

Children & Parenting

Program Edition



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CHILDREN AND PARENTING

Children and Parenting was developed for the John Howard Society of Manitoba Inc.'s Basic Literacy Program. It contains twenty-four lessons dealing with child development, parenting skills, and issues related to these areas when someone is in prison.

Each lesson is followed by an exercise designed to build basic literacy skills and reinforce materials contained in the lessons.

This workbook was written to assist people in developing more effective parenting skills. While all can benefit from the use of this workbook, it is especially suited to low-level readers.

Words that are underlined within each lesson are defined in the glossary at the end of **LESSON #24**.

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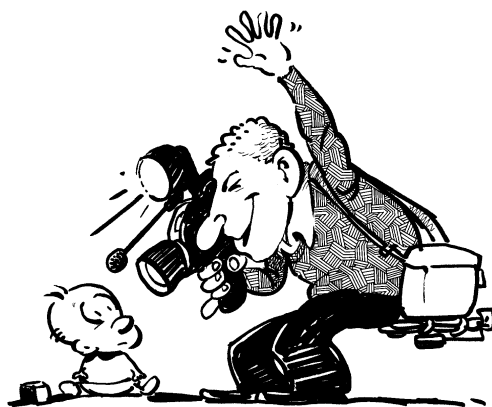
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LESSON #1

Parenting!

Everybody has a parent. Did you ever stop to think about what it means to be a parent? This workbook provides you with some information about being a parent. It will provide you with some general developmental patterns for children and will discuss some parenting skills. This workbook will also provide you with information on specific problems that may occur when raising children (difficult behaviour, long separations). This workbook will also explore the effect your time in prison may have on your children.

To begin, becoming a parent means new responsibilities. It is not a part time job, nor does it stop when your children turn 18 years of age. These will include looking after children who will be dependent on you for many of their needs. The children's needs include not only food, clothing, and shelter, but also financial support. It also includes nurturing and limits (or rules) which together give children a sense of safety and security. These new responsibilities can be difficult at times for new parents.

New parents may find that changes occur in their lifestyle. One very obvious change will be the large amount of time spent caring for the children. This

takes a good portion of the day. In addition, being able to go out at the spur of the moment is no longer possible. Going somewhere with a child requires careful planning to make sure that all the child's needs can be met while away from the home (eg. changing diapers and feedings).

Another adjustment for the new parent is the emotional responsibility of having a baby. Often fears arise about being able to care for a baby. Stress related to finances, being a good parent, and changes in lifestyle are common for both new and experienced parents.

One other change for parents may occur with their relationship. When there is time for each other, couples are often tired and stressed. It will be important for couples to make time for each other that can be relaxing and can help to reduce the stress they have felt during the day.

EXERCISE #1

Fill in The Blanks:

1. When you become a parent you will have new _____.
2. Children have several needs which include, food, clothing, _____, financial support, _____, and _____.
3. New parents may find changes in their _____.
4. Parents must plan _____ if they want to go out.
5. Taking care of children can take a lot of _____.
6. The emotional _____ of having children is another adjustment for parents.
7. New and experienced parents may develop stress because of concerns about being a good _____, _____, and changes in _____.
8. Changes in your _____ with your partner may also occur.

What will change if you become a parent? or What did change when you became a parent?

LESSON #2
The Decision to Become a Parent

There are many things to consider when deciding to become a parent. Sometimes people do not choose when they are going to become parents. However, if it is a decision between two people then there are several factors to consider, along with the new responsibilities that come with having a baby. Do you want to be parents? Do you really like children? Do you have the patience to care for children?

If there is any doubt in your decision to have children then it may be better to wait. Children require a long term commitment. In considering whether you feel you are able to care for a child, you need to think about the physical and emotional needs of the child. Do you feel that you are mature enough to handle the responsibilities talked about in lesson one? Do you feel that you will be able to be patient and teach your children to become responsible adults?

Your health and your partner's health are issues to be considered. Are there health problems that may increase the risk during pregnancy? Is there a history of an illness in your families that may affect your baby? Are there health problems that may affect your ability to care for the baby? If you have any concerns around

these areas it is important to see a doctor and secure the necessary medical information before the pregnancy.

Another area to consider is the financial responsibility of having a child. One parent may have to be at home for a period of time. Will this loss of income seriously affect your finances? There is also the cost of feeding, dressing and meeting the needs of the child (eg. baby furniture to hockey equipment). It is often stated that one is never fully prepared to have a child. This workbook suggests that planning for the role of "parent" can reduce the future stress and strain that some parents' experience.



EXERCISE #2

Make a list of five reasons you would like to become a parent or why you are a parent now.

List reasons why this may or may not be the right time to become a parent or have another child.

Make a list of any concerns you may have around your health or your partner's health.

CHILD DEVELOPMENT

The next five lessons will provide you with some general information on child development for the ages of 1-12 years. The information presented will give you some idea of the stages your child may be at. Children often go through developmental stages at varied ages. If you are concerned about your child's development, let someone know (a doctor, the daycare, a friend). This may help you decide whether there is a real need for concern.

LESSON #3
The First Year!

The first year of a baby's life is one of the most important. Here are some of the physical developments of a baby:

- Babies may gain one to two pounds per month.
- Their average weight is 20-22 lbs.
- The average length of a baby is 30 inches.
- Healthy babies will have eyes that are clear, watchful, and curious. Eyesight will improve steadily over this first year. Eyes are kept closed just after birth. Babies are able to see clearly at close range within hours after birth. It takes time for the baby to see things farther away.
- Babies are busy, but do not always tire easily.
- Babies move their arms and legs a lot.

The new baby is able to hear many sounds. They will be sensitive to loud or negative sounds such as anger. Ear infections are common in babies. Infections may also cause harm to hearing in some babies. Some signs that may suggest to you that there may be a problem are: if the baby is not awakened or upset by a loud sharp clap, if a three month old does not turn his head toward a sound. There

may be a problem if no teeth appear by twelve months. Infants will go from lifting their chin (around 2-6 weeks), to sitting up (around 5-12 months), to standing and walking (around 9-18 months).

Sleep is needed for the baby to grow. Babies are all different in the amount of sleep they need. It is important for the parent to provide the time and the place for the child to sleep. Having a pattern for sleep time helps babies get the right amount of sleep. This may include: changing their clothes, rocking in a chair, and remaining calm and quiet yourself. If the baby cries, you should check to see if the baby is all right, comfortable and safe. You may try to calm the baby by rubbing the baby's back, turning on music, and moving blankets and toys.

Many babies between birth and 4 months have "fussy" periods. There is no clear reason for the crying, they just seem to need to "fuss". It feels frustrating for the parents, although there may be nothing to do but try holding, rocking and soothing the baby. Putting the baby down for short periods in a crib or playpen may be a way to sooth the baby.

EXERCISE #3

CHOOSE THE BEST ANSWER FOR EACH QUESTION

1. Babies gain an average of ____ to ____ pounds per month in the first year.
a. 5 to 6 b. 0 to 1 c. 1-2

2. 20-22 pounds is the average _____ for babies in the first year.
a. height b. weight c. head

3. Babies who are healthy are _____ and _____.
a. angry and sad b. inactive and mad c. happy and busy

4. The newborn's eyesight will _____ over the first year.
a. remain unchanged b. get worse c. steadily improve

5. Hearing sounds that are loud or negative, may _____ babies.
a. startle b. please c. quiet

6. By twelve months of age, babies _____ may begin to appear.
a. hair b. teeth c. nails

LIST FIVE THINGS YOU MAY TRY IF A BABY IS CRYING

- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____

LESSON #4

The Emotional and Social Development in the First Year!

What babies need most is attention. Some people believe that you can spoil babies. Specialists in infant development believe that soothing babies and meeting their needs consistently teaches them to trust that someone will be there for them. This is especially true from birth to 6 months. From 6-12 months it may be helpful and necessary to let the babies cry for short periods.

The emotional development of infants is affected by the environment they grow up in, and the care they receive. Babies that receive love and attention will be happy and healthy. A caring environment will encourage trust in the baby. Trust is an important stage in infant development. Trust will also occur when parents are consistent in the way they respond to the baby's needs. If the parents are not consistent the baby will have problems developing trust (eg. sometimes the parent reacts to the baby's crying, and other times the baby is left alone).

Children at this age express their needs by crying. It is up to the parent to try to understand what their behaviour means. Crying for babies may mean several things. You may want to check to see if they are hungry or wet. If it is comforting they need, you may have to rock and cuddle them, or distract them

with toys.

Distress is shown by newborns. This will lead to the expression of anger, disgust and fear. Newborns also express delight. By nine months, children express affection.

Infants will develop some social skills over the next year. It begins with smiling at other people (0-3 months), to smiling mostly at parents (3-6 months), to crying when they are left alone (5-12 months). Noticing the difference between family members and others develops at 5-12 months. The baby will allow strangers to be with them in the company of familiar adults.

Attachment is very important to the social development of infants (8-18 months). This is an emotional bond between the parent and the child. It comes from physical contact, trust and emotional support that is built by loving, consistent, and secure relationships.

EXERCISE #4**ANSWER TRUE OR FALSE TO EACH STATEMENT**

1. _____ The environment children grow up in and the care they receive will affect their emotional development.
2. _____ Babies that receive love and attention will be spoiled.
3. _____ Trust is not developed in infancy.
4. _____ Being consistent in the way you react to the infant's emotions (eg. crying) is very important.
5. _____ Emotions that develop in the first year are delight, affection, distress, anger, disgust and fear.
6. _____ Infants will not develop any social skills in the first year.
7. _____ Smiling at another person is often the first social skill that infants will show.
8. _____ In the first few months, babies will cry when they are left alone.

LESSON #5
Effective Parenting for the Infant

Parenting infants is a little different than parenting children who can talk. Parents must learn to listen to their children's behaviours such as crying, or cooing. You may try to decide what they need by their actions instead. Parents learn over time what the behaviours of their children mean.

Parents' interaction with infants is very important for their development. Touching, holding and talking to babies are ways to interact. Parents may provide children with toys that they can touch and hold (eg. stuffed toys, rattles and squeeze toys). Parents may also copy the sounds their children make to encourage the development of their language. Calming infants by rocking and making sounds also develops the sense of trust.

Some games that can be played include "peek-a-boo" or "hide and seek". Interaction with the infant develops trust between the child and the parent. Some parents may want to develop routines and schedules based on their children's routines and needs. Some infants are less predictable and, therefore, harder to put on a schedule. It is important to provide new experiences, for example, meeting new people, going new places, even changing the position of the baby's infant seat.

EXERCISE #5

List 5 games that you might play with an infant:

List 4 reasons why an infant may be crying:

Write about how you hope to spend time with your infant OR about the amount of time that you were able to spend time with your infant. (There may be many reasons why you were not able to see or spend time with your child.)

LESSON #6
One to Three Years Old!

Between the years of one and three, growth is much slower than in the first year. Young children may only gain half a pound per month in weight. The number of teeth will be different for each child, but generally the remaining "baby teeth" will come in. Toddlers will begin to walk in this stage, which leads to climbing, running and jumping. Parents should be aware that their children may begin to climb the stairs in their home. Between one to three years, children will begin to feed themselves by holding a cup and using a spoon. Toys such as blocks are easily moved and played with by toddlers. At three years, children may be able to open jars by either lifting off the lid or unscrewing the top. They may also be able to throw and catch a large ball with some success.

It will be important to assist children in all areas of care such as feeding, bathing and dressing. At the same time, parents may encourage their children to try things on their own as they gain the physical skills to do such things.

Children may need less sleep during this stage of development. Naps will decrease during the day. Toddlers may avoid going to bed and may wake up at night. Parents should be patient with toddlers while their sleeping habits change,

but it will be important to make some rules for bedtime (eg. remaining in their bed even if they are not sleeping).

Toilet training is another skill that children will gain in this stage of development. The average age for children to be toilet trained in the day time is 2½ years old. Parents will find that everyone will have suggestions on how to accomplish this task with a child. It is suggested that the child be encouraged to sit on a potty chair for a few minutes when you estimate a child may have to go. It is important not to push a child too hard in this area.

EXERCISE #6**FILL IN THE BLANKS**

1. From one to three years children grow much _____ than in the first year.
2. A gain of _____ a pound is the average weight for toddlers.
3. _____, _____, _____, _____ are the movements that young children will develop in this stage.
4. Parents should be aware that their children may begin to _____ stairs in the second year or sooner.
5. Children will begin to feed themselves with a _____ and a _____.
6. Opening _____ and unscrewing _____ is another hand movement that toddlers will learn at this stage.
7. Parents may _____ children in feeding, bathing and dressing, but may also _____ them to do things on their own.
8. Children may need less _____ than in the first year.
9. _____ training is another skill learned in this stage of development.
10. It is important not to push children too hard when they are _____.

List 5 changes in the physical development of a toddler.

- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____

LESSON #7
Emotional, Social and Intellectual Development

It is during this time that children begin to show their independence. It is a very hard time for children. They want to do things on their own and at the same time want their needs met by their parents. What a conflict! This conflict causes children to reject their parents. Parents often find that children will respond with "no" quite often. At the same time, they want their parents. All this conflict inside may cause temper tantrums.

Toddlers' speech improves from one word to several words. By three years, children may "love" to talk to anyone or anything. Toddlers may develop some fears of things real or imagined, as they become more aware of what is going on around them, and as life gets more frustrating. Parents can try to understand that their children's fears are all real, but not logical. Most fears at this age stem from fear of separating from the parent or "stranger anxiety". This may be why children cry when parents leave. The suggestion is to acknowledge all the child's fears (eg. by stating: "you seem scared"), and to reassure the child that you will return. However, returning to the child will teach them to overcome this fear and many other fears will also go away.

Children will play by themselves early in this stage. Later on, they will play alongside other children. Finally, they will learn to play with other children. Parents will be the first influence on their children's self-concept (the way they feel about themselves). Letting children experience new things, encouraging them to try things on their own, and giving positive feedback on their accomplishments goes a long way in helping children develop a positive self-concept.

During this stage of development, toddlers learn by playing. They also learn by watching adults. You can encourage learning by giving your children time, and helping only when they need or request it to complete something. You can encourage your children to try new things that you know they will be able to succeed at.



EXERCISE #7

ANSWER THE FOLLOWING QUESTIONS IN A COMPLETE SENTENCE.

Example: Why do children want to do things on their own?

ANSWER: Children want to do things on their own because they want to be independent.

1. How do children often respond to their parents?

2. When are children better able to express their anger?

3. What is one fear that children may develop during this stage?

4. Children will play by themselves in the early part of this stage. How will they play later on?

5. What are three things parents can do to help their children develop a positive self- concept?

6. How do children learn between the ages of one and three years?

7. How do you help your children to learn and experience new things?



LESSON #8
Effective Parenting for the Toddler

Children are sometimes able to verbally express their needs at this stage of development. They are also able to say "no" and move towards doing things on their own. This may make this stage of development very frustrating. When children are doing something that you do not want them to do, explain why you do not like what they are doing and provide them with something else to do. For example, a toddler is about to grab a plant. A parent may explain to the child why they do not want the child to do this with "I messages". For example, "I am worried that you may get hurt by touching the plant." "I messages" are an effective way of changing a child's behaviour that is not okay. Another effective tool is to give children choices. For example, 1) you can play with (or touch) this but you can not play with the plant; 2) the rule is no touching the plant... if you keep touching it, I'll have to move you away... its your choice. Using these tools at this stage may be difficult. It is a good idea, however, to start trying this type of parenting at this stage as it is helpful as children get older.

Effective discipline for the toddler may include asking them to do one or two things at a time. Any more will probably only confuse your children or they

will forget to complete all demands. Children need to know what you expect and what the consequences will be if they don't follow rules. Trying to explain, or repeating things over and over to them is usually not helpful at this stage.

Agreeing with your partner on the way that you discipline your children will be very important. Both should agree on what they will be allowed to touch, or play with. This consistency should occur from day to day. Children may become confused if one day they are allowed to do something and the next day they are not allowed.

Discipline is often carried out when you are angry. It is important that you find a way to let children know you are angry without using harsh or hurtful words or actions. Children may miss the point of being disciplined if they are only worried about being hurt or yelled at. Parents may also want to give their children the attention and encouragement they need when they have done something well or helpful.

Effective parenting also includes positive time with children. Reading short, simple books with your children can be fun and educational for them. Continuing to provide your children with new experiences is helpful. For example, a walk to the park or a visit to the zoo might be looked forward to all week.

EXERCISE #8

Make a list of things that your children do or have done when they were 1-3 years old which required discipline. (Or imagine what one to three year old children may be able to do).

For each example above, write an “I message” that you may use when disciplining your children. For example, "I do not feel like playing right now".

On the next page, write a paragraph about whether you and your partner can agree on discipline methods, or write a paragraph about whether you agree with the way your parents disciplined you.

LESSON #9
Four Years to Six Years

The child will grow less than half a pound per month and almost 2-3 inches in height. The preschooler will stand straighter, have longer legs and better balance than the toddler. Children often lose their front teeth at this stage. They walk, run and climb even better, and faster. Preschoolers may be able to tie their shoes, pour a drink from a container, cut and paste paper, and begin to draw ABC's.

Preschoolers may be encouraged to choose their own clothes and to put their clothes in the laundry. Children can also be helped in caring more about the way they look. Children may not always want to do this, but parents can help them to learn the importance of bathing, brushing their hair and teeth, and wearing clean clothes. Going to sleep continues to be hard for preschoolers. They feel as if they are "giving up" power or control. In an effort to gain control they will often ask for "one more minute.....".



EXERCISE #9**CHOOSE THE BEST ANSWER**

1. From four years to six years children will gain about _____ per month.
a. half a pound b. two pounds c. three pounds
2. Preschoolers will grow about _____ inches in the next two years.
a. 1-2 b. 3-4 c. 2-3
3. Children often lose their _____ in this stage of development.
a. hair b. teeth c. nails
4. Preschoolers can be encouraged to _____ their own clothes.
a. buy b. wash c. choose
5. Children can be _____ to wash, to brush their hair and teeth and to wear clean clothes.
a. forced b. encouraged c. left alone
6. Children still want to "gain control." They show this by continuing to have problems with going to _____.
a. school b. the store c. sleep

List 4 things that a preschooler may be able to do:

LESSON #10
Emotional, Social and Intellectual

Four year old children are becoming more independent and able to be responsible for taking care of themselves when it comes to washing, eating and dressing. However, this is an age of "power struggles." Food, clothing and sleep are the areas children choose the most to battle in. They now use language to communicate and to "fight" with others. They enjoy telling jokes, true stories and made-up stories using forbidden or "bathroom" language. A favourite line is "you are not my friend." They can also argue with others as they understand better what things belong to them, and are likely at this age to order people around.

Five year old children are able to concentrate for longer periods of time. Their stories and art work become more realistic. Parents may find themselves having conversations with them. Five year old children are more giving and also have more patience.

Five and six year old children often begin school. This can be a difficult time for many reasons, even for children who have been in daycare or preschool. The transition to "real" school is a bit scary. They have to leave home during the day and they must compete for the attention of a teacher with many other children.

The way in which four to six year old children express emotions changes over the next three years. For example, anger is first expressed through physical fights, then by calling names, and lastly through teasing and making fun of others.

The imagination of a child at this stage is very busy creating stories to provide answers for things they can not explain. Sometimes the creative imagination may lead to stronger fears or negative beliefs.

Socially, four and five year old children would rather play with other children than adults. They are usually able to share and to take turns with their friends, but still have trouble with rules and will often need adults to help them. Six year old children will have close relationships with friends of the same sex. They also like playing in large groups and in organized sports or games.

EXERCISE #10**ANSWER TRUE OR FALSE TO EACH STATEMENT**

1. _____ Four year old children are more independent.
2. _____ Four year old children do not know how to argue.
3. _____ Concentrating on something for a long period is very difficult for five year old children.
4. _____ Starting school at six years can be a difficult time.
5. _____ The way in which four year old children express anger is different from six year old children.
6. _____ Children at this stage of development have no imagination.
7. _____ Four year old children would prefer to play with adults rather than children.
8. _____ Five year old children play with friends the same age as themselves.
9. _____ Six year old children will form close friendships with children of the same sex.
10. _____ Parents can help their children to learn by not asking them questions nor answering their questions.

LESSON #11
Effective Parenting for the Preschooler

Parents can help their children learn to be good listeners by being good listeners themselves. You can continue to give new information to children in small bits. Using the words and phrases used by the preschooler is also helpful.

At this stage parents can help children to learn by asking questions and answering their questions. It also helps to provide children with the chance to experience new things. Children enjoy playing make-believe. This can be a good learning experience for them as they role model the adult world. Parents can encourage children to play in positive ways, offering other methods to violent play. Positive ways to play include cards, sports, dress up, art projects, and building blocks.

Parents may continue to use "I messages" while at the same time encouraging their children to do the same. Parents may help their children express their feelings through words rather than through actions on which they have counted in the past.

Ways to communicate effectively:

1. Sit at the child's level.
2. Be simple in your wording.
3. Use words and phrases the child uses.
4. Consider the timing of your requests.
5. Use action words such as pick-up, put down, go there.
6. Be positive, caring and loving.

Setting limits for children helps children learn safe behaviour. Restrictions can be stated positively such as "stay in the yard," which helps guide children to safe behaviour. Limits should be age correct and will change as the child grows older.

A helpful discipline reminder if the bad behaviour is directed against people (eg. biting, hitting) is to remove the child from being with people. If the behaviour is against property (ripping something), the property is removed. When they are behaving inappropriately and need to be removed from people, they should be away from the play area for a short time (2 minutes per year of life). This will allow them to take time to calm down and think about their behaviour. It also helps them to understand that people do not like some behaviours and that their

behaviours have an effect on others. Children still need to be monitored. When the time is up, parents should remind them of what appropriate behaviours are expected without dwelling on the negative. Children often want to return to their playing and that's fine. This is an effective way to discipline because it helps children learn to take responsibility for their behaviour. Remember, time outs are helpful when they make sense. For example, "if you hurt or bother people, you can not be with people for a while."

EXERCISE #11

List 6 ways to communicate well with a preschooler:

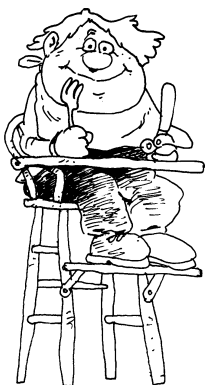
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

List 4 ways that you were disciplined by your parents/guardians:

1. _____
2. _____
3. _____
4. _____

LESSON #12

Seven to Twelve Years Old



Children between these ages may double their weight. They will have more than 28 of their permanent, adult teeth. It is common for girls to have reached their adult height by 12 years. Both boys and girls will begin to produce the hormones or chemicals that begin the adult changes (puberty). For girls this will be a change in shape and in getting their period. For boys, they will begin to grow taller and have changes to their voice. Each child will grow at different rates. Children in this age group are able to combine their independent movements of arms, legs, hands and head, to make a complicated motor skill (eg. swimming).

Children may be sensitive to what people say about their looks. Parents should try not to say anything about their height, weight, clothing, speech or intelligence that may hurt their feelings. Children may be teased by other children. Parents can help their children by being sensitive to these feelings.

It is important for parents to make sure that their children continue to eat nutritious food and get enough sleep. Children in this age group will be energetic sometimes, but often this energy does not last for very long.

EXERCISE #12**CHOOSE THE BEST ANSWER FOR EACH QUESTION**

1. Children between the ages of 7 to 12 years may _____ their weight.
 - a. triple
 - b. lose
 - c. double
2. School age children will have approximately _____ of their adult teeth.
 - a. 28
 - b. 82
 - c. 12
3. _____ will be produced that begin the adult changes in the child.
 - a. hair
 - b. hormones
 - c. skin
4. Boys will begin to grow _____ and have changes in their _____.
 - a. shorter and eyes
 - b. taller and voice
 - c. smaller and head
5. School age children will _____ at different rates.
 - a. grow
 - b. run
 - c. dance
6. A complicated _____ skill is made up of independent movements of the arms, legs, hands and head.
 - a. movement
 - b. cleaning
 - c. motor
7. Children may react _____ to what people say about the way they look.
 - a. sensitively
 - b. angrily
 - c. aggressively

List 5 changes that may happen to a school aged child:

LESSON #13

Emotional, Social and Intellectual

Most school age children are going to school. They are able to organize objects in more difficult ways. For example, they are able to divide blocks into different shapes, sizes and colours. Children begin to learn how to count and complete other math operations, such as adding, subtracting and dividing. Their reading will continue to improve as the words become longer and there are more words to a sentence. Children learn best using "hands-on experience" or doing things themselves. Play continues to be an important way for children to learn. School age children like to do competitive sports.

Friends are extremely important to school age children, but they can also be hard on each other. They may tease, make fun or criticize each other. Feelings may be hurt. Acknowledging your child's feelings while encouraging your child not to tease other children may be helpful.



Children may begin to better understand the difference between right and wrong at this stage of development. Parents should continue to use limits and consequences so children learn the effects of their behaviours. If parents set a lot

of rules and are not flexible in the limits they set, children may push their parents away, become defiant and act out.

Children will be influenced by their friends or peers at this stage of development. They may be influenced to do something opposite to what they have been taught. Getting into trouble with their friends is also common. When children are given choices (eg. if you go there again you will not be allowed to go out after school for a week), they will learn to make healthy decisions on their own.

EXERCISE #13**ANSWER TRUE OR FALSE TO EACH STATEMENT**

1. _____ Children at this stage of development are going to school.
2. _____ They can organize different blocks by colour only.
3. _____ Reading and writing becomes more difficult at this stage.
4. _____ Children learn to add, subtract and divide at this age of development.
5. _____ Children learn "best" using the "hands on" approach to learning.
6. _____ School age children hate competitive sports.
7. _____ Children will be influenced by their friends at this stage.
8. _____ Other children may tease, or make fun of each other.
9. _____ Children can not understand the difference between right and wrong.
10. _____ Parents do not have to set any limits or rules for their children who are
this age.

LESSON #14
Effective Parenting for the School Age

Communication and consistency are two important parts of effective parenting at this stage of development. Parents should continue to use the "I messages" and effective listening methods. Parents can help their children to make decisions on their own. They may also need to reassure them of their physical appearance while acknowledging hurt feelings.

Parents are role models for their children. This means that the way parents act may be picked up by the child. Children at this stage will look to their parents for ways to behave. The child's personality will be influenced by the people around them and their role models. Family values and beliefs will be adopted by children and will influence their personality. This includes: customs, habits, religion, and other characteristics of the family (eg. violence, drinking).

Discipline should include consequences for their actions. Hitting and shouting are not usually effective ways to discipline. Children may obey after such actions, but they will often react in anger about something else later on. For example, they may be upset with you, but will take their anger out on their younger brothers, sisters or animals. Consequences for negative behaviours must

"fit" the broken rule.

For example:

- going to their room if they are hurtful or annoying
- no TV if they will not clean their room
- no dessert if they ignore the call to eat supper
- not having a friend over if they have forgotten chores



EXERCISE #14

List 5 rules that you have for your child, or that you had to follow as a child.

Do you remember being teased as a child? Write a paragraph about such an experience.

Were you hit as a child? What can you remember about it?

Have you hit your children?

List 5 other ways that you can discipline your children:

LESSON #15
Extended Families

The extended family includes your parents and other relatives (aunts, uncles, cousins, etc.). These are the people who may be able to offer you support. They may relieve you from the caring of your children for short or longer periods of time. Extended family members may help to provide nurturing (love and care) and guidance your child needs to develop into a healthy adult.

Your parents and grandparents may be a good place to go for information, advice and support. They are often able to understand your concerns, frustration or excitement. Grandparents may sometimes try to step into the role of parents with children. It is important to let your parents know what you believe their role and responsibilities are as grandparents.

The skills most new parents have are the ones that they grew up with. This may help to explain the reactions you may have to your child's behaviour. For example, if you were yelled at as a method of discipline, you may also find yourself yelling. This does not always have to be the case. Many people try to parent in ways that are opposite of how they were raised. The "old tapes" playing inside however are strong and hard (but not impossible) to break. Being aware of other ways to parent is one way of changing. You may also consider seeking the help of a professional to gain information on parenting skills and help for changing old patterns.

EXERCISE #15

List the people who are in your extended family and your partner's extended family:

List those family members that you can go to for support and guidance:

Do you have any concerns about the way you were raised that may affect the way you parent? Are you able to talk about these concerns with anyone?

LESSON #16
Blended Families

A blended family occurs when two people form a relationship and they each have children from a previous relationship. This type of family often experiences difficulties different from other families. Your relationships with your partner's children may be different from the relationships you have with your own children. It is important to remember that a relationship will only develop between you and your partner's children over time.

Conflict may arise between you and your partner in methods of parenting. Some couples in this situation decide that it is best to let each person parent their own children while the other parent works on developing relationships. Other couples join efforts in the parenting. You and your partner will need to decide what works best for you.

Children in blended families may be confused, frustrated and upset with such families in the beginning. New routines, homes and people are often part of blended families. Parents may want to let the children know what is going on or include them in family decision making meetings, depending on their ages.

EXERCISE #16

Answer the following questions:

1. What is a blended family?

2. What is an extended family?

3. Did you grow up in a blended family, or do you have a blended family now?

LESSON #17**Separation From Your Children (Infant and toddler)**

You have been through the criminal justice system. Now you face a prison term which will mean a certain amount of time away from your children when you go to prison. There are many reactions that are considered "normal" and they will be different depending on the ages of your children.

Infants may react by searching for you, but since they do not remember in visual pictures, their memory of you will fade after you leave. This is the main reason why they may not recognize you immediately during visitations. They will need time to recall your voice, smell and feel. Infants respond to the stress of their parents and will sense that things are not right. They may also react by changing their patterns of eating and sleeping, appearing restless.

Toddlers may show different behaviours in reaction to the separation. They may stop toilet training and/or have sleep problems. An increase in the number of temper tantrums and in acting out is common with toddlers when parents leave or are absent for a period of time. Children may become more selfish with their toys. Children will want more affection and nurturing from the parent who is caring for them. They may become more clinging to the remaining parent, fearing the possible loss of them. Infants and toddlers need to be loved and reassured about the changes in their life.

EXERCISE #17

Answer the following questions:

1. Did you discuss with your partner or parent of your children who would tell the children you are going away, and when you would tell the children?

2. Write down what you said or what you will say to your children.

3. Will you be able to see your children when in prison?

4. Are there parenting programs or Visiting Programs in the prison?

5. Do you know who you must contact or what papers you must fill out in order to have your children visit? _____

LESSON #18**Separation From Your Children (Preschool and School Age)**

Preschoolers may react to the separation with similar behaviours as the toddler. Children may be testy or easily upset. They may blame themselves for the separation. They may feel guilty as if they were the reason you went to prison. These reactions must be addressed in order that children do not develop low self-esteem. Preschoolers who are sad may be able to express this to the parent. This may be through words, play themes, or behaviours such as withdrawal. An opposite reaction may also occur. Your children may become aggressive, and act out at either home or school. The discipline that you once used may no longer work for your children.

School age children will show more types of feelings such as being upset, sad, confused, angry and unhappy. Children may express their feelings verbally to the parent or act out in ways similar to preschoolers. They may cry or shout out their feelings. They may express a desire to have the parent back in the home. This may not be possible which consequently may cause the child to feel helpless and lonely.

School age children may feel unwanted and unloved. They may experience

difficulties with their school work. They may also have physical symptoms such as stomach aches or headaches. Some children may try to engage in criminal activities so that they can be the same as their parent or to draw needed attention to themselves. For example, they may shoplift or commit a theft. Lastly, older children may try to use drugs or engage in sexual activities in order to handle this confusing and stressful time.

Parents often question when they should tell the children where the parent is. Problems may come up if the child is not told in order to protect them. They will often sense that something is not right and guess the truth.

Another very real problem children face is the reactions by other people to the parent's imprisonment. Teasing and name-calling from other children may occur. This may increase the emotional responses the children may already be experiencing.

EXERCISE #18

List the reactions of your children at the time of your first incarceration and during the court proceedings:

Write a paragraph about the day that you told your children you were going to prison, or how you may tell your children that you are going to prison.

List some of the reactions of your children to what you told them, or what you believe their reactions will be.

LESSON #19**Visitation**

You may have the opportunity to visit with your child during incarceration. This may be an evening visit or private family visit lasting 1-2 days. It may have been a while since you have seen your child. Children respond differently to you as a result of your absence. Some behaviours to expect from the toddler include being frightened and confused. They may hold on to your partner, cry and whine during the visit. During the visit, allow your children to come to you when they feel comfortable. You may want to play some games or read a book with the child. Toddlers may not understand who you are or why they are visiting you. It is important to keep in mind that by having some contact with your children, they will continue to get to know and remember you.

Toddlers may be able to recognize you. They may still not go to you immediately. You will have to be patient and also allow them to come to you when they feel comfortable. They may have questions for you and you can try and answer them as best you can. Questions may be around why you are there and when you are coming home.

Preschoolers may be uneasy about seeing you. They may act-out during

your visit because of their feelings. Giving your children some attention during the visit, accepting and acknowledging their feelings (even negative ones), will help to develop trust between you. It hurts if they are angry at you, but they really need to know that that's okay. To strengthen your relationship with them, your partner may help the children to make pictures for you when they are not able to see you. Writing letters to your children will help to decrease the loneliness that both you and your children may experience. Talking on the phone with your children when you have the opportunity is also helpful.

EXERCISE #19

Answer yes or no to the following questions:

1. Have your children been to visit you at the institution? _____
2. Were they happy to see you? _____
3. Did you read a book to the children? _____
4. Did you play a game with the children? _____
5. Were your children good during the visit? _____
6. Do you write or talk with your children on the phone? _____
7. Do you answer their questions? _____
8. Did your children act-up or get upset when it was time to leave? _____
9. Did you tell them when you would try to write or phone them? _____
10. Was your partner able to handle the children at the end of the visit? _____

LESSON #20

Visitation with School Age Children

School age children may be excited to visit you. They will often have many questions around your imprisonment. For example, when are you coming home? At the same time they may blame themselves for your prison term. They may have questions about what you do in prison and the other people in prison. Providing the answers to their questions is helpful. You may want to encourage them to write you letters to remain in contact in between visits.

Visits may be difficult because there is a lack of things for the children to do. Depending on the length of the visit they may become bored. This may lead to acting-out behaviour. If it is possible, ask your partner to bring books, paper, and pencils. You will want to check with the children are able to bring in with them. You will also check to see what toys, books, etc. are around in the visiting and play rooms.



The end of the visit may be difficult for both you and the children. Telling your children when the next visit will be, when you hope to write, and when you

may be able to phone, are ways to comfort children. Children may be upset, cry, yell and act-out as you leave to go back to your range. They need to know that its okay for them to feel sad, mad or scared.

EXERCISE #20

Fill in the blanks:

1. School age children often have many questions around your _____.
2. They may _____ themselves for your prison term.
3. Providing the answers to their _____ is helpful.
4. Writing _____ is a way to remain in contact with your children.
5. Visits may be _____ because there is a lack of things to do.
6. Ask your partner to bring _____, _____, and _____ for your children.
7. You may want to _____ with the _____ to see what's available in the visiting and play rooms.
8. The _____ of the visit may be difficult.
9. Children may be _____, _____, _____ and _____.
10. Telling the children when the next _____ will be is a way to comfort them.

What kinds of questions may a school age child have about prison and why you are in prison?

LESSON #21
Returning Home!

You have completed your sentence in prison. Returning to your home will not be easy for either you or your family. It will be important for you to prepare for your release with some plans. These plans may include: where you will stay, will you look for work or go to school, will you apply for welfare?

You arrive at your home. The younger children may not remember who you are. The older children may be hesitant about seeing you. Try to be patient and be aware of possible feelings children have "stored up" while you were away. The children may not listen to you and they may not want you home. It will take some time for both you and your family to get used to being around each other again. The time away from your family will have an effect on your relationships. Some suggestions in coping with your "return home" are:

1. Take things slowly with the children.
2. Be patient when the children do not listen, but be consistent. They will learn to listen and respond to your discipline if you accept their feelings and set consistent limits.
3. Spend time playing with the children.
4. Answer the children's questions in words that they understand.
5. Take some time for yourself. Children can be overwhelming and demanding.

EXERCISE #21

Write a paragraph about how you believe it will be for you when you go home.

- how will you feel?
- what will you say to your family and friends?
- what is the first thing you will do?
- how will your children react to you being home?

LESSON #22
Learning Disabilities

It is often not until children begin school that they begin to exhibit problems in doing their school work or being in a classroom. This may be due to a learning disability. A child with a learning disability will have difficulty using the information that they receive because of a problem found within the brain. The problem may also be in the way they translate, store or express the information.

There are many kinds of learning disabilities. One type is "Attention Deficit Disorder." Children with this problem have difficulty focussing their attention on one thing for very long. Controlling their own actions may also be a problem for them. In order to be able to learn new information a certain amount of time is often necessary to receive the new information. Children with Attention Deficit Disorder may fall behind their classmates in school work, cause disruptions, or appear bored or distracted.

Another type of learning disability is Dyslexia. This problem involves the way children receive and process language. Difficulties may be seen when a child is reading, spelling, or working with numbers.

Children with learning disabilities will often need extra help and

encouragement from teachers, parents and other resources. If a parent suspects such a problem they should speak with their child's teacher, or resource worker to gain information on how they may help their child when at home. They may also learn where they may go for assistance outside the school system (eg. a speech therapist).

EXERCISE #22

List two examples of learning disabilities mentioned in **Lesson #22**:

Research information on learning disabilities and provide information on one other example of a learning disability.

Write a list of people who you could talk to about a concern you might have about you child.

LESSON #23
Temper Tantrums!

A difficult behaviour by children of different ages (most common at the toddler and the preschool age) is the "temper tantrum." It may be embarrassing for the parent and upsetting for the child. A tantrum is the expression of anger and a release of frustration by the child. It may also occur when children are overly tired, or excited. They may kick, scream, or throw objects. Parents may also be upset by this. Children are trying to see if you understand how angry they are and if they have the power to change your mind about the rule. It is important for parents to say clearly "you are really mad and you can not have the cookie." This lets them know that yes, you understand the feeling and, even so, the rule does not change.

During a tantrum parents should also ensure their children will not be hurt. If they are not at home they may move their children to a quiet spot or go home. Tantrums are normal expressions for children. Parents need to be patient, consistent and understanding **without backing down on the rules.**

Screaming or yelling at children, or spanking them is not an effective method to handle a "temper tantrum." This often will make children angrier and increase the level of their screaming, or increase the length of the tantrum.

EXERCISE #23

1. What is a "temper tantrum"?

2. Why do children have "temper tantrums"?

3. What could parents tell their children when they start to have a tantrum?

4. What three ways do not work when children have tantrums?

5. Write down a situation in which your child had a tantrum and how you handled it. (If this has not happened to you, describe a situation you may have observed.)

LESSON #24
TV Violence

Have you stopped and looked at what your child is watching on TV? Many shows are filled with violence. Have you stopped to think about the possible effects of TV violence? Violence can be frightening and confusing for children.

There are many shows that can help the child learn. Some shows teach numbers and letters to children. Shows about nature can be educating. Children can also learn to be dependent on TV for their entertainment. Some negative effects of too much television watching are: less exercise, decrease in making up stories or creativity, decrease in social skills or abilities to interact with other children, and difficulties telling the difference between what is real and what is made up.

Your children may have problems sleeping and/or have nightmares from the violent programs they are watching. Your children may also act out the TV shows that they watch. For example, your children may hit, push, or shoot pretend guns at people.

DO: Limit children's TV viewing.

DO: Watch with them and share your feelings, reactions and values.

EXERCISE #24

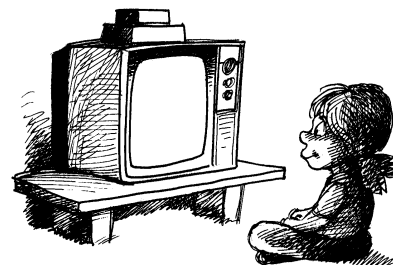
- Choose a TV program or movie that may contain scenes of violence.
- Read the following questions before watching the program or movie.
- Answer the questions later.

1. Count the number of scenes of violence found in the program or movie.

How many scenes of violence were there in the program or movie?

2. How would you feel having your children watch this program or movie?

3. Name three programs and one movie that are made for children and contain no scenes of violence.



GLOSSARY

LESSON #1

DEVELOPMENTAL - a stage of growth.

RESPONSIBILITY - being in charge of something or being accountable for something.

LIFESTYLE - the way one lives their life.

LESSON #2

DECISION - to come to a conclusion about something.

PATIENCE - to tolerate something difficult, challenging.

LESSON #3

SENSITIVE - easily offended or emotionally hurt by something or someone.

INFECTIONS - contaminate with germs or virus.

LESSON #4

ENVIRONMENT - surroundings.

CONSISTENT - constant in what you decide to do or to say.

LESSON #5

INTERACTION - to act on each other.

LESSON #6

ESTIMATE - to approximate or guess.

LESSON #7

INDEPENDENCE - not being dependent on another thing.

LESSON #8

VERBALLY - said with words.

FRUSTRATING - unhappy because you are unable to achieve what you want.

DISCIPLINE - rules (controls) used on someone else, or punishment.

LESSON #10

CONCENTRATE - to use all your thoughts and actions towards one thing.

REALISTIC - looking at things as they are.

IMAGINATION - making up ideas in your head.

LESSON #12

PERMANENT - something that lasts.

INTELLIGENCE - how well you understand and how quickly you understand.

NUTRITIOUS - healthy, good for you.

LESSON #13

CRITICIZE - to find mistakes in something.

LESSON #14

CUSTOMS - typical way of behaving or acting.

CONSEQUENCES - the result for the choices you make or your behaviour.

LESSON #21

CONSEQUENCES - the result for the choices you make or your behaviour.

LESSON #22

DISABILITY - the lack of abilities that prevents you from doing something.

TRANSLATE - to express the meaning of a word (message) in a simpler way or in another way.

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What do you think of this Workbook?

What is the title of this workbook?

Did you find this workbook useful? Yes__ No__ Why or why not?

Did you learn things that you wanted to know about? Yes__ No__

Example: _____

Do you think that you will use any of the ideas in your everyday life? Y__ N__

How: _____

Was the reading too easy__ just right__ or too difficult__?

Was the reading boring__ or interesting__?

I suggest: _____

Were the exercises too easy__ just right__ or too difficult__?

Were the exercises boring__ or interesting__?

I suggest: _____

Which other workbooks, if any, have you completed?

What other topics would you like to learn about in a workbook?

Do you think the workbooks are a good way to learn about these topics?

Yes__ No__

Do you think there are other ways to learn about these topics? Do you have any suggestions for us? _____

Thank you for taking the time to complete this form.

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