

Dad and Me

A workbook to support children with a parent in prison.





THIS PACK IS NOT TO BE COPIED WITHOUT THE AUTHOR'S PERMISSION

The purpose of this pack is to allow the child with parent in prison to address their feelings of loss often associated with bereavement. The activities are designed to give the child space to think about the good things, and the not so good things, about their relationship with the parent, and their home situation.

Feel free to choose the activities you feel are appropriate for the child you are working with, for example, if the child does not have access to the parent in prison, leave out Page 9. Adapt it how you want. The aim is to take about 6 – 8 weeks to cover the materials, but take all the time you wish. There is also a list of art based activities you might want to do as well.

Eileen Thompson
Lead Behaviour Support Teacher
Behaviour Support Service
The Harlow Centre
Raymund Road
Oxford
OX3 0PG





My grateful thanks to Laura and Alex for all their help in developing these materials.

Eileen Thompson

Please Hear What I'm Not Saying

**Don't be fooled by me.
Don't be fooled by the face I wear,
For I wear a mask, a thousand masks,
Masks that I'm afraid to take off,
And none of them is me.**

**Pretending is an art that's second nature to me,
But don't be fooled,
For God's sake don't be fooled.
I give you the impression that I'm secure,
But confidence is my name and coolness is my game,
That the water's calm and I'm in command,
And that I need no-one.**

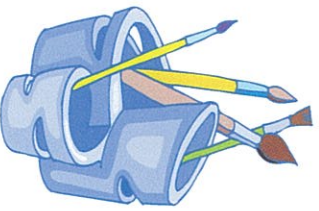
But don't believe me.

**My surface may seem smooth but my surface
Is my mask, ever-varying, and ever-concealing.
Beneath lies no complacency,
Beneath lies confusion and fear and aloneness.
But I hide this, I don't want anyone to know it.**

Each time you're kind and gentle and encouraging
Each time you try to understand because you really care
My heart begins to grow wings, very small wings,
Very feeble wings,
But wings!
With your power to touch me into feeling
You can breathe life into me.
I want you to know that.

Jill Zevallos-Solak





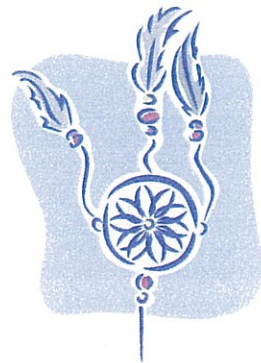
Sometimes it helps to tackle problems through an alternative activity, as the pupil may find it too challenging to talk about their issues directly. The following are some ideas you can use in conjunction with any of the activity packs.

- Making a table lamp- the base can be resourced from bankrupt stock and the electrics can be checked by the Technology Department.
- Solitaire boards – wood and tools from the Technology Department.
- Community projects e.g. make props for the local theatre company or school production
- Make a PowerPoint presentation on a personal interest.
- Prepare, design and paint a chair or other piece of wooden furniture. Use emulsion paint only.
- Cover the top of a small table with stamps, buttons or beads.
- Make cards or pictures from cross-stitch.
- Decorate a Memory Box with shells, stones, beads etc.
- Decorate a photo frame and put a digital photo in it.
- Junk modelling
- If you have access to video equipment, make a film.
- Make a clock – mechanisms are readily available.
- Decorate a plate – acquired from jumble sales, paint with tile primer and clear varnish when finished.

- Clay work
- Cooking
- Make a mosaic with broken tiles.
- Decorate a plant pot with broken tiles.
- Gardening.
- Making puppets
- Glass painting
- Bicycle repair
- Make a dream catcher



Make a dreamcatcher



To Native Americans, dreams were messages sent by sacred spirits. There are two different versions of the legend about how dreamcatchers work. Apparently, different tribes have different interpretations. One version says that the hole in the center of a dream catcher web allows good dreams to reach the sleeper, while the web itself traps the bad dreams until they disappear with the first light of morning. The other version says that the web "catches" the good dreams and allows the bad ones to slip away through the hole. Ask your students which legend they prefer as you follow these steps to create your own dream catchers.

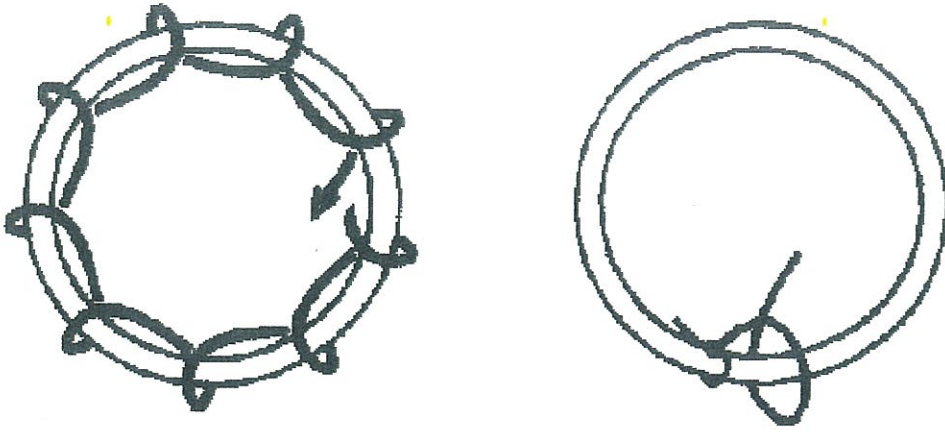
Materials:

- thin, round, basket-weaving reed - (This can be purchased at an arts and craft store.)
- string or twine
- beads, feathers
- yarn

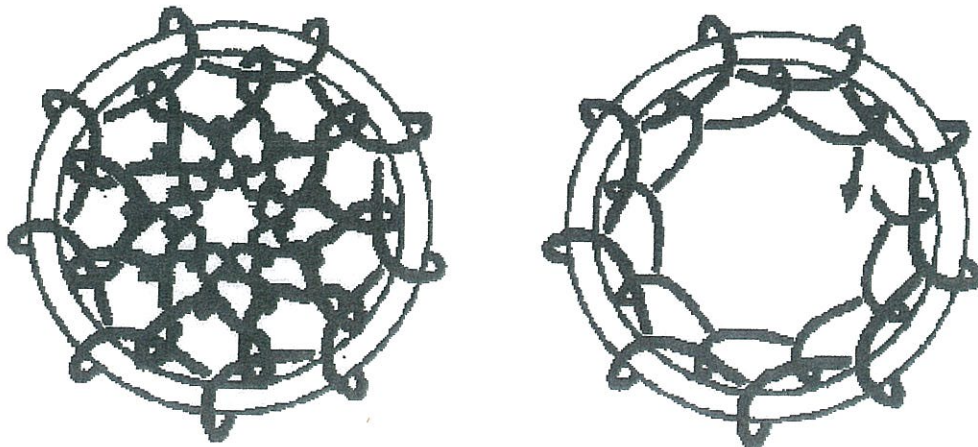
Directions:

Step 1: Take a length of reed equivalent to approximately 26 inches, form into a circle and secure by overlapping and bending the two loose ends around the edge of the circle. The circle width should be 5 to 5 1/2 inches. To strengthen the circle and prevent it from coming undone, you may tightly wrap the entire circle with a length of colorful yarn.

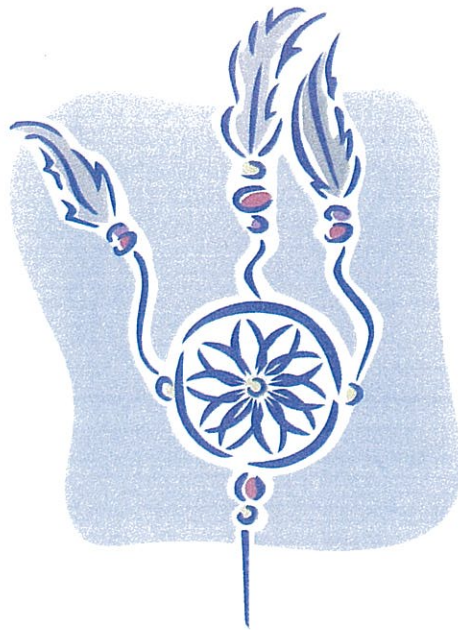
Step 2: To begin making the dream catcher "web," tie one end of the twine or string to the circle you have formed in step one. Tie 9 "hitch knots" around the ring, spacing them approximately 2 inches apart. Keep the string snug when going from one knot to the next being careful not to distort the shape of the circle. See diagram below:



Step 3: To begin the next row of the web, begin tying hitch knots in the middle of the string already attached. Continue tying hitches in the same way until the opening in the center is the desired size. To end the web, tie a double knot in the twine and cut off any excess. See diagram below:



Step 4: To decorate the dream catcher: Each student will need about 2 feet of string for attaching beads and/or feathers. Cut string into 4 equal pieces and thread the beads or tie the feathers to the ends. Tie these decorative strings to the bottom, sides, and center of the dream catcher. Be sure to attach a hanging loop to the top.



Baseline Assessment

It is useful to measure the impact of this intervention on the child's emotional and behavioural state.

The QCA Baseline covers a range of behaviours and should be completed by someone who knows the child well – the teacher, another Teaching Assistant or yourself.

Score the child according to best fit, since the statements may not perfectly match what you want to say.

When you complete the work, complete another QCA Baseline and identify areas which are different from the original assessment – these may be improvements, or areas which are still a problem This will help you identify where the child needs further support.

QCA Behaviour Assessment

Child's Name: _____

Date of Birth: _____

Date: Year Group

Term

Age at this date: _____

Yrs

Months

School: _____

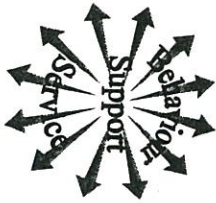
This assessment completed by: _____
 (Please give your name and role, e.g. Class teacher, Year coordinator, SENCO, Parent, etc)

Is this the first use of this assessment (baseline) for this child?

Yes **No** - QCA assessment has been used before

Baseline was completed:200__ Then further assessment(s):

Part A	LEARNING	30
Part B	CONDUCT	30
Part C	EMOTIONAL	30
Total		90



Part A LEARNING BEHAVIOUR

1. **Is attentive and has an interest in schoolwork**
 eg is not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys schoolwork.

2. **Good learning organisation**
 eg works systematically, at a reasonable pace, knows when to move on to the next activity or stage, can make choices, is organised.

3. **Is an effective communicator**
 eg speech is coherent, thinks before answering.

4. **Works efficiently in a group**
 eg takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.

5. **Seeks help where necessary**
 eg can work independently until there is a problem that cannot be solved without the teacher's intervention.

	not at all	rarely	sometimes	fairly often	often	always
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

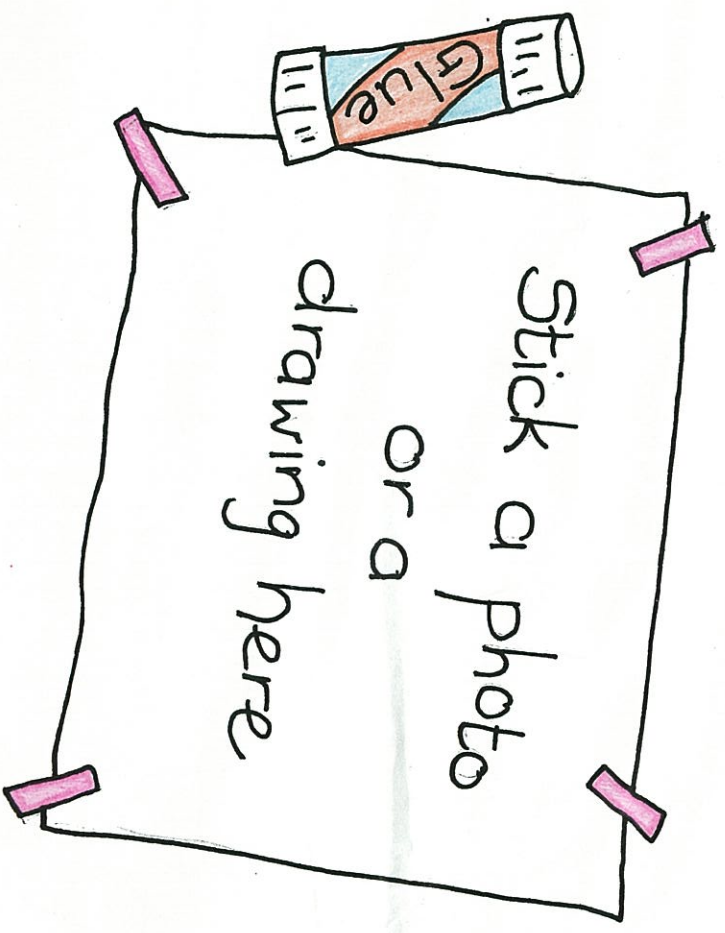
Part B CONDUCT BEHAVIOUR

	not at all	rarely	sometimes	fairly often	often	always
6. Behaves respectfully towards staff eg respects staff and answers them politely, does not interrupt or deliberately annoy, does not show verbal aggression.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
7. Shows respect to other pupils eg interacts with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
8. Only interrupts and seeks attention appropriately eg behaves in ways warranted by the classroom activity, does not disrupt unnecessarily, or distract or interfere with others, does not pass notes, talk when others are talking, does not seek unwarranted attention.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
9. Is physically peaceable eg is not physically aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful, does not strike out in temper.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
10. Respects property eg values and looks after property, does not damage or destroy property, does not steal.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Part C EMOTIONAL BEHAVIOUR

	not at all	rarely	sometimes	fairly often	often	always
11. Has empathy eg is tolerant of others, shows understanding and sympathy, is considerate.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
12. Is socially aware eg interacts appropriately with others, is not a loner or isolated, reads social situations well.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
13. Is happy eg has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
14. Is confident eg is not anxious, has high self-esteem, is relaxed, does not fear failure, is not shy, is not afraid of new things, is robust.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
15. Is emotionally stable and shows self control eg moods remain relatively stable, does not have frequent mood swings, is patient, is not easily flustered, is not touchy.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

THIS IS MY DAD



This is me

My name is

I am ... years old. My height

iscms.

My eyes are

My favourite colour is

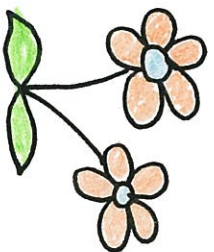
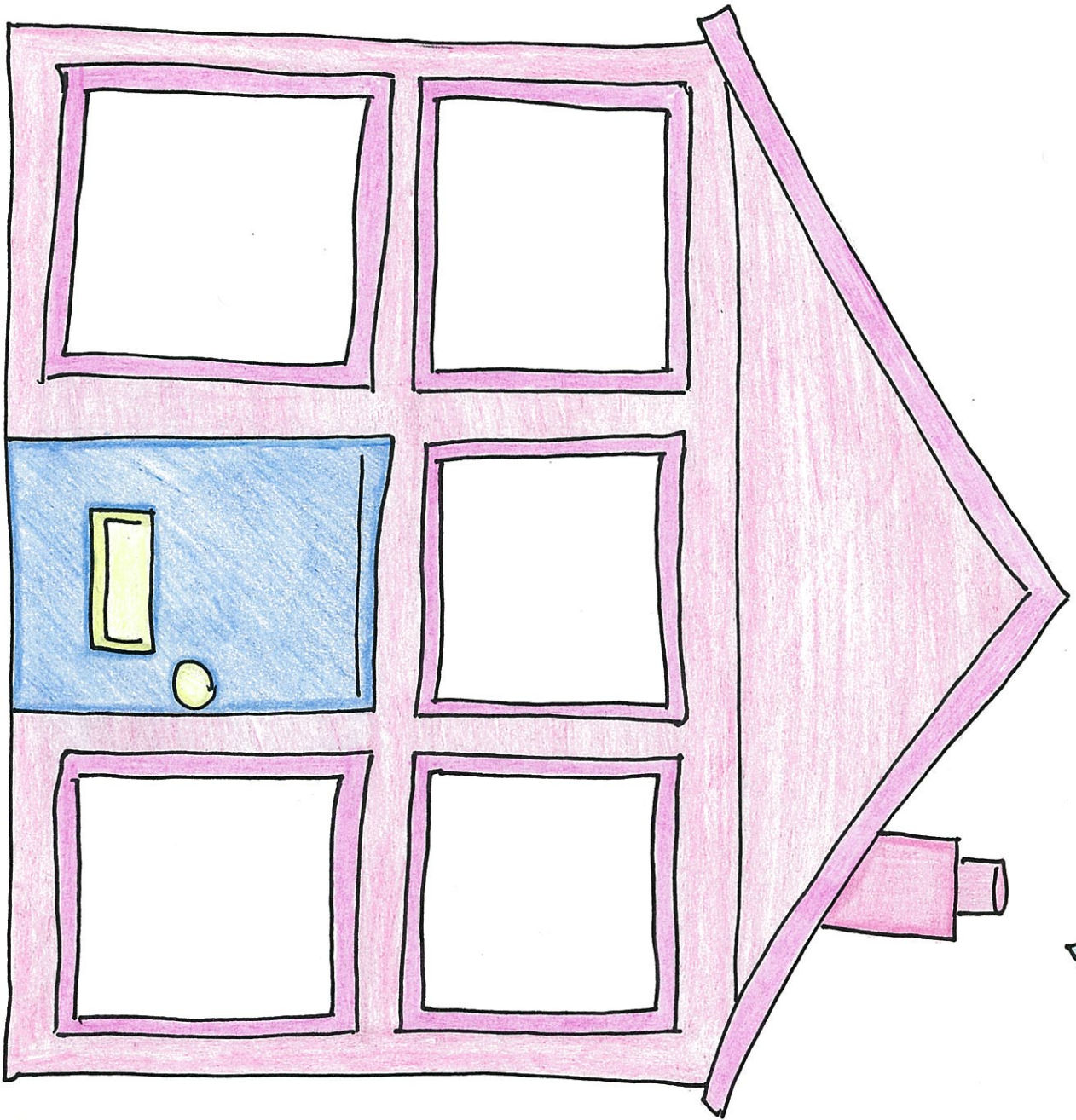
This is a picture of me



These are things I like...

These are things I don't like.

WHO DO YOU LIVE WITH?



A DAY IN MY LIFE

At Home

At School

My friends

What I eat

My free time

A DAY IN MY DAD'S LIFE

IN THE MORNING



DAD EATS...

IN THE AFTERNOON

IN THE EVENING

DAD'S FREE TIME

WHAT DO I KNOW ABOUT WHY DAD'S IN PRISON?

What did my dad do?



How long will he be there?

How do you feel about your dad?

It's ok to say how you feel about your dad. It's ok to feel angry or sad. It's ok to cry. It's ok to be happy.

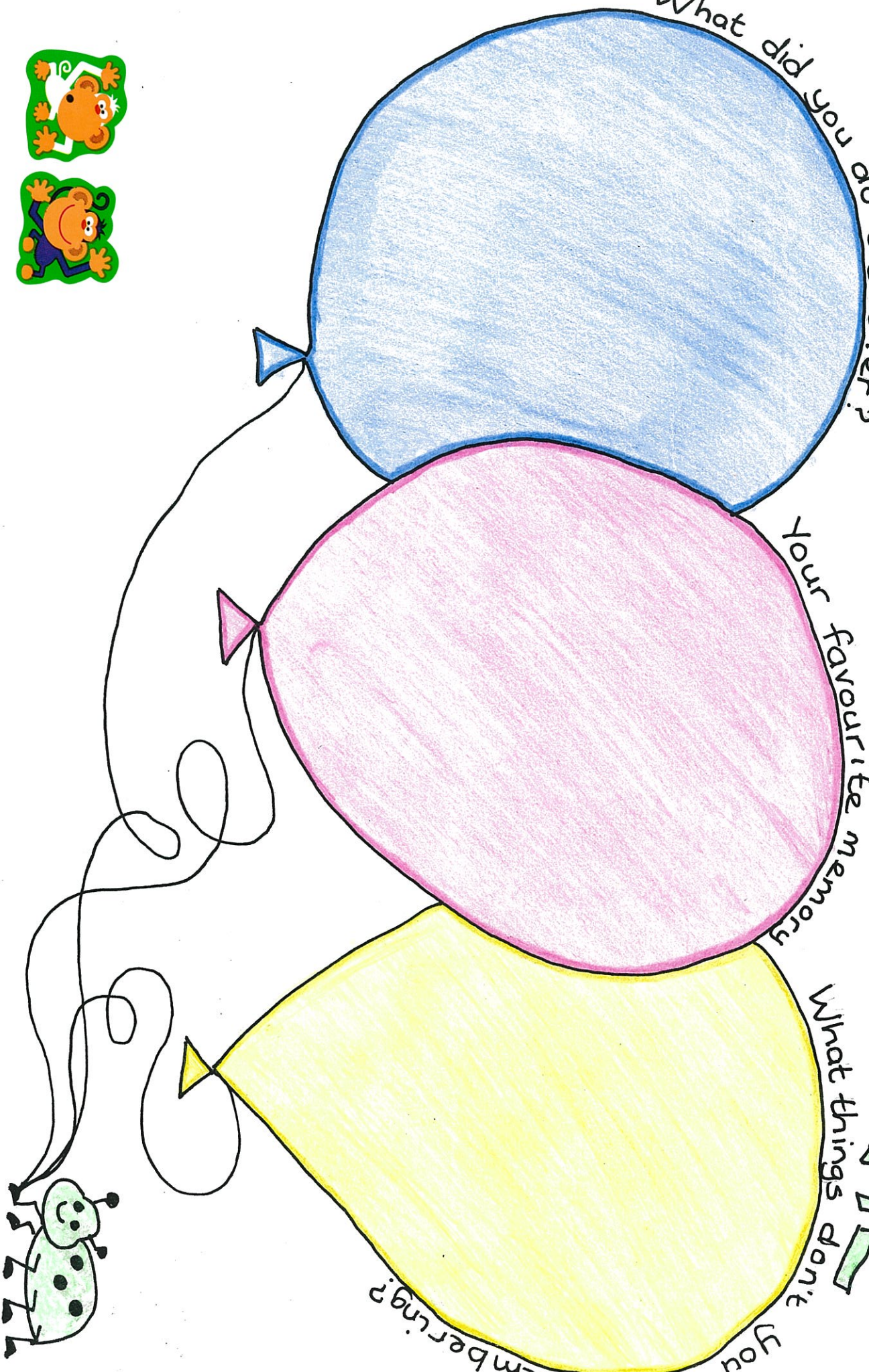


I REMEMBER DAD AND ME

What did you do together?

Your favourite memory

What things don't you like remembering?



THE PRISON



What happens when you get there?

What do you do with Dad?

When do you see your dad?

Where do you see your dad?

How do you feel there?

AFTER THE VISIT

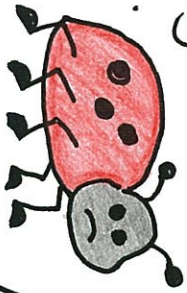
How was it?

What did you feel?

Will you visit again?

EVERYTHING GOES WRONG!

Nothing is
easy.



It's not
fair.

Everything
has changed!



WRONG!



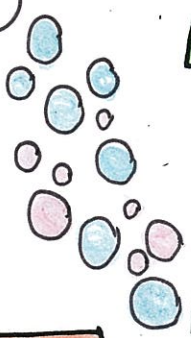
What things have gone wrong since Dad went to prison?

Will
anything be
the same
again?



FEELINGS CAN BE

RELAXED

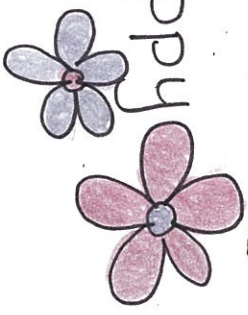


EXPLOSIVE

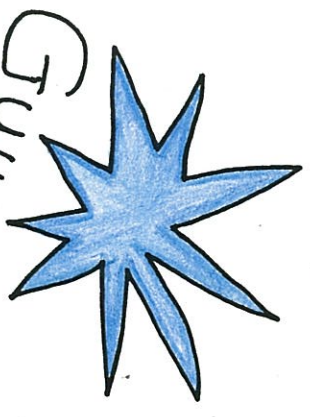
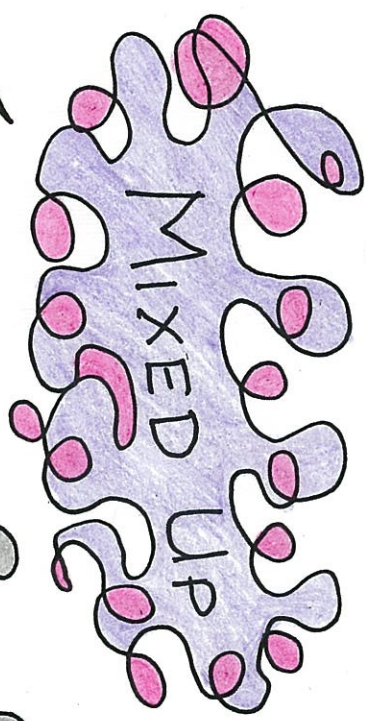


You may have lots of feelings inside you.

Happy



ANGRY



GUILTY



WORRIED



SCARED

RELIEVED




MAKE A FEELINGS VOLCANO

'You will need'

- 1 piece of card
- Paper
- Glue
- Paint
- Sticky tape

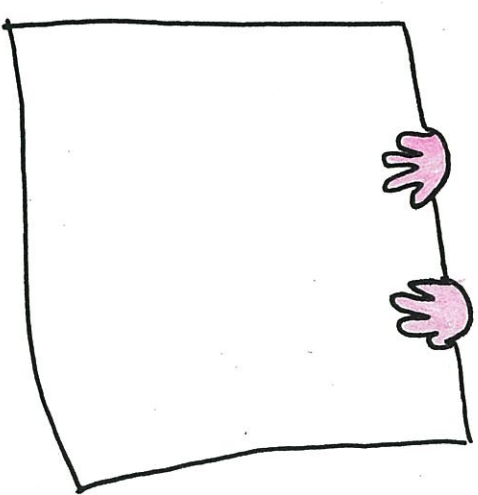
1. Scrunch up lots of paper into balls about the size of your fist.



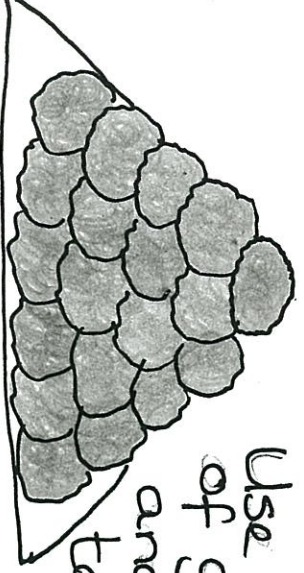
4. Paint your volcano when it's dry.



2. Get a big piece of card.

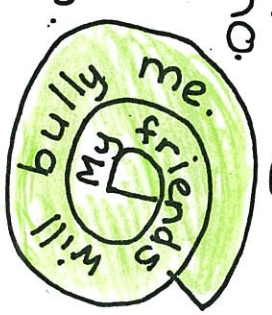


3. Start to build up your volcano by sticking the paper balls to the card



Use lots of glue and sticky tape.

5. Draw a spiral. Write your feelings on it. Stick it to the top of your volcano. You can do lots of them.



I am scared that.....

I am worried because.....

I am angry about.....

I feel sad because.....

I get confused when.....

I feel excited about.....

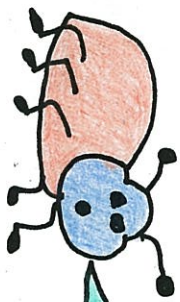
I feel lonely when.....

I feel guilty because.....

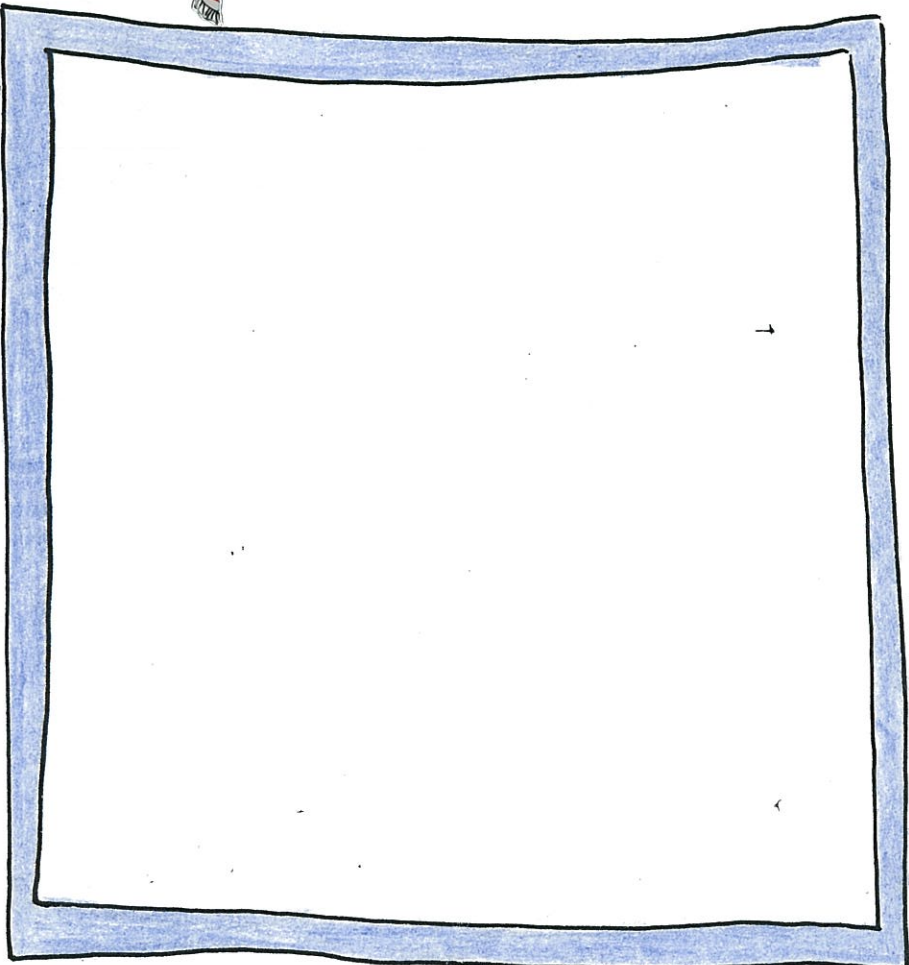
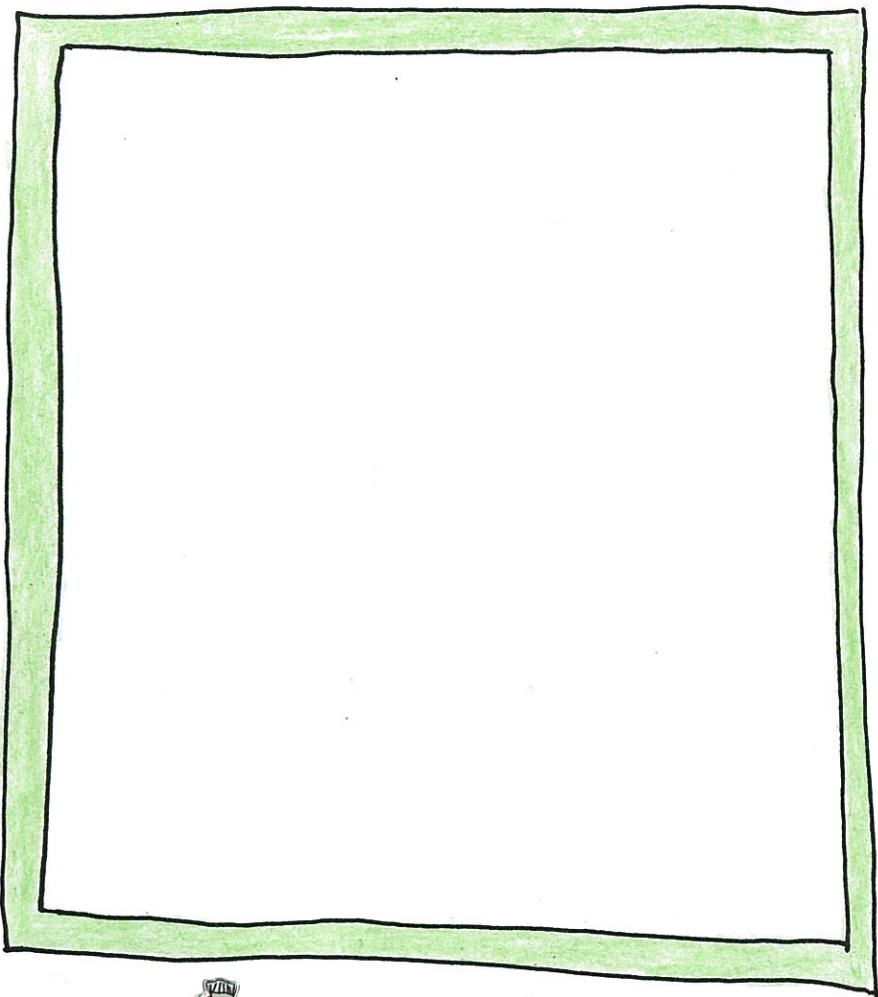


I MISS DAD

What things do you miss about Dad? When do you most wish he was here?

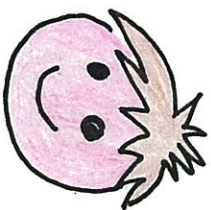


What things might happen to you in the future when you might miss your dad?



WHO IS THERE FOR ME?

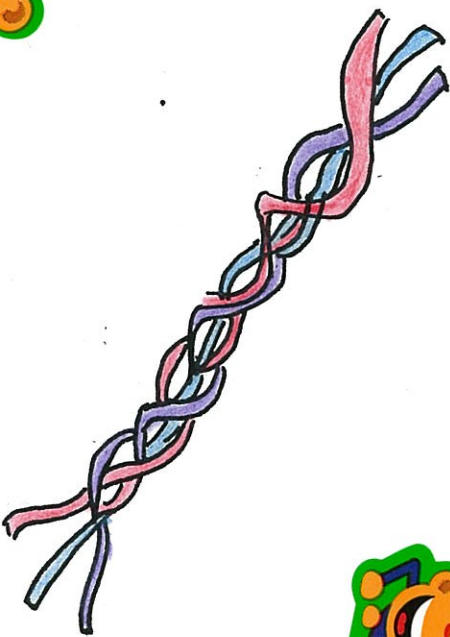
People who
care about
me.



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



You could make a
friendship bracelet
for one of your
special people.



MAKE A JAR OF MEMORIES



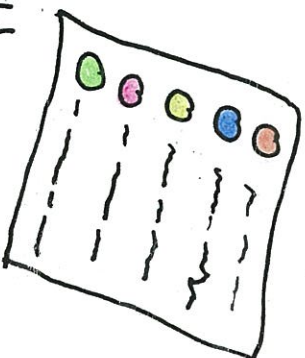
You will need

- A glass jar with a lid
- 5 colours of salt (add powdered chalk to make the salt coloured)
- 5 felt pens to match the colours of the salt.
- Some paper.

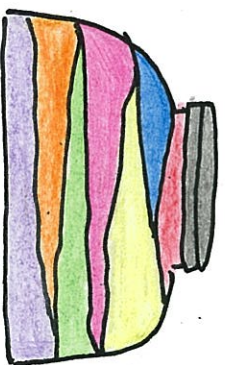
1. Fill the jar with salt.

2. Split the salt into 5 equal amounts and add the powdered chalk to each pile and mix.

3. On the piece of paper write down 5 special memories about your dad. Give each memory a colour.



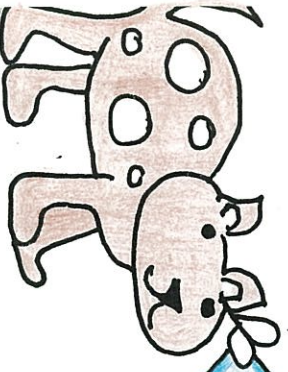
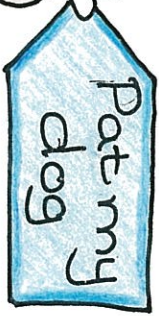
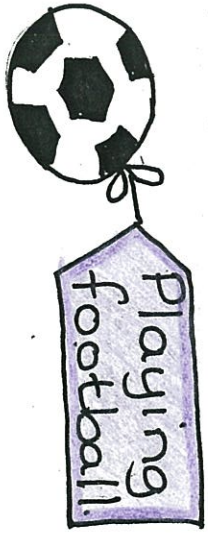
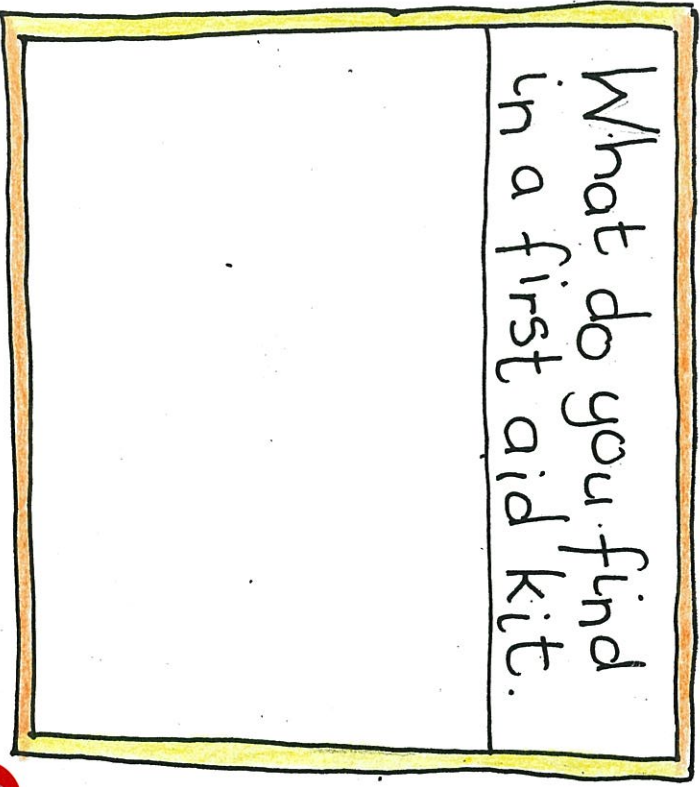
4. Put each colour of salt into the jar in layers until the jar is full then secure the lid.



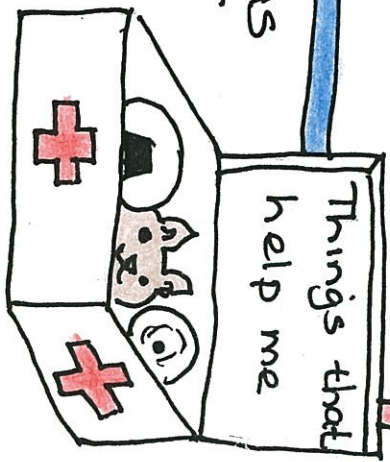
MAKE YOUR FIRST AID KIT

What do you find in a first aid kit.

Now make a list of things to help you if you have a bad day



Make your ideas out of clay or plasticine and put them in your box.



IMPORTANT DATES

Dad's birthday 😊

My birthday 😊

Father's Day 😊

My holiday 😊

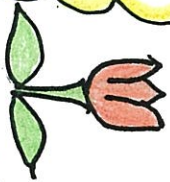
Christmas 😊

Draw a picture of something you will do on each of the days to help you.

TREMENDOUS



Sometimes it's hard to think about the future without your dad there. Life may always be different - sometimes you will be sad. But it's ok to be happy.



TULIPS

I wish I could tell you...



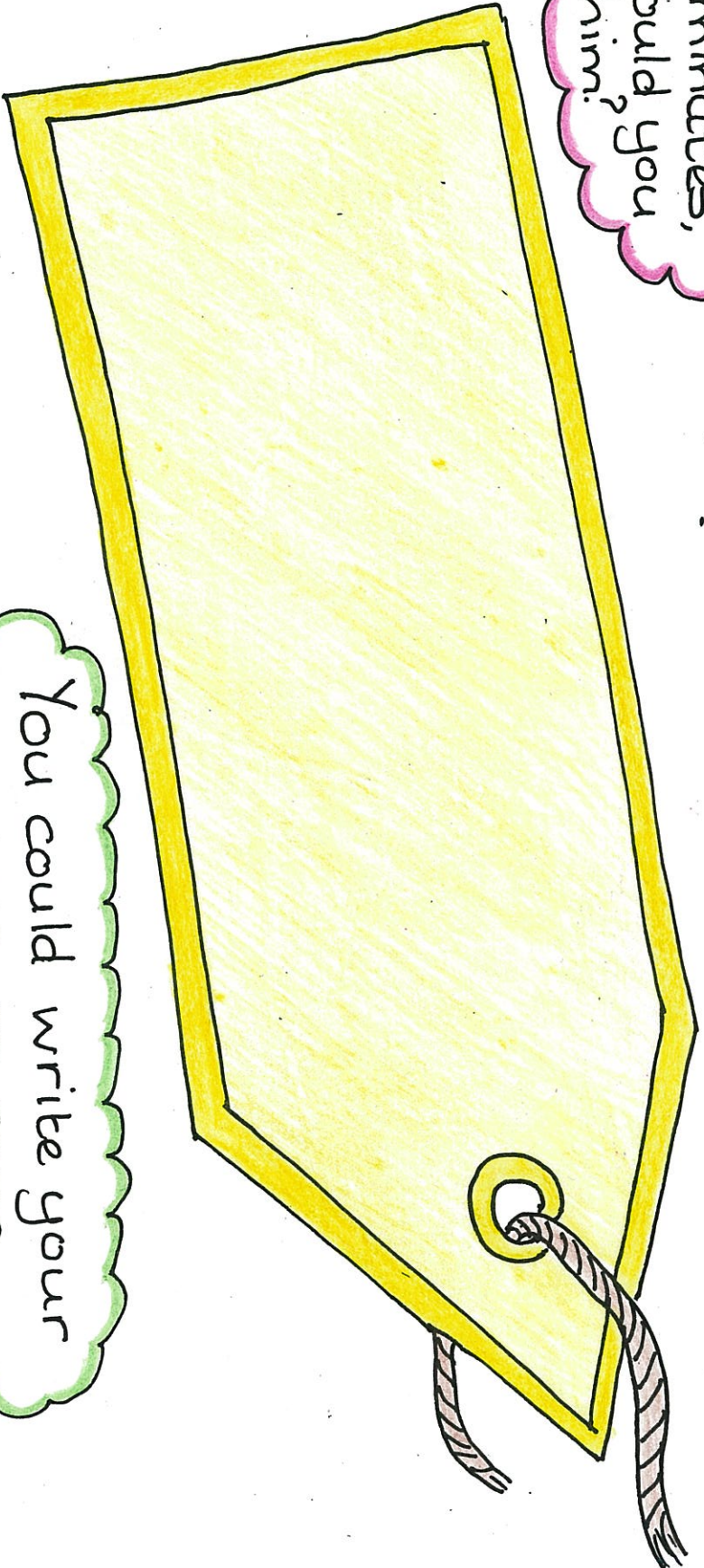
One thing I want to do when I'm older is...

A time in the future when I might miss you...

- 1 Decorate a flower pot with paint, shells or stones.
- 2 Put some small stones in the bottom then add your messages.
- 3 Put soil in the pot, plant tulip bulbs and water regularly. The flowers will keep your messages safe every year.

FIVE MINUTES

If Dad was here
for five minutes,
what would you
say to him?



You could write your
message on some
paper and attach
it to a balloon
and let it go.



MY MEMORY BOX

You can put things in your memory box to remind you of your dad. You might chose someone to share it with.

