

# ACTIVITIES, OPPORTUNITIES AND CONVERSATIONS BIGS CAN DO TO PROMOTE DEVELOPMENT IN THEIR LITTLES

## Goal Area 1: Self Confidence

### 1. Self Confidence - A sense of being able to do or accomplish something

- Regularly express your interest in your little- verbally and nonverbally
- Celebrate your Little's uniqueness, help them understand feedback and use it constructively
- Develop physical abilities, try new things and praise your little
- Have Little earn rewards
- Have Little plan an outing
- Create a Match Scrapbook

### 2. Able to express feelings- Is able to reveal, talk about and discuss feelings

- Ask about and facilitate expression of feelings
- Ask how they felt when they described a situation in their life
- Work on situational problem solving "what if" questions
- Offer praise and encouragement through notes, letters and verbally
- Praise your little in front of significant people: Parents, teachers, etc...

### 3. Manages feelings appropriately- Less blow ups, able to resolve them and move on

- Discuss or provide feedback when Little handles disappointment appropriately
- Be willing to brainstorm with child on handling situations shared without judgment or shame
- Work on situational problem solving, "what if" questions

### 4. Can make decisions- Thinks before acting and is aware of consequences of behavior

- Let your Little make decisions about activities; challenge your Little to talk about their decisions and the reasons behind them
- Provide puzzles and problem solving games at your home
- Have your Little pick the movie or restaurant and what to order
- Give your Little chances to practice decision making
- Help your Little understand that decisions have consequences both for themselves and for others
- Communicate that no decision is perfect. Many decisions are based on a person's personal taste, needs and desires. Therefore, not everyone comes to the same decision on the same problem

### 5. Has interest or hobbies- Pursues activities such as reading, sports, music, computers, etc...

- Discover your Little's own activity or potential interest; begin by selecting the tasks with which you both know the child will succeed
- Start a collection of something that interests your Little
- Try new sporting activities- swimming, Frisbee, golf, skating, canoeing, playing tennis, fishing, flying a kite, bowling, etc...
- Try something new together
- Encourage strengths of child- attend activities: games, school events, concerts, church activities, etc.

## **6. Personal hygiene, appearance- Dresses appropriately and keeps self neat and clean**

- Help your Little understand the importance of dental care and brushing regularly
- Set an example by appearing neat and clean
- Promote hygiene by complementing child on appearance
- Talk about washing hands and teach Little about cleanliness
- Take your Little for a makeover or haircut
- Social modeling (dressing neat and clean when appropriate)

## **7. Sense of the Future- Knows about educational and career opportunities**

- Encourage and support Little in pursuing their own dreams
- Include college and career issues in services and activity planning
- Take your Little to work
- Inspire hope by being hopeful
- Don't dismiss dreams as naïve
- Help Little set goals that inspire hope
- Provide experiences for child to see various types of careers and explain the training necessary
- Assist child with school work when possible and provide positive reinforcement for success
- Visit college campuses, job fairs, job shadowing and high schools
- Discuss current events

## **8. Motivated to achieve- Completes tasks and sets priorities**

- Focus attention on the relevancy of classroom content to life situations and issues
- Intellectually challenge youth through activities
- Complete a project together
- Encourage strengths of child
- Take a class together

## **9. Positive self concept- Positive self talk, positive response to others, sets boundaries for self and others**

- Talk about friends you each have; what your best friend is like; what it means to be friends
- Role play different situations with your Little such as an encounter with a teacher or parent; help them understand their reactions as well as their own
- Discuss what it means to be honest and responsible
- Do things with other matches
- Offer to have one of your Little's friends attend an activity with the two of you

## **Goal Area 2: Social Competence**

### **10. School Attendance- Always in attendance unless a clear excuse such as illness or family travel**

- Attend school activities or eat lunch at school with your Little
- Provide support and encouragement
- Stay connected with teacher and school

### **11. Uses school resources- Uses library, guidance counselor, tutorial center etc...**

- Go to the library, secure a library card, read together
- Visit a museum or study the stars
- Do fun activities that reinforce career choices
- Explore the internet

**12. Uses community resources- Partakes in service activities, libraries, recreation, and church activities**

- Take Little to the library or museum
- Volunteer together in the local community

**13. School Performance- Makes good grades**

- Affirm and recognize success in school
- Teach basic study skills to youth who may not have developed them
- Stay in contact with teachers about progress
- Play scrabble or word games, make and use flashcards
- Help your Little learn the alphabet, tell time, to use a calculator, etc...
- Talk about school
- Incorporate learning (animals at the zoo, street signs anywhere you go)

**14. Behaves in a positive manner- Refrains from behaviors that are illegal for person of their age**

- Work on situational problem solving, “what if” questions

**15. Restrains from the use of alcohol and other drugs- Doesn't use illegal or harmful substances**

- Work on situational problem solving, “what if” questions

**16. Able to avoid early parenting- Doesn't engage in sexual behavior likely to result in early parenting (depends on age of Little)**

- Talk about sexuality
- Talk about choices we make daily
- Work on situational problem solving, “what if” questions
- If Big is having/had a baby; talk about cost and responsibility

**17. Can work cooperatively with others- Sharing, give and take, try new activities and open to suggestion**

- Increase activities together that call for cooperative behaviors- washing a car, shoveling snow, starting a project
- Give direct feedback on phone behavior
- Give feedback when you see cooperation demonstrated
- Send a thank you note to someone

**Goal Area 3: Caring**

**18. Shows trust toward you- Isn't reluctant to confide in you and to accept your suggestions**

- Share your feelings; model appropriate emotions
- Be consistent in your meetings and be on time
- Model appropriate manners
- Take a walk together
- Discuss the importance of taking care of self

**19. Respects other cultures- Doesn't stereotype/put down other ethnic, racial, language, or national groups**

- Engage in cultural events
- Discuss the importance of respecting other people's differences
- Attend and participate in a diversity workshop

**20. Relationships with family- Interacts well with other family members**

- Big can role model positive family relationships
- Encourage creative projects or others signs of appreciation to family

**21. Relationships with peers- Interacts well with persons of own age group**

- Talk about friends you each have: what your best friend is like; what it means to be a friend
- Work on situational problem solving, “what if” questions
- Encourage participation in group/peer activities

**22. Relationships with other adults- Has good interactions with other adults who are not family members**

- Introduce to family and friends and provide feedback on interactions
- Share struggles Big might have had with adults growing up
- Encourage intergenerational relationships

**23. Sense of Community- Empathy for others, involved with service to others**

- Read the paper and discuss news
- Acknowledge significant events
- Get involved in community events
- Participate in a community service project together