



Erin Clabough, PhD

SECOND NATURE PARENTING

**Use Neuroscience to Help
Kids Develop Empathy,
Creativity and Self-Control**

GUIDED COURSEBOOK



Erin Clabough, PhD

Course Instructions:

- **For the course, you'll need the book *Second Nature: How Parents Can Use Neuroscience to Help Kids Develop Empathy, Creativity, and Self-Control* by Erin Clabough, published by Sounds True in 2019. You can buy the print version, the Audible audiobook, or use the individual PDF chapters that are provided as we go.**
- **Each part of the course is designed to be completed in a week, spending 1-2 hours a day, but it works just as well to complete it over a longer period of time. Fit it into your life however works best for you.**

This will tell you which course day you are on:



This will tell if you if an activity is:

for parents & child jointly



just for parents



or just for kids



SECOND NATURE PARENTING

Course Outline

PARENT WITH NEUROSCIENCE

WEBSITE LINK & ACCESS CODE: Neuro1275

DAY 1: WHY ARE EMPATHY, CREATIVITY & SELF-CONTROL IMPORTANT?
DAY 2: SOME BASIC NEUROANATOMY
DAY 3: WHAT IS SYNAPTIC PLASTICITY?
DAY 4: A LITTLE BIT OF NEURODEVELOPMENT
DAY 5: WHAT IS MYELIN PLASTICITY?
DAY 6: HOW WE CAN PARENT USING NEUROSCIENCE
DAY 7: REST OR PRACTICE WHAT YOU'VE LEARNED

RAISING CREATORS

WEBSITE LINK & ACCESS CODE: Imagine7429

DAY 1: WHAT IS CREATIVITY?
DAY 2: ENHANCE CREATIVITY: BE OPEN
DAY 3: ENHANCE CREATIVITY: SHARE KNOWLEDGE
DAY 4: ENHANCE CREATIVITY: GIVE SPACE
DAY 5: HOW TO SCAFFOLD CREATIVITY
DAY 6: REFLECTIONS ON THE NATURE OF CREATIVITY
DAY 7: REST OR PRACTICE WHAT YOU'VE LEARNED

FOSTERING COMPASSION

WEBSITE LINK & ACCESS CODE: BeKind5764

DAY 1: WHAT IS EMPATHY?
DAY 2: UNDERSTANDING EMOTIONAL EMPATHY
DAY 3: UNDERSTANDING COGNITIVE EMPATHY
DAY 4: WHAT IS COMPASSION?
DAY 5: HOW DO WE RESOLVE CONFLICT?
DAY 6: CONFLICT RESOLUTION PART 2
DAY 7: REST OR PRACTICE WHAT YOU'VE LEARNED

CULTIVATING SELF-CONTROL

WEBSITE LINK & ACCESS CODE: PolarBear1320

DAY 1: DO WE WANT SELF-CONTROL?
DAY 2: TOOLS TO BUILD SELF-CONTROL
DAY 3: SELF-CONTROL VS. SELF-REGULATION
DAY 4: TOOLS TO BUILD SELF-REGULATION
DAY 5: TEACHING NO
DAY 6: TEACHING YES
DAY 7: SELF-MASTERY AND REFLECTION



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SECOND NATURE PARENTING COURSE

Parent with Neuroscience

Course materials can also be
accessed online with live
links here.

www.erinclaboughphd.com/parent-with-neuroscience

PARENT WITH NEUROSCIENCE

DAY

COURSE ELEMENTS

1

DAY 1: WHY ARE EMPATHY, CREATIVITY & SELF-CONTROL IMPORTANT?

- WATCH VIDEO— [HTTPS://YOUTU.BE/ZSWVGRINTJK](https://youtu.be/zswvgrintjk) (4:26 MIN)
- READ— SECOND NATURE BOOK CHAPTER 1: CREATIVITY, EMPATHY, AND SELF-CONTROL (PG 3-20) OR AUDIO LISTEN (34:02 MIN)
- COURSEBOOK: NEUROSCIENCE PROCESS WORKSHEET (PARENT) AND PRACTICE MAKES HABITS (PARENT)

2

DAY 2: SOME BASIC NEUROANATOMY

- WATCH VIDEO— [HTTPS://YOUTU.BE/0SSULO2REPQ](https://youtu.be/0ssulo2repq) (4:00 MIN)
- READ— SECOND NATURE BOOK CHAPTER 2: PRACTICAL NEUROSCIENCE FOR PARENTS (PG 21-42) OR AUDIO LISTEN (32:52 MIN)
- COURSEBOOK: DRAW A TREE, DRAW A NEURON 2X (PARENT)(CHILD)
- ACTIVITY: MIRROR TRACING GAME 1 (PARENT WITH CHILD)
 - MAKE SURE YOU CHOOSE THE SAME SHAPE EVERY DAY
 - TAKE A PICTURE OF YOUR DRAWING!
 - [HTTPS://NEURON.ILLINOIS.EDU/GAMES/MIRROR-TRACING-GAME-INTRO](https://neuron.illinois.edu/games/mirror-tracing-game-intro)

3

DAY 3: WHAT IS SYNAPTIC PLASTICITY?

- WATCH VIDEO— [HTTPS://YOUTU.BE/25ALRRCHVKW](https://youtu.be/25alrrchvkw) (8:10 MIN)
- READ— SECOND NATURE BOOK APPENDIX 1: COMMONSENSE NEUROANATOMY (PG 209-214) OR AUDIO LISTEN (7:58 MIN)
- ACTIVITY: WATCH BRAINU VIDEO SYNAPSES CHANGE! (PARENT/CHILD)
 - [HTTPS://WWW.YOUTUBE.COM/WATCH?V=FRFIBNPVRL4](https://www.youtube.com/watch?v=FRFIBNPVRL4)
- COURSEBOOK: DRAW A SYNAPSE 2X (PARENT)(CHILD)
- ACTIVITY: MIRROR TRACING GAME 2 (PARENT WITH CHILD)

4

DAY 4: A LITTLE BIT OF NEURODEVELOPMENT

- WATCH VIDEO— [HTTPS://YOUTU.BE/BEG1SVSXAYC](https://youtu.be/beg1svsxayc) (11:28 MIN)
- READ— SECOND NATURE BOOK APPENDIX 2: EPIGENETICS (PG 215-220) OR AUDIO LISTEN (14:19 MIN)
- READ ARTICLE— L'ECUYER C. THE WONDER APPROACH TO LEARNING. FRONTIERS IN HUMAN NEUROSCIENCE. 2014 OCT 6;8:764.
- COURSEBOOK: REFLECTION QUESTIONS ON THE WONDER APPROACH TO LEARNING (PARENT)
- ACTIVITY: MIRROR TRACING GAME 3 (PARENT WITH CHILD)

PARENT WITH NEUROSCIENCE

DAY

COURSE ELEMENTS

5

DAY 5: WHAT IS MYELIN PLASTICITY?

- WATCH VIDEO— [HTTPS://YOUTU.BE/ZSXS32YSESU](https://youtu.be/zsxs32ysesu) (6:44 MIN)
- READ— SECOND NATURE BOOK CHAPTER 3 SECOND NATURE PARENTING (PG 43-66) OR AUDIO LISTEN (50:37 MIN)
- COURSEBOOK: MAKING DECISIONS (PARENT)
- ACTIVITY: MIRROR TRACING GAME 4 (PARENT WITH CHILD)

6

DAY 6: HOW WE CAN PARENT USING NEUROSCIENCE

- WATCH VIDEO— [HTTPS://YOUTU.BE/_C_GYUECFMY](https://youtu.be/_C_GYUECFMY) (12:56 MIN)
- READ— SECOND NATURE BOOK APPENDIX 3: NEUROMYTHS VERSUS NEUROFACTS (PG 221-223) OR AUDIO LISTEN (5:45 MIN)
- COURSEBOOK: NEUROSCIENCE REPORT CARD (CHILD WITH PARENT)
 - YOUR CHILD FILLS THIS OUT FOR YOU.
 - HAVE YOU TAUGHT THEM ALL YOU KNOW?
- ACTIVITY: MIRROR TRACING GAME 5 (PARENT WITH CHILD)
 - TAKE A PICTURE OF YOUR DRAWING AND COMPARE IT TO THE ONE YOU DREW ON THE FIRST DAY.
 - DID YOU GET BETTER AT IT? THE SAME IS TRUE FOR ANY SKILL WE PRACTICE.

7

DAY 7: REST OR PRACTICE WHAT YOU HAVE LEARNED

REPETITION IS THE BASIS FOR LONG TERM LEARNING. THINK OF THESE IDEAS AND PRACTICES AS LITTLE WATER DROPLETS FILLING UP A BUCKET. THEY MIGHT NOT SEEM LIKE MUCH ON THEIR OWN, BUT IF YOU EASE THEM INTO YOUR FAMILY LIFE, THE EFFECTS WILL BE CUMULATIVE. YOU WILL SEE LONG-TERM CHANGE.



NEUROSCIENCE PROCESS

Instructions: It's sentence completion. Just write the first thing that comes to mind!

People who know about neuroscience...

Learning about the brain is not valuable when...

The brain is...

My first exposure to learning about the brain was....

Articles about the brain online often....

When I see a picture of a brain on something, I tend to ...

I feel uninformed about neuroscience when...

I could know more about neuroscience if....

Neuroscience takes ...

Neuroscience gives...



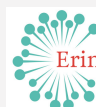
Practice Makes Habits

Setting intentions is important.

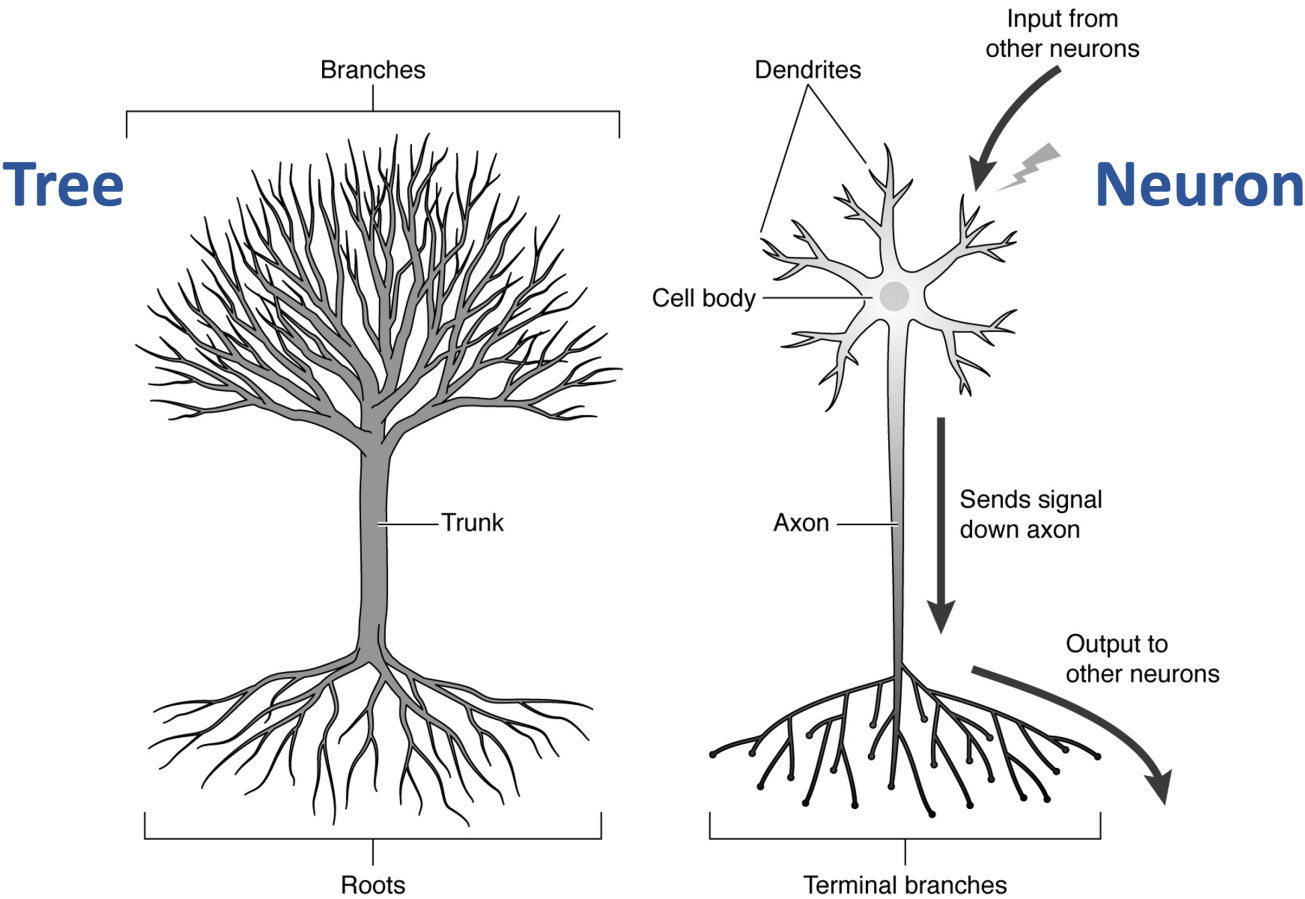
What behaviors do you want to foster in your child?

What things do you want your child to *not* practice?

What are you trying to eliminate?



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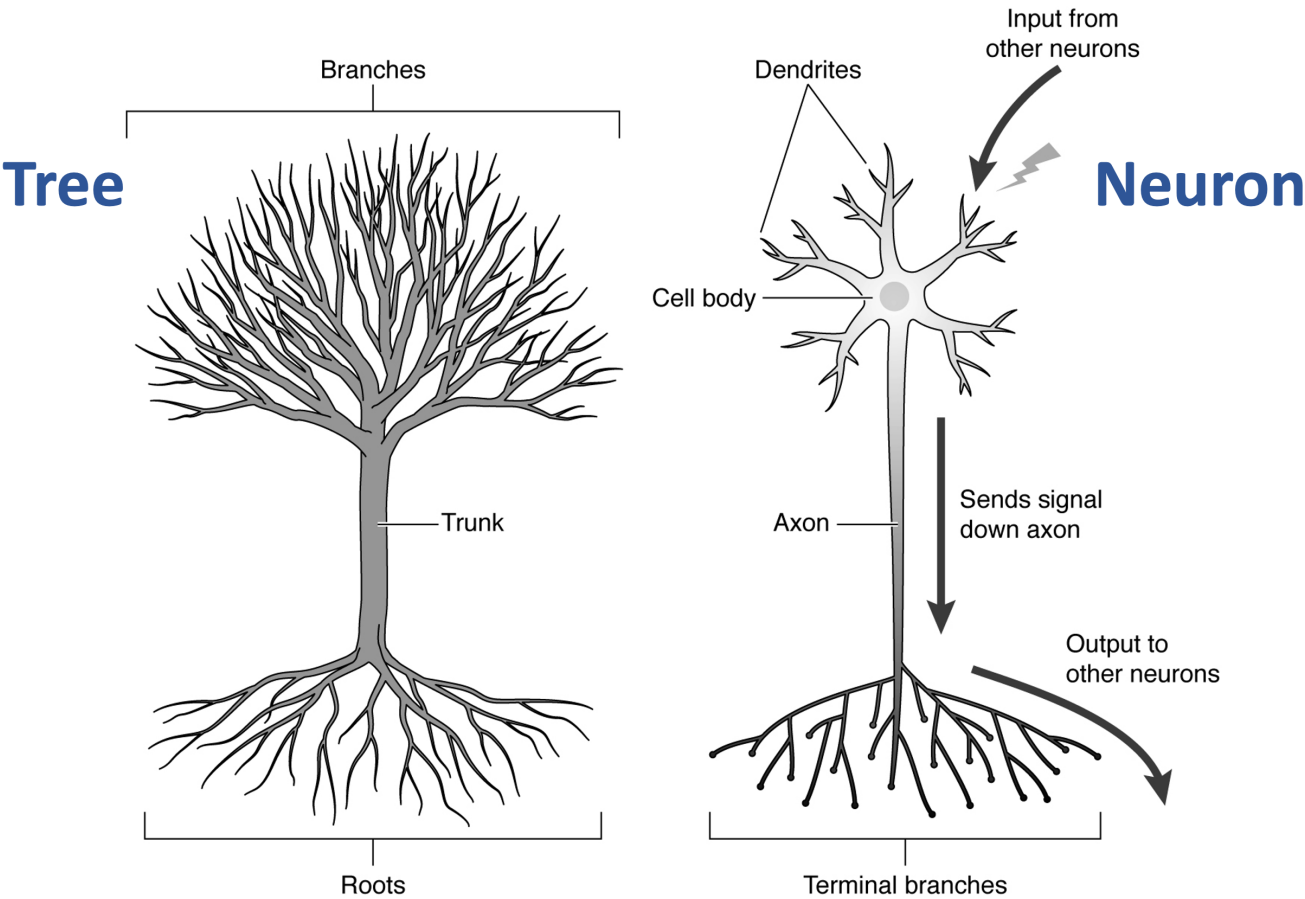
Draw a Tree

Label: Trunk, branches, & roots
Place an arrow for the way lightening would hit it

Draw a Neuron

Label: Axon, cell body, dendrites, & axon terminal
Place an arrow for the direction of communication flow





Draw a Tree

Label: Trunk, branches, & roots
Place an arrow for the way lightening would hit it

Draw a Neuron

Label: Axon, cell body, dendrites, & axon terminal
Place an arrow for the direction of communication flow



Draw a Strong Synapse



Draw a Synapse Getting Weaker



Draw a Strong Synapse



Draw a Synapse Getting Weaker



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Reflection Questions

The Wonder Approach to Learning

by Catherine L'Ecuyer

Beauty Triggers Wonder in the Child

How do you define beauty?

How can attuning to a child enable the child to better appreciate beauty?

Sensitivity Is What Makes Wonder Attune to Beauty

How does the article define sensitivity? Do you agree with that definition?

How does the media consumption relate to sensitivity?





The Wonder Approach to Learning

by Catherine L'Ecuyer

Wonder and Beauty Give Meaning to the Repetition of Actions in the Child

How does beauty change mechanical repetition of actions into meaningful ritual?

Do you agree that beauty is the same thing as purpose?

Secure Attachment Unfolds Wonder in the Child

What is the Zone of Proximal Development?

How can a parent use scaffolding to help a child learn?

How does secure attachment impact a child's ability to feel wonder?



Making Decisions

Think about your child's life. Is there something that you constantly do or fix for your child? Brainstorm below.

We learn more when we make the decisions ourselves.



If we make our own decisions, we are more likely to do the right thing because we have ownership.



We get better at making decisions when we practice making decisions.



When we make decisions, we change our world and the world around us.



Routinely making our personal decisions allows us to live more purposeful lives.

Choose one. Make space for your child to step in by handing both the responsibility and the outcome over to your child.
How will you do that?



NEUROSCIENCE REPORT CARD

FILLED OUT BY THE CHILD

PARENT'S NAME

GRADING

Check the boxes to see how your parent did:

Yes! Mostly Sorta What?

I know about the cells inside my brain

I know when my brain stops developing

I know what happens in my brain when I learn

I can tell you how 2 neurons talk to each other

I know what a synapse is

I know how a tree and a neuron are the same

I can draw a neuron:



COMMENTS & NOTES



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SECOND NATURE PARENTING COURSE

Raising Creators

Course materials can also be
accessed online with live
links [here](#).

www.erinclaboughphd.com/raising-creators

RAISING CREATORS

DAY

COURSE ELEMENTS

1

DAY 1: WHAT IS CREATIVITY?

- WATCH VIDEO— [HTTPS://YOUTU.BE/HXNHIL4I7XU](https://youtu.be/HXNHIL4I7XU) (7:11 MIN)
- READ— SECOND NATURE BOOK CHAPTER 4: THE NEUROSCIENCE OF CREATIVITY (PG 69-78) OR AUDIO LISTEN (21:16 MIN)
- COURSEBOOK:
 - CREATIVITY CORE BELIEFS (PARENT)
 - CREATIVITY PROCESS (PARENT)
 - CREATIVITY PRACTICE— ALTERNATIVE USE TASK (PARENT WITH CHILD)

2

DAY 2: ENHANCE CREATIVITY: BE OPEN

- WATCH VIDEO— [HTTPS://YOUTU.BE/B1KE4Z02YEM](https://youtu.be/B1KE4Z02YEM) (9:25 MIN)
- READ— SECOND NATURE BOOK CHAPTER 5: HOW TO RAISE A CREATIVE CHILD (PG 79-99) OR AUDIO LISTEN (42:29 MIN)
- COURSEBOOK: CREATIVITY PRACTICE—CIRCLE DRAWINGS (ONE FOR PARENT & ONE FOR CHILD)
- ACTIVITY: FREE PLAY
 - CARVE OUT AT LEAST 15 MINUTES OF FREE PLAY TIME FOR YOUR CHILD EVERY DAY THIS WEEK (NO SCREENS) (PARENT SETS UP FOR CHILD)
 - DON'T ACTIVELY PLAY WITH YOUR CHILD DURING THIS TIME, BUT TRY TO SET THEM UP TO PLAY ALONE OR WITH A PEER. LET THEM BE BORED!
 - IF 15 MIN IS TOO MUCH, START WITH 5 & GRADUALLY INCREASE TO 15.

3

DAY 3: ENHANCE CREATIVITY: SHARE KNOWLEDGE

- WATCH VIDEO— [HTTPS://YOUTU.BE/OCEOO1ZXF6U](https://youtu.be/OCEOO1ZXF6U) (6:11 MIN)
- READ ARTICLE—
 - LEUNG AK, MADDUX WW, GALINSKY AD, CHIU CY. MULTICULTURAL EXPERIENCE ENHANCES CREATIVITY: THE WHEN AND HOW. AMERICAN PSYCHOLOGIST. 2008 APR;63(3):169.
- ACTIVITY: TAKE THE INTERCULTURAL COMPETENCE QUIZ (PARENT WITH CHILD)
 - [HTTPS://WWW.LONDONSCHOOL.COM/LSIC/RESOURCES/INTERCULTURAL-QUIZ/](https://www.londonschool.com/lsic/resources/intercultural-quiz/)
- COURSEBOOK: CREATIVITY PRACTICE— ALTERNATIVE CHOICES (PARENT WITH CHILD)
- ACTIVITY: 15 MINUTES OF FREE PLAY TIME (CHILD)

4

DAY 4: ENHANCE CREATIVITY: GIVE SPACE

- WATCH VIDEO— [HTTPS://YOUTU.BE/VJNA_IHPKYE](https://youtu.be/VJNA_IHPKYE) (13:10 MIN)
- READ ARTICLE—
 - ACAR, OA, TARAKCI M, & VAN KNIPPENBERG D. WHY CONSTRAINTS ARE GOOD FOR INNOVATION. HARVARD BUSINESS REVIEW. 2019 NOV 22.
- COURSEBOOK: CREATIVITY PRACTICE— WRITE 2 POEMS (PARENT WITH CHILD)
- ACTIVITY: 15 MINUTES OF FREE PLAY TIME (CHILD)

RAISING CREATORS

DAY

COURSE ELEMENTS

5

DAY 5: HOW TO SCAFFOLD CREATIVITY

- WATCH VIDEO— [HTTPS://YOUTU.BE/U8RORHOUQQG](https://youtu.be/U8RORHOUQQG) (8:54 MIN)
- READ ARTICLE—
 - SUTTIE J. HOW NATURE CAN MAKE YOU KINDER, HAPPIER, AND MORE CREATIVE. GREATER GOOD MAGAZINE. 2016 MAR 2.
- ACTIVITY: CREATIVITY PRACTICE— IMMERSE IN NATURE FOR AT LEAST 30 MINUTES TODAY, EVEN IF IT'S ONLY RIGHT OUTSIDE (PARENT/CHILD)
- ACTIVITY: 15 MINUTES OF FREE PLAY TIME. THIS CAN BE OUTSIDE! (CHILD)
- COURSEBOOK: CREATIVITY PRACTICE— DRAW A BUNNY (ONE FOR PARENT & ONE FOR CHILD)

6

DAY 6: REFLECTIONS ON THE NATURE OF CREATIVITY

- WATCH— TED TALK SERIOUS PLAY (TIM BROWN)
 - [HTTPS://WWW.TED.COM/TALKS/TIM_BROWN_TALES_OF_CREATIVITY_AND_PLAY](https://www.ted.com/talks/tim_brown_tales_of_creativity_and_play)
- ONLINE ACTIVITY: CREATIVITY PRACTICE— TAKE THE REMOTE ASSOCIATES TASK (PARENT WITH CHILD)
 - [HTTPS://WWW.REMOTE-ASSOCIATES-TEST.COM/](https://www.remote-associates-test.com/)
- COURSEBOOK:
 - CREATIVITY CORE BELIEFS PART II (PARENT)
 - CREATIVITY REFLECTION- PRACTICING FREE PLAY (PARENT)

7

DAY 7: REST OR PRACTICE WHAT YOU HAVE LEARNED

INVEST IN BEING RATHER THAN DOING.
STRIVE FOR A BIT OF DAILY UNSTRUCTURED TIME.

MAKE A COMMITMENT TO STEP TOWARDS CREATIVITY AS A WAY OF INTERACTING WITH THE WORLD. EVERY DAY, DO ONE SMALL THING TO REMAIN OPEN, BE CURIOUS ABOUT SOMETHING NEW, OR GIVE SPACE IN YOUR FAMILY LIFE.

RELATIONSHIP TO CREATIVITY



You have a relationship with the concept of creativity.

This matters because you share your own creativity story with your child, including your beliefs about what it is, how important it is, and your strategies about how to get more of it. You do this both unconsciously and in deliberate ways.

Self-awareness is the first step to understanding our attitudes towards creativity so we can tell the story that we mean to tell. We have to examine ourselves first. You can dissect your own creativity relationship by examining three things:

- 1) The beliefs you hold about creativity—they may turn into assumptions.
- 2) The lessons you were taught about creativity when you were younger—these may manifest as childhood wounds or core values.
- 3) Your reactions when creativity is or is not present—they are the key to understanding your wounds.

To effectively teach someone else, you first have to work through your own understanding of the concept, and that means squaring up to any issues you may have.

Remember that emotional wounds from childhood always show up in our parenting as attitudes and values, so be curious about parenting areas where you feel hypervigilant.

CREATIVITY CORE BELIEFS

How do you define creativity?

How important do you feel creativity is to overall life functioning?

Not important at all



Extremely important

How changeable do you think creativity levels are in a person?

Completely fixed



Very fluid

What is your biggest fear about letting your child do things exactly their way?

What is the biggest downside that you see to someone being highly creative?



CREATIVITY PROCESS



Instructions: It's sentence completion. Just write the first thing that comes to mind!

Creativity is most useful
when...

Creativity is not valuable
when...

I feel most creative when...

Growing up, my family
thought creativity was ...

The last time I felt creative
was...

When I create, I feel...

My creativity is shut down
when....

I could be more creative if....

Creativity takes ...

Creativity gives...

CREATIVITY EXERCISE

PARENTS GO FIRST HERE!

WRITE YOUR ANSWERS SILENTLY SO YOUR CHILD DOESN'T HEAR THEM.



Alternative Uses

Name as many uses for a pen as you can think of in 1 minute.

Count up your answers.
This is your **fluency** score:

Compare your answers to your child's answers.
How many answers do you have that they don't?
This is your **originality** score:

CREATIVITY EXERCISE

KID'S TURN! PARENT CAN WRITE FOR THEM IF IT'S EASIER.
REMEMBER NOT TO MAKE ANY COMMENTARY AT ALL!



Alternative Uses

Name as many uses for a pen as you can think of in 1 minute.

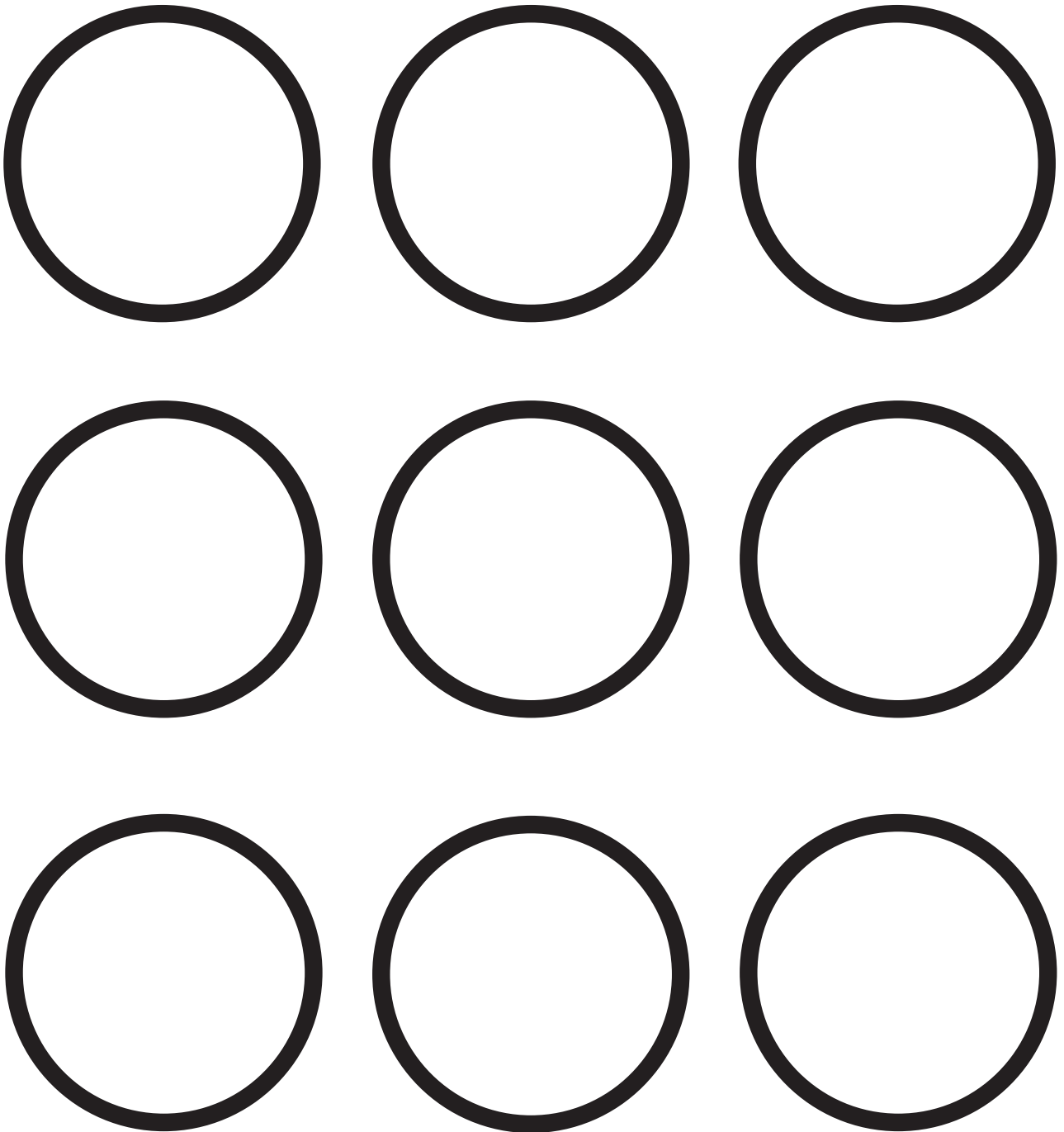
Count up your answers.
This is your **fluency** score:

Compare your answers to the grownup's answers.
How many answers do you have that they don't?
This is your **originality** score:



Use the Circles as a Starting Point for Drawing

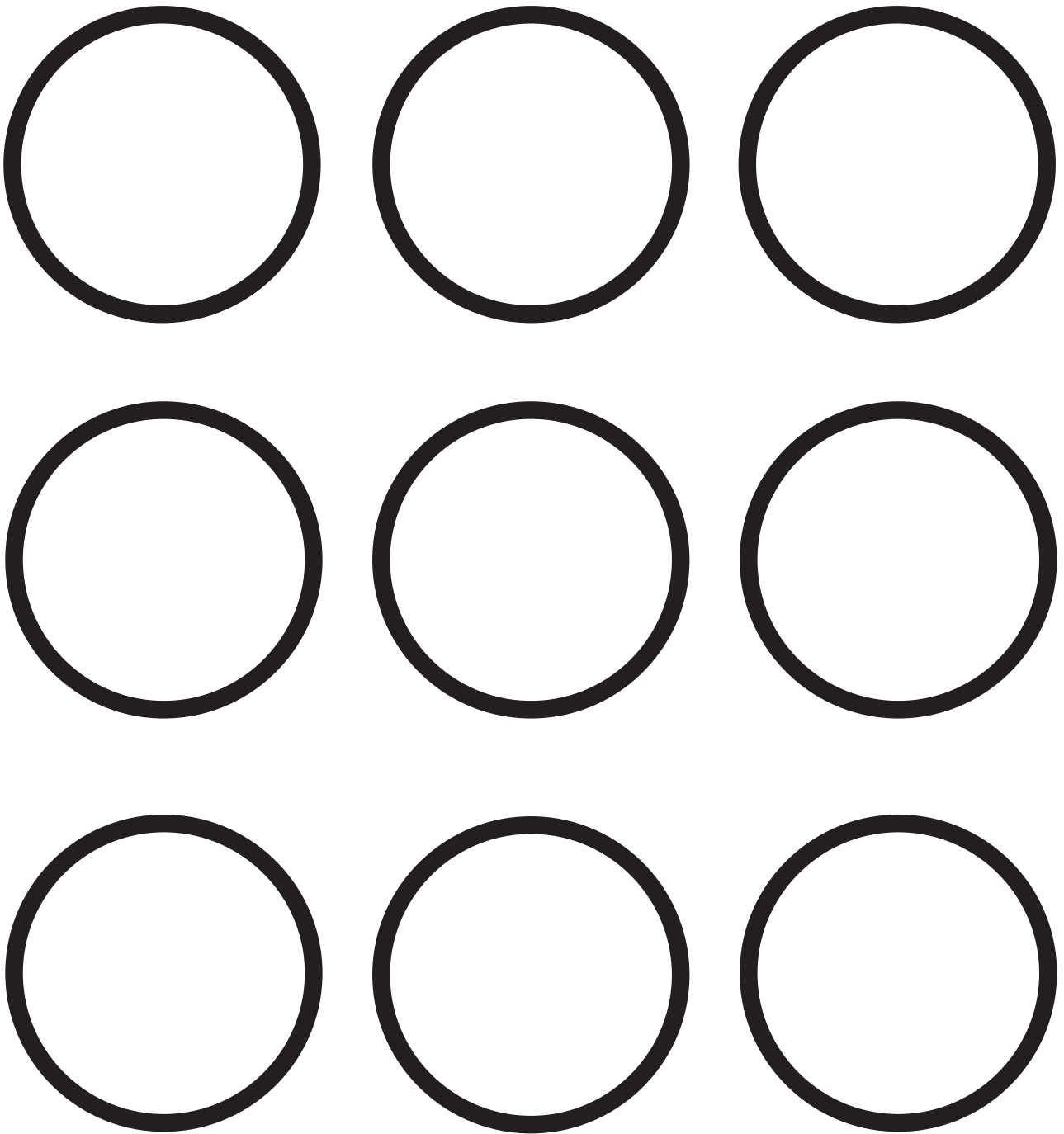
PARENT- DRAW FOR 2 MINUTES!





Use the Circles as a Starting Point for Drawing

CHILD - DRAW FOR 2 MINUTES!



CREATIVITY EXERCISE

THESE ARE FOR PARENTS AND KIDS TOGETHER!



Alternative Uses

Name as many uses for a paperclip as you can think of in 1 minute.



Alternative Choices

Tisha is going outside for recess on a sunny spring day. Tisha runs with her classmates to the swing set and is soon swinging as high as she can. Tisha notices that one classmate got a broken swing. The child looks very sad and like he really wants to swing, but is unable to because all the other swings are taken. Tisha didn't know what to do.

You have 1 minute to list all the choices that Tisha can make:

Adapted from Litvack-Miller W, McDougall D, Romney DM. The structure of empathy during middle childhood and its relationship to prosocial behavior. Genetic, social, and general psychology monographs. 1997 Aug 1;123(3):303-25.

CREATIVITY EXERCISE

WRITE DOWN YOUR CHILD'S IDEAS
WITHOUT COMMENTARY!



Alternative Choices

One morning Chris was so late getting ready for school that he didn't have time to finish breakfast. By the time the lunch bell rang, Chris was really hungry. As he was unwrapping his sandwich, Chris noticed a kid sitting alone and looking sad and hungry. Chris thought that he must have lost his lunch or forgot to bring it. Chris didn't know what to do.

You have 1 minute to list all the choices that Chris can make:

After the minute is up, circle the choices *you* would make!

Adapted from Litvack-Miller W, McDougall D, Romney DM. The structure of empathy during middle childhood and its relationship to prosocial behavior. Genetic, social, and general psychology monographs. 1997 Aug 1;123(3):303-25.



Write a Poem Together

YOU ONLY HAVE 5 MINUTES TO COMPLETE YOUR POEM!





Rewrite your Poem without Using the Letter N

JOINTLY WITH YOUR CHILD





Draw a Bunny with Your Eyes Completely Closed

PARENT- DRAW FOR 2 MINUTES!





Draw a Bunny with Your Eyes Completely Closed

CHILD-DRAW FOR 2 MINUTES!



PRACTICING FREE PLAY

Every day, you made room for free play.

It's not always easy to play without guidance, especially if we are not used to it! However, when we do it routinely, we make space for the most important learning experiences of childhood. Free play enhances creativity, especially if we have to pull ourselves up out of boredom. Play allows for empathy practice if we are playing with others and need to resolve conflict. If we play alone, it allows for quiet space to think about how our day is going. This self-reflection is important for both empathy and self-regulation.

How did your child respond to the free play sessions?

Was this exercise costly to you in terms of stress or time?

How did your child's attitude toward the play sessions change over time? Did yours change?

What did your child struggle with and how did you respond? Would you do it differently next time?



CREATIVITY CORE BELIEFS PART II



How do you define creativity now?

How important do you feel creativity is to overall life functioning?

Not important at all



Extremely important

How changeable do you think creativity levels are in a person?

Completely fixed



Very fluid

Creativity is most useful when...

Creativity is not valuable
when...

Creativity takes ...

Creativity gives...

Look back at your answers from the beginning of the course.
Are you thinking about creativity differently now?

SECOND NATURE REFLECTION

HOW HAS THIS COURSE CHANGED ME?



THINGS I CAN LET GO OF:

THINGS I WANT TO INVEST TIME IN:

THINGS I WANT TO STOP DOING WHEN PARENTING:

THINGS I WILL DO INSTEAD:

THINGS I HAVE HOPE ABOUT:

THINGS I WANT TO SHARE WITH OTHERS:





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SECOND NATURE PARENTING COURSE

Fostering Compassion

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www.erinclaboughphd.com/fostering-compassion

FOSTERING COMPASSION

DAY

COURSE ELEMENTS

1

DAY 1: WHAT IS EMPATHY?

- WATCH VIDEO— [HTTPS://YOUTU.BE/VLVBOJHX0LM](https://youtu.be/vlvbojhx0lm) (6:34 MIN)
- READ— PART OF SECOND NATURE BOOK CHAPTER 6: THE NEUROSCIENCE OF EMPATHY PG 103-106 OR AUDIO LISTEN (0-7:33 MIN)
- COURSEBOOK:
 - EMPATHY CORE BELIEFS (PARENT)
 - EMPATHY PROCESS (PARENT)
 - EMPATHY PRACTICE— FILL IN FACES (CHILD)
- ACTIVITY: PRINT THE FEELING WHEEL OUT AND PLACE IT ON YOUR FRIDGE.
 - TRY TO USE WORDS FROM IT EVERY DAY THIS WEEK TO TALK ABOUT YOUR FEELINGS WITH YOUR CHILD (PARENT WITH CHILD)

2

DAY 2: UNDERSTANDING EMOTIONAL EMPATHY

- WATCH VIDEO— [HTTPS://YOUTU.BE/NN8UU83RXXS](https://youtu.be/nn8uu83rxxs) (11:27 MIN)
- READ— PART OF SECOND NATURE BOOK CHAPTER 6: THE NEUROSCIENCE OF EMPATHY PG 107-114 OR AUDIO LISTEN (7:34-22:46 MIN)
- COURSEBOOK: EMOTIONS IN MY BODY (ONE FOR PARENT, ONE FOR CHILD)
- ACTIVITY: REMEMBER TO USE THE FEELING WHEEL

3

DAY 3: UNDERSTANDING COGNITIVE EMPATHY

- WATCH VIDEO— [HTTPS://YOUTU.BE/FELHB6KOOQC](https://youtu.be/felhb6kooqc) (7:49 MIN)
- READ— PART OF SECOND NATURE CHAPTER 6: THE NEUROSCIENCE OF EMPATHY PG 115-124 AUDIO LISTEN (22:47-39:59 MIN)
- COURSEBOOK: CONFLICT RESOLUTION— STAFF EXERCISE (ONE FOR PARENT, ONE FOR CHILD)
- ACTIVITY: PLAY THE READING THE MIND IN THE EYES GAME (PARENT WITH CHILD)
 - [HTTPS://S3.AMAZONAWS.COM/HE-ASSETS-PROD/INTERACTIVES/233_READING_THE_MIND_THROUGH_EYES/LAUNCH.HTML](https://s3.amazonaws.com/he-assets-prod/interactives/233_reading_the_mind_through_eyes/launch.html)
- ACTIVITY: REMEMBER TO USE THE FEELING WHEEL

4

DAY 4: WHAT IS COMPASSION?

- WATCH VIDEO— [HTTPS://YOUTU.BE/RUUIJGV6DC0](https://youtu.be/ruuijgv6dc0) (8:21 MIN)
- READ— SECOND NATURE BOOK CHAPTER 7: APPLIED EMPATHY IS COMPASSION PG 125-134 OR AUDIO LISTEN (0-19:19 MIN)
- COURSEBOOK: ACTS OF SERVICE (PARENT WITH CHILD)
- ACTIVITY: REMEMBER TO USE THE FEELING WHEEL

FOSTERING COMPASSION

DAY

COURSE ELEMENTS

5

DAY 5: HOW DO WE RESOLVE CONFLICTS?

- WATCH VIDEO— [HTTPS://YOUTU.BE/YS3L73NNFQY](https://youtu.be/YS3L73NNFQY) (7:25 MIN)
- READ— PART OF SECOND NATURE BOOK CHAPTER 7: APPLIED EMPATHY IS COMPASSION PG 134-147 OR AUDIO LISTEN (19:20-46:17 MIN)
- COURSEBOOK: EMPATHY PRACTICE— USE TIMEOUTS DIFFERENTLY: THE OUT FRAMEWORK (PARENT WITH CHILD)
- ACTIVITY: REMEMBER TO USE THE FEELING WHEEL

6

DAY 6: CONFLICT RESOLUTION PART 2

- WATCH VIDEO— [HTTPS://YOUTU.BE/XUYLMMOW48C](https://youtu.be/XUYLMMOW48C) (8:56 MIN)
- ACTIVITY: DO A LOVING KINDNESS MEDITATION TOGETHER (2:28 MIN) (PARENT/CHILD)
 - [HTTPS://GREATERGOOD.BERKELEY.EDU/VIDEO/ITEM/MEDITATING_WITH_KIDS](https://greatergood.berkeley.edu/video/item/meditating_with_kids)
- COURSEBOOK:
 - EMPATHY CORE BELIEFS PART II (PARENT)
 - FEELING WHEEL REFLECTION (PARENT)

7

DAY 7: REST OR PRACTICE WHAT YOU HAVE LEARNED

CHOOSE ONE THING THAT RAISES AWARENESS ABOUT EMPATHY AND DO IT EVERY DAY IN YOUR FAMILY LIFE.

IT CAN BE A SMALL THING, LIKE POSING A SIMPLE QUESTION TO YOUR CHILD. IT COULD TAKE LESS THAN 30 SECONDS, BUT IT'S ENOUGH.

THAT'S HOW THE NEURAL BASIS OF PRACTICE WORKS: REPEATED TINY EXPOSURES BUILD POWERFUL, LASTING CHANGE.

RELATIONSHIP TO EMPATHY



You are in a relationship with the concept of empathy.

This matters because you share your own empathy story with your child, including your beliefs about what it is, how important it is, and your strategies about how to get more of it. You do this both unconsciously and in deliberate ways.

Self-awareness is the first step to understanding our empathy attitudes. We have to examine ourselves first. You can dissect your own empathy relationship by examining three things:

- 1) The beliefs you hold about empathy—they may turn into assumptions.
- 2) Your reactions when empathy is or is not present—they may become habits.
- 3) The lessons you were taught about empathy when you were younger—these may manifest as childhood wounds or core values.

To effectively teach someone else, you first have to work through your own understanding of the concept, and that means squaring up to any issues you may have.

Remember that emotional wounds from childhood always show up in our parenting as attitudes and values, so be curious about parenting areas where you feel hypervigilant.

EMPATHY CORE BELIEFS



How do you define empathy?

How important do you feel empathy is to overall life functioning?

Not important at all



Extremely important

How changeable do you think empathy levels are in a person?

Completely fixed



Very fluid

What is your biggest fear about letting your child make their own decisions in social situations?

What is the biggest downside that you see to someone being highly empathetic?



EMPATHY PROCESS



Instructions: It's sentence completion. Just write the first thing that comes to mind!

Empathy is most useful when...

Empathy is not valuable when...

I feel the most empathy when...

Growing up, my family thought empathy was ...

The last time I felt empathy was...

When I'm empathic, I feel...

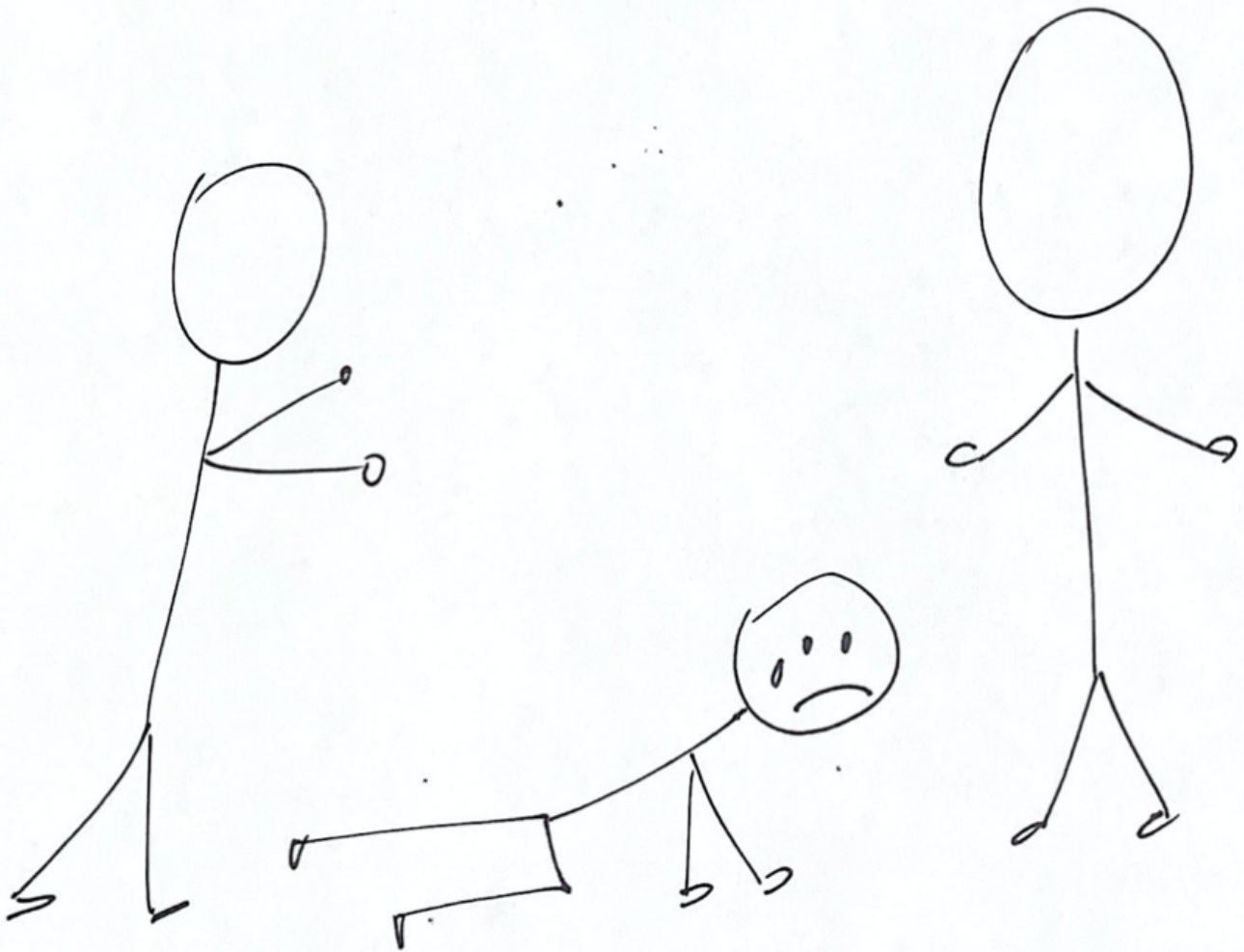
Empathy is shut down for me when....

I could be more empathetic if....

Empathy takes ...

Empathy gives...

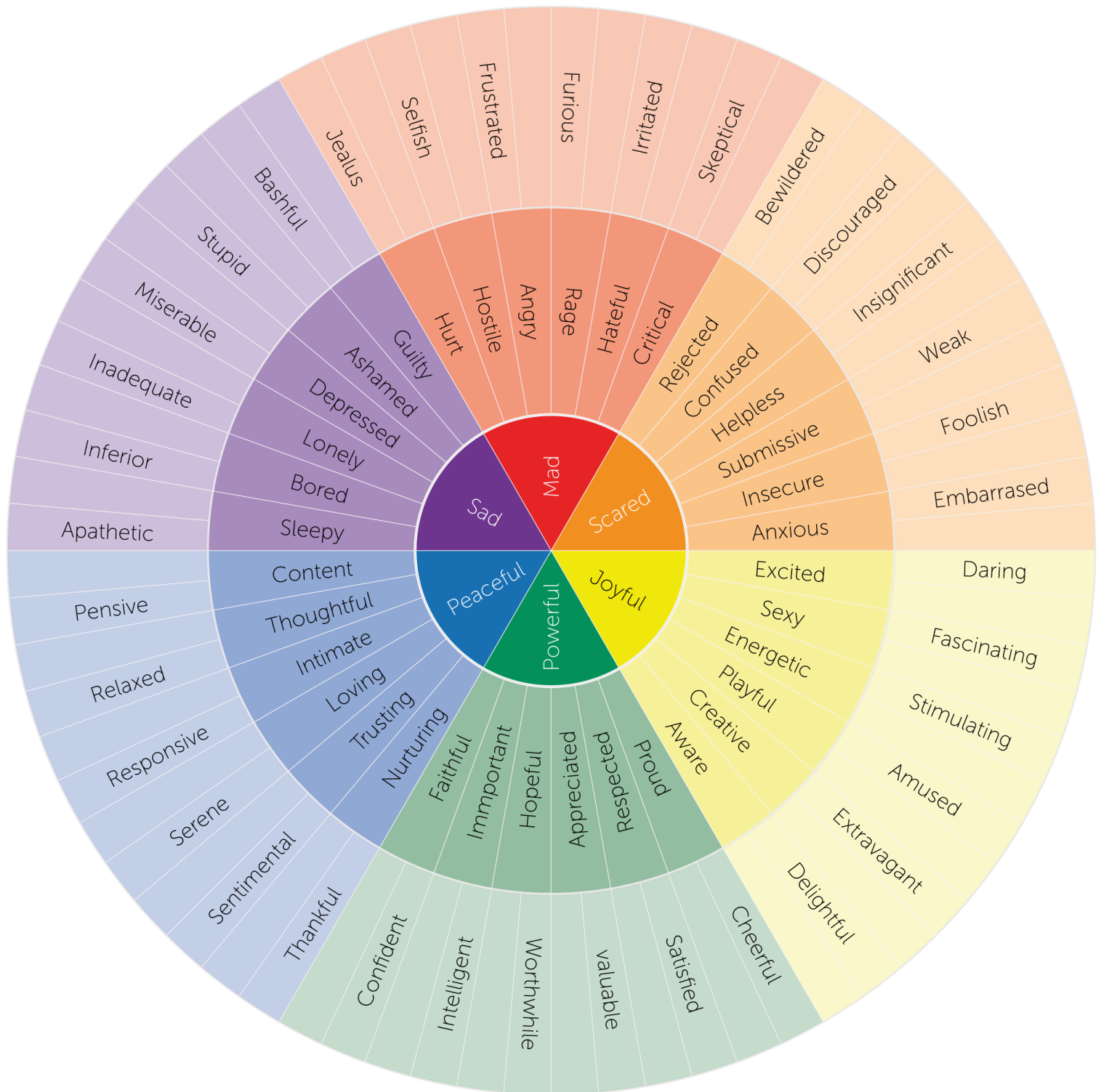
Fill in the faces of the other kids on the playground



Describe how each one might feel.

Can you tell a story about what happened here?





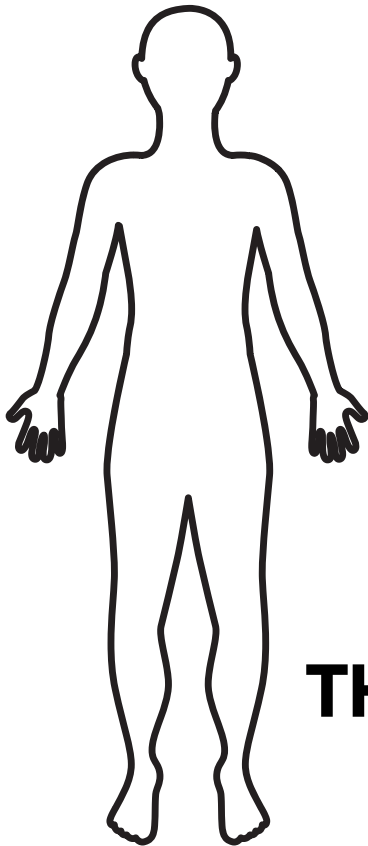
**Print this wheel out and place it on your fridge.
Try to use words from it every day this week to talk about
your feelings with your child.**

EMOTIONS IN MY BODY

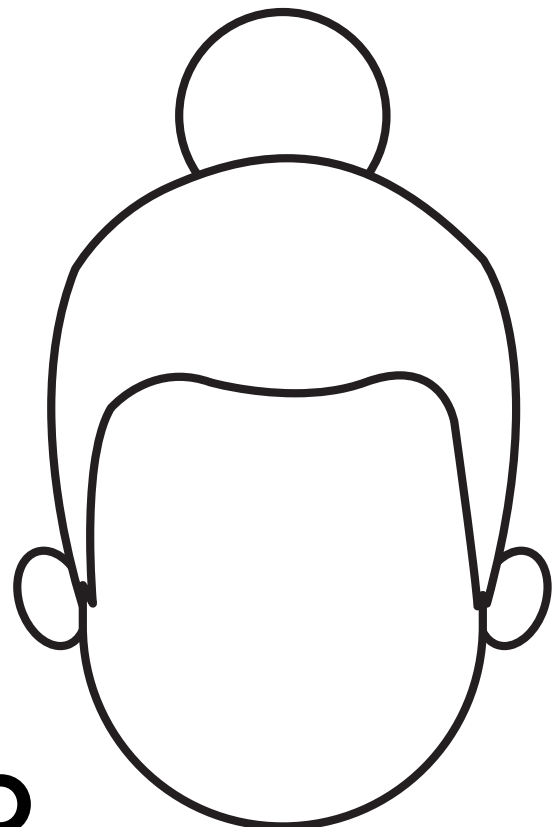
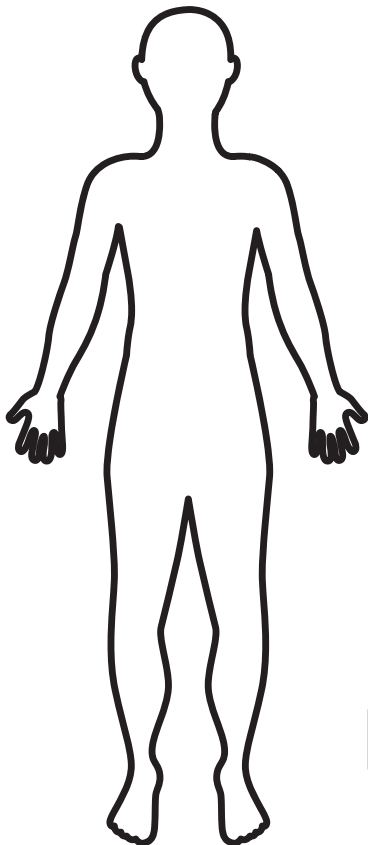


Color where you feel the emotion in your body.

Draw your face when you feel that way.



THANKFUL



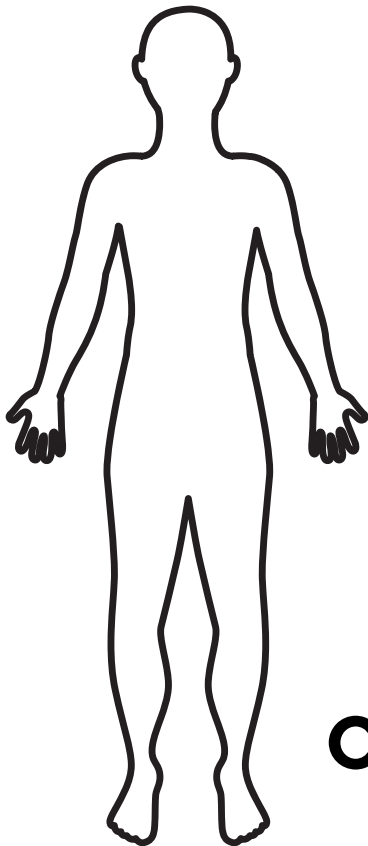
BORED

EMOTIONS IN MY BODY

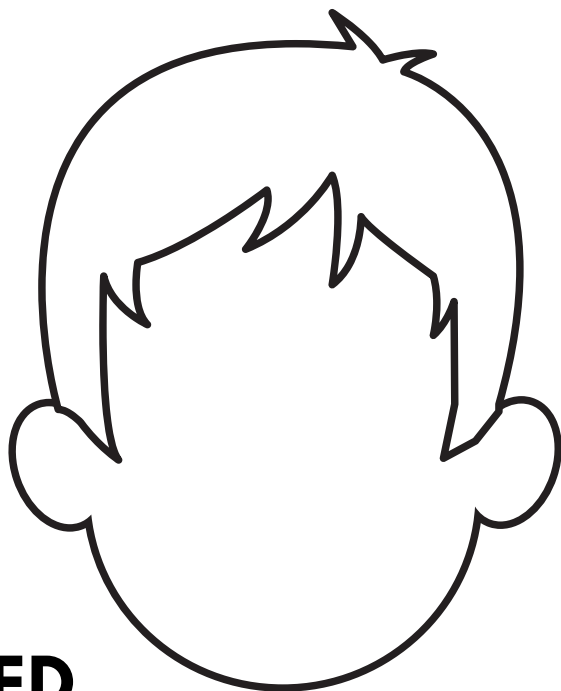
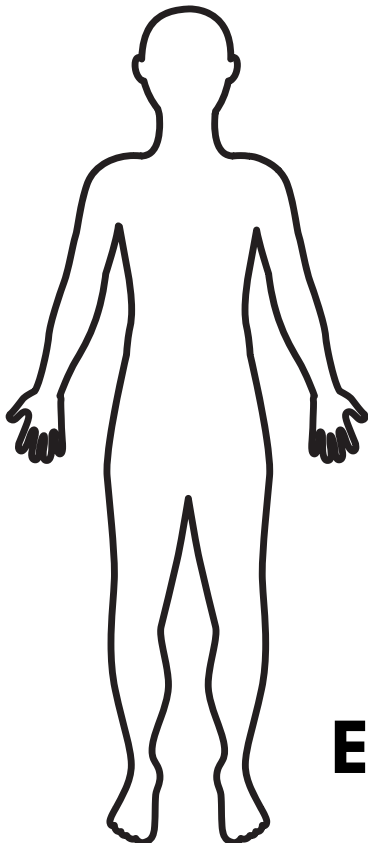


Color where you feel the emotion in your body.

Draw your face when you feel that way.



CONFUSED



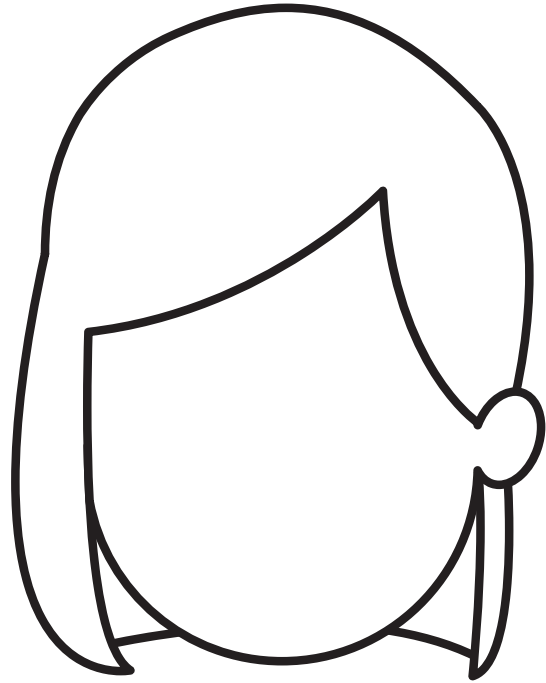
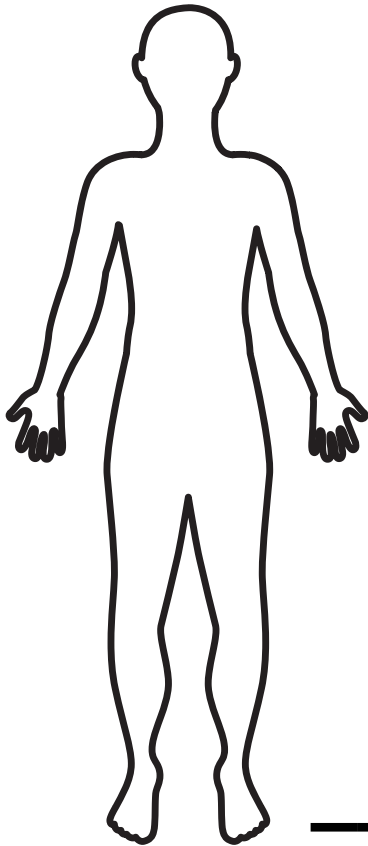
EXCITED

EMOTIONS IN MY BODY

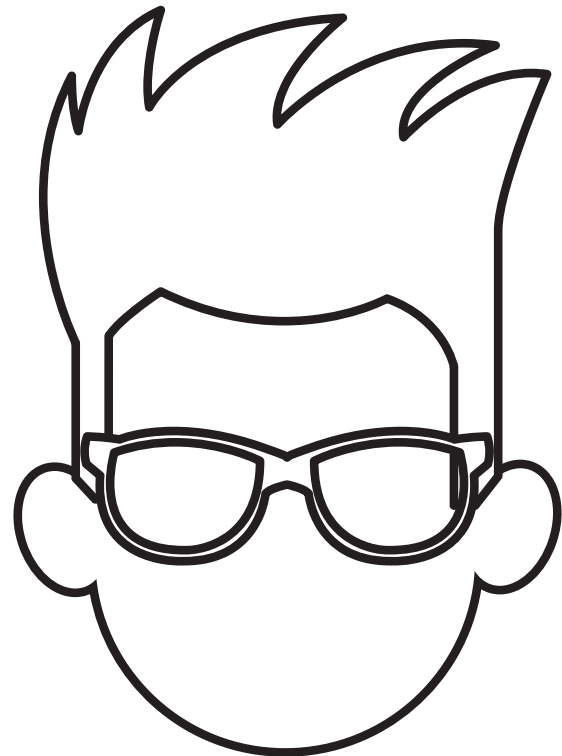
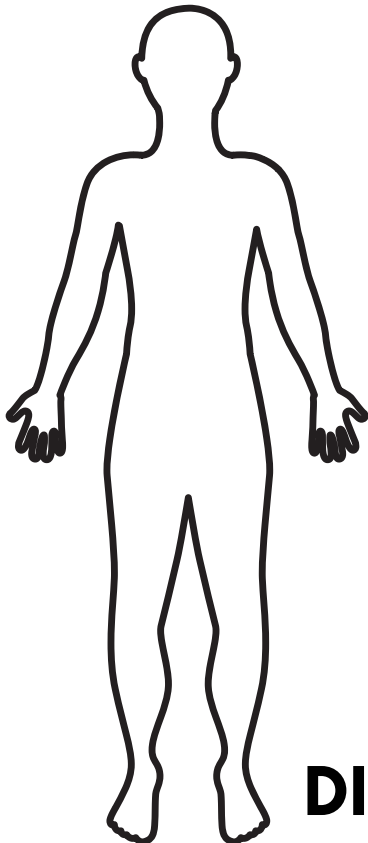


Color where you feel the emotion in your body.

Draw your face when you feel that way.



YOU CHOOSE



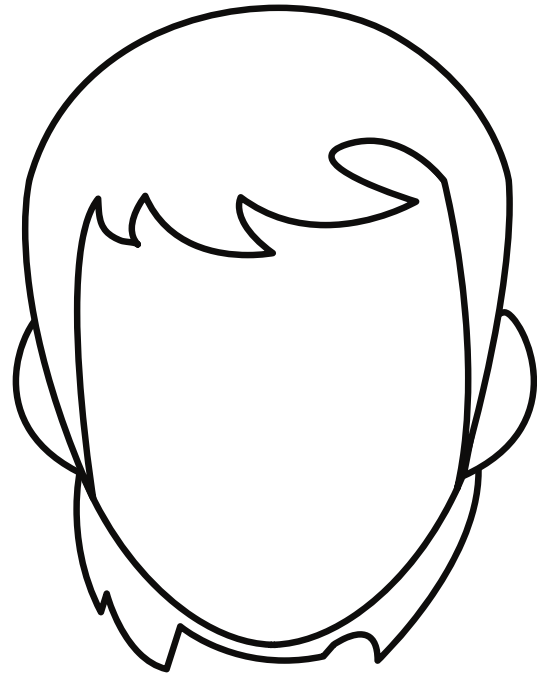
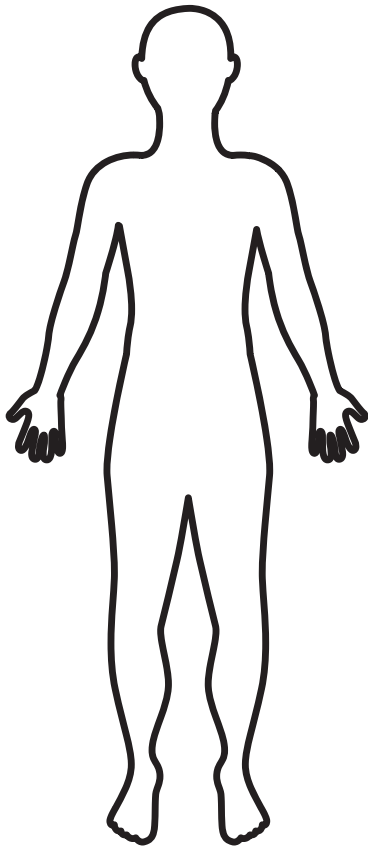
DISCOURAGED

EMOTIONS IN MY BODY

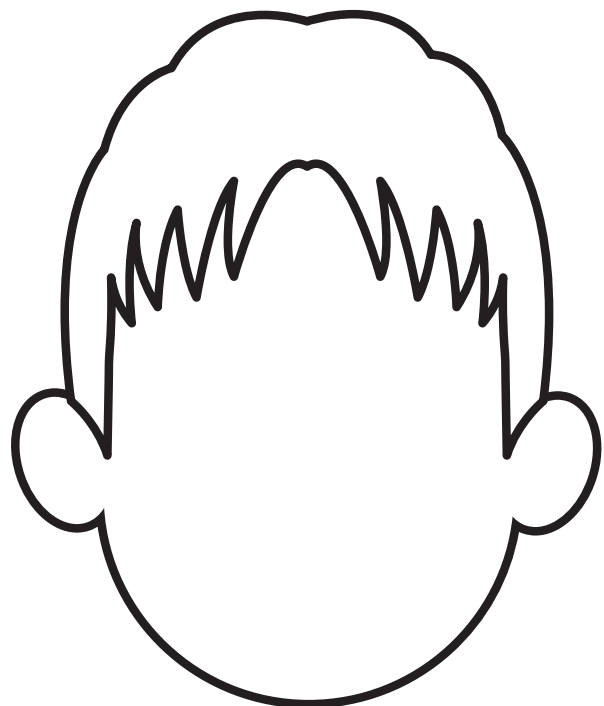
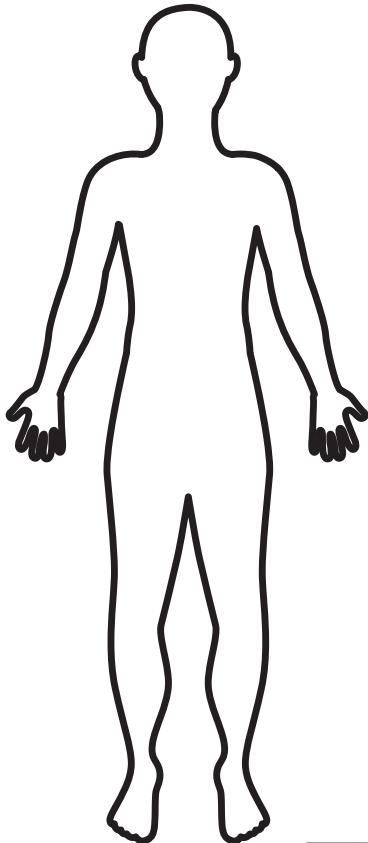


Color where you feel the emotion in your body.

Draw your face when you feel that way.



LONELY



YOU CHOOSE

CONFLICT RESOLUTION THE STAFF FRAMEWORK FOR THE PARENT



The next time you are in a conflict situation (whether at work or during parenting), try working through this framework. Write it down so it's clear in your head.

Say how you feel.

Tell them what they're doing is not okay.

Ask for what you want to have happen. Give space for the other person to respond .

Find someone else to play with. It's your choice if you don't want to play.

Find a grown-up. Some situations shouldn't be handled completely by kids.

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CONFLICT RESOLUTION THE STAFF FRAMEWORK FOR THE CHILD



When we have big emotions, communicating clearly is extremely important.

This framework will help your child advocate for themselves in social situations.

This is a form of verbal SCAFFOLDING: giving structure to something that doesn't have it to begin with.

Say how you feel.

Tell them what they're doing is not okay.

Ask for what you want to have happen. Give space for the other person to respond .

Find someone else to play with. It's your choice if you don't want to play.

Find a grown-up. Some situations shouldn't be handled completely by kids.

Walk your child through it the first time by writing it down here.

S
T
A
F
F

EMPATHY EXERCISE

ACTS OF SERVICE



- Give your child \$5 (or \$20 if you have the resources).
- Go out somewhere; Tell your child they have 1 hour to give it away.
- Do not comment on their decision no matter how they decide to spend it.

Once you're back home, discuss these questions with them:



Who did you choose to give the money to?

How did you decide what to do?

How did it feel to give them the money?

How do you think they felt to receive the money?

How do you think they will use the money?

What else did you think about doing with the money?

Would you make the same decision again?



USE TIMEOUTS DIFFERENTLY THE OUT FRAMEWORK



The next time a timeout is needed, do it differently. Instead of a set amount of time, ask your child to take however much time is needed to have the following conversation:

Own the action.

Understand how it affects people.

Tell how you'll do it differently next time.

Walk your child through it the first time by writing it down here.

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THE FEELING WHEEL REFLECTION

Every day during this course, you used the Feeling Wheel to anchor your conversations about hard feelings.

Which words did you pick out to use the most?

Did this exercise require you to do anything differently than you would normally do?

How do you feel about this exercise? (You can use the feeling wheel to answer)

Can you overtly use the feeling wheel when talking to your child about hard things? If they say they are 'sad,' ask them to choose a more descriptive feeling.





EMPATHY CORE BELIEFS PART II



How do you define empathy now?

How important do you feel empathy is to overall life functioning?

Not important at all



Extremely important

How changeable do you think empathy levels are in a person?

Completely fixed



Very fluid

Empathy is most useful when...

Empathy is not valuable when...

Empathy takes ...

Empathy gives...

Look back at your answers from the beginning of the course.
Are you thinking about empathy differently now?

SECOND NATURE REFLECTION

HOW HAS THIS COURSE CHANGED ME?



THINGS I CAN LET GO OF:

THINGS I WANT TO INVEST TIME IN:

THINGS I WANT TO STOP DOING WHEN PARENTING:

THINGS I WILL DO INSTEAD:

THINGS I HAVE HOPE ABOUT:

THINGS I WANT TO SHARE WITH OTHERS:





Erin Clabough, PhD

SECOND NATURE PARENTING COURSE

Cultivating Self-Control

Course materials can also be
accessed online with live
links here.

www.erinclaboughphd.com/cultivating-self-control

CULTIVATING SELF-CONTROL

DAY

COURSE ELEMENTS

1

DAY 1: DO WE WANT SELF-CONTROL?

- WATCH VIDEO— [HTTPS://YOUTU.BE/YCKJRS68CNG](https://youtu.be/yckjrs68cng) (7:13 MIN)
- READ— SECOND NATURE BOOK CHAPTER 8: THE NEUROSCIENCE OF SELF-CONTROL PG 151-160 OR AUDIO LISTEN (21:27 MIN)
- COURSEBOOK:
 - SELF-CONTROL CORE BELIEFS (PARENT)
 - SELF-CONTROL PROCESS (PARENT)
- ACTIVITY: EVERY DAY DURING THIS COURSE, MAKE A CONSCIOUS EFFORT TO STAY OFF YOUR PHONE WHEN YOU HAVE TO WAIT FOR SOMETHING (LIKE FOR AN APPOINTMENT OR FOR A FRIEND TO ARRIVE) (PARENT)

2

DAY 2: TOOLS TO BUILD SELF-CONTROL

- WATCH VIDEO— [HTTPS://YOUTU.BE/IN5GX36CKPE](https://youtu.be/in5gx36ckpe) (7:47 MIN)
- READ— SECOND NATURE BOOK CHAPTER 9: HOW TO HELP KIDS DEVELOP SELF-CONTROL PG 161-168 OR AUDIO LISTEN (17:55 MIN)
- COURSEBOOK: SELF-CONTROL PRACTICE— ORANGE LIGHT/PURPLE LIGHT (PARENT WITH CHILD)
- ACTIVITY: REMEMBER TO NOT USE YOUR PHONE WHEN YOU WAIT (PARENT)

3

DAY 3: SELF-CONTROL VS SELF-REGULATION

- WATCH VIDEO— [HTTPS://YOUTU.BE/-OULIV6HQZM](https://youtu.be/-oULIV6HQZM) (7:58 MIN)
- READ— SECOND NATURE BOOK CHAPTER 10: WHAT IS SELF-REGULATION? PG 171-183 OR AUDIO LISTEN (27:00 MIN)
- COURSEBOOK: SELF-CONTROL PRACTICE— THE POLAR BEAR CHALLENGE (PARENT WITH CHILD)
- ACTIVITY: REMEMBER TO NOT USE YOUR PHONE WHEN YOU WAIT (PARENT)

4

DAY 4: TOOLS TO BUILD SELF-REGULATION

- WATCH VIDEO— [HTTPS://YOUTU.BE/VJNA_IHPKYE](https://youtu.be/vjna_ihpkye) (6:51 MIN)
- READ— PART OF SECOND NATURE BOOK CHAPTER 11: HOW TO WIN AT PARENTING: MOTIVATION PG 185-191 OR AUDIO LISTEN (0-14:06)
- ACTIVITY: SELF-REGULATION THROUGH MINDFULNESS AUDIO MEDITATION (PARENT WITH CHILD);
 - [HTTPS://YOUTU.BE/YLOL2WW3NIU](https://youtu.be/yLOL2WW3NIU)
- COURSEBOOK: MINDFULNESS REFLECTION (PARENT WITH CHILD)
- ACTIVITY: REMEMBER TO NOT USE YOUR PHONE WHEN YOU WAIT (PARENT)

CULTIVATING SELF-CONTROL

DAY

COURSE ELEMENTS

5

DAY 5: TEACHING NO

- WATCH VIDEO— [HTTPS://YOUTU.BE/L2SNPAVMISG](https://youtu.be/L2SNPAVMISG) (7:49 MIN)
- READ— PART OF SECOND NATURE BOOK CHAPTER 11: HOW TO WIN AT PARENTING: DISCIPLINE PG 191-194 OR AUDIO LISTEN (14:07-23:03 MIN)
- COURSEBOOK:
 - CONFLICT ELIMINATOR WORKSHEET (PARENT WITH CHILD)
 - CONFLICT AGREEMENT (PARENT WITH CHILD)
- ACTIVITY: REMEMBER TO NOT USE YOUR PHONE WHEN YOU WAIT (PARENT)

6

DAY 6: TEACHING YES

- WATCH VIDEO— [HTTPS://YOUTU.BE/GYFH6GYG2C0](https://youtu.be/GYFH6GYG2C0) (7:51 MIN)
- READ— PART OF SECOND NATURE BOOK CHAPTER 11: HOW TO WIN AT PARENTING: GAME THEORY PG 195-203 OR AUDIO LISTEN (23:04-41:14 MIN)
- COURSEBOOK:
 - SELF-CONTROL CORE BELIEFS PART II (PARENT)
 - THE WAITING IS THE HARDEST PART REFLECTION (PARENT)

7

DAY 7: SELF-MASTERY

- WATCH VIDEO— [HTTPS://YOUTU.BE/2SQ6VT3F7VU](https://youtu.be/2SQ6VT3F7VU) (3:44 MIN)
- READ— SECOND NATURE BOOK CONCLUSION: PARENTS SHAPE FUTURE FREE WILL PG 205-208 OR AUDIO LISTEN (7:31 MIN)
- COURSEBOOK:
 - SELF-MASTERY FOR PARENTS (PARENT)
 - SELF-MASTERY FOR KIDS (CHILD)
 - SECOND NATURE COURSE REFLECTION (PARENT)

SELF-CONTROL RELATIONSHIP



You have a relationship with the concept of self-control.

That matters because you share your own self-control story with your child, including your beliefs about what it is, how important it is, and your strategies about how to get more of it. You do this both unconsciously and in deliberate ways.

Self-awareness is the first step to understanding our attitudes towards self-control so we can tell the story that we mean to tell. We have to examine ourselves first. You can dissect your own self-control relationship by examining three things:

- 1) The beliefs you hold about self-control—they may turn into assumptions.
- 2) The lessons you were taught about self-control when you were younger—these may manifest as childhood wounds or core values.
- 3) Your reactions when self-control is or is not present—they are the key to understanding your wounds.

To effectively teach someone else, you first have to work through your own understanding of the concept, and that means squaring up to any issues you may have.

Remember that emotional wounds from childhood always show up in our parenting as attitudes and values, so be curious about parenting areas where you feel hypervigilant.

SELF-CONTROL CORE BELIEFS



How do you define self-control?

How important do you feel self-control is to overall life functioning?

Not important at all



Extremely important

How changeable do you think self-control levels are in a person?

Completely fixed



Very fluid

What is your biggest fear if your child does not have enough self-control?

What is the biggest drawback when a person often uses a great deal of self-control?





SELF-CONTROL PROCESS



Instructions: Just write the first thing that comes to mind!

Self-control is most useful
when...

Self-control is not valuable
when...

I feel the most self-control
when...

Growing up, my family
thought self-control was ...

The last time I felt self-
control was...

When I have self-control, I
feel...

Self-control is shut down for
me when....

I could have more self-
control if....

Self-control takes ...

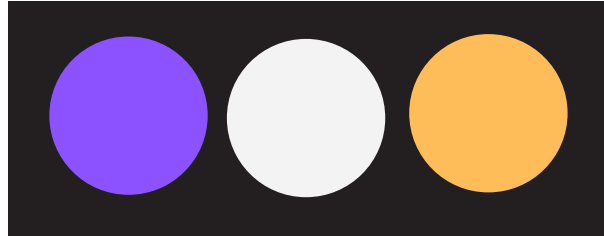
Self-control gives...

SELF-CONTROL EXERCISE

ORANGE LIGHT/ PURPLE LIGHT



Did you ever play the game Red Light/ Green Light when you were little?



BASIC RULES

The “traffic controller” stands far away from other players and calls out colors.

- When a child hears “Green light,” the child moves forward.
- “Red light” means to freeze in place.
- Whoever gets to the traffic controller first, wins the game.

This is a great way to practice following directions, but with just a few twists, it actually builds executive functioning skills and self-regulation.

In fact, the game has been used in research studies to do just that!

NEW RULES

After your child has adjusted to the rules, change them.

- Change the color that means “Go” to Purple.
- Or make Red the “Go” cue and Green the “Stop” cue.

Make sure you give a child the opportunity to be the traffic controller and make up a new rule!

HOW DOES IT WORK?

The rule switch allows kids to practice flexibility, to go against habit, and to remain adaptable.

The game isn't just about following directions! It becomes a way to practice responding to ever-changing situations, which is life as we know it.

This is building a **learning** habit, not a routine habit.

Tominey SL, McClelland MM. Red light, purple light: Findings from a randomized trial using circle time games to improve behavioral self-regulation in preschool. Early Education & Development. 2011 May 1;22(3):489-519.

SELF-CONTROL EXERCISE

THE POLAR BEAR CHALLENGE



"Try to pose for yourself this task: not to think of a polar bear, and you will see that the cursed thing will come to mind every minute."

from 'Winter Notes on Summer Impressions'

-Fyodor Dostoevsky, 1863

Set a timer for 2 minutes with these explicit instructions:

For two minutes, do NOT think of a polar bear. If you do think of a polar bear, make a tally mark below. When the timer goes off, count your tally marks.

Self-Control Over Thoughts



Adult Tally:

Child Tally:

WHY? This is an example of self-control, and example of what a NO feels like.

Now set a timer for 2 minutes and again, do NOT think of a polar bear. This time though, try one of these suggestions:

- Either pick an absorbing distractor to focus on, like a red Volkswagen instead of a white bear, OR
- Try to focus only on your breathing in and out the entire time.

If you do think of a polar bear, make a tally mark below.
When the timer goes off, count your tally marks.



Self-Regulation of Thoughts

Adult Tally:

Child Tally:

WHY? This is an example of self-regulation. You have turned a NO into a YES.

Which round was easier for you? Which was easier for your child?

Teaching ourselves to distract our own minds helps us wait when we need to wait, and helps us work towards a goal when it's important.

SELF-REGULATION EXERCISE

MINDFULNESS AUDIO TRANSCRIPT



We're going to use the five elements of body, mind, emotions, facts, and reflection to help you enhance self-regulation through mindfulness.

Find a quiet place to sit and close your eyes.

BODY

First, we're going to try for a calm body.

Just sit and focus on the physical sensation of breathing in through your nose, breathing out through your nose. You breathe in. Let the air fill up your lungs all the way.

And then slowly let the breath out through your nose.

You breathe in. Concentrate on how the air feels as it moves through your nostrils, how your lungs feel as they expand, and then how it feels to push the air back up and out into the world around you.

MIND

Now that we have a calm body, we can work towards a calm mind.

The bridge between stillness in the body and the mind is sensation.

Focus on the world around you and silently try to hear at least three different things happening. What do your ears hear?

And then try to feel three things, sitting still, against your body. How does it feel to sit and to breathe in your body?

And then, while you're breathing slowly and deeply, can you smell anything?

EMOTIONS

Now we're grounded here in our body. And we need to think about our emotional state.

You talked about feelings that you got from the outside world. What about your inside world?

Do you feel anything in your chest?

Any emotional feelings in your throat? Your belly? In your neck?

Try to locate where the emotion is being held in your body.

And if you can, try to name the emotion.

FACTS

Now let's think about what happened. What are the facts about the situation?

What did you do? What were the other choices that you could have made?

Are you ready to own or accept the outcome of that situation? And your role in it?

FUTURE

Now let's think about it. How could you act differently next time to change the outcome?

Is there a problem that can be solved here?

Try to decide if you're in this situation again: What will you do?

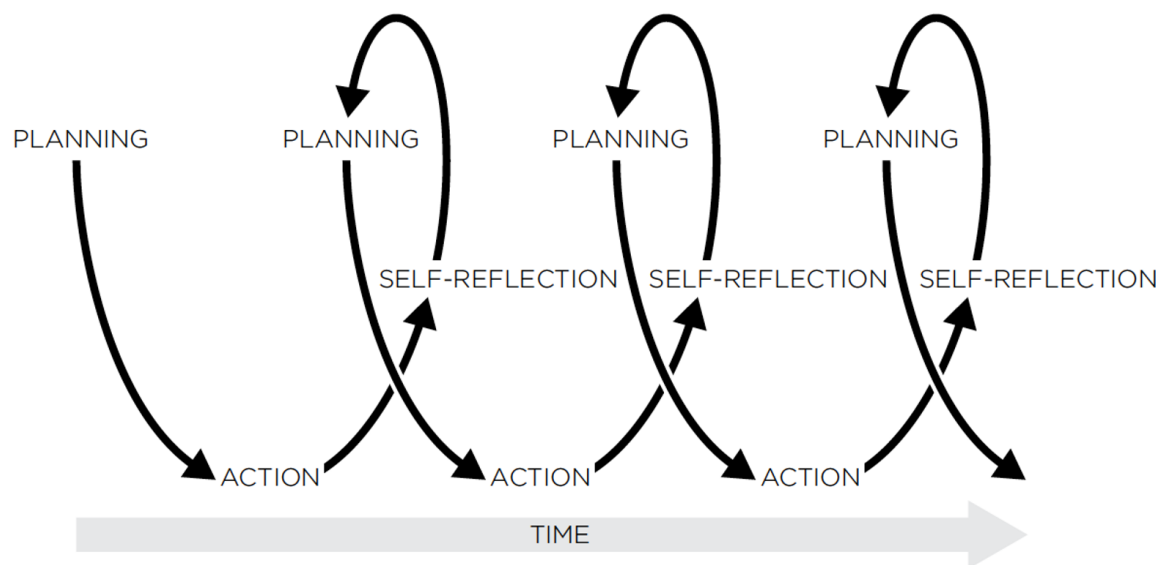
Deep breath in, deep breath out. Next time can be different.





SELF-CONTROL EXERCISE

MINDFULNESS REFLECTION



Reflection Questions after Mindfulness Meditation

Was it hard to calm your body?

What 3 things did you hear?

What 3 things did you feel?

What did you smell?

Was it hard to calm your mind?

What emotion did you feel?

Where was the emotion in your body?

What were the facts of what happened?

What choices did you have?

What will you do next time you are in that situation?



Conflict Eliminator

Identify an area where you often have conflict with your child.
It might be screen time, doing chores, being on time, etc.

What's the issue?

Jaylen isn't getting off screens when he is supposed to and Mom has to ask him five times before he does it.

Who does this affect?

It affects Mom because she has to use her time to monitor Jaylen and she gets frustrated. It affects the sibling because he doesn't understand why Jaylen gets to stay on screens and he has to get off.
It affects the family because it makes them late sometimes.
It affects Jaylen because it doesn't feel good to be yelled at and it is not allowing him to practice being in charge of himself effectively.

Why is the issue happening?

Try to understand why Jaylen is not getting off. Jaylen says he doesn't have enough screen time, or he doesn't think he's used it all that day, or he can't hear the timer, or maybe he has to finish this level on his game or he will lose his progress.

How will you fix the tension?

Try to take Jaylen's concerns into account.
The WHY of his behavior is important to address.
Let's say Jaylen says he doesn't have enough screen time. Decide together what an appropriate amount of screen time is.
When in doubt, go with an expert's recommendation (like from the American Association of Pediatrics)

Who is responsible?

Once you have agreed, you need to implement it. Ask Jaylen to do as much of the process as is possible developmentally. For example, Jaylen will let Mom know when he gets on and he will set his own timer.

What is the consequence?

If Jaylen doesn't get off within 1 minute of the timer going off, he will place his device in a special drawer and be off it for the rest of the day.
If he does it again the next day, the device goes in mom's closet for exactly a week.

What is the reward?

If your child is younger, or if you don't like the idea of only using consequences, you can also try a reward or bribe system. The reward for a week of constantly getting off on time could be an extra hour of screen time on Saturday morning.



Conflict Eliminator

Identify an area where you often have conflict with your child and answer the following questions together:

What's the issue?

Who does this affect?

Why is the issue happening?

How will you fix the tension?

Who is responsible?

What is the consequence?

What is the reward?



Conflict Agreement

This agreement is made
between _____ and _____
on _____ (date).

_____ is responsible for:

If that doesn't happen, then:

If it doesn't happen a second time, then:

If this agreement is kept for a _____, then (YAY!):

SELF-CONTROL PRACTICE REFLECTION -THE WAITING IS THE HARDEST PART-

Every day, you tried not to use your phone while waiting. This exercise taps into empathy, since you experienced the world as a child without distraction techniques, and it fosters creativity, since you had to find another way to occupy yourself while you waited.

Did it surprise you how much you use your phone to pass the time?
Did it get any easier over time?

What did you choose to do while waiting instead of using your phone?

Did you have any new experiences when you decided to stay present instead of being on the phone? Did you observe anything you would have otherwise missed?

How did this exercise change the way you interact with your child?



SELF-CONTROL CORE BELIEFS PART II



How do you define self-control now?

How important do you feel self-control is to overall life functioning?

Not important at all



Extremely important

How changeable do you think self-control levels are in a person?

Completely fixed



Very fluid

Self-control is most useful
when...

Self-control is not valuable
when...

Self-control takes ...

Self-control gives...

Look back at your answers from the beginning of the course.
Are you thinking about self-control differently now?



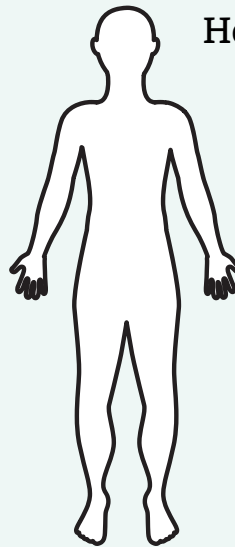


SELF-MASTERY FOR PARENTS

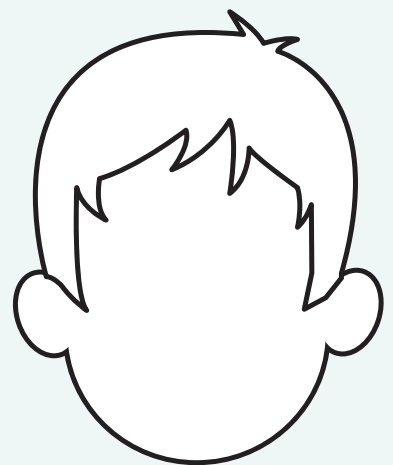


Think of a recent situation where you were involved in a conflict:
What happened? Draw it or write it down here:

What did you choose to do?



How did it make you feel?



List all the alternative choices you had:

Circle the choice you will choose next time.

Imagine yourself making that choice.

Now take a deep breath, remember that change takes practice, and let it go.

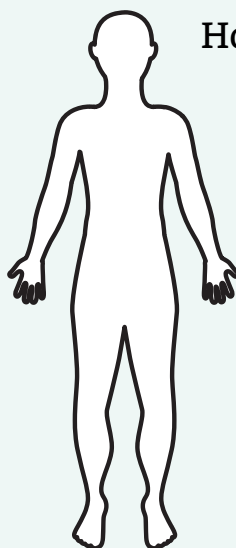


SELF-MASTERY FOR KIDS

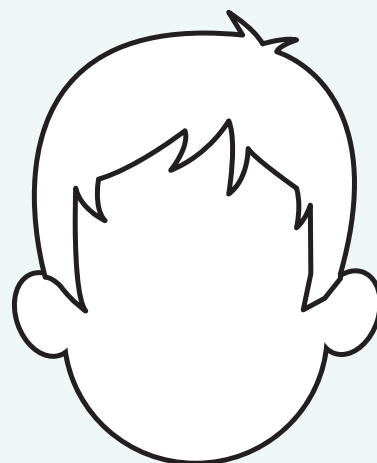


Think of a recent situation where you were involved in a conflict:
What happened? Draw it or write it down here:

What did you choose to do?



How did it make you feel?



List all the alternative choices you had:

Circle the choice you will choose next time.

Imagine yourself making that choice.

Now take a deep breath, remember that change takes practice, and let it go.

SECOND NATURE REFLECTION

HOW HAS THIS COURSE CHANGED ME?



THINGS I CAN LET GO OF:

THINGS I WANT TO INVEST TIME IN:

THINGS I WANT TO STOP DOING WHEN PARENTING:

THINGS I WILL DO INSTEAD:

THINGS I HAVE HOPE ABOUT:

THINGS I WANT TO SHARE WITH OTHERS:

