Kinzley's Kindness Club

BIG FEELINGS, KIND CONNECTIONS

A quick guide for parents, grandparents & caregivers



You do not need perfect words. Start with a calm voice and a little curiosity.



1. NOTICE WITHOUT GUESSING

Try: "You got quiet. Would you like to tell me what happened?"



2. MAKE ROOM FOR THE FEELING

Try: "That sounds disappointing. I'm here with you."



3. KEEP A KIND, CLEAR LIMIT

Try: "It is okay to feel angry. I won't let you hit. Let's find a safe way to let it out."



4. OFFER TWO SIMPLE CHOICES

Try: "Would you like a quiet moment or some company?"



5. NOTICE THE CARING ACTION

Try: "You made room for your friend. That helped them join in."

YOUNGER KIDS

Point to a feeling, draw, or tell the story together. A grown-up can write their words.

OLDER KIDS

Ask what might help. Let them choose whether to talk, write, or draw.

Connect first. Talk through solutions when everyone is ready.

Free family resource • KinzleysAdventures.com

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GROWN-UP GUIDES • AGES 3–10

BIG FEELINGS, CLEAR BOUNDARIES

You can understand the feeling and still hold the limit.



WHY IT HELPS

Predictable rules help children learn what to expect.
Clear directions make the next step easier to understand.
A child may still protest a reasonable limit.



A SIMPLE FOUR-STEP RESPONSE

1. **Acknowledge:** "You wanted more playtime."
2. **State the limit:** "Playtime is finished."
3. **Give a small choice:** "Walk with me or hold my hand?"
4. **Follow through calmly.** Help with the transition if needed.



SAY WHAT TO DO

Instead of "Behave!" try "Put the blocks in the basket."
Give one manageable direction, then allow time to respond.

AGES 3–6



Use short directions, pictures and hands-on help. Practice routines together.

AGES 7–10



Discuss expectations before problems happen. Invite ideas about how to meet the rule; adults keep responsibility for safety.



FIRM DOES NOT MEAN FRIGHTENING

Avoid hitting, humiliation and threats you will not carry out.
Comfort does not cancel a boundary. Do not punish a feeling.

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Sources: AAP, What's the Best Way to Discipline My Child?; CDC, Tips for Giving Directions.

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WHEN BEHAVIOR GETS LOUD

Keep everyone safe. Help your child settle. Teach when they can listen.



WHAT MAY BE HAPPENING

Strong stress can make listening and problem-solving harder. Hunger, fatigue, transitions, sensory overload or a missing skill may contribute. Do not assume every outburst is deliberate.



IN THE MOMENT

Lower your voice and use fewer words. Move dangerous objects and separate children if needed. Offer space or quiet company. Keep a necessary limit without arguing.

'You're angry. Hitting is not okay. I'm moving us apart to keep everyone safe.'



AFTER THE STORM

When calm, briefly review what happened. Practice a safer action: ask for a turn, request a break or get help. Help repair harm, then offer a fresh start.

AGES 3–6



Stay nearby and help with calming. Rehearse one simple phrase during play.

AGES 7–10



Look for patterns together. Plan an early signal and a safe place for a break.



NOTICE THE PATTERN

Write down what happened before, during and after. Look for needs and skills to address, not labels such as 'bad' or 'manipulative.'

Seek support if aggression, distress or outbursts are frequent, intense or disrupt daily life. A pediatrician can help assess what is going on.

Sources: AAP, Why Kids Act Out; Top Tips for Surviving Tantrums.

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CONSEQUENCES THAT TEACH

The goal is safer behavior and growing responsibility.

WHY IT HELPS

A predictable response connects an action with its result. Teaching the replacement behavior matters too. Bigger punishments do not automatically create better learning.

KEEP IT RELATED, REASONABLE AND BRIEF

Choose a response the child can understand. Explain it calmly and follow through. Match expectations to age, ability and support needs.

TOY THROWN AT SOMEONE

Put the toy away for a short, stated period. Later, practice safe play.

SPILL MADE ON PURPOSE

Help the child clean it up safely. Practice carrying or pouring.

GAME PIECES GRABBED

Pause the game. Practice asking and taking turns before restarting.

REPAIR IS PART OF LEARNING

Ask, 'What could help make this right?" Help rebuild, return or clean up. Model an honest apology; a forced 'sorry' alone does not teach repair.

KEEP BASIC NEEDS PROTECTED

Never withhold meals, sleep, affection or necessary care. Do not allow a dangerous 'natural consequence." Protect first.

AGES 3–6: respond promptly and help with repair.

AGES 7–10: agree on reasonable consequences ahead of time and review what to try next.

Sources: CDC, Tips for Using Consequences; AAP, What's the Best Way to Discipline My Child?

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GROWN-UP GUIDES • AGES 3–10

CONFIDENCE, EFFORT & RESPONSIBILITY

Build confidence through practice, contribution and honest encouragement.



WHY IT HELPS

Children gain confidence from manageable challenges and chances to contribute. Specific feedback shows them which actions helped. Support should fit their skills, not remove every difficulty.



NOTICE THE ACTION

- "You tried a different way when that piece didn't fit."
- "You put your dishes away without a reminder."
- "You asked for help instead of giving up."



COACH THE NEXT STEP

Ask, "What have you tried?" Offer one hint or demonstrate one step. Then let your child try with the support they need. Praise progress without pretending every result is perfect.

AGES 3–6



Try matching socks, putting toys away or carrying a napkin to the table. Model the task and do it together first.

AGES 7–10



Try packing a school bag with a checklist, setting the table or planning a small task. Check in without taking over.



WHEN THEY MAKE A MISTAKE

Name the problem without attacking their character. Help them correct it and try again. Adults can model this too: "I snapped. I'm sorry. Next time I'll pause."

Your child does not have to win, perform or be perfect to deserve love.

Sources: *AAP, Building Blocks for Healthy Self Esteem in Kids; CDC, Tips for Using Praise and Rewards.*

You Need Care, Too.

Small, realistic ways to support yourself—and the family you love.

WHY IT MATTERS

Parenting takes energy, patience and attention. Rest, nourishment, movement and connection can help you manage stress and feel more supported. Your needs matter in their own right.



WHAT YOUR FAMILY CAN GAIN

Caring for yourself can create more room to listen, respond thoughtfully and reconnect after a hard moment. Children also learn that asking for help and respecting personal limits are healthy habits. Self-care supports parenting; it does not guarantee perfect behavior.

> *You can be loving, available—and have limits.*



MAKE IT WORK IN REAL LIFE

A demanding day	Eat something, drink water and take a brief pause. Keep children safely supervised.
An overloaded week	Simplify one commitment. Ask a trusted adult for specific help: "Could you handle dinner on Thursday?"
A tense family moment	Pause before responding. Say, "I need a moment to settle. Then we'll talk." Return to the conversation and keep the boundary.

BUILD A ROUTINE YOU CAN KEEP

Protect sleep when possible. Move in a way that suits your body. Make time for a friend, a hobby, prayer or quiet reflection. Share responsibilities where possible. Start with one manageable step, without adding another standard to meet.

YOUR SMALL PLAN FOR THIS WEEK

One thing that restores me: _____

One boundary I will protect: _____

One person I can ask for support: _____

WHEN A BREAK ISN'T ENOUGH

If stress, low mood or irritability persists or disrupts daily life, speak with a healthcare professional. Financial strain, illness and heavy caregiving demands may need practical support as well as personal care. You deserve both.

Informed by the U.S. Surgeon General's Parents Under Pressure (2024) and AAP HealthyChildren.org.
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