

# Early Childhood Drug Prevention Program



31900 Utica Road  
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## PARENT'S GUIDE TO *PAPER PEOPLE* LESSON #1

### ***"Paper People Teach that We're Important!"***

**Today's Message:** *We are all special and important.*

#### **Things we did:**

- Talked about how special we are and how important our body and all its parts are.
- Made special *Paper People* puppets.
- Looked at ourselves in a mirror and made a promise to take care of ourselves!

#### **Suggestions for reinforcing concepts at home:**

1. Tell your child you are aware they started a program at school called *Paper People*. Ask him/her to tell you about it. "What's a Paper Person? Did you make one of your own? Where is it?"
2. Ask your child why he/she needs to take care of him/herself. (There's no one else in the world just like him/her!) Discuss the special qualities of each family member and how you can treat each other with respect.
3. Ask your child the promise he/she made as they looked in a mirror during the *Paper People* lesson. Encourage family members to say, "I'll take care of you," when they see themselves in a mirror.

#### **Related books:**

*Here Are My Hands* by Bill Martin Jr. and John Archambault (Henry Holt and Company)  
*Two Eyes, A Nose, and A Mouth* by Roberta Grobel Intrater (Scholastic)  
*We're Different, We're the Same* (featuring the Sesame Street Muppets) by Bobbi Jane Kates (Random House)  
*A Different Tune* by Bruce Wittly (School Zone Publishing)  
*We Are All Alike... We Are All Different* by the Cheltenham Elementary School Kindergartners (Scholastic)  
*All About You* by Catherine and Laurence Anholt (Scholastic)  
*Just Because I am A Child's Book of Affirmation* Lauren Murphy Payne, M.S.W.

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## PARENT'S GUIDE TO PAPER PALS LESSON #2

### *"Paper Pals Take Care of Themselves"*

**Today's Message: *To grow and stay healthy, we must take care of ourselves and others.***

#### **Things we did:**

- Talked about how food, exercise, rest, etc. has helped our bodies grow since we were babies and will help us become healthy adults.
- Talked about rules for taking medicine: Only take it from an adult who cares about us, only when we are sick, and in an amount for our special body.
- Learned a safety rule: ***If we don't know what something is, we don't touch it, we don't taste it, we don't smell it!***
- Identified safe and trusted adults: Mom, Dad, Grandma, Grandpa, Aunts, Uncles, special babysitter.

#### **Suggestions for reinforcing concepts at home:**

1. Look at your child's baby pictures together and talk about how he/she has grown and is able to do things for himself that you used to do for him.
2. Be alert for opportunities to point out to your child how he/she is helping you or someone else in the family. Express your appreciation.
3. When you give medicine, even vitamins, to your child, point out the instructions and safety cap.
4. Repeat the ***"Don't touch it, don't taste it, don't smell it"*** safety rule whenever appropriate. Encourage your child to ask if an item is safe for them.

#### **Related books:**

*I'm Growing!* by Aliko (Troll Associates)  
*When I Was Little* by Jamie Lee Curtis (Scholastic)  
*The Berenstain Bears Are A Family* by Stan and Jan Berenstain (Random House)  
*What Is A Family* by Gretchen Super (Troll Associates)  
*Celebrating Families* by Rosmarie Hausherr (Scholastic)  
*Loving* by Ann Morris (Scholastic)

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## PARENT'S GUIDE TO PAPER PALS LESSON #3

### *"Paper Pals Know About What's Healthy"*

**Today's Message: *Some things help our bodies grow and work better; some things hurt our bodies.***

#### **Things we did:**

- Played ***Knock, Knock, May I Come In?*** (A game about being careful about what we let into our bodies.)
- Looked for warning signs such as poison symbols, safety caps, and labels we don't understand.
- Learned we can say "No, thank you" or ask for help if someone offers us a drink of alcohol.
- Learned that cigarettes and alcohol are dangerous to a growing body. After age 21, it is a **choice** drink alcohol, but it does not mean at 21 you HAVE to drink it. At 18, it is legal to buy cigarettes, but smoking cigarettes is unhealthy at any age.

#### **Suggestions for reinforcing concepts at home:**

1. Ask your child about what he/she does to help keep his/her body healthy.
2. If a commercial (such as for beer) comes on while you are watching television with your child, ask, "Is that a healthy product for a young person to use?" "What is the legal drinking age?" After age 21, alcohol becomes an "*adult choice*".
3. If your child or someone in your family has an allergy, this might be a good time to reinforce the fact that no matter how inviting the television may make the item look; it will make the allergic person ill. Explain that all our bodies are different, and we have to know that what is OK for someone else, may not be OK for us.
4. It's not too early to let your child know your values and expectations regarding drinking alcohol. If either parent drinks alcohol at all, you might take this opportunity to talk to your child about the limits you set for yourself (amount, circumstances) to reassure them that you know it can be risky, you are being careful, and you would get help if you needed it.

#### **Related books:**

*The Berenstain Bears and Too Much Junk Food* by Stan and Jan Berenstain

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## PARENT'S GUIDE TO PAPER PALS LESSON #4

### *"Talk to Friends, How About You?"*

**Today's Message:** *Our feelings help us know what we need and want. We can use our words to tell people about them.*

#### **Things we did:**

- Learned to use "I" messages.
- Used words to name our feelings.
- Learned that we must "use our words" to let people know how we feel. And the way we use our words changes the way people treat us.

#### **Suggestions for reinforcing concepts at home:**

1. Help your child learn the names of the feelings you see them express with their facial expressions, body language, voice tone, etc. by using *reflective listening*. "You look angry." "You sound frustrated." "You're so excited!" A child may feel like he/she can have more control over a feeling that can be named.
2. Ask your child about the "Paper Pups." Ask if he/she can show his feelings like the "Paper Pups" did. Play a game by naming a feeling and have your child show you how he looks when he/she feels that way. Reverse the procedure and have your child act out a feeling and then guess what it is.
3. Practice making "feeling faces" and help them put these feelings into words. Use I-messages to express your feelings: *I feel \_\_\_ when \_\_\_\_\_ because.*

#### **Related books:**

*What's the Matter, Little Frog?* by Lucille Hammond (Random House)  
*My Many Colored Days* by Dr. Seuss (Knopf)  
*I Like It When...* by Mary Murphy (Harcourt)  
*Glad Monster, Sad Monster—A Book About Feelings* by Ed Emberly & Anne Miranda  
*What Is a Feeling?* David W. Krueger, M.D.  
*Something Happened and I'm Scared to Tell* by Patricia Kehoe (Parenting Press)  
*What Will Mommy Do When I'm at School?* by Delores Johnson (S & F Children's Books)  
*Feelings* by Joanne Murphy (Firefly Books)  
*All My Feelings at Preschool: Nathan's Day* by Susan Conlin and Susan Friedman  
*Alexander and the Terrible, Horrible, No Good, Very Bad Day*, Judith Viorst  
*Double-Dip Feelings* Barbara Cain

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## PARENT'S GUIDE TO PAPER PALS LESSON #5

### "What to Do?"

**Today's Message:** *We can let people know about the feelings inside us in a safe and healthy way.*

#### Things we did:

- Practiced ways to let out our anger without hurting ourselves or anyone else.
- Learned ways to manage our feelings and problem-solve.

#### Suggestions for reinforcing concepts at home:

- Children often feel helpless or stuck when they have problems. The Problem-solving steps show them that there is something they can do to solve problems.
  - Ask Yourself**
    1. "How do I feel?"
    2. "What is the problem?"
    3. "What can I do?"
- Children will also learn other ways to manage strong feelings. We learned calming down strategies and anger management skills:
  1. Check in; Place your hand on your tummy
  2. Say "calm down"
  3. Take deep Breaths
  4. Count 1...2...3...4...

Ask your child to show you a way to safely let out his anger. Share methods you have found to be effective for you. Help him/her find one or more techniques that work for him/her and are acceptable for your household.

Calm down technique... Count to 10	Tighten muscles starting with toes up to head, relax
Acted like a rag doll.	Rest, take a time-out; think about your choices
Exercise (run, jump rope, bike, dance, sing,	Use your words/Ask for help if you need it.
Listen to Music, sing	Color a picture about what is angering you
Eat a healthy snack	Scrunch up scrap paper: throw out the feeling

#### Related books:

*I'm So Mad!* by Mercer Mayer (Golden Books)/*I'm Mad At You* by Louise Gikow  
*I Was So Mad* by Norma Simon (Golden Books)  
*Mad Me* by Jim & Joan Boulden (Boulden Publishing)  
*Mean Soup* by Betsey Everitt (Harcourt Brace)  
*When I Feel Angry* Cornelia Maude Spelman

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## PARENT'S GUIDE TO PAPER PALS LESSON #6

### *"Think Things Through"*

**Today's Message:** *No matter how we feel, or what anyone asks us to do, we can choose (stop and think) to act in ways that won't hurt ourselves or anyone else.*

#### **Things we did:**

- Practiced using Stop & Think signs.
- Learned a safety rule for secrets: **Secrets that hurt, are secrets to tell.**
- Learned how to tell the difference between a "good" secret (surprise) and a "bad" secret (a secret that makes us feel sad, scared, worried, tricked, or hurts us.)
- Identified "safe people" to talk to about a secret that concerns them.

#### **Suggestions for reinforcing concepts at home:**

1. Ask your child about his Stop & Think sign. Ask him/her to share with you what it means (to *stop* a minute before you act, and *think* about what will happen as a consequence of your actions). You may want to choose a prominent place to display it and have it available for use by anyone in the family whenever someone needs to be reminded to slow down and think things through. Before doing this, consider whether you're willing to let your child use this on you!
2. Guide your child as needed through Stop & Think moments. Encourage him/her to think things through by asking lots of questions: What might happen if you do that? What else could you do? Would you like to know what some other kids have done in this situation?
3. Play the "What if..." game. (It's easier to stop and think before we're in a stressful situation.) What if you start to feel jealous when your brother opens his birthday presents? What if you start to get bored before we're finished shopping for groceries? (You can do this with yourself: What will I do if he/she starts to whine? ...hits her brother? ...is rude to me?) What if someone hurts me and warns me not to tell?

#### **Related books:**

*Kids and Secrets* by Nancy Diehl and Lynda Baker (Wayne County Prosecutor's Office)  
*Please Tell!* by Jessie (Hazelden)  
*The Trouble With Secrets* by Karen Johnsen (Parenting Press)  
*Sometimes It's OK to Tell Secrets* by Amy Bahr (Grosset & Dunlap)  
*From Fear to Scared? To Courage* Barron's

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## PARENT'S GUIDE TO PAPER PALS LESSON #7

### *"And We Ask for Help Sometimes"*

**Today's Message:** *We need to ask for help sometimes. There are safe people, places, and ways to ask for help.*

#### **Things we did:**

- Practiced asking for help politely and clearly (speak calmly, clearly, make eye contact).
- Discussed people we can ask for help: our "safe" people, store clerks, police, doctors, firefighters, etc.
- Discussed "emergencies" and calling 9-1-1
- Learned that strangers could also be on the internet ("in their computer")

#### **Suggestions for reinforcing concepts at home:**

1. Discuss with your child those people in your neighborhood and family that you consider appropriate helpers if you were not available.
2. Play the "What if..." game again: What if I fell down and got hurt badly? ...you got separated from me at the store? ...your stomach started hurting real bad at school?
3. Let your child know that you expect him/her to need help sometimes and that it is a sign of maturity to know when and who to ask. Children sometimes have the misconception that asking for help is acting "baby-like," and that they should be "grown-up" and take care of themselves. Let them know how **you** still ask for help sometimes.
4. Safely explore the internet with your child and discuss computer rules and guidelines.

#### **Related books and websites:**

*Just Lost!* by Gina and Mercer Mayer (Golden Books)

*Safety: People Who Keep Us Safe* (Grolier Publishing)

*Playing It Safe* by Barb Hall (Firefly Books)

*What Would You Do?* by Linda Schwartz (Learning Works) [www.i-safe.org](http://www.i-safe.org)

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## PARENT'S GUIDE TO PAPER PALS LESSON #8

### *"Paper Pals Teach that We're Important"*

**Today's Message:** *We will take care of ourselves because we are valuable and special.*

#### **Things we did:**

- Reviewed previous lessons.
- Talked about what we want to do when we grow up and why we'll want our bodies and brains to be healthy.
- Made a promise to take care of ourselves.
- Received our *Paper Pals* puppet to keep to remind us of our lessons.

#### **Suggestions for reinforcing concepts at home:**

1. Your child received his/her *Paper Pals* puppet today. Ask your child to introduce you and tell you about what they have learned together. Help your child find a special place to keep the puppet so it can be a reminder to him/her of all the lessons about being safe and healthy.
2. Be alert for moments in the days (years!) to come for opportunities to repeat lessons of safety and health with your child. Discussing *What if...?* Scenarios with your child can be educational for them and reassure you about their knowledge and abilities.
3. Emphasize how beneficial a healthy mind and body is for all your child's dreams. Support them in their efforts to take care of themselves.
4. Your example is your child's most influential teacher. Take good care of yourself and remember the closing words of the *Paper Pals* song: *...we ask for help sometimes!*

#### **Related books:**

*Just Because I Am, A Book of Affirmation*  
*I Like Me!* by Nancy Carlson (Puffin Books)  
*Liking Myself* by Pat Palmer (Impact Publishers)  
*All About Me* by Catherine Bruzzone & Lone Morton (Ideals)  
*The Cousins* by Judith Caseley (Greenwillow Books)  
*I Am Special* by Linda Schwartz (Learning Works)  
*Free the Horses* by Michael Popkin (Active Parenting)  
*All I Am* by Eileen Roe (Scholastic)  
*When I Get Bigger* by Mercer Mayer (Golden Books)