



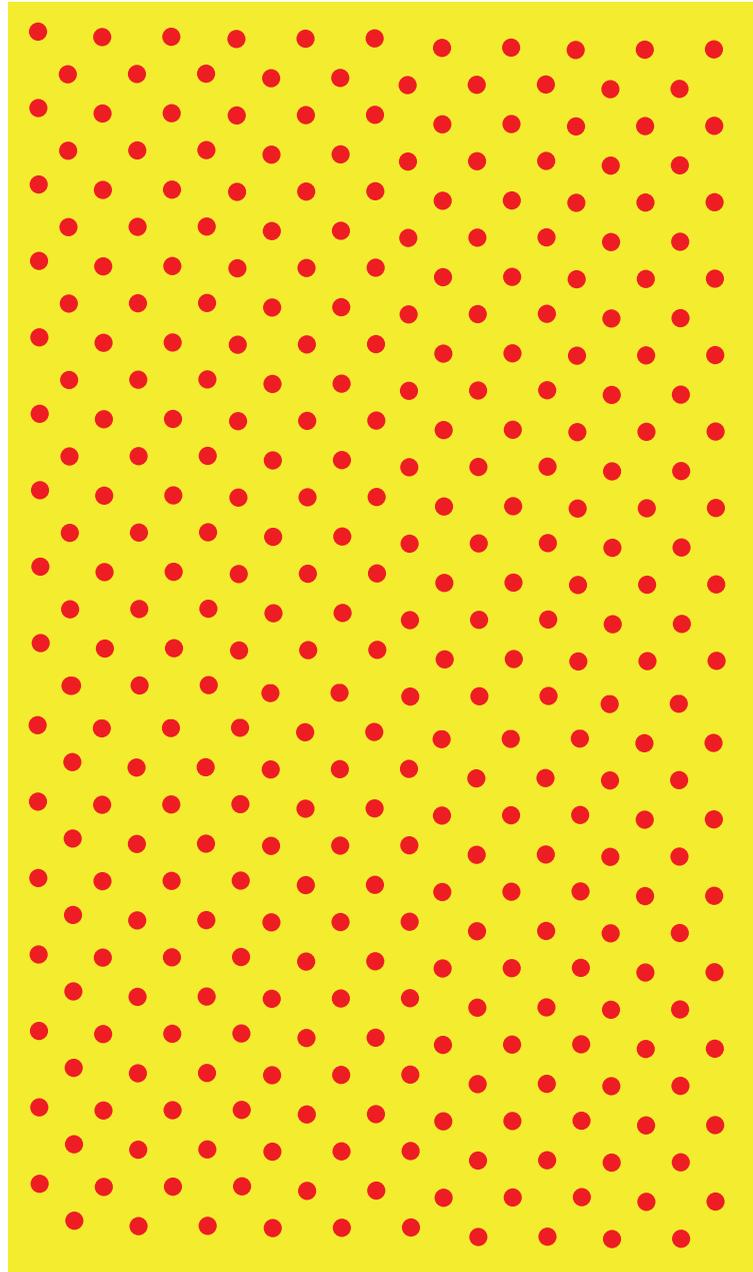
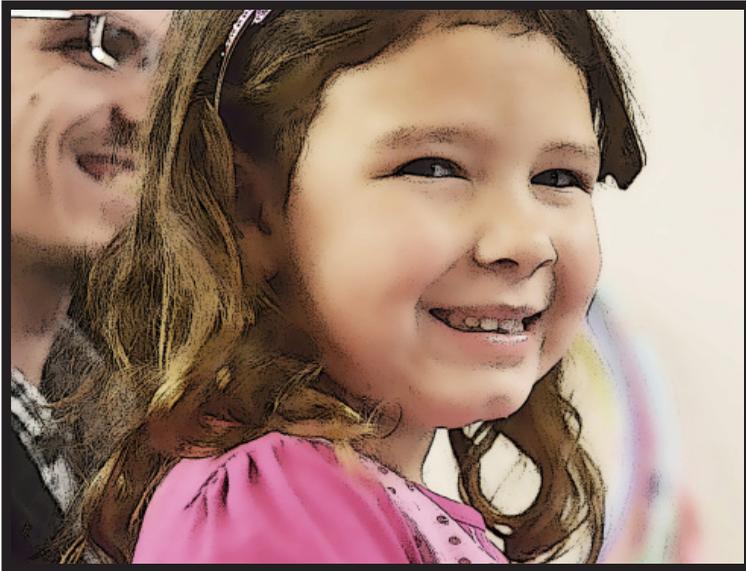
STRONG DADS FACILITATOR'S GUIDE

2014

PLAY | READ | TALK | CARE

PROMOTES EARLY FATHER ENGAGEMENT FOR CHILDREN
AGES BIRTH TO FIVE, THROUGH PLAYING, READING,
TALKING AND CARING FOR LIFELONG SUCCESS.

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Kansas

Department for Children
and Families

Strong Families Make a Strong Kansas

FUNDED IN PART BY THE U.S.
DEPARTMENT OF HEALTH AND
HUMAN SERVICES AND THE
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915 SW HARRISON ST., 6TH
FLOOR, TOPEKA, KS 66612



FACILITATOR'S GUIDE

STRONG DADS



Strong Families Make a Strong Kansas

Funded in part by the U.S. Department of Health and Human Services and the
Kansas Department for Children and Families
915 SW Harrison
Topeka, KS 66612
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Curriculum Overview

Strong Dads, Super Kids

Curriculum Format

This Strong Dads curriculum is designed to be used as a single-session curriculum with fathers and their young children. The length of the single session is one hour.

The curriculum may be used as a multi-session curriculum with up to four sessions. The only guidance provided in this curriculum for multi-session usage is the following:

- 1) Review one skill per session.
- 2) Review the complete content of the handbook for the skill for each session.
- 3) Review, model and practice more activities for each skill.
- 4) Consider combining the session with other activities such as a play day, a read in, lunch with their child, mothers night out, etc.

Primary Author

George R. Williams, Ph. D. candidate in family studies, has a M.S. in marriage and family therapy. For more than a decade he has been a fathering practitioner, master trainer and consultant with the National Center for Fathering. He is a nationally recognized fathering expert who has inspired and helped thousands across the country with his creative, engaging and passionate presentations and training. He has been featured in national media and has authored numerous fathering articles and curricula including the curriculum, *Quenching the Father Thirst* and is a contributing author for the



book, *Why Fathers Count*. George is a program specialist for the Kansas Department for Children and Families.

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Strong Dads Overview

The Strong Dads Program promotes early and on-going engagement by fathers and father figures, through playing, reading, talking and caring for their children ages birth through five. The Strong Dads program encourages, equips and engages fathers and father figures as the other parent to help in their children's lifelong success. The Strong Dads program provides a common fathering program framework across any early childhood education program to enhance but not replace existing fathering efforts.

The characteristics of the Strong Dads Program are:

- 1) Written to utilize approaches that encourage father involvement
- 2) Provides the tools and resources to remove barriers and foster confidence and success
- 3) Encourages more frequent and consistent father engagement
- 4) Fosters the understanding that father engagement is sustained by the father-child relationship



The presentation of the curriculum focuses on four skills (play, read, talk and care) and divided into four sections that are based on an adaptation of the adult learning model^{1,2}:

- 1) **Engage** the dads and explore their own experience with the skill
- 2) **Explain/Teach** dads the importance of each skill
- 3) **Model** the skills for the dads and
- 4) **Practice** the skills with his child

Engage/Explore

The purpose of this section is to engage the dads and explore their own experience. We want to move dads from disengaged to engaged, take the dads from spectator to participant, and invite them as individuals to join the group. We want to address their diverse adult learning styles through a simple activity or video as a way to capture their attention and introduce practical skills.

Explore a question to find out what the participants already know and invite them to share. Create a dialogue rather than a monologue. Share thoughtful open-ended questions about the skill to stir a strong response as they connect it to past positive and/or negative memories that bring the topic alive for them.

Explain/Teach

The purpose of this section is to explain to dads in a clear and concise manner the benefits of investing in their children's development using these skills. These few easy-to-remember researched-based reasons will help motivate dads to practice

¹ Williams, G. R. (2010). ManBuilders: 365Dad. Adapted Adult Learning Model.

² Edmunds, C., Lowe, K., Murray, M., & Seymour, A. (2007). Ultimate adult learning. *The ultimate educator: Achieving maximum adult learning through training and instruction*, chapter 3. Retrieve at: <http://www.ojp.usdoj.gov/ovc/assist/educator/welcome.html>)



the skills. This section is written in an easy to read format using some memory reinforcing exercises.

Model

The purpose of this section is to take the dads through the curriculum while modeling the skill. Going through the curriculum and modeling the skill will be helpful for the auditory and visual learning and will build confidence that the dads can be successful using the skills.

Invite a father to volunteer to model the skill with your help and input from the other fathers. Use your skills to keep the experience a positive reinforcing experience for the volunteers and other fathers.

Practice

The purpose of this section is to give the fathers/father-figures the allotted time to go through the curriculum. The fathers are encouraged not to race through the time but to relax and enjoy the time together free of stress.

Background of Strong Dads

The Strong Dads program shares the Head Start viewpoint that mothers and fathers are their children's primary teachers. The Strong Dads program encourages fathers to improve their children's school readiness across what Heads Start identifies as four essential domains: language and literacy, cognitive, physical, and social-emotional development. This is accomplished through promoting the engagement of fathers through playing, reading, talking and caring for their children.

The Strong Dads program focuses on fathers because fathers are critical to the wellbeing of their children. Research shows



that father love is just as important as mother love for a child's happiness, well-being, social and academic success, emotional stability and self-esteem.³ Conversely, children growing up in father-absent homes are more likely to fare poorly across a wide range of outcomes including financial, educational, behavioral, legal and sexual.⁴

The Strong Dads program leverages the parents' desire for a better life for their children through educational attainment. Analyzed data from the Census Bureau shows that if young people finish high school, get a job and get married before they have children, they have only a 2 percent chance of falling into poverty and nearly a 75 percent chance of joining the middle class by earning \$50,000 or more per year.⁵ According to the Census Bureau, on average, a high school diploma can result in lifetime earnings of more than one million dollars, and that doubles with the completion of a bachelor's degree.⁶

The Strong Dads program promotes effective co-parenting that leads to positive outcomes for children. Co-parenting refers to how parents work together in their roles as caregivers, even if they are not still romantically involved. Effective co-parenting requires cooperation, supportiveness and mutual involvement. Research shows that positive co-parenting relationships have a direct link to quality parenting that is necessary for a child's optimal brain development and behavioral and emotional adjustment.⁷

³ 2001. Rohner, R. The Importance of Father Love.

⁴ 2002. McLanahan. Father Absence & Child Well-Being

⁵ 2009. Ron Haskins and Isabell Sawhill, Creating an Opportunity Society, The Brookings Institution: Washington DC.

⁶ 2011. Julian, T. & Kominski, R. Education and synthetic work life estimates. US Census Bureau: Washington DC.

⁷ 2008. Barent MA, et al. Interdependence of parenting of mothers and fathers and infants. *Journal of Family Psychology*. 22(3): 561-573.



The Center for the Study of Social Policy developed a prevention strategy addressing child abuse and neglect. This strengthening families approach of the Strong Dads program, based on the research literature, recommends five protective factors to ensure the wellbeing of children and families. These include:⁸

1. increasing parental resilience
2. building the social connections of parents
3. increasing knowledge of parenting and child development
4. providing concrete supports in times of need and
5. supporting the parental nurturing bond with children

Research Basis for Strong Dads

Through the Strong Dads program the Kansas Department for Children and Families (DCF) seeks to improve child well-being by increasing healthy father engagement. Getting fathers involved very early with their children increases the likelihood of continued involvement.⁹ Examples of this are the studies showing that children who attend Head Start and Early Head Start, which promote early parental engagement, do better in their development than children who do not attend.¹⁰

2007. Bonds DED, Gondoli DM. Examining the process by which marital adjustment affects maternal warmth: the role of coparenting support as a mediator. *Journal of Family Psychology*. 21(2): 288-296.

⁸ 2003. Horton, C. Protective factors literature review: early care and education programs and the prevention of child abuse. Center for the Study of Social Policy: Washington DC.

⁹ Roggman, L. A., Boyce, L. K., Cook, G. A., & Cook, J. (2002). Getting dads involved: Predictors of father involvement in Early Head Start and with their children. *Infant Mental Health Journal*, 23(1-2), 62-78.

¹⁰ Lee, V.E., Brooks-Gunn, J., Schnur, E., & Liaw, F.R. (1990). Are Head Start effects sustained? A longitudinal follow-up comparison of disadvantaged children attending



The Strong Dads program promotes father engagement through the four skills of **PLAY, READ, TALK** and **CARE**. The research suggests that father-child **PLAY** contributes to a child's emotional and social development.¹¹ Fathers and mothers play differently and a child benefits by both types of play.¹² A father's play is more free-spirited, physical and exciting.¹³

One study shows that fathers who **READ** with very young children are more likely to continue to be involved and develop in their own confidence to help their children read.¹⁴ Encouraging fathers to read to their children can help empower dads to take a more active role in preparing their children to read.¹⁵ Daily parent-child reading from infancy helps develop on going cognitive skills and vocabulary growth.¹⁶

Head Start, no preschool and other preschool program. *Child Development*, 61(2), 495-507.

Fenichel, E. & Mann, T.L. (2001). Early head start for low-income families and infants and toddlers. *The Future of Children*, 11(1), 134-14.

¹¹ Rau, M.C. Indira Pryadarshini (New Delhi: Popular Book Services), cited in M.L. Hamiltons, *The Father's Influence on Children* (Chicago: Nelson-Hall, 1977, p. 33.

Parke, R.D. (1995). *Fathers and Families*. In M.H. Bronstein (Ed.), *Handbook of Parenting: Vol. 3, Status and Social Conditions of Parenting*. Mahwah, NJ: Erlbaum, 27-63.

¹² MacDonald, K., & Parke, R.D. (1986). Bridging the gap: Parent-child play interaction and peer interactive competence, *Child Development*, 55, 1265-1277.

¹³ Ibid.

¹⁴ Tamis-LeMonda, C.S., Shannon, J.D., Cabrera, N.J., & Lamb, M.E. (2004). Fathers and mothers at play with their 2- and 3-year olds: Contributions to language and cognitive development. *Child Development*, 75(6), 1806-1820.

¹⁵ Bauman, D.C., & Wasserman, K.B. (2010). Empowering fathers of disadvantaged preschoolers to take a more active role in preparing their children for literacy success at school. *Early Childhood Education Journal*, 37, 363-370.

¹⁶ Raikes, H., Luze, G., Brooks-Gunn, J., Rakes, H.a., Pan, B.A., Tamis-LeMondda, C.S., et al. (2006). Mother-child book reading low-income families: Correlates and outcomes during the first three years of life. *Child Development*, 77(4), 467-480.



Studies reveal that the **CARE** of a father, including his attitude and sensitivity to his child, has a positive influence on the child's social and emotional development.¹⁷ A father's care is associated with sons who are more empathetic towards other children.¹⁸

Fathers who regularly **TALK** to their children help their children's language development. Highly-involved fathers of preschool-age children are shown to have higher verbal skills.¹⁹ Research suggests that supportive engaged fathers benefit their children's language and cognitive development.²⁰

The Strong Dads program encourages and equips fathers and father figures to encourage their child's physical, social, emotional and mental development. Playing, reading, talking and caring today supports child well-being now and in later school success.

Curriculum Text and ICON Descriptions

The following are examples of the font and format of the text and their function for the facilitator.

¹⁷ Easterbrooks, M.A., & Goldberg, W.A. (1984). Toddler development in the family : Impact of father involvement and parenting characteristics. *Child Development*, 53, 740-752.

¹⁸ Bernadett-Shapiro, S., Ehrensaft, D. & Shapiro, J.L. (1996). Father participation in childcare and development of empathy in sons: An empirical study. *Family Therapy*, 23, 77-93.

¹⁹ Radin, N. (1982). Primary Caregiving and Role-Sharing Fathers, in *Non-Traditional Families: Parenting and child development*, ed. M. E. Lamb (Hillsdale, NJ: Erlbaum, 1982), 173-204.

²⁰ Roggman, L. A., Boyce, L. K., Cook, G. A., & Cook, J. (2002). Getting dads involved: Predictors of father involvement in Early Head Start and with their children. *Infant Mental Health Journal*, 23(1-2), 62-78.



PURPOSE: The purpose of an activity or section a facilitator needs to know **BEFORE** the class.

PREPARE: Any preparation the facilitator needs to take **BEFORE** the class.

NOTE: *These are notes to you to remind you of what to do DURING facilitation.*

[action: Specific actions you should take DURING the session.]

STATE: Anything you say to the participants **DURING** facilitation appears in this font and format

INSTRUCT: Instructions to the participants

ASK: Question to participants

Whatever appears in this box is a reference of what appears in the participant’s Strong Dads Handbook.

The follow icons are used throughout the curriculum to help quickly communicate to the facilitator key areas where specific facilitator action is required.



page 9

Hand writing icon identifies the page number in the Strong Dads Handbook you will have participates turn to for the next “filling in the blanks.”



Video icon identifies the video clip to play for the group.



Timer icon identifies the suggested activity or exercise time (first number) and the running total lesson time (second number) or the only suggested activity or exercise time.



Hammer icon identifies the required preparation you must make to present the exercise or activity.



Sharing icon identifies the statements, questions and comments you will make to facilitate the learning process.



Exploration icon identifies key questions to ask the participants that either apply to themselves or others.



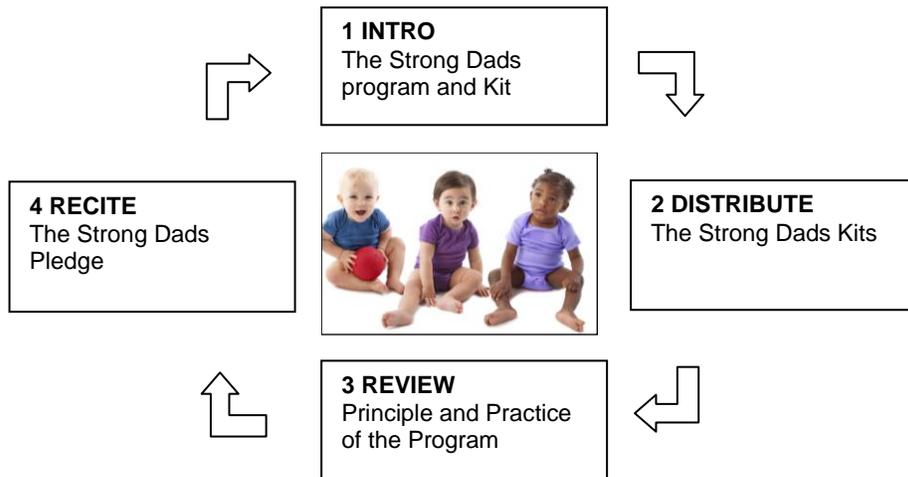
Kit - Play, Read, Talk and Care

This is an introductory session to the kit and the four skills.

- Items Needed:**
- 1 The Strong Dads kit
 - 2 Strong Dads Handbook

Lesson-at-a-glance

Kit Play, Read, Talk & Care



Kit Principle: Dads develop their children.

Practice: To help my child develop, I will Play, Read, Talk and Care.



Kit | 1 introduction

4 | 4



PURPOSE: Introduce the program, passout the kits, share the lesson principal and practice and review the pledge.

PREPARE: Check to make sure you have the right number of Kits for the dads who registered and are attending the event.

OUTLINE: A sample of the class outline is:

- 1) Welcome and description of program
- 2) Program survey (a short evaluation determined by evaluator)
- 3) Kit instruction and distribution
- 4) Repeat 5-7 for play, read, talk and care
- 5) Review skill
- 6) Model skill
- 7) Practice skills
- 8) Summary

SETUP: An effective setup is fathers seated in a semi-circle on a carpeted floor with birth to 2 age children or seated side-by-side for 4 to 5 year old children. This is done to help the fathers engage with their children and other fathers.



STATE: Who are you? In your child's little eyes you are bigger than life, a superman, a Strong Dad! And with those same eyes, they are looking to you to help him or her develop.

STATE: This Strong Dads program is about helping your child develop. The Strong Dads program encourages you to engage in more playing, reading, talking and caring today to help your child develop now to get ready for kindergarten later.



[action: INTRODUCE THE STRONG DADS KIT]

NOTE: *Excitement is contagious but don't overdo it.*



STATE: The Strong Dads Kit (valued at \$50) contains items that were included to assist you in more playing, reading, talking and caring for your child.

STATE: The session format in presenting the skills and the items in the kit:

- 1) The item in the kit for the skill will be modeled for you.
- 2) You will be given time to practice the skill using the item with your child.
- 3) You will be challenged to use the item to practice the skill more in order to help your child develop.

STATE: Strong Dads, help their child develop!

NOTE: *Be sure to give clear instructions on using the kit to make sure they do not become a distraction. The father needs to make sure the bag stays closed until needed.*



STATE: Fathers are experts when it comes to their children. The Strong Dads program is about using your expertise to help your child develop through playing, reading, talking and caring.

[action: PASS OUT THE STRONG DADS KIT]



share

STATE: To minimize distractions for you and your child, please follow my instructions on using the Kit.

STATE: Please open your bag to get out the handbook and then close the bag. The handbook provides some simple but important guidance on playing, reading, talking and caring.

[action: HOLD UP A COPY OF THE HANDBOOK]



1 | 5

Kit | 2 principle, practice & pledge

NOTE: Have the group recite the pledge together from the book. Emphasis to them the first two sentences from the pledge which is the focus of the kit introduction.



share

STATE: The first principle I want to share is, “Dads develop their children.” and the practice is, “I will play, read, talk and care more to help my child grow.”

STATE: Please turn to page 12 and let us recite together the Strong Dads Pledge.



page 12

Strong Dads Pledge

I am a strong Dad,
who plans to be there.
To help my child develop,
I will Play, Read, Talk and Care.
I'll PLAY more with my child,



to help her (him) socially grow.
I'll READ more to my child,
school success to show.
I'll TALK more to my child,
each other and words to know.
I'll CARE more for my child,
to help her (him) emotionally thrive.
Strong Dads, super kids,
engaging daily from birth to five.



share

TRANSITION: Next we are going to explore our first skill.



S1 Play

The language of your child

Items

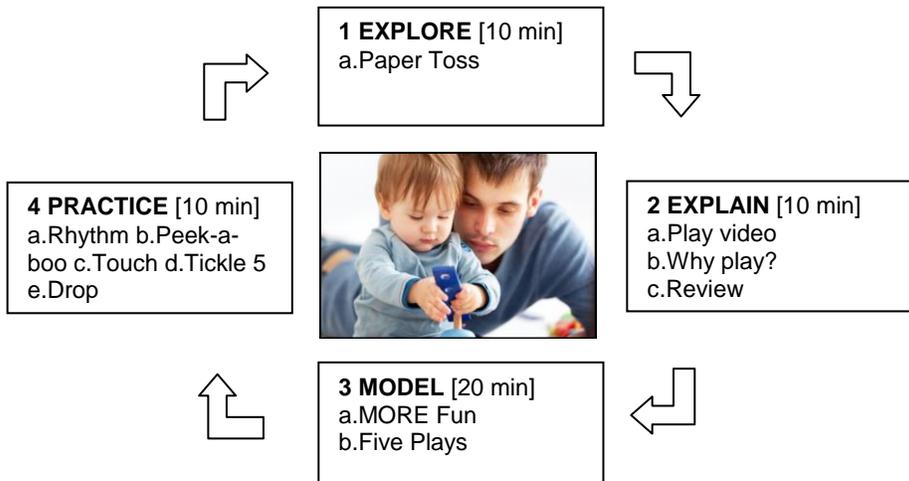
Needed:

- 1 The Strong Dads kit
- 2 Strong Dads handbook
- 3 The ball from the kit
- 4 Sheet of paper
- 5 Trash can



Skill-at-a-glance

S1 Play: Outline



S1 Principle: Play helps my child grow socially.

Practice: I will play more with my child.



share

STATE: The principle we will cover with this skill is, “Play helps my child grow socially.” And the practice is, “I will play more with my child.”



S1 | 1 engage Play paper toss

3 | 8

NOTE: *Make sure you are prepared to demonstrate this activity and make the main point. If your session time is running late then make this an activity you demonstrate rather than have the fathers participate.*



PURPOSE: This quick activity introduces fathers to the topic of play and makes a simple fun point.

PREPARE: In preparation for this class, make sure each father has a sheet of paper and secure a trash can that will be a challenge for the men to make a basket either by the size of the trash can or the distance away from the men.

NOTE: *When giving the instructions for this activity, share your excitement for the learning activity. One of the laws of learning is that learning begins when you start having fun.*

[action: Give everyone a SHEET OF PAPER.]

NOTE: *Demonstrate the activity for the men.*



INSTRUCT: Play can be simple and fun.

[action: Crumble a piece of paper and shoot a basket.]



INSTRUCT: We are going to have a little fun competition with the sheet of paper you received.



share

INSTRUCT: Please simply crumble the paper into a ball.

INSTRUCT: We are going to divide into two teams and take turns trying to throw the paper into the trash basket from where you are at in the room. The team with the most baskets wins.

[action: Give POSITIVE REINFORCEMENT whether they make a basket or not.]



share

SUMMARIZE: Play can be simple, yet so powerful. Play energizes us, livens us up and is everyone’s favorite way to learn and practice what you have learned.

TRANSITION: We did a simple exercise to engage you in the topic of playing and a provide way for you to connect to your own experience with playing. Next, we will look at why playing is so important to your child.



4 | 12

S1 | 2 explore & explain Play



prepare

PURPOSE: These questions introduce fathers to the topic of play.

PREPARE: Make sure you have practiced demonstrating the play.

NOTE: This is a reminder that their learning begins when they are having fun, so share your contagious excitement.



NOTE: *As the men and fathers answer the questions, it is important for you to listen and reinforce what is right. Also if you don't understand their answer, others also may not, so ask further questions for clarity.*

NOTE: *Be sure to encourage whatever they share. This can be done by simply repeating what they say, thanking them for sharing or remarking "good comment."*

[action: Discuss PLAY.]



ASK: Why do we play?

ASK: What was play like when you were a child? (For example: who were your playmates, what games did you play, what were your favorite toys?)

ASK: Why is play important to your child?

NOTE: *An optional way of introducing the skill playing is showing one of the three Strong Dads PSA videos on playing.*



OPTIONALLY STATE: Here is a Strong Dads PSA video to introduce the importance of playing and tips on playing.

OPTIONALLY ASK: What stood out to you about as you watched this video?



[optional action: Show the BUBBA PLAY video]



[action: Review reasons to PLAY on page 14.]



share

STATE: Here are three reasons Strong Dads PLAY with their children.

INSTRUCT: Please open your HANDBOOK to page 14.

POINT1: The first reason Strong Dads play with their children is that PLAY CONNECTS you with your child.²¹ Play is the language our children speak.



page 14

Point1: Play CONNECTS you to your child.



share

STATE: When we speak their language we get closer and connect with them.

STATE: It is the same way we grew close to our childhood friends as we played with them.

STATE: The time we invest playing with our child pays back in a closer relationship.

POINT2: The second reason Strong Dads play with their children is that PLAY helps your child DEVELOP.²²

²¹ Clarke-Stewart, K. A. (1978). .And Daddy Makes Three: The Father’s Impact on Mother and Young Child. *Child Development*. 49, 466-478.

²² Pruett, K. (2000). *Father-need*. New York, NY: Broadway Books; Sternberg, K. J. (1997).



page 14

Point2: Play helps your child **DEVELOP**.



share

STATE: You are your child's first teacher and children are taught through play.

STATE: Play helps your child develop in a balance way in getting along with other, motor skills, in reasoning and following rules.

POINT3: The third reason Strong Dads play with their children is that **PLAY is **FUN**.**²³



page 14

Point3: Play is **FUN**.



share

STATE: The demands of life can bring stress to work, home and school.

STATE: Play can be a valued time for Dads and children to be relieved of stress and just relax and enjoy time together.

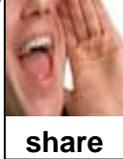
STATE: Laughing and having fun during a quality time of playing is important to everyone's well-being.

STATE: Playing with your child for just five minutes **MORE daily can make a lifetime impact for you and your child.**

²³ MacDonald, K. & Parke, R. (1984). Bridging the gap: Parent-child play interaction and peer interactive competence. *Child Development*, 55, 1265-1277.



S1 | 3 model Play



STATE: The Strong Dads handbook contains activities with suggested age guidelines that you may need to customize for their child.

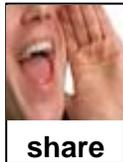
STATE: Together we will go through our first activity.

INSTRUCT: Please get out the ball from the kit and turn the RHYTHM ball play activity in the handbook.



[action: Retrieve the BALL from the kit.]

NOTE: *Introduce the ball to the fathers.*



DESCRIBE: The *Einstein Bendy Ball* was selected to promote *PLAY*. It is soft and the design allows small hands to grasp the ball and is engaging for children with its bright colors and rattle.

NOTE: *Invite a father with his child to volunteer to model the activity with your help and input from the other fathers. Be prepared to model the activity in case a father does not volunteer.*

[action: Crumble a piece of paper and shoot a basket.]

[action: Recruit a volunteer to model the activity.]



INSTRUCT: I am looking for a Father-child volunteer who will help us model the activity.



share

INSTRUCT: With the help of the other fathers I will walk you through step-by-step what to do.

ASK: Is there a father who would volunteer with your child to help us model the activity with my help and input from the other fathers?

NOTE: *If a father volunteers then state the following, otherwise you are to model the skill. To model the skill, use the bear from the kit as your child.*

NOTE: *Make sure you remember their names, so you will be able to refer to them by name. If you do not get it the first time it's okay to ask them to share their name again.*



share

STATE: Thank you for helping us today. Please share your name and child's name and age.

STATE: We will begin by reviewing some things to remember when playing with our children.

INSTRUCT: Please turn to page 13 of your Handbook.

[action: Review the more fun principles on PAGE 13.]

NOTE: *The next part is a quick review. Give the answer and read the tip from the book. Be sure to encourage the dads who answer.*



page 13

The **MORE Fun** Principles of Practicing of Skills



- 1) **Make it up**: Be creative with skills by doing it your way.
- 2) **Often**: Use skills consistently and frequently.
- 3) **Repeat**: Doing the same thing over and over again is good.
- 4) **Engage**: Engage in touch and face to face interaction.
- 5) **Fun**: Make it enjoyable and stress free.



share

INSTRUCT: Please turn to PAGE 15 of the handbook.

NOTE: Introduce the activity, the benefits of the activity and then step-by-step go through the activity while leading the volunteer in showing the rest of the group.

NOTE: Keep the experience positive and reinforcing for the volunteers and the other fathers.

NOTE: Make sure to highlight the MORE Fun principles as you explain and model the activity.

[action: Review and model the activity on page 15.]



LESSON 1 POWER SKILLS
PLAY
RHYTHM BALL PLAY

USE THE SHAKER IN THE BALL TO SING THE ALPHABET SONG.

BENEFITS OF RHYTHM BALL PLAY:

- EXPERIENCING RHYTHM AND THE ALPHABET
- HEARING YOUR SOOTHING SINGING VOICE
- BEING HELD IN YOUR ARMS
- LEARNING THE ALPHABET

HOW TO DO THE RHYTHM BALL PLAY

AGES BIRTH - 3

1. HOLD CHILD AND GENTLY ROCK BACK AND FORTH.
2. BEGIN SHAKING THE BALL SO YOUR CHILD CAN SEE.
3. WHILE SHAKING THE BALL RECITE THE ALPHABET SONG TO A BEAT: A-B-C-D, E-F-G, H-I-J-K, L-M-N-O-P, Q-R-S, T-U-V, W-X, Y AND Z.
4. USE YOUR OWN BEAT AND HAVE FUN.
5. TAKE TURNS WITH YOUR CHILD SHAKING THE BALL.
6. HAVE YOUR CHILD REPEAT LETTERS AFTER YOU.



LESSON 1 POWER SKILLS
PLAY
RHYTHM BALL PLAY

HOW TO DO THE RHYTHM BALL PLAY - CONTINUED

AGES 3 - 5

1. ENCOURAGE YOUR CHILD TO BEGIN SAYING THE ALPHABET WITH YOU.
2. CLAP OR SNAP TO THE ALPHABET BEAT.
3. HOP ON ONE FOOT AND THEN THE OTHER TO THE ALPHABET.
4. SAY THE ALPHABET WHILE DOING A CHORE, GETTING READY, ON A WALK OR IN THE CAR.



NOTE: Be sure to let the rest of the group thank the father for volunteering by giving him applause.



S1 | 4 practice Play

4 | 20



PURPOSE: Fathers to practice playing with their child just as you have modeled using their Strong Dad's handbook.

[action: Let the fathers practice the activity.]



share

INSTRUCT: Now it is your turn to play with your child

STATE: You may choose this activity or any of the other **PLAY** activities. I will be the time keeper and let you know when time is up.

INSTRUCT: You cannot do this wrong. You are a play expert. Remember to not be afraid to do the same thing over and over again and relax and just have fun with it!

ASK: Any questions before we begin?

[action: Start your TIMER]

ASK: Does anyone want to share their experience or any tips they have on playing with their child?

NOTE: The next part is a quick review. Read the question and pause a second to see if someone answers. If no one answers, then just give the answer. Be sure to encourage the dads who answer.

[action: Review PLAY quiz on page 14.]



share

STATE: Next, we will do a quick review on play.



page 14

1. When should you begin playing with your child?
a) **birth** b) 2 mos. c) 4 mos. d) 6 mos.

2. An example of a gross motor skill is picking up a crayon.
True or **False**



3. What percentage of a child's brain is developed after birth?
a) 25 b) 50 **c) 75** d) 100



share

ASK: Men, there are 24 hours or 1,440 minutes in each day. Could you spend just 5 minutes more every day playing with your child?

ASK: Would you accept the challenge to spend at least spend 5 minutes more every day playing with your child?



share

TRANSITION: Next, we are going to explore reading.

S1 | 4a additional PLAY activities [MULTI-SESSION]

NOTE: *A single-session facilitator should skip these activities.*

NOTE: *These additional play activities are intended for the multi-session Strong Dads format where the below PLAY activities may be used to model and practice the additional PLAY activities. You may use the time to go over the additional activities and afterwards allow for free PLAY time with the fathers and children.*



LESSON 1 POWER SKILLS
PLAY
PEEK-A-BOO BALL PLAY

HIDE BEHIND THE BALL TO COUNT DOWN PEEK-A-BOO.

BENEFITS OF PEEK-A-BOO BALL PLAY:

- COUNTING NUMBERS
- FACE-TO-FACE INTERACTION
- THE EXCITEMENT OF PEEK-A-BOO
- SMILE AND LAUGH TOGETHER

HOW TO DO PEEK-A-BOO BALL PLAY

AGES BIRTH - 3

1. HOLD YOUR CHILD AND PLACE THE BALL BETWEEN YOUR FACE AND YOUR CHILD'S.
2. COUNT FROM 1 TO 5.
3. ON 5, REMOVE THE BALL QUICKLY FROM BETWEEN YOUR FACES.
4. SAY WITH A SURPRISING VOICE, "PEEK-A-BOO!"
5. SMILE AND LAUGH.
6. REPEAT STEP 1 & 2, BUT THIS TIME COUNTING FROM 1 TO 4.
7. REPEAT STEP 1 & 2, BUT THIS TIME COUNTING FROM 1 TO 3.
8. REPEAT STEP 1 & 2, BUT THIS TIME COUNTING FROM 1 TO 2.

17

LESSON 1 POWER SKILLS
PLAY
PEEK-A-BOO BALL PLAY

HOW TO DO PEEK-A-BOO BALL PLAY - CONTINUED

9. LET YOUR CHILD REPEAT THE NUMBER AFTER YOU.
10. COUNT FROM 1 TO 10.
11. LET YOUR CHILD HOLD THE BALL AND SAY TO YOU, "PEEK-A-BOO."

AGES 3 - 5

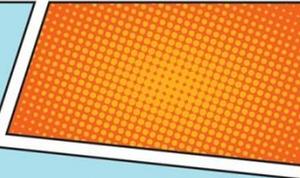
1. PLAY HIDE-AND-SEEK.
2. TAKE TURNS HIDING THE BALL OR ANOTHER OBJECT.
3. COUNT DOWN FROM 10 AND HAVE THE OTHER FIND IT.
4. TAKE TURNS HIDING, COUNT DOWN FROM 10 AND FIND EACH OTHER.



18



LESSON 1 POWER SKILLS
PLAY
TOUCH BALL PLAY



**TOUCH A COLOR ON THE BALL TO
A PART OF YOUR CHILD'S BODY.**

BENEFITS OF TOUCH BALL PLAY:

- NAMING COLORS
- NAMING PARTS OF YOUR CHILD'S BODY
- HEALTHY PHYSICAL CONTACT

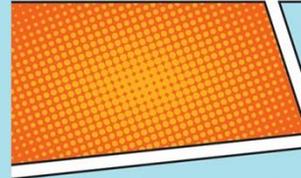
**HOW TO DO THE TOUCH BALL
PLAY**

AGES BIRTH - 3

1. HOLD YOUR CHILD AND POINT TO THE RED PART OF THE BALL AND SAY, "RED."
2. POINT TO YOUR CHILD'S KNEE AND SAY, "KNEE."
3. SAY, "THE RED PART OF THE BALL WILL TOUCH YOUR KNEE."
4. WHILE SAYING THE PHRASE, VERY GENTLY TOUCH YOUR CHILD'S KNEE IN A BOUNCING MOVEMENT WITH THE RED PART OF THE BALL.
5. REPEAT THE PHRASE 3 TIMES WITH THE BOUNCING MOTION.
6. THIS ACTIVITY CAN ALSO BE DONE WITH OTHER COLORS (BLUE, YELLOW, ORANGE) AND OTHER PARTS OF YOUR CHILD'S BODY (HAND, FOOT, ARM).
7. HAVE YOUR CHILD NAME AND POINT TO THE COLOR ON THE BALL.



LESSON 1 POWER SKILLS
PLAY
TOUCH BALL PLAY



**HOW TO DO THE TOUCH BALL
PLAY - CONTINUED**

8. HAVE YOUR CHILD NAME AND POINT TO HIS/HER BODY PART.
9. HAVE YOUR CHILD BOUNCE THE BALL ON HIS/HER BODY PART.

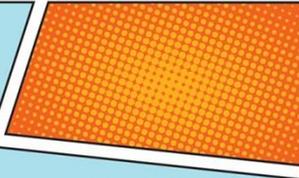
AGES 3 - 5

1. POINT TO A COLOR AND ASK WHAT COLOR IS IT. REPEAT WITH OTHER COLORS.
2. HAVE YOUR CHILD DRAW A PICTURE OF THE BALL AND COLOR IT.
3. POINT TO A BODY PART AND ASK YOUR CHILD TO NAME IT. REPEAT WITH OTHER BODY PARTS.
4. HELP YOUR CHILD DRAW AN OUTLINE OF A PERSON.





LESSON 1 POWER SKILLS
PLAY
TICKLE BALL PLAY



ROLL THE BALL ON YOUR CHILD AND TICKLE.

BENEFITS OF TICKLE BALL PLAY:

- NAMING BODY PARTS
- HEALTHY PHYSICAL CONTACT
- TICKLE-INDUCED LAUGHTER

HOW TO DO THE TICKLE BALL PLAY

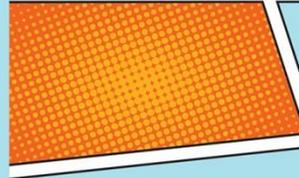
AGES BIRTH - 3

HOLD YOUR CHILD AND HOLD THE BALL ON THE BOTTOM OF YOUR CHILD'S FOOT.

1. GENTLY ROLL THE BALL TO JUST UNDER HIS/HER NECK.
2. AS YOU ROLL THE BALL, NARRATE THE BALL'S MOVEMENT.
3. NARRATE BY SAYING, "THE BALL IS MOVING UP YOUR LEG."
4. WHEN YOU ARRIVE TO THE TICKLE AREA, SET THE BALL DOWN.
5. GENTLY TICKLE OR MASSAGE YOUR CHILD WHILE YOU LAUGH.
6. YOU CAN START EITHER ON THE TOP OF YOUR CHILD'S HEAD OR THE BOTTOM OF YOUR CHILD'S FOOT.
7. USE OTHER TICKLE AREAS LIKE THE BOTTOM OF FEET, UNDER THE ARMS OR SIDES.



LESSON 1 POWER SKILLS
PLAY
TICKLE BALL PLAY



HOW TO DO THE TICKLE BALL PLAY - CONTINUED

AGES BIRTH - 3 - CONTINUED

9. BE SURE TO STOP TICKLING WHEN YOUR CHILD SAYS, "STOP." BE SENSITIVE TO ANY OF YOUR CHILD'S NON-VERBAL RESPONSES. EXTRA LIMITS MAY BE NECESSARY IF YOUR CHILD HAS SPECIAL NEEDS OR HIGH SENSORY ISSUES.
10. MAKE BATHS FUN BY PLAYING WITH THE BALL DURING BATH-TIME.

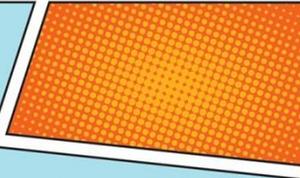
AGES 3 - 5

1. HAVE YOUR CHILD HOLD THE BALL AS HIGH AS POSSIBLE AND LOOK AT A CERTAIN COLOR ON THE BALL WHILE YOU WASH AND RINSE HIS/HER HAIR. THIS WILL KEEP THE SHAMPOO AND WATER FROM GETTING IN THE EYES. BE SURE TO WASH FROM THE HAIRLINE TO THE BACK.
2. ANOTHER ACTIVITY TO DO IS WASH THE BALL TOGETHER.
3. HAVE YOUR CHILD DO THE BIRTH - 3 YEAR-OLD TICKLE BALL PLAY STEPS ON HIS/HER FAVORITE DOLL OR STUFFED ANIMAL.





LESSON 1 POWER SKILLS
PLAY
DROP BALL PLAY



**PASS THE BALL BETWEEN YOU
AND DROP BALL IN YOUR LAP.**

BENEFITS OF DROP BALL PLAY:

- MOTOR SKILLS DEVELOPMENT
- YOUR CHILD GRASPING THE BALL
- OBSERVATION OF THE DROPPING BALL
- LEARNING HOW TO TAKE TURNS

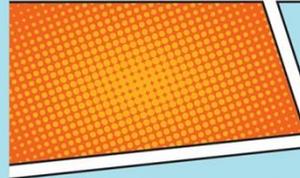
**HOW TO DO THE DROP BALL
PLAY**

AGES BIRTH - 3

1. HOLD YOUR CHILD AND GENTLY PLACE THE BALL IN YOUR CHILD'S HANDS.
2. SAY THE COLORS OF A STOP LIGHT, "RED, YELLOW, GREEN."
3. AFTER GREEN, SAY, "GO" AND GENTLY PULL THE BALL AWAY.
4. MOVE THE BALL UP SLOWLY.
5. DROP THE BALL INTO YOUR LAP.
6. REPEAT THREE TIMES.
7. PASS THE BALL BACK-AND-FORTH.
8. ROLL THE BALL BACK-AND-FORTH.



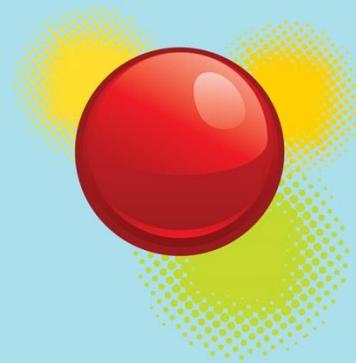
LESSON 1 POWER SKILLS
PLAY
DROP BALL PLAY



**HOW TO DO THE DROP BALL
PLAY**

AGES 3 - 5

1. KICK THE BALL.
2. PLAY CATCH WITH THE BALL.
3. USE AN OUTDOOR BALL TO PLAY CATCH OR KICK THE BALL TO EACH OTHER.
4. TAKE YOUR CHILD TO PLAY AT THE PARK
5. DURING COLD MONTHS, MANY COMMUNITY CENTERS HAVE INDOOR PLAY CENTERS AND ACTIVITIES.





Skill 2

S2 Read

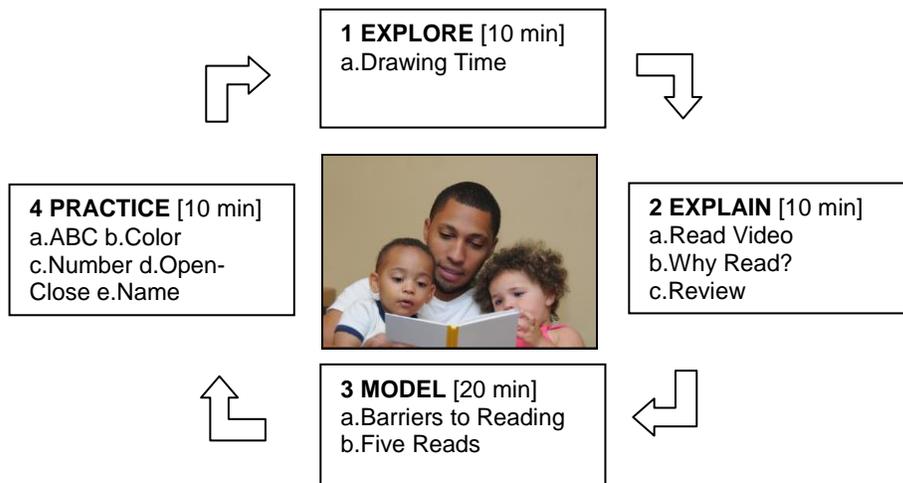
Read with me

Skill-at-a-glance

Items Needed:

- 1 Strong Dads kit
- 2 Strong Dads handbook
- 3 Books from the kit
- 4 Paper and pencil

S2 Read: Outline



S2 Principle: Reading gets my child school-ready.

Practice: I will read more with my child.



share

STATE: The principle we will cover with this skill is, "Reading gets my child school-ready." And the practice is, "I will read more with my child."



share

STATE: Please turn to page 12 in the handbook and let us recite together the Strong Dads Pledge.

NOTE: Have the group recite a shortened version of the pledge together from the book.



page 12

Strong Dads Pledge

I am a strong Dad,
who plans to be there.
To help my child develop,
I will Play, Read, Talk and Care.



3 | 23

S2 | 1 engage Read drawing

NOTE: Make sure you are prepared to share your drawing. If your session time is running late then make this an activity you demonstrate rather than have the fathers participate.



prepare

PURPOSE: This quick activity introduces fathers to the topic of reading and makes a simple point of the importance of books.

PREPARE: In preparation for this class, make sure each father has a sheet of paper and a pencil. You will ask the men to draw a picture of their favorite childhood character. The character can come from the words of a book, nursery rhythm or song.



NOTE: *When giving the instructions for this activity, share your excitement for the learning activity. One of the laws of learning is that learning begins when you start having fun.*

[action: Give everyone a SINGLE SHEET OF PAPER and a PENCIL]



share

INSTRUCT: We are going to have a little fun by taking a journey back to your earliest childhood memories.

INSTRUCT: From your earliest childhood memory, draw a picture of a favorite character that you remember from the words of a book, song or nursery rhythm.

NOTE: *Give the men about 30 seconds to finish drawing. If they seem stuck, either provide examples from your memories or ask the fathers to give examples aloud.*

[action: Go around the room and ask fathers to share their characters.]

NOTE: *Be sure to encourage whatever they share. This can be done by simply repeating what they say.*



share

SUMMARIZE: Reading is influential. Many of the characters you have drawn and fondly remember over many years, live or exist through the power of reading words.

TRANSITION: We did a simple exercise to engage you in the topic of reading and provide a way for you to connect to your own experience with reading. Next, we will look at why reading is so important to your child.

**S2 | 2 explore & explain READ****[action: Discuss READING.]****ASK: Why is reading important?****ASK: What are some reasons or barriers why dads don't read more with their children?**

NOTE: Remember to affirm the answers the fathers give. The next activity is a quick summary of some reasons fathers don't read.

**STATE: Let's look at a quick summary of some reasons dads don't read more with their children.****INSTRUCT: Please turn to page 25 of your handbook.****[action: Review barriers to reading on PAGE 25.]**

NOTE: The next part is a quick review. Give the answer and read the sentence from the handbook. Be sure to encourage the dads who answer.

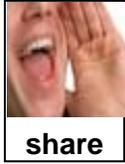
**The Barriers to Reading**

(Use the following words to fill in the blank: time, expensive, teach, good, like)

1. I do not like to read!
2. I am not good at reading.
3. I do not have time to read.
4. School and children's television can teach my child to read.



5. Books are too expensive.



STATE: There is a way around each of these barriers. Next, we will explore some reasons why we should read more with our children.

NOTE: An optional way of introducing the skill reading is showing one of the three Strong Dads PSA videos on reading.

OPTIONALLY STATE: Here is a Strong Dads PSA video to introduce the importance of reading and share tips.
OPTIONALLY ASK: What stood out to you about reading as you watched this video?



[optional action: Show the BUBBA READ video]

[action: Review reasons to READ on PAGE 26.]



STATE: Here are three reasons Strong Dads read to their children.
INSTRUCT: Please open to page 26 in your handbook.
POINT 1: The first reason Strong Dads read with their children is that reading strengthens the BOND between you and your child.²⁴

²⁴ Fisher, K., McCullough, A., & Gershuny, J. (1999). British fathers and children: A report for Channel 4 ‘Dispatches’, *University of Essex, Institute of Social and Economic Research*.



page 26

Point1: Reading strengthens your **BOND** with your child.



share

STATE: Research shows that when a father reads to his young child, his closeness and calmness develops his child's confidence, which is a building block to learning.²⁵

STATE: Helping to build your child's confidence enables him/her to have the courage to try to learn new things and believe in themselves both now and in the years to come.

POINT2: The second reason Strong Dads **READ** to their children is that reading helps your child to **DEVELOP** six cognitive skills important for learning.²⁶



page 26

Point2: Reading **DEVELOPS** six (6) cognitive skills important for learning.



share

STATE: Research shows that when a father reads to his children on a regular basis it increases his children's ability to:

- 1) think
- 2) reason
- 3) understand
- 4) imagine
- 5) learn words and

²⁵ Ibid

²⁶ Bing, E. (1963). Effective child-rearing practices on development of differential cognitive abilities. *Child Development*, 34(3): 631-648



6) increase their verbal skills²⁷

All of these skills are vital to every area of your child’s growth and development.

POINT 3: The third reason Strong Dads READ to their children is that reading PREPARES your children for school success.



page 26

Point3: Reading PREPARES your child for school success.



share

STATE: Research shows that when fathers read every day to their children beginning at birth, they are helping them become reading ready when they start school.

STATE: The more successful your child is at school, the more it will increase your child’s enjoyment of school, love of learning and increase his/her understanding of the importance of education to his/her future success in life.



4 | 31

S2 | 3 model READ



share

STATE: This is a reminder, that the Strong Dads handbook contains activities with suggested age guidelines that may need to be customize for your children.

STATE: Please turn to page 27 in your handbook.

²⁷ Bing, E. (1963). Effective child-rearing practices on development of differential cognitive abilities. *Child Development*, 34(3): 631-648



[action: Introduce the ALPHABET BOOK.]

NOTE: *Get the alphabet book and introduce the books to the fathers.*



share

DESCRIBE: The books were selected to promote **READING** because of their quality and durability in binding. The basic topics these books cover are the alphabet, numbers, colors, animals, dads and a growing child.

NOTE: *Invite a Father with his child to volunteer to model the activity with your help and input from the other fathers. Be prepared to model the activity in case a father does not volunteer.*



share

INSTRUCT: I am looking for father-child volunteer who will help us model the activity. We will tell you everything you need to do.

ASK: Is there a father who would volunteer with their child to help us model the activity with my help and input from the other fathers?

NOTE: *If a father volunteers then state the following, otherwise you are to model the skill. To model the skill, use the bear from the kit as your child.*



share

STATE: Thank you for helping us today. Share your name and your child's name and age.



NOTE: Make sure you remember their names, so you will be able to refer to them by name. If you do not get it the first time it's okay to ask them to share their name again.

NOTE: Introduce the activity, the benefits of the activity and then step by step go through the activity while leading the volunteer in showing the rest of the group.

NOTE: Keep the experience positive and reinforcing for the volunteers and the other fathers.

[action: Review and model activity on PAGE 27.]

LESSON 2 POWER SKILLS
READ
ALPHABET BOOK READ

USE AN ABC BOOK TO LEARN THE ALPHABET.
BENEFITS OF ALPHABET BOOK READ:

- LEARNING THE ALPHABET
- HEARING YOUR SOOTHING SINGING VOICE
- RECOGNIZING THE ALPHABET EVERYWHERE
- LEARNING TO WRITE LETTERS

HOW TO DO THE ALPHABET BOOK READ
AGES BIRTH - 3
BASIC

1. HOLD YOUR CHILD AND HOLD THE BOOK SO YOUR CHILD CAN EASILY SEE IT.
2. POINT TO EACH LETTER WITH YOUR FINGER AND SAY THE LETTER.
3. POINT TO THE PICTURES AND SAY THE NAME OF THE PICTURE.
4. POINT TO FIRST LETTER IN THE NAME OF THE PICTURE AND SAY THE LETTER.
5. LET YOUR CHILD REPEAT THE LETTER AND THE WORDS AFTER YOU.
6. HOLD THE BOOK TOGETHER.
7. LET YOUR CHILD TURN THE PAGES.

27

LESSON 2 POWER SKILLS
READ
ALPHABET BOOK READ

HOW TO DO THE ALPHABET BOOK READ - CONTINUED
AGES BIRTH - 3
ADVANCED

8. HOLD THE BOOK TOGETHER.
9. LET YOUR CHILD TURN THE PAGES.
10. LET YOUR CHILD HOLD THE BOOK.
11. POINT TO PICTURES TO SEE IF THEY KNOW THE NAME.
12. LET YOUR CHILD "READ" TO YOU FROM THE PICTURES.

AGES 3 - 5

1. POINT TO LETTERS IN BOOKS, MAGAZINES AND HOUSEHOLD ITEMS AND ASK YOUR CHILD TO NAME THE LETTERS.
2. TAKE OUT A PIECE OF PAPER AND PENCIL AND TEACH YOUR CHILD HOW TO WRITE THE LETTER(S). BE PATIENT AND DO ONLY ONE NEW LETTER EACH DAY.
3. ALLOW YOUR CHILD TO BE CREATIVE WITH "WRITING."
4. WHEN OUTSIDE, LOOK FOR LETTERS ON STREET SIGNS.

28



NOTE: *Be sure to let the group thank the father for volunteering by giving him applause.*



S2 | 4 practice READ

4 | 35



prepare

PURPOSE: The purpose of this time is to have the fathers practice reading to and with their children just as you have modeled with the help of their handbook.



share

INSTRUCT: Now it is your turn to read to your child.

STATE: You may choose any of the reading activities. I will be the time keeper and let you know when time is up.

INSTRUCT: You cannot do this wrong. You are a play expert. Remember to not be afraid to do the same thing over and over again and relax and just have fun with it!

ASK: Any questions before we begin?

[action: Start the TIMER.]

ASK: Does anyone want to share any tips you have on reading with your child?

NOTE: *The next part is a quick review. Read the question and pause a second to see if someone answers. If no one answers,*



then just give the answer. Be sure to encourage the dads who answer.

[action: Review the READING quiz on PAGE 26.]



share

STATE: Next, we will do a quick review on reading.



page 26

1. Which of the following does reading **not** develop?
A. closeness B. calmness C. **conflict** D. confidence
2. How many cognitive skills does reading help develop in your child? A. none b. two c. four d. **six**
3. Reading has a domino effect of success in a child's life. **true** | false



share

ASK: Does anyone want to share any tips they have on reading with their child?

ASK: Men, there are 24 hours or 1,440 minutes in each day. Could you spend just 5 minutes **more** every day reading with your child?

ASK: Would you accept the challenge to spend at least spend 5 minutes **more** every day reading with your child?



share



TRANSITION: Next we are going to explore talking.

S2 | 4a additional READ activities [MULTI-SESSION]

NOTE: *A single-session facilitator should skip these activities.*

NOTE: *These additional READ activities are intended for the multi-session Strong Dads format where the below READ activities may be used to model and practice the additional READ activities. You may use the time to go over the additional activities and afterwards allow for free READ time with the fathers and children.*



LESSON 2 POWER SKILLS
READ
NUMBER BOOK READ

USE A NUMBER BOOK TO COUNT.

BENEFITS OF NUMBER BOOK READ:

- RECOGNIZING NUMBERS
- LEARNING TO COUNT
- RECEIVING HUGS AND AFFECTION
- LEARNING TO WRITE NUMBERS

HOW TO DO THE NUMBER BOOK READ

AGES BIRTH - 3

BASIC

1. HOLD YOUR CHILD AND HOLD THE BOOK SO YOUR CHILD CAN SEE THE PAGES.
2. READ THE BOOK TO YOUR CHILD.
3. POINT TO THE NUMBER AND THE SPELLING OF THE NUMBER.
4. SAY THE NUMBER.
5. HUG YOUR CHILD THE SAME NUMBER OF TIMES OF THE NUMBER YOU ARE WORKING ON.



LESSON 2 POWER SKILLS
READ
NUMBER BOOK READ

HOW TO DO THE NUMBER BOOK READ- CONTINUED

AGES BIRTH - 3

ADVANCED

1. POINT AND NAME OTHER ITEMS AND THINGS IN THE PICTURES ON THE PAGES.
2. ASK YOUR CHILD TO NAME THE ITEMS AND PICTURES ON THE PAGES.
3. LET YOUR CHILD "READ" TO YOU FROM THE PICTURES ON THE PAGES.
4. LOOK FOR NUMBERS AROUND THE HOUSE.

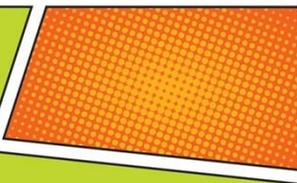
AGES 3 - 5

1. ASK YOUR CHILD TO COUNT THE PICTURES IN THE BOOK.
2. ASK YOUR CHILD TO COUNT HIS/HER RAISINS, SNACKS, ETC.
3. TAKE OUT A PIECE OF PAPER AND A PENCIL AND TEACH YOUR CHILD HOW TO WRITE NUMBERS. BE PATIENT AND DO ONLY ONE NEW NUMBER EACH DAY.
4. LOOK FOR NUMBERS ON OUTDOOR SIGNS OR WHILE RIDING IN THE CAR.





LESSON 2 POWER SKILLS
READ
COLOR BOOK READ



USE THE COLOR BOOK TO IDENTIFY COLORS.

BENEFITS OF COLOR BOOK READ:

- RECOGNIZING COLORS
- LEARNING THE NAMES OF THE COLORS
- LEARNING COLORS WITH CRAYONS AND COLORING

HOW TO DO THE COLOR BOOK READ

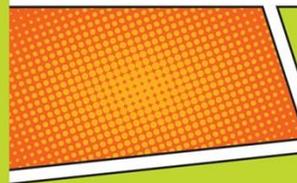
AGES BIRTH - 3

BASIC

1. HOLD YOUR CHILD AND HOLD THE BOOK SO YOUR CHILD CAN EASILY SEE THE PAGES.
2. POINT TO EACH COLOR WHILE STATING THE COLOR'S NAME.
3. POINT TO THE OBJECTS WHILE SAYING THEIR NAMES AND COLORS.
4. ALLOW TIME FOR YOUR CHILD TO FOLLOW WITH HIS/HER EYES.
5. READ THROUGH THE BOOK TWICE.
6. LET YOUR CHILD REPEAT THE COLORS AND THE NAMES OF THE COLORS AFTER YOU.



LESSON 2 POWER SKILLS
READ
COLOR BOOK READ



HOW TO DO THE COLOR BOOK READ- CONTINUED

AGES BIRTH - 3

ADVANCED

1. HOLD THE BOOK TOGETHER.
2. LET YOUR CHILD TURN THE PAGES.
3. POINT TO PICTURES TO SEE IF HE/SHE RECOGNIZES THE COLORS.
4. NAME THE COLORS ON HIS/HER CLOTHES AND AROUND THE ROOM.

AGES 3 - 5

1. ASK YOUR CHILD TO "READ" THE BOOK TO YOU WHILE NAMING THE COLORS AND PICTURES.
2. TAKE OUT A PIECE OF PAPER OR COLORING BOOK AND COLOR WITH CRAYONS.
3. WATCH OVER YOUR CHILD COLORING SO HE/SHE DOES NOT PUT THE CRAYONS IN HIS/HER MOUTH.
4. ASK YOUR CHILD TO NAME THE COLOR OF THE CRAYON HE/SHE IS USING.
5. COLOR A PICTURE FOR YOUR CHILD AND ASK HIM/HER, "PLEASE PASS ME THE BLUE CRAYON." REPEAT THE EXERCISE USING OTHER COLORS.





LESSON 2 POWER SKILLS
READ
OPEN & CLOSE BOOK READ

USE A BOOK TO LEARN ABOUT OPPOSITES.

BENEFITS OF OPEN & CLOSE BOOK READ:

- UNDERSTANDING OPPOSITES
- CONNECTING ACTION-WORDS TO THEIR MEANING
- LEARNING SIMPLE SENTENCES

HOW TO DO THE OPEN & CLOSE BOOK READ

AGES BIRTH - 3

BASIC

1. HOLD YOUR CHILD AND HOLD THE BOOK SO YOUR CHILD CAN SEE THE PAGES.
2. POINT TO THE BOOK AND SAY TO YOUR CHILD, "BOOK."
3. SAY, "OPEN THE BOOK."
4. SLOWLY OPEN THE BOOK, THEN SAY, "THE OPENED BOOK."
5. SAY, "CLOSE THE BOOK."
6. SLOWLY CLOSE THE BOOK, THEN SAY, "THE CLOSED BOOK."
7. REPEAT THE OPENING AND CLOSING OF THE BOOK TWICE.

AGES BIRTH - 3

ADVANCED

1. HAVE YOUR CHILD OPEN AND CLOSE THE BOOK.
2. HAVE YOUR CHILD SAY, "OPEN" AND "CLOSE."

33

LESSON 2 POWER SKILLS
READ
OPEN & CLOSE BOOK READ

HOW TO DO THE OPEN & CLOSE BOOK READ- CONTINUED

AGES 3 - 5

1. SHARE OTHER OPPOSITES WITH YOUR CHILD USING THE BOOK, SUCH AS "FRONT" AND "BACK" OR "TOP" AND "BOTTOM."
2. HAVE YOUR CHILD STAND "UNDER THE BOOK," HELPING HIM/HER BALANCE THE BOOK ON HIS/HER HEAD. NEXT, PLACE THE BOOK ON THE FLOOR AND HAVE YOUR CHILD JUMP "OVER THE BOOK."
3. TELL YOUR CHILD, "GET THE BOOK" AND "PUT THE BOOK AWAY."
4. VISIT THE LIBRARY. GET A LIBRARY CARD AND CHECK OUT MORE BOOKS. RETURN TO THE LIBRARY OFTEN.



34



LESSON 2 POWER SKILLS
READ
NAME BOOK READ

READ YOUR CHILD'S NAME ON PAPER.

BENEFITS OF NAME BOOK READ:

- EXPOSING YOUR CHILD TO HIS/HER NAME
- LEARNING THE SPELLING OF HIS/HER NAME
- LEARNING TO COMBINE LETTERS TO MAKE WORDS

HOW TO DO THE NAME BOOK READ

AGES BIRTH - 3

BASIC

1. BEFORE YOU BEGIN, PRINT YOUR CHILD'S NAME IN BIG LETTERS ON THE INSIDE COVER OF ALL OF HIS/HER BOOKS.
2. HOLD YOUR CHILD AND HOLD THE BOOK SO YOUR CHILD CAN SEE THE PAGES.
3. OPEN TO THE PAGE WHERE YOU HAVE WRITTEN YOUR CHILD'S NAME IN THE BOOK.
4. POINT TO HIS/HER NAME AND SAY IT.
5. SPELL YOUR CHILD'S NAME AND POINT TO EACH LETTER OF HIS/HER NAME.
6. REPEAT TWICE.
7. REPEAT THIS ACTIVITY FOR EACH BOOK.

35

LESSON 2 POWER SKILLS
READ
NAME BOOK READ

HOW TO DO THE NAME BOOK READ- CONTINUED

AGES BIRTH - 3

ADVANCED

1. LOOK FOR THE LETTERS OF YOUR CHILD'S NAME IN THE BOOK.

AGES 3 - 5

1. TEACH YOUR CHILD HOW TO WRITE HIS/HER NAME AND HAVE HIM/HER PRACTICE WRITING THE LETTERS.
2. PRAISE HIS/HER EFFORTS AND WATCH YOUR CHILD IMPROVE HIS/HER WRITING SKILLS WITH PRACTICE.
3. HAVE YOUR CHILD DESCRIBE HIM/HERSELF TO YOU AS A BOY OR GIRL, TALL OR SHORT, LIGHT OR DARK HAIR, OR USING OTHER PERSONAL CHARACTERISTICS.
4. HAVE HIM/HER DRAW PICTURES OF THE THINGS HE/SHE LIKES.
5. HANG UP THE PICTURES AND THE BEST HANDWRITING OF HIS/HER NAME.

36



Skill 3

S3 Talk

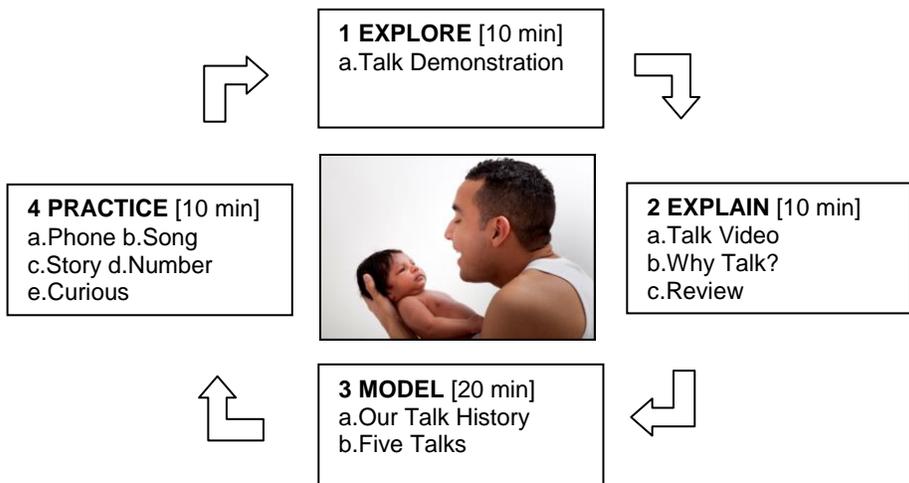
Talk to me

Skill-at-a-glance

Items Needed:

- 1 Strong Dads kit
- 2 Strong Dads handbook
- 3 Toy phone
- 4 Balled up sheet of paper
- 5 Pencil

S3 Talk: Outline



S3 Principle: Talk develops my child’s language skills.

Practice: I will talk more to my child.



STATE: The principle we will cover with this skill is, “Talk develops my child’s language skills.” and the practice is, “I will talk more to my child.”

STATE: Please turn to page 12 in the handbook and let us recite together the Strong Dads Pledge.



NOTE: *Have the group recite a shortened version of the pledge together from the book (the first two verses).*



page 12

Strong Dads Pledge

**I am a strong Dad,
who plans to be there.
To help my child develop,
I will Play, Read, Talk and Care.**



3 | 38

S3 | 1 engage Talk

NOTE: *Make sure you are prepared to demonstrate this activity and make the main point. If your session time is running late then make this an activity you demonstrate rather than have the fathers participate in a discussion.*



prepare

PURPOSE: This activity introduces fathers to the topic of talking with an example of the importance of communication.

PREPARE: In preparation for this class, you will need a volunteer to participate with you.

NOTE: *When giving the instructions for this activity, share your excitement for the learning activity. One of the laws of learning is that learning begins when you start having fun.*

[action: Ball up a piece of paper.]



NOTE: *This engagement activity is a demonstration of communication.²⁸ You will need a volunteer father who can participate.*

[action: Recruit a volunteer.]



STATE: I want to share a demonstration of the importance of communication as a two way exchange of talking and listening between you and your child.

INSTRUCT (to the volunteer): This balled up piece of paper represents the thoughts and feelings of your child. If you want your relationship to grow closer with your child you have to exchange these thoughts and feelings between each other.

STATE (to the volunteer): For our demonstration, you represent your child and I represent you, the father.

INSTRUCT (to the volunteer): As the child, you are going to throw your balled up piece of paper, which represents your thoughts and feelings, to me so I can catch it.

[action: Exchange the paper ball with the volunteer.]



INSTRUCT: Then we all will discuss my response as the father to the child's attempts to communicate his or her thoughts and feelings.

STATE (to the volunteer): Please don't take my response personally.

²⁸ Williams, G.R. (2010). 365Dad. The Paper Communication Exercise.



[action: Ask for a first throw. Do nothing to try to catch it. Let it fall to the ground.]

NOTE: Give the fathers a chance to answer the questions but if they struggle for answers or hesitate to answer, try to help bring out their answers by giving some guidance.

NOTE: Be sure to encourage whatever they share. This can be done by simply repeating what they say.



share

ASK: What just happened? (The father ignored the child's communication).

ASK: How could this be helpful or a problem? (This is hurtful emotionally and discourages future communication; we should be mindful not to ignore our child).

[action: Ask for a second throw. Do not catch but hit the paper hard away. Be careful not to hit anyone.]

ASK: What just happened? (The father rejected the child's communication).

ASK: How could this be helpful or a problem? (This is also hurtful emotionally and discourages future communication; we must not reject our child's communication.)

[action: Ask for a third throw. Try to catch but don't catch.]



share

ASK: What just happened? (The father tries to receive the child's communication).

ASK: How could this be helpful or a problem? (This demonstrates the father's desire to communicate and



encourages future communication. The more you try, the better you communicate).

[action: Ask for a fourth throw. Catch the paper.]



share

ASK: What just happened? (The father receives the child’s communication).

ASK: How could this be helpful or a problem? (This affirms the child’s thoughts and feelings and reinforces future communication. Communication can strengthen your relationship with your child).

SUMMARIZE: Communication is a two way exchange of talking and listening and the more it is done, the more your child’s language skills develop and the stronger your relationship grows.



4 | 42

S3 | 2 explore & explain TALK

[action: Discuss communication.]



explore

ASK: In what ways do men and women communicate differently? (e.g. women use more words, men use body language, women talk down to children, men use their adult language)

ASK: Why do you think men are less verbal?

ASK: How can a man’s past history of communication impact the way he communicates today?



STATE: Let's explore some experiences in our "Talk History" that could impact our communication today.

INSTRUCT: Please turn to page 33 in your Strong Dads Handbook.

[action: Review the talk history on PAGE 33.]

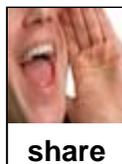
NOTE: The next part is a quick review. Give the answer and read the sentence from the handbook. Be sure to encourage the dads who answer.



OUR Talk History

(Use the following words to fill in the blank: silent, father, willing, ignored, hurt)

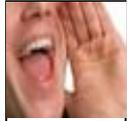
1. Did I grow up in a home where my **father** was not available to talk?
2. Can I remember a time when people **ignored** what I had to say?
3. Did the people around me often use words that **hurt** rather than build?
4. Would I rather be **silent** than talk?
5. Am I **willing** to talk more with my child?



SUMMARIZE: Our history with communication can impact whether it is difficult or easy for us to talk. Next we will examine why we need to work on talking more to our child regardless of our talk history.



NOTE: *An optional way of introducing the skill talking is showing one of the three Strong Dads PSA videos on talking.*



share

OPTIONALLY STATE: Here is a Strong Dads PSA video to introduce the importance of talking and share tips.

OPTIONALLY ASK: What stood out to you about talking as you watched this video?



video

[optional action: Show the BUBBA TALK video]

[action: Review reasons to talk on PAGE 32.]



share

STATE: We are going to look at three reasons why Strong Dads talk to their children.

POINT 1: The first reason Strong Dads talk with their children is that talking develops language skills and helps build your children’s relationships.²⁹



page 32

Point1: Talking develops your child’s **language** skills and **helps build** your child’s relationships.



share

STATE: A study of Early Head Start fathers found a link between fathers’ stimulating play and verbal

²⁹ Tamis-LeMonda, C.S., Shannon, J.D., Cabrera, N.J. and Lamb, M.E. (2004). Fathers and mothers at play with their 2- and 3-year-olds: Contributions to language and cognitive development. *Child Development*, 75, 1806-1825.



communication with their children age 2 and better language skills in the children a year later.³⁰

POINT2: The second reason Strong Dads talk to their children is that talking also improves their cognitive skills.³¹



page 32

Point2: Talking can improve your child's cognitive skills.



share

STATE: Numerous studies demonstrate that language exposure in very early life has a significant effect on later verbal skills.³²

STATE: High quality sensitive and supportive father involvement from the month following birth is connected with a range of positive outcomes in babies and toddlers.³³

STATE: Positive outcome include scoring higher on IQ tests at 12 months and 3 years.³⁴

POINT3: The third reason Strong Dads talk for their children is that talking to their children improves their children's understanding and broadens their vocabulary.³⁵

³⁰ Tamis-LeMonda, C.S., Shannon, J.D., Cabrera, N.J. and Lamb, M.E. (2004). Fathers and mothers at play with their 2- and 3-year-olds: Contributions to language and cognitive development. *Child Development*, 75, 1806-1825.

³¹ Magill-Evans, J. and Harrison, M.J. (2001). Parent-child interactions, parenting stress, and developmental outcomes at 4 years. *Children 's Health Care*, 30, 135-150.

³² Ibid

³³ Ibid

³⁴ Ibid



page 32

Point3: Talking helps your child expand his/her **vocabulary** by introducing new words.



share

STATE: A recent University of North Carolina study found a link between fathers who used varied or more complex vocabulary with their 2-year-olds, resulted in their child having a more advanced speech capability at age 3, even though the fathers spoke less often to the children than did the mothers.³⁶

STATE: Such complex language is thought to stretch children's language development, making the father act as a "bridge" to the outside world.³⁷



4 | 46

S3 | 3 model Talk



share

STATE: This is a reminder that the Strong Dads handbook contains activities with suggested age guidelines that you may need to customize for their children.

STATE: Please turn to the PHONE Talk in your Strong Dads handbook.



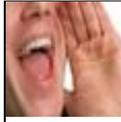
[action: Introduce the phone from the kit.]

NOTE: *Introduce the phone to the fathers.*

³⁵ Pancsofar, N. and Vernon-Feagans, L. (2006), Mother and Father Language Input to Young Children: Contributions to Later Language Development. *Journal of Applied Developmental Psychology*, 27, 571-587.

³⁶ Ibid

³⁷ Ibid



share

DESCRIBE: The electronic phone promotes **TALK** with its colors, numbers and sounds.

NOTE: Invite a father with his child to volunteer to model the activity with your help and input from the other fathers. Be prepared to model the activity in case a father does not volunteer.

[action: Recruit a volunteer.]



share

INSTRUCT: I am looking for father-child volunteer who will help us model the activity. We will tell you everything you need to do.

ASK: Is there a father who would volunteer with their child to help us model the activity with my help and input from the other fathers?

NOTE: If a father volunteers then state the following, otherwise you are to model the skill. To model the skill, use the bear from the kit.

NOTE: Make sure you remember their names, so you will be able to refer to them by name. If you do not get it the first time, it's okay to ask them to share their name again.



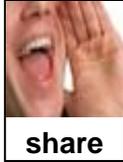
share

STATE: Thank you for helping us today. Share your name and your child's name and age.

NOTE: Introduce the activity, the benefits of the activity and then step-by-step, go through the activity while leading the volunteer in showing the rest of the group.



NOTE: *Keep the experience positive and reinforcing for the volunteers and the other fathers.*



STATE: Together we will go through the activities using the phone from the kit and the Strong Dads handbook.

[action: Review the talk activity on PAGE 37.]

LESSON 3 POWER SKILLS
TALK
PHONE TALK

USE THE TOY PHONE TO TALK WITH YOUR CHILD.

BENEFITS OF PHONE TALK:

- EXPOSING YOUR CHILD TO EVERYDAY CONVERSATION
- EXPANDING YOUR CHILD'S VOCABULARY
- USING YOUR VOICE TO COMMUNICATE LOVE, CARE AND COMFORT

HOW TO DO THE PHONE TALK
AGES BIRTH - 3
BASIC

1. HOLD YOUR CHILD AND PRETEND TO HAVE A PHONE CONVERSATION WITH YOUR CHILD.
2. PICK UP OPEN THE PHONE AND DIAL WHILE SAYING THE NUMBERS.
3. WHILE FACE-TO-FACE, HOLD THE PHONE TO YOUR EAR AND MOUTH.
4. WHEN IT'S YOUR CHILD'S TURN, HOLD THE PHONE TO HIS/HER EAR AND MOUTH.

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LESSON 3 POWER SKILLS
TALK
PHONE TALK

HOW TO DO THE PHONE TALK - CONTINUED
AGES BIRTH - 3
ADVANCED

1. TALK ABOUT EACH OTHER'S FAVORITES, SUCH AS FOOD, DRINK, TOY, COLOR, ETC.
2. SHARE YOUR THOUGHTS AND FEELINGS AND ENCOURAGE YOUR CHILD TO SHARE HIS/HER THOUGHTS AND FEELINGS.
3. WHEN YOU ARE DONE, DON'T FORGET TO SAY YOU LOVE EACH OTHER AND GOODBYE.

AGES 3 - 5

1. PLAN A PLAY DATE AND THEN HAVE THE PLAY DATE.
2. SHARE WITH EACH OTHER WHAT YOU DID TODAY.
3. TALK ABOUT YOUR FAVORITE SPORT OR HOBBY.
4. BE YOUR CHILD'S AUDIENCE FOR HIS/HER SHOW-AND-TELL OR PERFORMANCE.
5. PRETEND TO BE A PLAY-BY-PLAY SPORTS ANNOUNCER, BY DESCRIBING EVERYDAY ROUTINES SUCH AS CHORES OR CHILD CARE.
6. USE YOUR OWN PHONE TO MAKE A CALL TOGETHER. LET YOUR CHILD HELP DIAL THE CORRECT NUMBERS. LET YOUR CHILD TALK TO HIS/HER MOTHER OR A GRANDPARENT ON THE PHONE.

40

NOTE: *Be sure to let the group thank the Father for volunteering by giving him applause.*



S3 | 4 practice Talk

4 | 50



prepare

PURPOSE: The purpose of this time is to have the fathers practice talking with their child just as you have modeled with the help of their handbook.



share

INSTRUCT: Now it is your turn to talk to your child.

STATE: You may choose any of the talking activities. I will be the time keeper and let you know when time is up.

INSTRUCT: You cannot do this wrong. You are a play expert. Remember to not be afraid to do the same thing over and over again and relax and just have fun with it!

ASK: Any questions before we begin?

[action: Start your TIMER.]



share

ASK: Does anyone want to share any tips you have on talking with your child?

NOTE: The next part is a quick review. Read the question and pause a moment to see if someone answers. If no one answers, then just give the answer. Be sure to encourage the dads who answer.

[action: Review the talking quiz on PAGE 32.]



STATE: Next we will do a quick review on talking.

share



page 32

1. From our demonstration, what are two responses you should avoid in communication? A. **ignoring** B. listening C. **rejecting** D. speaking
2. What are two responses you should practice in communication? A. **pay attention** b. leave c. do it later d. **make an effort**
3. Children should be seen but not heard. true | **false**



share

ASK: Men, there are 24 hours or 1,440 minutes in each day. Could you spend just 5 minutes **more** every day talking with your child?

ASK: Would you accept the challenge to spend at least spend 5 minutes **more** every day talking with your child?



share

TRANSITION: Next, we are going to explore caring.

S3 | 4a additional TALK activities [MULTI-SESSION]

NOTE: *A single-session facilitator should skip these activities.*

NOTE: *These additional TALK activities are intended for the multi-session Strong Dads format where the below TALK activities may be used to model and practice the additional TALK activities. You may use the time to go over the additional activities and afterwards allows for free TALK*



time with the fathers and children.

LESSON 3 POWER SKILLS
TALK
SONG TALK

USE THE PHONE AS A MUSICAL INSTRUMENT WHILE SINGING.

BENEFITS OF SONG TALK:

- USING SONGS TO EXPAND YOUR CHILD'S VOCABULARY
- USING SONGS TO TEACH YOUR CHILD LANGUAGE SKILLS
- USING SONGS TO MAKE LEARNING FUN

HOW TO DO THE SONG TALK

AGES BIRTH - 3

1. HOLD YOUR CHILD AND PICK UP AND OPEN THE PHONE.
2. YOU CAN USE THE PHONE AS A MUSIC INSTRUMENT TO PLAY WHILE YOU SING BY PRESSING THE NUMBER KEYS.
3. YOU CAN PRESS THE NUMBER KEYS FOR EVERY SYLLABLE OF THE WORDS.
4. DON'T WORRY ABOUT HOW YOU SOUND.
5. HERE ARE SOME SONG IDEAS FOR SINGING: (SOME SONGS HAVE ACTIONS AND CAN BE FOUND ON THE STRONG DADS WEBPAGE AT WWW.STRONGDADS.DCF.KS.GOV)

A. TWINKLE, TWINKLE LITTLE STAR

TWINKLE, TWINKLE LITTLE STAR,
HOW I WONDER WHAT YOU ARE,
UP ABOVE THE WORLD SO HIGH,
LIKE A DIAMOND IN THE SKY,
TWINKLE, TWINKLE LITTLE STAR,
HOW I WONDER WHAT YOU ARE.

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LESSON 3 POWER SKILLS
TALK
SONG TALK

HOW TO DO THE SONG TALK- CONTINUED

B. ITSY BITSY SPIDER

ITSY BITSY SPIDER, CLIMBED UP THE WATER SPOUT,
DOWN CAME THE RAIN, AND WASHED THE SPIDER OUT.
UP CAME THE SUN, AND DRIED UP ALL THE RAIN,
AND THE ITSY BITSY SPIDER, WHEN UP THE SPOUT AGAIN.

C. I'M A LITTLE TEAPOT

I'M A LITTLE TEAPOT SHORT AND STOUT,
HERE IS MY HANDLE AND HERE IS MY SPOUT,
WHEN I GET ALL STEAMED UP HERE ME SHOUT,
TIP ME OVER AND POUR ME OUT.

6. SONGS ARE USEFUL DURING A TRANSITION TIME WHEN YOUR CHILD DOESN'T WANT TO DO SOMETHING SUCH AS BE PUT IN A CAR SEAT, HAVE A DIAPER CHANGED OR GET DRESSED.

AGES 3 - 5

1. HAVE YOUR CHILD SING THE SONGS WITH YOU OR TO YOU.
2. OLDER CHILDREN WILL ENJOY DOING THE MOTIONS FOR THE SONGS FOR "ITSY BITSY SPIDER" AND "I'M A LITTLE TEAPOT."
3. TURN ON SOME MUSIC AND SING AND DANCE TOGETHER.

42



LESSON 3 POWER SKILLS
TALK
STORY TALK

USE THE TOY PHONE TO TELL A STORY.

BENEFITS OF STORY TALK:

- LETTING YOUR CHILD USE HIS/HER IMAGINATION
- DEVELOPING LANGUAGE SKILLS
- HAVING FUN USING TOYS TO TELL A STORY

HOW TO DO THE STORY TALK

AGES BIRTH - 3

1. HOLD YOUR CHILD COMFORTABLY IN YOUR ARMS.
2. MAKE UP A STORY WITH THE PHONE THAT TELLS ABOUT THE EXPERIENCES OF YOUR CHILD.
3. THE TOY PHONE IS USED TO MAKE CALLS ABOUT THE CHILD.
4. HERE ARE THE EXPERIENCES TO INCLUDE IN YOUR STORY. PRETEND TO TALK ON THE PHONE ABOUT:
 - A. YOUR CHILD'S BIRTH
 - B. YOUR FIRST TIME BATHING YOUR CHILD
 - C. YOUR FIRST TIME CHANGING YOUR CHILD'S DIAPER
 - D. YOUR FIRST TIME FEEDING YOUR CHILD
 - E. YOUR CHILD'S FIRST BIRTHDAY
 - F. YOUR CHILD'S FIRST HAIRCUT
5. HERE ARE FEW STORY-TELLING TIPS:
 - A. USE DIFFERENT VOICES FOR THE CHARACTERS.
 - B. BE CREATIVE AND USE YOUR IMAGINATION.
 - C. EXAGGERATE YOUR MOVEMENTS.

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LESSON 3 POWER SKILLS
TALK
STORY TALK

HOW TO DO THE STORY TALK- CONTINUED

AGES 3 - 5

1. HAVE YOUR CHILD GIVE YOU A SUBJECT. MAKE UP A STORY ABOUT THAT SUBJECT.
2. HAVE YOUR CHILD TELL YOU A STORY ABOUT:
 - A. WHAT HE/SHE WANTS TO BE WHEN HE/SHE GROWS UP.
 - B. HOW TO MAKE A PEANUT BUTTER AND JELLY SANDWICH.
 - C. WHERE HE/SHE WOULD LIKE TO VISIT ON A TRIP OR VACATION.
 - D. HIS/HER FAVORITE PET OR ANIMAL.



44



LESSON 3 POWER SKILLS
TALK
NUMBER TALK

USE THE NUMBERS ON THE PHONE TO COUNT.

BENEFITS OF NUMBER TALK:

- LEARNING TO RECOGNIZE NUMBERS
- CONNECTING NUMBERS AND COUNTING
- COUNTING YOUR CHILD'S BODY PARTS

HOW TO DO THE NUMBER TALK

AGES BIRTH - 3

1. HOLD YOUR CHILD COMFORTABLY IN YOUR ARMS.
2. USE THE NUMBERS ON THE PHONE.
3. HOLD THE PHONE SO YOUR CHILD CAN SEE THE NUMBERS.
4. PRESS THE NUMBER ON THE PHONE THE SAME NUMBER OF TIMES AS THE NUMBER. (FOR EXAMPLE, FOR "2," PRESS THE NUMBER "2" TWICE.)
5. COUNT USING YOUR CHILD'S BODY PARTS. SEE EXAMPLES BELOW.
 - A. ONE NOSE
 - B. TWO EARS
 - C. THREE TEETH
 - D. FOUR LIMBS (2 ARMS, 2 LEGS)
 - E. FIVE SENSES (SEE, HEAR, SMELL, TOUCH, TASTE)
 - F. SIX FINGERS
 - G. SEVEN TOES
 - H. EIGHT FINGERS
 - I. NINE TOES
 - J. TEN HAIRS

45

LESSON 3 POWER SKILLS
TALK
NUMBER TALK

**HOW TO DO THE NUMBER TALK-
CONTINUED**

AGES 3 - 5

1. LET YOUR CHILD PRESS THE NUMBERS ON THE PHONE.
2. LET YOUR CHILD COUNT HIS/HER BODY PARTS.
3. HAVE YOUR CHILD COUNT THE NUMBER OF SIGNS, TRUCKS OR CARS YOU PASS ON A WALK OR DRIVE.
4. SET UP SIMPLE ADDITION PROBLEMS DURING SNACK TIME. FOR EXAMPLE, SAY TO YOUR CHILD, "IF WE BOTH HAVE A BANANA THEN HOW MANY ARE THERE ALTOGETHER?"
5. HAVE A PICNIC OR TEA PARTY AND WORK ON COUNTING AND MANNERS.



46



LESSON 3 POWER SKILLS
TALK
CURIOUS TALK

USE THE PHONE TO ASK THE OPERATOR A QUESTION.

BENEFITS OF CURIOUS TALK:

- EXPLORING YOUR CHILD'S WORLD THROUGH ADVENTURES
- EXPANDING YOUR CHILD'S VOCABULARY
- HELPING YOUR CHILD UNDERSTAND THE PURPOSE OF OBJECTS

HOW TO DO THE CURIOUS TALK

AGES BIRTH - 3

1. HOLD YOUR CHILD COMFORTABLY IN YOUR ARMS.
2. POINT TO EACH OBJECT AND SAY, FOR EXAMPLE, "PHONE, WHAT'S THAT?"
3. THEN REPLY, "THAT IS A..." AND SAY ITS NAME.
4. GIVE YOUR CHILD TIME TO MAKE SURE HE/SHE SEES THE OBJECTS YOU ARE POINTING TO.
5. YOU CAN START WITH OBJECTS WITH EASY NAMES SUCH AS, BED, DOOR, SINK, SHOE, LAMP, CUP, BOOK, ETC.
6. YOUR CHILD WILL QUICKLY LEARN WHAT YOU ARE DOING AND BEGIN TO START LOOKING AT OTHER OBJECTS NEAR THE ONE YOU ARE POINTING AT.

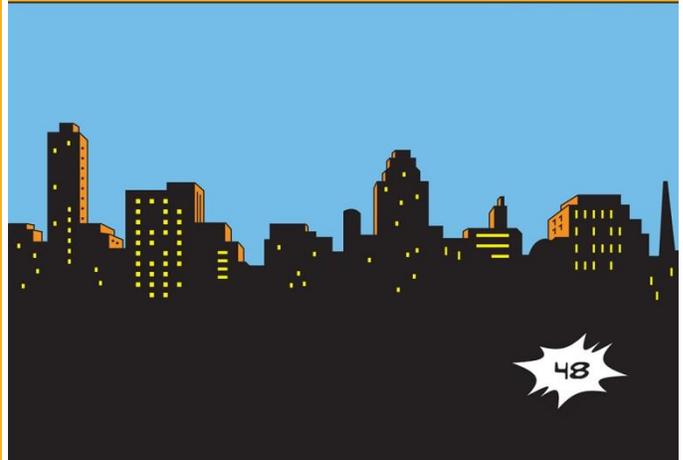


LESSON 3 POWER SKILLS
TALK
CURIOUS TALK

HOW TO DO THE CURIOUS TALK-CONTINUED

AGES 3 - 5

1. POINT TO OBJECTS, PICTURES IN BOOKS AND HOUSEHOLD ITEMS AND ASK YOUR CHILD WHAT THEY ARE.
2. EXPLORE YOUR YARD OR NEIGHBORHOOD AND ASK YOUR CHILD ABOUT OBJECTS YOU DISCOVER.
3. VISIT PLACES TO ENCOURAGE YOUR CHILD'S CURIOSITY, SUCH AS THE ZOO, MUSEUM, FARM, LAKE OR LARGE CITY.
4. ENCOURAGE HIS/HER CURIOSITY AND PRAISE ATTEMPTS TO ASK QUESTIONS AND FIND ANSWERS.





Skill 4

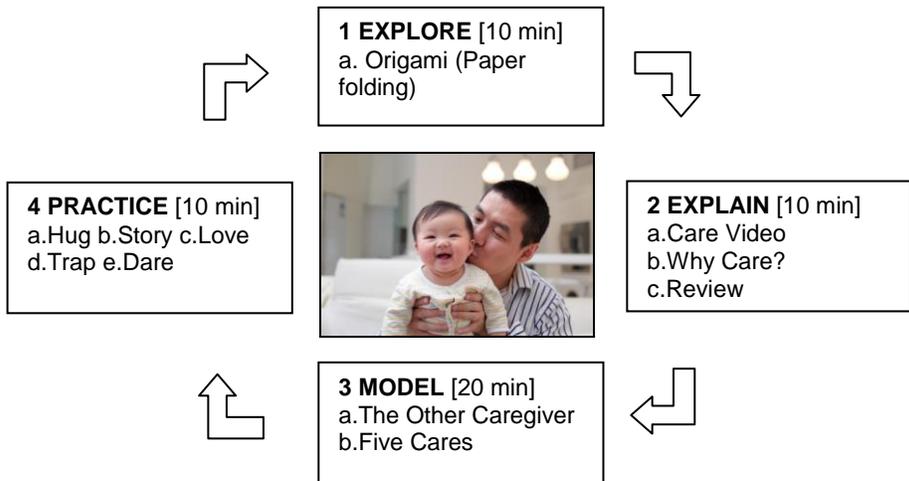
S4 Care

Care for me

Skill-at-a-glance

- MATERIALS:**
MATERIALS
- 1 Strong Dads kit
 - 2 Strong Dads handbook
 - 3 The Bear
 - 4 Paper

S4 Care: Outline



S4 Principle: Care helps my child thrive.

Practice: I will care more for my child.



share

State: The principle we will cover for this session is, “Care helps my child thrive.” and the practice is, “I will care more for my child.”

State: Please turn to the page 12 in the handbook and let us recite together the Strong Dads Pledge.



NOTE: Have the group recite a shortened version of the pledge together from the book (the first two verses).



page 12

Strong Dads Pledge

I am a strong Dad,
who plans to be there.
To help my child develop,
I will Play, Read, Talk and Care.



3 | 53

L4 | 1 engage Care

NOTE: Make sure you are prepared to demonstrate this activity and make the main point. If your session time is running late then make this an activity you demonstrate rather than have the fathers participate.



prepare

PURPOSE: This activity introduces fathers to the topic of caring with a simple paper folding exercise that relates to fatherhood.

PREPARE: In preparation for this class make sure you know how to make the paper hat. You can follow the video instructions for making the paper hat at https://www.youtube.com/watch?v=-_uZrfFy6lw.

NOTE: When giving the instructions for this activity, share your excitement for the learning activity. One of the laws of learning is that learning begins when you start having fun.

[action: Give everyone a single sheet of PAPER.]



[action: Recruit a volunteer.]



share

STATE: I am going to ask a question I don't want you to answer but just think about it while we do an activity. The question is: What is fatherhood?

INSTRUCT: We are going to take a blank sheet of paper and we are going to shape an object out of it.

[action: Hold up the paper portrait (not landscape).]

INSTRUCT: Hold the paper the long way up and down and fold the paper in half.

[action: Fold the paper in half and hold up to show men.]

INSTRUCT: With the fold at the top, fold the top corners in to the center.

[action: Make the folds and hold up to show men.]

INSTRUCT: Fold up the bottom edges.

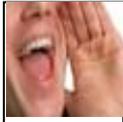
[action: Make the folds and show men.]



share

ASK: And what do we have? The answer is a hat. What does a hat have to do with fatherhood?

STATE: One way to connect this hat to fatherhood is the word "hood," which represents a covering.



share

Like a hat covers our head, fatherhood covers our children. Fatherhood protects, provides and gives care for children.

ASK: In what ways do fathers cover, provide or care for their children?

ASK: Why is caring so important to your child?

NOTE: Be sure to encourage whatever they share. This can be done by simply repeating what they say.



explore

SUMMARIZE: You have already provided some good insight on caring for children. Next, we will look a little deeper at why a father’s care is so important to their children.



4 | 57

S4 | 2 explore & explain CARE

[action: Discuss CARE.]



share

ASK: In what ways does a father’s relationship with the mother affect his relationship with his child?

ASK: What can a dad do to improve his relationship with his child’s mother? (e.g. help care for her and the child, tips on relating to her in the handbook)



share

STATE: Modeling care for your child begins with modeling care for the other caregiver of your child, the mother.

STATE: It is often stated, “The best thing you can do for a child is love their mother.”



STATE: Not all parents who have a child together are still “together.”

STATE: However, all parents can work together for the benefit of their child even if they are not “together.”



STATE: Let’s look briefly at some tips on how you can relate better to the mother of your child whether or not you are together.

INSTRUCT: Please turn to page 46 of your Handbook.

[action: Review relating to the other caregiver on PAGE 46.]

NOTE: The next part is a quick review. Give the answer and read the sentence from the handbook. Be sure to encourage the dads who answer.



RELATE to the Other Caregiver

(Use the following words to fill in the blank: effort, time, affirm, listen, emotion, reassure)

1. Do I **REASSURE** her often of my love or respect?
2. Can I let her experience her **EMOTIONS** without getting drawn in?
3. Do I **LISTEN** to her as a filter not a fixer?
4. Do I **AFFIRM** her often of her beauty or talents?
5. Do I invest **TIME** in the relationship?
6. Do I make an **EFFORT** to help with the work?



share

ASK: What does a dad’s care for his child look like? (e.g. more than just supplying money)

NOTE: An optional way of introducing the skill caring is showing one of the three Strong Dads PSA videos on caring.

OPTIONALLY STATE: Here is a Strong Dads PSA video to introduce the importance of caring and tips on it.

OPTIONALLY ASK: What stood out to you about caring as you watched this video?



video

[optional action: Show the BUBBA CARE video]

[action: Review reasons to CARE.]



share

STATE: Next, we are going to look at three reasons Strong Dads care for their children.

POINT 1: The first reason Strong Dads care for their children is that a father’s care strengthens his children’s ability to THRIVE in life, school and relationships.³⁸



page 45

Point1: A child THRIVES with their father’s care.

³⁸ Radin, N. (1994). .Primary-Care-giving Fathers in Intact Families. In A. E. Gottfried & A. W. Gottfried (Eds.), *Redefining Families: Implications for Children’s Development*. (pp. 55-97).

Cox, J.J. (1992). Prediction of Infant-Father and Infant-Mother Attachment. *Developmental Psychology*, 28, 474-483



share

STATE: Several studies have found that when fathers spend more time on child care tasks, children benefit.

STATE: For instance, in one study, preschool-age children whose fathers were responsible for 40 percent or more of the family child care tasks, had higher scores on assessments of cognitive development, had greater understanding of the world around them and exhibited more empathy than those children whose fathers were less involved.³⁹

STATE: Empathy is being able to understand the feelings of others.

STATE: Furthermore, a study on parent-infant attachment found that fathers who were affectionate, spent time with their children, and overall had a positive attitude were more likely to have securely attached infants.⁴⁰

POINT2: The second reason Strong Dads care for their children is that caring helps to strengthen your children's SELF-CONFIDENCE in school, extra-curricular activities and relationships outside the home.⁴¹



page 45

Point2: Care strengthens their child's self-confidence.

³⁹ Radin, N. (1994). Primary-Care-giving Fathers in Intact Families. In A. E. Gottfried & A. W. Gottfried (Eds.), *Redefining Families: Implications for Children's Development*. (pp. 55-97).

⁴⁰ Cox, J.J. (1992). Prediction of Infant-Father and Infant-Mother Attachment. *Developmental Psychology*, 28, 474-483

⁴¹ Nord, C.W., Brimhall, D. and West, J. (1997). *Fathers' involvement in their children's schools*. Washington, DC: Department of Education.



share

STATE: Research from a U.S. Department of Education study indicates that the role of fathers in school and child care helps with the achievement of children. ⁴²

STATE: Research shows that the children from two-parent homes where fathers participated in activities (such as school meetings, parent-teacher conferences, school or child care activities or events, or volunteerism) were more likely to receive higher grades, participate in extracurricular activities, and be happier in a child care or school setting. ⁴³

POINT3: The third reason Strong Dads care for their children is that caring improves your child’s ability to SOLVE PROBLEMS.⁴⁴



page 45

Point3: Caring improves your child’s ability to SOLVE PROBLEMS.



share

STATE: In a study of 75 toddlers, children who were securely attached to their fathers were better problem solvers than children who were not securely attached to their fathers.

STATE: Children whose fathers spent a lot of time with them and who were sensitive to their needs were found to

⁴² Ibid

⁴³ Nord, C.W., Brimhall, D. and West, J. (1997). *Fathers’ involvement in their children’s schools*. Washington, DC: Department of Education.

⁴⁴ Easterbrooks, M. A. and Goldberg, W. (1994) “Toddler Development in the Family: Impact of Father Involvement and Parenting Characteristics.” *Child Development* 55:740-752



be better adapted than their peers whose fathers were not as involved and were less sensitive.⁴⁵

NOTE: *Encourage the men to make comments or ask questions.*



4 | 61

S4 | 3 model CARE



share

STATE: This is a reminder, that the Strong Dads handbook contains activities with suggested age guidelines that you may need to customize for their child.

NOTE: *Keep the experience positive and reinforcing for the volunteers and the other fathers.*

[action: Introduce the BEAR from the kit.]



NOTE: *Introduce the bear to the fathers.*



share

INSTRUCT: The ROSCOE BEAR is used to promote CARE. This adorable bear is an appropriate size for our age range and has plush and washable fabric.

STATE: The first order of business is to name your bear.

INSTRUCT: Our next activity is the Bear HUG Care. Please turn to the page 51 of your handbook.

⁴⁵ Ibid



NOTE: *Invite a Father with his child to volunteer to model the activity with your help and input from the other fathers. Be prepared to model the activity in case a father does not volunteer.*

[action: Recruit a volunteer.]



share

INSTRUCT: I am looking for father-child volunteer who will help us model the activity. We will tell you everything you need to do.

ASK: Is there a father who would volunteer with your child to help us model the activity with my help and input from the other fathers?

NOTE: *If a father volunteers then state the following, otherwise you are to model the skill. To model the skill, use the bear from the kit as your child.*



share

STATE: Thank you for helping us today. Share your name and your child's name and age.

NOTE: *Make sure you remember their names, so you will be able to refer to them by name. If you do not get it the first time, it's okay to ask them to share their name again.*

NOTE: *Introduce the activity, the benefits of the activity and then step by step go through the activity while leading the volunteer in showing the rest of the group.*

NOTE: *Keep the experience positive and reinforcing for the volunteers and the other fathers.*



[action: Review and model the CARE activity on PAGE 51.]

LESSON 4 POWER SKILLS
CARE
BEAR HUG CARE

USE THE BEAR TO GIVE A TEN SECOND HUG

BENEFITS OF BEAR HUG CARE:

- EXPRESSING LOVE WITH YOUR CHILD
- RELAXING TENSION AND REDUCING STRESS
- PROMOTING TRUST AND A SENSE OF SAFETY

HOW TO DO THE BEAR HUG CARE
AGES BIRTH - 3

1. GET FACE-TO-FACE WITH YOUR CHILD.
2. USING THE TOY BEAR AND YOUR BEAR VOICE SAY, "I'M GOING TO GIVE YOU A BEAR HUG." CHILDREN WHO ARE OLDER MAY DECIDE TO RUN. IF THEY DO, CAREFULLY CHASE THEM.
3. SAY, "FOR THE NEXT 10 SECONDS, YOU ARE ALL MINE."
4. TAKE YOUR CHILD INTO YOUR ARMS.
5. GENTLY HUG HIM/HER WITH YOUR ARMS AND THE BEAR'S ARMS.
6. COUNT SAYING, "ONE BEAR HUG, TWO BEAR HUGS, THREE BEAR HUGS..." COUNT UP TO 10 BEAR HUGS.
7. YOU CAN ALSO COUNT USING BEAR GROWLS.

51

LESSON 4 POWER SKILLS
CARE
BEAR HUG CARE

HOW TO DO THE BEAR HUG CARE - CONTINUED
AGES 3 - 5

1. HAVE YOUR CHILD GIVE YOU A 10-SECOND HUG WHILE COUNTING TO 10.
2. HAVE A BEDTIME ROUTINE BY READING A BOOK TOGETHER, GIVING A GOODNIGHT HUG AND KISS, COVERING UP AND TUCKING IN.
3. NEXT TIME, HAVE YOUR CHILD TUCK IN HIS/HER BEAR.



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NOTE: Be sure to let the rest of the group thank the Father for volunteering by giving him applause.



S4 | 4 practice CARE

4 | 65

PURPOSE: The purpose of this time is to have the fathers practice caring for their child just as you have modeled with the help of their handbook.



share

INSTRUCT: Now it is your turn to care for your child.

STATE: You may choose any of the caring activities. I will be the time keeper and let you know when time is up.

INSTRUCT: You cannot do this wrong. You are a care expert. Remember to not be afraid to do the same thing over and over again and relax and just have fun with it!

ASK: Any questions before we begin?

[action: Start the TIMER.]



share

ASK: Does anyone want to share any tips you have on caring with your child?

NOTE: The next part is a quick review. Read the question and pause a second to see if someone answers. If no one answers, then just give the answer. Be sure to encourage the dads who answer.

[action: Review the CARE quiz on PAGE 45.]



share

STATE: Next, we will do a quick review on caring.



page 45

1. Empathy is...

- a) understanding what they are feeling OR
- b) feeling sorry for someone



2. In the study, which is NOT true of the fathers of securely attached children?

- a) always strict
- b) affectionate
- c) spent time
- d) positive attitude

3. Children who receive good care, are more likely to _____ with other children.

- a) fight
- b) argue
- c) get along
- d) get in trouble



share

ASK: Men, there are 24 hours or 1,440 minutes in each day. Could you spend just 5 minutes more every day caring with your child?

ASK: Would you accept the challenge to spend at least spend 5 minutes more every day caring with your child?

NOTE: Review the last pages in the handbook.

[action: Turn to PAGE 63 of your handbook.]



share

STATE: In closing, I want to point out a few resources to help you increase your engagement with your child.

STATE: On page 63 there are fatherhood websites. At www.strongfathers.com is a useful monthly fatherhood activity calendar (see page 88 of facilitator guide).

STATE: On pages 64 thru 67 there are recommended lists by age groups for children's books to check out from your local library (see pages 88-90 of facilitator guide).



STATE: And finally, on pages 68 thru 76 are twelve blank calendars you can use to keep track of the time you spend with your child playing, reading, talking and caring (see page 90 of facilitator guide).



share

STATE: Please turn to page 12 and let us recite together the Strong Dads Pledge.

[action: Complete the class.]



page 12

Strong Dads Pledge

I am a strong Dad,
 who plans to be there.
To help my child develop,
 I will Play, Read, Talk and Care.
I'll PLAY more with my child,
 to help her (him) socially grow.
I'll READ more to my child,
 school success to show.
I'll TALK more to my child,
 each other and words to know.
I'll CARE more for my child,
 to help her (him) emotionally thrive.
Strong Dads, super Kids,
 engaging daily from birth to five.



share

STATE: Remember, in your child's little eyes you are bigger than life, a superman, a Strong Dad! And with those same eyes, they are looking to you to help him or her develop.

STATE: The Strong Dads program is about helping your child develop. Please continue the kit to engage in more playing, reading, talking and caring today to help your child develop now and get ready for kindergarten later.

S4 | 4a additional CARE activities [MULTI-SESSION]

NOTE: *A single-session facilitator should skip these activities.*

NOTE: *These additional play activities are intended for the multi-session Strong Dads format where the below CARE activities may be used to model and practice the additional CARE activities. You may use the time to go over the additional activities and afterwards allow for free CARE time with the fathers and children.*

LESSON 4 POWER SKILLS
CARE
BEAR STORY CARE

USE THE BEAR TO TELL THE STORY OF THE 3 BEARS.

BENEFITS OF BEAR STORY CARE:

- LETTING YOUR CHILD USE HIS/HER IMAGINATION
- LEARNING EXTREMES, FOR EXAMPLE, TOO HOT, TOO COLD, ETC.
- SHOWING HOW TO CARE FOR YOUR CHILD

HOW TO DO THE BEAR STORY CARE

AGES BIRTH - 3

1. CUDDLE COMFORTABLY TOGETHER.
2. USE THE BEAR TO TELL THE STORY.
3. TIPS ON STORY-TELLING
 - A. GIVE THE BEAR A "BEAR VOICE" WHEN TELLING THE STORY.
 - B. DESCRIBE THE DETAILS OF WHAT YOU SEE, HEAR, SMELL.
 - C. USE YOUR IMAGINATION AND HAVE FUN.
 - D. BEGIN TO TELL THE STORY (FOUND ON THE NEXT PAGE).
 - E. CHANGE THE STORY OR MAKE UP YOUR OWN STORY.

53

LESSON 4 POWER SKILLS
CARE
BEAR STORY CARE

HOW TO DO THE BEAR STORY CARE

AGES 3 - 5

1. TELL STORIES FROM CHILDREN'S MOVIES THAT YOU HAVE SEEN.
2. CHECK OUT NURSERY RHYME BOOKS FROM THE LIBRARY TO READ.
3. TELL STORIES YOU REMEMBER FROM YOUR CHILDHOOD OF YOUR PARENTS OR GRANDPARENTS.



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LESSON 4 POWER SKILLS
CARE
BEAR STORY CARE

BEAR STORY CARE

SAY YOUR CHILD'S NAME AS THE MAIN CHARACTER.
TELL THE STORY USING THIS OUTLINE:

1. ONE DAY A LITTLE CHILD WAS LOST IN THE WOODS...
2. THE CHILD FOUND A TREE HOUSE...
3. THE CHILD WAS TIRED AND WANTED TO SIT DOWN...
 - THREE CHAIRS: TOO BIG, TOO SMALL AND JUST RIGHT
4. THE CHILD WAS HUNGRY AND WANTED TO EAT...
 - THREE BOWLS OF OATMEAL: TOO HOT, TOO COLD AND JUST RIGHT
5. THE CHILD WAS DIRTY AND WANTED A BATH...
 - THREE BATH TUBS: WATER WAS TOO HIGH, TOO LOW AND JUST RIGHT
6. THE CHILD NEEDED PAJAMAS...
 - THREE PAJAMAS: TOO TIGHT, TOO LOOSE AND JUST RIGHT
7. THE CHILD WAS SLEEPY, SO HE WENT TO BED...
 - THREE BEDS: TOO SOFT, TOO HARD AND JUST RIGHT
8. WHEN THE BEARS CAME HOME, THE CHILD WAS AFRAID JUMPED OUT OF BED...RAN OUT OF THE TREE HOUSE AND THE CHILD FOUND HIS/HER WAY HOME AND EVERYTHING WAS JUST RIGHT.





LESSON 4 POWER SKILLS
CARE
BEAR LOVE CARE

**USE THE BEAR TO SHARE
DIFFERENT EXPRESSIONS OF LOVE.**

BENEFITS OF BEAR LOVE CARE:

- HAVING HEALTHY PHYSICAL CONTACT
- USING WORDS THAT BUILD YOUR CHILD'S SELF-ESTEEM
- STRENGTHENING YOUR RELATIONSHIP WITH YOUR CHILD

**HOW TO DO THE BEAR LOVE
CARE**

AGES BIRTH - 3

1. HOLD YOUR CHILD COMFORTABLY IN YOUR ARMS.
2. AFTER YOU HUG YOUR CHILD, USE THE BEAR TO ALSO HUG YOUR CHILD.
3. GIVE YOUR CHILD A KISS ON THE CHEEK OR FOREHEAD.
4. GIVE AN ESKIMO KISS BY RUBBING YOUR NOSE TO YOUR CHILD'S NOSE.
5. GIVE A BUTTERFLY KISS BY BATTING YOUR EYELASHES ON YOUR CHILD'S CHEEK.
6. GET CLOSE TO YOUR CHILD'S FACE AND GIVE A WIDE SMILE.
7. SAY ENCOURAGING THINGS TO YOUR CHILD. SEE NEXT PAGE FOR EXAMPLES.

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LESSON 4 POWER SKILLS
CARE
BEAR LOVE CARE

**HOW TO DO THE BEAR LOVE
CARE - CONTINUED**

AGES 3 - 5

1. EAT TOGETHER AS A FAMILY.
2. PLAY A SIMPLE CARD OR BOARD GAME WITH YOUR CHILD.
3. HAVE YOUR CHILD HELP YOU MAKE SANDWICHES OR SUNDAES.



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LESSON 4 POWER SKILLS

CARE

BEAR LOVE CARE

BEAR LOVE CARE

USE THESE PHRASES TO ENCOURAGE YOUR CHILD:

- A. I LOVE YOU!
- B. I AM PROUD OF YOU!
- C. YOU ARE BEAUTIFUL!
- D. YOU DID GREAT!
- E. I AM GLAD I AM YOUR DAD!
- F. I CARE ABOUT YOU!
- G. TELL ME ABOUT YOUR DAY!
- H. I BELIEVE IN YOU!
- I. I LIKE YOU!
- J. YOU WORK HARD!
- K. YOU MAKE ME HAPPY!
- L. WHAT DO YOU WANT?
- M. WHAT DO YOU THINK?
- N. WHAT ARE YOU FEELING?
- O. GOOD JOB!
- P. I AM HAPPY TO SEE YOU!
- Q. I ENJOY SPENDING TIME WITH YOU!
- R. THANK YOU!





LESSON 4 POWER SKILLS
CARE
BEAR TRAP CARE

MAKE UNPLANNED TIME TO HANG OUT TOGETHER.

BENEFITS OF BEAR TRAP CARE:

- SPENDING TIME TOGETHER
- ENJOYING EACH OTHER'S COMPANY
- RESTING AND RELAXING

HOW TO DO THE BEAR TRAP CARE

AGES BIRTH - 3

1. THE KEY TO THIS ACTIVITY IS TO BE SPONTANEOUS.
2. USE THE BEAR FOR THIS ACTIVITY, IF AVAILABLE.
3. PICK UP YOUR CHILD COMFORTABLY IN YOUR ARMS.
4. SIT DOWN IN A COMFORTABLE PLACE.
5. JUST HOLD YOUR CHILD AND YOUR CHILD CAN HOLD THE BEAR.
6. FORGET ABOUT THE TIME.
7. LOOK INTO EACH OTHER'S EYES.
8. REMAIN SILENT AND JUST LISTEN.



LESSON 4 POWER SKILLS
CARE
BEAR TRAP CARE

HOW TO DO THE BEAR TRAP CARE - CONTINUED

AGES 3 - 5

LATER, YOU CAN USE THIS TIME TO ASK THESE QUESTIONS:

1. WHAT IS YOUR FAVORITE COLOR?
2. WHAT IS YOUR FAVORITE FOOD?
3. WHAT IS YOUR FAVORITE GAME?
4. DO YOU LIKE SCHOOL?
5. DO YOU LIKE PLAYING?
6. DO YOU LIKE SPINACH?
7. WHAT DO YOU LIKE TO DO?
8. WHAT OTHER QUESTIONS DO YOU HAVE FOR YOUR CHILD?





LESSON 4 POWER SKILLS
CARE
BEAR DADDY CARE

PROVIDING EXTRA CARE IN YOUR CHILD'S DAY.

BENEFITS OF BEAR DADDY CARE:

- MEETING THE NEEDS OF YOUR CHILD
- HELPING OUT THE OTHER PARENT
- INVESTING WITH A RETURN OF LOVE

HOW TO DO THE BEAR DADDY CARE

AGES BIRTH - 3

1. DON'T BE AFRAID TO ASK OTHER CARETAKERS IF YOU ARE UNSURE OF HOW TO PROVIDE A CERTAIN CARE.
2. BE INVOLVED IN MORE CARE ACTIVITIES FOR YOUR CHILD:
 - A. CHANGE YOUR CHILD'S DIAPER.
 - B. CHANGE YOUR CHILD'S CLOTHES.
 - C. DRESS YOUR CHILD.
 - D. GIVE YOUR CHILD A BATH.
 - D. FEED YOUR CHILD.
 - E. PUT YOUR CHILD TO BED.
 - F. TAKE YOUR CHILD TO DOCTOR'S APPOINTMENTS.
 - G. TAKE YOUR CHILD TO DAYCARE.
3. REMEMBER, YOUR CARE HELPS YOUR CHILD AND THE OTHER PARENT.

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LESSON 4 POWER SKILLS
CARE
BEAR DADDY CARE

HOW TO DO THE BEAR DADDY CARE - CONTINUED

AGES 3 - 5

1. BRUSH YOUR TEETH TOGETHER.
2. WASH THE MIRROR TOGETHER.
3. LOOK AT PICTURES OF THE FAMILY TOGETHER.
4. HELP YOUR CHILD GET INTO A ROUTINE OF PICKING UP HIS/HER TOYS BEFORE BEDTIME.



62



References

WEBSITES

(On page 63 in the Strong Dads handbook)

www.fathers.com

Weekly emails, Fatherhood articles

Watch D.O.G.S. program

www.fatherhood.org

Weekly email, Fatherhood resources

www.allprodad.com

Daily emails, Monthly breakfast, Events

www.strongfathers.com

Monthly fatherhood activity calendar

www.fatherhood.gov

Fatherhood resources, Tips for fathers

SUGGESTED CHILDREN'S BOOKS

(On pages 64-67 in the Strong Dads handbook)

The best place to get free books is from your local library. Please ask your Head Start staff if you have any questions about using the library.

Find your local library at this website:

<http://www.publiclibraries.com/kansas.htm>

BIRTH THRU AGE 1

Baby Einstein: Babies by Julie Aigner-Clark

Baby Faces by DK Books

Belly Button Book by Sandra Boynton

Daddy Kisses by Anne Gutman

Dear Zoo by Rod Campbell

Go, Dog, Go by P.D. Eastman

Goodnight Moon by Margaret Wise Brown

Good Night, Gorilla by Peggy Rathmann

Mr. Brown can Moo! Can You? by Dr. Suess

Mrs. Mustard's Baby Faces by Jane Wattenberg

Pat the Bunny by Dorthy Kunhardt



The Going-to-Bed Book by Sandra Boynton
White on Black by Tana Hoban
Where is Baby's Belly Button? by Karen Katz

AGES 1 thru 2

Barnyard Dance by Sandra Boynton
Brown Bear, Brown Bear by Bill Martin Jr.
Counting Kisses by Karen Katz
Duck's Key: Where can it be by Jez Alborough
Do You Know What I'll Do? by Charlotte Zolotow
Green Eggs and Ham by Dr. Seuss
Guess How Much I Love You by Sam McBratney
Llama Llama Red Pajama by Anna Dewdney
One Afternoon by Yumi Heo
The Runaway Bunny by Margaret Wise Brown
The Sleepy Little Alphabet by Judy Sierra
The Very Hungry Caterpillar by Eric Carle
The Little Mouse, the Red Ripe Strawberry, and the Bug Hungry Bear by Audrey Wood
Where does it go? by Margaret Miler
We're Going on a Bear Hunt by Helen Oxenbury and Michael Rosen

AGES 2 thru 3

Cars and Trucks and Things that Go by Richard Scarry
Charlie and Lola Series by Lauren Child
Harold and the Purple Crayon by Crockett Johnson
Happy Birthday Moon by Frank Asch
Jamberry by Bruce Degen
Maisy's Big Flap Book by Lucy Cousins
One Afternoon by Yumi Heo
The Neighborhood Mother Goose by Nina Crews
The Wheels on the Bus by Paul O. Zelinsky
You Are my Perfect Baby by Joyce Carole Thomas
Where the Wild Things Are by Maurice Sendak

AGES 3 thru 5

Happy Birthday to You by Dr. Suess
Richard Scarry's Best Storybook Ever by Richard Scarry
When I was Five by Arthur Howard



Knock Knock Who’s There: My First Book on Knock Knock Jokes

by Tad Hill

The Knight and the Dragon by Tomi dePaola

National Geographic Little Kids First Big Book of Why by Amy Shield

The Never-Bored Kid Book by Joy Evans and Jo Ellen Moore

The Big Book of Bugs by DK

Pinkalicious by Victoria Kann

Today I Feel Silly: And Other Moods that Make My Day by Jamie Lee Curtis and Laura Cornell

What’s Out There?: A Book About Space by Lynn Wilson and Paige Billin-Frye

The Snowy Day by Ezra Jack Keats

Chicka Chicka Boom Boom by Bill Martin Jr.

Dragons Love Tacos by Adam Rubin and Daniel Salmieri

TRACKING CALENDAR

(On pages 68-76 in the Strong Dads handbook)

Month _____

SU	MO	TU	WE	TH	FR	SA