

## Messages to parents

### WORKSHOP - 1

## Making contact

Dear parents,

Today I met a new friend. He's a cheerful little mouse, called *Minipally*. He's a little bit like me. Sometimes he gets very excited, and other times he is happy, sad, or even mad. And sometimes he, too, has arguments with his friends when they're playing. He's going to help me learn how to have fun with other children. Today, he said he likes it when I approach him gently and say "Hello" or when I wave hello with my hand.

I'm looking forward to seeing *Minipally* again.

Oh, I almost forgot! *Minipally* also has a nice song that we learned. I'm going to try to sing it but you can help me too.

### My friend *Minipally*

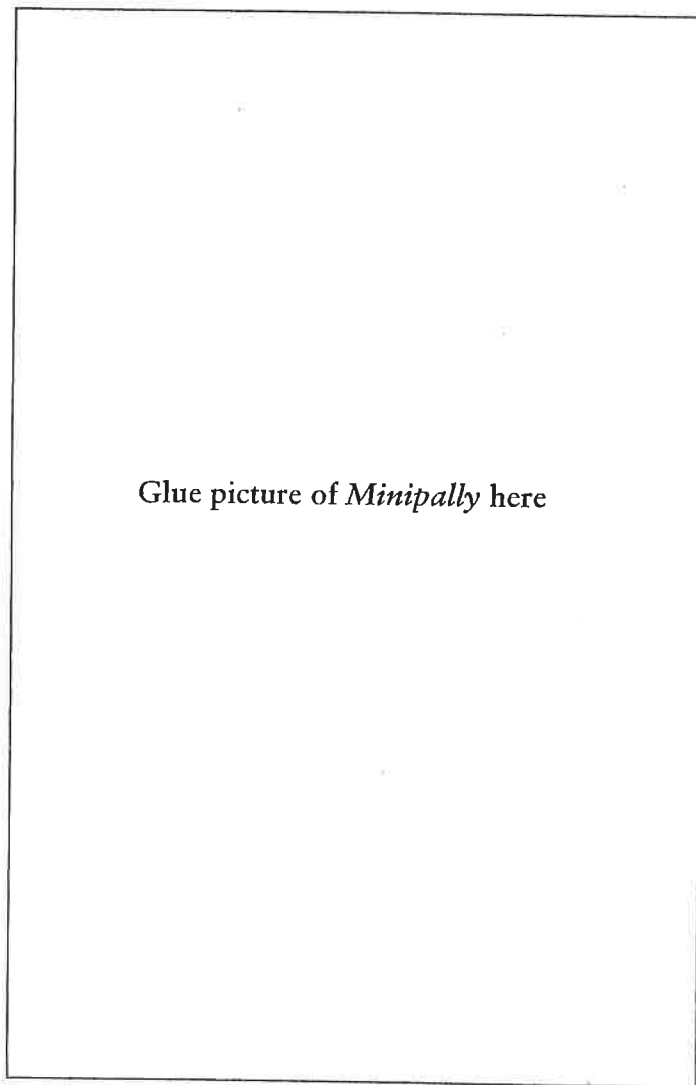
#### *Minipally* song

(to the tune of *Are You Sleeping*)

1. *Minipally, Minipally*  
*The mouse who smiles*  
*The mouse who smiles*  
*At all his friends*  
*At all his friends*  
*Who he meets*  
*Who he meets*
2. *Minipally, Minipally*  
*Hello, hello*  
*Hello, hello*  
*Would you like to help us*  
*Learn to play together*  
*Every day*  
*Every day*



Glue picture of *Minipally* here





**Minipally**  
Suggestions for parents  
Workshop 1: Making contact

My child is learning to approach gently, to smile and to say hello when he\* sees someone he knows.

- When my spouse arrives later than my child at supper time, as a parent, I lead by example, saying Hello, and I invite my child to do the same. I name the gesture (hug, kiss): "Look Ronald, Emily is greeting you, she's saying hello."\*\*
- I model "smiling hello" when a guest visits our home.\*\*
- I point out to my child: Uncle George greets Grandpa by shaking his hand, and he gives Grandma a hug; Julian winks at Aunt Annie; etc. In this way, I help my child see that there are different ways to greet people.\*\*
- When we meet new people, I introduce them to my child and I introduce my child to these people.
- I comment to my child on how he likes it when people remember his name, and I explain that other people like to be called by their name, too.

\* To facilitate reading, we have alternated between "he" in the odd-numbered workshops and "she" in the even-numbered workshops.

\*\* Translated from Sylvie Bourcier, *L'agressivité chez l'enfant de 0 à 5 ans*. Montreal: Éditions du CHU Sainte-Justine, 2008.