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| **Lifestart Foundation** |
| **Smile Baby Programme** |
| **Programme Content and Learning Outcomes** |

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**SMILE BABY Programme**

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| ***Session One*** |
| ***Duration*** | ***Theme & Content***  | ***Method***  | ***Resources*** |
| 5 mins | Settling In  | *Welcome and Introductions*Children settled with minder  |  |
| 5 mins | **Expectations and Building a group agreement**  | Hopes and Fears for our children.Group Agreement formed to create a safe and respectful space for carers to participate fully in the programme.  | Flipchart and marker |
| 15 mins  | **The Covid Experience** (Negatives and Positives) | *Facilitated dialogue:* Draw out in dialogue negatives: social isolation, lack of social supports, lack of access to amenities, home schooling, working from home, job loss, reduced income etc. and positives: more time with children, increased parent/child interaction, more opportunities for bonding and attachment etc.  | Flipchart and marker |
| 10 mins | **Child Development Anxieties** | *Facilitated dialogue:* Effects on children of parental stress, less social interaction, social distancing, masks: non-verbal and verbal communication, child social and emotional development and stranger and separation anxiety.  | Flipchart and marker |
| 20 mins  | **Positive Parenting** | *Facilitated dialogue:* Developmental domains, Attaching and Bonding, Parenting styles.  | Flipchart and marker |
| 5 mins  | **Comfort Break**  |  |  |
| 10 mins  | **Baby Massage**  | Baby Massage Demonstration 1  | Demonstration Doll  |
| 10 mins  | **Learning through Play**  | Play Demonstration 1 Theme: Building the parent/child relationship, Scaffolding learning and development through play | Play/Learning Resources  |
| 20 mins  | **Interactive Play**  | Facilitated Play Session  | Play/Learning Resources |
| 20 mins  | **Lunch**  |  |  |

**SMILE BABY Programme**

***Learning Outcomes Session One:***

* Identify hopes, fears and expectations for their child
* Understand key domains of child development: Social, Emotional, Intellectual and Physical
* Be aware of the most important factors in child development: Parent/Child Relationship, parent/child communication and The Home Learning Environment
* Be aware of the four parenting styles; Bossy, Distant, Easy Going (Laissez-Faire) and Authoritative
* Understand positive parenting

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| ***Session Two***  |
| ***Duration*** | ***Theme & Content***  | ***Method***  | ***Resources*** |
| 5 mins | Welcome and Ice Breaker  | *Something we tell ourselves?* Good at, bad at? Where did this come from? How our past influences how we see ourselves |  |
| 10 mins | **Review of and Recap Day One**  | *Facilitated dialogue:* Key learning from Day One  | Flip Charts previous session |
| 20 mins  | **Self-Esteem, Self-Image, Self-Talk**  | *Facilitated dialogue:* Relationships between a parent and child – the messages the child receives.  Changing the story we tell ourselves; exploring positive and negative behavioural patterns from a parenting perspective.   | Flipchart and marker |
| 20 mins | **Promoting Self-Esteem in early life**  | *Facilitated dialogue:* Breaking the cycles of negativity passed onto children. What parents can do to support child self-esteem  | Flipchart and marker |
| 5 mins  | **Comfort Break**  |  |  |
| 10 mins  | **Baby Massage Demonstration 2** | Baby Massage Demonstration 2 | Demonstration Doll |
| 10 mins  | **Play Demonstration** | Play Demonstration 2 Theme : Building Child Self-Esteem in play  | Play/Learning Resources  |
| 20 mins  | **Interactive play**  | Facilitated Play Session  | Play/Learning Resources  |
| 20 mins  | **Lunch**  |  |  |

**SMILE BABY Programme**

**Learning Outcomes Session Two:**

* Be aware that we are a result of what happened to us as a child and how this relates to relationships at home and in the community
* Know what self-esteem is, recognise that self-esteem is learnt and know how it impacts on child development
* Be able aware of their ‘inner parent’  and how self-talk impacts on their own self-esteem
* Understand the role of parents in building child self-esteem and how this impacts on the child in his/her relationships in the home and community

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| ***Session Three*** |
| ***Duration*** | ***Theme & Content***  | ***Method***  | ***Resources*** |
| 5 mins | Welcome and Ice Breaker  | *Beginning a Covid story:*Facilitator begins a story, (one/two sentences) and each participant elaborates on the narrative from the previous participant. |  |
| 10 mins | **Review and Recap** | *Facilitated dialogue:* Key learning from Day Two | Flip Charts previous session  |
| 20 mins  | **The importance of empathy** | *Facilitated dialogue:* Where and When do you notice that empathy is absent? Examples: bullying in school, social media on refugee and immigrant issues, treating ‘difference’ as a negative. What have we learned from the pandemic ? | Flipchart and marker |
| 20 mins | **Learning Empathy in Early Life** | *Facilitated dialogue:* How can we help our children to be empathic?  | Flipchart and marker |
| 5 mins  | **Comfort Break**  |  |  |
| 10 mins  | **Baby Massage**  | Baby Massage Demonstration 3 | Demonstration Doll |
| 10 mins  | **Play Demonstration** | Play Demonstration 3 Theme: Building child empathy through play  | Play/Learning Resources  |
| 20 mins  | **Interactive play**  | Facilitated Play Session  | Play/Learning Resources  |
| 20 mins  | **Lunch**  |  |  |

**SMILE BABY Programme**

**Learning Outcomes Session Three:**

* Recognise the importance of developing empathy in children identifying that this is how children treat others as they grow
* Recognise that children model behaviour both positive and negative
* Be able to interpret how prejudice impacts our decisions and recognise how we make choices in relation to difference
* Identify how inbuilt prejudices affect what and how we pass on (prejudices) to children

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| ***Session Four***  |
| ***Duration*** | ***Theme & Content***  | ***Method***  | ***Resources*** |
| 5 mins | Welcome and Ice Breaker  | *Active Listening Exercise:*   the importance of parents actively listening to their children and how this applies to all aspects of life, including other identities and cultures. |  |
| 10 mins | **Review of and Recap Day One**  | *Facilitated dialogue:* Key learning from Day Three | Flip Charts previous session |
| 15 mins  | **The Inner Child/Parent**  | *Questionnaire* – individually and then Group discussion | Flipchart and marker |
| 15 mins | **What Parents Say, What Children Hear.** **Communication in the Context of Daily Life:**  | *Facilitated dialogue:* How children hear instructions.   What and how we communicate lays the foundations for child values and beliefs and behavioural patterns growing up.  Common sayings we grew up with - embedding a fear, a belief, a value?  Promoting respect for social and cultural diversity in home and family life. | Flipchart and marker |
| 5 mins  | **Comfort Break**  |  |  |
| 10 mins  | **Baby Massage**  | Baby Massage Demonstration 4 | Demonstration Doll |
| 10 mins  | **Play Demonstration** | Play Demonstration 4 Theme: Greater cultural awareness; Non-binary toys: Gender influences and conformity; Careers and life choices; Motherhood and Fatherhood gendered roles  | Play/Learning Resources  |
| 20 mins  | **Interactive play** | Facilitated Play Session  | Play/Learning Resources  |
| 20 mins  | **Lunch**  |  |  |

 **SMILE BABY Programme**

**Learning Outcomes Session Four:**

* Recognise the importance of active listening both to their children and in all aspects of life including other identities and cultures
* Develop awareness on what children hear through the language parents’ use and its impact on child development

* Be better able to evaluate what is fact and what is fiction and how our truths and belief systems are consolidated through the media
* Understand the wider social and cultural context of play, children’s books and toys
* Understand how to help children explore diversity through play