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

LESSON PLANS FOR GRADE 6

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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).

PARENTING EDUCATION FOR EMOTIONAL GROWTH:

A CURRICULUM FOR STUDENTS IN GRADES K THRU 12.

Lesson Plans for Unit 2, for Grade 6

CONTENTS

Physical Development: Adaptive Capabilities 7 Lessons 4
Sleep-Wake States and Patterning 3 Lessons 14
Feeding 2 Lessons 20
Affects (Feelings) 3 Lessons 26
Intelligence 2 Lessons 34
Self and Human Relationships 5 Lessons 47
Dependence and Self Reliance 3 Lessons 60
Sexual (Reproductive) Life 7 Lessons 67
Aggression 4 Lessons 83
Developing Internal Controls 3 Lessons 95
Mechanisms of Defense 4 Lessons 102
Regression 3 Lessons 113
Conscience Formation 5 Lessons 119
Review 1 Lesson 130
THE TODDLER YEARS: (YEARS 1 to 3)

PHYSICAL DEVELOPMENT: ADAPTIVE CAPABILITIES
Objective

To help the students become aware of the enormous development from relative helplessness to great adaptation during the first 3 years of life.

Class Discussion

Does anyone in the class know a newborn infant, or one under two months of age? (If not, ask the students to use their imagination; if someone does, ask the student to tell the infant's name and age, and give his/her observations about how helpless the infant is. Comparison may be made with newly hatched chickens, which can run around immediately, or with a newborn colt which can stand and walk, and knows just where to go for its dinner.

On the blackboard, write the following headings, and ask the class to give suggestions for filling in the information regarding each age. The students may enter this information in their notebooks as the discussion proceeds.

<table>
<thead>
<tr>
<th>THE NEWBORN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways He Is Helpless</td>
</tr>
<tr>
<td>He cannot move his body from one place to another.</td>
</tr>
<tr>
<td>He cannot see clearly.</td>
</tr>
<tr>
<td>He cannot feed himself.</td>
</tr>
<tr>
<td>He cannot talk.</td>
</tr>
<tr>
<td>He cannot use the toilet.</td>
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<tr>
<td>He cannot dress himself.</td>
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<tr>
<td>He doesn't know who is in his family.</td>
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</tbody>
</table>
His mother's voice and smell are familiar to him.

THE ONE YEAR OLD

<table>
<thead>
<tr>
<th>Ways He Is Helpless</th>
<th>Adaptive Capability</th>
</tr>
</thead>
<tbody>
<tr>
<td>He cannot walk steadily, if at all.</td>
<td>He can crawl.</td>
</tr>
<tr>
<td>He cannot speak in sentences, and explain his needs.</td>
<td>He can say a few words.</td>
</tr>
<tr>
<td>His movements are awkward; he cannot manipulate toys well.</td>
<td>He can grasp a spoon and try to feed himself.</td>
</tr>
<tr>
<td>He cannot dress himself.</td>
<td>He can signal to his mother by crying when he needs help.</td>
</tr>
<tr>
<td>He cannot bathe himself.</td>
<td>He can hold toys, and explore them with mouth.</td>
</tr>
<tr>
<td>He needs help with feeding.</td>
<td>He can explore his world by looking, reaching and crawling.</td>
</tr>
<tr>
<td>He needs help in accepting substitute care for mother (e.g., if in daycare).</td>
<td>He knows his family, is attached to them and treats other as strangers.</td>
</tr>
</tbody>
</table>

THE TWO YEAR OLD

<table>
<thead>
<tr>
<th>Ways He Is Helpless</th>
<th>Adaptive Capability</th>
</tr>
</thead>
<tbody>
<tr>
<td>He needs help in dressing and bathing.</td>
<td>He can walk well, and can run.</td>
</tr>
<tr>
<td>He needs help in going to bed.</td>
<td>He can climb up and down stairs.</td>
</tr>
<tr>
<td>He needs help in using the toilet.</td>
<td>He can talk in words and small sentences.</td>
</tr>
<tr>
<td>He needs help in knowing what activities are allowed, and what not (e.g., running into the street).</td>
<td>He can play with toys.</td>
</tr>
<tr>
<td>He needs help in accepting substitute care for mother.</td>
<td>He can understand that he is allowed to do some things, and not others.</td>
</tr>
<tr>
<td>He can respond to the word &quot;NO&quot;.</td>
<td>He has the ability to say &quot;NO&quot;, because he has a sense of self.</td>
</tr>
<tr>
<td>He knows whether he is a boy or girl.</td>
<td>He knows whether he is a boy or girl.</td>
</tr>
</tbody>
</table>
## THE THREE YEAR OLD

<table>
<thead>
<tr>
<th>Ways He Is Helpless</th>
<th>Adaptive Capability</th>
</tr>
</thead>
<tbody>
<tr>
<td>He still needs help with dressing and</td>
<td>He can dress himself, with some help.</td>
</tr>
<tr>
<td>bathing, and going to bed.</td>
<td>He can feed himself.</td>
</tr>
<tr>
<td>He needs help in learning to do things</td>
<td>He can speak in sentences and sing songs.</td>
</tr>
<tr>
<td>with his muscles -- e.g., riding a tricycle, climbing a tree, doing puzzles.</td>
<td>He is developing a sense of humor.</td>
</tr>
<tr>
<td>He may still need help with toilet training.</td>
<td>He can do things with his small muscles, and his large muscles.</td>
</tr>
<tr>
<td>He needs help in putting his thoughts into words.</td>
<td>He is learning to play with other children.</td>
</tr>
<tr>
<td>He needs help in knowing what he may and may not do.</td>
<td>He knows about sexual differences.</td>
</tr>
<tr>
<td>He needs help in learning how to play with peers.</td>
<td>He understands about activities that are, and are not allowed.</td>
</tr>
<tr>
<td></td>
<td>He has strong feelings of love and anger, and can express both.</td>
</tr>
<tr>
<td></td>
<td>He is less likely to experience marked distress about separation from mother, than at an earlier age.</td>
</tr>
</tbody>
</table>

### Another way of looking at Dependence and Self-Reliance

The teacher will use a diagram such as a scale on the blackboard, the numbers showing the degree (use percentage or any other easy to grasp concept of degree) of self-reliance of the newborn progressively up to the self-reliance of the grown-up. The class will discuss and chart what they think might be the age-appropriate degree of self-reliance at birth, one year, two years, three years, twelve years (their own age) and adult.

(next page)
DEVELOPMENT OF SELF-RELIANCE

Adult.
Age 12 Years.
Age 3 Years.
Age 2 Years.
Age 1 Year.
Newborn.

<table>
<thead>
<tr>
<th>0</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
</tr>
</thead>
</table>

Assignment

In the next class session, we shall talk about why an infant undergoes such development between birth and three years. Is it something inside him that pushes him? Is it what his parents do?

Before next time spend half an hour observing an awake baby of any age under three. Be prepared to tell the class about your observations. Consider these questions: (1) Did the baby seem to be learning anything? (2) If so, how did he go at it? (3) Did he seem really to want to do whatever he was doing? (4) Did his mother take some part in this, or was she busy with something else?

Outcome

The students will have increased appreciation of the adaptability and learning that infants demonstrate in their first three years.
Objective

The students will become aware that the infant's physical development which provides the foundation for his emotional growth, depends upon both his own inner thrust toward growth, and the nurturing and stimulation he receives from his parents.

Class Discussion

Ask the students to report on their observations of infants less than 1 year old, giving the name and age of the baby, and telling:

1. What the baby was doing (hopefully other than sleeping) while he was being observed.
2. How did he go about these activities?
3. Did he really seem to want to do what he was doing? How would you describe his mood?
4. If his mother was with him, what did she do, did she interact with the infant?

When any students describe strong attempts of an infant to grasp rings, or pull himself up, or crawl, the teacher will point to these efforts as indicative of an inner urge the child has to grow and accomplish things. Helpful participation of the mother will be highlighted too, as conveying emotional availability and affectionate encouragement to the child, as well as helping him develop physically and learn.

The students who have observed the two and three year olds will report, and respond to the above questions also.

Further questions to consider

1. Do you think that good emotional and adaptive development -- growing up to be a well-adjusted person who copes with life well and feels good much of the time -- depends in any way upon good physical development? (Yes, if you couldn't talk, or use your muscles, or use your brain, it would be very hard to become a happy, well-adjusted person.)
2. Why do you think some babies develop the ability to crawl and walk and develop responsiveness more quickly than others? (Although babies follow the same patterns of development, they are different in their ways of learning and in their speed of development. Some babies at eight months of age, for example, are very active, learning best by crawling all over, and getting into everything; others are quiet and learn best by looking and listening. Some children talk before they walk, some walk before they talk. Some babies have calm temperaments, some are easily excitable; some have a low activity level, others a high activity level.)

3. Have you heard your parents say whether you were an active type or quiet type when you were a baby? (The students may relate stories about their own experiences as infants.)

4. Is one type better than another? (No, all healthy children learn what they need to learn. However, if a child is too active, he will need help in slowing and calming down, and if he is too quiet, he will need encouragement in learning to be more active).

5. What can parents do to help a child who is "all motor and no brakes"? (Spend time with him in quiet play, help him to enjoy using his eyes and ears, read stories to him, gently restrain him if he becomes too excited, offer quieter forms of play. Give approval for his accomplishments both in the use of his large muscles, and for the development of skill in quiet activities (e.g., puzzles, blocks) so that he knows he is loved and appreciated whatever temperament he has).

6. What can a parent do if a child is too quiet? (Help him learn to master activity requiring use of muscles e.g., climbing on playground equipment. Help him, but don't push too hard. Give approval for achievement in this type of play and also for the development of skill in quiet activities).

7. What do you think is the most helpful attitude parents can take toward the explorations of an 18 month old child? (Make the environment "baby proof", encourage the exploration, but remove the child warmly but firmly if he does anything to endanger himself, or anything in the house.)

8. Any 1 to 3 year old toddler becomes angry and frustrated when his parents remove him from a fascinating but dangerous object. How can they help him with his feeling? (When removing him, be firm, do not scold, but explain why (yes, in words); acknowledge his feelings of anger, give a hug when he calms down. In exceptional instances, if a toddler persists in approaching a dangerous object, a mild swat on the diapered bottom may be necessary, to convey to him firm disapproval.)

Outcome

The students will have seen that infants have a inner thrust toward growth; and they will have learned how parents can promote the physical development of their children,
and the emotional growth which the physical under girds, by being emotionally available, by offering encouragement, help, and when needed, guidance and restraint.

Assignment

If your parents have a baby book about you, look up what is written there about your growth and activities between the ages of one and three. Whether there is a baby book or not, ask your parents to tell you what you were like then, whether you were active or quiet and about your explorations. Write a page describing yourself at that age.
**PREPARATION FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 6**

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

**PHYSICAL DEVELOPMENT:**
ADAPTIVE CAPABILITIES / DEGREE OF HELPLESSNESS --
Part 3 (VISIT OF MOTHER AND CHILD)

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**Preparation for Visit**

The mother will be informed that the particular focus of the visit will be on the child's adaptive capabilities.

The teacher will review with the students the material they learned in earlier lessons about a child's degree of helplessness, and adaptive capabilities at various ages. The students will be asked to set aside a section in their notebooks for a journal in which they will record their impressions of the child after each visit. These entries will be dated, and will include the child's exact age. Entries will include the most important things the mother says about the child, and the students' own observations. The students will be prepared for the likelihood that the child will have a stranger reaction to them at first, and will be instructed about the most helpful way to relate to the child.

**Visit**

The mother may be asked the following questions or others, adapted to the child's age:

What has your toddler learned to do in the past six months?

Does he get pleasure out of trying to do new things?

Does he work hard when he is trying to learn something new?

Does he sometimes get frustrated?

Does he insist on feeding himself?

Does he act as if he has a motor inside him that's pushing, making him do things?

In what ways does he turn to you or his father for help?

Is he changeable -- one minute wanting to be independent, and the next wanting to be held and cuddled?
Following the Visit

The students will discuss their observations and impressions, and record these in their journals.
THE TODDLER YEARS: (YEARS 1 to 3)

WAKE - SLEEP PATTERNING
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 6**

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

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

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

**Objective**

To understand the importance of good sleep patterns, and to learn about the causes of sleep disturbances which occur during the second and third years.

**Class Discussion**

The teacher will write the sentence on the blackboard "I have a sense of well-being." The students will be asked to tell what they think that means.

In summary, these things help us to have a sense of well-being:

1. Good physical health.
2. Good feelings about our families and friends.
3. Good things happening during the day -- learning, accomplishing something, sports, being with friends and having fun.
4. Sleeping well at night.

Concentrating on the last point -- why is sleeping well at night important?

If you couldn't get to sleep some night because of an upset in the family, or if you were allowed to sit up until midnight to watch a World Series game, but then had to get up at seven the next morning to go to school, how would you feel? How do you feel when you have a good night's sleep?

Did anyone in the class have a scary dream last night, or the night before? If the student is willing to do so without coercion, describe. How did you feel when you woke up?

Sound sleep, and enough sleep help us all to feel our best. The same is true of babies. A one year old baby may need a nap in the morning, and also one in the afternoon. By the time she is two and a half, she may need only one nap, but still will need a long night's sleep.

Can you think of some things that might disturb the sleep of a young child? (Too bright lights, loud TV or voices, too much or too little heat, illness, hunger or thirst.)
In addition to these disturbances, there are other things that may interfere with the baby's rest:

1. Young children sense it when things aren't going well in the family. If there are arguments or outright fights going on in the home, it will make a child worry about what might happen and this will most likely make the child tense and/or "nervous" (i.e., anxious). This will almost certainly interfere with the child's ability to relax and fall asleep.

2. There is a normal anxiety a child feels when she is beginning to realize that she is a separate person from her mother. The baby is still very dependent upon her mother, and may dread going to sleep because that separates her from her mother.

3. It is normal for a child at times to feel anger toward her mother -- for example, when mother sets an unwelcome but necessary limit, or when mother goes out and leaves the child in someone else's care. Sometimes the child is upset by her own anger toward those she values (for whom she is now beginning to feel love), and that makes it difficult for her to go to sleep, or gives her disturbing dreams or even night-terrors. (A night terror is a frightening experience that occurs in deep sleep, from which it is difficult to wake the child. [We shall learn more about this in later grades.])

4. A 2 1/2 year old normally is beginning to develop sexual feelings. She/he is beginning to develop a special preference for the parent of the opposite sex, and some more negative feelings for the parent of the same sex, who at the same time is very much loved. These conflicting feelings often and normally lead to anxiety and may then lead to some sleep disturbances.

In the next lesson, we shall discuss how toddlers can be helped to develop good sleep patterns.

Assignment

Suppose you are the parent of a two year old boy named Jeremy. Jeremy has a problem. Every time you try to put him to bed, he cries. He may cry for 15 minutes or even longer.

Write a paragraph to say how you would handle this. You may consult with your mother and father if you wish.

Outcome

Students will appreciate the value of good sleep patterns, and the many possible reasons for sleep disturbances.
Objective

To learn how to help a child develop good sleep patterns and how to deal with sleep disturbances.

Class Discussion

The teacher will review, through questions to the students, why good sleeping patterns are important to an infant's development, and what conditions may interfere with restful sleep. The teacher should point out that these situations are as stressful for the parent as for the child.

The students then will be asked to read their papers regarding Jeremy, with the class discussing the methods proposed for helping him with his problem.

In summarizing, the teacher will emphasize that the helpful approach to any sleeping problem is to

1. Look for what might be the cause;
2. If something in the environment could be causing the discomfort, correct it;
3. If the child is sick, do what is necessary to try to make the child feel less pain -- (give appropriate medicine, comfort the child -- remember that TLC [tender loving care] is still and will always be one of the best medicines discovered --, call the doctor if needed);
4. If the child is anxious ("nervous"), comfort and reassure, but
5. Let the child know she is expected to go to sleep.

Sometimes it is very hard to know why the child is crying, and what to do. Some parents think that after all, perhaps the baby is crying to exercise her lungs. Do you agree with that idea?

Sometimes a parent thinks that if she spanks the baby, he will stop crying. Will he? (Sometimes he will.) How does it make the baby feel? (Something like: "Mother doesn't understand what I'm trying to tell her, and now I don't dare try any more; she hurts me and makes me very angry." The young child stops crying alright, but it will be out of fear of getting hurt even more or because the young child gives up on the parent being a source of help -- which usually has dire consequences for the parent-child relationship.)
Sometimes a parent may just want to close the door, so she won't have to listen to the crying any longer. How would that make the baby feel? ("I'm left all alone, and mother isn't helping me; that hurts me and makes me very angry.")

It is at times not easy to deal with a crying baby. But at all times, try to find out what the difficulty is, and then do what needs to be done in a constructive manner: be considerate, respecting of the baby, and apply the golden rule -- treat him or her the way you would want to be treated if you were the baby.

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 that it is almost bedtime, tell him the exact number of minutes, 15, 10, or 5, whatever.

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

5. A soft night light in the child's room or hall is helpful.

6. Reassure the child that parents are nearby. If you are going out, let the child know this and reassure that the caregiver (baby sitter) will be there and Mommy and Daddy will be home by about (as close to the time that you believe you will be home).

7. Tell the child that she is expected to go to sleep. Only one drink is allowed after she goes to bed.

8. If the child wakens and cries, try to reassure her doing the least reasonably possible, such as without picking her up, since that would waken her more. That is, do as little as is needed that will waken the child more. Talking gently, quieting, and patting gently are often the best; picking up may stir up the whole body.

   In the case of a night terror, when she cannot be reassured in this way, it will be necessary to waken her fairly fully to interrupt the state of terror and then, briefly help the child back to sleep. (More on this in later grade.)

9. It is important never to make going to bed a punishment. The child needs to develop the feeling that going to bed will help him grow, and feel well and strong. If going to bed is used as a punishment, the child may develop negative attitudes about it.

10. If the child needs a transitional object (a "comforter" such as a favorite stuffed animal, bottle, piece of blanket, etc.) this should absolutely be allowed.
Outcome

The students will have learned how to help a child organize a good sleep pattern, and have some idea of how to respond in a growth-promoting way to problems that arise.
THE TODDLER YEARS: (YEARS 1 to 3)

FEEDING
**Objective**

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

**Class Discussion**

The toddler in his or her general push toward autonomy (to do things himself or herself) and self-reliance likes to take part in his or her feeding process. How does a one year old try to do this? (He will grab a spoon and try to feed himself.) What can a three year old do? (He can handle a spoon and fork quite well, and feels good about feeding himself.)

Do toddlers have likes and dislikes in foods? (Usually.) How do they show these? (They usually will protest. If they are forced to eat something they dislike, they may even throw up.)

If a child hates some food (which means that its taste is repulsive to the child) that is good for him, is it necessary for him to eat it? (No, besides, the child may throw it up anyway. An equally nutritious substitute food can be offered, which he probably will accept. Bribing a child with sweets may make the child eat the hated food, but it also will make him/her rely on such bargaining methods which can cause problems later, not the least of which is that eating can be felt to be most unpleasant.)

A child who may show his growing autonomy and self-reliance by feeding himself, and by expressing his likes and dislikes, may at the same time do something very babyish -- he may insist on having a bottle at night, even though he may long ago have given up daytime bottles. Is this because he needs night feedings the way he did when younger? (No. A child of two and a half or three who does this is using the bottle more as a comforter than for food. It is a way of saying "I can accept going to bed and being separated from mother and father, with the comforting help of this bottle which reminds me of being with her or him." If we recognize this, we can see that having the comforter-night-bottle can be a very helpful tool toward gaining age-appropriate autonomy and self-reliance. The same can be said for the child's thumb-sucking or using a pacifier.)
It has been said that in addition to being well-cared for and loved, the condition of a person's body at age 40 depends upon, or at least is very much influenced by, his eating habits as a toddler. How can this be? (If he learned to eat well-balanced nutritious meals then, he still will, and probably will be a healthy person. If he ate mostly "junk food" then, he may get into the habit of doing that, and without enough nutritious food he may be more vulnerable to tiredness and illnesses, his general health may be in jeopardy. He will not have the needed amount of proteins, vitamins and minerals to build a healthy body, to grow up to be a healthy older person.)

What kinds of foods are health-building? (Meats (not fried) vegetables, salads, fruits, whole wheat bread, cereal, milk).

What kinds of foods are not health-building? (The "too-much" types -- foods that have too much fat, too much sugar and too much salt.)

Why are these bad for you? (Too much fat may, when an adult, lead to heart trouble and much more serious illness [such as strokes -- caused by a vascular accident in the brain]. Too much sugar can cause dental problems, and can even lead to diabetes in those who are vulnerable to it. Too much salt can later in life cause problems with high blood pressure. Also, if one over-eats one can become overweight. When overweight, one does not feel one's best, and one is more likely to develop heart and blood pressure problems later.)

Does this mean that a person should never eat ice cream? (No; sweets once in a while are a treat and will not harm a person; eating too much rich ice cream is not a good idea.)

Suppose a person has grown up eating foods that are too fat, too salty or too sweet. Can he ever re-educate his pattern of eating? (Yes, it isn't easy but it can be done. It pays to work on this because a person's health will be better and he/she will look and feel better if he has a healthful diet.)

It is best, however, to start a good diet in infancy. Infants learn certain patterns of eating, and generally they grow up maintaining these patterns. For example, if an infant frequently is handed salty French fries to eat, his body will become used to that extra fat and salt, and he will tend to overload on these things as he grows older.

Assignment

Write a paragraph in answer to these questions.

1. When the mother of two year old Andrew puts a plate of food in his high chair tray, he plays with it, but doesn't eat very much. He would dawdle for an hour over it, if his mother would let him. What would you do about this?

2. Helen, age 2 1/2 has parents both of whom work outside the home. They go out to eat three times a week, usually to a fast food restaurant. Helen likes this, and always
wants the same things to eat: a cheeseburger, french fries with extra salt, a cola and a chocolate sundae. People in the restaurant sometimes say to Helen's parents "What a cute chubby little girl you have!" If her parents were concerned about this, and wanted to change Helen's diet in the fast food place, what could they do? How could they go about helping Helen to accept any changes that would make her diet better?

3. When do you think a toddler should give up his night bottle?

Outcome

Students will understand that for better or for worse, eating habits of infancy set the stage for later patterns of eating and for later states of health.


**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 6**

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

**FEEDING**
Part 2 (CHILD REARING)

**Objective**

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

**Class Activity**

Some students who wrote about the first question of the assignment (re: Andrew, the dawdler) will read aloud their answers, and the class will discuss their agreement or disagreement with the proposed solutions.

The teacher will summarize the following ideas:

1. You might try putting less food on Andrew's plate.
2. You should give him a reasonable time to eat it, perhaps half an hour, then if he doesn't want any more, simply remove his plate and take him out of his seat.
3. You should try to make eating time pleasant. A game may help, e.g., "A bite for Daddy, a bite for Mommy, a bite for the dog, a bite for the goldfish".
4. Since the child may dawdle in order to have more time with you, you may suggest a game you will do together after he finishes eating.
5. Scolding, threatening to give him no supper, or force feeding are quite certain to cause the child problems.
6. You need not worry about the toddler starving himself; if he eats only part of his meal, that is usually enough. Unless a child is sick, the child will eat what he needs to grow well.

Some students who wrote about the second question of the assignment (re: Helen, the fast-food lover) will read aloud their answers. After the students discuss these, the teacher may summarize as follows:

Assuming that the parents have a fast-food habit, and will continue to go there, they could reduce Helen's salt, fat, and sugar overloading in gradual ways:

1. They could leave the cheese off the hamburger and later replace the hamburger with chicken, removing the fatty skin;
2. Instead of ordering French fries for Helen, they could give her a sample from their order, with no salt added.
3. Instead of cola, she could have orange juice or milk.
4. Her parents could start using the salad bar, and make it interesting to Helen by allowing her to choose some favorite things there.
5. The chocolate sundae gradually could be replaced by ice cream with fruit on top.
6. If the family continues to have three meals a week in this restaurant, the meals at home should have plenty of vegetables.

Some of the students who wrote about the issue of the night bottle will read their answers. The teacher will emphasize that the toddler asks for this because he needs it as a **comforter**, and that he will give it up himself when he feels secure enough to go to bed without it. Some night, he will toss it aside.

**Class Discussion**

Review ways that parents can help a toddler to develop habits that will help to keep him healthy as an older child, teenager, and adult.

1. Model good eating habits yourselves.
2. Give him well-balanced meals.
3. Avoid too much salt, fat, and sugar.
4. Respect his likes and dislikes.
5. Make mealtime pleasant with talking together about the child's and parents' activities.
6. Introduce new foods gradually.
7. Be patient with dawdling, but don't allow too much.
8. Avoid mealtime battles -- do not force feed, or threaten punishment for not eating enough; encourage -- do not plead! -- the toddler to eat and if that does not work, quit!
9. Limit sweets to occasional treats.
10. Respect the child's need for a night-time bottle (or his thumb or pacifier).

**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 6

UNIT 2 - THE TODDLER YEARS (1 to 3)

AFFECTS
Part 1 (HUMAN DEVELOPMENT)

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

Objective

To learn what affects (feelings and moods) appear during the toddler years, and when and how they develop.

Class Discussion

The teacher will write the word "Affects" on the board, and ask the class what it means. Since they will know the word as a verb, this understanding can be used to explain its meaning as a noun. (E.g., If your parents decide to move to a strange town, this affects you, and you would have feelings about it. When used as a noun, the word affect(s) refers to feelings and moods.)

As you know, all human beings come into the world having feelings (affects). In the beginning infants don't at all understand their feelings, but they have the capacity to express these, it is "built in" or "inborn". Soon, during their first year, infants develop these in ways that are focused on the important people in their lives, and in ways that eventually, during the toddler years, will show love and hate, sadness and happiness, shame and self-confidence. If that were not so, we would all be robots, and that would make a very dull, not-rewarding, and uninteresting world. Furthermore, happily, the expression of affects shows the parent what the infant is feeling, and helps the parent know what can most constructively be done to help the child grow well.

Two of the most important feelings are love and hate; other affects that become prominent in the toddler years are sadness, shame, and the beginnings of guilt.

1. Why is love important? (If a person feels loved, it makes him feel secure, it makes him feel close to his parents and family and friends, it makes him feel self-confident, valued, and able to do things; as he learns to love the people in his family, it makes his connection with them even stronger, and helps him learn how to make good relationships with other people.)

Does a less than 1 year old infant know how to love? (No, when he smiles and kicks with pleasure when he sees his mother, her presence makes him happy, and he is developing an attachment to her. Those feelings are the building blocks of love.
Attachment to the important people in the child's life grows increasingly stronger during the first 18 months, and from about 18 months of age on this feeling develops into love.

2. When do babies develop feelings of hate? (Before they develop feelings of hate, they show anger (hostility) and the desire to hurt someone as early as nine months of age. Hate, the wish to destroy someone who is hurting the child in one way or another, also, like love, becomes possible from the middle of the second year on.)

What do feelings of hate toward those to whom the child is attached usually do to a child if he doesn't work them out? (Hate makes a child afraid that his wish to destroy those to whom he is attached might come true. This invariably upsets him because, except where the hate has become too intense due to much abuse or neglect, he also loves the person he is hating, and this creates a severe conflict of feelings in his mind. Also, hate makes the child fearful of punishment; it makes him feel that he is bad, of no value, it makes it hard for him to form good relationships.)

Learning how appropriately to express love feelings and hate feelings is very important in a child's development. Although the hate feelings can become harmful to the child, they are unavoidable at times, and he can be helped to cope with them in reasonable ways. It is with his primary relationships -- mother, father, sibling -- that this development is worked out. His good supply of love feelings helps to lessen, to mitigate or even neutralize, his hate feelings toward those valued persons. The feelings he develops toward them will become the basic model for his later relationships.

We will talk next time about how to help a child deal with his feelings of hate, and how to respond to his expressions of love.

3. Sadness is a mild form of feeling pain which may be seen at times in infants even during their first year. During the second year, this affect often becomes stronger and may last for hours and sometimes longer. A number of things can make a toddler feel sad. It comes commonly to a toddler when nothing is really wrong, that is when the child increasingly becomes aware of his separateness from his mother, which at times now makes him feel alone and very small. This is a normal experience and feeling. And since some sadness is part of everyone's life, the child needs to learn to tolerate it, with the sympathetic support of his parents.

4. Shame is a very painful feeling, which generally develops from the middle of the second year on. This feeling is aroused when the child feels that he is disappointing to himself or those he now loves. He feels he is not living up to his loved parents' or his own growing self expectations; it makes him feel he is an unlovable and unworthy person. Shame undermines his sense of self-respect, his sense of being of value, of being able to do things and to get along in his world. It can eventually lead to depression, a difficult mood to tolerate.
5. **Guilt** does not appear until near the end of the second year. This results from the child's experience of wanting to hurt or destroy someone he loves. All children have these distressing feelings at times, but from early childhood on, must begin to learn how to deal in a constructive way with the angry feelings they have which cause the guilt.

**Assignment**

Write a paragraph telling what you would do in each of the following situations:

1. Martin is a newborn. If you were his mother or father, what would you do to help him grow into being a person with strong love feelings?

2. Josephine, age 2 1/2, 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 mother, and refused to come. Her mother began to take the toys from Josephine, repeating that it was nap time. Josephine burst out with "I hate you, Mommy!" What would you do, and why?

3. You are a baby-sitter with 18 month old Alan, whose parents have gone to the movies. Alan knows you, and you often have had a good time rough-housing together. Tonight, he is just sitting on the floor, looking very solemn, and isn't warming up to you as much as usual. What would you do, and why?

4. Barbara, age 3, has just made a drawing of Mommy, and has taken it to show her. Mommy says, "That's an ugly drawing. Can't you do better than that? Your brother could make good pictures when he was your age." How would this make Barbara feel about herself? About Mother? If she showed you one of her drawings, how would you respond?

**Outcome**

The students will have become acquainted with the important affects which children develop during the first three years, and their significance.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 6

UNIT 2 - THE TODDLER YEARS (1 to 3)

AFFECTS
Part 2 (CHILD REARING)

Objective

To learn how positive affects in the toddler can be enhanced, and negative affects responded to in growth-promoting ways.

Teacher Presentation

The teacher will write on the board:

Affects are windows into the child's emotional state. Empathy is the ability on the part of a parent or caregiver which enables him/her to look into and through the window and, by the use of her own feelings, to understand what the child may feeling and perhaps why.

Every person, no matter how old or how young wants to be understood, even when he makes mistakes. An understanding attitude toward a person tells him that he is respected, and that his parent knows that he had a reason for doing whatever he did. A person who is treated with consideration, and feels understood is more able to deal with problems than one who is not.

Put yourself in the place of Jonathan, age 12, who shows up at home after school muddy from head to foot. He comes in for a big scolding from his mother, who takes one look, and tells him he is a dirty, filthy boy who doesn't care that he is wearing out his good school clothes, nor about the extra work he is causing her. If you were Jonathan how would you feel about yourself? (Possibly ashamed, certainly hurt and angry.) About your mother? (Resentful.)

Suppose instead of the quick scolding she asked "What in the world happened to you?" Then you could tell her that you were playing baseball, and were lucky enough to hit the ball so hard that two players scored; but to get to second base yourself in time, you had to slide in the mud. What do you think your mother would say then? (Hopefully, that "Well you sure managed to get your clothes good and dirty! You think it was worth it?" To which you could say: "Mom, you should've seen that ball go!" How would you feel about yourself? (A baseball success; but sorry about the dirty clothes). How would you feel about your mother? (She understands how important it was for me to get to second base; she knows how a kid feels.)
Suppose you got dirty for a not-so-pleasant reason. You and a classmate got into a fight, and before you knew it, you were both rolling in the mud. How would you want your mother to react to that reason for having dirty clothes? Would it be understanding of her to ask you questions about why you got into the fight, if you had other options besides the physical battle, and how you settle the fight? Suppose she told you that you were to wash the clothes that you muddied; do you think a parent can be understanding, and still give punishment?

Class Assignment

The class will read and discuss the papers they wrote about Martin, the newborn, about Josephine, who "hated" her mother, Alan who was experiencing sadness, and Barbara who was suffering shame.

In the course of these discussions the following points should be reviewed and emphasized:

1. **Love** is the affect which enables a person to make meaningful relationships, and which contributes to the child's self-esteem, self-confidence, and overall adaptation. The child can develop love by being given love and respect.

2. **Hate** is the affect which **more than any other** puts enormous stress on oneself and on relationships, and undermines self-esteem and adaptation. Hate is the result of experiences of **too much pain of any kind**, be it physical but especially **when the pain is emotional**. However, it is normal for well-adjusted persons to have occasional feelings of hate toward family members and others. It is extremely important to help the child learn to talk about his feelings and work them out in constructive ways.

3. **Sadness** is the affect (mood) which at this age normally comes primarily from a sense of separation from mother, and a feeling of being alone, small and helpless. Encouraging the child to talk, and offering comfort and understanding will help.

4. **Shame** is a very painful feeling which occurs when the child feels disappointed in himself; it makes him feel he is bad and unworthy of love. Children should **not** be shamed when they make mistakes or misbehave. Only in the rarest of times is shame justified in handling young children. Such times might be when a parent has exhausted all reasonable means of trying to get a child to comply with limits and reasonable punishment has failed. We should say that shaming is not an effective way of getting compliance from young children. Only occasionally does it work to advantage. (Constructive limit setting and reasonable punishment will be dealt with in some detail in the lessons in Developing Internal Controls).

5. Developing the ability for **empathy** (to perceive and to a degree resonate with how another person is feeling) enables a person to understand and help a child. This ability -- with which we are all born -- **may be further developed** by:
(a) Being aware of the fact that feelings are contagious; how you find yourself responding to a child's feelings will give you a clue as to what he is feeling.

(b) Doing this empathy training exercise. Study, look at the child closely,
   (1) Look at the expression on the child's face,
   (2) listen to his voice, and,
   (3) imagine how you would feel if you looked and sounded as he does.
   (4) If you feel that you still cannot read the child's feelings, don't be shy: try to make the same facial expression, make the same sounds yourself, and imagine what could make you feel this way, what feeling you might then have. You may feel uncomfortable doing this at first, just remember that it may really pay off not only in your understanding young children, but even yourself and others.

(c) Realizing that people, toddlers included, have reasons for doing what they do.

(d) Trying to understand the reasons which account for the behavior the child is exhibiting.

(e) Putting your understanding in words to the child.

(f) Doing what then seems necessary -- comforting or setting limits, for example.

6. Toddlers tend to express both love and hate feelings directly. While love feelings are welcomed, some parents feel that a child should not express hate feelings. However, expressing these feelings is not only normal, but a child's doing so enables the parents to talk with him about them and to help him deal with his feelings in growth-promoting ways. A child should never be made to feel that he is bad because he feels hate for someone; he should be given help in coping with this, and by developing reasonable controls over the physical and sometimes verbal (such as insulting) expressions of such feelings. (More on this when we talk about handling hostile aggressive feelings.)

7. If children are not allowed to talk about hate feelings, they may hide (suppress) them, with the danger that these feelings may pile up and burst out under stress, and sometimes in explosive ways; or, children in pushing down their hate feelings may push down their love feelings, too, and become emotionally handicapped.

8. Helping children learn to talk about and work out their negative feelings helps restore their sense of well-being. Good feelings lead to the development of esteem for oneself and others, and to the growth of love feelings in relationships.

Outcome

The students will understand how to increase their empathic ability, and how using empathic understanding can serve the emotional development of toddlers.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 6

UNIT 2 - THE TODDLER YEARS (1 to 3)

FEEDING AND AFFECTS
Part 3 (VISIT OF MOTHER AND CHILD)

Review

Prior to the visit, the teacher will review the basic principles of successful feeding, and of helping a child deal constructively with the affects he experiences. The mother will have been informed that the session will focus primarily on these two areas.

Visit

The students will ask the mother questions, which may include the following as well as others:

What kinds of foods does your toddler eat?
Does he like to try new things?
What do you do if he refuses to eat something you think he should have?
Do you think it is important for him to eat everything in his plate?
How does your toddler show feelings of love? To whom?
How does he show feelings of anger?
What makes him angry? Do you ever get the feeling that for the moment he actually hates you? How do you handle this with him?
Do you see any signs that he feels guilty because of his feelings of hate? Does he seem to want to "make up" afterward? What do you do then?

Have you noticed sometimes that your toddler is in a low key, sad mood? What seems to bring that on? What do you do about it?

Does he ever seem ashamed of himself, or give you the idea that he considers himself bad? What gives him that feeling? What do you do about it?

In other areas of his development, besides feeding and affects, is there anything special to report since the previous visit?

Following the Visit

The students will discuss the major points emerging from the visit, including their own observations of the affects shown by the toddler, and enter them into their journals, with the date, and exact age of the toddler.
THE TODDLER YEARS: (YEARS 1 to 3)

SENSORI-MOTOR AND COGNITIVE DEVELOPMENT

AND

THE DEVELOPMENT OF INTELLIGENCE
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 6

UNIT 2 - THE TODDLER YEARS (1 to 3)

SENSORI-MOTOR AND CENTRAL NERVOUS SYSTEM --
AND DEVELOPMENT OF INTELLIGENCE
Part 1 (HUMAN DEVELOPMENT)

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

Objective

To learn about the major responsibilities of the brain and sensori-motor system, and the scope of their development during the first three years.

Class Discussion

The teacher will explain that the words "sensori-motor" refer to the action of the senses (smell, hearing, touch, vision) and the muscles. E.g., The eye sees the ball, the arm reaches for it, and both actions pertain to learning. It all is planned and directed in the brain.

The teacher will write on the board the heading: "Responsibilities of the Brain and Sensori-motor System", and she/he will list the various functions as they are discussed.

<table>
<thead>
<tr>
<th>Learning Function</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picturing</td>
<td>1. Think about peeling an apple. Can you picture the apple in your mind? Is yours red or yellow? Can you imagine how you would go about peeling it?</td>
</tr>
<tr>
<td>(Representation)</td>
<td>Our brain has developed the ability to picture something you can't see. It also enables your muscles to pick up a knife, and peel an apple.</td>
</tr>
<tr>
<td>Memory</td>
<td>2. Think about what you had for breakfast this morning. Your brain has developed the ability to remember things that have happened.</td>
</tr>
<tr>
<td>Prediction and Intention</td>
<td>3. Think about what you plan to do in your summer vacation. The brain is able to imagine things that you want to do in the future.</td>
</tr>
</tbody>
</table>
Eye and Hand Coordination & Large Muscle Coordination

4. Think about playing a game of basketball.
The brain enables you to understand the rules of the game, and enables the nerves and muscles of your legs to run, and your eyes, arms and hands to coordinate so you can shoot the ball into the basket.

Fantasy

5. Imagine what you would do, if you could do anything you wanted to do today.
Your brain enables you to have splendid daydreams, and also some very worrisome thoughts.

You do all of these things so easily that you may not remember when you couldn't do them. When you were born you were a very young person with possibilities, but your brain and sensori-motor system were very immature. It was only very gradually that you became able to picture something in your mind, that you couldn't actually see it (it was not in your field of vision). In the first few months, when your mother left the room, you couldn't remember what she looked like!

Although every child has his own timetable of development, the average child can:

- **Recognize** a person or object he has known before, at approximately 5 - 6 months.
- **Picture** in his mind, or **imagine** a person or object he can't see, at approximately 16 to 18 months.
- **Show eye-hand coordination** clumsily (as in feeding himself, or in picking up a ball), at one year.
- **Show large muscle coordination** in crawling at 6 months to a year.
- **Show large muscle coordination** in walking and, climbing, between the first, and second years and running between the second and third years.
- **Show some ability to predict** (Mommy will come home!) between two and three years.
- **Show some ability for make-believe** (pretend) between two and three years.

**Outcome**

The students will have learned that the brain and sensori-motor system develop a complex set of functions already during the first three years of life.

**Assignment**

Write the sensori-motor functions and their sequence and times of development in your notebooks, and study them for the next class.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 6**

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

**SENSORI-MOTOR AND CENTRAL NERVOUS SYSTEM -- AND DEVELOPMENT OF INTELLIGENCE**
Part 2 (CHILD REARING)

**Objective**

To learn how families can support cognitive development through encouragement of sensori-motor activity in their toddlers.

**Class Discussion**

Ask the students to recall and define the sensori-motor functions, and to give examples from their observations of toddlers they know.

Students will be asked to think of ways that parents or brothers and sisters of an infant or toddler can help his sensori-motor development. Suggestions may include:

1. **Talking** with the child.

   Does talking with an infant who can't understand you really help? (Even when he doesn't understand you, your talking with him makes him happy, helps him to focus his attention, will help him recognize who you are. As he grows older, your talking with him gradually will help him learn to use words, and to communicate with you. By talking with him, you can teach him gradually to learn the various sensori-motor skills we have discussed.)

2. **Playing** with the child.

   It gives the child a good feeling to be played with and is a way to help the child develop muscular coordination, among other things. How could it do that? (Rolling a ball across the floor for a child to try to catch, helping a toddler climb on and use a tricycle, or a playground slide are ways of helping him exercise his large muscles; playing with small objects, blocks or puzzles will help develop his small muscles, and his eye-hand coordination. Playing make-believe will delight and foster the ability for fantasy in a toddler.

   For a younger child, playing peek-a-boo and hide-and-seek will help him develop the ability to remember people and objects that disappear temporarily, (another important aspect of mental development.)
3. **Encourage** the child to go at his own pace.

When talking or playing with the child, it is very helpful to encourage him, and to praise him for his achievements. On the other hand, pushing him to do something he is not ready for (using a slide if he is afraid of it) will make him anxious and discourage him. A child who undertakes new experiences at a slower pace than others will "get there" at a later point. There is a great variation in the normal range of development, and it is helpful to be tuned in with and respecting of the temperament of the child you are helping.

**Outcome**

The students will appreciate that family members by simple interactions, with infants and toddlers, can support their sensori-motor activity and cognitive development.

Objective

To familiarize the students with the steps in the learning processes of infants.

Teacher Presentation

When you see a newborn baby, do you sometimes wonder how that tiny person is ever going to learn all the things she needs to know, in order to get along in this big world? She does learn, and it keeps her very busy!

Observers of infants note that there is a great upsurge of exploratory activity that occurs from the middle of the first year, and continues on into the next, and later years. It is through exploring with her eyes, ears, nose, mouth and muscles that an infant learns.

Her early activity seems aimless, but gradually it becomes organized. Instead of exploring a block by just putting it in her mouth, the 1 year old will put several together to build something. Gradually her concentration span becomes longer, she pays attention better, she develops persistence, and some degree of frustration tolerance. All of these things help in learning.

Several tools are very important in the development of intelligence, learning and adapting to the world. (Here the teacher may want to make the following chart on the blackboard, and suggest that the students copy it in their notebooks. Some of the tasks listed were introduced in the earlier lesson on the Physical Aspects of Sensori-motor Development.

(next page)
<table>
<thead>
<tr>
<th>Learning Tool</th>
<th>Meaning</th>
<th>When It Develops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognitive Memory</td>
<td>Ability to recognize a person or thing the child already knows.</td>
<td>Well established from 5 or 6 months on.</td>
</tr>
</tbody>
</table>

| Evocative Memory | Ability to picture in one's mind a person or object that is out of sight. | Person Permanence about 12 Months on; Object Permanence about 14 months on. |

| Intentionality | Having a conscious purpose to do something. | Begins at about 6 months; established during second and third years. |

| Causality | Recognizing that a certain action will have a certain effect. | Begins at about 6 months; established during the second and third years. |

| Fantasy | Being able to imagine an event or a scene of action. | Eighteen months; will be established by the third year. |

| Language | Speaking in words, phrases, then sentences and questions. | First to fourth year. |

As the definitions are being given, ask the students to give examples of infant behaviors that would illustrate the words.

**Assignment**

A. Study the meanings of the words learned today.

B. Fill in the blanks in the following sentences.

1. _________ memory develops earlier than _________ memory.

2. _________ memory means that you can picture in your mind a person or thing you can't see.

3. A normal six month old baby has _________ memory.
4. When you are asked in school to name the capital of New York State, you are exercising your __________ memory.

5. If a two year old picks up his toy hammer in one hand and a peg board in the other, he is showing __________.

6. When he turns on a light switch, he shows that he understands about __________.

7. When he runs around on all fours, making barking-like sounds, he is showing __________.

Outcome

The students will understand that learning and adaptation follow an orderly pattern and are aided by specific cognitive-learning "tools".
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 6**

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

**COGNITIVE DEVELOPMENT AND DEVELOPMENT OF INTELLIGENCE --**
Part 2 (CHILD REARING)

**Objective**

To review the steps of infants' learning, and to understand how they can be helped in this process.

**Review**

Ask the students to exchange their assignment papers, and check each other's answers to the definitions of the steps of learning. Clarify any questions that may arise.

**Class Discussions**

How can parents help an infant to develop his sensori-motor skills? (Giving encouragement, not expecting too much.)

Robert and Richard are two year old twins. Both are healthy, attractive toddlers. Robert will try anything, and is especially advanced in his large motor skills. He climbs up on the playground slide, and the faster he can come down the better he likes it. Richard is not so well coordinated, and he is very cautious, even about climbing on to his tricycle. If you were their mother or father, how would you support Robert's large muscle development? (Show pleasure in his accomplishments, protect him from dangerous adventures.) How would you support Richard's? (Encourage him to try new things, but stay with him when he is anxious, and show pleasure in his accomplishment.) Would it help to tell Richard that Robert can climb on the slide, so he should be able to? (No, even if they are twins, they are very different children. Making comparisons between children, or shaming them into trying something hurts, makes children angry and may do more harm than good.)

By the time they are three years old, Richard has become quite expert in putting puzzles together. Robert's eye-hand coordination is not this far along. He gets impatient when he can't find the pieces and dumps the puzzle on the floor. How could the family support Richard's small muscle development? (Encouragement, praise, playing with him.) Robert's? (Understanding of the difficulty he is having, encouragement to try again, praise when he does.)
Anita is 18 months old. She is beginning to develop the ability to picture in her mind people or objects she can't see. How could her family help her develop this ability? (Play hide and seek, and peek-a-boo.)

Joey is three years old. How can his family help him develop the ability to predict what will happen? (Help him make connections -- daddy will come home at supper time, bedtime will come after the story.)

How can he develop the ability to decide (intend) to do something? (He can be asked to make simple decisions -- which cereal for breakfast, which story for bedtime.)

How can three year old Helen's family help her develop the ability to play "make-believe"? (Spend time with her, pretending to be a dog, cat, lamb, pig, etc., encouraging her to make their sounds; help her pretend to be a mommy with her doll, a fireman with her fire truck. Make-believe is best, when shared with someone, and when it is not frightening.)

Encouragement and approval, playing with children, and enjoying their accomplishments are the ways to support their sensori-motor activity and development. Can you think of anything that would slow down the child's development? (Expecting too much. You couldn't be expected to pass eight grade examinations in sixth grade. We shouldn't expect a 6 month old child to let go of your hair if he pulls it, because he cannot unfold his fist; nor should we expect a one-year-old to feed himself without making a mess.)

Summary

1. Recognitive Memory

An infant soon will recognize his parents and siblings because of seeing them every day, and by being cared for with affection, and thoughtfulness and talked to by them. Grandparents and other relatives and friends should be introduced gradually. The infant will come to recognize them sooner, if they don't push themselves upon him, or frighten him by grabbing him out of his crib.

2. Evocative Memory

The development of person permanence will be aided if family members are trustworthy about coming and going. No vanishing acts! Tell the infant you are leaving, and after returning remind him that you said you would come back. Peek-a-boo games, and reminding the infant of the names of relatives and friends he doesn't see often, also will help.

The development of object permanence can be aided by playing games that involve losing and finding things. Showing pictures in books, and repeating the names of things also will help.
3. **Intentionality** can be aided by encouraging the infant when he shows a wish to do something himself (e.g., pull on his socks). Allow him plenty of time, and praise him for his accomplishments.

4. **Causality** - Show him how things work, a Jack-in-the-box, light switches, elevator buttons, toilet flushing. Encourage him to operate things that are appropriate and safe, and praise him for accomplishment.

5. **Fantasy** (make-believe) - Join him in make-believe games. When he chooses to pretend to be something else - e.g., a cow, talk with him about what cows eat, where they sleep, what they give us, etc.

6. **Language** - Talk often with the infant. Real words are better than baby-talk. Family conversations at meals help children learn a great deal by hearing people talk with one another. Explain meanings of words; read stories; encourage the child to express himself. Give him plenty of time; don't make fun of his mistakes, but praise his efforts.

**Outcome**

The students will understand how families and other concerned people can help and support a child's cognitive (key part of intelligence) development.
Preparation for Visit

The mother will be informed that the visit will focus on her toddler's development in the areas of memory, make-believe, eye-hand coordination, and on his sleeping patterns.

The teacher will review with the students the previously learned aspects of sensori-motor function, and about sleep-wake cycles.

The students will be asked to observe the child for indications of his development in the sensori-motor area.

Visit

The mother may be asked the following questions among others:

Does your toddler recognize a neighbor or friend he sees once or twice a week?

If he loses his ball behind the couch, do you think he remembers what it looks like, as he hunts for it?

Is he a good climber?

Is it hard or easy for him to build a tower of blocks?

Is he old enough to play make-believe games? Does he like them?

Does he understand that if he presses the light switch the light will come on?

Does he sleep well at night? Does he have a regular bedtime?

Is he willing to go to bed?

If he protests, what do you do?

Does he ever have bad dreams and wake up crying?
What do you do then?

Does he still want a bottle at night?

**Following the Visit**

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

THE DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 6**

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

**CONTINUATION OF SEPARATION-INDIVIDUATION --**
Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher: Textbook UNIT 2, pp. 46-69.

**Objective**

To introduce the students to the **Separation-Individuation Phase**, and its **Subphases**.

**Teacher Presentation**

Today we shall talk about new ideas and big words. Take notes, because next time we shall have a Spelling and Definition Bee, and you will need to get ready for it.

Dr. Margaret Mahler studied young children very closely and developed a model for how the young child forms his first relationships and develops the sense that he is an individual. As you probably know by now, she called this the **Separation-Individuation theory**. The **Separation-Individuation phase** in Dr. Margaret Mahler's model of this special area of child development is that part of this development when the infant gradually comes to realize that he and his mother are not as if one unified entity, but that rather, he and Mother are two separate persons. This gradually leads to his developing a sense, a feeling of being an individual. This is a very important development that begins in a very small way at about six months and is quite well developed by the age of three years.

If you think of the **Separation-Individuation Phase** as being like a book, it has four chapters, called **Subphases**.

1. The first is the **Differentiation Subphase**. In this, we see the six or seven month old child who up to now has been happy to be held and cuddled by mother, beginning to move away a little bit. For instance, when she holds him, he may at times turn away from her, not angrily, just to look at something else; when he learns to crawl, he won't always crawl toward her, but often will head for other parts of the room. In fact, his first crawling is usually away from mother. He is not yet aware that he is a separate person from her, but this is a first step toward that.

2. The second, the **Practicing Subphase** happens from about the seventh month until about one and one half years of age. At this time the child acts as if he has a motor inside him. With great energy and with great pleasure he explores his world. Being able to crawl and walk helps his efforts. His explorations are his way of learning, and should be
encouraged. Since he is eager to look at and touch everything, he sometimes gets into forbidden situations such as grabbing at a cup of hot coffee. This leads to frustration for the child when his parents, in trying to protect him say "No"! Not understanding this, the child feels a conflict between the strong need to explore and his parent's forbidding. A child will respond angrily, not knowing that he is really being protected.

This is all the harder for the child because he finds himself being angry with the parent he loves. This mix of feelings which is called ambivalence, creates a conflict of feelings within the child.

People of every age experience ambivalence -- which means having angry and even hate feelings toward a person one loves. You love your parents, but there are moments when you are really mad at them (especially when you feel old enough to do something and they say you are not). Your parents dearly love you, but sometimes they are angry at you and feel that you are giving them a hard time. In a healthy family there are many more love feelings than anger and hate feelings. It is important to know that ambivalence is normal, and to help children when they are little to learn to cope with the angry feelings they have.

As the child gets further into the Practicing Subphase he, without realizing it, is separating more and more from his mother, and is doing things as an individual. He may get so interested in a toy that he forgets his mother for several minutes at a time. Then he may toddle back to her and touch her, or just look at her and get her smile. We call that kind of checking with her, emotional re-fueling. As with a car, with some gasoline added it can go again; and with a Practicing Subphase child "emotional re-fueling" by mother's smile or hug makes him ready to toddle off to his activities again.

3. However, there is some trouble on the way. Next comes the Rapprochement Subphase.

Rapprochement is a French word that means "to come close together again." This subphase happens from 16 or 18 months of age until about 24 months of age. It is often a difficult time for both mother and child. The toddler who was so delighted exploring the world suddenly seems to have been hit over the head with the realization that he really isn't part of mother at all, and that he is a very little, fairly helpless being. At one moment he may run to mother and want to climb on her lap and be a baby again; then that autonomy inside motor of his starts up, and he wants to be self-reliant and autonomous, do things himself, and be a separate person. He climbs off her lap, only to get those panicky feelings again, and begs to be picked up. But again he gets the urge to get down and be on his own. Sometimes these conflicting feelings are so upsetting that he cries or fusses as all this is going on. Often his mother is at her wits' end to know how to comfort him, but it already helps a lot if she understands what is going on behind this seemingly conflict-laden behavior.

There are several ways a Rapprochement child is different from a Practicing Subphase child. Because he is older, he is more capable in his movements, and can use some
speech quite more than before. Whereas he could freely explore away from his mother during the Practicing Subphase, now his increased awareness of his separateness from mother results in feelings of anxiety, and the old panicky feelings when mother leaves him, and the old stranger anxiety which had started back at 6 or 8 months of age and may have subsided around 12 months, show up again more or less intensely. He clings to a comforter, such as an old blanket or a pacifier. This seems to help him endure separation from mother. In a way, the comforter temporarily can stand in for her.

Also, the whereas the Practicing Subphase child is joyous and even elated, the Rapprochement Subphase child may become fairly moody. The realization of not being one with mother and of being small and vulnerable brings a feeling of low-keyedness, a soft type of sadness.

The child's behavior in the Rapprochement Subphase is different in yet another way. It is a time when "No" is the word he uses most constantly, quite more than before. He is so driven to say "No" that it may come out of his mouth when he doesn't mean it. (E.g., "Would you like some ice cream?" "No, uh - yes!") This saying "No" helps him to feel like a person who can control things; it helps him to feel separate, an individual with a will of his own. In fact, it helps him consolidate his feeling of being a self. Of course these "No's" sometimes lead to a battle of wills with mother, and bring about those conflicted feelings of ambivalence.

Another form of rapprochement behavior we see in his insistence that everything is "Mine". This word refers not only to his own toys, but to anyone else's, or anything else he wants. We believe that he experiences this seeming "greediness" because he feels that he has lost his special kind of closeness to his mother, and is displacing his claim that mother is "mine" onto things and is trying to make up for this "loss" by grabbing at other things. As you see, a child has a hard time during the rapprochement period, and his mother does, too. Just the same, it is an important time because it helps move the child along with the needed job of becoming a person separate from his mother, an individual person.

4. The last Subphase of Separation-Individuation is called On The Way To Self and Object Constancy.

**Constancy** means something that is settled and reliable. **Self-Constancy** means that the infant knows who he is, and that he is a separate person from his mother. **Object Constancy** means that he is clear about who his mother and father and other family members and friends are. This realistic view of his relationships doesn't happen all at once, and may not be complete by three years of age, so we call the subphase On The Way To Self and Object Constancy.

During this period, the child works through the panic of the Rapprochement subphase, accepts the idea of separateness, and talks quite a bit about "Me". He develops a still close, loving but more mature relationship with mother, father and other members of his family. We see him identifying (wanting to be like) with them, imitating what they do,
wanting to be like them, and at times making believe that he is Mommy or Daddy. This ability to identify with other people is a very important accomplishment.

Assignment

Study the words we have discussed, and their meanings, for the Spelling and Meaning Bee next time. These are the words to know: Separation-Individuation Phase, Differentiation Subphase, Practicing Subphase, Ambivalence, Emotional Re-Fueling, Rapprochement Subphase, Self Constancy, Object Constancy and Identify.

Outcome

The students will have a conception of some of the steps involved in developing a sense of self as well as of having a relationship with another which are especially made possible by the achievement of self and object constancy.
Objective

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

Class Activity:  Spelling and Meaning Bee

The class will divide into two teams.  The teacher will call out the words in the assignment.  When a word is called, a student on one team will spell it.  Anyone on the opposing team may raise a hand and challenge the spelling.  If the speller is wrong and the challenger right, the challenger gets a point for this team.  If the speller is right he gets a point for his team.

A person on the opposing team must define the word, and the definition may be challenged as above.  The teacher will clarify meanings, and serve as a referee as needed.  The team earning the most points will elect two scribes to go to the blackboard as recorders for the following discussion:

Class Discussion

The class will go over the Separation-Individuation Subphases, offering suggestions about ways family members can help a child, and about responses that will not help.  One scribe will write on the board the suggestions made for the Helpful Things List, and the other scribe will write the suggestions for the Unhelpful Things List.

In the Differentiation Subphase the Helpful list might include allowing her to crawl when it is safe, showing pleasure in her ability to crawl, and pointing out interesting things in the room.  Unhelpful things would be snatch ing her up while she is crawling off by herself (unless she is headed for danger); forcing her to look at another thing when she wants to look at something else she finds interesting; making her anxious by handing her to someone to hold whom she doesn't know.

In the Practicing subphase, helpful activities would include baby-proofing the house so that hurts and breakages won't happen easily; showing and explaining what the child finds while exploring: encouraging her crawling, walking and climbing, while protecting her from danger; offering "emotional re-fueling" when needed; understanding it when she
shows ambivalence. Unhelpful activity could include having too many breakables within reach, and scolding, frightening or threatening the child when she toddles off limits; rejecting the child because she protests mother’s limit-setting.

In the **Rapprochement Subphase** the helpful list could include having patience, understanding what is happening, comforting the child; encouraging autonomy and self-reliance, but also allowing the child to feel like a baby, not shaming her need to be held, or when she is needs to the use her "comforter". The unhelpful list could include scolding the child, shaming her at times when she needs to be held and feel like a baby; spanking also won't help.

The **On the Way to Self and Object Constancy**. The Helpful List would include encouraging the child to identify what is herself and what is part of others for instance, playing the fame of “This is your nose, this is my nose.” Playing make-believe with her; teaching her to do some of the simple things Mother and Daddy do. Unhelpful activities could include forcing the child to give up her comforter before she is ready; not preparing her for necessary absences of family members; making fun of her efforts to do things grown ups do.

**A Final Question to Consider**: Why is it important to help a child in the Separation-Individuation Phase? (A child who gets through this phase successfully, with few problems, will be better ready for the next steps. She will know who she is, will realize that she is loved and valued, and will have a fair amount of confidence that even though she is little and separate from mother, she can do things herself and if she needs help she can turn to her mother. She will know that even though she is separated from mother, mother is still there for her. She will have been encouraged in her efforts to learn, and now will be ready to learn new things; she will know that she can control some things, but she can cooperate when her parents say "No". When she gets angry, she can cope with it, and get back on a loving footing with her parents. She will have taken some very big steps toward becoming self-reliant.

**Outcome**

The students will have an understanding of the needs of the child in the Separation-Individuation phase, and of how their needs may be most successfully met.
Preparation for Visit

The mother will have been informed that the students will focus particularly 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 previous lessons. The students will be asked to observe and to decide which subphase the toddler is in at present.

Visit

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

- How old was your toddler when he showed clearly that he recognizes 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 be enjoy making things happen?
- Is he old enough to play make-believe? Who plays with him?
- How much does she talk? How do you help 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"?
- Does he take something from someone else and say it's "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, and enter these in their journals.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for GRADE 6

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

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

Reading for Teacher: Textbook UNIT 2, pp. 70-82.

**Objective**

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

**Class Activity**

The teacher will write the following questions on the board and then ask the students to write a story entitled "How I got acquainted with my family."

Imagine that you are an infant between the ages of 0 and 3 years. Give yourself an imaginary name. Your family members are mother, father, sister Eleanor age 4, and brother Ted, age 12. The questions on the board will give you ideas about what to put in the story.

1. As a newborn, imagine how you first became aware of the members of your family.
2. Who was most important to you at first?
3. What did that person do with and for you?
4. Who was the next most important person? What did that person do?
5. What did your brother and sister do with you?
6. When you were 18 months old, how did your father play with you?
7. Did your family ever do things with you that you didn't like?
8. When you were two years old, you were put into daycare. How did you feel about that?
9. How is daycare different from being at home?
Following the writing, students may volunteer to read their stories to the class. All stories will be turned in at the end of the session.

The discussion stemming from the stories should include the following concepts:

1. Infants, as well as people your age and mine, have two kinds of relationships:
   (a) **Primary**, our closest, emotionally most important ones; losing such a relationship leads to a serious emotional (and actual) loss that requires coping with much pain; and
   (b) **Secondary**, relationships we value, but are not the closest, emotionally most important ones. Loss of such a relationship causes sadness but, other than for exceptions, does not disturb our emotional state of well-being.

2. For the first few months of life, the infant's most important primary relationships are with Mother and, if Father is much involved with the infant from the beginning, with Father. It is very common for infants, during year one, to attach more closely with Mother than with Father. Nonetheless, it is with these persons that the infant forms his first attachments and identifications. Later as a toddler, it is in these relationships that he works out the separation-individuation phase of his development. Consider if the father is well involved with the child at the beginning. There may be a difference in the degree and quality of attachment to the mother as compared to the father.

3. Brothers and sisters also become very important to the infant, especially, again, if they spend time caring for and playing with him.

4. All the family members who live in the home become Primary Relationship persons. Grandparents, if they live elsewhere and are not frequent visitors, friends, and daycare teachers become important but are less emotionally invested persons with whom the infant (at least at first with regard to Grandparents) develops Secondary Relationships.

5. All relationships have a mixture of loving and hating feelings. In a healthy home -- where there is much love, a good dose of mutual respect, and growth-promoting child rearing -- love is much stronger than hate.

6. It is with the Primary Relationships a child has that he learns to express his love feelings, and to deal with his hate feelings in reasonable ways.

7. His Primary Relationships as an infant become the model for all of his later Primary Relationships, and also influence the quality of his later Secondary Relationships.

8. It may be necessary, but it is difficult for a child under 3 years to leave persons with whom he has primary relationships at home, and be put into daycare. Even though the caregivers may be kind and helpful, the small child has strong attachments to his
family and is anxious and upset about leaving them. He can adjust well to daycare, but he will need help in doing this.

Assignment

1. Reviewing what you know about the Rapprochement Subphase of Separation-Individuation, write a page describing why a child would need special help if he enters daycare at about 20 months of age. Or,

2. Interview a mother who has a child, age 1 1/2 to 3 in daycare. Ask her how she helped her child to adjust to this, and write a page about it.

Outcome

The students will understand that the relationships within the home are of primary significance to a child's well-being and early development.
**PARENTING FOR EMOTIONAL GROWTH:** Lesson Plans for **GRADE 6**

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

**THE EARLIEST RELATIONSHIPS --**
Part 2 (CHILD REARING)

**Objective**

The students will increase their understanding and awareness of the importance of the child's earliest human relationships, and will consider some ways of optimizing their healthy (positive) development.

**Class Discussion**

Review the concepts of Primary and Secondary Relationships. As part of this discussion the students might consider this question: When might a grandmother be a Primary Relationship for a child, and a mother not? Or an uncle might be, and a father not? (If the child's parents have died, or are out of the home, and he is being brought up by his grandmother or uncle. It is important to understand that even if the relationship with the parent is hurtful and even hateful, a child who lives with that parent will become attached to that hurtful/hateful parent.)

**Class Activity**

The students will read their assignment papers to the class.

For those who wrote about the Rapprochement Subphase child in daycare, the following points should be emphasized:

1. This age child already is experiencing much anxiety because of his mixed feelings about wanting to remain close to, even part of his mother, but also wanting to be an individual person.

2. In the early part of this phase, the child's ability to securely remember and visualize his mother and father when they are absent is not yet stable, so it is frightening to be left at daycare and have them go away.

3. His family are his Primary Relationships and he hasn't developed many Secondary Relationships so daycare is a unknown experience for him.

4. Entry into daycare should be done gradually, with Mother or Father staying for part of each day, if at all possible, until the child develops Secondary Relationships with the Daycare staff, and can accept reassurance that his parents will return for him.
The above points will be relevant also to the reports of the students who interviewed mothers. They may have additional observations and suggestions.

Class Discussion -- Summary

If we think of relationships as gifts, what gifts do a child's Primary Relationship give him?

(The care of his physical needs.
Love, and the awareness of being valued.
Attachment, and help with individuation.
A model for conscience building.
A model for getting along with people.
A resource for learning about his world.)

How many of you have a Primary Relationship with a toddler? What do you do with your small brother or sister?

What gifts do his Secondary Relationships give a child?

(A picture of the world outside his home.
Encouragement to be an individual person.
Friendship, excitement, fun, opportunities to learn new things.)

How many of you have a Secondary Relationship with a toddler? Tell us what you do with your toddler friend.

Outcome

The students will have an increased understanding of how those who relate to a child in either a Primary or Secondary way contribute to his development.
Reading for Teacher: Textbook UNIT 2, pp. 137-139.

Objective

The student will learn about the three forms of dependence, and how they change as the child develops.

Class Discussion

Ask the students to write in their notebooks what they understand the word "dependent" to mean. Have volunteers read their definitions; ask students to make up sentences using the word "dependent".

We all know that a baby is a very dependent person. How about people your age? Are you dependent? **On whom? For what?** Do you think people my age are dependent? If so, how?

Teacher Presentation

Draw three long lines on the blackboard:

<table>
<thead>
<tr>
<th>Physical Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most</td>
</tr>
<tr>
<td>0  10  20  30  40  50  60  70  80  90  100</td>
</tr>
<tr>
<td>Dependent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills For Adapting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most</td>
</tr>
<tr>
<td>0  10  20  30  40  50  60  70  80  90  100</td>
</tr>
<tr>
<td>Dependent</td>
</tr>
</tbody>
</table>
Explain that these are three ways all human beings are dependent. The amount of the dependence changes as we grow older. Discuss and mark on the lines where the students believe (1) a newborn's score should be; (2) a three year old's; (3) a ten year old's; (4) an Olympic Gold Medal winner's and (5) a grandmother's.

However old we are, we never become totally self-reliant (independent), and it would not be a very good idea if we could. Why not? (If we didn't need anybody, and nobody needed us, it would be a lonely world. Dependent feelings and love feelings are tied up together). However, moving toward self-reliance or independence in taking care of ourselves physically and in learning the things we need to know to get along well in the world is very important. Luckily, every infant and every toddler has inside himself a strong urge to grow-up and be self-reliant, so we don't have to worry about their getting stuck at the dependent end of the scale.

Assignment

1. Observe a toddler for half an hour. Write down the ways: (1) that he behaves with self-reliance during that time and (2) the ways he expresses his need to be dependent. Include in your notes the age of the toddler.

2. If you cannot observe a toddler, imagine that you are two years old. Write a paragraph telling in what ways you need to be dependent upon your parents, and in what ways you have learned to be self-reliant.

Outcome

Students will understand that dependence is a universal human condition, which changes in degree and in quality (i.e., "for what" and "on whom") as a person matures.
Objective

To learn about growth-promoting responses to the toddler's age-appropriate dependence and self-reliance needs.

Class Discussion

Ask several students to read their papers about toddler dependency and their thrust for self-reliance or independence. Discuss among other issues these points:

Did anyone observe an instance where your toddler wanted to be dependent one minute and self-reliant the next? Describe. Of what did that remind you? (Rapprochement subphase conflict).

During the time of your observation, (or in your imaginary experience) did you see dependency expressed for physical needs? Dependency expressed for help with coping skills? Dependency expressed for comforting or love?

How did the mothers you saw respond to their children's dependency needs?

Did you see any fathers responding to their toddler's needs to be dependent? To be self-reliant? If so, what did the fathers do?

Do you believe that a toddler would like to be a baby forever? How can you tell?

Do you think it is better to let a toddler be dependent when he wants (really, needs) to be, or is it better just to tell him to grow up? (Only occasionally, except with very timid toddlers, is it helpful to the child to insist that he try to handle things on his own. Of course, children vary in their inner feeling that they can do things themselves; for instance normal toddlers who are timid or shy, may need to be encouraged to do things on their own. Generally though, toddlers want to do things themselves.)

In what ways can you help him with his dependence (e.g., Physically, by helping him do what he really cannot, like tying his shoes; with Adaptation skills, by not expecting too much too soon; by showing him how to do things but letting him do them at his own pace; Emotionally, by comforting, giving him love, and when necessary helping him by setting limits.)
In what ways can you support his wish to be self-reliant? (Answer his questions, show him how to do things, be patient, praise him for accomplishment; accept his need to return to dependent behavior sometimes).

Outcome

Students will have an enhanced sensitivity to a toddler's need for both dependence and self-reliant, and some ideas of how to respond helpfully and constructively to these needs.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 6**

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

**THE EARLIEST RELATIONSHIPS AND DEPENDENCE --**
Part 3 (VISIT OF MOTHER AND CHILD)

Preparation for Visit

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

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

The students will be asked to observe the quality of the toddler's relationship with his mother, as compared with his relationship with themselves. They will observe also the dependent and independent behavior he demonstrates.

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, who are not on his list of family favorites?
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 aspects of his life is there anything special to report?
Following the Visit

The students will discuss their observations, and the major points brought out by the interview, and will enter these in their journals.
THE TODDLER YEARS: (YEARS 1 to 3)

PSYCHOSEXUAL DEVELOPMENT:

THE ORAL PHASE,

THE ANAL PHASE, AND

THE FIRST GENITAL PHASE


**Parenting for Emotional Growth:**
Lesson Plans for **Grade 6**

**Unit 2 - The Toddler Years (1 to 3)**

**Psychosexual Development -- Oral Phase --**
Part 1 (Human Development)

Reading for the Teacher: Textbook UNIT 2, pp. 83-106.

**Objective**

To introduce the students to the six phases of psychosexual development, that specific line of our development which pertains to our sexuality and our developing identity as a male or a female. We shall focus here on the characteristics of the first of these sequential phases, the *Oral Phase*.

**Teacher Presentation**

Who can define what a caterpillar is? What happens to it? What about a tadpole?

A caterpillar is one phase of the life of a butterfly.

A tadpole is one phase of the life of a frog.

People also develop in stages or in "phases"; they don't change their appearance as much as a caterpillar or tadpole, but their phases are important, nevertheless. Here are our phases:

1. From birth to around 18 months of age is the **Oral Phase**. The word Oral refers to the mouth, and during these months a baby's mouth is the body organ around which much important special experiencing occurs and becomes organized. He feeds, feels, experiences much pleasure or frustration through his mouth.

2. Next comes the **Anal Phase**, roughly from 18 months to 3 years. This is the period when the young child is concentrating on toilet training, and derives from this pleasure and a sense of accomplishment or frustration and feelings of failure.

3. The third is the **First Genital Phase** that includes the Oedipal Phase (what we call the "family romance" in Unit 3). It goes from about 3 to 6 years, when the child is very much concerned with sexual differences and feelings, and with questions about genitals and about babies.
4. Then comes the **Latency Phase**, ages 6 to 10 or 11 years, when children concentrate on learning not only at home but especially in school, on building skills, on learning to do homework, on sports, and on relationships with peers, and more.

5. The fifth is the **Pre-Adolescence Phase**, ages 10 or 11 to 12 or 13, when the young person, while continuing to focus much energy and attention on ever developing skills in schoolwork and elsewhere, is beginning to feel those unique bodily changes that come with getting ready for Adolescence.

6. **Adolescence**: From about 12 or 13 years until 20 or 21, is the period of remarkable transition from childhood to adulthood. Physically, the child gradually is becoming a man or woman. Sexuality now becomes a major concern and organizes one's experiencing of oneself as an individual person with a clear idea of his or her gender-self which influences significantly the character of one's very important relationships to others. This is the time when a young person gradually becomes more independent from his or her family: during the latter part of this phase, he or she may go away to school (college), or take a job; the process of searching for a mate -- which usually will come to pass during young adulthood -- begins during adolescence.

7. **Adulthood**: This is the period when normally the person becomes self-supporting, and usually marries and becomes a parent. Although "grown-up", a person continues to learn new skills and make new, meaningful relationships some of which may -- and generally do -- last throughout life.

**Class Discussion**

Returning to the Oral Phase: Why is the mouth one of the body organs an infant uses and enjoys most? (He likes to eat to quiet his hunger; it is especially when he eats that he is held and cuddled, it feels good to suck; he explores objects by putting them in his mouth. When he begins to get his teeth, his mouth is important for a much less pleasant reason -- it hurts! Sometime after he gets teeth, he uses his mouth to bite when he gets angry. All during these first months he uses his mouth to comfort himself when upset. He does this by sucking his thumb, a pacifier or a bottle. By the end of his first year he is discovering another use for his mouth -- making words to communicate with his family.

In summary, the mouth is the body organ by which an infant experiences both pleasant and unpleasant feelings in the early part of his life; it is also one of the main ways he learns about his world.

**Assignment**

Write your opinions about the following questions. You may consult your own or another mother if you wish.

1. How can you tell by watching an infant feed, that he is having great pleasure in using his mouth?
2. Do you think a toddler should be allowed to suck his thumb or a pacifier? Why or why not?

3. If a toddler refuses to eat a special vegetable or meat, should he be made to eat it? Why or why not?

4. If babies enjoy using their mouths so much, why don't they all over eat and get fat?

**Outcome**

The students will have had a brief overview of the phases of development, and will have learned about the significance of the Oral Phase of development.
Objective

To review the developmental phases; to consider ways of supporting healthy development during the Oral Phase.

Class Activity

The teacher will write on the board in mixed-up order the following words: Latency, Anal, First Genital, Oedipal, Oral, Pre-Adolescent, Adulthood, Adolescent. The students will be asked to write the words in their notebooks, in the order that they occur in a child's development, and to write a sentence about the main pre-occupations or concerns children tend to have in each phase. When finished various class members will be called on to read their answers.

Class Discussion

The teacher will review the important aspects of the Oral Phase (focus on the mouth to gratify hunger, as resource for learning and exploration, and for its association with pleasurable feelings, cuddling and love, its painful attention-getting by emerging teeth).

The class will then discuss the four questions of their assignments:

Re: Pleasure in the use of the mouth -- the calm, contented, or excited expression on the child's face confirms this.

Re: The thumb or pacifier -- sucking is not only a pleasure to the child; it also comforts him when in distress. Normally thumb-sucking does not injure the mouth (make teeth protrude). Usually a child will give up using his thumb or pacifier when he no longer needs it.

Re: Forced feeding -- this turns meals into a battleground. Children should be offered and encouraged to eat a good variety of food, but not forced. Over time, they usually will balance their diet. Children, like adults, are entitled to dislike same foods. The cautions learned previously concerning limiting salt, sugar and fat should be noted again.
Re: Babies over-eating -- although the mouth is one of the infants' chief organs of pleasure, they have a built-in mechanism, which will prevent them from over-eating, **unless** they are not getting enough TLC (tender loving care) and love. If that is the case, they may over-eat in an effort to make themselves feel better. When children get enough affection, they usually eat just what they need.

**Outcome**

The students will have reinforced their knowledge about the phases of development, and will have learned some ways of dealing constructively with the oral phase of development.
Objective

The students will learn that the toilet training experience has psychological as well as physical influences in the development of the child's sense of self and personality.

Class Discussion

Review briefly the facts of digestion -- the breaking down of food into forms which nourish the body's cells, the non-nourishing part being disposed of by the body in bowel movements. Impurities and excess fluid taken out of the food by digestion and metabolism are also disposed of in the form of urine which is collected in the bladder.

Why is it important to have these disposal systems working well? (For one's health; one would become very sick if the "plumbing" didn't work).

Nature sees to it that the organs that serve us by ridding the body of undesirable food and drink waste products (the "plumbing" we said) does work right from birth. But the system needs regulating. That regulating, or toilet training, is a central concern of a child's life for a number of months, at the end of the oral phase. The child's elimination concerns and preoccupation is what led developmentalists to call this new phase the Anal Phase because the child's attention is now especially focused on the anus, the part of his body which controls the outlet for solid wastes, and is involved in toilet training.

Why is it important that a child learn to regulate his bowels and bladder? (For hygienic reasons -- germs that normally are found in bowel movements would be spread if children were not kept clean; for social reasons -- one would not want to wear diapers forever; and for psychological reasons -- successful toilet training helps a child learn to control urges that arise within him or her, to accept to comply with reasonable demands made on him, and also gives the child a sense of capability and accomplishment, and of having won his parents' approval).

When should toilet training begin? Some parents believe that a baby should be started when just a few months old. Is this a good idea? (No, the infant's ability to activate the anal sphincter muscle is not sufficiently developed for so young a child to control his or her bowel movements. If he or she is very young, it is a matter of the mother guessing...
when he or she needs to go, and she then puts the infant on the potty chair. The child
does not accomplish anything herself, and it is not a cooperative learning procedure
between mother and child nor one in which the child takes initiative or gains all the
psychological benefits mentioned above).

Although children vary, the time between 2 1/2 and 3 years of age is usually a very
favorable starting time. His ability to make these muscles act when he wishes is now
mature enough so he can control them by making an effort. Also he can talk by then and
let his mother know when he needs to use the toilet.

Even having the advantage of waiting this long to start, a child has mixed feelings
about being toilet trained. He is at the stage where he is realizing that he is really
becoming a "self". Now, when that burgeoning self feels that to comply with what is
expected of him is giving up some feeling of being a self, makes him feel that he is
giving over control of his body to Mother, which happens commonly at this age, the child
may then not want to do what mother wants. This is often not understood by parents
which then makes them feel that their child is simply stubborn and ornery, if not worse!

In addition, the child sometimes considers her bowel movements part of her body, and
may then fear giving them up. On the other hand, she very much wants to have the
approval of her parents, and when she is praised for using the toilet, she feels that she is
doing what they do, and that she has accomplished an important task. Her feeling of
being a "self" will be increased by her accomplishment. This, in turn, will make her want
to learn other skills as well. She also will have learned that there have to be some rules in
life, and that one can live with them.

However, if the mother-child relationship is not as comfortable as it should be, the child
may not be willing to cooperate with his mother's demand that he control his bowels and
bladder, and use the toilet. He may feel that she is imposing her will on him, that he has
no rights. If he is scolded, he feels he is a failure, and if he gets too frustrated and angry,
he may fight back by painting the wall with his bowel movements. He may develop a
resistance to being clean which can continue when he is older.

Summary

Within the usual positive mother- (or father-)child relationship, the Anal Phase of a
child's life brings important developments: he attains bowel and bladder control, derives
pleasure in his parents' approval, is affirmed in his sense of self, sees himself as a person
who can accomplish something difficult, and finds that he can accept rules. He learns to
negotiate -- to give up something (his freedom to move his bowels and urinate at will) for
something he values more (his parents' approval and love).

Outcome

The students will begin to acquire an appreciation of the influences and values of the
toilet training experience.
Objective

The students will learn how a child may be helped to have a positive toilet training experience.

Class Exercise

Mrs. A. believes that babies should start toilet training as soon as possible. "The sooner they begin, the sooner they'll be trained", she says. As soon as Jenny could sit up, at about 12 months, Mrs. A. strapped her onto the potty chair several times every day for about 15 minutes each time.

Mrs. B. believes that children give their mothers signals when they are ready to start training. She wondered how long she would have to wait for Brian's signal, but one day when he was two, he showed her that he wanted to use the toilet, like big people.

Write a paragraph, telling whether you agree with Mrs. A or Mrs. B. and why? Which child would finish training with a sense of accomplishment? Which child might resent being trained. Why?

Mrs. C. is a very busy mother, who suffers from headaches almost every day. It really upsets her when three year old Kevin wets the bed at night, or has an accident in his pants while playing. At these times, she tells him that he is giving her a headache, that he is a dirty boy and should be ashamed of himself.

Write a few sentences to explain how Kevin feels, and how the scolding affects his progress in becoming trained.

Mrs. D. doesn't take bedwetting or other toilet training accidents very seriously. She says that she knows Barbara is trying, but accidents can happen to anyone. She lets Barbara help her take the sheets or soiled underwear to the washing machine, and holds her up to turn the machine on.

Write a few sentences to explain how Barbara feels about accidents, and how you think her mother's attitude affects her training.
We learned in the previous lesson that a successful experience in toilet training can increase a child's positive "sense of self". Write a sentence suggesting how a parent can help a child feel that he has accomplished something important, that he has taken a step toward being a responsible and self-reliant person.

Class Discussion and Summary

The class will discuss their answers to the above questions. In summary the following points should be emphasized:

Toilet training, when begun before the child is physically and emotionally ready for it, can be a tiring, uncomfortable procedure. The baby is not mature enough to be able to cooperate with the mother, and the learning and development that can come with cooperative toilet training just does not take place. The pot is only another diaper so far as the child is concerned. But she does get the idea that mother makes her uncomfortable several times a day. A mother who can wait until her child's ability to control his muscles is strong enough to permit the child to get to the toilet on time, will have more success. By this time the boy or girl wants to please Mother, wants to use the toilet the way Mother and Father do and accomplishing this leads to an increased sense of self-respect, autonomy, and capability.

These benefits will not happen so well, if the child is made to feel ashamed when he has accidents. Accidents should be met with understanding, and accomplishments with praise. To accept being toilet trained, the child does give up his freedom to "go" when and where he feels the urge. This he is willing to do in exchange for his parent's approval and love. The accomplishment he feels in having mastered toilet training will make him feel competent and want to learn other things as well.

Outcome

The students will have learned that patience, understanding and approval help a child to accomplish toilet training, increasingly affirm his "sense of self", develop a feeling of competence, a feeling of pleasure in being able to "do things himself" and these in turn stimulate his desire for further learning.

Objective

To learn about the earliest manifestations of the human child's awareness of sexual issues like questions about where babies come from, concerns about their own genitals and even those of others.

Class Discussion

Gender differences are a very important part of our lives, and even very small children experience this. At what age do you think a child begins to wonder about being a boy or being a girl? (If a child bathes with a sibling of the opposite sex, he or she may notice differences at one and a half or two. When a little boy can talk, he may well ask why he has a penis and his sister may ask why she doesn't.)

Is this concern normal? (Even if a child, boy and girl, doesn't ask questions, it is known by many developmentalists to be a subject of strong interest, and it is a normal one.)

Do children worry about being different from each other? (Sometimes they do -- a girl may feel that she used to have a penis, and lost it because she was bad; a boy may worry that he will lose his if he is naughty.)

Do toddlers have feelings in their genital areas? (Yes, it feels good to them when their diapers are changed and children will touch themselves because of the pleasant feeling it gives them. This is normal behavior, but a child should be helped to develop a sense of privacy about his or her genitals and one way is to gently tell the child that one does not do this in the presence of other people.)

How soon do children show an interest in babies? (This appears at about the age of two. Although both boys and girls are interested, with many girls it seems to be a strong fascination. However, it is also normal at this age if a boy is fascinated with babies, and a girl with trucks!)

When do children start asking where babies come from? (Many will ask this at about two and a half or three.)
How is the best way to answer this question? (In the simplest way possible -- e.g., by telling the truth! For example: "The baby grows inside the mommy in mommy's "baby sac" or uterus, from the seed the daddy gave her.")

Isn't it better to say that the baby was brought in the doctor's bag, or by the stork? (A child soon discovers the facts from others and may then wonder what else the parents lied to her about. The development of trust in parents is re-enforced by the parents' telling the child the truth.)

Sometimes a 3 year old boy will say he is going to marry his mommy, and a little girl will say that she will marry her father. Is that normal? (Yes; this early "family romance" helps to prepare the child emotionally for finding a mate when he or she becomes a young adult.)

**Outcome**

The students will have become aware of the early interest children have in learning about, experiencing, and beginning to establish their sexual identities.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 6

UNIT 2 - THE TODDLER YEARS (1 to 3)

PSYCHOSEXUAL DEVELOPMENT -- THE FIRST GENITAL PHASE --
Part 2 (CHILD REARING)

Objective

The students will consider how the interest of toddlers in their sexual identities can be dealt with in sensitive and growth-promoting ways.

Class Discussion

A mother found her three year old little boy, and his little girl cousin playing "doctor" with each other, and examining each other's genitals. What should she do? (She would be helpful if she would tell them that of course they are interested in how each other is made, but they are not old enough for such activity, to stop it, and offer to answer their questions. It would not help to shame them, and it probably would make them feel that their very normal interest and preoccupation made them bad children.)

Some children grow up thinking that everything about sex should be secret, and not talked about. Why do they develop this feeling? (In part, but in part only, many children get the feeling at home that their parents are uncomfortable talking about and dealing with sexual feelings and thoughts and that the parents do not know how to help their children well on this issue. Another factor that makes children feel they have to keep their sexual thoughts secret -- and they do have a right to privacy -- comes from their fantasies about sex, a complex issue for all children. And these fantasies start much earlier in life than most parents think.)

Do you think answering children's questions, will make them too interested in sexual matters? (No, if they get answers that are sufficient and they are given guidance, they will more likely turn to other interests until they reach adolescence.)

Since the world is organized into males and females, how would you help a three year old girl feel glad that she is a girl, and a three year old boy feel glad that he is a boy? (Ask the students for their own thoughts on this. Then, help them see that in the home mommy is important and daddy is important, one not more than the other; express appreciation for what the child can do, as a boy, or girl; encourage the child in his or her interests; love him or her as he or she is. A child should never be made to feel that he or she "made a mistake" in being born a boy or girl.)
Outcome

The students will understand that the toddler's normal preoccupation with and interest in sexual matters should be treated thoughtfully, and with respect.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 6**

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

**PSYCHOSEXUAL DEVELOPMENT --**
**ORAL, ANAL, AND 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 one of his favorite organs, and on the toilet training experience. Since the child might be made uncomfortable by these discussions, it will be suggested that the mother come alone to the visit.

The teacher will review the characteristics and importance of the Oral and Anal phases.

**Visit**

The mother may be asked the following questions among others:

- Does your toddler still explore things by putting them in his mouth? Why did he stop?
- 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 some signals that he was ready to start? How far along is he now?
- How did you go about teaching him to use the toilet? Does he seem to want to cooperate? Has he sometimes fought against toilet training? When he makes it to the toilet in time, do you praise him? Does he seem happy about that? 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?
He has asked questions about why his body is different from yours?

Has he asked where babies come from?

What did you tell him?

Does he show interest in babies he sees?

Has he ever said that he wants to be a daddy when he grows up?

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

Following the Visit

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

AGGRESSION
Objective

The students will learn about the several aspects of aggression; how certain aspects are serviceable, and should be encouraged, while for other aspects the child needs to learn reasonable controls.

Story: The Four Aggressions of Natalie Normal.

Natalie is an attractive healthy toddler eighteen months old. She has just finished eating a good lunch of a peanut butter sandwich, a banana and milk. She goes to her toys, and starts building a tower with her blocks. It keeps falling down, but she keeps trying and finally it stays up. She claps her hands, and runs over to hug her mother in her delight. Then she goes exploring. While her mother is washing dishes, she investigates the pots and pans in the cupboard near her mother. When mother goes to answer the telephone, Natalie pulls a chair over to the counter, climbs up on it, opens the door of a high cupboard, reaches for the can of sugar which falls off the shelf. The floor is a white, crackling mess when mother flies into the kitchen upon hearing the crash. Mother is very annoyed, swiftly lifts Natalie down from the counter, telling her firmly that she must never climb up there again. Natalie, frustrated in her exploration and angry at mother, runs over to the cat and pulls its tail. When mother tells Natalie that she must not hurt the cat, she becomes furious. She lies on the floor, kicks and screams. She looks like an entirely different child from the one who, a half-hour earlier, had built the blocks and had hugged her mother in delight. Mother helps her regain control of herself in the tantrum.

On another day, Natalie Normal became angry for another reason. She was feeling all mixed up about whether she wanted to stay very little, and be a part of mother always, or whether it would be better to grow bigger and be a person who could do things on her own. She crawled up in her mother's lap and was beginning to feel cozy there when her mother gave her a hug and held her close; but that reminded Natalie that she wanted to grow up, so feeling annoyed, she pushed mother away and slid off her lap. Just then father said "Come on, Nat, let's put these toys back in the toy chest." Then Natalie felt it would be better to be a baby in her mother's lap, and she felt annoyed at father for wanting her to do grown-up things. Soon she learned to say that important word "No". If someone wanted her to come to get her boots on, and she would say "No", it made her
feel like a big independent person, for a moment at least. Sometimes she and her parents would have a real battle of wills. Natalie never won, of course, except that little by little they did make her feel that she was a person whose feelings were important. Her parents always reassured her that even if she couldn't have her way about something, her feelings are important. Another word she began to use a great deal was "Mine". This word sometimes got her in trouble too, when she wanted things that weren't hers.

Most of the time Natalie loved her parents dearly, but when they frustrated her explorations too much, or took things away too often, she would get so angry that she would blurt out "Me hate Mommy". Then her mother would say that mommies and children sometimes do get very mad at each other, and that saying this is OK, but hitting and biting are not. Then after a while the love feelings would come back again, with hugs to prove it.

Class Discussion

The class will be helped to identify the different forms of aggression, as the teacher re-reads it slowly.

1. Non-hostile destructiveness (or non-hostile destructive aggression): the "destroying" of the food that is eaten. This we do not because we are angry with food, but because we need it to feed ourselves in a healthy manner.

2. Non-destructive aggression, or assertiveness, seen in the persistent effort and accomplishment in building the block tower; and in the exploring of the cupboards. There was no intent to be destructive when reaching for the sugar. This is the type of aggression which Natalie needs to develop to become a self-confident, goal-achieving person.

3. Taunting and teasing (which is a form of hostile destructiveness) - when Natalie pulled the cat's tail she had angry and aggressive feelings toward her mother for frustrating her, and she "took it out" on the cat.

4. Hostile destructiveness (or hostile destructive aggression) - when the anger built up higher than she could bear after her mother took her away from the cat. She then had a tantrum.

Hostile-destructive aggression comes from battles of wills and also from the Rapprochement conflict: wanting to stay little, wanting to be big, and feeling angry when parents aren't fitting into the mood of the moment. It is troublesome that "battle of wills" in which the use of "No" and "Mine" help the child to feel that she is a person with rights and a sense of self, also bring with them feelings of hostile destructiveness in her relationships with her loved parents.
**Summary**

The teacher will review these types of aggression, emphasizing the usefulness of non-destructive aggression as the fuel for goal achievement, and the problems hostile destructive aggression can cause us in relationships and in ourselves.

**Assignment**

Think about these two questions and write a paragraph about each.

1. Many years ago there was a widespread saying "Children should be seen but not heard". What does this mean? What is your opinion of this as a child-rearing rule?

2. In some countries of the world, boys are encouraged in non-destructive aggression (assertiveness), while girls are brought up to be quiet and dependent upon the males in the family. What is your opinion about this?

**Outcome**

The students will have learned that non-destructive aggression is an important part of normal development; that hostile destructive aggression is experienced by every child, and that he will need parent's help in dealing with it constructively.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 6

UNIT 2 - THE TODDLER YEARS (1 to 3)

AGGRESSION --
Part 2  (HUMAN DEVELOPMENT)

Objective

The students will learn about the development of shame and ambivalence, and about the importance of the role of the parents in providing the stable relationships with whom problems of aggression can be worked out.

Review

The various types of aggression will be reviewed, with discussion of the following questions:

1. Are there some types of aggression that are desirable? (Non-destructive aggression that gives energy to tackle problems, and fuels assertiveness that gives self-confidence).

2. If a toddler were kept in a playpen all the time, what would happen? (His need to explore would be frustrated, he would build up anger and hostile feelings or else inhibit these and become a passive, inhibited child.)

3. Why won't a toddler listen when his mother says "Stay away from that electric plug?" (He has an irresistible powerfully pressured need to explore.)

4. If a child is prevented from exploring, what feelings does he have? (Frustration and anger.)

5. If he is prevented very often, and in an angry way, what feelings does he have? (Feelings of hate toward the person who is frustrating him).

6. Why does saying "No" make him feel good? (It gives him a feeling of power to assert his sense of self, and his rights.)

7. It is unavoidable that the person with whom the child first gets angry is his mother or father. When a mother leaves her child, even temporarily, this activates separation anxiety in him. This makes him so uncomfortable that it arouses anger in him toward her. At other times, when she has to set limits on him to prevent hurts, and a battle of wills results, the child will experience feelings of hate toward the mother he loves. Then why is it fortunate that a child's first hate feelings unavoidably are directed toward mother and father? (No one else would be as tolerant of the child's hostile feelings as the
parents who love him. They will accept these feelings, and help him to deal with them in a reasonable way.)

Teacher Presentation

As we learned in the lesson on Separation-Individuation, it is not possible for a person to love another person 100% of the time. Angry, hating feelings get mixed in with the love feelings which are there most of the time. This mixture of feelings is called ambivalence. Although normal, ambivalence is very uncomfortable. If a child is having hating feelings toward his mother, it makes him feel anxious and ashamed. He feels that he is a bad person, and that he might be abandoned at any moment. For this reason, it is important for parents to accept a child’s feelings, but to help him deal with them constructively, so that they will be manageable.

Assignment Reports

Volunteers will read their responses to the questions regarding children being seen but not heard, and about gender differences in the encouragement of assertiveness. The importance of healthy appropriate development in assertiveness will be underscored.

Outcome

The students will have attained an understanding of the values, complications and problems of aggression.
Objective

To help the students understand how a child may be helped to control and work out feelings of hostile-destructive aggression.

Teacher Presentation

Review of material about aggression:

1. Children are born with enormous energy which we see as the non-destructive aggression enabling them to explore and learn, to develop self-mastery, and later to achieve their goals.

2. It is often hard for a toddler to stop an activity in which he is interested because he is driven to it by a powerful thrust of nondestructive aggression over which he does not yet have internal control.

3. This type of aggression is different from hostile destructive aggression. That is built up when a child is too frustrated in what he wants to do, too deprived in his emotional needs, too hurt by shaming or abuse, or suffering physical pain, such as an earaches.

4. If he is frustrated too often and in a harsh way, he may develop feelings of hate toward the frustrating or abusing person.

5. Too intense hate feelings make a child feel anxious, ashamed and unlovable.

6. A child can accept, or at least better tolerate necessary frustration and emotional or physical pain if he is dealt with warmly (even if firmly) and with respect.

Tantrums - a special problem:

Tantrums are a very difficult problem for both the child and the parent. They are fairly common during the second and third years of life. A child when much too frustrated in something he wants to do, may experience feelings of overwhelming helplessness and overwhelming rage.
Has anyone in the class seen a child having a tantrum? What seemed to set it off? How did the child behave? What did the parent do? Did the child listen? What brought the tantrum to an end? Did the parent and child talk then?

Tantrums have a pattern (or structure). In all tantrums the child's hostile feelings have built up to the level of rage. The rage builds up then gradually, comes to a peak and then fades out gradually. While it is building up to its main peak, there may be small peaks and "valleys", when a child stops screaming for a time, and then begins again more or less loudly than before. If the tantrum cannot be stopped just as it is about to start, there is little use in reasoning with the child once the rage is building up to the main peak. The parent can protect him from hurting himself or others or breaking things, and can reassure him that she is protecting him, and will talk with him when he calms down a bit. After the main peak has been reached, the parent can then listen closely for its leveling off. Once this leveling off occurs, the parent can now talk to the child and the child will be able to hear what the parent is saying. As the rage slowly quiets, the child appears exhausted. Then again, the parent can talk with the child. The child at first will resist the parent's efforts to help him calm and control himself, but gradually his need for love and comforting will outweigh his rage. When offering comfort, the parent can begin to talk with the child about the frustration and the hurt feelings that set off the tantrums, and help him understand why the limit or prohibition was necessary.

Tantrums are very painful and unhappy episodes for both child and parent. However, a parent should never seek to avoid a tantrum by yielding to blackmail. ("Ice cream now or I'll have a tantrum!") This would put the toddler in charge of his mother and would be as dangerous as letting him drive the family car.

Who remembers the story of Natalie Normal whom we discussed last time? Bearing in mind what we have just learned about tantrums, how would you help her with hers, if you were her mother or father?

**Ten Commandments for Dealing with Aggression**
(Write in Notebooks)

1. Ask yourself what is going on in the child's feelings.
2. Set limits when necessary, firmly.
3. Set limits in a respectful way.
4. Set limits in a clear way.
5. Set limits giving an explanation. ("Because I said so" is not an explanation).
6. Do not set limits if the issue is not important.
7. Comfort the child if he asks for it, even if there has been a battle of wills.
8. Accept it if the child says he hates you; it is your chance to help him learn to deal reasonably with feelings that come at times to everyone.

9. If a child has a temper tantrum, protect him from hurting himself or others, or breaking things; when the tantrum subsides, help him gain control of himself, comfort him, and talk about what happened, and why the limit you set was necessary.

Remember that helping him when he is a toddler to deal constructively with aggression issues will enhance his ability to make good relationships as he grows older.

Outcome

The students will understand some of the ways that they can relate helpfully to problems of aggression.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for GRADE 6

UNIT 2 - THE TODDLER YEARS (1 to 3)

AGGRESSION --
Part 4 (CHILD REARING)

**Objective**

To review the values of nondestructive aggression (assertiveness) and to learn how a child may be helped to become appropriately assertive.

**Class Discussion**

Have any of you been demonstrating nondestructive aggressive behavior so far today?

Did any of you tell your mother which kind of cereal you wanted for breakfast? (That is being assertive.)

When you had the cereal you wanted, did you eat it? (That is non-hostile aggression.)

Did you decide what you would wear today? (Assertiveness)

Did anyone run a race with a friend on the way to school? (Assertiveness)

Did anyone get into a game with others on the playground? (Nondestructive aggression-assertiveness)

Did anyone read a book or do an assignment during your library period? (Exploratory learning - nondestructive aggressiveness.)

Did anyone have a friendly argument in which both sides said what they thought? (Assertiveness)

Did anyone get mad at someone this morning but managed to talk it out and settle the problem? (Hostile aggression worked out in a non-destructive way.)

Did anyone ask a classmate to go somewhere with him after school? (Assertiveness)

These are all nondestructive aggressive activities which:

Help you explore your world.
Help you assert your needs in a reasonable way.
Help you develop self-mastery.
Help you learn.
Help you get along in your environment, and with other people.

Can you imagine what a person would be like who was afraid to express any kind of aggression? (Such a person would not be able to get into a game because he couldn't let himself compete; he would never give his opinion; he would let other people take advantage of him; he wouldn't learn well because his mind would be on his worries, and because he wouldn't have good self-esteem; he wouldn't have many friends because he wouldn't ever take the first step in being friendly.)

Fortunately, very few people have problems this big! As we said in our first session on aggression, infants come into the world with a great deal of energy which is a strong driving force inside them to explore, to learn, to master skills, to assert themselves and to make relationships with other people. As we know, the child also has an urge to be aggressive in a hostile destructive way when he is too much frustrated or hurt or in pain. Sometimes parents, worrying about the hostile destructive behavior in their children, may become too strict with that, and this attitude may discourage the expression of the good kind of aggression at the same time. If this happens, the toddler will become anxious about trying new things, such as riding a tricycle, will not often verbalize what he wants or needs, may become fearful when with people outside his family, and will seem overly dependent. At times, he may surprise his family, by developing a big temper outbursts.

How can a toddler be encouraged to become appropriately assertive? Think about making "Ten Commandments" to help a child in this way. Suggestions from the class may include:

1. Listen to him when he tries to tell you something.

2. If you don't understand what he is saying, ask him to repeat it, so you can answer him properly.

3. Give him choices about what to wear, and ask him to tell you what he likes.

4. Respect his wishes, whenever possible. If he doesn't like one vegetable, offer him another.

5. When you have to deny him something he wants, let him know that you understand how he feels.

6. Encourage, but don't push him to do new things (e.g., stepping out into the ocean waves.)

7. Praise him and show your pleasure when he accomplishes something new; never shame him when he fails.

8. Teach him how to meet and greet new people, and how to play with other children.
9. When he does express anger help him to deal with it reasonably, but don't make him feel that he is a bad child for having these feelings.

10. Let him always know that you value him as a person.

**Outcome**

The students will have an appreciation of the importance of nondestructive aggression, and will have learned how to support this in a child.
THE TODDLER YEARS: (YEARS 1 to 3)

ADAPTIVE ABILITIES -- PART II:
DEVELOPING INTERNAL CONTROLS
MECHANISMS OF DEFENSE
REGRESSION


**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADE 6**

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

**ADAPTIVE ABILITIES -- PART II**
**DEVELOPING INTERNAL CONTROLS --**
Part 1 (HUMAN DEVELOPMENT)

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

**Objective**

The students will learn that toddlers have strong feelings to deal with, for which they need to build internal controls.

**Class Activity**

Think back to when you were eighteen months old. You probably can't remember yourself at that age, but you can use your imagination. Write how you feel about these situations:

1. You have just become steady on your feet and can run around without suddenly sitting down with a thump when you don't mean to. You can crawl all the way upstairs. How does it feel to be able to do these things?

2. There are things sticking into the wall, and when you pull them, the light goes out. That is fun, but your mother says "No", and pulls you away from there. When you go back, she pulls you away again, and when you persist a few more times, she spanks you on your diaper. How do you feel then?

3. There are many exciting things on the kitchen counter. If you stretch, you can just see over the edge. One day you saw a box there that you could reach and you pulled it toward you. It was a carton of eggs, and they splashed all over the floor. What did your mother do? How did you feel?

4. Mother and father often hold you and play with you, and you feel happy and safe when you are with them. Then sometimes at night, just when you want them to play with you, some strange person comes in and mother and father disappear. How do you feel?

5. You are sitting on the floor putting rings on a post, and you look up at mother who is cooking something on the stove. The thought comes to you that you and she aren't part of each other -- that she is cooking and you are playing, and she isn't with you all the time. How do you feel?
6. Your mother has to go to the hairdresser, and she takes you to her friend's house and leaves you there. How do you feel?

The students will read their responses to these situations. The ensuing discussion should bring out the following points:

1. Although infants and toddlers are small people, they do not have small feelings.

2. They feel a tremendous sense of pressure to explore and do things. They also have a sense of helplessness in relation to the big people they live with; therefore, when big people stop them from doing what they have an urge to do, they become very angry.

3. Because they haven't learned to have controls yet, their anger feelings are huge. They feel like hitting, biting, or even cutting mother and daddy up into small pieces.

4. The trouble is, they love their parents more than anybody else, so having these feelings upsets them very much, and may frighten them.

5. It makes them feel that they are no good, and that perhaps their parents will abandon them.

6. For these reasons, a little child needs help, especially from his parents, in dealing with his anger in a way that won't hurt anyone, and in a way that will help him respect himself. They also need help in coping with the sadness that comes from feeling separate from mother, and with the anxiety that fear of abandonment brings.

Assignment

1. Two year old Marian has what her mother calls an irritable disposition. Anytime it is necessary to say "No" to her, she becomes furious. She will scream and throw something, or bite her own hand.

Write a paragraph describing how you would go about trying to help Marian to develop the ability to control her temper, if you were her parent.

Write a paragraph describing an approach that would not be helpful to her.

2. Harry, age eighteen months, has to go to Aunt Evelyn's home for the weekend because his parents are going to a wedding in another city. He knows Aunt Evelyn, but not very well. How would you help Harry with his feelings of anxiety about this?

Outcome

The students will understand that toddlers have to struggle with strong feelings, and need help in developing controls.
Objective

The students will learn how parents can help a child develop her own inner controls.

Review

The teacher will review the situation a small child faces when she feels pressured from inside herself to do something which may be harmful, and is stopped from doing it. She feels frustration and anger, and because the anger is so big, and she has no controls built up to handle it, she may have a tantrum or break something, or hurt someone. Then she feels that she is no good, and that she may lose her parents' love. She may even become frightened by her own intense feelings of hostility and rage. For these reasons, she needs help in developing controls.

Class Activity

The students will read their responses to the situation of Marian who has a problem in controlling her temper. The discussion should bring out the following points:

To help Marian learn controls, the parents would talk with her about her feelings.

They would talk with her in a respecting way.

They would let her know that they understand that she is very angry, and that she is angry at them.

They would tell her that it is O.K. to feel angry, but that she has to get hold of herself, and not hurt, herself or anyone else, or break anything.

She can be encouraged to say when she is angry, at whom and why.

They can reassure her that even though she sometimes is very angry at them, and sometimes hates them, she is still their little girl, and always will be.

They can tell her that they will help her control her temper.
They will explain that sometimes it is necessary for them to say "NO" when she wants to do something very much. They say "NO" because they want Marian to not get hurt, nor to hurt anyone else.

Her parents can help Marian by controlling their own tempers when something makes them angry.

If she develops a real temper tantrum, they will protect her from hurting herself or anyone else; then when the tantrum subsides will help her get hold of herself, comfort her, and talk about what caused the problem.

The following would not help Marian control her temper:

If parents lose theirs, so that she does not have a good model.
If parents say "NO" without any explanation.
If parents spank too soon, not giving limit-setting a chance to work; or if they spank too hard.
If parents make her feel that she is a terrible child when she does lose her temper.
If parents threaten to leave her, or to give her away because she's "bad".

The students will read their responses to the situation of Harry, who has big feelings of anxiety because he is being left with his aunt for the weekend. The following ideas should come out of the papers and discussion.

Harry should be prepared in advance for this visit. He could be taken to visit his Aunt Evelyn, be shown where he will have his meals and sleep; while he is visiting, Aunt Evelyn could play a game with him while his mother makes coffee in the kitchen, (or does something else nearby).

When it is time to go for the weekend, he should be allowed to take his favorite toys with him, above all his "security" blanket or bottle. He can "help" mother pack up his things.

Harry's parents should plan to stay with him there for an hour or so until Harry again gets used to Aunt Evelyn and his surroundings. He should be reminded that his parents love him, and will come back for him after he sleeps at Aunt Evelyn's house for two nights. Parents should not slip away, but say good-bye with a hug and kiss, and Aunt Evelyn can hold him while he waves good-bye.

After his parents have gone, Aunt Evelyn should expect some crying or lowkeyedness. It will help if she will offer to play with him, but not push him to do this, if he refuses. She should reassure him frequently that Mommy and Daddy will come back for him after he goes to bed and wakes up and goes to bed and wakes up again. If possible she should use the bed-going routine and the same stories to which he is accustomed.
When his parents return, Harry may greet them with enthusiasm, or on the contrary, he may express anger at their having left him, by turning away from them, or running and hiding. In either case it is important for them to respond to him with enthusiasm and affection.

As Harry grows older and has other experiences of parents leaving and returning, he will learn to control his anxiety. Much later in his latency years, he will enjoy going away from his parents for the weekend!

Outcome

The students will understand some specific ways to help a child develop inner controls.
Preparation for Visit

The mother will be informed that the session will focus on issues of handling her child's aggression, and on his development of inner controls. Since this discussion might be uncomfortable for the toddler, it will be suggested that the mother come without him to this visit.

The teacher will review with the class the concepts of:

- **Nondestructive aggression** which is needed for good adaptation, asserting one's rights and wishes, and for attaining one's goals, and
- **Hostile-destructive aggression** (or hostile destructiveness), which is often used for self-defense, but which can also cause much pain and distress to those the child relates to and others, and be detrimental to the child in a number of ways.

**Inner Controls**, how they are developed and how a child can be helped in this development.

Visit

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

Would you call your toddler a reasonably assertive little person? If so, how does he show this? Does he explore a great deal, and like to do new things? Does he seem able to stand up for his rights, e.g., letting you know when he wants his bottle or special toy?

If you think he is not quite assertive enough, are there ways you help him become more assertive?

Does he ever do things that worry you because he is "too aggressive", for instance, in being too rough when playing with the cat or dog or other children? Does he ever hurt them when playing with them?

How do you help him control himself better when he needs it?
Has he ever had tantrums? If so, what seems to set them off? When was the most recent one? Would he listen to you at the beginning of the tantrum? What was his behavior like then? How long did it take until the tantrum reached its worst point, and began to lessen? Could you talk with him then? What did you say to him? Did he want to be comforted? How did the whole thing end?

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

As his mother, can you sense what feelings your toddler is having. Do you talk with him about his feelings when he is frustrated or hurt or angry?

How do you help him feel that you love him, even when you have to set a limit?

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

Following the Visit

The students will share their impressions of the interview, and enter these in their journals.
**Objective**

To learn about the mechanisms of defense and their role in personality development.

**Teacher Presentation**

For the next few lessons, we shall be learning some words and some ideas which come to us from the science of Psychiatry. Who can define what Psychiatry is? (It is the science which tells us how the mind and the emotions work, and how to help a person who becomes emotionally troubled or mentally ill.)

First of all, doctors who are psychiatrists learn about how healthy emotional development takes place. They learn about all the things which you have been studying about so far. In the past two lessons we learned that a toddler can have intense feelings, happy ones and angry ones which may make him feel like hurting someone (including himself) or going into a rage. Gradually, with the help of his family he develops some controls, so that when he is very angry he can talk about it and work out the problem constructively.

However, developing inner controls takes a long time. A child can't do the whole job between the ages of one and three. While he is learning to handle strong feelings in a constructive way, he uses some aids known as "defense mechanisms".

All our lives long, we all use these mechanisms once in a while, when we feel in conflict with someone important to us, and don't know what to do about it. The more mature we become, the better our internal control system develops, the less often we will turn to these mechanisms we shall learn about today.

Write these words and their meanings in your notebooks:

1. **Denial** - You can imagine how a two and a half year old feels who has seen a cat he wants to pet across the street, and who has dashed into the street only be pulled back and scolded by his father. The toddler feels furious, like kicking his father, and at the same time he is frightened by his own rage at his beloved father. So, he may say to himself "I
don't hate my daddy - I love him." Of course at this age, he doesn't realize that it is a normal thing sometimes to have angry feelings, even hate, toward someone we love.

The mechanism of denial relieves his feelings for the moment, because it covers over (makes him unaware of) his hate feelings.

Questions to Discuss

Can you think of a situation when a person your age, or an adult, may use the defense of denial? For example, you have a friend who always wants to be on "center stage". She interrupts you when you try to get into the conversation and sometimes she even puts you down a little in front of others. Yet she is nice to you at other times. She has quite a large allowance and will treat you now and then to an after school snack. When somebody asked you if it didn't make you mad, the way she puts you down, you said, "No. I don't mind; she's my friend." That is using denial.

A mother of two children, ages 7 and 9, works as a secretary in an office. At least once a week her supervision comes to her ten minutes before closing time, and insists that she type a report. This keeps her in the office nearly an hour longer. When the bookkeeper asked her "Why don't you ask the supervisor to bring you this typing earlier in the day? You never seem angry that he does this to you. It's outrageous to keep you late like this, with children at home." The mother says "Oh, I don't mind. This is how I make my living." Although she may indeed need to accept the typing to hold her job, she is using denial to cover up her angry feelings about it and as a result does not ask her supervisor to please get her his reports earlier in the day.

Do you think denial is a good or poor defense? (We may need it sometimes until we can organize better ones. For instance, if the mother exploded, she might lose her job and denial prevents that. However, denial doesn't get at the real problem or give a real solution. The anger is still there and unless it is faced and a solution found to prevent its recurrence, it can build up into an explosion later.)

2. **Projection** is what you might call an inside-out defense. Projection is being used when a small child (or a grown up) takes care of his anger by externalizing it and ascribing it to another person, as if saying "I'm not angry at her -- she's the one who is angry at me." By using projection the child (or grown-up) doesn't have to be afraid of his own anger, but instead is afraid of his own anger which he experiences as coming from the other person, even when it truly isn't there.

Discussion

Can you think of an example when a person may use projection as a defense? (For example, A boy having been late often to after-school baseball practice, was not chosen as a regular player on the Little League team. He handles his angry feelings by telling his parents that he didn't make the team because the coach doesn't like him and is always angry at him.

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A toddler was angry at his mother for taking a sharp knife out of his hands. He banged his head on the floor in a rage, and then cried "The floor hit me."

What is your opinion of projection as a defense? (Again, it may relieve feelings temporarily, but it doesn't solve the real problem. Also, if used too much, projection can lead to a person's feeling that the world is against him. Carried to an extreme, this kind of person may become overly suspicious of others, expecting them to harm him. The more constructively a person learns to deal with his angry feelings, the less he needs to use the defense of projection).

3. **Displacement** is a rather commonly used mechanism of defense. A small child or adult becomes angry at someone he feels he can't afford to be mad at, so he takes his feelings out on someone else. For example, a father's boss criticizes his work, the father feels unfairly. Father feels he can't tell the boss off, but his feelings are still there. When he comes home he criticizes mother for over-cooking the meat loaf. She may argue with him about it, and if she has had a tough day, being afraid to get into a full-scale fight with him she may get snappy at the kids. And if there is a dog in the family, he had better watch out for them!

Can you think of an example of a person of any age using displacement? (e.g., The captain of the high school soccer team makes fun of a classmate who makes good grades but is not athletic. The boy feels very hurt, but says nothing to the team captain. However, when he goes home the insulted boy vents his anger on his younger brother, who is minding his own business doing his homework.)

What does displacement do for a person? What are its drawbacks? (It can temporarily protect a small child from feeling overwhelmed by his anger toward someone he values or fears. If used too much or too long, it can lead a person to become a bully or prejudiced -- putting blame on other people when it doesn't belong there. Often people who displace too much choose people of a different race or religion or nationality to blame for their troubles. That hurts the persons who are unfairly blamed, and it also hurts the ones who blame because the problems inside which produce their hurt feelings are still there.

4. **Inhibition** is another defense that we sometimes see used by small children as well as by older ones. Can anyone explain what the word "inhibited" means? (If a child is afraid he will do something wrong, or is afraid of his hostile feelings, he may stop himself from expressing them or even feeling them. Sometimes a child will use so much energy to inhibit bad feelings that he inhibits good feelings at the same time. Such a child will be too quiet and too passive. Imagine a situation in which a father might say "Cars are powerful, and sometimes have accidents, so I won't drive mine at all." Instead of trying to drive the car in a careful way, he is depriving himself of the use of the car that he needs.)
Can you think of some pros and cons of inhibition as a defense? (It can keep a person from dashing headlong into trouble, and from feeling overwhelmed by his own angry feelings; however, if used too much it prevents him from knowing his own feelings, and from experiencing deep relationships with others.

Can you think of an example of inhibited behavior? (e.g., A child who doesn't feel comfortable if he wins a game of Checkers is inhibiting a normal feeling of reasonable pleasure in winning perhaps because he fears his opponent will not like him.

Assignment

Study the words you learned today. As you watch television or read a story, observe whether any of the characters use any of these defenses. If so, be prepared to report to the class about them next time.

Outcome

The students will have become familiar with the defenses of denial, projection, displacement and inhibition, and with their uses and limitations.
Objective

Review of the defenses of Denial, Displacement, Projection and Inhibition; introduction to the defenses of Splitting, Reaction Formation and Identification.

Class Discussion

Review the defenses learned last time. The students who have found examples in their reading or television programs will report to the class.

Teacher Presentation

**Splitting**: Ask the class to think about whether there is any human being who is one hundred percent good, or one hundred percent bad. If you were to ask the person you admire most if he/she is one hundred percent good, the person probably would laugh and say "Certainly not!" It simply isn't possible to be an absolutely perfect human being. And on the other hand, if you think of the meanest person you know or have read about, you will find something good about him -- maybe just that he loves his dog!

A successful American businessman, John D. Rockefeller, wrote a verse that expresses this thought:

"There is so much bad in the best of us  
There is so much good in the most of us  
It hardly behooves any of us  
To talk about the rest of us!"

When a toddler becomes very angry at the mother or father he loves, these feelings upset him. He suddenly fears that his hating feelings may destroy his loved parent. So he imagines that he has two mothers (or fathers) -- one mother who is completely good and one mother who is completely bad. We call this **splitting**. The child uses this defense to protect what he experiences as his totally good mother from the anger he feels toward the mother he now feels is totally bad. He is angry at her because he feels she has hurt him painfully in some way. Also, there are times when the child feels that he is totally bad, and for that reason he may be punished or abandoned. At other times the child feels that he is totally good, the king of the universe.
Discussion

Splitting may temporarily relieve a child's intense anxiety (worry) resulting from sharp hate feelings toward someone he loves and needs. But do you see any problems in viewing one's parents as totally good or totally bad? (If they are seen as totally good the child will be disappointed when they, being human, will sometimes make mistakes or lose their tempers; if the child thinks of himself as totally good, he will be upset when he finds himself making mistakes; if he views himself as bad, he will not be able to develop the healthy self-respect everyone needs, and if he views others as bad, he will not be able to develop trust in them and form good human relationships.

In stories and in television programs there are often "Goodies" and "Badies", "Heroes" and "Villains". To make an exciting story they are presented that way. But in real life, we have a mixed picture. Think of a cowboy and Indian story. The cowboy thinks the Indian is bad, and the Indian thinks the cowboy is bad. If they don't get killed while shooting at each other, what do you think they do when they get home at night? They probably take care of their families like other people.

The job any human being has, is to become realistic about the fact that all of us have good and bad, loving and hostile feelings, to learn to live with the mixtures and to accept them in others. We also have to learn to develop and strengthen the loving feelings, and to control the hostile feelings, expressing them in non-destructive ways.

**Reaction Formation** is a defense which we can see very clearly in a situation such as this one: A three year old who has been an only child gets a baby brother. The baby becomes the center of attention, even from mother and father. The little girl feels that she wasn't good enough, or else her parents wouldn't have gotten another baby. She feels left out and angry at them, and at the newcomer. She would like to get rid of the baby, but instead of doing that she tells herself, "I don't hate the baby -- I love him." She kisses and pats him, and offers him her toys, and everyone comments on how nice she is to her baby brother.

Discussion

What is your opinion of this kind of defense against hostile feelings? (It prevents a person from doing something harmful, it benefits the intended victim; the person using reaction formation gets praise and encouragement from others, so some of his bad feelings are replaced by pleasant ones. Reaction formation can be a very beneficial defense. However, when carried too far, the drawback to reaction formation is that a person may not face up to the hate feelings that lie down deep, talk them out, and work them out in a permanent way.)

**Identification:** What do these expressions mean? "Monkey see, monkey do." "He's just a chip off the old block." It is natural for both animals and human beings to admire and imitate what their parents do, to want to be like them and, thus to identify with their
parents' feelings and attitudes. If a toddler has parents who are loving and caring, who set limits reasonably, who have good ways of dealing with their own anger, the child will develop these same ways of relating to others, and of handling angry feelings. On the other hand, if a child has a parent who can't control his own temper, and who is harsh and critical, the child, although not admiring but rather wanting to feel powerful as the parent appears to him, is likely to develop those patterns, too, unless someone helps him to do otherwise. This negative kind of identification is called identification with the aggressor.

Discussion

What is your opinion of the expression "Don't do as I do, do as I say?" How well would that work as a child-rearing motto? Suppose a father told his twelve year old son that he should steer clear of drugs, but used them himself. What would the boy think? What would he do? Suppose he didn't like the idea of using drugs, would he have to identify with his father? (No, but he would have to cope with very mixed feelings, both wanting to be like his father, and not wanting to be like him; in this instance it would be easier for the boy if he had a friend whom he admired who was not a drug-user, with whom he could identify.)

Assignment

Review the meanings of Denial, Projection, Displacement and Inhibition.

Study the meanings of Splitting, Reaction Formation and Identification.

In your observation or reading, find an example of two of the Mechanisms of Defense.

Outcome

The students will have a basic understanding of Splitting, Reaction Formation, and Identification.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADE 6

UNIT 2 - THE TODDLER YEARS (1 to 3)

ADAPTIVE ABILITIES -- PART II
MECHANISMS OF DEFENSE --
Part 3 (HUMAN DEVELOPMENT)

Objective

To become familiar with the defenses of Neutralization and Sublimation.

Class Discussion

Ask the students to report on the examples they have found illustrating the previously learned defenses.

Teacher Presentation

The Neutralization of hostile destructiveness. Did you ever hear the say "Fire is a great servant, but a poor master?" What does this mean? Like fire, anger and hostility have in them a great deal of energy, and may be put to good use to protect oneself, one's family, one's rights. But when hostility becomes excessive it becomes destructive; when hostility controls us, it is a poor master. One of the many jobs a toddler has is to redirect this great energy he has, and make it available for constructive kinds of aggressive activity that will help him in his growing up, in adaptation to life, and in reaching his goals.

What kind of aggressive activity would help him grow up? (Learning how to do things with his body and with his mind. A child needs the help of his parents to be able to reduce hostile feelings and to replace them with energetic activities that further his physical and mental growth. When this can be done, his hostile feelings turn from destructive to constructive use).

Sublimation is somewhat similar to neutralization. If a child has a conflict inside himself or with his parents, he may be able to change it into something better. For example, a three year old may want to run into a garden. Mother says "No", because she doesn't want her flowers trampled. The child, instead of getting furious at mother for restricting him makes a game of tag with mother outside the garden, and they both have a good time.

Another child of three is trying to deal with feelings about getting a new sister she didn't ask for. She sublimates her hostility by taking tender care of her doll, bathing and feeding it the way mother does the baby. Identification is in this action also. A child a
year or two older might **draw a picture** of a baby or a mother taking loving care of her baby, or of a baby crying or being spanked.

**Class Discussion**

We all use most of the Mechanisms of Defense at various times. Thinking over all the mechanisms of defense you have learned about, which ones would you think would help a child most in coping with his hostile feelings?

(Identification, with good models, Neutralization, and Sublimation)

Which ones would be the least successful? (Displacement, Projection, Splitting)

**Outcome**

The students will understand the importance of Neutralization, and Sublimation.
Objective

The students will learn of ways that parents can help their toddlers deal with feelings of anger and anxiety in constructive ways.

Teacher Presentation

Important things to remember:

1. A child normally has many moments of feeling comfortable, happy, and loved, and he has enjoyment in doing and learning; but a child normally also has times when he feels the stresses of anxiety and hostility.

2. All people, toddlers, older children and grown ups use some defense mechanisms when they are stressed by anxiety and hostility.

3. Some defense mechanisms may be useful temporarily, but may not be helpful in the long run: They are inhibition, splitting, projection, identification with the aggressor, denial, displacement, and at times reaction formation.

4. Some defense mechanisms are genuinely helpful -- identification, (with positive behaviors), neutralization, sublimation, and some reaction formations.

5. There are three steps to helping a child who is using an unhelpful defense mechanism:

   (a) Try to figure out what is stressing him.
   (b) Talk with him about what is going on; help him control his hostility or anxiety, and find a good way of dealing with it.
   (c) If possible, remove the thing that is causing the stress. If it can't be removed (e.g., the event of a new baby in the home) express understanding of the child's feelings, guide and put limits on his behavior toward the baby, comfort and reassure him of his own value to the parents, help him to talk about his feelings and to find ways to neutralize or sublimate his hostile feelings.
Class Discussion

Visiting her 12 month old cousin Steven one weekend, 18 month old Jane snatched a toy from him. Jane's mother took the toy away from her, explaining that Steven was playing with it and she would have to wait until he was finished. Jane's mother gave the toy back to Steven. Jane then marched across the room and hit her three year old sister Susan.

What mechanism of defense was Jane using? (Displacement). If you were her mother, how would you help her with it? (Express understanding that she is angry, at her mother, but tell her that she can't take it out on Susan; assure her that the caregiver wouldn't let anyone take a toy away from Jane; tell Jane it would be nice if she could tell Susan she's "Sorry", do not press this too hard, but tell her that when she gets older she'll learn how to apologize, and then help Jane get interested in another toy (neutralization).

Three year old Johnny knocked a cup off the table and broke it. When mother, hearing the crash came into the room, Johnny began to cry and said "I didn't break it -- it fell off the table." What mechanism of defense is he using? (Denial)

How could mother help him? (She could express understanding that he was afraid she would scold him; she could say that she knows that Johnny did knock the cup off, but that he may not have meant to break it. She could reassure him that it is OK to tell mother when something like this happens. Mother will ask him to be careful, but will not punish him.)

For some reason Julie, age 3, is unusually quiet. In her Nursery School she does what she is told, but she doesn't show feelings the way the other children do. She never gets into trouble with them, never grabs at their toys, and on the other hand she never hugs another child. What mechanism of defense is she showing? (Inhibition)

How would you help her if you were her mother or father? (Talk about feelings -- all kinds; let her know that everybody has good and happy feelings, and sad and mad feelings. Let her know that feelings are ok. Show affection to her, and encourage her to show affection. If she looks angry, speak of it, and in an accepting way, help her to put her feelings into words.)

Outcome

The students will have learned that identifying the cause of the stress, talking about the feeling the child is experiencing, helping the child find a constructive way of dealing with the feeling, and where possible removing the cause of the stress will reduce the need for the defense mechanism.
Parenting for Emotional Growth:

Lesson Plans for Grade 6

Unit 2 - The Toddler Years (1 to 3)

Adaptive Abilities -- 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

Ask if anyone in the class can define the word regression. Did you ever hear a parent say about a toddler "It seems as if he goes two steps forward in growing up, and one step back?" What does this mean?

In what ways might a toddler do this? (In 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, such as a cold and earache, he might suck his thumb more than before.)

Teacher Presentation

Regression is a normal part of growing up. A toddler has a great many things to learn at once, and sometimes he just has to stop temporarily, go back to a level that is comfortable for him until he can get re-fueled with energy and confidence to tackle the next problem.

There are several things that might make a child regress:

1. Trying to do something that is harder than anything he has tried before, such as controlling his bowel movements.

2. Facing up to the conflict he feels about wanting to grow up as compared with wanting to be a baby and a part of mother. He sometimes shows this conflict by going back to clinging, babyish behavior.

3. Facing up to feelings of hostility when a parent too much frustrates his exploring efforts. 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 temporary. After a child goes back (regresses) a little, and stops for rest and "re-fueling", his inner motor gets going again, and he is ready to start off on new adventures.

However, in some instances regression is more serious. For example, this could happen if: (1) A child has an inborn over-sensitivity to anxiety; and (2) A child's parents for reasons arising out of severe hurtful life experiences can't give him the love and encouragement he needs to move ahead.

In these cases a child may need special help from a doctor if he regresses and gets stuck in his development.

Assignment

Review your notes about the Mechanisms of Defense and Regression, for a test next time.

Outcome

The students will have learned why regression occurs during the toddler years.
Objectives

To learn how to deal with regression helpfully. To review the Mechanisms of Defense.

Class Discussion

Emily is 20 months old. She proudly learned to drink out of a cup when she was under a year of age, and for the past two months has not asked for a bedtime bottle. All of a sudden she has started crying for her bottle again when she is put to bed. How would you approach this problem?

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 her bottles away and there are no more in the stores?
4. Would you tell her that it is O.K. to want to be little sometimes, and give her a bottle?
5. Would you tell her she'd better stop crying and go to sleep or she is going to get a spanking?
6. Would you give her a toy to play with to get her mind off the bottle?

Number 4 is the best approach in that it acknowledges that Emily needs to feel little again. Unless there is something unusual about Emily, she will give up the bottle when she is ready. The regression will be temporary.

In dealing with regression, it is important to try to understand what signals the child is giving. What distress is causing the crying? Is it a need to be an infant 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 communicate with the child in a helpful way.
Class Activity

The students will spend ten minutes reviewing the material regarding the Mechanisms of Defense, and Regression, in their notebooks. Then they will have the following test:

1. Write definitions of any four of the following: Denial, Projection, Displacement, Inhibition, Splitting, Reaction Formation, Identification, Neutralization, Sublimation, Regression.

2. Adam is two years old, and is an only child. Imagine a situation in which Adam is using one of the above defenses (any one you choose). Tell why he needs to use this defense, and how his behavior shows that he is using it.

Outcome

The students will know the names, causes and uses of the Mechanisms of Defense, and how to respond helpfully to a child who is experiencing an episode of regression.
Preparation for Visit

The mother will be informed that the session will focus on the ways a toddler copes with his own feelings when angry or upset, and about normal regression. Since this discussion might be uncomfortable for the child, it will be suggested that the mother come alone for the visit.

The teacher will review the defense mechanisms most commonly used by toddlers -- denial, displacement, reaction formation, identification, neutralization and regression.

Visit

These questions among others may be asked of the mother.

Can you tell us about a time when your toddler became very angry?
Did he take his anger out on anyone else?
Do you think being angry upsets him?
What did you do to help him get over it?
Can you sometimes re-direct his anger into a game? Does that help to change his feeling?
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?
After a time like that, does he always moved ahead again?
Is there anything special to report about his development in any area since the previous visit?
In other aspects of his life, is there anything special to report?

After the Visit

The students will share their observations and impressions of the interview and enter them in their journals.
THE TODDLER YEARS: (YEARS 1 to 3)

THE BEGINNINGS OF CONSCIENCE FORMATION

THE DEVELOPMENT OF SELF IMAGE, IDEAL SELF, AND SELF ESTEEM
Objective

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

Class Discussion

Ask the students to define what they understand the word conscience to mean.

If someone says he has a guilty conscience, what does he mean by that?

Does your conscience tell you only what not to do? Or does it sometimes tell you that you should do something that you would rather not do? (e.g., Offering to help mother get dinner ready or clean up afterward, when you would prefer to watch television.)

If nobody in this school had a conscience in good working order, what would life here be like?

Since quite clearly it is important for us each of to have a well working conscience, how do we get one? (Most importantly, our experiences at home with our parents; later input is added by our experience at school, by the religious training we have, and by the laws of the land.)

Teacher Presentation

The beginnings of conscience formation can be seen normally at the end of the first year of life. There are four things that over time contribute to this development.

1. Gradually, step by step, the toddler internalizes (makes part of himself) the do's and don'ts which are part of everyday life with his family. This internalizing is especially helped by the reasonable limit setting which is done by mother and by father, (by mother especially, with young children.)

2. Side by side with these internalizations the child learns how to behave, what to do and what not to do through identification with his mother and father. From having felt a
part of his mother, then separating and becoming a "self", imitating what mother does, and what father does, the child builds into himself their attitudes and beliefs about what is right and what is wrong.

3. Another experience that helps the development of conscience, is toilet training. In this the child gradually accepts the demands made on him to go to the toilet when he would rather play, to be clean when he would just as soon not be and to discipline himself in this way, in order to please his mother and father. After a time he finds he has accepted this and now, like his parents, values being clean.

4. A fourth thing that helps conscience development is the experience of feeling hostility and hate toward a parent the child loves and values when this parent sets a limit that painfully frustrates the child's wish to do something. When the child feels rage at a parent and wants to hurt him or her, he feels guilty because of his wish to hurt the person he loves. Being able to feel shame and guilt is a sign that the conscience is developing.

Shame is felt when we feel we are not living up to our own expectations, to our ideal image of our self. This children begin to feel from about 18 or so months of age on. Guilt is felt when we want to hurt or feel hate toward someone we love. Such feelings of guilt begin from about 18 months of age on, but will especially emerge from about 2 years of age on when quite normally children experience a substantial amount of hostility even toward parents they love dearly.

The ability to feel shame and guilt is important but it is important also not to stimulate too much guilt or shame in a child, because he may then develop a too severe conscience leading to feelings of unworthiness and low self esteem.

Assignment

Write a paragraph describing how you would help Mary, age 2, to develop sensitivity to the feelings of the family cat. Mary toddles over to it when it is asleep, and pulls its tail. When the cat jumps, she laughs. How could you help her to increase her understanding and to identify with her parents' attitudes toward the cat?

Outcome

The students will appreciate the importance of conscience functions, and will have learned about the roles that internalization, identification, toilet training and conflict with parents play in conscience development.
**Objective**

To learn how conscience development can be fostered and supported by a child's parents.

**Class Activity**

The students will share their writings with the class.

Re: Mary and the cat, the discussion should include the following points:

Mary needs to be told not once, but several times that the cat has feelings, and that pulling its tail hurts the cat and is not acceptable.

Mother and father can show how they stroke the cat gently, and how the cat shows its pleasure by purring.

They would tell her that she is the cat's friend, too.

They would not tell Mary that she is a cruel, hateful child. (This would stimulate too much shame and guilt, and make her feel like a bad, unworthy person.)

If Mary takes too long to learn gentleness, parents could put the cat in another room, and tell Mary that she can play with it again when she is ready to be gentle.

**Class Discussion**

Some parents believe in being strict with their children. Others believe in being easy.

1. Can a parent be too strict? If you think so, how do you think being too strict would affect the child? (The child will be anxious about making mistakes, will feel too ashamed and guilty when he does make one, will fear punishment, will resent the punishment if he feels it is too harsh, will become too hostile himself, and will develop too strict a conscience himself as he grows older.)
2. Can a parent be too easy? How might that affect a child? (Yes, he would have a hard time knowing what he should and shouldn't do; he might get into trouble because his conscience hasn't developed well enough to guide him well.)

What would happen if a child identifies with his mother, but his mother changes her mind all the time, and what is right today is wrong tomorrow? (The child doesn't get a clear idea of what is allowed, and what is not allowed.)

3. All children need the help of their parents' consciences while their own are developing. This help is most usefully given in the form of kind, firm, clear limits, and when needed, moderate punishments. Punishments should not hurt the child physically or emotionally, but should serve to emphasize the importance of the rule which has been broken, and to make the child feel responsible for his behavior. Moderate punishments could include scolding, taking away a privilege, giving a swat on his padded bottom, depriving him of a treat (a story or a dessert.)

As in everything else, parents need to be clear in their explanations of what is allowed and what is not, firm and reasonable in their limits, understanding of the child's mistakes and always ready to talk with the child.

Outcome

The students will understand how parents can help conscience development in the child through understanding, clear explanations, reasonable limit setting and readiness to talk with the child, being consistent in their own behavior, and being reasonable and moderate in punishment.


**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for GRADE 6

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

THE DEVELOPMENT OF SELF-IMAGE, IDEAL SELF, AND SELF ESTEEM --
Part 1 (HUMAN DEVELOPMENT)

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

**Objective**

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

**Class Discussion**

If someone says about thirteen year old Eric that he has a healthy sense of self, what does that mean?

- It means that at home he realizes he is important to his family.
- It means that he can get along with people, so he has friends who like him; he knows how to give and take in relationships.
- It means that he has learned to do some things well (baseball or algebra or music, etc.) and he can feel good about these accomplishments.
- It means that even though he knows people who may be more clever, or more handsome or richer, he is really glad to be himself.
- It means that he has a mental picture of the ideal person he wants to become."

Is it possible to have an unhealthy sense of self? (If one feels unrealistically superior to others, or unrealistically inferior, one's sense of self is out of balance.)

When does a sense of self start? (An infant is born with a capacity for this, which has the technical name of Primary Narcissism [inborn self-valuing]. During the first year, the child begins to realize that her parents value her -- they feed her when she is hungry, change her when wet, comfort her when upset and tell her constantly what a "great baby" she is.

When she goes through the struggle of the Rapprochement period, when she gradually is accepting that she is to be a separate person from her mother, the development of a sense of self accelerates. Among other ways, this can be seen in her frequent use of the words "me" and "mine".)
The healthiness of this development depends upon a number of things:

1. The amount of inborn self-valuing (Primary Narcissism) which is maintained and affirmed by the way her parents care for her.

2. Normal physical health and intelligence.

3. What her parent models are like -- because she will identify with and imitate her parents.

4. How her parents relate to her; if they love and value her, she will see herself as worthy of being valued and loved. Children who are not so valued have a difficult time seeing themselves as being worthy of love, and they will have low self-esteem.

5. The degree to which the child succeeds in what she does, and can find satisfaction in her accomplishments. If his efforts are encouraged she will accomplish skills more easily; if she is too criticized and discouraged in her effort she will have a sense of failure and poor self-esteem.)

Assignment

Observe a child under three, for half an hour and write answers to the following questions. At the top of the page, write the child's name and his/her exact age.

1. Does the child know his/her own name, and respond when called by it?

2. What did he/she do when mother or father approached him/her?

3. How would you describe the feeling tone between parents and child?

4. What things had the child learned to do? Did he/she show pleasure in these accomplishments?

5. What signs did you see that the child was developing a sense of self? That he/she had a sense of good self-esteem?

Alternative assignment for students who are not able to observe a child:

Imagine the situation of Emily, age 18 months, who is growing up in an orphanage. Write a page describing what problems there would be for her in developing a sense of self. If you were a staff member there, what would you do to try to help her with this?
**Outcome**

The students will have become familiar with the components and process of the development of a good sense of self and of good self-esteem.
Objective

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

Class Activity

The students will read aloud and discuss the papers they have written. The discussion should include these points, among others:

1. A child is helped if the parents understand his need to be valued and appreciated as well as loved.

2. Will a child 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, or hitting mother; or in praising things he does that are not praiseworthy, or telling him that he has got to be tough, and fight anyone who "bothers" him; or in letting him have unhealthful things because he demands them (e.g., too much candy). Spoiling can be avoided by setting reasonable, realistic limits for the child, and requiring his cooperation.)

3. 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 develop 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; giving him choices when possible; never aiming to shame him, but correcting in a respecting way, e.g., "You are not allowed to do that", rather than "You are a bad boy.")

4. All parents and children get angry at one another at times, but parents can help by being self-controlled, and by showing the child how he can express his anger in a reasonable way. Parents should be ready to "make up", and should be willing to apologize to the child if they have made a mistake (e.g., accused the child of breaking a dish, when it was really the cat!) These behaviors help preserve the child's self-esteem, and also give the child good models for the development of his own ideal self.
5. Parents can help a child develop self-esteem by encouraging him in his learning, e.g., when he struggles to walk, to operate his toys, to ride his tricycle, etc. This encouragement gives the child the feeling that he is a person who can do things on his own, 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 how intentionally shaming harms and reasonable limit setting helps this development.
Preparation for Visit

The teacher will review with the class the concepts learned regarding conscience formation and the development of the self-image and self-esteem.

The students will be asked to look for indications that conscience formation is under way, and to estimate to what extent the toddler has a sense of self, and the quality of his self-feeling.

The mother will have been informed that the session will focus on these aspects of development.

Visit

These questions -- among others may be asked of the mother:

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?

Do you ever see him saying "No" to himself, or 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 animals have feelings?

How old was he when he would turn toward you when you called his name?

Do you think your toddler 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 learned some new skill -- walking or riding his tricycle, did that seem to make him feel good about himself?

Do you think that he will be "spoiled" if you praise him when he does things well?

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

**Following the Visit**

Ask the students to record their observations and impressions in their journals.

**Assignment**

Read over your journal entries of all the visits this year.

Write a two-page summary of how the toddler has developed this year in the following ways:

1. Physical Development - Motor development, health status and problems.

2. Mental Development - Speech development, skills learned, exploration.

3. Emotional development - Sense of self, relationship to parents, relationship to other people, feelings, toilet training, aggression, development of conscience.

4. In what ways did the mother and father help the child's development?


**PARENTING FOR EMOTIONAL GROWTH:**

Lesson Plans for **GRADE 6**

UNIT 2 - THE TODDLER YEARS (1 to 3)

**REVIEW**

**Objective**

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

**Class Activity**

The class will nominate and elect one person to read the part of his/her homework assignment which pertains to the visiting toddler's **physical** development over the year; another person will be elected to read about the toddler's **mental** (intelligence) development; a third about his **emotional** development, and a fourth about the parents' contributions to development.

After each person reads (and before the next reader), other class members will add from their writings any points which the writer may have missed. The teacher will add needed linkages (e.g., reasonable limit setting -- development of controls.)

Following the discussion, the students will be asked to evaluate to what extent having the visits of the mother and child have (1) made learning the theoretical material about child development easier; (2) made the learning more interesting. Is there anything else they would like to see built into the course? (e.g., movies, reading materials, field trips to daycare centers).

**Outcome**

The students will have attained basic knowledge about a child's task of development and the mother's contributions to it during the toddler years.