS

CENTRAL NERVOUS SYSTEM AND SENSORI-MOTOR SYSTEM
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 2-3**

**UNIT 2 -- THE TODDLER YEARS (1 to 3)**

**PHYSICAL DEVELOPMENT: ADAPTIVE CAPABILITIES / HELPlessness**
-- Part 1  (HUMAN DEVELOPMENT)

Reading for the Teacher: Textbook UNIT 2, pp. 6-11.

**Objective**

To help the students become aware of the enormous physical development that underlies the emotional development and adaptation which takes place during the first three years of life.

**Class Discussion**

Who knows a baby who was **just born**, or who is **under three months** of age? Students who do will tell the baby's name, age, and what the baby **can do**. (Answers may include they **can**

- breath and suck,
- eliminate ("go") in his diapers,
- see and hear,
- signal that he needs something by crying.

In what ways are these babies **helpless**? (They **cannot**

- get food for themselves,
- or walk,
- or ask for what they want in words,
- or go to the toilet.)

Who knows a baby who has had **his first birthday**? What has he **learned to do**? (He **can**

- crawl, grasp a cup and spoon and try to feed himself;
- say a few words, he can signal to his mother when he is hungry or needs help.
He can understand many things that are said to him;
- he is curious, and explores by looking, reaching and crawling; he can hold toys in his hands, and explore them by putting them in his mouth.
- He is very attached to his mother, father, brothers and sisters, and responds to others as strangers.)

In what ways are babies of this age still **helpless**? They **cannot**

- walk very well or run;
- they do not yet have enough words to explain what they need;
they do not know what is dangerous and what is safe;
they still need to be bathed, clothed, diapered and helped with feeding.)

Who knows a baby who is **two years old**? What **can** a person of that age **do**? (He **can**
walk, run, climb up and down stairs, pull things off shelves,
talk in words and small sentences,
feed himself, may or may not be able to use the toilet,
can play with toys,
can understand that he is allowed to do some things and not others, and can respond
to the word "No". He can also say "No".
He understands that boys and girls are different, and he knows which he is.
He has a strong attachment to his family, and has made friendly relationships with a
few people outside the family.)

In what ways is the **two year old** still **helpless**? (He **cannot**
dress himself without help,
needs help going to bed, using the toilet;
in learning things, such as speaking in sentences, putting puzzles together, riding a
tricycle;
in understanding what activities are allowed and which ones are not allowed.)

Who knows a **three year old**? How is he different from a two year old? (He **can**
speak in sentences, and sing some songs;
he probably has accomplished toilet training;
he is learning to play with other children;
he is more able to separate from his mother, and go to nursery school with less
distress than when he was younger;
he can do things with his small muscles (hand manipulations such as putting together
the pieces of a puzzles) and large muscles (arms, legs, and whole body movements such
in riding a tricycle).
He can dress himself with help;
he is developing a sense of humor;
he knows about sexual differences, and is curious about babies;
he understands more about activities that are and are not allowed, and why;
he has strong feelings of love and anger and even hate, and can express these.)

In what ways is the **three** year old still **helpless**? (He **needs** his parents to **help** him
explore the world,
to teach him how to do things, (e.g., to know which shoe goes on which foot, to
protect him from dangerous activity, to help him learn how to get along with other
people.)
Summary

The teacher will contrast the helplessness of the newborn, with the accomplishments of the three year old.

Outcome

The students will have a beginning understanding of the accomplishments in a child's development of the first three years.
Objective

To review the material in the previous lesson; to consider ways that parents can promote physical development that underlies emotional development and adaptation in the first three years of life.

Class Activity: True-False Test

The teacher will first give a brief review of the physical development of infants during their first three years, then read out the following questions to which the students will respond, true or false.

A baby knows how to suck when he is first born.  (True)
A newborn baby eats just three meals a day.  (False)
When a baby, age three months, is lying in his crib, he is exploring with his eyes.  (True)
If you put your finger in a newborn's hand, he will grasp it and hold on tightly.  (True)

A twelve month old child recognizes his mother, and no one else.  (False)
A twelve month old child can crawl or walk, and likes to explore.  (True)
A twelve month old knows what he is allowed to do, and what he is not.  (False)

A child just turned two is curious about everything, and often gets into things he shouldn't.  (True)
A two year old knows whether he is a boy or a girl.  (True)
A two year old does not understand the meaning of the word "No".  (False)

A child just turned three can read a book.  (False, though with major exceptions.)
A three year old can talk in sentences.  (True)
A three year old can understand why he is not allowed to do some things, like playing in the street.  (Usually true.)

Further Class Activity:

The class will be divided into two groups. One half will respond to the question. "What can parents do to help a baby grow and learn during his first three years?"
(Answers, which the teacher may write on the board, should include among other things:...)
Give him the right kind of food, love and comfort him, show him how to use toys, talk with him, tell him the names of things, let him explore but show him what is dangerous, etc.)

The other group will respond to the question "What would not help a baby grow and learn?" (Answers may include not giving him the right kind of food, not letting him sleep enough, not letting him explore or not in safety, not teaching him, not encouraging him, not loving and respecting him, and comforting him when needed.

The teacher will summarize this material.

Outcome

The students will understand that the infant's physical development can be promoted by seeing that his health needs are met, by encouraging him to explore in safety and learn, and by giving him comfort, respect and love.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 2-3

UNIT 2 -- THE TODDLER YEARS (1 to 3)

PHYSICAL DEVELOPMENT: CENTRAL NERVOUS SYSTEM AND SENSORI-MOTOR SYSTEM -- Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher: Textbook UNIT 2, pp. 11-15.

Objective

To attain a beginning understanding of the role the brain plays in the development of the sensori-motor system in the second and third years.

Class activity:

Brain Game: The teacher will speak of various people or animals that, of course, have brain, and of objects which do not. When she mentions an entity with brains, the students will raise their hands; when she mentions an object without brains, the students will slap their desks. The teacher might speak fairly rapidly so as to create some confusion and fun. E.g.,

- Bears have brains
- Bottles have brains
- Babies have brains
- Dolls have brains
- Birds have brains
- Cars have brains
- Chairs have brains
- You have brains

Discussion

What does your brain do for you?

If you didn't have a brain, would you know where you are?

Would you remember who your mother is, if you didn't have a brain?

Would you know that you would have lunch at noon?

Would you be able to skip rope or play softball?
Would you be able to feel how you feel today?

Would you be able to tell your friend "No, I don't want to hit Suzy, and don't you do it either!"

Teacher's Explanation

Luckily, we do have brains, right from the time our lives begin, and the brain grows and develops and helps us do more and more things as we grow older.

Between the ages of one and two, a baby's brain, and its roads (the nerves) on which its incoming and outgoing messages travel, are very busy.

These are some of the things the brain and its ability to receive and carry out messages do:

1. The brain helps the baby understand that he and his mother are separate persons. He gradually becomes able to picture his mother in his mind when she is out of sight.

2. The baby begins to develop his memory and can predict some things -- for example, that his mother will come back.

3. His brain helps him do things because he intends to do them -- like picking up blocks.

4. His brain teaches his hand muscles how to let go of things, such as his sister's hair. Last year he could grab, but he couldn't let go (due to the grasp reflex); now he can.

5. He is just beginning to be able to "make believe", to imagine and pretend.

6. His brain helps him to learn how to do things, such as pulling toys, and building with blocks.

7. His brain helps him to learn to walk and run.

8. His brain helps him to learn to talk.

9. His brain helps him to know and become attached to members of his family.

All during this year, he is practicing on these things, and by the age of two, he can do many of them quite well. Between two and three he has become even more skillful:

1. He can handle his spoon and fork, and eat the foods the family is having.

2. He had begun to know when he should use the toilet.
3. He can throw a ball, ride a tricycle, and put easy puzzles together.

4. He can talk in sentences, and can express love, anger and hostility in words.

5. He can use make-believe in his play. In fact his imagination is full of ideas!

6. He is learning how to play with other children.

7. He will understand that some activities he is allowed to do, and some he is not allowed to do.

8. He or she will have become aware that he or she is a male or a female and that some other people are female or male.

**Outcome**

Students will appreciate the activity of the brain during the second and third years of life, and the large scope of development during these years.
**Objective**

To learn how families can **support and optimize** the sensori-motor and cognitive development of their infants and with this, that **encouraging** the child's functioning is believed by some brain scientists to **facilitate** the brain's physical and functional growth.

**Class Discussion**

The students will be asked what they remember about what an infant learns, and how he develops between the ages of one and three. If some students have siblings in that age range, the students will be encouraged to give examples from their observations.

The teacher will summarize the discussion, and review the material presented during the previous class session.

Since an infant has so much learning to do, how can his parents and brothers and sisters help him? (Teach him, encourage him.)

Does it matter if family members help, and encourage a toddler's learning things, including beginning to develop skills? (Emphasize that some brain scientists believe that supporting and encouraging infants to learn things and to do things may well improve their brains' development.)

Does every baby learn as fast as every other baby? (No; each infant has his or her own schedule of maturation.)

Is a slower baby stupid? (No, some babies will talk sooner than others, some will walk sooner than others, but usually most catch up with one another by the age of six. If a baby is much slower than that, he may need special help.)

**Dramatizations** (The aim of this exercise is to emphasize that supporting, facilitating, and encouraging a child's efforts to learn is **optimizing not only of developing coping skills, but of actual brain development**. Caution: care and sensitivity in this type of exercise are warranted, if not wise.)

Two students will be asked to go to the blackboard, and draw a tree. For one student, the class members will clap, and say encouraging things. When the other student draws,
the class will look out the window and say nothing. The two "artists" then will tell how they are feeling about being encouraged or ignored.

Two students will sit on the floor pretending to be on the point of becoming toddlers. Each will struggle to his/her feet and try to take a few steps. One will be applauded, the other ignored. Each will tell how he/she feels.

One student will pretend to be a three year old who pulls a book off the teacher's desk. Another student will pretend to be a mother or father who scolds him harshly for this. A third student will pretend to be a mother or father who tells the child to not do this, that books are very valuable, and besides they belong to the teacher. Mother or father then helps the toddler by sitting down with him, showing him how to turn the pages without tearing them, asking him to tell her what he sees in the pictures, then showing him how to put the book back where it belongs.

Ask the first student taking the part of the toddler how he feels when the mother/father scolds harshly; and asks the other student how he feels when the second/father mother intervenes as she or he does.

**Teacher's Explanation**

Babies and toddlers are like us. They like to learn to do things and are happy when family members get excited about what they can do. Maybe even more important is that some brain scientists now believe that **encouraging** and **optimizing** the child's learning experiences may improve the good development of the child's brain.

If they would be ignored, and would feel that nobody cared, they would become discouraged. A discouraged person doesn't learn as rapidly as a person who when deserving of it is praised and appreciated, especially when he learns something new.

**Outcome**

The students will appreciate the role families can play in their infants' brains development.
THE TODDLER YEARS: (YEARS 1 to 3)

SLEEP - WAKE STATES PATTERNING
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for GRADE 2-3

**UNIT 2 -- THE TODDLER YEARS (1 to 3)**

**SLEEP - WAKE STATES AND PATTERNING**
-- Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher: Textbook UNIT 2, pp. 16-26.

**Objectives**

1. To understand some of the major features of sleep at this age;
2. To understand that it is important to develop good sleep patterns; then,
3. To understand what factors may interfere with a baby's ability to sleep well, in order to find adequate ways to secure as best we can a baby's getting the proper rest needed for good growth and health.

**Teacher's Presentation and Class Discussion**

Today we shall talk about sleep.

You have been spending almost half of your life sleeping. Have you ever thought about why? ("Parents make us go to bed", "to help us grow", "to give us energy", "so we will keep healthy").

Because our bodies need good rest, it is important to develop good sleeping patterns. By this we mean to eventually develop a "ritual" of going to sleep on one's own, to set things up to be able to fall asleep in reasonable time, and to get going to bed at a reasonable hour to insure that one gets enough of the rest needed.

Did you ever stay up until twelve o'clock? How did you feel? When did you go to bed last night? How do you feel today?

Did anyone in the class have a scary dream last night, or the night before? Describe it. How did you feel when you woke up?

Babies are like us. They need to have long enough to sleep, and it is better for them to have no scary dreams, although that cannot always be avoided, as we shall talk about in a little while.

Ask the children in the class who have toddler siblings to tell about their sleeping. Do they have naps, morning and afternoon? (One year olds may need both, two year olds may need only one.)
When are they put to bed at night? Does a baby need more sleep than you do? Why or why not?

Sometimes it is hard for babies to have a good sleep. Can you think what might give them a hard time? (External physical factors: T.V. too loud, people talking, bright lights, sick, too hot, too cold, hungry.)

In addition to all these things, there are some other factors which may disturb the baby.

1. When things aren't going well in the family, a child of any age will feel it, especially so from six months of age on. For example, if there are quarrels going on, they will make a baby afraid and tense. These too are "external" factors, they come from outside the child, but they are familial external factors or relationship-based external disturbers.

2. There are also factors that come from inside the child himself or herself. For instance,

   a. A toddler still needs her mother very much, of course, and she will be anxious when her mother is away. Did you ever think of going to sleep as meaning that you have to separate from your family for a while? Well, sometimes a child is afraid to go to sleep, exactly because it means being separated from mother.

   b. It is very normal for a child sometimes to be angry with mother or father. Sometimes if a child has been angry -- for example at mother for having left her to go shopping --, these angry feelings may cause the child to have bad dreams (nightmares), or even night terrors.

   A night terror is different than a bad dream:
   A bad dream, or nightmare, like dreams that are not scary, occurs during light sleep, when we are pretty close to becoming awake. So when a 1 to 3 year old has a bad dreams it is fairly easy to wake them up and calm them down.
   A night terror occurs when we are in deep sleep, out of which it is usually very difficult to wake the child, which means it is really difficult to calm the young child. You'll learn more about this in middle school.

   Ask the students if they have known of any toddlers who have had trouble sleeping when left with a baby-sitter.
   Why might this be? (Due to separation anxiety, and not uncommonly also due to being angry with the parents for having gone out; this anger will intensify separation anxiety.)

   Everybody has dreams, even, we believe, dogs and cats. Have you seen them moving in their sleep, as if chasing or running away from something? Little children begin dreaming at a few months of age. Usually the dreams aren't frightening, but if the baby has some reason to be anxious, she can have dreams that are frightening.
c. Every little 2 to 3 year old girl has a time when she feels closer to her father than her mother, and when she often feels "mad" at her mother. Every little 2 to 3 year old boy has a time when he feels closer to his mother, and "mad" at his father. These feelings may upset children because of course they love the parents they are mad at, and worrying about this can give them bad dreams.

Next time, we shall think about how to help a toddler who has some trouble sleeping.

**Outcome**

The students will understand what some of the features of sleep are, and what major factors can interfere with much needed sleep.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 2-3

UNIT 2 -- THE TODDLER YEARS (1 to 3)

SLEEP - WAKE STATES AND PATTERNING
-- Part 2 (CHILD REARING)

Objective

To learn how to help a child develop a good method for going to sleep as well as good sleep patterns and how to deal with sleep disturbers.

Class Discussion

Review briefly
(1) Why good sleep is important,
(2) that developing the ability to put oneself to sleep and do so in routine kind of way are important, and
(3) what the major sleep disturbers are.

How can you tell when a child is having a problem sleeping? (She may protest being put to bed, may lie awake, may cry, may waken in the night calling, may have bad dreams or night terrors).

What would you do about Mary, who is 2 years old? When her mother tells her it's time to go to bed, she screams "No! No!", and kicks and cries when carried to the bedroom. (Consider whether she is being put to bed too early for her age and for her energy level. If so, try half an hour or even one hour later. If this does not change her reaction, look to see if she seems anxious (i.e., worried, afraid) about going to sleep. This could be due to fears, including fears of bad dreams and/or it could be due to leaving her parents (separating) in order to go to bed. In either case, ask her if something is worrying her about going to bed; give her a chance to tell you. Then, reassure her that Mom and Dad will be near, and that she will be all right. You would insist gently and firmly (firmly does not mean with hostility) that she go to bed and to sleep. Often, a calming bedtime story is very helpful; but first, she must calm down.)

What would you do about Jimmy, age 14 months? He has always been a good sleeper, but one night he wakes up every half-hour and cries. (Since this is something new, you would check him to see if he there is some physical disturber going on, such as his being too hot or cold, or, is her sick? If he seems to be sick, he seems to you to be more hot than usual (he may have a fever) and you can't tell what is wrong, you would call the doctor. Until the doctor helps you out, you will need to try to comfort him. This is one time when a Mom or Dad, or both, not getting a good night's sleep is unavoidable. Don't blame the baby or yourself.)
What would you do about Richard who wakes up in the middle of the night frightened by a bad dream? (Wait a moment to see if he stops making upset sounds and falls back to sleep. If he cannot, go in and do the least thing needed to help him get back to sleep. Pat him gently, reassure him, stay with him until he drops off to sleep; don't pick him up, since that would waken him more. If he is fully awake, ask him to briefly tell you what the dream was about, then reassure him and tell him you can talk more about it in the morning.)

What if he was having a night terror? (In a night terror, as compared to a bad dream, the toddler will really sound terrified. He will scream. It may last only a few seconds, in which case you need do nothing for now. You can ask about it in the morning. But if his screaming continues, you must go into his room. Remember that he is in deep sleep. To calm him, you will need to wake him up. Only then can you reassure him.)

In summary whatever problem a child is having going to sleep or waking from sleep, try to find out what is causing it. If the TV is too loud, turn it down; if the baby is cold, give her another blanket; if she seems frightened, reassure her that you are there and won't let anything hurt her.

Can you think of some things that would not be helpful to a toddler with a sleeping problem? (Threaten to send her to bed if she does something she shouldn't; let the baby cry "to exercise her lungs"; spank her to make her stop crying; closing the door so you won't hear her cry; telling her to keep quiet without trying to find out her reason for crying.)

Most children can develop good sleeping patterns, if the parents

1. Set a bedtime that is reasonable for the child's age.

2. Stick to it regularly, except for special occasions.

3. Let the child know a few minutes in advance when bedtime is coming.

4. Have a bedtime routine -- washing, brushing teeth, a story and a kiss.

5. A soft night light in the child's room or hall is helpful. Young children do not need absolute darkness to sleep. In fact it may be easier for them to do so with a soft light on.

6. Reassure the child that parents are nearby.

7. Let the child know that she is expected to go to sleep; requests for more books and more drinks of water would be limited to one.

8. If the child wakens and cries, try to reassure her without picking her up, since that would only waken her more. In the case of a night terror, when the child cannot be
reassured in this way, it will be necessary to awaken her and help her put herself back to sleep.

9. Some three year olds may need to get up in the middle of the night to go to the bathroom, and may need help.

10. If the child needs a "comforter" (stuffed animal, bottle, blanket, etc.) this should be allowed.

Outcome

The students will have learned how to help a child organize a good sleep pattern, and how to respond to problems that arise.
Preparation for Visit

The mother will be informed that the visit will be focused on the physical and sensorimotor development of the child and on the baby's sleep issues. The teacher and mother will consider the best way to prepare the child for the visit.

The students will be instructed how to observe the toddler -- the ways he tries to do things himself (be self-reliant), the ways he is still somewhat helpless, his movements, his facial expressions, how he thinks, how he communicates his feelings. The teacher will review with the students the concepts pertaining to physical development, to rates of maturation and abilities to cope and to sleep issues learned in the preceding sessions.

Visit

The mother may be asked these questions among others:

What can your toddler do that he could not do six months ago?
Do you think if he loses a ball behind the couch that he remembers what it looks like?
Do you think that he understands that he is a separate person from you?
Do you think he is knows that if you go to the store and leave him, that you will come back?
   How does he let you know when he wants something?
   How do you teach him to talk?
Can you tell by looking at him what he is feeling?
Does he sometimes act as if he wants to be very independent?
Does he sometimes act as if he wants to be a little baby?
Does he know that he can make things happen -- e.g., if he pushes the switch, the light will come on?
   Does he mind going to bed when it is time?
   Does he ever have bad dreams? What do you do then?

Following the Visit

The students will compare their observations, and discuss their impressions of the interview.
THE TODDLER YEARS: (YEARS 1 to 3)

FEEDING
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 2-3

UNIT 2 -- THE TODDLER YEARS (1 to 3)

FEEDING -- Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher: Textbook UNIT 2, pp. 27-30.

Objective

To become aware of the importance of developing healthful feeding habits and patterns during the toddler years.

Class Discussion

What kinds of food do parents give a one year old child? (Milk, juice, applesauce, junior baby foods, table foods softened.)

Have you ever seen a one year old child try to feed himself?

What do his face, and the high chair, and the floor look like after about a minute?

Why does his mother let him feed himself when he makes such a mess? (She knows he is trying to be self-reliant (independent) and do things himself, and she wants to encourage her or him in this.)

By the time a child is three, he can eat regular table food. He has had a lot of experience in feeding himself; his muscles are better coordinated now; he can handle a fork and spoon well, but will need some help in cutting his meat.

Even though he likes to be independent in feeding himself, he may want to do something you may think is very babyish: he may want to have a bottle when he goes to bed. Do you think this is a good idea? Why, or why not? (His wanting a bottle is usually not because he is hungry, but because it comforts him when he has to be alone away from mother. If he seems to insist on it, or seems troubled to not get it, it is a good idea to let him have it. Young children do not ask for a night-bottle unless they need self-comforting.)

Ask the children to name their favorite foods; also the foods they really dislike. Do you think that toddlers have likes and dislikes in food? How do they show it if they really dislike a food? (They turn their heads away, say "No", or they may throw up if forced to eat it.) If a child dislikes a food that is really good for him, should he be forced to eat it for his own good? (No, offer a substitute.)
What kinds of food help a child grow up to be a healthy adult? (Milk, fruits, vegetables, meat, bread, cereals).

What kinds of foods are not good for people? (Foods containing too much sugar, too much salt and too much fat.)

Name some foods that contain a lot of sugar. (Candy, frosted cakes, cookies, sodas, ice cream.)

Why is too much sugar bad for your health? (It makes you gain weight, can cause your teeth to decay faster, can hurt inside parts of your body.)

Does that mean that you never can have any candy or any cake or any ice cream! (No, a treat once in a while won't hurt, but don't overdo it.)

Name some foods that contain a lot of salt. (Salted peanuts, pretzels, salty crackers, potato chips.)

Why is salt bad for your health? (As you get older it may cause you to have high blood pressure.)

Name some things that contain a lot of fat. (Butter, French fries, mayonnaise, doughnuts, fried foods.)

Why is too much fat bad for your health? (It may cause you to gain too much weight, and clog up your arteries and lead to heart trouble when you are older.)

Why should we worry about these things when children are only two or three years old? (Children develop a taste for large amounts of fat or sugar or salt; they come to feel that they need these; then they may continue these patterns over many years into when they are older. For example, if their parents put a lot of salt on their food when the children are young, they will become used to this taste and may dislike less salted foods because these taste "different from the way Mom (or Dad) usually feed me". If children are given healthful foods which they can learn to enjoy just as much as those that are overly salted, overly sweet, or overly fat -- overly sweet foods may be an exception --, they soon will have eating habits that will give them healthy bodies now when they are young, and also when they are older.)

Outcome

Students will have learned the main categories of healthful and unhealthful foods; also that the eating patterns of the toddler years will have an effect on later health.
**Objective**

To learn how to help toddlers develop health-promoting eating habits and patterns; and to learn constructive ways of dealing with some feeding problems of toddlers.

**Class Activity**

The teacher will print on the blackboard: A GOOD BREAKFAST FOR ANDREW, AGE TWO.

The students will be asked for suggestions which, where appropriate, will be put on the board and discussed. They would include juice or fruit, cereal, milk, toast.

Then, A POOR BREAKFAST FOR ANDREW might include such things as a soda, doughnut, and fried bacon and eggs. The students will be asked why this breakfast is poor (too much sugar and fat, and not enough good things.) An egg now and then would be good if boiled or poached, or scrambled without much fat.

A GOOD LUNCH FOR ANDREW could include such things as milk, a tuna fish sandwich and a banana.

A POOR LUNCH FOR ANDREW might include a soda, fried hamburger, french fries and a candy bar.

A GOOD DINNER FOR ANDREW could include baked chicken or broiled hamburger, string beans, potatoes, an apple or a scoop of ice cream, and milk.

A POOR DINNER FOR ANDREW could include fried meat, potato salad, macaroni salad, bread with lots of butter and cake.

The teacher will help the students think about why some of these menus are good and others poor, stressing that if young children are given healthful food, they will develop a taste for healthful foods; if they are given foods with too much sugar, salt and fat, they will develop not only a preference for these but even a craving for them. Unfortunately some of these good tasting things really cause damage to people's bodies.
Ask the opinion of the students on the following matters:

1. Should a child be forced to sit and finish a meal, if he doesn't want to? (No, if a reasonable length of time has passed and the child indicates that he has eaten enough, making the child sit longer sets up a battle between parent and child and makes the child feel that mealtimes are unpleasant times. Unless they are sick, young children will eat when they are hungry. They just will not let themselves not eat as much as they need for good health.)

2. Should a parent tell a child that if he doesn't finish his lunch, he won't get any supper? (No, a two or three year old cannot picture how he is going to feel five hours later. Besides, a reasonable mother will know it would be unwise to enforce this when the time comes. Food is a necessity for life and should not be used for punishment.)

3. Should you bribe a child, e.g., "If you eat your carrots, you will get some candy after lunch." (Not a good idea. It is better to help a child understand that good food will make him feel strong and well, and grow up to be a healthy person. Bribing makes a child do things just for the reward; also, using candy as a reward leads to a fondness for something which in too large amounts will be harmful to him.)

The teacher will summarize ways that parents can help a toddler to develop habits that will help to keep him healthy now, as a teenager and adult.

1. Parents should model good eating patterns.
2. Give him well-balanced meals.
3. Avoid too much sugar, salt and fat.
4. Respect the child's likes and dislikes.
5. Make mealtime meaningful by talking about things that matter to the child and the rest of the family.
6. Introduce new foods gradually.
7. Avoid battles at meal times, of all kinds, and don't force feed or threaten punishment.
8. Limit sweets to occasional treats, and offer such things as nuts and fruits for snacks.
9. Respect the child's need for a nighttime bottle.

Outcome

The students will understand how a toddler can be helped to develop healthful eating patterns.
THE TODDLER YEARS: (YEARS 1 to 3)

AFFECTS
READING FOR EMOTIONAL GROWTH:  
Lesson Plans for Grade 2-3

UNIT 2 -- THE TODDLER YEARS (1 to 3)

AFFECTIONS -- Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher:  Textbook UNIT 2, pp. 31-39.

Objective

To learn what affects (feelings and the moods to which they give rise) toddlers are able to experience, including especially the now developing ability to love and to hate.

Teacher Presentation

All babies come into the world equipped with feelings, in addition to hands, feet, eyes, ears and internal organs. Think of some things a newborn can feel. (Hunger, fullness, heat, cold, all in all, they can feel physical pain. Newborns can also feel what scientists think are the earliest feelings of what someday soon will become hostility. For instance, when a newborn has to wait too long to be fed, he or she will eventually go into a rage! So newborns can show feelings of pain.

Very important is that they seem to not yet be able to feel or to show that they feel joy or happiness (feelings of pleasure)! Emphasize: they do feel pain; they show it! They seem not to feel pleasure; they do not show such; they show feeling calm. Bear in mind that feelings are emotional expressions of experiencing things (events) that are either physical or emotional or both.

From about a few weeks on infants begin to show new feelings. These feelings now begin to organize themselves into rather constant states. This is what moods are made of, steady feelings. Feelings that are predominantly good put the infant is in a "good mood". Feelings that are predominantly of hurt, or pain, put the infant in a "bad mood".

The most important of the feelings that show themselves from a few weeks of age on, have to do with beginning attachment to mother and father or other caregiver, with smiling responses which show pleasure. As the attachment grows steadily, they also begin to show increasingly reliable feelings of affection (pleasure feelings) and separation, stranger anxieties, as well as anger (all unpleasure or negative feelings).

It is during the second year, from about 1 and 1/2 years of age on, that affectionate feelings of attachment gradually become feelings of LOVE.

If a less than one year old has many unpleasant experiences he becomes more and more hostile, and has the automatic feeling, that comes from inside him, of wanting to
hurt the person who is making him feel all this pain. If this continues to happen too often, by the time the child is 1 and 1/2 years old he will begin to feel not just anger and hostility, but **HATE** toward his too neglectful or hurtful parent or other caregiver.

These, of course, are very serious feelings to have! Fortunately, small children are very forgiving, and the hate feelings will go away if the parent realizes the child feels very hurt, and the parent tries to make up for the hurt by now beginning to give him large doses of tender loving care (TLC).

Besides these two most important feelings, love and hate, there are two other important feelings which young children show. One is **sadness**. This is a mood of feeling "down" which comes over children sometimes, between the ages of one and two. It comes when a child becomes aware that he is a separate person from his mother, and although he likes being able to run around on his own, there are times when he feels very little and alone. This is when we see some sadness.

**Shame** is a feeling that comes when a child believes he is not living up to what his parents expect. 1 to 3 year olds often feel this when they are scolded by those who take care of them. It makes the child feel he is "no good", that he is not a valued person. If he feels that others don't respect him, he can't respect himself, and he can't accomplish what he wants to do. Shame is a very painful feeling.

**Class Discussion**

Why is love a good feeling to have? (It makes a person feel good, makes him feel valued and wanted, and able to do things; it makes him feel that he is good, that other people are good, and that the world is a friendly place.)

Why is hate not a good feeling to have? (It makes a person feel that he is not good; it feels bad inside to want to hurt someone you value and need; and, you feel not valued, not wanted.)

**Class Activity**

The class will divide into pairs of students. Each pair will consist of a mother or father, and a two and a half year old child. Each pair will act out one of the feelings (affects) displayed by this age child which the class is to guess. The student playing the parent will **say something** to demonstrate the giving of **love**, or the arousing of **hate**, or **shame**, or something that might stimulate **sadness**. The student playing the role of the child will respond facially and/or in words to what the parent says. Classmates will guess the feelings being dramatized.

**Outcome**

The students will understand what affects develop during the toddler years, and why they are important.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 2-3**

**UNIT 2 -- THE TODDLER YEARS (1 to 3)**

**AFFECTS -- Part 2 (CHILD REARING)**

**Objective**

To learn how by having an **empathic** approach to a child, a parent can contribute to the **positive** development of the child's feelings and moods.

**Teacher Presentation**

Have you ever heard the expression, "You should just try being in my shoes for a while"? What does that mean? (If you were to wear the other person's shoes, you would understand his problem, what he feels like.)

Luckily, we don't have to put on other people's shoes to understand them. All we have to do is **to be empathic**.

To be empathic, or **to have empathy**, toward someone means that you are letting yourself try to feel what that person is feeling, to understand what he is feeling by sort of feeling with him, by looking at him, trying to see the world as he sees it at any given moment. **If you have empathy** with a small child, you usually find that you can better understand what he or she could be experiencing, as a result you will better be able to help him or her grow and develop and better help with any problems she or he may be having.

**Empathy Training Exercise**

To be able to be empathic, or to have empathy, do the following:

1. Look at the child's face, **expressions, gestures, posture**.
   a. What do these look like and make you feel. If you looked like that what might you be feeling?
   b. **If you don't know**, put on the same expression, make the same gesture, take the same posture: what would you feel that would make you act so?

2. Listen to the **sounds** the 1 to 3 year old, or any age person, is making.
   a. What do these sound like to you? How do they make you feel?
   b. **If you don't know**, make the same sounds yourself. What would you feel like to make such sounds?
Empathy is like having a pair of magic glasses. When you put them on, you can understand much better why a child is behaving as he or she is. Let's think about Josephine, for example.

Josephine, age 2 years and 2 months, was playing with her toys when her mother told her that it was nap time. Josephine gathered her toys in her arms, turned her back to her mother, and refused to come. Knowing Josephine by now, her mother began to take the toys from Josephine, repeating that it was nap time. Josephine burst out with "I hate you, Mommy!"

If you were Josephine's mother and were not wearing your empathy glasses, what would you do about this behavior? (You might scold or spank her, or tell her she's a terrible girl, or tell her that she wasn't feeling the way she said she was feeling).

With your empathy glasses, what would you do? Remember you are trying to look at the situation the way Josephine seems to be feeling it. (You could say that you understand how she feels about your telling her she has to stop her play, and that at this moment she does hate Mommy. Mothers and children do get mad at each other at times, and sometimes even very nice little girls hate their mothers, but we love each other a lot, too. After the nap, you can play with your toys again.)

You remember last time we talked about the feeling of mild sadness a child gets sometimes when he feels separate from his mother and very small and alone. Pretend you and your 14 year old sister are baby sitters with your little neighbor, one year old Alan, whose parents have gone to the movies. Your sister is doing her homework with a friend on the telephone, and you notice that Alan is just sitting in his crib, wide-awake, but looking sad. Usually he smiles at you when you come into the room, but tonight he doesn't do this.

Without feeling empathic what might you do? (Leave him alone, go watch TV).

With empathy, what might you do? (Tell him you think he feels sad that Mom and Dad are out; you know what that feels like. But reassure him that Mom and Dad will be back, really. Stay with him a while, so he won't be so lonely; patting him gently on the head or the upper part of his back as he lays down could comfort him very nicely and make it a lot easier for him to fall asleep.)

Last time we also talked about the feeling of shame that children experience when they feel that aren't doing what is expected.

What would you do about Barbara, almost 3 years old, if you were her mother and were not feeling empathy with her? She drew a picture of Mommy, and ran to show it to her. Barbara being only almost 3, doesn't know how to draw well and the picture really looked pretty odd. What would her mother say that would make Barbara feel ashamed? ("That sure isn't a picture of me!" Or, "What's that? That's a terrible picture. You're not good at drawing!" etc.)
If her mother was feeling empathic with her, what would she say? (She could thank Barbara for drawing a picture of her, and encourage her to draw others.)

Using your empathy glasses, how would you help a newborn develop feelings of attachment and love? (Take good care of him, respect him as a person, understand his occasional feelings of rage, and give him a lot of love.)

Can a person your age develop empathy with other people? (Absolutely! You most likely have been using empathy without realizing it. You can increase it by trying to understand why people do the things they do, and by accepting and liking people who are different -- beginning with babies.)

Outcome

The students will have developed an understanding of how their own capacity for empathy can help in eliciting positive feelings in children.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 2-3**

**UNIT 2 -- THE TODDLER YEARS (1 to 3)**

**AFFECTS -- Part 3 (VISIT OF MOTHER/FATHER AND CHILD)**

**Preparation for Visit**

The mother will be informed that the discussion will center on the toddler’s *feeding* experiences, and on his *feelings and moods*.

The teacher will review with the students the material learned in previous lessons about the importance of a positive feeding experience and about the affects (feelings and moods) young children have.

The students will consider how to observe the affects the toddler may reveal during the visit (facial expressions, body movements, vocalizations [sound and words]).

**Visit**

The mother may be asked the following questions among others:

- Does your toddler enjoy his food?
- Are there some foods he dislikes? Do you think he should eat them anyway?
- What do you do if he doesn't want to?
- Can you tell how your toddler is feeling right now? How?
- How does he show his love feelings?
- What people does he love the most?
- Does he have different feelings for his family than he has for neighbors?
- Does he sometimes act as if he hates you? What brings that on?
- What do you think he is feeling inside when that happens?
- What do you do then?
- Does he ever act as if he feels ashamed? If so, what seems to make him feel that way?
- What do you about it?
- Does he ever sit still, looking sad and lonesome?
- What do you think is on his mind when he does that?
- What do you do then?
- Do you talk with him about how he feels?
- Do you think he feels it when you don't feel well? If so, what feelings does he show then?
Following the Visit

The students will talk about what they learned about the toddler's feeding situation. They will also discuss what they thought the toddler was feeling when he first came into the room, how he felt later when he became accustomed to the room and the students, what feelings he expressed for his mother, and what feelings she showed toward him.

Issues raised by the interview with the mother will be reviewed and discussed.
THE TODDLER YEARS: (YEARS 1 to 3)

INTELLIGENCE
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 2-3**

**UNIT 2 -- THE TODDLER YEARS (1 to 3)**

**INTELLIGENCE**
SENSORI-MOTOR AND COGNITIVE ACTIVITY
-- Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher: Textbook UNIT 2, pp. 40-45.

Objective

To familiarize the students with some ideas of how infants learn.

Teacher Presentation

If you were to meet me one day in the supermarket, what would you say? ("Hello, Ms. . . . . . ."). Your speaking to me would show that you recognize me. **Recognizing** is one of the key factors in learning, especially in how a baby learns. When just tiny, an infant recognizes his mother's step, her voice, her face, and the way she comforts, cuddles and handles him. Gradually he recognizes the other people in his family, and relatives and friends.

But for the first twelve months or so of his life he has a problem. He is happy to recognize his favorite people when he sees them, but if they go out of his sight he feels anxious because he then thinks they have totally disappeared. Unlike you, **he can't yet picture in his mind** how they look when they are not there, and he doesn't know that they will return, and that gives him a panicky feeling. From about one year of age on, he begins to be **able to remember** what his mother and other relatives look like, even when they are **not** right there, and gradually he then begins to understand that if they go away they will come back. This ability to remember what a person looks like when you can't actually see them is called **Person Permanence**. When you play peek-a-boo with a baby, you are helping him develop person permanence because every time you hide your face, you uncover it again for him, and he sees you both appearing and disappearing.

When the infant is about fourteen months of age, if a ball rolls behind the couch, he can now remember what it looks like, and he can search for it. With this, he seems to be able to realize that it hasn't just disappeared that it isn't just gone away forever. This is called **Object Permanence**.

Class Discussion

In the first few months before a baby can understand what you say, and before he has developed person permanence, does it do any good to tell him that you are going
shopping, and will come back? (Yes, even though he may not understand your words, he will get some reassurance from your tone and manner).

Wouldn't it be better just to slip out, and hope that he wouldn't notice? (Absolutely not, because he needs to develop trust in you. Over a period of time, he will realize that if you say you will come back, you will! But if you slip out, and you've suddenly just disappeared, like magic, he will feel that he doesn't know what he can count on).

How could you help a child with his job of developing object permanence? (Playing with toys, naming things for him).

Other Ways of Learning

If you have observed a child between one and three, you will have noticed how busy he always is. He works as hard as his parents! His mind has developed to the point that he can intend to do something, and get right at it. He sees a pile of blocks. When very little, he will put one block in his mouth, explore it that way and then drop it. Later, (ages 1-3) when he sees the pile of blocks, he intends to build a tall pile, and does so. This helps him learn about sizes and shapes, and about building things and about things falling down.

He also learns that when he can make things happen. This is because he has come to learn that when he does certain things, it can cause something to happen. This is called causality. For instance, if he turns the switch on the lamp, the light will turn on; if he pushes his glass of milk over, he will have caused a mess.

During the period of 1 to 3, especially from the end of the second year on, a child learns about make-believe. He can be a barking dog one minute, and a doctor giving a shot the next. This ability to do make believe helps him to understand how other people feel.

One of the most important human abilities is speech, to communicate using words. Babies start developing speech ability in the first months of life. They listen with interest, imitate sounds and speech rhythms in "conversation" with their mothers, and gradually begin to understand what their parents say. By one year, most babies have begun to say a few words, and by three, most children can both talk and ask questions. Being able to put their curiosity into words helps them learn rapidly.

Review the concepts discussed today, and ask the students to give examples of these behaviors (from observation or their own imagination):

1. Recognition
2. Person Permanence
3. Object Permanence
4. Ability to intend to do something, which is **intentionality**.

5. Understanding that doing some things causes other things to happen, which is **causality**.

6. Ability to use make-believe.

7. Learning to talk.

**Outcome**

The students will have learned about some of the basic tools infants use in their learning.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for GRADE 2-3

**UNIT 2 -- THE TODDLER YEARS (1 to 3)**

**INTELLIGENCE**
SENSORI-MOTOR AND COGNITIVE ACTIVITY
-- Part 2 (CHILD REARING)

**Objective**

To review the tools of infants' learning, and to understand how families can **optimize** their development.

**Review**

What do we mean by the word "recognize"? Who is the first person a baby recognizes? How does he show this?

What do we mean by the word "permanent"? What is "person permanence"? Why is it important? (Babies need to know that their parents are always there for them, whether they can see them or not. This will help them feel that forming relationships is a worthwhile thing because relationships last and make one feel valued, useful, and loved.)

What is "object permanence"? What would happen if a person never could develop object permanence? (He would never be able to find anything he lost, because he wouldn't remember what the object looked like. Even more important, he would not remember all the things he is learning in school and so would never get to really be a person who knows a lot of things.)

Give an example of a two year old "intending" to do something. (Intentionality) (e.g., Pull on his own socks).

Give an example of a three year old showing us that he knows how to make something happen. (Causality) (e.g., Turning on the faucet to make water run.)

Why does make-believe help a child learn? Suppose he is pretending to be a doctor, how can he learn from that? (He will learn what the doctor does by asking questions and by recalling his own visits to the doctor; he will experience the feeling of what it might be like to be a doctor.)

How does learning to talk help him learn other things? (It gives him words with which he can tell others what he wants, ask questions, and explain his ideas.)
Class Discussion

If an infant were well fed, bathed, tucked into bed with a good-night kiss, but most of the day left in his play pen with a few toys, would his mind develop? (Yes, but at a slowed down rate. He would use his eyes to explore the room; he would explore his toys by putting them in his mouth, and later by manipulating them to see how they work; he would listen to others talking, and would gradually understand what they are saying; he would try to imitate words that were said to him while he was being fed and bathed.

But he would not have opportunities to enlarge his field of exploration; things he could see, he would not be able to get his hands and mouth on which would limit his "learning" about these things.

But, maybe even the most important is this: he would not develop as well the ability to let others teach him, a very important thing to learn to do. When parents interact with their young children in their learning, and especially when they make it a pleasant experience, such as a mother or father reading a child a book, or helping the child build a tower, the experience of learning itself becomes more fun! And later, teacher will be thought of as helpful people rather than people who are not interested in you.

Even though there is something inside every child that pushes him to learn, help is a good idea! And most parents and brothers and sisters give babies a whole lot of help. What are some of the ways they do that?

1. With recognizing: An infant soon will recognize his parents and brothers and sisters because he sees them every day, and is talked to and cuddled by them. Grandparents and other relatives should be introduced to him gradually. He will come to recognize them sooner if they don't frighten him by grabbing him out of his crib, hugging him too hard, or talking with him too loudly.

2. With person permanence: The most important help in this is to be trustworthy about comings and goings. No tricks! Tell him that you are leaving and remind him when returning that you said you would come back, and here you are. Peek-a-boo games, and reminding the infant of the names of relatives and friends he doesn't see very often, also help.

3. With object permanence: It helps to play games that involve losing and finding things; to repeat the names of things; to show pictures in books, and encourage him to name what he sees.

4. With intentionality: Encourage him when he shows a wish to do something himself (feed himself, pull up his jacket zipper).

5. With causality: show him how things work, e.g., a jack-in-the-box, light switches, elevator buttons, toilet flushing. Encourage him to operate things, when it is safe for him to do so.
6. With **make-believe**: Join in make-believe games with him. When he chooses to be something else, e.g., a cow, talk with him about what cows eat, where they sleep, and what they give us, how they communicate with each other.

7. With **language**: Talk often with the baby. Real words are better than baby talk. Family conversations at meals help not only the infant but the whole family; children learn a great deal from hearing people talk with one another. Explain the meanings of words; read stories; encourage the child to express himself, don't make fun of his mistakes, but praise his efforts.

**Outcome**

The students will understand that the development of a child's intelligence can be supported and aided by members of his family.
THE TODDLER YEARS: (YEARS 1 to 3)

SELF AND HUMAN RELATIONSHIPS
READING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 2–3

UNIT 2 - THE TODDLER YEARS (1 to 3)

SELF AND HUMAN RELATIONSHIPS
CONTINUATION OF SEPARATION - INDIVIDUATION
-- Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher: Textbook UNIT 2, pp. 46-82

Objective

To help the students gain an understanding of how an infant develops the awareness that he is a person separate from his mother.

Class Discussion

The teacher will write the word "Individual" on the board, and ask if anyone knows what it means. Clarify this, and then add the words "Individuation -- becoming an individual."

Do you think a six month old infant knows that he is an individual? What does he feel about himself? (That he is part of his mother.)

Is this a good feeling? If it is a good feeling, why doesn't he just stay that way? (Nature gives us all an urge to grow up.)

How does that six month old baby learn that he is an individual, separate from his mother?

1. He starts by sometimes turning from her when he is on her lap, and looking at things that interest him in the room. Then he begins to crawl and take little trips on his own, away from his mother's chair.

2. Then, between the ages of about seven to eighteen months, he acts as if he has a motor inside him. He wants to explore everything. He learns to walk, and is delighted about the power this gives him to move around. He gets so interested in what he is doing, that sometimes he forgets all about his mother for a few minutes at a time. Then he may remember, turn to look at her and toddle back to her for a hug and after that, go back to his play. He is learning that it is fun to do things on his own. During this time, he is doing things as a separate individual, but he doesn't realize yet that he is one.
Does anyone in the class know a baby that is between 6 and 18 months of age? (Ask any students who do, to tell the infant's age, and describe what they have observed about his/her behavior.)

3. One day, when the infant is about 18 months of age, he makes a worrisome discovery. He realizes that he is not part of his mother, and this makes him feel small and helpless and scared. Just the same, that "motor" is still on inside, pushing him to explore, learn and grow up. So for a few months, he and his mother have a hard time together. One minute he will be anxious, and will want to be a small baby cuddled on his mother's lap; the next minute he will want to be a big boy and do what he wants to do. Sometimes mother has to stop him when what he wants to do is dangerous and this makes him angry. It makes him all the more unhappy to be angry at his mother, toward whom he now feels love.

Gradually he learns to talk and it helps to put into words what he is feeling and what he wants to do. Two of the words he uses a great deal are "No" and "Mine". These words tell his family that he is beginning to realize that he is a person who has rights. It also gives the idea that he is feeling that if he can't have his mother in the way he used to, he will try to make up for it by accumulating as many things as he can. You may have heard a mother tell about the battles of wills she and her two year old are having. That isn't much fun because a parent does have to set limits at times, but it is good to know that a child who asserts himself is being normal.

Does anyone in the class know a child between 1 1/2 and 2 1/2 years of age? If so, describe the child's behavior as you have observed it.

4. By the age of three years, things are much better. The child has a much clearer idea that he is a person who can do things, that he is a separate person from his mother, but that she and his father love him. When they are away, he can picture in his mind what they look like, and he has confidence that they will come back. When he loses a toy he can remember what it looks like, and can hunt for it. He can talk better and ask questions, and there are fewer battles of wills.

Does anyone know a child who is three years old? Tell us what he is like.

This whole development between the ages of six months and three years, is called the **Separation-Individuation Phase**. This tells us that the child has been growing aware gradually that he is separate from his mother and that he is an **individual**.

**Outcome**

The students will understand how the child's relationship with his mother and with himself changes during the Separation-Individuation Phase.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 2-3

UNIT 2 - THE TODDLER YEARS (1 to 3)

SELF AND HUMAN RELATIONSHIPS
CONTINUATION OF SEPARATION - INDIVIDUATION
-- Part 2 (CHILD REARING)

Objective

The students will gain a further understanding of the Separation-Individuation Phase, and will learn how the child's development at this period can be optimized.

Review

The meaning of the words "individual", and "Separation-Individuation"; also the material from the previous lesson regarding the development of this phase.

Class Discussion

An infant has a big growing up job between the ages of six months and three years, and needs all the help he can get.

If you were the big sister or brother of Peggy, age six months, how would you help her when, in a very small way, she begins to separate from her mother by crawling away? (Encourage her crawling, but protect her; when she has forgotten where her mother is, turn her toward her; never sneak out on her.)

When Peggy becomes a year old, and that inside "motor" of hers is driving her all over the place, how would you help her? (Remember that she doesn't think the way you do; she thinks everything is to be explored, whether it is dangerous, like a hot stove, or breakable, like mother's best vase. It would only discourage Peggy to be told "No" and pulled away all the time. With the stove she has to be told "No" and pulled away, but breakable things should be kept out of her reach so that she can explore with enjoyment. When she is exploring, it helps her if names and uses of things are explained to her. Even though she spends a great deal of time exploring there will be many moments when she needs to toddle back to mother for a hug. If mother is not right there, a big brother or sister can do this very well. We call this time out for a hug "re-fueling"; like putting gas in a car, it gives Peggy energy to go back to her activities.)

What would you do to help Peggy when she becomes eighteen months of age, and is beginning to realize that she is a separate person from mother? Sometimes she wants to be a little baby, and other times she wants to be a big girl. It is like a tug-of-war game, only it isn't any fun. It upsets her, because often she doesn't know which she wants.
(Ways to help Peggy could include understanding what she is feeling, not getting annoyed with her when she changes her mind every minute; cuddling her when she seems to need cuddling, and letting her be independent when she seems to want to do things herself; giving her praise and encouragement when she learns to do something; teaching her how things work, and helping her learn to talk; being affectionate with her, so she can realize that even if she isn't part of mother, mother and all of her family love her; letting her have a special comforter of her choice -- blanket or pacifier -- if she needs it; helping her understand the ideas of "mine" and "yours").

How can you help Peggy when she is three, and has become used to the idea that she is a separate person from her mother? (Help her feel good about herself by showing affection, and praising her accomplishments; help her increase her range of friends, by introducing other people gradually and by showing her how to play and talk with them; playing games with her, such as Hide and Seek, to help her remember what is out of sight; and make-believe games in which she takes the part of mother or father, or friends or pets.)

True - False Test

1. When Peggy was born, she didn't know that she was an individual.

2. By the time she was six months old she had a clear idea that she was a separate person from her mother.

3. When Peggy would get down off her mother's lap and crawl away at seven months of age, that showed that she was angry at her mother.

4. Even when she was crawling away from her mother across the room, she did not know that she was a separate individual.

5. Peggy at twelve months was full of energy, and wanted to explore her world.

6. At that age, Peggy did not have good judgment about what things she could touch and play with, and what things she shouldn't touch.

7. Spanking is the best way to teach a child not to touch breakable things.

8. Even if a child doesn't understand everything you say when you try to explain things, explaining is a good idea.

9. A child's explorations should be encouraged.

10. Small children break things on purpose.

11. Between eighteen months and three years of age, a child gradually realizes that he/she is a separate person from mother.

PEG-U2-LPs for Grade 2.doc
12. The child has very mixed feelings about that.

13. When the child is in one of his moods when he wants to cling to mother, it is a good idea to shame him out of it and tell him to grow up.

14. Children should not be allowed to take a dirty old blanket, or a pacifier to bed with them.

15. By the time they are three, most children realize that they are individuals and that even if they are separated from mother, they can be close to her.

16. By age three, most children can remember what lost objects look like.

17. By age three, most children are clear about who they are, and who their family members are.

Outcome

The students will have an understanding of the needs of the child in the Separation-Individuation Phase, and how their needs may be met.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 2-3**

**UNIT 2 - THE TODDLER YEARS (1 to 3)**

**SELF AND HUMAN RELATIONSHIPS**
CONTINUATION OF SEPARATION - INDIVIDUATION
INCLUDING THE DEVELOPMENT OF INTELLIGENCE
-- Part 3 (VISIT OF MOTHER AND CHILD)

**Preparation for Visit**

The mother will have been informed that the students will focus primarily on the toddler's development of memory, language, fantasy, and on his efforts to become an individual person.

The teacher will review with the class the "learning tools", and the separation-individuation subphases learned in the previous lessons.

There will be discussion of what to look for, and what questions they may wish to ask the mother.

**Visit**

The questions asked of the mother may include the following, among others:

- How old was your toddler when he showed clearly that he recognized you?
- Now does he recognize persons outside the family?
- Is he old enough to picture in his mind what a toy looks like that he wants to find?
- Does he seem to know that he can make things happen -- for instance, if he pushes the switch the light will come on? Does he enjoy making things happen?
- Is he old enough to play make-believe? Who plays with him?
- Is your toddler a great explorer?
- What does he learn in his explorations?
- Does he sometimes have to be rescued from dangerous situations?
- How does he react when you have to pull him away?

(If the toddler is 16 to 24 months of age)

- Does your toddler sometimes act as if he wants to be a tiny baby one minute, and a big, independent boy the next -- and a tiny baby again the next?
- What do you do when he behaves like that?

- Does he say "No" a great deal?
- How about the word "Mine"?
Is he sometimes quite fierce about wanting his own way?
What do you do about that?

Do you think that your toddler realizes that he is a separate person from you?
Does he understand who is in his family, and who is not?

When you go out, do you tell him, and let him know that you will come back? Do you think he believes this?
How does he show what he is feeling?

In other aspects of his life, is there anything special to report?

Following the Visit

The students will discuss their observations, and the main points that emerged from the mother's report.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 2-3**

**UNIT 2 - THE TODDLER YEARS (1 to 3)**

**SELF AND HUMAN RELATIONSHIPS**
THE EARLIEST RELATIONSHIPS -- Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher: Textbook UNIT 2, pp. 46-82.

**Objective**

To introduce the concepts of **Primary** and **Secondary** Relationships.

**Class Discussion**

The teacher will explain the meanings of

**Primary:** First, and also most important.
**Secondary:** Second, important but not as important.

Can you think of some things which are of Primary importance to you? (Answers may include parents, home, siblings, safety, food and shelter, good health, education.)

Can you think of some things that are of Secondary importance to you? (Answers probably will include friends, schoolhouse, really nice clothing, sports, good television programs; other possibilities could be going to the store, taking a shower, talking with a neighbor.

In a family, the **Primary Relationships** are the ones most important to us. Who would they be? They are those people who mean the most to us: mother, father, brothers and sisters, someone who takes care of us a lot.

Outside the family, we have mostly **Secondary Relationships**. We can like our Secondary Relationships very much but they aren't as close to us as those in our own family. A nice neighbor you like, your favorite friends, aunts, uncles, cousins, teachers you like.

Sometimes, however, things can change. If a grandmother who lived a thousand miles away was a Secondary Relationship, and then moved in with the family, she probably soon would become a Primary Relationship.

**Class Activity to Heighten Empathy**

1. Imagine that you are a tiny baby, and you are just beginning to realize that you have a family.
Who is (or are) the person(s) you get acquainted with, and attached to, first?
What does (do) that (these) person(s) do with and for you?
How do you feel toward that person (these persons)?
Who is or are your next favorite person(s)?
Why?
What does or do that (those) person(s) do with you?

You have a sister, age 4, and a brother, age 8. What do they do with you?

These are all Primary Relationships.
They are very important because: they make you feel loved and you value them very much.
They help you when you need help, teach you things, they play with you.
They tell you what you can do, and what you are not allowed to do.

Sometimes you feel very angry with those with whom you have a Primary Relationship because they won't let you do what you want. Then they try to help you deal with your angry feelings in a good way.

When you become a little older, you get to know people outside the family. They are nice, too, even though not as important to you as the people in your family. With them you form a Secondary Relationship because you don't put into your feelings for them as much love as you do with, for instance, your mother and father. They too may teach you new things, and do things with you that are exciting and fun; but you don't feel as close to them as you do to your Mom and Dad.

2. Now pretend that you are three years old. When I name a person, answer together whether that person provides a Primary or Secondary Relationship with you.

   Father
   Aunt Jenny from Florida
   The Mailman
   Sister Susie
   The Daycare Teachers
   Mother
   The Next Door Neighbor
   Your brother Tom
   Fido the Dog

Outcome

The students will understand that a child has primary relationships that are of greatest importance to his development, and secondary relationships which expand and enrich his experience.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 2-3**

**UNIT 2 - THE TODDLER YEARS (1 to 3)**

**SELF AND HUMAN RELATIONSHIPS**
THE EARLIEST RELATIONSHIPS -- Part 2 (CHILD REARING)

**Objective**

To help the students appreciate how a child can be helped to develop strong primary and secondary relationships.

**Class Discussion**

Who are your Primary Relationships?

As a Primary Relationship for you, what is your mother's job?

What does your father do in his Primary Relationship with you?

Does anyone in the class have a Primary Relationship with a grandmother or grandfather or aunt or uncle?

In what ways do those with whom you have a Primary Relationship help you?

How many of you have an older sister or brother? Do you have a Primary Relationship with them?

What do you and they do with one another?

How many of you have a younger sister or brother?

Do you think you help them in their work of growing up? How?

Do you ever get angry at one of the persons with whom you have a Primary Relationships?
   If so, how do you work it out?
   Do you "make up" afterwards?

**Points to emphasize in summarizing Primary Relationships:**

1. Primary Relationships are important to toddlers, as their personalities develop. Toddlers can be helped in this development by being loved, talked to, read to, played
with reasonably and in having limits set when needed. Brothers and sisters can be very important Primary Relationships to a child, by doing these things too.

2. Although love is the greatest part of a Primary Relationship, all human beings get tangled up in hate feelings once in a while. The most important thing about a Primary Relationship is that it doesn't end because hate feelings get stirred up at times by very painful experiences with them. Parents are still parents and brothers and sisters are still brothers and sister; but it is important to talk about and work out the hate feelings, so that the love feelings that are covered over by hate feelings can come up to the surface again and be felt.

Now About Secondary Relationships

Think again about your small brother or sister. You see that he/she has been developing good Primary Relationships within the family, and you want to help him/her develop some good Secondary Relationships, too. What are some of the ways you could do this?

1. When your friends visit you, invite them to talk and play with the toddler too for few minutes.
2. Take the toddler with you when your mother sends you to do some chore where the toddler won't be in your way or could get hurt.
3. Help him know what to say when someone greets him.
4. Introduce him gently to new people.
5. If he is playing with another toddler at home, help him learn how to play well and do things together.
6. Be sympathetic when it is hard for him to share toys, but gradually help him do it.

Points to emphasize re: Secondary Relationships

Secondary relationships add to a child's knowledge of his world, add to its excitement, and give him confidence in the friendliness of people. Older brothers and sisters can help a great deal with a child's development by gradually getting him acquainted with people outside the family and teaching him how to play and talk with them.

Class Activity

1. Continuous Story about Primary Relationships:

The teacher will first read the following sentences:

My name is Janet. I am three years old. I live with my mother and my father and my brother Bob and my sister Trisha.
The teacher will have written a group of unfinished sentences on the board. Beginning with "Bob is . . . . ", she will point to a student who will complete that sentence. He or she then immediately after having answered will point to another student to complete the sentence beginning "Trisha is . . . . ". That student in turn then will point to another student to complete the next and so on.

Bob is . . . .
Trisha is . . . .
This morning my father . . . .
Sometimes Bob takes me . . . .
If Trisha teases me, I . . . .
But then . . . .
I like it when mother . . . .
When I am sick . . . .
Trisha sometimes lets me . . . .
Daddy says I am . . . .
Bob is teaching me to . . . .

2. Continuous Story about Secondary Relationships

Teacher will read:

My name is David. I am eight years old. I have a brother Harry who is 5, and a sister Helen who is 1 year old. There are five people in my family.

The students will finish the sentences:

My Primary Relationships are . . . .
Harry's Primary Relationships are . . . .
Helen's Primary Relationships are . . . .
Harry has two friends, they live just across the street . . . .
I helped him get to know . . . .
I did this by taking him with me to . . . .
Sometimes he bothers me when my friends visit me at the house and he wants to play with them, then I . . . .
Then other times, I . . . .
Helen mostly wants to be with . . . .
Sometimes when friends visit me, she . . . .
I try to help her by . . . .
When the baby-sitter comes, she . . . .
Her favorite person outside the family is . . . .

Outcome

The students will understand that they can, and how to contribute to the toddler's building of Primary and Secondary Relationships.
THE TODDLER YEARS: (YEARS 1 to 3)

SEXUAL (REPRODUCTIVE) LIFE

THE ORAL PHASE

THE ANAL PHASE

THE BEGINNINGS OF THE FIRST GENITAL PHASE
Objective

The students will learn about the important adaptive uses the child makes of his mouth during the first year of life.

Class Discussion

Imagine that you are one day old. Try to think how you might feel. You hear noises but you don't know what they are. You see, but things are in some way not so clear; you can't walk; you can't even roll over. There are times when you feel wet and uncomfortable; there are other times when you feel hungry and uncomfortable.

Does a new baby have any pleasure at all? If so, what? (Being picked up and held lovingly; being given a bottle or mother's breast to suck. That makes the hunger go away, and makes the infant feel loved, and then he has a comfortable, satisfied feeling.)

The infant quickly finds that his mouth gives him great pleasure; not only because the sucking feels good, and takes away his hunger, but also because he connects feeding with being cared and valued. Later, he finds that he can do other things with his mouth. What are they? (He puts objects into his mouth and learns that they are hard or soft, and big or little; when he gets teeth he bites with his mouth, mostly to eat. But soon, sometimes he uses his teeth-mouth when he is angry and sometimes just because he is teething and biting on something seems to make the pain less intense. Later on, he uses his mouth to say words, and then sentences, and then he asks questions.

Also, a small child uses his mouth to comfort himself when he is upset. How does he do that? (By sucking his thumb or a pacifier). Why does that comfort him? (It feels good, and it also is a substitute for his mother comforting him, when she can't be there to do so herself or when the infant wants to do something on his own.)

New Word to Learn

Oral - refers to the mouth. A baby from birth until about eighteen months of age is said to be in the Oral Phase of a specific line (or component) of development (which the
students will in a later grade learn is psychosexual development). This is when his mouth is the favorite part of his body. It gives him pleasure and helps him learn.

Outcome

The students will understand the concept and the importance of the Oral Phase of Development.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 2-3

UNIT 2 - THE TODDLER YEARS (1 to 3)

SEXUAL (REPRODUCTIVE) LIFE
THE ORAL PHASE -- Part 2 (CHILD REARING)

Reading for Teacher: Textbook UNIT 2, pp. 153-156.

Objective

To review the characteristics of the Oral Phase, and to consider ways of securing its healthy development in the young child.

Review

Ask the students to tell what they remember about the Oral Phase -- when it occurs, what its characteristics are, and why it is important.

Class Discussion

1. Since babies seem to enjoy using their mouths so much, why don't they over-eat and get fat? (Nature gives a feeling of fullness when a child has eaten enough; sometimes he will over-eat if he feels he is not getting enough warm holding and care.)

2. Why do babies suck their thumbs or pacifier? (This seems to feel good to them; and there is strong indication that it comforts them if they feel upset.) If it does this, why doesn't the child keep on sucking his thumb until he is ten years old? (After the child can talk, he usually can find comfort by talking with his parents. He also can explore and play and has more ways to comfort himself; he doesn't need the thumb or pacifier anymore.)

3. If a baby uses his mouth to bite, what should you do? (If he is teething and bites for that reason, give him something to chew on because pressure on the gums seems to relieve the pain; if he bites because he is angry, hold his hands and tell him firmly that it is OK for him to feel angry but he is not allowed to bite. Biting him back would not help at all.) Why not? (He will experience the parent as attacking him and it will then make him even more upset. At this stage, a baby needs to be taught, not punished. You also would be doing what you are telling the child not to do.)

4. Suppose a one-year-old refuses to eat green beans. What would you do? (Encourage him to try them by showing that you like them, but if he continues to show a dislike for them, do not force him to eat them.)
5. Will a baby be healthy if he doesn't eat everything on his plate? (A small child will eat enough -- just notice his energy! However, he should be offered a good variety of foods, so he will get used to different foods.)

6. Should you allow babies to put objects that they cannot eat into their mouths? (Yes) Why or why not? (They learn that way, about what things are hard or soft, big or little.) When or when not? (They should not be allowed to put in their mouths small objects that they might swallow; or easily breakable things; or anything that might make them sick.)

**Outcome**

The students will have an increased understanding of the Oral Phase, and of how its healthy development can be supported.
READING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 2-3

UNIT 2 - THE TODDLER YEARS (1 to 3)

SEXUAL (REPRODUCTIVE) LIFE
THE ANAL PHASE -- Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher: Textbook UNIT 2, pp. 85-89.

Objective

The students will learn that the toilet training experience has significant emotional influences on the development of the child's personality.

Class Discussion

Does anyone in the class have a little brother or sister who is being trained to use the toilet? How old is he/she? When did your mother begin the training? How does Mother do it? Does he/she go along with it readily, or fight it? What does your mother say when the toddler is successful in getting to the toilet on time? Does he/she act proud and pleased when successful?

Why is toilet training important? (For health reasons, care in one's toilet habits is part of good health protection because the body's waste products carry germs. Then, for social reasons, because young children need to be toilet trained before they are able to go to preschool and besides, no one would want to wear diapers all his life! And besides the child gets a good feeling of accomplishment when he graduates out of diapers and no longer wets the bed.)

Do you think getting trained is easy for a child? (No, unless the muscles in that part of the body are developed enough, he won't be able to hold his bowel movement or urine long enough to get to the toilet. Most children's muscles aren't developed and strong enough for this until they are about two years old. Some mothers start training earlier, but it is harder for children to cooperate if they do.

There is another reason why toilet training is not an easy thing for the child. It feels pleasant to him to move his bowels and to urinate whenever he feels like it. Little children don't object to the odor of bowel movements the way people your or my age do. When they are expected to interrupt their play to tell mother to take them to the bathroom, they often don't want to do it. On the other hand, they do want to feel they are bigger and can do what the other members of the family do, to be like them, and furthermore, all of us want to please our mother, and get her approval and her love. So toddlers struggle with their mixed feelings about this for quite a while. As we know, the
desire to be bigger (grow up) and pleasing Mother wins, and later the child finds that he or she likes to feel clean.

Very important too, accomplishing this gives the toddler the feeling that he or she is a person who can do and control things; and that makes her or him feel ready to learn other things as well. The self-control the toddler develops gives him or her a feeling of confidence.

Just as the many uses of a child's mouth took up a great deal of his attention during the first year of his life, the need for toilet training puts his attention on his body's "bottom" during the toddler years. That is why the special name for this part of the child's development is called the Anal phase.

Outcome

The students will have begun to learn about the importance for the toddler's personality (and emotional) development of toilet training, its most favorable timing, and its various meanings for the child.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 2-3**

**UNIT 2 - THE TODDLER YEARS (1 to 3)**

**SEXUAL (REPRODUCTIVE) LIFE**
The ANAL PHASE -- Part 2 (CHILD REARING)

Reading for Teacher: Textbook UNIT 2, pp. 95-98.

**Objective**

The students will learn how a child may be helped to have a *growth-promoting* toilet training experience.

**Review**

The teacher will review the material discussed during the previous session regarding the *timing* of toilet training, the mixed, or better put, the *conflicted* feelings the child feels about it, and the values it has for him.

**Discussion**

Ellie's mother believes that the sooner a child is trained the better. She says that she can guess when Ellie needs to "go", so from the time Ellie was four months old, her mother would strap her into the potty chair. Of course Ellie at that age didn't understand what was going on, and sometimes mother didn't guess quite right, so Ellie would sit there as long as half an hour. Then she would have a b.m. (bowel movement) as mother expected. What do you think of this way of toilet training? How do you think it felt to Ellie?

Johnny and Jimmy are both age 3. They are doing pretty well with their training, but their mothers have different ideas about accidents. Johnny's mother gets very upset if he wets his pants, calls him a dirty boy, and says she is very disappointed in him. Jimmy's mother says that an accident can happen to anyone and she knows he is trying hard to remember about going to the toilet. She lets Jimmy help her put his clothes in the washer. How do you think Johnny feels about his training? How do you think Jimmy feels about this?

**Summary**

There are several ways parents can help their children to have a healthy growth-promoting experience in toilet training:
Wait to start until their muscles are developed and strong enough, and until they can understand what they are expected to do.

Realize that it is hard for them to give up on their need to learn to control and master their own bodies, a goal they have at this age: to be in charge of what the toddler's own body does.

On the other hand, remember that when parents treat their toddlers lovingly and thoughtfully, toddlers want above all at the same time to please their parents.

Don't expect them to get trained in a few weeks; don't hurry them too much.

Praise them when they succeed.

Be understanding when they have accidents; we all have some kind of accident at times.

Help them feel that this is a great accomplishment, on the way to growing up.

Outcome

The students will have become aware that there are reasonable ways to toilet train and to emotionally support the toddler's toilet training efforts that can help to make it a growth-promoting experience.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 2-3**

**UNIT 2 - THE TODDLER YEARS (1 to 3)**

**SEXUAL (REPRODUCTIVE) LIFE**
The Beginnings of the First Genital Phase --
Part 1 (Human Development)

Reading for Teacher: Textbook UNIT 2, pp. 89-93.

**Objective:**

The students will become aware that toddlers begin to have feelings and concerns about their "private body parts" (their genitals) and that with this, the feeling of being a girl or a boy begins to matter to the child during these years.

**Class Discussion**

When you learn that a new baby has arrived in the home of the family next door or down the street, what might be the first question you ask? (Is it a boy or girl?)

Everybody is interested in that, and for a very good reason. The world is made up of two kinds of people, male and female. It needs to be this way so that there will be fathers and mothers who will have babies and these babies will grow up to be fathers and mothers who will have babies and so the human race will go on and on and on. When people become old enough, get married, and a new baby is born, everyone in the family usually feels happy and welcomes the little boy or little girl, who is very tiny now, but some day will be a parent, too.

Can anyone remember when you first realized that you were a boy or a girl? Did someone tell you? Did you notice yourself that your body was like one of your parents, and different from the other? Did you ask questions about this? Did you prefer "boys" toys or "girls" toys, or did you like to play with both types?

Do you remember a time when you were quite little, that you were fascinated by babies, and wanted to have one of your own? (This is more likely to happen with girls than with boys.)

Do you remember when and how you learned where babies come from?

Do you remember a time when you were very young that you thought it would be nice to marry one of your parents when you grow up? Most children have this idea and then decide that instead of that they will marry someone who is "like" Mommy or "like" Daddy.
Do you think it is normal for toddlers to be interested in sex differences and in babies? (It is very normal. Children have a healthy curiosity about all parts of their bodies, including what we call the genital area -- the part that will make babies when they are older. If toddlers have parents who love and respect each other, and who answer their questions honestly, they will grow up having respect for themselves, and a good preparation for their own future as parents.)

Outcome

The students will have recalled, from their own experience, that gender issues are important and that they emerge much earlier in life than we used to think.
UNIT 2 - THE TODDLER YEARS (1 to 3)

SEXUAL (REPRODUCTIVE) LIFE
THE BEGINNINGS OF THE FIRST GENITAL PHASE --
Part 2 (CHILD REARING)

Reading for Teacher: Textbook UNIT 2, pp. 104-106.

Objective

The students will begin to learn how to handle a toddler's worries and questions on gender issues, in a growth-promoting way.

Class Discussion

Annette is three years old; although she looks very girlish with round cheeks and long curls, she ignores her doll house, and wants to play with her brother's trucks and racing cars. If you were her mother, would you let her do this, or insist that she play with the doll-house and dolls? (It would be advisable to let her follow her own interest; just because she likes trucks doesn't mean that she is or will grow up to be un-feminine. She may have a special flair for mechanics!)

Aaron, age 3, is very interested in the neighbor's new baby. When Joey's mother visited with him, Aaron wanted to hold him. Aaron was allowed to do this, and was very gentle with Joey. Does this mean that Aaron is or will grow up to be a sissy? (No, very manly boys are gentle at times. And they want to be like their parents are with them. This helps boys to be good fathers when they grow up.)

Melissa's mother is going to have a baby in three months. Grandmother thinks Melissa, who is three, is too young to be told about babies, and that she should be told that mother will go to the hospital and buy a baby there. Melissa's mother thinks she should tell her that the baby is inside her, in a very special and wonderful part of her body, and that she will go to the hospital so that the doctor can help the baby come safely out. Which do you think would be the better explanation? Why?

Steve thinks his mother is the most wonderful person in the world. Although he loves his father, he sometimes feels a bit jealous when his father kisses his mother. One day he said "When I grow up I'm going to marry Mommy". His big brother Bruce laughed at him and, not always nice to Steve, said "Dummy! You're just a little boy and can't marry anybody! Besides, boys don't marry their own mothers -- what a stupid idea!" How do you think that made Steven feel? What would have been a more helpful thing to say to
Steven? (Mommy is Daddy's wife, but some day you'll find someone nice like Mommy for your very own.

Ben and Betsy are two year old twins. Their mother puts them in the tub together. Recently Betsy has been looking at Ben and then at herself and saying in a worried tone "No penis." How would you explain this to the twins? (Betsy doesn't have a penis; she is a girl. Every girl has a vagina, not a penis, like Mommy, and when she grows up she can be a mommy, too; and Ben will grow up too and he can be a daddy.)

Summary by Teacher

To help toddlers to grow up respecting their bodies, and being glad to be whichever gender they are, several things are important:

Parents should value boys and girls equally—children are very hurt when one or the other is preferred.
Parents should answer their children's questions honestly, as simply as is reasonable, and openly.
Parents should understand that it is natural for a child to be interested in all his body parts, especially so their "private parts" (or "genitals") and in babies.
Parents should not make a child feel ashamed of this interest.
Parents should be aware that they are role models for their children; if there is love and respect between the parents, the children will want that kind of relationship with their husbands and wives later.

Outcome

The students will have learned that children's interest in gender issues should be dealt with in a sympathetic respectful way, by giving factual and honest answers in simple, understandable language.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 2-3**

**UNIT 2 - THE TODDLER YEARS (1 to 3)**

**SEXUAL (REPRODUCTIVE) LIFE**
The ORAL, ANAL, AND BEGINNING FIRST GENITAL PHASES --
Part 3 (VISIT OF MOTHER AND CHILD)

**Preparation for Visit**

The mother will be informed that the discussion will focus on the toddler's earlier use of his mouth as a body part used not only for eating, biting, and kissing, but also for exploring everything he could put into it; then, on his toilet training experiences; and also on his awareness of and concerns about physical gender differences. The mother may visit without him, if she feels that he may be embarrassed about having these issues talked in public.

The teacher will review the characteristics and importance of these three periods, and the students will consider questions they will ask the mother.

**Visit**

The mother may be asked the following questions among others:

- Does your toddler still explore things by putting them in his mouth? When did he begin to slow down in this?

- Does he enjoy eating? Does he eat too much or too little? Does he have special likes and dislikes?

- Does he suck his thumb? If so, when does he do it? Why do you think he does it? Do you think it is all right for him to do it?

- How did you help him when he was teething and his mouth hurt?

- Have you started toilet training your toddler? If not, when do you think his training should start? If he has started, when did he begin? Did he give you same signal that he was ready to start? How far along is he now? Does he seem to want to cooperate? Has he sometimes fought against training?

- When he makes it to the toilet on time, do you praise him? Does he get upset when he has accidents? Do you mind it very much if he sometimes wets the bed?

- Do you think he realizes that he is a boy and not a girl?
Has he asked questions about why his body is different from yours? What has he said? (If the visiting toddler is a girl, ask comparable questions.)

Has he or she asked where babies come from? What did you tell him or her?

Does he or she show interest in babies he or she sees? Has she or he ever said that she or he wants to be a mommy or daddy when she or he grows up?

Following the Visit

The students will discuss the information given by the mother.
THE TODDLER YEARS: (YEARS 1 to 3)

AGGRESSION
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 2-3

UNIT 2 - THE TODDLER YEARS (1 to 3)

AGGRESSION -- Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher:  Textbook UNIT 2, pp. 107-135.

Objective

The students will be introduced to the concepts that some kinds of aggression are useful and needed for healthy adaptation and coping with life, which we speak of as non-destructive aggression and other kinds that are hostile and destructive, which we speak of as hostile aggression, and require of the child that he learn to control it reasonably.

Class Discussion

Does anyone in the class know what the words "aggressive" and "aggression" mean? (If not, the teacher will define them. Then the students may be asked to make up sentences using the words.)

Often these words are used to describe an action done by a person who is angry, who wants to hurt someone, or destroy something. That is one kind of aggression. Every person, even a toddler, has that kind of aggressive feelings at times, and these feelings need to be controlled, so that no real harm will result.

But there is a good kind of aggression, too. It is a kind of energy that makes you want to do your homework so you will pass into the third grade; the kind that makes you want to be on a ball team and play well so your team will win; it is the kind that makes a toddler try over and over again to walk even when he falls down, or build a tower of blocks no matter how many tries it takes. This is a kind of aggression that helps us accomplish things, and that should be encouraged.

Class Activity

The teacher will read aloud the following sentences about constructive and destructive aggression. After each sentence the class should call out that that example of aggression should be "controlled" or "encouraged". Where there are disagreements, the teacher will clarify the issue.

Timmy, age 2, insists on feeding himself, even though his face looks all messy when he finishes. (Encouraged.)
Nolita, age 3, was angry because her mother put her to bed for a nap, and she smeared her mother's lipstick on the wall. (Controlled.)

Harry, also 3, was scolded by his dad for flushing his socks down the toilet. Harry was angry and upset about being scolded, and ran over and kicked the dog. (Controlled.)

Lisa, age 2 1/2, has learned to pull up zippers, and wants to put on her own snow suit even though her mother could do it more quickly. (Encouraged.)

When the preschool children line up to go on a walk, Esther, age 3, wants to be first, and sometimes pushes in front of another child. (Controlled.)

Joey, age 1 1/2, wants to explore his world. One day when walking with his mother, he pulled away from his mother, and started to run into the street. (Controlled.)

Teacher Explanation

In Joey's case, it was a good kind of aggression that made him want to explore. That is how he will learn. Just the same, his aggression there had to be controlled for his own safety.

A small child cannot be expected to know what kinds of aggression are good for him, and which are not. In the next lesson, we shall learn how parents can help their children develop the good kind of aggression, and control the destructive kind.

Outcome

The students will have learned about the basic types of aggression, non-destructive aggression and hostility (hostile destructive aggression).
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 2-3**

**UNIT 2 - THE TODDLER YEARS (1 to 3)**

**AGGRESSION -- Part 2 (CHILD REARING)**

**Objective**

The students will learn how **non-destructive aggression** may be supported, and how a child may be helped to control feelings of **hostile destructive aggression**.

**Review**

The teacher will review the concepts learned last time about non-destructive and destructive aggression.

**Class Discussion**

Billy, age 3, is a very independent little boy. He insists on dressing himself. It seems to take him forever, and he ends up usually with his T-shirt on backward, his pant's zipper stuck, and his shoes on the wrong feet. If you were his mother, how would you handle this to be most helpful to him? (You would start the dressing procedure in plenty of time, so that Billy doesn't have to hurry you would be patient, even if it takes him a long time; you would encourage him; you would not rush in and do anything for him, unless he asks you to; you would not laugh at him for putting his shoes on the wrong feet, but suggest that his feet would be more comfortable if he switched the shoes. You would give him approval for his efforts, because you would understand that this is how he learns new skills.)

Tanya, age 3, is a girl with a temper. When she is frustrated she yells loudly, and may even have a tantrum. One day she insisted on going out to her sandbox when it was raining. When her mother pointed this out, Tanya ran for her raincoat. When mother still said "No", Tanya hit her mother. Mother held her hands and told her firmly she is not to do that. Tanya then lay on the floor and kicked and screamed. How would you help Tanya? (You would try to help her calm down; when she is calmer let her know that you understand she is very upset and angry: explain again why she couldn't go out, and why she is not allowed to hit; comfort her. You would not shame her and make her feel that she is a bad person and that you don't love her.)

**Summary**

Everybody has aggressive feelings -- the useful kind that help us learn should be encouraged; the kind that come to us because we get frustrated, angry and upset need to be controlled. Parents can help by being understanding, and by establishing reasonable
and clear limits. Toddlers should be told that it is all right to feel angry, but it is not all right to hurt anybody or break things; they should be reassured that parents will help them control themselves.

**Outcome**

The students will have learned some specific ways to encourage constructive aggression in a toddler, and how to help him control destructive aggression.
THE TODDLER YEARS: (YEARS 1 to 3)

THE CHILD'S ABILITIES TO ADAPT -- PART II

DEPENDENCE AND SELF RELIANCE

DEVELOPING INTERNAL CONTROLS

MECHANISMS OF DEFENSE

REGRESSION
PARENTING FOR EMOTIONAL GROWTH: Lesson Plans for GRADE 2-3

UNIT 2 - THE TODDLER YEARS (1 to 3)

THE CHILD'S ABILITIES TO ADAPT -- PART II
DEPENDENCE AND SELF RELIANCE -- Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher: Textbook UNIT 2, pp. 136-139.

Objective:

Students will learn that infants are born with great dependency needs, and that these change in type and degree as the personality develops.

Class Discussion

Did anyone ever say to you, "I depend on you?" Tell us about it. What does "depend on" mean?

Did anyone ever say that you are a "dependable" person? What does that mean?

If you say that Susie, who is one week old, is a very "dependent" person, what does that mean?

In what ways is a baby her age dependent?

Do you think that people your age are dependent? On whom? For what? (Physical needs, help in developing all kinds of skills, and for emotional needs -- love and encouragement).

Do you think that grown-ups are dependent? If so, how? (E.g., mother depends on father to move heavy things like the stove; many fathers depend on mother to cook dinner; grown-ups too, like children, depend on others for love.)

Returning to Susie: By the time she is a toddler, she is still very dependent, but not quite as much so as when she was a week old. Imagine Susie at age two years. How is she still dependent? Think of (1) Physical care; (2) Development of skills and (3) Love. In what ways has she become a little bit independent? (She can talk a little and make her wishes known, can feed herself, can walk, is learning to dress herself.)

Imagine this: Susie is now three years old. A magician comes to her and tells her that she can choose to be three years old all her life, and have her mother and father always
take care of her. Or, she can choose to grow up, and become independent in the way other people do. Which would you choose if you were in Susie's place? Why?

Even though everyone normally becomes more independent as they grow older, they always remain dependent in one important way. How? (For love from the people who mean the most to them). Is it good to be dependent in that way? (Yes; if we didn't need anyone, and no one needed us, we would be very lonely).

Summary

A toddler still needs to be dependent for the gratification of most of his physical needs. He still needs very much help in learning skills and how to get along in his world; and he always will need to be dependent on the important people in his life for love.

Outcome

The students will understand the concept of dependence, its importance and the ways it changes as the personality matures.
Objective

The students will learn about growth-promoting ways to respond to the toddler's dependence and independence needs.

Review

Review the concept of dependence, and its three types: For physical care, for help with development of skills and adaptation, and for love and emotional support.

Class Activity

The class will have a true-false exercise concerning Donald, age 1 year, who lives with his mother and father, and 10 year old sister, Helen.

The teacher will read out the following statements, and the class will respond in unison "True" and "False", as the case may be. Any disagreements will be discussed:

One year old Donald depends on his parents to take him to the doctor when he is sick.

Donald can dress himself.

He can feed himself in a messy kind of way.

He can clean himself up.

He depends on his family to teach him new words.

He depends on his family to steer him away from electric outlets and hot stoves.

He depends on Helen to play games with him.

If he has a toy at bedtime, he doesn't need a good-night kiss.

It doesn't matter to Donald, whether his mother or a baby-sitter takes care of him.
When Donald gets to be **three years old**:

- He can ride his tricycle.
- He doesn't need to depend on his parents when crossing the street.
- He can talk and ask for what he wants.
- He can use the bathroom by himself.
- He depends on his mother to cook his food.
- He likes stories, and can read them himself.
- He depends on his father for rough-house fun.

When he wants to learn to do something, like tying his shoes, he depends on his father or mother or Helen to show him how.

- When they encourage him, it helps him to learn.
- He learns faster, if they make him feel ashamed of his mistakes.
- Donald knows right from wrong, without anybody's help.
- He depends on his parents to make him feel that he is a good kid.
- No matter how old he becomes, he will always need love.

Now that Helen is twelve, she is his favorite baby-sitter when his parents are away.

**Summary**

It is necessary for a toddler to have his dependency needs met for (1) physical care -- to be fed, kept warm and clean, to be given medical care when needed; (2) to be taught things he needs to know and (3) to be given love and encouragement.

**Outcome**

The students will appreciate the dependency needs of toddlers and will have some ideas as to how they can respond helpfully to them.
Preparation for Visit

The mother will be informed that the session will focus on the toddler's \textit{relationships}, and on \textit{dependence and self-reliance} (independence) issues.

The teacher will review the concepts of \textbf{Primary} and \textbf{Secondary} Relationships and a child's need to be dependent regarding his \textit{physical needs, development of skills} and for \textit{emotional interaction and nurture}.

The students will be asked to observe the quality of the toddler's relationship with themselves (the students in the class), as compared with his relationship with his mother. They will observe also the dependent and independent behavior he demonstrates. They will think about the questions they will want to ask the mother.

Visit

The students' questions to the mother may include these questions among others:

- Who are your toddler's favorite people?
- How does he show them that they are special?
- Does he ever get angry at his favorites?
- What happens then?
- Are there some people he likes, but are not in his family?
- What do they do that makes him like them?
- How does he behave differently with a neighbor he sees often, compared with a stranger who speaks to him in the supermarket?
- Is your toddler as dependent on you as he was six months ago?
- How is he different?
- Does he seem to want to learn to do things by himself?
- What do you let him do by himself?
- Are there times when he seems to want to go backwards and be a baby again? What do you do then?
- How does he show you that he is dependent on you for love and approval?
- How do you give him love and approval?
- How does his father do it?
In other ways is there anything special to report since the visit last month?

Following the Visit

The students will discuss their observations, and the major points brought out by the interview.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 2-3**

**UNIT 2 - THE TODDLER YEARS (1 to 3)**

**THE CHILD'S ABILITIES TO ADAPT -- PART II**
DEVELOPING INTERNAL CONTROLS -- Part 1 (HUMAN DEVELOPMENT)

---

**Reading for Teacher:** Textbook UNIT 2, pp. 140-144.

**Objective**

The students will learn that toddlers have strong feelings to deal with, and need to build skills to control themselves from within (develop internal controls).

**Teacher Presentation**

A toddler has all kinds of feelings, just as you do. Can you think of some feelings they might have? Do you think that because they are very small people that they have very small feelings? (No, it is the other way around). They have very big feelings, especially when they are upset. This is because they are so little, and feel helpless dealing with giants; and because the giants so often say "No" when little people may want to do something. A problem is that a toddler doesn't know how to control his temper, and when he gets angry and wants to hurt someone or break something, his feelings scare him. He feels he is no good, and perhaps his parents will go away and never come back.

**Class Activity - "Pretend" Game**

Pretend that you are eighteen months old. You have learned to run across the room without losing your balance, and sitting down with a thump. How do you feel about your new skill?

You have discovered that when you pull the plug out of the wall, a light will go off. It is fun to make that happen. Mother doesn't like it, and when you pull the plug she says "No, keep away from the plug!" She takes you back to your toys, but in a few minutes you really want to make that light go off again. When you run over to the plug, your mother follows you, and gives you three spanks on your diaper. How do you feel then?

You go back to your toys, but after a while you feel more strongly than ever that you have to pull out that plug again. Before you even get there, your mother says "No" in a very angry voice, picks you up with no hug, and puts you in your play pen. How do you feel then? (Very angry - not just a little bit mad, but so angry that you want to hit or bite mommy, make her disappear. At eighteen months of age, you haven't developed self-control yet, and when you are angry you are 100% angry; but this feeling really scares you. You feel that you are a terrible person and that no one would want you; besides, if
you could make mommy disappear you wouldn't have her any more. Even though you are very angry at her, you love her very much, and want to keep her).

What can be done to help a toddler who acts as if he has a motor inside that can't stop, and who becomes furiously angry when he is prevented from doing what he wants to do?

1. He gradually can be taught what things he is allowed to do, and what things are dangerous or harmful in some way. He gradually will learn to slow down his motor when he is headed for trouble.

2. His parents can help him learn to control his temper so that he won't hurt himself or someone else, or destroy things. How to help him control himself we will learn next time.

Outcome

The students will have learned about the intensity of feelings experienced by toddlers, and that they can be helped to establish controls.
Objective

The students will learn how a toddler can be helped to develop inner controls.

Review

The teacher will review the situation a toddler faces when he has inner pressure to explore and experiment but insufficient judgment to tell him when things are dangerous or not allowed, and not enough inner controls to help him deal with his anger when his activity is frustrated.

Class Discussion

What would you do to help Andrew? He is two and a half, and is full of curiosity. He learns a lot this way, but he also gets into trouble. Just in one day, he turned on the gas on the kitchen stove so he could see the flame come, he flushed one of his shoes down the toilet so he could see it disappear, he ate some food from the dog's dish to see if he would like it, and he pulled his mother's favorite African violet out of its dish, because he wanted to see what was inside the pot. In addition to having an idea a minute so that it is very hard for his mother to keep up with him, Andrew has a terrific temper. When he is headed for something and stopped because it would be dangerous or destructive, he screams and kicks and sometimes tries to hit or bite his mother or father. Then he seems to be upset, and he cries inconsolably.

What would you do if you were Andrew's parents?

To help him learn controls, Andrew's parents would talk with him about his feelings.

They would talk with him in an understanding way.

They would let him know that it is OK to feel angry, but that he has to get hold of himself, and not hurt anyone or break anything.

They can reassure him that even though he is sometimes very angry at them he is still their little boy, and always will be.
They can tell him that they will help him control his temper, so that he won't hurt himself or anyone else.

They can explain that sometimes it is very necessary for them to say "No", even when Andrew wants to do something very much. This is to help him keep out of trouble.

Parents can help Andrew by controlling their own tempers, and by talking things out, when something makes them angry. This will give Andrew a pattern to go by.

Things that would not help Andrew:

If parents lose their own tempers.
If parents say "No" without any explanation.
If parents spank too hard.
If parents make him feel that he is a terrible child, when he does lose his temper.
If parents threaten to leave him, or give him away.

Outcome

The students will have learned some specific ways to help a child develop his own controls.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 2-3**

**UNIT 2 - THE TODDLER YEARS (1 to 3)**

**THE CHILD'S ABILITIES TO ADAPT -- PART II**
(DEVELOPING INTERNAL CONTROLS -- Part 3)
AGGRESSION & DEVELOPING INTERNAL CONTROLS:
MOTHER-CHILD VISIT

Preparation for Visit

The mother will be informed that the session will focus on issues of her toddler's developing **aggression** and developing **inner controls**. If she feels it advisable, she may come to the session without the child.

The teacher will review with the class the concepts of **nondestructive** and **hostile destructive** aggression, and about the development of inner controls.

If the toddler accompanies his mother, the students will be asked to observe signs of nondestructive aggression (assertiveness) and if any, signs of hostile aggression exhibited by the child; the mother's responses also will be noted.

The students will think about questions to pose to the mother.

Visit

The questions asked of the mother may include these among others:

Would you call your toddler an assertive little person? If so, how does he show this? If he is not, do you do things to help him become more assertive?

Does he ever do things that worry you because he is too aggressive -- for instance, is he ever too rough in playing with the cat or dog, or with other children? What do you do then?

Has he ever had tantrums? If so, what seems to cause them? What do you do when that happens?

Has he ever said that he hates you, when you have to stop him from doing something he wants to do? How do you deal with that?

If he wants to be hugged after he has been angry, do you hug him?

Do you talk much with him when he is frustrated and angry?
How do you help him learn to control himself?

Can you tell to look at him what is going on in his feelings?

Is there anything new to report about him since the visit last month?

Following the Visit

The students will share their observations and impressions of the interview.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 2-3

UNIT 2 - THE TODDLER YEARS (1 to 3)

THE CHILD'S ABILITIES TO ADAPT -- PART II
MECHANISMS OF DEFENSE -- Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher: UNIT 2, pp. 145-155.

Objective

The students will learn that there are several special ways (defense mechanisms) that people use in coping with their angry feelings and thoughts as well as other troublesome feelings and thoughts, and the students will be able to recognize the simpler ones.

Teacher Presentation

If someone said to you "It's easy to be seven years old. There's nothing to it! Your parents see that you have food to eat and clothes to wear; at school your teacher helps you, and the rest of the time you just have fun!" Is that true -- are things that easy for a person of seven? (Hopefully all seven year olds have one or both parents to take care of them, a teacher to help them learn, and fun playing, but there are some hard things about being seven, too. The students may suggest such things as having to do chores at home, learning arithmetic, going to the dentist, being teased or left out of a game, etc.)

The same is true of a toddler. She has a great time being loved and played with, and she is full of energy to explore her world. However, there are times when she gets upset and furious at the very people she loves the most -- her parents. This happens, for example when her parents prevent her from doing something that might be dangerous, or when they interfere with her explorations by telling her that it is bedtime. When the toddler gets angry at the parents she loves, her feelings get very upset, and she may react in the ways little Juanita did.

Juanita is three years old. Usually she gets along well with her parents, who tell her often that she is the nicest little girl in the world. They give her hugs, Dad gives her rides on his shoulders, and Mom reads her stories at night. Sometimes, though, she gets into trouble with these loved parents.

The other day, for example, she forgot that mother said she should roll her ball on the floor, and she threw it into the air. It hit the table and knocked off a cup and broke it. Just then Juanita remembered about rolling the ball and she felt upset because she was afraid her mother would scold her. When mother heard the crash and turned around to see what had happened, Juanita said "I didn't do it, the cup jumped off the table. Here Juanita is denying that she did something because she is afraid.
A little later, Juanita's cousins, Jimmy age two, and Susan age four, came to visit. Right away Jimmy grabbed Juanita's ball, and that made Juanita annoyed, even though she was playing with something else at the time. She snatched the ball from Jimmy, but just then Juanita's mother took her by the arm and made her give the ball back to Jimmy. Juanita felt furious at Mother for doing this, but she remembered that she wasn't allowed to hit her. She had to do something with her upset feelings, so she rushed over to Susan and pulled her hair. Juanita did this even though it was mother she was angry at, not Susan. This is displacement.

Juanita's brother Harvey, age eight, has a temper when things don't go well for him. His favorite thing to do then is to slam the door hard. Juanita has seen him do this often. One evening when she was very busy with her Lincoln Logs, and Mother said it was bedtime, Juanita at first paid no attention. A few minutes later Mother came to her and started to put the logs back into the box, before Juanita had finished what she was building. Juanita was very angry, and ran out of the room, slamming the door just the way her big brother did. This is an example of identification with the aggressor, which is to act like someone who frightens us and/or hurts us.

Have you ever seen a little child deny that he has done something? Take out his anger on someone else? Imitate what an older person does when angry? Discuss examples.

Summary

It is very normal for a child to have angry feelings when upset or frustrated. Some ways are better than others in dealing with these feelings. The ways we talked about today are not the best ones. Next time, we shall learn how Juanita's parents can help her cope with angry feelings in better ways.

Outcome

The students will have learned that the behaviors described are efforts on the child's part to cope with frustration and anger.
Objective

The students will learn how parents can help a child to cope with anger and frustration in constructive ways.

Review

The teacher will re-tell the story of Juanita.

Discussion

What would you do about the broken cup situation, if you were Juanita's mother?

1. Understand that she denied doing it because she was afraid of being punished, and let her know that you understand this.

2. Tell her that she should tell mother when something like this happens; then they can talk about it and Juanita will not be punished.

3. Remind her why there is the rule about not throwing the ball into the air.

4. Ask Juanita to help sweep up the pieces.

What would you do about the hair-pulling situation?

1. Tell Juanita that you understand that she is feeling very angry at you, but she is not allowed to take her anger out on Susan.

2. Tell her that you understand that it is hard for her to see Jimmy playing with her ball, but that she has to wait until Jimmy finishes playing with it.

3. Tell Juanita that you would not let another child snatch something away from her.

4. Ask Juanita to tell Susan that she is sorry for pulling her hair.

5. Suggest that when they feel better, Juanita and Susan can take food to the basement for the puppies.
What would you do about the door slamming?

Both Juanita and Harvey need to have it emphasized that talking about angry feelings is the best way to cope with them. Then they and their parents can understand one another.

Other ways to help:

1. If it is possible for a parent to change a situation that makes a child angry, it is a good thing to do. For example, if a toddler gets upset about being put to bed at 7:30, the parent may try delaying bedtime a half hour or so, to see if that helps.

2. Sometimes a parent can't change a situation that makes a toddler angry. For example, a three year old may never cross the street alone, no matter how pretty the flowers are on the other side. But parents sometimes can help her turn her energies into something creative like drawing a picture or building a sand castle, or feeding the puppies, and in this way the anger the child feels about being frustrated can be put to constructive use.

Outcome

The students will have learned that trying to understand the reasons for the child's anger, getting her to talk about it, changing it when possible into creative efforts, and trying to ease frustrating situations, will help the child deal constructively with anger.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 2-3

UNIT 2 - THE TODDLER YEARS (1 to 3)

THE CHILD'S ABILITIES TO ADAPT -- PART II
REGRESSION -- Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher: UNIT 2, pp. 156-158.

Objective

To learn the part Regression plays in a child's development.

Class Discussion

What does this sentence mean? "Albert is progressing well in learning to talk."

Progress means to move forward in development.

Regress means to move backward in development.

Did you ever hear a mother say "It seems to me that our toddler takes two steps forward and one step backward, in growing up." What does that mean?

In what ways might a toddler do this? (In his toilet training, he might have a dry bed for several nights, then wet the bed again; he might make a great effort to walk, then stop trying for a few days after bumping his head on the corner of a table; if something difficult happened, like a cold and earache, he might suck his thumb more than before.)

Teacher Presentation

Regression, going backward, is a normal part of growing up. A toddler has a great many things to learn at once, and just has to stop now and then, and go back to a level that is comfortable for him. Then after a rest, he gets re-fueled with energy and confidence and can tackle the next problem.

There are several things that might make a child want to go backwards temporarily:

1. He might be sick, and feeling miserable, would want to be a baby again.

2. He might have been trying to do something that is harder than anything he has tried before, such as learning to walk.
3. At times when it dawns on him that he is a separate person from his mother, the idea
scares him, and he shows this by going back to babyish, clinging behavior.

4. At times he gets angry at his parents, especially when they frustrate him when he is
getting into some forbidden exploration. His angry feelings toward his parents upset him,
and he may decide temporarily that it would be better to just stay a baby and not explore.

All of these reasons for regressing are normal, and they are temporary. After a child
goes back a little and stops for a rest, and some love and encouragement, he is ready to
start off again.

Once in a great while, a child may get really stuck in a regression. In that case, his
parents should talk with a doctor about the problem.

Outcome

The students will have learned what regression is, and that a certain amount of
regression is a normal occurrence in childhood.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 2-3

UNIT 2 - THE TODDLER YEARS (1 to 3)

THE CHILD'S ABILITIES TO ADAPT -- PART II
REGRESSION -- Part 2 (CHILD REARING)

Objective

To learn how to deal with regression helpfully.

Class Discussion

Emily is a year and a half old. She proudly learned to drink out of a cup when she was only one, and for the past few weeks she has not even asked for a bedtime bottle. All of a sudden she started crying for her bottle again when she goes to bed. What would you do if you were her mother or father?

1. Would you tell her that she is a big girl now, and doesn't need a bottle?

2. Would you tell her that Mommy and Daddy don't have bottles when they go to bed?

3. Would you tell her that the trash man took the bottles away?

4. Would you tell her that it is ok to want to be little sometimes, and give her a bottle?

5. Would you tell her to stop that crying and go to sleep?

6. Would you give her a toy to play with, to get her mind off the bottle?

Number 4 is the best thing to do, because it shows Emily that you understand, and sympathize with her need to feel little again. Unless there is something special going on, she will give up the bottle when she is ready. The regression will be temporary.

In trying to help a child who is going through a time of regression, it is important to imagine what she may be feeling. Why is she crying? Is it a need to be a baby again, temporarily? Is she angry at her parents and is going backwards because these feelings upset her? If you can understand the reason, it will help you know how to talk with the child and comfort her.

Outcome

The students will appreciate the importance of looking for the reasons behind temporary regressions.

PEG-U2-LPs for Grade 2.doc
Parenting for Emotional Growth:
Lesson Plans for Grade 2-3

Unit 2 - The Toddler Years (1 to 3)

Mechanisms of Defense -- Regression
(VISIT WITH MOTHER AND CHILD)

Preparation for Visit

The mother will be informed that the session will focus on the ways (defense mechanisms) a toddler copes with his own feelings, feelings which the child himself experiences as unacceptable or might get him into trouble, such as when he is very angry or very upset, and also we will focus on that thing that happens in all normal children as they develop, that is, regression. If the mother or father feels that it is inappropriate to bring the child for this discussion, the parent may come without the child.

The teacher will review the information about defense mechanisms and regression learned in previous lessons. The students will plan the questions they will ask the mother.

Visit

These questions among others may be asked of the mother.

Can you tell us about a time when your toddler became very angry?
What caused his anger?
What did he say or do?
Did he take his anger out on anyone else?
Do you think being angry upset him?
What did you do to help him get over it?

Does he sometimes slow down in his growing up, or even go backwards? For example, in wanting a bottle again?
Why do you think this happens?
What do you do about it?

Does he seem more independent at home than he does here with us? If so, why do you think that happens?
Does he go backwards in any way when he is sick?

Whenever he has slowed down or gone backwards, has he always moved ahead again?
Is there anything special to report about him, since the visit last month?

After the Visit

The students will share their impressions of the interview.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 2-3**

**UNIT 2 - THE TODDLER YEARS (1 to 3)**

**CONSCIENCE FORMATION -- Part 1 (HUMAN DEVELOPMENT)**

Reading for Teacher: UNIT 2, pp. 159-167.

**Objective**

The students will learn about the importance of conscience development and when and how it begins.

**Class Discussion**

How many students in this class have a **conscience**?

Is a conscience something you can see, like your hands and feet?

It is something you were born with?

What does your conscience do for you?

Does it tell you only when you should **not** do something -- or does it tell you sometimes that you **should** do something? (e.g., Offering to go to the store for mother, when you would prefer to watch television.)

Where does a person's conscience come from? (Most importantly, our consciences grow at home from our experience with our parents; later, these experiences are added to by what we learn at school, in our religion, and by the laws of our country.)

**Teacher Presentation**

Even little babies one year old show signs of developing a conscience. There are several things that help this as the baby grows:

1. Naturally, a toddler hears a great many "do's" and "don'ts" all day long: "Don't touch the hot stove;", "Don't pull your sister's hair"; "Do hand me that knife you took off the table"; "Do hold still, so I can put on your snowsuit." Little by little he understands what these "Do's" and "Don'ts" mean, and that the parents he loves give approval for obeying the "do's and don'ts". This understanding helps to build his conscience. We say he **internalizes** these things - makes them part of himself.
2. In addition to the lessons of the "Do's" and "Don'ts", a little child is a bright observer. He notices what his father and mother do, and since they are the most important people to him, he wants to do what they do. If they think it is good to do something, or bad to do something, he thinks that way, too. We say he identifies with his parents.

3. Interestingly, a child's toilet training helps the development of his conscience. Because he loves his parents, he is willing to believe them that controlling himself by going to the toilet is the right thing to do. More than that, he gradually accepts the idea that it is better to be clean than dirty, and he becomes willing to interrupt his play to go to the toilet, first because he wants to please his parents, and later because his conscience urges him to do this.

4. What is even stranger than the help toilet training gives the development of a conscience is this: A child's getting really angry at his parents helps build his conscience, too! This is an example of how it happens: Two year old Tanya was attracted to a pot of bright red poinsettias; she pulled it off the window sill and started to take the plant out by the roots because she wanted to see what was inside. Her mother reached over, took the plant from her, scolded her, and gave her a couple of spanks. Tanya was furious at being interrupted in her exploration, and at being punished. She hit her mother, who grabbed Tanya's hands until she calmed down. By then Tanya was feeling guilty that she had hating feelings toward her mother, whom she loves so very much. Being able to feel guilty is a sign that her conscience is developing. Guilt feelings are signals our consciences give that we are on the wrong track!

However, it is important that parents protect a child from feeling too guilty, too often. This can happen if they are too strict with her. If a toddler develops the feeling that she is a bad person, she will not develop the self-respect she should have.

Class Discussion

What would you do to help Stanley, age 3 to use his conscience in the way he plays with the family cat? He goes over to it when it is asleep and pulls its tail. When it jumps, he laughs. Could you help him understand that cats have feelings? Could you help him see how other people -- his mother, yourself, -- treat cats? Could you help him understand that if he learns to be gentle, he and the cat can be friends, and have fun together?

Outcome

The students will appreciate the importance of conscience formation, and the roles of internalization, identification, toilet training and family conflict in conscience development.
\textit{PARENTING FOR EMOTIONAL GROWTH:} \\
Lesson Plans for \textbf{GRADE 2-3} \\

\textbf{UNIT 2 - THE TODDLER YEARS (1 to 3)} \\

\textbf{CONSCIENCE FORMATION -- Part 2 (CHILD REARING)} \\

\textbf{Objective} \\
To learn how conscience development can be furthered and supported by the child's parents. \\

\textbf{Teacher Presentation and Class Discussion} \\

The teacher will review the four contributors to conscience building presented last time, and the students will think about how each contributor can be supported. \\

1. The daily experience a toddler has living with his parents, and their "do's" and "don'ts". How would you talk with a toddler so that he would be willing to learn what he should and shouldn't do? (Be reasonable, be clear, repeat things as often as necessary.) What kind of talk would make it hard for him to learn and accept his parents' rules? (Talk that has too many don'ts, talk that makes the child feel ashamed and unworthy, talk that frightens him, saying "Don't," without explanations.) \\

2. A small child observes what his parents do, and wants to be like them. If parents remember this, how can they use the toddlers desire to imitate, identify with them, to help the child build his conscience? (They can try to keep their own consciences in good working order; they can take time to talk with their child about things they think are good to do or not do, and why they think so.) \\

3. The toilet training experience helps build a child's conscience because through this he learns to give up a baby's pleasure in being messy, in order to please his parents who want him to be clean. How can parents help in this? (They can be patient and encouraging, and give him approval when he tries, and praise when he accomplishes this. It would not help him to scold or shame him when he has accidents.) \\

4. Even when a child gets angry with his parents, it can be useful in conscience-building. How? (When he feels hate for someone he loves, he develops a feeling of guilt. Feeling guilt makes a child want to repair the relationship.) How can a parent help? (Although the parent probably will have to stick with the "No" that made the child angry, the parent can let the child know that he/she understands that the child feels angry, and that this is upsetting. Parent and child can talk about it, and make up. It would not help to tell the child that he is bad because he has angry feelings. It is natural to have them at times, but he has to learn to deal with them in reasonable ways.)
While a child is building a conscience, he sometimes slides back. For instance a child of three might be able to remember that Mommy doesn't like him to mark on the walls with crayons, when she is in the room. When he is in his room alone supposedly having a nap, he may forget this and decorate the bedroom walls. What would you do about this? (Remember that back sliding (regression) is normal; be patient and explain again that marking walls is not allowed; help him by letting him use the crayons only when an older person is present; some children may do this not because they forget but because they are angry. In that case, try to find out why, and help the child with that problem.

**Outcome**

The students will understand how parents' clear and reasonable explanations and limits, their own behavior standards, and their understanding of the child's experiences in toilet training and anger can help in the building of his conscience.
Reading for Teacher: UNIT 2, pp. 177-182.

Objective

To understand how the sense of self and the feeling of self-esteem develop.

Class Discussion

Did anyone in the class ever get a new puppy?

What did you name it?

How did the puppy learn its name? (When you called it by name, you usually petted it or gave it something to eat at the same time; you showed it that you like it, and were glad it was in your family.)

In a similar way a little infant gradually learns his or her name. For the first few months he still doesn't realize that he is a separate person from his mother, as you remember from our lesson earlier about becoming an individual. You remember that when he does learn this he has mixed feelings about wanting to be a baby or wanting to be grown-up, but he finally accepts growing up.

It is very important that as the toddler becomes aware that he is a self, that he like himself! A person who didn't like himself would be a pretty unhappy person!

Why is it important for a person to like and respect himself? (He will enjoy life more; if he likes himself, he will like other people; if he likes himself, he will believe that he can accomplish things.)

How does a toddler develop feelings of liking himself - to have what we call self-esteem? It depends on several things.

It helps if he was born healthy and with good energy.

It helps if he has parents who respect themselves, because he will model himself after them in many ways. It helps if his parents not only love him, but like him as a person, including respecting the ways he is different from them.
It helps if the child is encouraged in his eagerness to learn. Then he can accomplish skills that will give him satisfaction, and will make him feel good about himself.

Do you think it is possible for a person to like himself too much, and be "snooty"? (Usually people who are "snooty" do not have good self-esteem. They act as if they are better than other people because they aren't sure that they are likable. A person whose family values him, and who likes himself is a person who likes and gets along with other people.

In the next session we shall think about how parents can help a toddler to develop a sense of self, and to like himself.

Outcome

The students will understand why self-esteem is important, and will have a general idea of how this develops.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 2-3

UNIT 2 - THE TODDLER YEARS (1 to 3)

CONSCIENCE FORMATION -- Part 4 (CHILD REARING)
THE DEVELOPMENT OF SELF-IMAGE, IDEAL SELF AND SELF ESTEEM

Objective

To learn how parents can help their children develop a sense of self, and self-esteem.

Review

The teacher will review the concepts learned last time about the emergence of self-awareness, and the importance of self-esteem.

Discussion

Bobby is 18 months old. He knows very well that he is Bobby. How do you think his parents taught him that? (Using his name when they talk to him, playing games such as "Where's Bobby - there he is", telling him often that Bobby is their great little boy, etc.)

Do you think a child will be spoiled if his parents keep telling him how great he is? (Spoiling does not come from loving and praising a child. It comes from allowing a child to have his way about doing things that are unwise or harmful, such as snatching another child's toy; spoiling can be avoided by setting reasonable, realistic limits for the child, and requiring his cooperation. Letting a child know that you love and appreciate him will help him to like himself, and that helps him to like other people.)

Children are expected to respect their parents. Should parents also respect their children? (Yes, this is one of the important ways to help a child build self-esteem.)

How does a parent show respect to a child? (By being considerate of the child's feelings, even if it is necessary to disappoint him in something he wants to do; by giving him choices when possible -- e.g., to wear his red socks or blue socks; by never shaming, but correcting in a respectful way - e.g., "That was a bad thing to do" rather than "You are a bad boy.")

What happens to respect when parents and children get angry at one another? (All parents and children get angry at one another sometimes, but parents can help by not letting their tempers get out of control and by showing the child how he can express his anger in a reasonable way. If they do that, they won't lose their self-respect. Parents should be ready to make up, and should be willing to apologize to the child if they have made a mistake e.g., scolding a child for losing his mittens, and then finding them on the
floor of the coat closet, or for being short-tempered on occasions when the parent is feeling over-stressed. These behaviors help the child's self-esteem, and also give the child good models to go by.)

Parents can help a child develop self-esteem by encouraging him in his learning. Can you think of ways they could do that with a 2 year old? (They could teach him words to say, songs to sing, how to ride a tricycle, to play hide and seek, to name objects in picture books, and praise him when he learns something new. This encouragement gives the child the feeling that he is a person who can do things, and that builds his self-esteem.)

**Outcome**

The students will have learned the roles that respect, appreciation and encouragement play in building a child's self-esteem; and that shaming harms, and reasonable limit setting helps this development.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 2-3

UNIT 2 - THE TODDLER YEARS (1 to 3)

CONSCIENCE FORMATION -- Part 5 (VISIT WITH MOTHER AND CHILD)
THE DEVELOPMENT OF CONSCIENCE, SELF-IMAGE, AND SELF ESTEEM

Preparation for Visit

The mother will have been informed that the session will focus on conscience development and on self-awareness and self-esteem.

The teacher will review with the class the concepts learned regarding conscience formation, and the self. The students will be asked to look for any signs in the child that conscience is developing, and any indications of self-awareness and self-esteem. They will consider the questions they will ask the mother.

These questions among others may be asked:

Do you have to say "No" very often to your toddler?

When he understands that he is not allowed to do something, will he cooperate?

Suppose you are not in the room -- will he remember what you said, or will he go ahead and do what is forbidden? If he does go ahead, does he seem to feel guilty about it?

Do you ever hear him saying "No" to himself, or see him spanking a doll?

When you have to say "No", do you explain why he can't do something?

How do you teach him that other people and pets have feelings?

How old was your toddler when he would turn toward you when you spoke his name?

Do you think that he realizes that he is a person, and a special one?

What do you do to show him that you are glad he is in the family?

When you say "No", does that make him feel that he isn't special anymore?

When he learns something new, like riding a tricycle, or putting a puzzle together, does that make him feel good about himself?
Do you think he will be "spoiled" if you praise him often?

Is there anything special to report about him since the visit last month?

Following the Visit

The students will share their observations and impressions of the interview.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 2-3

UNIT 2 - THE TODDLER YEARS (1 to 3)

REVIEW LESSON

Objective

To summarize and coordinate the information learned and the observations made by the class concerning a child's development during the second and third years of life.

Class Discussion

Picture in your minds what our toddler was like when we first saw him in the fall and what he is like now.

How has his appearance changed?

Can he use his muscles in more ways? How?

How much could he talk then? And now?

Was he very "babyish" with his mother then?

Do you think he realized that he was a separate person from her? Do you think he realizes that now?

Are there ways that he acts more independent now? How?

How have his parents helped him?

When you first knew him, did he have any relationships outside his family? Does he now?

Was he toilet trained then? What about now?

Does he seem to realize that he is a little boy? How does he show that he knows that?

Do you think he has learned that there are things he is allowed to do and other things he is not allowed to do?

Can you think of any ways that he has learned to control his behavior?

How has his mother helped him do that? Do you think he feels comfortable being himself? How have his mother and father helped him to feel that he is a valuable person?
Thinking back over the year what did you like best about the visits of the toddler and his mother?

Of all the things you learned this year about children ages 1 - 3 were there any surprises? What were they?

Outcome

The students will have learned the basic developments of a child's personality during the toddler years.