



HIPPY HAPPENINGS

HIPPY GIRRAWHEEN NEWSLETTER

ISSUE 7
MAY/JUNE 2011

A Message from the Coordinator

Welcome to the 'Nearly Winter' edition of the HIPPY Girrawheen Newsletter – even though it doesn't feel very cold or wet yet!

It was great to see so many new families at the Welcome Morning tea, and at our first group meeting! We had a lot of fun finding out a bit more about each other (see the photos). Congratulations on all your hard work and enthusiasm in first term. We have heard some wonderful stories of the things you have achieved together. We love to hear about how HIPPY is working in your family, and look forward to sharing these stories with others in coming Newsletters.

Have you noticed the days getting shorter? The mornings are a bit darker, and it is easier to stay under the blankets for 'just a few minutes more...'. Winter can be a lovely time of year to snuggle up somewhere warm with a good book, and a hot drink.

It can also be a time of colds and flu's, and sometimes children seem to get one illness after another. While this may be immunity-building for children, it can be quite tiring for parents. We have noticed that Term 2 in the HIPPY program can be a time when motivation fades a little, and enthusiasm feels as damp and cold as the weather. This is very normal. Please be kind and gentle to yourself if you feel that Term 2 is hard work at times.

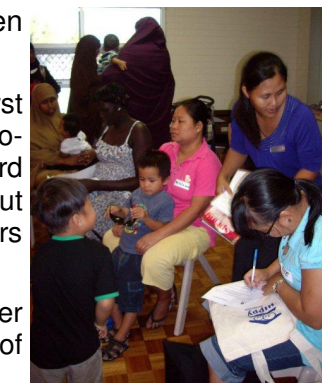


With this in mind, we are planning a time of Pampering and Relaxation at the Parent Meeting on June 3rd. Come along for a hand or foot massage, some gentle stretches, and some tips on taking care of yourself while you are taking care of the rest of your family.

There are four Parent Meetings in Term 2 - please come along and share your experiences with other HIPPY parents. What are the challenges for you in doing the HIPPY activities? What is your experience of being a parent in this community? What would you like to know more about?

So, have a great term, and remember if you are feeling a bit flat, think back to why you joined HIPPY in the first place, start with an activity that your child will enjoy, and remember that HIPPY is about having positive interaction with your child, *not* about getting it right!

Jacque



Building kids' confidence

Michael Grose



The power of parents to shape a child is enormous. Self-confidence is one area that parents have significant influence. As a parent, you are in THE prime position to mirror back to kids how they should see themselves. You do this through your messages, your expectations and how you treat your child.

Confident kids are more likely to make the most of their potential, because they are willing to try new things and extend themselves. They might still be fearful and anxious sometimes, but this doesn't hold them back from trying. Mistakes and failures don't reflect on them personally. So how can you develop real and lasting sense of confidence in your kids? Here are 10 ways to build confidence in your kids so they can take their place in the world:

1. Model confident thinking: Kids need to hear what confident thinking sounds like. Teach kids how to approach tricky or new situations confidently by doing so yourself. Don't put yourself down if you make a mistake. Instead make sure your thinking reflects that mistakes are acceptable and part of learning, rather than a reflection on you personally.



2. Encourage kids to look on the bright side: Optimism is catching and helps kids overcome their fears. Help kids set their antennae to look for the good, something positive or a learning in any situation.

3. Help them understand self-talk: That little voice inside their heads can talk them up or talk them down. Low confidence kids use a great deal of negative self-talk. Get kids to listen to their self-talk and help them work out alternative messages that help them, rather than hold them back.

4. Recognise effort & improvement: Low risk-takers and perfectionists appreciate parents who focus more on the processes of what they do, rather than results. Effort, improvement and enjoyment are examples of processes that you can comment on.

5. Focus on strength and assets: Fault-finding can become an obsession for some parents. Step back and look at supposed faults through a different lens (i.e. stubbornness can be rebadged as determination, which can be useful!). Tell your kids what their strengths are, so they know what they are good at!

6. Accept errors as part of learning: Don't over react when kids don't get the perfect score or make mistakes. Mistakes are part of learning, even as adults.

7. Give them real responsibility at home: Giving responsibility is a demonstration of faith. It fosters self-belief and also provides growth opportunities for kids. Confidence and responsibility go hand in hand.



8. Develop self-help skills from an early age: Confidence is linked to competence. No matter how much praise you give, unless he or she can do something your child won't feel confident about it. Basic self-skills are tied to self-esteem.



9. Spend regular time teaching your child: Parents are children's first teachers. They educate them in everything from how to do up their shoelaces as pre-schoolers to how to fill out a tax form as late adolescents. Look for teachable moments where you can help your kids. They are everywhere!

10. Build scaffolds to success and independence: Look for ways to make it easy for your child to be successful. That may mean that you break down complex activities into bite-sized chunks so they can experience success and cope with stressful situations.

There are some powerful strategies outlined here. Think about how many of these you use already and which strategies that you would like to find out more about. Effective parents do the basics well. Confidence-building is one of those foundation areas that can have an enormous impact on kids and one that we can all learn more about. Learn lots more simple confidence-building strategies for kids at www.parentingideas.com.au

Are you using the 3Cs?

Research into the effectiveness of HIPPY in Australia has shown the value of using the 3Cs when you talk to your child: **Confirm, Complete, Correct**. Instead of saying “no” and giving a negative reply, the child hears a positive response and, even if it is a correction, the child will feel confident to move on and try again.

CONFIRM: When your child responds with the correct answer, repeat that answer, using the child’s words. For example, “Yes, that’s right, it’s a star.”

COMPLETE: If your child gives part of the answer, repeat the same answer and then add to it by saying what is in the book. For example, “Yes, it’s a ball, a round ball.”

CORRECT: If your child gives a different answer, or does not know the answer, say the answer that is written in the book. For example, “This is a triangle.”

It is difficult to break old habits, but with practice it will become easier!



Unplug and Play



For healthy growth and development, it is recommended that children have at least 60 minutes of physical activity a day, and shouldn’t spend more than two hours using TV, computer and electronic games. While these activities can be fun for children, they involve a lot of time sitting. Children who spend more than two hours a day watching TV, computer or video games are at higher risk of being overweight or obese, and of having poor fitness, social problems, and lower school achievement. Some tips:

- Don’t allow children to have a TV in their bedroom.
- Add up how much time children are spending on electronic activities.
- Have a family meeting to explain the rule of no more than two hours a day of ‘screen time’.
- Use a timer as a reminder when “time’s up”—like the microwave or oven timer, or an alarm clock.



Department of Health

“But why?”



Three and four year olds are trying hard to understand people, the world, and how they fit in it. So they are curious about everything, asking lots of questions about the world and why it is the way it is. Sometimes their questions can be difficult to answer: “Why is the sky blue?”, “Why am I four?”, “How is sand made?”

These tricky questions can sometimes take patience, but your child will appreciate your answers. If you don’t know, it’s OK to say so. Asking your child ‘What do you think?’ can help develop your child’s imagination and problem-solving skills.

Sometimes their questions can be embarrassing: “Why is that lady fat?”, “How was I born?”, “Why am I a boy?” Try to answer as simply and honestly as you can, without telling them more than they are asking. Talk about your family’s beliefs and values, while letting them know others have different values and beliefs, and that difference is okay. It’s what makes life interesting!

‘Toilet’ humour

Your child is developing a sense of humour and will laugh at funny situations. There will also be things you don’t think are funny that they will find hilarious! Children like to make up stories and jokes, and use nonsense or silly words too. Often toilet humour—jokes about ‘poo’, ‘wee’ and so on— are very popular at around age four.

Often the best way to help them through this stage is to ignore toilet jokes. If you make a big issue of the word or behaviour you don’t like, your child will soon realise it has the power to get your attention, and will repeat it even more!

Try giving your child an alternative word to use. If they are using a word that you don’t like, suggest another interesting or silly word, and your child is quite likely to enjoy that just as much. For example, if your child says to everyone he or she meets “You’re a poo” you could try saying something like, “I know a good word. You could say ‘You’re a banana!’”



For more information, see www.raisingchildren.net.au and www.cyh.com

Ngala Parenting and Play Time at Mirrabooka



everyone's family

Come along and meet other local families and Ngala staff, learn about the importance of the early years, and share your parenting ideas and challenges in a relaxed and playful setting.

Where: Kevin Smith Community Centre, 8 Sudbury Place, Mirrabooka (next to Mirrabooka Library)

When: Wednesdays 10.00 am - 12.00 pm

Cost: FREE (a piece of fruit for the children's morning tea always appreciated)



Morning tea, laughs, and good conversation guaranteed

The Community Parks Project

Anglicare's Community Parks Project provides free after school activities for children up to 12 years of age on Tuesdays & Thursdays 3.30pm-5.30pm. Activities may include games, sporting activities, bikes, balls, ropes, craft, construction and imaginative play equipment. An adult must accompany children. (Please note: activities are not held if raining).

17th May—Salmar/Edale Reserve, Westminster

19th May—Barry Britton Reserve, Balga

24th May—Fragrant Gardens Reserve, Mirrabooka

26th May—Hudson Park, Girrawheen

31st May—Matt Williams Reserve, Westminster

2nd June—Appleblossom Reserve, Mirrabooka



everyone's family

HIPPY PARENT MEETINGS

Parent meetings are an important part of the HIPPIY program. Meetings are held at Hainsworth Centre, Hainsworth Avenue, Girrawheen, from 10am until midday.

Free crèche and morning tea are provided.

Feel free to come early, settle your child/ren and have a cuppa!

Topics this term include:

- *Building Brains—children's brain development (20th May)*
- *Relaxation and self-care: Pamper Time! (3rd June)*
- *Children's social and emotional development (17th June)*
- *Managing money and eating well (1st July)*

We look forward to seeing you at a HIPPIY Girrawheen group meeting!

TERM 2 MEETINGS

Friday 20th May, 10am-noon

Friday 2nd June, 10am-noon

Friday 17th June, 10am-noon

Friday July 1st, 10am-noon

This is YOUR newsletter and we value your input. If you have any stories or experiences to share, we'd love to hear from you!

Please email HIPPYGirrawheen@ngala.com.au or call Jacquie 0407 992 604



Brotherhood of St Laurence

Working for an Australia free of poverty



HIPPY

Girrawheen

Ngala

Parenting with Confidence

The Brotherhood of St Laurence (BSL) is licensed to operate HIPPIY in Australia.

The Home Interaction Program for Parents and Youngsters is funded by the Australian Government Department of Education, Employment and Workplace Relations.