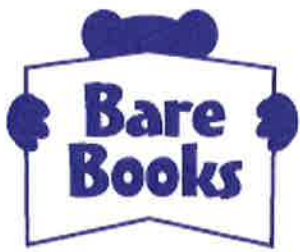




**Family Day and  
Resource  
Packet  
February 2021**



## Create your own memories with a Bare Book!

Together we will use these hardback books to make your child's very own book to keep or give as a gift. You can use book as a memory book to document how your baby grows, create a story from a very vivid preschooler imagination or a scrapbook for your family.



1. Talk about the things you want to put in your book.



2. Use the supplies, stickers, glue, paper, etc. provided to make a one of a kind creation.



3. You might want to put pictures into your book or even write a story together.



# VALENTINE'S VISCOSITY

science experiment



## Simple Viscosity Experiment For Kids

The fun thing about science experiments for young kids is that you can set them up easily and quickly with what you already have! This simple viscosity experiment with a Valentines Day theme is perfect for a little bit of kitchen science. We love simple science activities because they are so much fun

This easy viscosity experiment looks at different liquids from around the house and compares them to each other. Add colorful little hearts to really get a good look at what viscosity is all about.

### **WHAT IS VISCOSITY?**

Viscosity is a physical property of fluids. The word viscous comes from the Latin word viscum, meaning sticky. It describes how fluids show resistance to flow or how “thick”



or “thin” they are. Viscosity is affected by what the fluid is made of and the temperature of it.

For example; water has a low viscosity, as it is “thin”. Hair gel is much more viscous than oil, and especially more than water!



## VISCOSITY EXPERIMENT FOR KIDS

Kids can certainly help to set up this Valentines Day viscosity

experiment. Talk about what is viscosity and provide examples (see above).

### *YOU WILL NEED:*

- Small clear plastic cups
- Small plastic hearts (or similar)
- Various liquids (water, dish soap, oil, liquid glue, hair gel, corn syrup etc.)
- Paper and pencil



## HOW TO SET UP LIQUID VISCOSITY EXPERIMENT

STEP 1: Have your kids search around the house for a variety of liquids. If you want to try this with a class, you can provide a variety of liquids kids can choose from.

STEP 2: Kids can help pour liquids too. Pouring the liquids is a great opportunity to really check out their viscosity! Less viscous liquids will pour faster than more viscous liquids.

Add a different liquid to each cup.

*Optional:* Label each cup in order of low viscosity to high viscosity.

STEP 3: You can also take it a step further by dropping in these little hearts. Put one heart in each cup. It's for Valentine's Day after all?! Don't have any hearts, why not try this with paper clips!

- Do the hearts sink or float?
- Which liquid suspends the hearts the best?

## VISCOSITY EXPERIMENT RESULTS

Our favorite liquid for this viscosity was the hair gel {extra hold gel}!

The corn syrup was pretty good too, but our hearts are pretty light. Even if we poked them down into the corn syrup, they would slowly rise up over time.

The dish soap and glue were so-so. One heart sank and one floated. My son found it delightful to poke the hearts down into the thicker liquids to see what they would do. These little hearts can also be used in this early learning Math activity.

Most of the liquids can be saved and poured back into the appropriate containers, so there is very little waste. Quick and easy science! I love science experiments I can whip up in minutes but also gets us thinking and exploring.

## Five Little Valentines



Five little valentines were having a race.

The first little valentine was frilly with lace.

The second little valentine had a funny face.

The third little valentine said, "I love you."

The fourth little valentine said, "I do, too."

The fifth little valentine was sly as a fox.

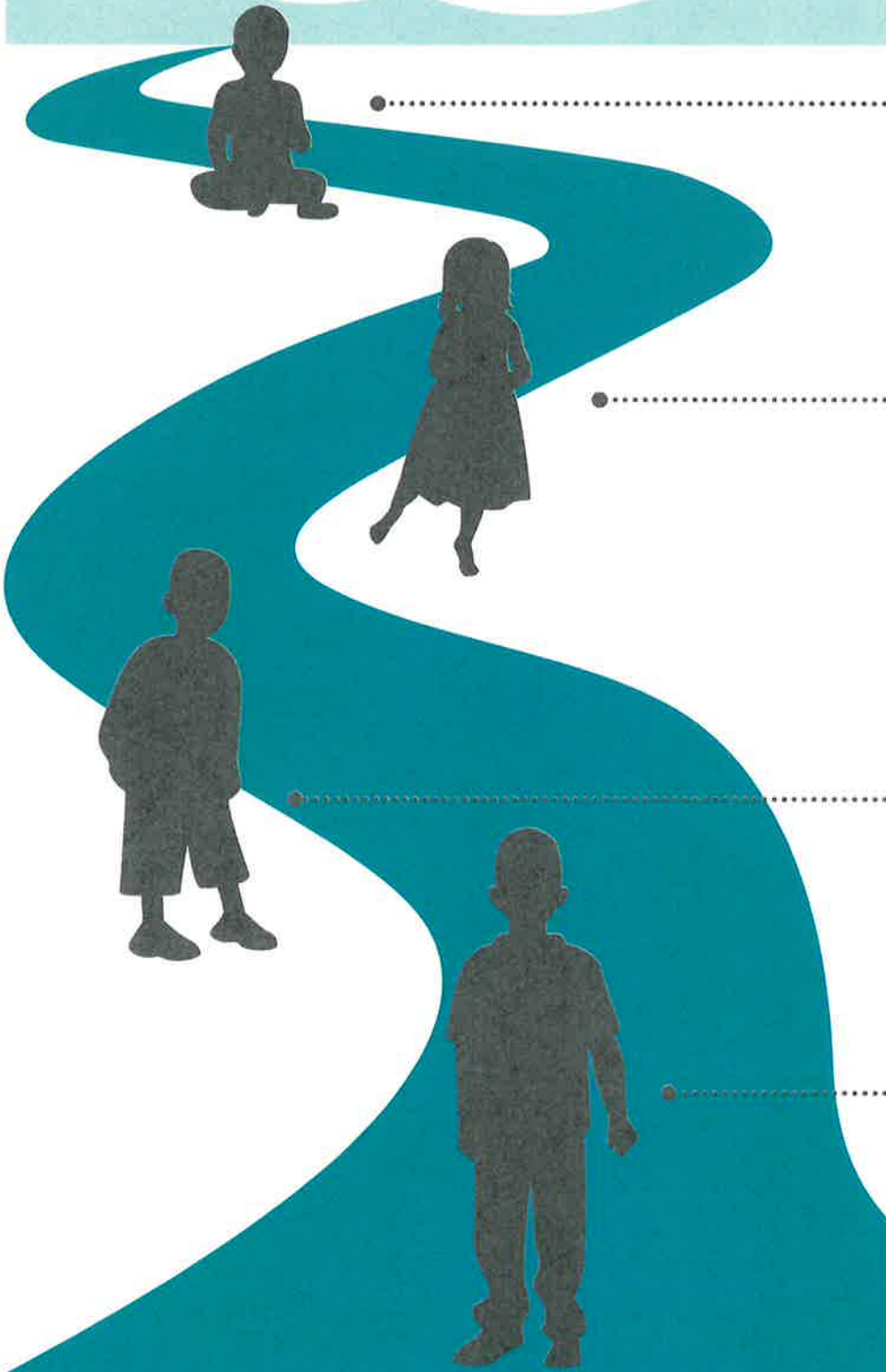
She ran fastest to your valentine box.

Source unknown

# Behavioral Milestones



The preschool years are an important time for developing healthy habits for life. From 2 to 5 years old, children grow and develop in ways that affect behavior in all areas, including eating. The timing of these milestones may vary with each child.



## 2 YEARS

- Can use a spoon and drink from a cup
- Can be easily distracted
- Growth slows and appetite drops
- Develops likes and dislikes
- Can be very messy
- May suddenly refuse certain foods

## 3 YEARS

- Makes simple either/or food choices, such as a choice of apple or orange slices
- Pours liquid with some spills
- Comfortable using fork and spoon
- Can follow simple requests such as "Please use your napkin."
- Starts to request favorite foods
- Likes to imitate cooking
- May suddenly refuse certain foods

## 4 YEARS

- Influenced by TV, media, and peers
- May dislike many mixed dishes
- Rarely spills with spoon or cup
- Knows what table manners are expected
- Can be easily sidetracked
- May suddenly refuse certain foods

## 5 YEARS

- Has fewer demands
- Will usually accept the food that's available
- Dresses and eats with minor supervision





# Kitchen Activities

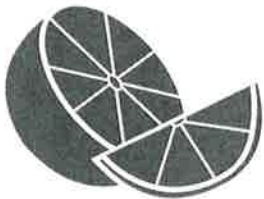
Get your preschooler to try new foods by having them help you in the kitchen. Kids feel good about doing something "grown-up." Give them small jobs to do. Praise their efforts. Children are less likely to reject foods that they help to make.

As preschoolers grow, they are able to help out with different tasks in the kitchen. While the following suggestions are typical, children may develop these skills at different ages.



## At 2 years:

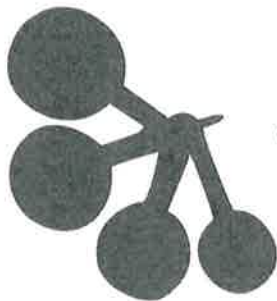
- Wipe tables
- Hand items to adult to put away (such as after grocery shopping)
- Place things in trash
- Tear lettuce or greens
- Help "read" a cookbook by turning the pages
- Make "faces" out of pieces of fruits and vegetables
- Rinse vegetables or fruits
- Snap green beans



## At 3 years:

All that a 2-year-old can do, plus:

- Add ingredients
- Talk about cooking
- Scoop or mash potatoes
- Squeeze citrus fruits
- Stir pancake batter
- Knead and shape dough
- Name and count foods
- Help assemble a pizza



## At 4 years:

All that a 3-year-old can do, plus:

- Peel eggs and some fruits, such as oranges and bananas
- Set the table
- Crack eggs
- Help measure dry ingredients
- Help make sandwiches and tossed salads



## At 5 years:

All that a 4-year-old can do, plus:

- Measure liquids
- Cut soft fruits with a dull knife
- Use an egg beater

# 25 Chicken, Broccoli & Cheese Skillet

Prep time: 15 minutes

Cooking time: 30 minutes

Makes: 7 cups



## Ingredients

- 1 pound boneless, skinless **chicken breast** (2-3 halves)
- 2 teaspoons **oil**
- 1¼ cups **chicken broth** (any type)
- 1 can (10.5 ounces) **condensed cream of chicken soup** (or any creamed soup)
- 1 teaspoon **pepper**
- ½ teaspoon **garlic powder** or 2 cloves of **garlic**, minced
- 2 cups small **shell pasta**, uncooked
- 2½ cups **broccoli**, chopped (fresh or frozen)
- 1 cup (4 ounces) **cheddar cheese**, shredded

## Directions

1. Cut the chicken breast into bite-sized pieces. Sauté the pieces in oil in a large skillet over medium-high heat until lightly browned, 2 to 3 minutes.
2. Add the broth, soup, pepper and garlic. Stir until smooth. Add the pasta.
3. Bring to a boil. Cover and reduce heat to low. Simmer 15 minutes. Add the broccoli and continue cooking until the pasta and broccoli are tender, about 5 minutes. Add a small amount of water near the end of cooking if needed to prevent sticking.
4. Add cheese during the last two minutes of cooking. Stir until the cheese is melted.

## Variations

- ✦ Try whole-grain pasta for more fiber.
- ✦ Try pasta in different shapes, such as spiral or elbow.
- ✦ Add other vegetables such as peas, grated carrots or chopped bell peppers.
- ✦ In place of chicken, use 1½ cups of white beans (a 15-ounce can, drained and rinsed), another meat or tuna or salmon.

## Nutrition Facts

7 servings per container  
**Serving size** 1 cup (236g)

**Amount per serving**  
**Calories** 310

% Daily Value\*

**Total Fat** 12g 15%

Saturated Fat 4.5g 23%

Trans Fat 0g

**Cholesterol** 65mg 22%

**Sodium** 520mg 23%

**Total Carbohydrate** 26g 9%

Dietary Fiber 1g 4%

Total Sugars 2g

Includes 0g Added Sugars 0%

**Protein** 24g

Vitamin D 0mcg 0% Calcium 148mg 10%

Iron 2mg 10% Potassium 430mg 10%

Vitamin A 86mcg 7% Vitamin C 1mg 1%

\* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

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## No soap? No safe and clean water? Handwashing is still possible



It's always best to wash your hands with soap and water for at least 40 seconds – but if you don't have access to safe and clean water and regular soap, there are alternatives.

### WATER

Safe and clean water is best, but if you need to save it for drinking, then you can use:



Drained rice water

Clean river or sea water



Laundry, hair washing or dish washing water

Water from boiled vegetables



### SOAP

Lots of alternatives – from plants or minerals to other consumer products can be used:

Coffee grounds



Beans

Coconut husk



Salt



sand

Ash



Marigold



Guarana

Thyme



Body soap, shampoo and liquid dish soap can also be used



### RUBBING

To clean your hands, you must rub them together with water and soap or an alternative to soap.



## STEPS FOR HANDWASHING



1 Wet hands with water or recommended alternative



2 Rub hands together with soap or recommended alternative (40-60 secs / no need for water while rubbing)



3 Rinse hands with water



4 Dry hands with a clean, dry cloth (towel/sheet/old clothes). Wash the cloth frequently.

# Choking

Part 1



## Choking Prevention Tips

**1 Childproof your house.** Don't leave stuff on the floor.

Store small items (e.g. keys, coins, etc.) in a childproof container and place it out of reach ( $\geq 1.75\text{m}$ ).

Secure wires and cables.



Check to ensure there is nothing hazardous under couches/tables, between cushions, or on carpets.



Keep all sharp/hazardous objects locked in drawers or kitchen cabinets.

### Hazardous items:

Coins, buttons, toys with small parts, small toys that fit a child's mouth, small balls/marbles/balloons, small hair bows/barrettes/rubber bands, pen or marker caps, small button-type batteries, refrigerator magnets, pieces of pet food.

**2 Pick the right toys.** Make sure they are age appropriate.

Sturdy – won't break easily



No detachable, small, sharp parts

Supervise playtime



Strings attached to toys must be  $< 30\text{ cm}$  (long strings can wrap around child's neck).



**3 Always supervise.** Always monitor infants/toddlers during mealtimes.

Sit during feeding.



Bite size portions,  $< 1.25\text{cm}$ .



Cook foods i.e. carrots, broccoli until soft. No nuts, seeds & popcorn.



Give your child water between mouthfuls and not while eating!

**Foods as choking hazards:** hot dogs, hard candy, chewing gum, nuts & seeds, chunks of cheese, whole grapes, popcorn, chunks of peanut butter, raw vegetables and raisin (Reference: AAP)

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# HEAD START

An Office of the Administration for Children and Families  
Early Childhood Learning & Knowledge Center (ECLKC)

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## Appreciating How Fathers Give Children a Head Start

Mothers and fathers are more likely to become involved in their children's education if they believe they can make a difference. Parents can learn about the different ways that fathers can make a difference in the lives of their children. Children with involved fathers show up to school ready to learn.

### Overview

Nearly 30 years ago, leading child psychologist Michael E. Lamb reminded us that fathers are the "forgotten contributors to child development."<sup>1</sup> Since then, much work has been done to explore the ways fathers uniquely contribute to the healthy development of their children. Scholars now know that boys and girls who grow up with an involved father, as well as an involved mother, have stronger cognitive and motor skills, enjoy elevated levels of physical and mental health, become better problem-solvers, and are more confident, curious, and empathetic. They also show greater moral sensitivity and self-control.



As they grow, well-fathered children are substantially less likely to be sexually involved at an early age, have babies out of wedlock, or be involved in criminal or violent behavior. They are much more likely to stay in school, do well there, and go to college.

Fathers can help Head Start programs become more effective in achieving positive outcomes for children. Head Start programs can help to strengthen the parenting partnership, and help fathers to be more effective in their children's lives.

These five *Building Blocks for Father Involvement* will support Head Start programs in their efforts to promote father involvement. *Building Block 1* provides up-to-date research on the essential role that fathers play in the healthy development of their children.

It is important that Head Start staff and parents understand the importance of the parenting partnership and why fathers are essential to children's well-being. This knowledge will help them to better meet the needs of families and children.

### How Father Involvement Improves Child Well-Being

There is a substantial body of research literature documenting the positive benefits fathers bring to the lives of their children. A review of studies on father involvement and child well-being published since 1980 found that 82 percent of these studies showed "significant associations between positive father involvement and offspring well-being..."<sup>2</sup>

An analysis of over 100 studies on parent-child relationships found that having a loving and nurturing father was as important for a child's happiness, well-being, and social and academic success as having a loving and nurturing mother. Some studies indicated father-love was a *stronger* contributor to some important positive child well-being outcomes.<sup>3</sup> Weinraub, in "Fatherhood: the Myth of the Second Class Parent," states that "There is no doubt that fathers are important contributors to child development. In particular, fathers significantly affect the development of sex roles, cognitive abilities and achievement motivation."<sup>4</sup>

## School Readiness and Behavior

Children who have an involved father in their lives in the early years show up for school with more of the qualities needed for learning. They are more patient, curious, and confident. They are better able to remain in their seats, wait patiently for their teacher, and maintain interest in their own work.<sup>5</sup>

Educational psychologist Paul Amato explains that this higher level of self-control in school children with involved fathers was also associated with many other healthy qualities, such as improved general life skills, self-esteem, and higher social skills.<sup>6</sup>

Kyle Pruett, in *Fatherhood*, reports on another major scientific study that linked positive fatherhood involvement with:

- Lowered levels of disruptive behavior, acting out, depression, and telling lies;
- Obeying parents, being kind to others, and being responsible;
- Fewer behavioral problems in young boys; and
- Girls being happier, more confident, and willing to try new things.

Pruett concludes, "Positive father care is associated with more pro-social and positive moral behavior overall in boys and girls."<sup>7</sup>

## Cognitive, Motor, and Verbal Development

Psychologist Ellen Bing was one of the first scholars to explore how fatherhood impacts child well-being. In the early 1960s, she found that children who had fathers who read to them regularly were more likely to do much better in many important cognitive skill categories than children who did not have fathers who read to them. Interestingly, one of the strongest benefits was a substantial increase in a daughter's verbal skills.<sup>8</sup>

A study nearly ten years later, published in *Developmental Psychology*, found that both well-fathered preschool boys and girls had increased verbal skills compared with kids with absent or overbearing fathers.<sup>9</sup>

Ross Parke's research shows that father involvement in the early months of a child's life contributes to increased intellectual, motor, and physical development.<sup>10</sup>

Henry Biller, noted fatherhood researcher, finds time and again that father-involved children are more confident and successful in solving complex mathematical and logical puzzles. This may be because fathers tend to be more specialized in and have a higher interest in analytical problems. Norma Radin found that high father involvement contributed to higher mathematical competencies in young daughters.<sup>11</sup>

Michael Yogman conducted a study of the role fathering plays in overcoming the effects of prematurity in Latino, African-American, and other inner-city populations. When he followed up with these preemies at three years of age, Yogman found that kids with highly involved fathers had substantially higher cognitive skills than

those children who did not have involved fathers.<sup>12</sup>

Michael Lamb found that preschool children who had involved fathers had higher cognitive competencies on standardized intellectual assessments.<sup>13</sup>

## Security, Confidence, and Attachment

Infants who have involved fathers in their lives for the first eighteen to twenty-four months of life are more secure and are more likely to explore the world around them with increased enthusiasm and curiosity than children who did not have close, involved fathers. Father's active play and slower response to help the child through frustrating situations promotes problem-solving competencies and independence in the child.<sup>14</sup>

## Making Wise Life Choices

Research from the University of Pennsylvania found that children who feel a closeness and warmth with their father are twice as likely to enter college, 75 percent less likely to have a child in their teen years, 80 percent less likely to be incarcerated, and half as likely to show various signs of depression.<sup>15</sup>

"A white teenage girl from an advantaged background is five times more likely to become a teen mother if she grows up in a single-mother household than if she grows up in a household with both biological parents."<sup>16</sup>

The likelihood that a young male will engage in criminal activity doubles if he is raised without a father and triples if he lives in a neighborhood with a high concentration of fatherless families.<sup>17</sup>

"The research is absolutely clear...the one human being most capable of curbing the antisocial aggression of a boy is his biological father."<sup>18</sup>

## Development of Empathy

A long-term study started in the 1950s found that the strongest indicator for a child being empathetic later in adulthood was warm father involvement in the early years of the child's life.<sup>19</sup>

In a 26-year-long study, researchers found that the number one factor in developing empathy in children was father involvement. Fathers spending regular time alone with their children translated into children who became compassionate adults.<sup>20</sup>

Kyle Pruett, after reviewing the large body of research on father involvement and child development, concludes "these findings take us beyond a shadow of a doubt" that fathers play an important and irreplaceable role in healthy child development. He adds, "the closer the connection between father and child, the better off they both are now and in the future."<sup>21</sup>

## The Problem of Fatherlessness

Just as it has documented the many benefits of positive father involvement, the research is clear on father absence and its negative consequences for children.

## How Many Fatherless Children Are There in America?

- The United States is the world's leader in fatherless families.<sup>22</sup>
- Tonight, some 24 million children (approximately 34 percent of all children) will go to bed in a home

where their father does not reside.<sup>23</sup>

- Nearly 40 percent of children in father-absent homes have not seen their father at all during the past year.<sup>24</sup>
- More than half of all children who do not live with their father have never been in their father's home.<sup>25</sup>

Percentage of children living apart from their biological fathers (by race):<sup>26</sup>

African-American children: 66 percent

Hispanic children: 35 percent

White children: 27 percent.

- Single mothers are the primary caregivers in 84 percent of all single-parent families.<sup>27</sup>

## Fatherless Family Growth Over the Decades

- From 1960 to 1996, the number of children who lived in homes without a father or stepfather rose from 7 million to nearly 20 million. However, since the mid-1990s, the number of children in fatherless homes has leveled off.<sup>28</sup>
- The number of children raised by single mothers more than tripled between 1960 and 2000—from 5.1 million to 16.2 million.<sup>29</sup>
- In 1960, only 4 percent of single mothers had never been married. In 2000, this number was up to 41 percent.<sup>30</sup>

## Good News

The percentage of children under the age of 18 who were raised by only a mother was steady from 1985-1990. This number dropped eight percent between 1995-2000.<sup>31</sup>

## Attitudes Toward Fathers and Fatherlessness

- Sixty-four percent of Americans believe that the rise of single-parent families is very problematic.<sup>32</sup>
- A poll conducted in 1999 found that 77 percent of Americans feel that upsurges in divorce and single parenting have weakened family connectivity.<sup>33</sup>
- When asked to name the adult "you most look up to and admire," only 20 percent of children in single-parent families named their father, compared to 52 percent of children in two-parent families.<sup>34</sup>
- Seven in ten adults believe a child needs a home with both a mother and a father to grow up happy.<sup>35</sup>

## How Father-Love Is Different From Mother-Love and Why It Matters

Mothers and fathers parent differently, and this difference is a big benefit for children.

Fatherhood is just as essential to healthy child development as motherhood. The professional journal, *Review of General Psychology*, finds that "Evidence suggests that the influence of father love on offspring's development is as great as and occasionally greater than the influence of mother love."<sup>36</sup> Fathering expert Dr. Kyle Pruett explains in *Fatherneed: Why Father Care is as Essential as Mother Care for Your Child*, "Fathers do not mother."<sup>37</sup> *Psychology Today* states that, "Fatherhood turns out to be a complex and unique phenomenon with huge consequences for the emotional and intellectual growth of children."<sup>38</sup> Erik Erikson, a



pioneer in the world of child psychology, explained that father love and mother love are qualitatively different kinds of love. Fathers "love more dangerously," Erikson states, because their love is more "expectant, more instrumental" than a mother's love.<sup>39</sup> A father, as a male biological parent, brings unique contributions to the job of parenting a child that no one else can provide.

These are some of the most compelling ways father involvement makes a unique and positive difference in a child's life.

### **Fathers Parent Differently**

The mother/father difference provides an important diversity of experiences for children. Dr. Pruett explains that fathers have a distinct style of communication and interaction with children. By eight weeks of age, infants can tell the difference between their mother or father in interactions. This diversity, in itself, provides children with a broader, richer experience of contrasting relational interactions—more so than for children who are raised by only one parent. Whether they realize it or not, children are learning at an early age, through experience, that men and women are different and have different ways of dealing with life, other adults, and children.

### **Fathers Play Differently**

While mothers and fathers are both physical with their children, fathers are typically physical in different ways. Fathers tend to play with their children, and mothers tend to care for them. Generally speaking, fathers tickle more, they wrestle, and they throw their children in the air (while mothers warn "Not so high!"). Fathers chase their children, sometimes as playful, scary "monsters." Fathers are louder at play, while mothers are quieter. Mothers cuddle babies, and fathers bounce them. Fathers roughhouse, while mothers are gentle. Fathers encourage competition; mothers encourage equity. Fathers encourage independence while mothers encourage security.

Fathering expert John Snarey notes that children who roughhouse with their fathers learn that biting, kicking, and other forms of physical violence are not acceptable.<sup>40</sup> They learn self-control by being told when "enough is enough" and when to "settle down." Fathers help girls and boys learn a healthy balance between timidity and aggression. Children need mom's softness, as well as dad's roughhousing. Both provide security and confidence in their own ways by communicating love and physical intimacy.

### **Fathers Build Confidence**

Go to any playground and listen to the parents there. Who is often encouraging kids to swing or climb just a little higher, ride their bike just a little faster, or throw just a little harder? Who is encouraging kids to be careful? Mothers tend toward caution while fathers often encourage kids to push the limits. Either of these parenting styles by themselves can be unhealthy. One can tend toward encouraging risk without consideration of consequences. The other tends to avoid risk, which can fail to build independence, confidence, and progress. Joined together, they keep each other in balance and help children remain safe while expanding their experiences and confidence.

### **Fathers Communicate Differently**

A major study showed that, when speaking to children, mothers and fathers are different.<sup>41</sup> Mothers typically simplify their words and speak on the child's level. Fathers are not as inclined to modify their language for the child.

Mother's way facilitates immediate communication. Father's way challenges the child to expand his or her vocabulary and linguistic skills—an important building block of academic success.

Father's talk tends to be more brief, directive, and to the point. It also makes greater use of facial expressions and subtle body language. Mothers tend to be more descriptive, personal, and verbally encouraging. Children who do not learn how to understand and use both styles of conversation will be at a disadvantage, because they will experience both of these styles as they enter the adult world.

### **Fathers Discipline Differently**

Educational psychologist Carol Gilligan tells us that fathers stress justice, fairness, and duty (based on rules), while mothers stress sympathy, care and help (based on relationships).<sup>42</sup> Fathers tend to observe and enforce rules systematically and sternly, which teach children the objectivity and consequences of right and wrong. Mothers tend toward grace and sympathy in the midst of disobedience, which provide a sense of hopefulness. Again, either of these by themselves is not good, but, together, they create a healthy, proper balance.

### **Fathers Prepare Children for the Real World**

Generally speaking, fathers tend to see their child in relation to the rest of the world, while mothers tend to see the rest of the world in relation to their child. For example, mothers are often very aware of things from the outside world that could hurt their child (e.g., violence, lightning, accidents, disease, strange people, dogs or cats). Fathers, while not unconcerned with these things, tend to focus on how their children will or will not be prepared for something they might encounter in the world.

Fathers often help children see that particular attitudes and behaviors have certain consequences. For instance, fathers are more likely to tell their children that if they are not nice to others, kids will not want to play with them. Or that, if they don't do well in school, they will not get into college or land a good job. Generally speaking, fathers help children prepare for the reality and harshness of the real world, and mothers help protect against it. Both are necessary as children grow into adulthood.

### **Fathers Provide a Look at the World of Men**

Men and women are different. They eat differently. They dress differently. They smell differently. They cope with life differently. Stereotypically, fathers do "man things" and mothers do "woman things."

Girls and boys who grow up with a father are more familiar and secure with the world of men. Girls with involved fathers are more likely to have healthier, more confident relationships with boys in adolescence and men in adulthood. This is because girls have a greater opportunity to learn from their fathers how men should act toward women. They understand from experience which behaviors are inappropriate. Girls raised by involved fathers also have a healthy familiarity with the world of men. They don't wonder how a man's facial stubble feels or what it's like to be hugged by strong arms. This knowledge builds emotional security and safety from the exploitation of predatory males.

Boys who grow up with dads are less likely to be violent. They have their masculinity affirmed and can learn from their fathers how to channel that masculinity and strength in positive ways. Fathers can help boys understand appropriate male sexuality, hygiene, and age-appropriate behavior. It can be difficult for mothers to teach these things to their boys.

## Fathers Can Teach Respect for the Other Sex

Research consistently shows married fathers are substantially less likely to abuse their wives or children than other men.<sup>43</sup> This means that boys and girls with married fathers in the home are more likely to learn by observation how men should treat women.

Girls with involved fathers, therefore, are more likely to select good boyfriends and husbands because they have had a good model by which to judge all candidates. Fathers also help weed out bad candidates. Boys raised with fathers are more likely to be good husbands because they can emulate their fathers' strengths and learn from their shortcomings.

*The American Journal of Sociology* finds that, "Societies with father-present patterns of child socialization produce men who are less inclined to exclude women from public activities than their counterparts in father-absent societies."<sup>44</sup>

## Fathers Connect Children with Job Markets

A crucial point in life is the transition from financial dependence to independence. This is usually a gradual process, spanning from about 16 to 22 years of age. Fathers can help connect their children—especially boys—to job markets as they enter adulthood. Fathers often have the kinds of diverse community connections needed to help young adults get their first jobs. When dad is not around, boys may be less likely to have the connections and motivation necessary to land a summer job.

## Conclusion

As noted sociologist David Popenoe explains, "Fathers are far more than just 'second adults' in the home. Involved fathers—especially biological fathers—bring positive benefits to their children that no other person is as likely to bring."<sup>45</sup> Fathers make substantial contributions to the lives of their children. Children are impoverished developmentally when they are deprived of their father's love.

The *Review of General Psychology* states, "Many studies conclude that children with highly involved fathers, in relation to children with less involved fathers, tend to be more cognitively and socially competent, less inclined toward gender stereotyping, more empathetic, and psychologically better adjusted."<sup>46</sup>

Fathers help children attain all the positive outcomes that Head Start programs do. Fathers can help Head Start programs become more effective. Head Start programs can help fathers be more effective in their children's lives. *Building Blocks 2-5* will help programs to prepare, plan, and sustain their efforts to make fathers a key and effective part of their missions.

# Physical activity for under 5s during COVID-19

Be active and play together

Enjoy learning through play

Some is good, more is better

Have fun

0 to 1 year

Tummy time through the day  
(start with a few minutes a time and aim for 30 minutes in total)  
Encourage baby to look around and move with bright and/or noisy toys  
If crawling, make obstacles from cushions and soft toys  
Be your baby's climbing frame



1 & 2 years

Toddlers are never bored of 'hide-and-seek' and 'peek-a-boo'  
Repetition is good, you can do the same activities every day  
Dance, sing and clap to nursery rhymes  
Encourage active play with safe household items  
(e.g. spoons, pots, plastic cups)



3 & 4 years

Begin active play together and then retreat to encourage independence  
Use balloons or scrunched up paper for ball games  
Let your pre-schooler 'help' with dusting and sweeping  
Download an action song play list and encourage dancing and singing



You are the biggest influence on your child, so play and have fun

Under 5s love to copy so try to be active yourself

3 active hours a day is ideal for 1 - 4s. Keep track and increase gradually

Infographic created by Steven Hanson email: [hello@floating-boat.co.uk](mailto:hello@floating-boat.co.uk)

This infographic is based on the BJSM blog  
Physical activity for children under 5 years during COVID-19 - Play your way and keep moving while at home

# ACTION STEPS TO REDUCE YOUR

# CHILD'S CHANCES OF OBESITY



Reduce or even better, eliminate **sugary drinks** from their diet. Replace them with vegetable juice, milk, or water.

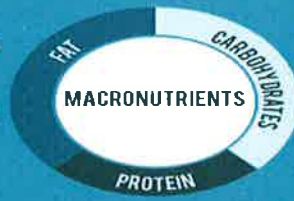
Experiment with different ways to make foods that you currently eat healthier. A Google search or search on Pinterest can give you options that may be even tastier and healthier than what you're currently consuming. Instead of **potato chips**, try peppers, celery, or other vegetables with



**100% fruit juice** is healthier than drinks with sugar added, as it contains nutrients, but contains sugar as well. According to the AAP, limit consumption by age:

<p><b>BIRTH - 6 MONTHS</b></p> <p>No fruit juice, unless it's used to relieve constipation.</p>	<p><b>6 - 12 MONTHS</b></p> <p>If juice is given, limit it to 4 to 6 ounces (118 to 177 milliliters) and serve it in a cup (not a bottle) to avoid tooth decay.</p>	<p><b>1 - 6 YEARS</b></p> <p>Up to 6 ounces (177 milliliters) a day</p>	<p><b>7 YEARS +</b></p> <p>Up to 12 ounces (355 milliliters) a day</p>
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Make sure your children are eating a diet with **balanced macronutrients** (energy from fat, carbohydrates, and protein in age-appropriate proportions.)



Get in the habit of **reading labels**. It will take time, but you'll need to replace some of your current selections with healthier options. If you're looking for a new way to make a recipe, you can search for paleo options (they're always low in sugar). For example, you can google "paleo pancakes."



<p><b>ARTIFICIAL</b></p> <p>Avoid artificial sweeteners.</p>	<p>Don't eat out as much, and when you do, provide snacks before dinner.</p>	<p>Pack their <b>lunch</b> when they go to school (school lunch options are sometimes high in calories and low in nutrition)</p>	<p>Instead of <b>frying</b>, roast, grill, or saute meats and vegetables.</p>
<p>Breastfeeding is recommended to help prevent obesity.</p>	<p>Use to-go boxes when eating out.</p>	<p>Don't skip <b>breakfast</b></p>	<p>Pay attention to <b>portions</b>. Give your child smaller portions, and they'll tend to eat less</p>
<p>Eat together as a <b>family</b>.</p>	<p>When eating in, serve food on a plate, and don't keep the <b>serving dishes</b> on the table, which encourage higher consumption</p>	<p>When <b>snacking</b>, to reduce the amount of calories ingested, don't let your kids eat straight out of the package</p>	<p>Keep <b>unhealthy snacking</b> foods out of sight and in harder to reach places, and healthy snacks out in the open</p>

Enroll your child in activities that they enjoy and gets them moving: martial arts, dance, team sports, swimming, cycling etc. They should be **exercising** 60 minutes per day (it doesn't have to be all in one session)



<p>Have your child use a <b>standing desk</b></p>	<p>Limit <b>TV</b> and screen time to 2 hours per day, and no TV time for those 2 and under</p>	<p>Make sure your child is moving every 20 minutes to break up <b>sedentary periods</b></p>	<p>Set a good <b>example</b> for your children by limiting your sedentary behavior and exercising</p>
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# Childhood Obesity Causes & Consequences

Childhood obesity is a complex health issue. It occurs when a child is well above the normal or healthy weight for his or her age and height. The causes of excess weight gain in young people are similar to those in adults, including behavior and genetics. Obesity is also influenced by a person's community as it can affect the ability to make healthy choices.

## Behavior

Behaviors that influence excess weight gain include eating high-calorie, low-nutrient foods and beverages, medication use and sleep routines. Not getting enough physical activity and spending too much time on sedentary activities such as watching television or other screen devices can lead to weight gain.

In contrast, consuming healthy foods and being physically active can help children grow and maintain a healthy weight. Balancing energy or calories consumed from foods and beverages with the calories burned through activity plays a role in preventing excess weight gain. In addition, eating healthy foods and being physically active helps to prevent chronic diseases such as type 2 diabetes, some cancers, and heart disease.



## Use these resources to eat well and be active!

A healthy diet follows the 2015-2020 [Dietary Guidelines for Americans](#). It emphasizes eating a variety of vegetables and fruits, whole grains, a variety of lean protein foods, and low-fat and fat-free dairy products. It also recommends limiting foods and beverages with added sugars, solid fats, or sodium.

The [Physical Activity Guidelines for Americans](#) recommends children aged 6 – 17 years do at least 60 minutes of moderate to vigorous physical activity every day. Children aged 3 through 5 years should be physically active throughout the day for growth and development.

Learn more about [Healthy Weight—Finding a Balance](#)

## Community Environment

It can be difficult to make healthy food choices and get enough physical activity in environments that do not support healthy habits. Places such as childcare centers, schools, or communities can affect diet and activity through the foods and drinks they offer and the opportunities for physical activity they provide. Other community factors include the affordability of healthy food options, peer and social supports, marketing and promotion, and policies that determine how a community is designed.



## Consequences of Obesity

### More Immediate Health Risks

- Obesity during childhood can harm the body in a variety of ways. Children who have obesity are more likely to have:<sup>(1-7)</sup>
  - High blood pressure and high cholesterol, which are risk factors for cardiovascular disease.
  - Increased risk of impaired glucose tolerance, insulin resistance, and type 2 diabetes.
  - Breathing problems, such as asthma and sleep apnea.
  - Joint problems and musculoskeletal discomfort.

- Fatty liver disease, gallstones, and gastro-esophageal reflux (i.e., heartburn).

Childhood obesity is also related to<sup>8-10</sup>:

- Psychological problems such as anxiety and depression.
- Low self-esteem and lower self-reported quality of life.
- Social problems such as bullying and stigma.



## Future Health Risks

- Children who have obesity are more likely to become adults with obesity.<sup>11</sup> Adult obesity is associated with increased risk of several serious health conditions including heart disease, type 2 diabetes, and cancer.<sup>12</sup>
- If children have obesity, their obesity and disease risk factors in adulthood are likely to be more severe.<sup>13</sup>

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## Helping Children Handle Stress

As children reach their school-age years, (</english/ages-stages/gradeschool/Pages/default.aspx>) they may experience pressure from a number of sources. These may be from within children themselves, as well as from parents, teachers, peers and the larger society.

This pressure can take many forms, to which children must respond and adapt. Whether these are events are lasting, like the divorce (</English/healthy-living/emotional-wellness/Building-Resilience/Pages/How-to-Talk-to-Your-Children-about-Divorce.aspx>) of their parents, or merely a minor hassle like losing their homework (</English/ages-stages/gradeschool/school/Pages/Developing-Good-Homework-Habits.aspx>), these demands or stresses are a part of children's daily lives.



There is a silver lining is that when children get the chance to practice setbacks at younger ages. They they develop resilience (</English/health-issues/conditions/COVID-19/Pages/Building-Resilience-in-Uncertain-Times.aspx>) and the tools needed to be an independent adult and handle future challenges.

### Dealing with stress in daily life

Children welcome some events and are able to adapt to them with relative ease. Other events may feel to them like threats to their own or the family's daily routines or general sense of well-being. These stresses can be more troublesome. Most stress faced by children is somewhere in the middle: neither welcomed nor seriously harmful, but rather a part of accomplishing the tasks of childhood and learning about themselves.

Children may have to cope with a bully (</English/safety-prevention/at-play/Pages/Bullying-Its-Not-Ok.aspx>) on the playground, a move to a new neighborhood, a parent's serious illness or the disappointment of a poor sports performance. They might feel a constant, nagging pressure to dress the "right" way, or to achieve (</English/ages-stages/young-adult/Pages/The-Problem-with-Perfectionism.aspx>) the high grades that can put them on rack toward the "right" college (</English/ages-stages/young-adult/Pages/Helping-You-Teen-Find-the-Right-College.aspx>). Children may also worry about making friends, dealing with peer pressure, or overcoming a physical injury or disability.

Children are sensitive not only to the changes around them, but also to the feelings and reactions of their parents. This is true even if those feelings are not communicated directly in words. If a parent loses a job, children will have to adjust to their family's financial crisis; they must deal not only with the obvious family budgetary changes but also with the changes in their parents' emotional states.

### Good and bad stress

Not all stress is a bad thing. Moderate amounts of pressure from a teacher or a coach, for example, can motivate a child to keep her grades up in school or to participate more fully in athletic activities (</english/healthy-living/sports/Pages/default.aspx>). Successfully managing stressful situations or events enhances a child's ability to cope in the future.

Children are future adults, and through these experiences, they develop resilience and learn how to deal with life's inevitable bumps and hurdles. However, when the stress is continuous or particularly intense, it can take a toll on both the psyche and the body.

Major events, especially those that forever change a child's family, such as the death of a parent (</English/healthy-living/emotional-wellness/Pages/Helping-Children-Cope-with-Death.aspx>), can have lasting effects on children's psychological health and well-being. Minor daily stresses can also have consequences.



Sudden stressful events will accelerate your child's breathing and heartbeat, constrict blood vessels, increase blood pressure (</English/health-issues/conditions/heart/Pages/High-Blood-Pressure-in-Children.aspx>) and muscle tension, and perhaps cause stomach upset and headaches (</English/ages-stages/teen/Pages/Teens-and-Headaches.aspx>). As stress persists, it can make a child more susceptible to illness and experience fatigue, loss of sleep (</English/healthy-living/sleep/Pages/Sleep-and-Mental-Health.aspx>), nightmares (</English/ages-stages/preschool/Pages/Nightmares-and-Night-Terrors.aspx>), teeth-grinding, poor appetite, tantrums (</English/family-life/family-dynamics/communication-discipline/Pages/Temper-Tantrums.aspx>), or depression (</English/health-issues/conditions/emotional-problems/Pages/Childhood-Depression.aspx>). Children may become irritable or their school grades (</English/ages-stages/teen/school/Pages/Poor-School-Performance-How-Parents-Can-Help.aspx>) may suffer. Their behavior and their willingness to cooperate may change.

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## How stress can affect children

A child's age and development will help determine how stressful a given situation may be. Changing teachers at midyear may be a major event for a child in the first grade and merely an annoyance for a sixth-grader. How a child perceives and responds to stress depends in part on development, in part on experience, and in part on a child's individual temperament.

## How different children cope with stress

Children's temperaments vary, and so can their ability to cope with stress and daily hassles. Some are easygoing by nature and adjust easily to events and new situations. Others are thrown off balance by changes in their lives.

All children improve in their ability to handle stress if they:

- previously succeeded in managing challenges and feel able to do so
- have a strong sense of self-esteem.
- have emotional support from family and friends.

Children who have a clear sense of personal competence, and who feel loved and supported, generally do well.

## Remember

Talk with your pediatrician about ways to help your child manage stress

## More information

[Helping Children Build Resilience in Uncertain Times \(/English/health-issues/conditions/COVID-19/Pages/Building-Resilience-in-Uncertain-Times.aspx\)](/English/health-issues/conditions/COVID-19/Pages/Building-Resilience-in-Uncertain-Times.aspx)

[Creating Positive Experiences for School-Age Children \(/English/healthy-living/emotional-wellness/Building-Resilience/Pages/Creating-Positive-Experiences-for-School-Age-Children.aspx\)](/English/healthy-living/emotional-wellness/Building-Resilience/Pages/Creating-Positive-Experiences-for-School-Age-Children.aspx)

[Creating Positive Experiences for Teens \(/English/healthy-living/emotional-wellness/Building-Resilience/Pages/Creating-Positive-Experiences-for-Teens.aspx\)](/English/healthy-living/emotional-wellness/Building-Resilience/Pages/Creating-Positive-Experiences-for-Teens.aspx)

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