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Parent and Child Communication Lesson Objective

Time: **40 minutes**

New York State Parenting Standard: **Standard 1: Roles and Responsibilities,
Standard 3 Support Systems and Services**

Aim: **For students to gain a better understanding of how to communicate with young children.**

Objectives: Students Will:

- 1. Listen to a brief story and identify what the caregiver did that could: affect a child's self-esteem and discuss how the caregiver could handle the situation to promote more effective and positive communication.**
- 2. Work as a class to address how to communicate with young children.**

Materials Needed:

Lesson plan, Colored paper with IALAC written on the top of the page, IALAC story, "Winning Ways To Talk With Young Children" booklet, Overheads, "Mirrors" video (see Cornell Cooperative Extension's Recommended Parenting Resources) or other video on communication with young children.

Parent and Child Communication Lesson Outline

II. Communicating With Children:

A. IALAC –

1. Ask the students to take their IALAC paper from their folder, instruct them to draw a simple picture of a child on this paper.
2. Define IALAC – I Am Lovable And Capable – as their “sense of self”
3. Tell the students you will read a story about 5 year old Billy, ask them to pretend they are this boy.
4. Ask them to rip off a piece from their IALAC paper every time they think Billy is hurt by what is said during the story. If it is a big hurt, tear off a big piece, etc. Also, caution them not to compare their ripping with others!
5. When the story is complete, have the students show what is left of their paper. Then ask that what it would take to put their IALAC “sense of self” back together? (i.e. kind words, hugs, “I’m sorry”)
 - a. This is what happens when we make a child feel bad through our words and actions. It takes many more positive statements and actions to get the child to feel better. They also might not forget the negative statements/actions.
 - b. Ask the students if they remember something negative being said to them as a child. Ask “Why do you think you still remember this incident?” Thare the saying – “*Sticks and stones may break my bones and names will always hurts me.*”
 - c. How could we rewrite this story to have this young boy feel better about himself going off to school?

B. How to “Win” With Children (Use “Winning Ways” Supplement)

1. What should we do when talking/communicating with young children?
 - a. Door openers pg. 4
 - b. Listen attentively pg. 5
 - c. Make requests simple pg. 8
 - d. Communicate at Eye-Level pg. 9
 - e. Practice what you would like the child to do pg. 9
 - f. Communicate acceptance to children

C. What should we **not do** when talking/communicating with young children?

- a. Name calling
- b. Threatening
- c. Shaming
- d. Using absolutes (always, never)
- e. “You” statements – “You are driving me crazy.”

C. Watch the “Mirrors” video or video on communicating with young children

1. Discuss the positive and negative way these caregivers interacted with their children.
 - a. What techniques seem to work best?



For Good Communication:

- 1) Think about what you want to happen.
- 2) Use age appropriate language & guidelines
- 3) Say what you mean using few words, be specific

Show, by example, what you mean



I Am Lovable and Capable (IALAC):

- An IALAC is a little bit like your spirit, self esteem or sense of humor. No one can see it but it's an important part of the person you are. People need big strong IALACs if they are to feel good about their capacity to learn and function well in the world. IALACs grow or shrink as a result of what a person may experience; particularly in relationship with other people.

Billy, an active normal, five-year-old has just begun kindergarten. He's very excited about school, and feels "all grown up." Proud to dress himself, he puts on his favorite red pants, orange shirt, green socks and new purple and black sneakers. He combs his hair, brushes his teeth and comes down for breakfast. When his mother sees him she cries, "Billy, you look like a clown! You are too young to pick out your own clothes! March upstairs and I'll come up when I'm done feeding your baby sister to help you dress.

Dressed now in a matching outfit, Billy is happily eating his breakfast. "Stop slurping like a pig," his big brother demands, and then adds, "You look like a nerd!" Billy's mother ignores this comment and continues paying attention to the baby.

Once breakfast is over, Billy's mother looks at the clock and says, "Oh... the bus is coming in ten minutes – Billy, brush your teeth and comb your hair right now!" Billy explains to his mother that he had already done this before breakfast. His mother says, "Don't make up stories Billy, if you don't brush your teeth they will fall out." Feeling ashamed, Billy trudges upstairs to repeat his efforts of the morning.

While putting him on the bus his mother says "Don't forget to use the bathroom in school dear...and remember to use a tissue instead of your sleeve to wipe your nose." Loud laughter erupts from the bus. Billy, no longer feeling quiet so confident, heads off to school.