



Ich liebe dich

Eu te amo

ผมรักคุณ

Σε αγαπώ

Ti amo

أحبك

אני אוהב אותך

Te amo

Minä rakastan sinua

Je t'aime

Szeretlek

Jag älskar dig

Aš tave myliu

사랑해

SESSION

Ik hou van je

Kocham Cię

2

I love you

Seni seviyorum

Loving our children well

我爱你

NAME:

CHECKLIST SESSION 2

Loving our children well

Pre-Session planning list

To do	To buy	To prepare	Kids Matter resources
<i>Reminder to message parents</i>	<i>Refreshments</i>	<i>Post it notes, plain paper and pen</i>	<i>Guest booklets session 2 (plus Session 1)</i>
<i>Double check room is booked</i>	<i>Flowers</i>	<i>Kettle, mugs, water, spoons, plastic cups, plates</i>	<i>Group & crèche register</i>
<i>Sticky labels for names</i>		<i>Table cloth, napkins & tissues</i>	<i>Pens</i>
<i>Pray! And prompt others to pray for you</i>		<i>My parenting styles pg 4</i>	<i>Per guest: 1x adult Love Language quiz, and 1x child quiz</i>
<i>Crèche room and team booked</i>		<i>Write out the words for the hidden strengths exercise</i> <i>The challenging behaviours in red and the hidden strengths in green and cut up to be able to match the pairs together (If you would prefer a printed version ask your Support Coach to email you one.)</i>	

On the day:

- *Prepare tablecloth, snacks and flowers on the main table*
- *Tea and coffee on a separate table*
- *Welcome people as they arrive – be ready to welcome guests up to 15 minutes early*
- *Offer a tea, coffee and water*
- *Record attendance and details of guests in accordance with your church/charity GDPR guidelines*

Remember: *Smile, be positive, be ready to share your good and bad experiences of parenting children of this age!*

My goals in facilitating this session:

- To highlight challenges and positive responses from Session 1
- Parent/carer starts to reflect on their parenting style, aiming to get to Warm and Firm style
- Parent/carer begins to understand the impact of how they were parented on how they are parenting now
- Parent/carer becomes aware of how they think about their child and the words they use when describing their child. Seeing the positives in their child helps build positive connections with them.
- Parent/carer understands the different ways of showing and receiving love

If there are any new guests, welcome them. Explain about the evaluation forms and that you will send them *evaluation form links* by email, text or WhatsApp at the end of the session.

Review of Session 1

Ask the group what they remember from last week's session.

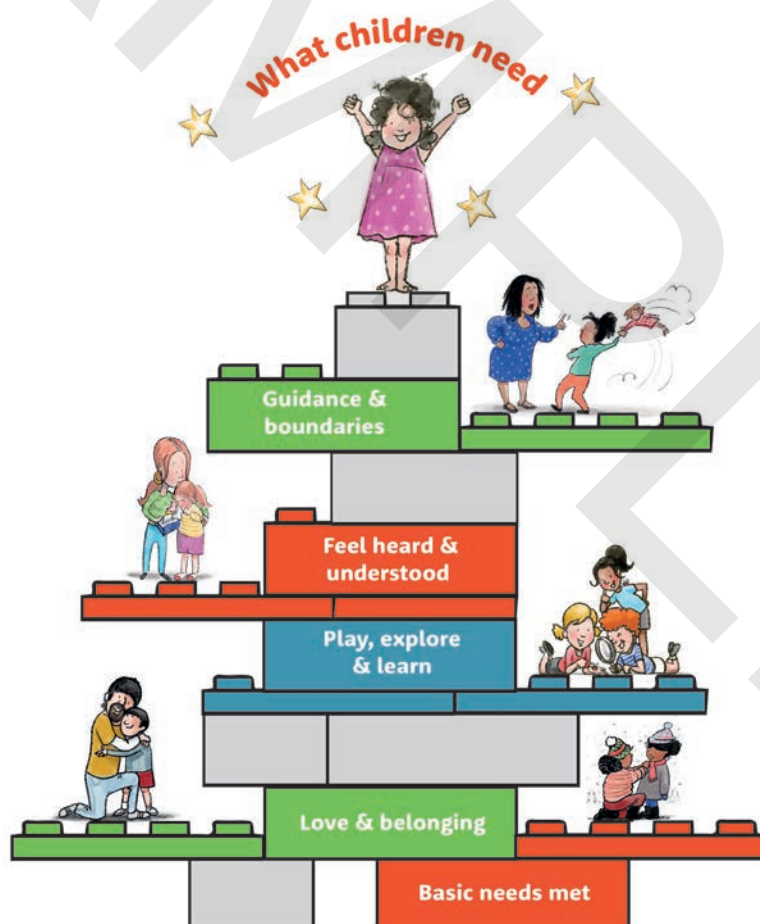
Last week we looked at: 'What is family' and looked at our own families and who is in our child's parenting team. We looked at 'What children need' (*guest has image on left hand page*) and thought about what our needs might be alongside looking after our children.

Q: Last week we chose one thing we would do differently in our family, how did people get on doing these?

Q: Did anyone speak to their partner, or anyone else, about your experiences here? Anyone in your child's parenting team is very welcome to this group including those who are co-parenting and living apart. Give an example of something you did with your family, following on from last week's session.

Last week we drew our family circles to help us identify our core parenting team. We are stronger as parents when we look after ourselves and have healthy adult relationships. This is good for our children. When we surround our families with positive community relationships, it helps our children grow and develop well. It also helps us feel supported as parents.

Today we are going to be looking at **Loving our children well**, which includes understanding ourselves better, so that we can love them well.

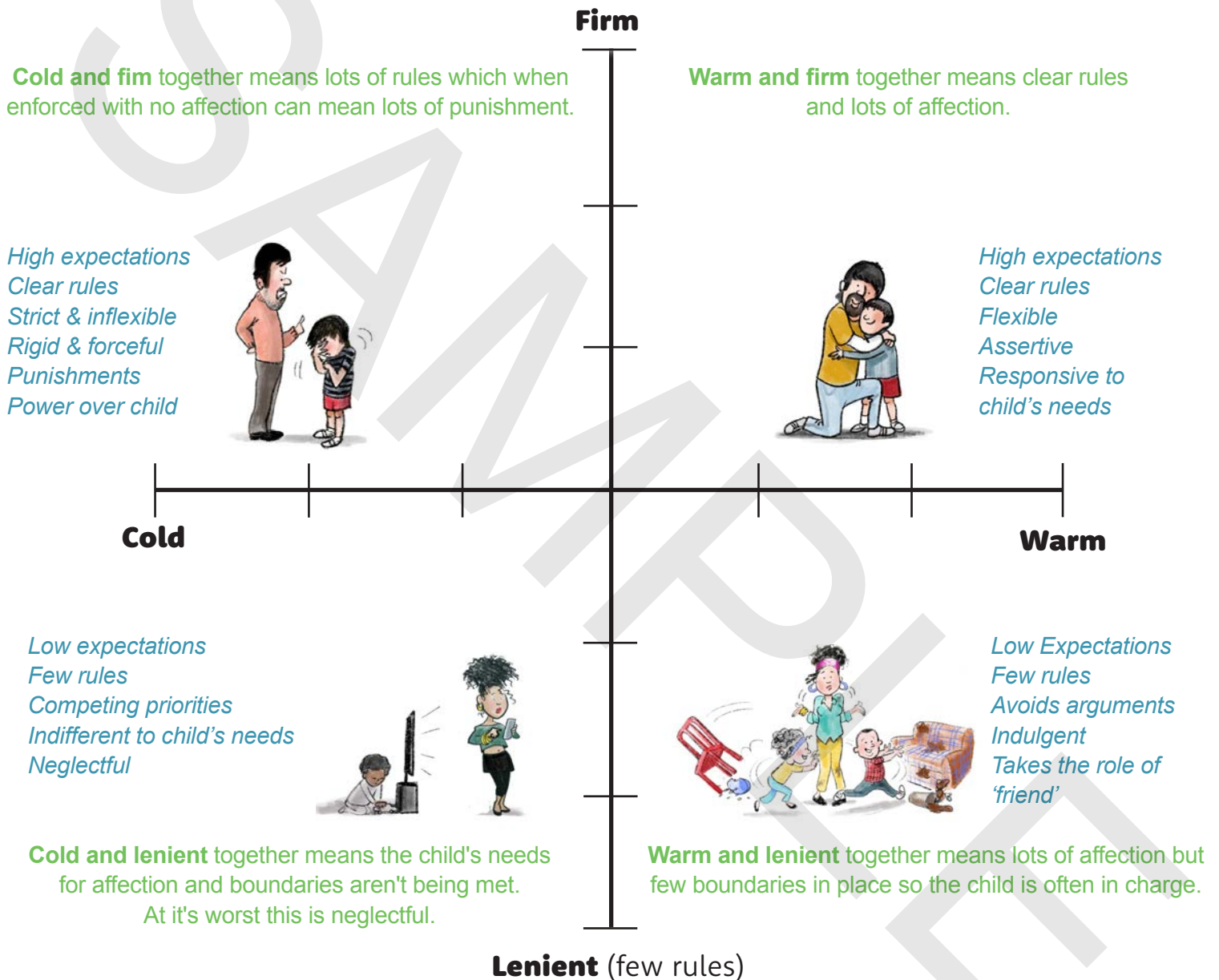




Parenting styles

The way that we communicate with our children can be influenced by our parenting style. Everyone is different and we all have different ways of parenting our children. This chart shows us the four main parenting styles. We all use different amounts of warmth and firmness when parenting our children.

Explain the chart below (in your prep time refer back to your training notes for full explanation of the chart and how to use it). Hold up a guest booklet to demonstrate.



What is my parenting style and how was I parented?

Q: Where do you think you are and where would your partner/parenting teammate be on this chart?

Q: Where do you think your own parents would be on this chart in terms of how they parented you?

It is best for our children if we are able to mostly parent them in a way which is warm AND firm - lots of love and affection, alongside clear consistent rules and boundaries.

Before we explore more about how we can meet our children's needs, let's think about how our own needs were met as children. Reflecting on how we were parented can help us to understand how we react to our children today.

Looking back to our own experiences of being parented

During this section, try and include what the guests have already shared about their family background through the family circles exercise in Session 1.

Childhood experiences (positive and negative) can impact our relationships today. Some experiences guide us and help us. Other negative experiences we may repeat without realising. Thinking about how we were raised helps us notice the ways we react to our own children.

Q: Who was a helpful parental figure in your childhood? What did they do to help/support you?

Q: What memories do you have of an adult spending special time with you as a child? What did it feel like?






Q: What negative experiences of being parented affect you now as a parent? Can you see any patterns?





(E.g. 'My father would lose his temper which was frightening and I promised myself I wouldn't do the same which makes it hard when I do feel angry.')

Remembering how we were parented can help us understand and empathise with our own children. Children need a safe place for their thoughts and feelings; we can provide this for them. Being aware of our own reactions and triggers will help us not to repeat unhelpful patterns.

Reassure the guests that there will be other opportunities to reflect on how we were parented. (This section may be sensitive and even painful so reassure guests if they want any additional help, they can talk with you after the session. They may need signposting to other support services so have some suggestions ready.)

Direct guests to answer questions in green.

     **Parenting experiences I want to repeat with my child:**
.....

    **Parenting experiences I want to do differently with my child:**
.....



Seeing the good in our children

The way we think about and describe our children greatly influences the way we feel about them and react to them. If we think our child is behaving badly we might feel cross and want to tell them off. However, if we think that our child is behaving badly *because* they are upset or overwhelmed, we are more likely to want to look after them and offer support.

Give your own example of seeing something your child did from a different perspective and how it changed your reaction to them.

Q: Can anyone think of an example of misunderstanding your child's behaviour?

Use further questions if needed to explore: How did your thinking influence your reaction to them? Is there another way you could have thought about it? How would that have changed your reaction?

The way we think about our children will affect the way we relate to them.

As children grow up we learn more about their personality and character. We want to help our children to be the best they can be in life.

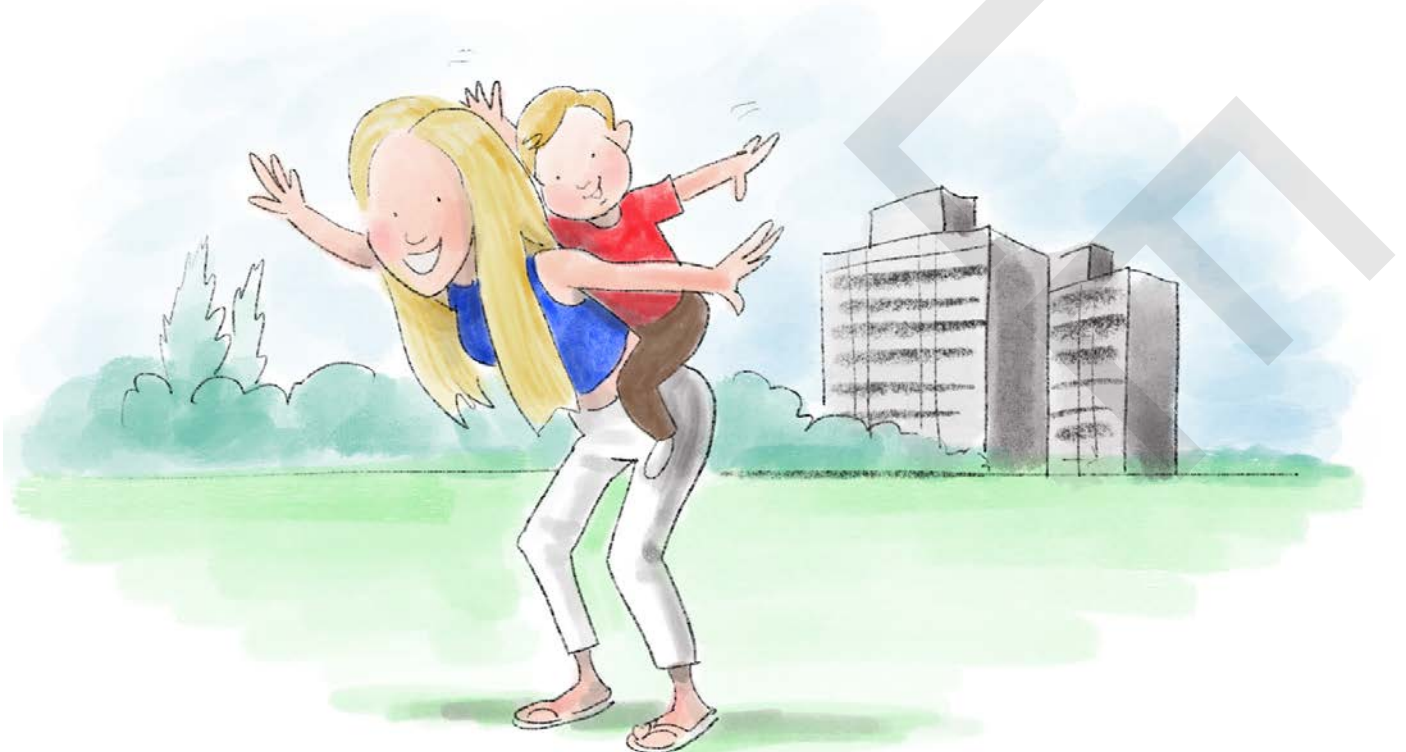
Q: Have you noticed that your child's personality is similar to yours or to anyone else on your parenting team?

Q: Does this make it easier or harder in your relationship with them?

Seeing strengths in our children's personality can help us understand them and connect with them in positive ways. This helps build their self-esteem and confidence. Seeking out our children's character strengths is both fun and uplifting for us as parents.

Q: What character strengths have you spotted in your children?

Give an example e.g. 'my child is very caring with younger children and animals' or 'my child is very forgiving of other's mistakes'.



Look for hidden strengths! One way of identifying a child's strengths is to look at a behaviour that is described as a weakness or seen as a problem. This could be a hidden strength. It's like looking through a positive lens at our children's behaviour.

Encourage the group to close their booklets to play a game of matching a behaviour to a hidden strength.

Get the cut-out words, place them on the table and try to match a red word with a positive green word e.g. messy with creative. Work through the list together as a group.

Messy	→	Creative
Fussy	→	Attention-to-detail, knows what they like
Bossy	→	A natural leader or confident
Stubborn	→	Persistent and determined
Hyperactive	→	Energetic and enthusiastic
Rebellious	→	Finding their own way
Unfocused	→	Can multi-task, notices everything
Demanding	→	Knows what they want, speaks up for themselves
Fearful	→	Cautious and careful



We can search for positive character strengths in challenging behaviour. Seeing the positive can help us connect with our children and is a way of showing kindness.

Q: What hidden strengths have you spotted in your own children?

This week, see what positives you can notice in your child's everyday behaviours:

.....



Identifying stress in our children

Let's look together at identifying stress in our children at the back of the booklet.

Some children struggle with pressures such as school, friendships and social media. Others have personality or behavioural issues that make it harder for them to cope with life. They may need additional care and support from us. If you think your child is not coping it is good to seek help before the problem grows.

If you are concerned about your child's development, speak to your health visitor or GP.

Go through the information on p.13 together. Ask if anyone has any questions or concerns reading this.

Q: If you are worried about your child, who could you talk to?

Be sure to take note if you need to signpost anyone to professional services.

We can also connect with our children by understanding their need for love and how we can best express it.



Love Languages

Let's look at how we can meet our children's need for love.

One of the building blocks needed for a child to be their best is for them to be loved by at least one adult, even if they mess up. We all love our children, but sometimes we express it to them in ways that don't match with the way they feel loved.

Q: How do we express love to our children?

Write onto paper 'How do we express love' and write down parents' answers. Use these to refer to when going through the Love Languages.

★ Five ways of expressing love

Let's have a look at this list of 5 ways of expressing love, which have been grouped by a psychologist called Gary Chapman – he calls them 'Love Languages':

- A Kind words**
- B One-to-one time**
- C Thoughtful presents**
- D Helpful actions**
- E Affectionate touch**

(Based on *The Five Love Languages* by Gary Chapman, Northfield Publishing, 1995)

Imagine if we all have a 'tank' inside us, a bit like the petrol tank in a car. When this tank is topped up with love, we feel positive about ourselves, and that impacts our mood and behaviour. The same is true for our children. These five Love Languages are the different kinds of fuel that we can put into our children's 'tanks' to keep them topped up with love. Each love language is important, but we all have one or two that suit us best.

We can think about these love languages with all our relationships but first let's focus on our children.

Remember: Give examples relating to your own children as you go through the different love languages.

A Kind words

We have just been thinking about choosing to see the good in our children.

Our words can affect how our children think about themselves for the rest of their lives. Some children especially need kind words to build them up and make them feel loved. They can be particularly crushed by name-calling or mocking.

We may all be sensitive in this area.

Q: Can you remember a name you were called as a child? What did it feel like? Do you have one child that is more sensitive than another?

One simple rule can be to encourage more than criticise.



B One-to-one time

All children need time; however, for some children, spending quality time with us is the main way they feel loved so they will need EXTRA time.

Regular periods of our full attention can fill our children's emotional tank. This type of love language can mean our children are less demanding of our attention at other times. Quality time doesn't need to be expensive and can be in short periods such as 15 minutes of focused play.

The more children we have, the more effort it takes, but it is worth it.

Q: What does your child enjoy doing with you?

Special family time altogether (e.g. playing a game, watching a movie, going to the park) will also strengthen family relationships and help our children feel confident and secure.



C Thoughtful presents

Of course every child loves gifts! This love language is about being thoughtful. It doesn't need to be expensive - it's not about buying computer games or new toys. Thoughtful gifts can mean a lot, and can be as simple as a pretty leaf from the park, or a book from the library.

Q: Do any of your children bring you small presents, for example, picking you a daisy in the park?

This can show this is their love language, and they would love you to do the same for them. If we receive their small gifts with enthusiasm and thankfulness, it shows them we are feeling loved by them.



D Helpful actions

We do many things for our children but for some children, doing small extra things is particularly important in helping them feel loved.

For example, making a child their favourite snack or doing something for them that we normally expect them to do alone, e.g. helping them tidy up or pack a bag when they are tired.

Q: Is this an important one for you? How do you feel when someone offers to help you? Is this important for any of your children?



E Affectionate touch

Positive physical touch is vital to all children - research tells us that is essential for healthy emotional development.

For some children, physical contact is also their main way to feel loved. This might be through hugs, rough and tumble, or holding hands. For some parents, affectionate touch doesn't come naturally.

Q: How do you feel about hugging your child? Is there a mismatch between what your child needs and what you do? Is it easier to hug one child rather than another?

We need to express love to our children in all five love languages. As our children grow, the love languages that are important to them may change. Learning our children's top love language and how it may change helps us to connect to them.

Q: Which of the five love languages comes most naturally to you?

Q: Which of the five do you find most difficult to give?



The Love Languages quiz

Let's do this quiz ourselves to learn about our own love languages. *If you are short on time, simply talk through how to do it at home alongside the one for their children and partner.*

Direct guests to the quiz and assist anyone who needs help. Do one yourself. Allow time for everyone to work out their scores, and then direct them to fill in their results. Ask if anyone would like to share their results and share your own – did they find their results surprising?

For each pair of following statements, circle the ONE that is most meaningful to you in your relationships with others, i.e. your preferred way to show or to receive love. If you are not currently in a relationship, think about how you like to be treated by family members and close friends.

- 1 It's more meaningful to me when...
A) Someone I love sends me a loving note/text/email for no special reason
E) I hug someone I love
- 2 It's more meaningful to me when...
B) I can spend alone time with someone I love - just us
D) Someone I love does something practical to help me out
- 3 It's more meaningful to me when...
C) Someone I love gives me a little gift as a token of our love or concern for each other
B) I get to spend uninterrupted leisure time with those I love
- 4 It's more meaningful to me when...
D) Someone I love does something unexpected for me to help me with a project
E) I can share an affectionate touch with someone I love
- 5 It's more meaningful to me when...
E) Someone I love puts their arm around me in public
C) Someone I love surprises me with a gift
- 6 It's more meaningful to me when...
B) I'm around someone I love, even if we're not really doing anything
E) I can be comfortable holding hands, high-fiving, or putting my arm around someone I love
- 7 It's more meaningful to me when...
C) I receive a gift from someone I love
A) I hear from someone I love that they love me
- 8 It's more meaningful to me when...
E) I sit close to someone I love
A) I am complimented by someone I love for no apparent reason
- 9 It's more meaningful to me when...
B) I get the chance to just "hang out" with someone I love
C) I unexpectedly get small gifts from someone I love
- 10 It's more meaningful to me when...
A) I hear someone I love tell me, "I'm proud of you"
D) Someone I love helps me with a task
- 11 It's more meaningful to me when...
B) I get to do things with someone I love
A) I hear supportive words from someone I love
- 12 It's more meaningful to me when...
D) Someone I love does nice things for me instead of just talking about doing nice things
E) I feel connected to someone I love through a hug
- 13 It's more meaningful to me when...
A) I hear praise from someone I love
C) Someone I love gives me something that shows they were really thinking about me
- 14 It's more meaningful to me when...
B) I'm able to just be around someone I love
E) I get a back rub from someone I love
- 15 It's more meaningful to me when...
A) Someone I love reacts positively to something I've accomplished
D) Someone I love does something for me that I know they don't particularly enjoy
- 16 It's more meaningful to me when...
E) I'm able to be in close physical proximity to someone I love
B) I sense someone I love showing interest in the things I care about
- 17 It's more meaningful to me when...
D) Someone I love works on special projects with me that I have to complete
C) Someone I love gives me an exciting gift
- 18 It's more meaningful to me when...
A) I'm complimented by someone I love on my appearance
B) Someone I love takes the time to listen to me and really understand my feelings
- 19 It's more meaningful to me when...
E) I can hold hands in public with someone I love
D) Someone I love offers to run errands for me
- 20 It's more meaningful to me when...
D) Someone I love does something special for me to help me out
C) I get a gift that someone I love put thought into choosing
- 21 It's more meaningful to me when...
B) Someone I love doesn't check their phone while we're talking with each other
D) Someone I love goes out of their way to do something that relieves pressure on me
- 22 It's more meaningful to me when...
C) I can look forward to a special occasion because I'll probably get a gift from someone I love
A) I hear the words, "I appreciate you" from someone I love
- 23 It's more meaningful to me when...
C) Someone I love and haven't seen in a while thinks enough of me to give me a little gift
D) Someone I love takes care of something I'm responsible for that I feel too stressed to do at the time

24 It's more meaningful to me when...
B) Someone I love doesn't interrupt me while I'm talking
C) Gift giving is an important part of the relationship with someone I love

25 It's more meaningful to me when...
D) Someone I love helps me out when they know I'm already tired
B) I get to go somewhere while spending time with someone I love

26 It's more meaningful to me when...
E) Someone I love touches my arm or shoulder to show their care or concern
C) Someone I love gives me a little gift that they picked up in the course of their normal day

27 It's more meaningful to me when...
A) Someone I love says something encouraging to me
B) I get to spend time in a shared activity or hobby with someone I love

28 It's more meaningful to me when...
C) Someone I love surprises me with a small token of their appreciation
E) I'm touching someone I love frequently to express our friendship

29 It's more meaningful to me when...
D) Someone I love helps me out - especially if I know they're already busy
A) I hear someone I love tell me that they appreciate me

30 It's more meaningful to me when...
E) I get a hug from someone whom I haven't seen in a while
A) I hear someone I love tell me how much I mean to them

Now go through your quiz again and count how many A, B, C, D and E's you circled and place the number in below.

Totals:

A B C
D E

Circle the letter which has your highest score.
That is your primary love language:



A = Kind Words



C = Thoughtful Presents



B = One-to-One Time



D = Helpful Actions



E = Affectionate Touch



My two main love languages are:

1

.....

2

.....



Can I guess each of my children's main love languages?



1

.....

2

.....

3

.....

4

.....

5

.....



Summing up...

We have talked today about our parenting styles, seeing the good in our children and our own experiences of being parented. We have looked at Love Languages and how we each express and receive love.

Here is the Love Languages quiz designed for children.

Hand out and talk about the quiz for our children and also give one for their partner or a family member.

Let's have fun this week finding out about our children's love languages and see what we learn!

Q: What is one thing you have learnt from all our discussions today that has been particularly helpful?

Next week we will be thinking about play, encouragement and listening. Thank you all for coming!

At the end of the session:

- Look at Top Tips
- Give out 'Love Languages' quiz
- Make sure you have WhatsApp group set up
- Encourage them all to come back and thank them for their contribution today
- Say something about what you enjoyed or learned today
- Offer food to them all to take away
- Don't rush off! Be available for anyone who wants to chat

After the session:

- Fill in the register according to your church/organisation's GDPR policy
- Send a message to anyone who didn't make the session



Identifying signs of stress in your child

Children can experience stress. It can come from worrying about many things: friendships, school work, problems within the family, body image etc. Sometimes it can be hard to spot when our children are under too much stress and need our help. Here are some signs to look out for:

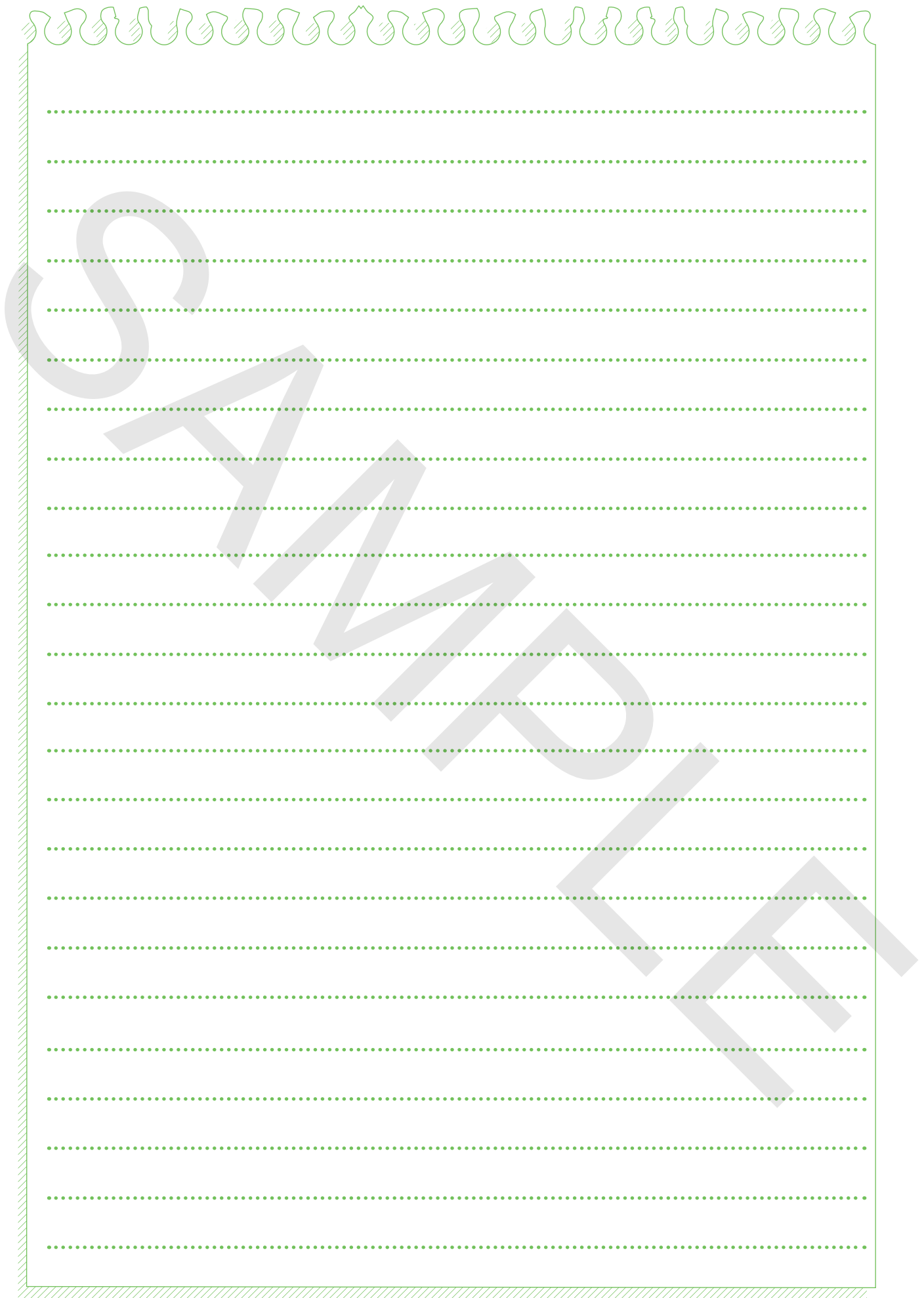
Watch for negative changes in behaviour: e.g.

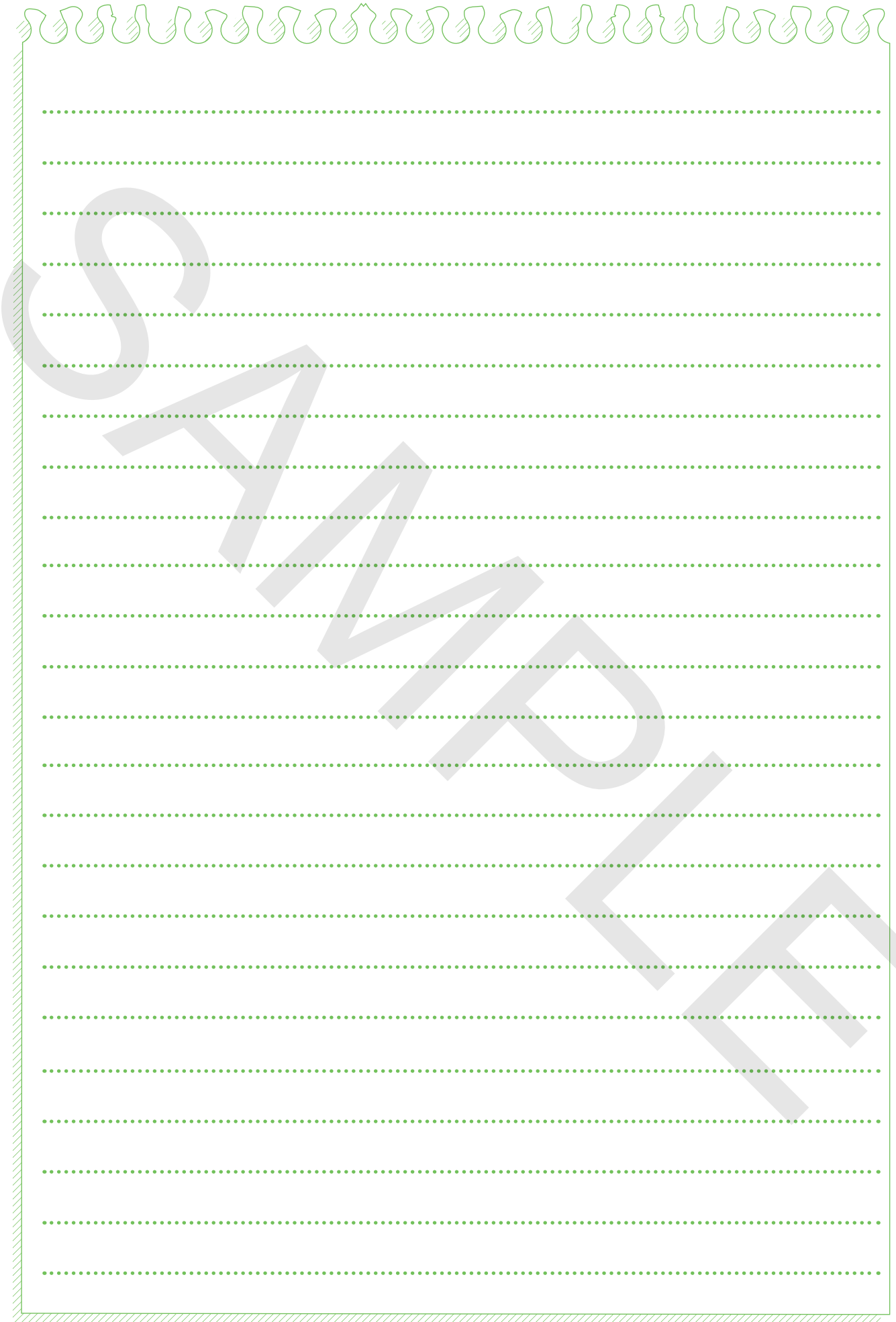
- Acting irritable, moody or quieter than usual
- Refusing to do things they used to enjoy doing
- Talking about feeling worried a lot
- Crying
- Complaining more than usual about school
- Refusing to go to school
- Eating too much or too little
- Bed wetting again
- Sleep disturbances
- More clingy than usual
- Feeling 'sick' with tummy or headaches
- Hurting themselves e.g. head banging or cutting their skin

What to do?

- Talk and listen to your child without being angry with their behaviour. They may express distress through words like 'worried,' 'confused,' 'annoyed,' and 'angry' or say negative things about themselves, others, or the world around them (e.g. 'No one likes me,' 'I'm stupid,' 'Nothing is fun'). Try not to contradict them or reassure them too quickly, but just listen.
- Seek support from your **child's teacher** to ask for their help if you feel there are problems at school or if you are worried your child might be struggling academically. They will work with you to help your child.
- If the issues are at home and you are worried about your child's distress, go to your **GP** and they will refer you to a **professional** with experience of working with children who are struggling.

YoungMinds Parents' Helpline can also talk through your concerns about your child's problems at school and make suggestions on how to get help.
www.youngminds.co.uk







Loving my children well

B

M

C



Aim to be warm and firm

Speak my child's love language

-  One-to-One time
-  Kind words
-  Affectionate touch
-  Thoughtful presents
-  Helpful actions

Look for hidden strengths in my children's behaviour

