Parenting Skills: Facilitator’s Manual

Sustainable Comprehensive Responses for Vulnerable Children and their families (SCORE) Project; AVSI, CARE, TPO, FHI360 – 35 districts of Uganda (2011 -2016)
Preface

Sustainable COmprehensive REponses (SCORE) for Vulnerable Children and their families is a 5-year USAID-funded project implemented by a consortium of partners led by AVSI Foundation, with CARE International, TPO Uganda and FHI360. SCORE targets vulnerable households in 35 Districts, through implementing partners based within the communities where these households live. SCORE adopts a tailored, family-centered multisectoral approach, with a focus on resilience. More specifically, SCORE seeks to strengthen the socio-economic status, improve food security and nutrition, increase availability of protection and legal services, and ultimately increase the capacity of vulnerable households to access, acquire or provide critical services.

The family is a central node for child protection and development. It is the first line of defense from and response to protection failures. It is an essential catalyst for any intervention aimed to improve the situation of vulnerable children. The more than 23 thousand households currently served by the SCORE project face a wide array of severe challenges, for which they sometimes are not sufficiently prepared.

This manual is therefore a great opportunity for us all who are directly engaged in working with parents to help them improve on their parenting skills, thereby enabling them to raise their children positively. In an ever changing modern world, the need to provide children with a solid foundation is always increasing. For that reason, it is critically important that parents learn how to instill positive values in their children and effectively guide their development.

I thank all partners, most especially those from the SCORE team (at AVSI, CARE, TPO, and FHI360), who have over the time participated in enriching this resource. The contributions of ms. Lieve Missen, from the Centre for Children in Vulnerable Situations-CCVS, is also especially appreciated. I also wish to acknowledge the Uganda Ministry of Gender, Labor and Social Development, and its National Implementation Unit, who have been part of the team of reviewers of the drafts that led to the current version. I also wish to thank ms. Rachael Winkler and Olivia Schneider, for precious editing work. The financial contribution of the American People, through the United States Agency for International Development is particularly appreciated, for making the SCORE project possible and for championing the importance of child-caregiver relationship as driver of child development.

I trust that this manual will be a useful resource and tool for the work of the SCORE team, as well as that of many other agencies and projects concerned with supporting Ugandan families as an engine of child and social development.

SCORE Chief of Party

Massimo Lowicki Zucca
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This training manual is heavily modeled around a series of parenting experiences, books, films, games and manuals. In particular, we would like to acknowledge the influence of Nancy Vanpelt’s “Train up a Child; A Guide to Successful Parenting” on many of the basic parenting aspects in this manual. We also recognize Luigi Giussani’s “The Risk of Education”, on family education approaches. We would also like to acknowledge Child Fund International and FHI360 in Ethiopia whose “Better parenting Manual for caregivers and highly vulnerable children in the Yekokeb Berhan program” (2010), has given us great insights.

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Rita Larok Otin and Alfred Biribonwa Agaba

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Key Definitions

A permissive parent: This is a non-traditional and lenient parent. The parent does not require mature behavior of his/her children, allows considerable self-regulation, and avoids confrontation.

An authoritarian parent: In this kind of parenting, the parent is obedience and status-oriented. The parent commonly expects his/her orders to be obeyed without explanation.

An authoritative parent: This is usually a responsive parent to his/her children and he/she is always willing to listen to questions. When children fail to meet the expectations, this kind of parent is more nurturing and forgiving rather than punishing.

An uninvolved parent: This is a parent who fulfills the child's basic needs but is generally detached from the child's life. In extreme cases, this parent may even reject or neglect the needs of his/her children.

Battle of teams: Are games used throughout this manual in which recap activity is done competitively between two groups responding to specific questions that remind and bring back to life the contents of the modules.

Behavior: A manner of acting/conduct.

Caregiver: Refers to biological parents, grandparents, aunties or anyone providing primary care to a child.

Child development: Refers to the ordered emergence of interdependent skills of sensory-motor, cognitive, language, and social-emotional functioning of a child while growing up. This emergence depends on and is interlinked with the child’s age, but also with good nutrition, health and emotional care.


Developmental Stage: A process in significant change or a progression that a child undergoes as he/she grows.

Early Childhood Development (ECD): This refers to the progressive continuum of identifiable stages of physical, cognitive, and emotional growth and change of a child between the age of two and six - seven years old.

Emotional Development: The development of a child’s understanding, expression and regulation of feelings and emotions from birth through late adolescence, in response to situations and events. As children grow they learn to understand their feelings and how to appropriately express them. This development occurs in function of the social and cultural environment and other contextual influences.

Facilitator Message: (FM) this is the main point of the message that the facilitator wants to emphasize and communicate when guiding a particular activity. It must be clear and with substance.

Limits: These are rules. They tell children and caretakers what is acceptable and unacceptable behavior.

Mental Development: Also referred to as cognitive development and intellectual development. These are ways in which children learn and use language, develop memory, the ability to reason and the ability to solve problems. Besides genetic and biological influences, the mental development of young children is also influenced by food and nutrition, emotional care, responsiveness of the parents and physical activity.

Parenting audit: This is a self-testing exercise which has been designed to help parents measure their level of parenting against the different parenting issues tackled in the manual.
**Parenting style:** Parenting styles are the ways in which parents and caregivers interact with their children. A person’s parenting style is influenced by their culture, personality, family background, socio-economic status, educational level and religion.

**Parenting:** The process of promoting and supporting the physical, emotional, social and intellectual wellbeing and development of a child from infancy to adulthood.

**Peeling the onion:** This is a game used to recap the content in the different modules. Questions are written on many papers and wrapped in an onion-like shape. The peeling comes true when the onion is passed from one participant to another, each removing one paper, reading the question on it and making the appropriate response before passing it on to another person.

**Personality:** Refers to the specific thoughts, feelings and behaviors that make every person and every child unique.

**Physical Development:** Refers to observable changes that occur in children’s bodies as they grow. These changes are in terms of size, shape, and physical maturity, including physical abilities and coordination. Physical development provides children with the abilities they need to interact with the world around them. Genetic factors, size at birth, but also nutrition and health play an important role in physical development.

**Positive Discipline:** Training/modeling expected to produce a positive behavior change of a person. The intention is to correct and form a desired behavior through this training and modeling and not to punish.

**Program staff:** Refers to technical staff and community facilitators who work for SCORE.

**Self-Esteem:** Refers to the organized configuration of the person’s own image, which is built upon his/her perception of his/her abilities or limitations. It is what we think about ourselves, and the positive or negative evaluations of the self. This configuration helps or inhibits his/her conduct towards others.

**Siblings:** These are people who share parents; brothers and sisters born from the same parents.

**Skillful parenting:** Possessing the character, qualities and knowledge to support and help children grow and develop to become responsible and productive adults.

**Social Development:** Is the process of gaining knowledge and skills to interact successfully with others.

**Social Norms:** Rules that determines which behavior is and which is not acceptable in a particular society or community.

**Teens:** These are adolescents within the age bracket of thirteen to nineteen years old.

**Volunteers:** These are trained community members who provide home visits and other support services on a part-time basis to help children and families, although they don’t receive a salary for this work.
Introduction

Families are the basic unit of society, in almost all cases; the family provides the best environment for meeting a child’s development needs. In addition to providing care and protection, the family is where children learn how to interact with other people, where they discover their family history, and the language and customs of their communities. The socio-economic status of the family and the community has a role to play in determining the safety and enjoyment of children’s fundamental rights and freedoms. Positive parenting focuses on interventions that empower the child and is usually the best way to promote the best interest of the child.

The family is generally the optimal environment for a child to develop. Assistance programs should enable children to remain in a loving family situation where they can maintain stability, care, predictability, and protection. Supporting family capacity, whether the head of household is an ill or widowed parent, an elderly grandparent, or a young person, helps build a protective environment for children. Institutional care is not optimal for child development, sustainability, or cost-effectiveness. There are however, instances when residential care might be the only practical alternative; for example, abandoned children, particularly HIV positive children, for whom there is no alternative.

Every institution that cares for children should give priority to keeping siblings together. Also, it is important to encourage and maintain strong links with extended families, reintegration of children back into the community, and secure a stable, family-based placement. Families and communities have important roles to play in raising children.

Child protection programming has recognized the importance of family involvement. It is optimal for the family to be guided through child protection principles, methodologies, and approaches to handling children in order to maintain a service delivery menu for that child. It is also important to utilize the method of pulling the wider circle of family and community together to make a plan for a child with an emphasis on safety. We do not flinch when it comes to that principle, however, we believe different methods and worker–family interaction can operate subject to various methodologies employed. Families, and in particular caregivers, are very instrumental in providing safety to the children holistically. Involving the family/caregivers to participate in programming for child activities ensures and provides a broad knowledge and skills to families/caregivers in protecting the children.
Rationale of the Manual

This manual is based on three conditions for parenting education;

a) The first condition is a sense of detachment and respect between the parent and the child.

It is common knowledge that many parents tend to fear for the safety of the child, so much so that they risk possessing the very child, yet time must come when this child must face the world on his/her own. How well each child is able to navigate his/her adult world highly depends on how well the caregiver was able to potentially risk him/her while still together. Unless parents perceive the fact that beyond their concerns the young need to be given chance to explore independently their world, they risk bringing them up as brittle persons.

This test of detachment is akin to the feeling parents have while holding their child, taking him/her by the hand, or instructing him/her about what they think is right, true and proper. They will always want to be in full control of the child in all circumstances. Whether this is right or wrong should be your preoccupation while working with this manual.

b) The second condition is consistency with regard to the ideal.

In the family, a child is properly raised when the spoken words are backed by real life experience— that is, by a sort of coherence between what is said and what is done. As children grow older, this coherence pertains not so much to the moral issues as to the relationship— or lack thereof— between his/her father and mother.

Inconsistencies in the parents and in their relationship to each other hurt the child and may fuel his/her objections or cause him/her to grow “crooked” as he/she completes the puberty cycle and enters the teenage years.

c) The third condition is the development of authentic associations for both the parents and the child.

The parents are fundamental in raising children, but today, family influence is fragile and outnumbered by many other social forces. A family is like a house battered by lightning and thunder. Social forces on all sides assault the family, and the family that is not aware of this situation will be influenced even more by these ruling forces.

Therefore, there is no way that a family can fulfill its child-raising role on its own, and this is even more true today than decades ago. Trying to bring up children isolated from these social forces is neither intelligent nor sincere. According to Luigi Guissani in his book; The Risk of Education (page 131), “What was always true is even more so today, so that while the family may have had in the past may be 70 percent enduring influence on children, today that influence has shrunk to maybe no more than 5 percent.” It is therefore of the utmost importance that the family becomes aware of the tempest and storms that toss and penetrate it, instead of lending a deaf ear out of a desire to take the easy way out or from a mistaken sense of pride.

What can the family do against a society that dominates its children through mobile phones, television and internet access? What can it do in a school system where teachers have the freedom to do and say whatever they want, manipulating the conscience of the child, even systematically? What can the family do to counteract the barrage of advertising? How can it stem the influence of what we hear on all sides,
the trite repetition of the same arguments, some of whose tragic aspects are the lack of respect for the unborn child, and the casualness of sex, marriage, and divorce?

By itself, the family is powerless! An intelligent family will come out of its complacent, comfortable position and create relationships, a social fabric, in opposition to the dominant external social fabric.

This manual makes an attempt to emphasize it is through a mature, free association with other individuals who share the same fundamental concerns that parents and caregivers do, the ability to resist the dominant influences exists. We can do all this, provided we understand- and maybe we are compelled to take such a step towards understanding out of love for our children.

**FM:** The first result of a family education we are proposing in this parenting manual, that tends to respect the above three conditions is a change in ourselves; the parents. But the opposite is also true; unless we ourselves change, we will have failed as parents.

**Legal Framework; the family perspective through international and national laws**

The CRC in its preamble indicates; the family is the fundamental group of the society and the natural environment of growth and wellbeing of all its members and particularly children. The child should grow up in a family environment and in an atmosphere of happiness, love and understanding.

The Constitution of Uganda indicates that children have the right to know and be cared for by their parents or other people.

The Children’s Act Cap 59 elaborates that a child has a right to stay with their parents or guardians and that every parent, guardian or any person with custody of a child has the duty to maintain that child.

**The Purpose of the Manual**

The five modules aim to equip parents with parenting skills in order to help them understand who they are, appreciate their children as they are, together with the challenges they will face and consequently how to adopt good parenting behavior, values, skills and attitudes that will enable them to accompany their children to maturity.

This training is expected to:

a) Improve the attitudes and behavior of caregivers towards children.
b) Improve the confidence of caregivers in working with children.
c) Reduce caregivers’ stress and anxiety while working with children.
d) Improve the relationships between caregivers and their children.
e) Eliminate the use of corporal punishment and any other unfair means of dealing with children’s misconduct.
f) Improve on the overall wellbeing of children under the care of each of the trainees.
Overview of the Manual

This Parenting Skills Manual was developed to train SCORE implementing partner (IP) staff and community volunteers. These IP staff and volunteers are responsible for building the capacity of caregivers/parents/guardians of highly vulnerable children under SCORE support. These children are vulnerable due to HIV/AIDS, poverty and other socioeconomic problems. Many of them also have emotional and behavioral problems due to difficult life circumstances and experiences they have gone through.

The caregivers of these vulnerable children are doing the best they can in raising them, but they have many limitations. These include old age, lack of education, single parenting, gender, the influence of the media, change in culture, among others. This training will enable these caregivers and parents to provide better care to their children by improving their parenting knowledge, attitudes and skills.

This “Parenting Skills Education” manual contains five important modules that do not stand-alone but complement each other, each module lasting approximately 8 hours. These include:

Module 1: Appreciating the Parenting Responsibility

Module 2: Appreciating your Child

Module 3: Parent-child Relationship

Module 4: Raising your Children with Positive Discipline

Module 5: Authoritative Parenting; A Positive Approach

Enrolling Parents into Training

In order to enroll parents into training, the facilitator must go to each participant’s home and administer the pre-training parenting assessment. This home visit will give facilitators an opportunity to assess each person’s home environment, thereby giving them a better sense of how they can help them through the training.

Getting Started

The “Getting Started” session focuses on creating rapport between the facilitator and the participants as well as among the participants. As a means of working well with each other, orderliness is placed as a priority by setting up ground rules together, followed by generating expectations of the participants. Helpers are also identified for the proper governance of the group. The facilitator then introduces the contents of the training, outlining the entire path of the manual. An introduction of the participants then follows.

Module 1 focuses on helping the participants understand better who they really are in terms of their behavior, character, manner and highlighting their strong points as well as indicating areas to strengthen for better parenting. This module directs participants towards self-awareness and gives them skills to appreciate who they are and prepare them to look out for what lies ahead. Specific attention is made to understand from the participants’ perspective, the kind of parenting challenges they are facing and how these can be responded to through parenting skills education. In this module, parents examine their attitudes and beliefs about parenting, as well as identify and learn how to build on their strengths. This module helps parents learn about the kind of self-care that can help them better
cope with the challenges of parenting. They are helped to discover that parents who take care of themselves are in a better position to provide the care and support needed for raising children.

**Module 2** focuses on helping parents to understand their children better. This module helps parents to learn about normal, age-appropriate behavior and realistic expectations they can have of their child, based on the child’s age. Parents learn how to observe and listen to their children so that they can understand the importance of what children do and say.

**Module 3** is designed to teach parents the importance of good relationships with their children. Focus of this module is put on effective communication skills, the parent-teen relationship and handling sibling rivalry.

**Module 4** helps parents learn the difference between discipline and punishment. Parents learn appropriate correction techniques and how to avoid parent-child power struggles. Positive disciplining methods are explored and practiced.

**Module 5** is focused on ushering the trainees to authentic parenting. It brings to light how the parenting responsibility requires those involved to live as exemplary models to their children, it is a call to love and care as the primary instruments in all parenting circumstances.

**Post-training Activities**

After the training is over, there are several things that the facilitator still must do. They need to administer the post-training test, figure out how to continue involving the group, and administer the impact assessment after 3 months.

**Delivery Methodology**

This parenting manual is intended to benefit parents and caregivers of SCORE OVC Households on the one hand and any other parents on the other. Initially, the training will be offered as a five day Training of Trainers (ToT) for key staff within SCORE at a consortium level, followed by a roll out to the relevant Implementing Partners (IPs) social workers/program officers who will then engage with the parents directly. The trained facilitators who are the staff at IP level will roll out the training to the community and household level with as many caregivers of highly vulnerable children as possible.

The number of participants per training should not be more than 25. Training sessions can also be implemented in other community settings such as schools, religious groups and cultural institutions. Appeal should be made in such a way that once participants have started under a particular group, they should make the commitment to attend all sessions that comprise the training. Otherwise, much of the benefit will be lost. Furthermore, trained program staff should share what they have learned with caregivers during regular household visits. They are the coaches, mentors, friends, and advisors of these families, and often have a lot of influence within these households.

Within the community, program staff will continuously offer encouragement, advice and tools which will enable them to monitor whether or not the caregivers/guardians are using their new parenting knowledge and skills with their children. In addition, the knowledge and skills learned through this training may be shared in public meetings, community dialogues and interactive learning sessions.

The sessions use different Active Learning Methods such as role-plays, discussions, surveys, games, quizzes, movies and other activities. The use of these methods demands that facilitators are comfortable
using interactive methodologies and encourage participants to participate. Some practice and preparation on the part of the facilitators is always required for effective delivery.

The Active Learning Methods in the manual do not demand writing and reading to the greatest extent possible. It is important that the Active Learning Methods, though enjoyable, are not viewed as just games or entertainment. Discussion and review of thoughts, experiences and learning with the participants must follow. The broad review questions that are provided are not meant to be used verbatim. They are meant to remind the facilitator of issues that should be discussed by the group.

Selected works of writers, philosophers, film makers, visual artists and even actual biographies of famous people have been suggested as tools to help participants further reflect on the parenting skills that they are learning. These tools are meant as a guide and therefore are not entirely exhaustive. Facilitators are encouraged to supplement these tools with any other works that they believe can help participants realize the targeted parenting skills more easily in the context and community they are facilitating in.

Most sessions require that participants sit in a circle or semi-circle so that they can easily interact with each other. The facilitator may sit inside or just outside the circle. If the participants are sitting on the floor, it is recommended that the facilitator does the same. Needs change; so do people. The sessions must be adapted to suit these changing needs as well as different local conditions and languages. Suggestions, tips and experiences have been provided in some of the sessions to allow for variations in the activities. Parenting skills are learnt over a period of time and activities need to be repeated, perhaps with variations to reduce monotony, in order for real skill building to take place. A number of energizers and warm-ups need to be included to keep the participants attentive and interested.

**Duration:**

Each of the 5 modules should be done on average within 8 hours. It could be more or less depending on the actual length of the module. In about a total of 40 hours, the training should be complete. It is therefore estimated that if a group meets twice a week for two and a half hours each time, this training would take about eight weeks on average.

**Monitoring and Evaluating Training Outcomes**

The parenting skills training begins with a pre-training questionnaire administered to each individual parent which includes a group of themes that are covered in the modules. Results from this enable the social worker/facilitator training the parents to tailor training to specific areas of focus that are highlighted. In addition, it enables the program to register baselines for each individual parent. At the end of the training, the same questionnaire is filled out by each of the parents to enable the program to assess the changes in parents/caregiver’s knowledge, attitudes, skills and most importantly behavior over a two-month period.
Enrolling parents into the training
Activity One: Pre-training parenting skills assessment

Materials needed: Parent test assessment for each individual

This pre-training assessment should be conducted through a visit to each participant’s home. This home visit should be the first step in enrolling an individual in the parenting skills training. It is very important that these pre-tests are completed by each individual participant before they begin the parenting skills training. Do not start the training unless these pre-tests have been administered!

When enrolling parents, try to include a majority of direct SCORE beneficiaries. Also, try to include some strong, positive examples of parents who can serve as models for the rest of the group.

Note that this visit is a great opportunity to assess each person’s home environment before they begin the training. If possible, you should meet the participant’s children as well as their spouse. Throughout the home visit, pay attention to how the family interacts with each other and keep this in mind as you teach them during the training. At this point, you should also encourage their spouse in the training, since it is ideal for a couple to be enrolled together. However, make sure that each individual does the pre-test individually. This means that spouses should complete separate tests. While you administer the test to one spouse, the other one should move away so that they cannot influence the other’s answers.

As you go through the test, be sure to read slowly and carefully to ensure that each person understands. You do not have to give a word-for-word translation; it is more important that you accurately capture the meaning of each statement.

When these tests are completed, make sure to record the scores in the inventory. Also, remember that each time you visit someone’s home to administer the pre-test, it should be recorded as a home visit! Finally, keep in mind that you will have to administer this test again at the end of the training!

Right before you administer the test, give the following directions to each person:
Here is a fun test that will allow you to find out more about your current parenting knowledge and ability. Don’t take the test too seriously. Just enjoy it. There are no good or bad answers to these questions. The only thing that matters is to answer how you would handle these things when they would occur to you. If you have children at home, answer each question according to how you’ve acted in the past but not how you think you should have responded. If you plan to be a parent someday, answer the questions as you think you will function then. If your children are already grown up, answer as you were acting then. Circle the response that most closely approximates your feelings and real life behavior. Choose only one reply.
SCORE PROJECT PARENT TEST ASSESSMENT TOOL

Date of assessment (DD/MM/YYYY) /_____ /_____ Name of Implementing Partner ________________

Client Name ___________________ Name of Household Head: ___________________________

Year of Birth ______ Client Sex (M or F) ______ Household member Code

Village: ___________ Parish: _______ Sub-County/Division: _______ District: ___________

Instructions to respondents:

- The following is a list of questions that you will use to measure/ gauge your knowledge on parenting and also to decide on priority areas for the parenting skills training.
- This questionnaire is supposed to be filled out by participants in the parenting skills education study twice, at the beginning of the training in the first module as a pre-training test and later at the end of the 5th module as a post-training parent test.
- Participation in this study is purely through free will. Therefore tell participants that they can opt out of the study at any time and will not lose any privileges – like the participation in SCORE activities or this parenting skills training.

Part A: Parent /child information

☐ List your children’s names, age, sex, class as appropriate, whether or not they live with you and indicate the relationship you have with each of them.

Table 1:

<table>
<thead>
<tr>
<th>#</th>
<th>Name of child</th>
<th>YoB</th>
<th>sex</th>
<th>Indicate class (if in school) &amp; not in school (if out of school), and type of job if employed</th>
<th>Relationship to parent/caregiver</th>
</tr>
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</tbody>
</table>
Part B: Parent Test

Circle the response that most closely approximates your feelings and knowledge. Choose only one reply.

1. What do you consider to be the most important need of your child?
   a) Money
   b) Parental love
   c) Clothing
   d) Shelter

2. Of the following approaches to child rearing/raising/upbringing, which one do you prefer to use in your home?
   a) It is better to be strict, rigid and punish the child whenever in wrong
   b) It is better to be firm, set limits and goals for the child, use reasoning and encourage independence of the child
   c) It is better to relax about the child’s conduct, understand his situation, and treat the child like a peer
   d) It is better to let the child live his/her own life. All one needs to do is provide food, shelter, clothing and school fees

3. From your experience, which of the following relationships is the best foundation for good parenting practices?
   a) Parent - child relationship
   b) Peer – peer relationship
   c) Parent – parent relationship
   d) Child – Environment relationship

4. From your experience, which of the following is the best means of building your child’s discipline?
   a) Through punishment whenever he/she makes mistakes
   b) By talking with him/her whenever he/she makes mistakes
   c) Through exemplary living as a parent
   d) By watching and waiting for his/her time of maturity

5. Given the following means of parent-child education in the family, which one do you find the best in achieving your child’s maturity?
   a) By what I say
   b) By what I do
   c) By who I am
   d) By what I read
6. The education of the child is primarily the responsibility of:
   a) The father
   b) The mother
   c) Both parents
   d) The school

7. For better parenting, in case you feel not adequate enough in raising/upbringing your child, support can be secured from:
   a) Anybody
   b) Trusted friends and relatives
   c) Parenting publications and seminar
   d) Numbers “b” and “c” above

8. The most effective way of keeping your child from experimenting with drugs is
   a) To provide the security of a loving, well-adjusted family life
   b) To send him/her to Christian, Moslem or other religious schools
   c) To select his/her peer group carefully (participate in selecting his friends)
   d) To know the physical symptoms connected with drug abuse

9. The best way of handling sibling rivalry is
   a) Let children settle their own disputes
   b) Love each child equally
   c) Listen to both sides before punishing
   d) Protect young children from older ones

10. Which of these is the greatest challenge facing caregivers in Uganda today?
   a) Lack of trust between the child and the parent(s)/caregiver(s)
   b) Lack of trust amongst both parents/care-givers of the child
   c) Lack of trust amongst childhood peers/friends
   d) Lack of trust between relatives and the parents of the child
Answer guide to the parenting test

The correct responses to the parenting test will be emphasized by the different modules and sessions of the manual. They are as follows:

1b, 2b, 3c, 4c, 5c, 6c, 7d, 8a, 9a, 10b

Each correct response will be equated to 10%. Hence, a trainee can score a maximum of 100%, implying that such a parent is exceptionally knowledgeable. This does not mean that such a parent should not attend the training, but rather should be trained to affirm and demonstrate this knowledge base in the form of parenting practices.

The following guide provides a helpful interpretation of the scores:

0–40: **Needs a lot of improvement.** Participant has several areas in which they must work hard to improve their parenting knowledge.

50–70: **Needs some improvement.** Participant demonstrates some knowledge of Parenting skills, but there are still gaps in their knowledge.

80–100: **Exceptionally knowledgeable.** Participant has a strong basis of parenting skills, but they can still be trained to improve even further.

The list below shows which area of parenting knowledge each question is designed to test:

1) The most important need of the child
2) The best parenting style
3) The best foundation for good parenting practices
4) The best means of building his/her child’s discipline
5) The best means of achieving the parent-child education at family level
6) Whose primary responsibility it is to educate the child
7) How to secure support for better parenting practices
8) The most effective way of keeping the child from experimenting with drugs
9) The best way of handling sibling rivalry
10) The greatest challenge facing most caregivers in Uganda today

If a parent got one or more questions wrong on the test, it means they are deficient in the corresponding area of knowledge as shown above. You should help parents through the scoring process and let them know what areas they need to work on. Work with each participant towards improving their scores during the training period.

**FM:** When the test is completed, you **must** enter the scoring information into the database! There are two components that you must enter:

1) Record each participant’s score out of 100 (Either 0, 10, 20, 30, 40, 50, 60, 70, 80, 90 or 100)

2) For each of the ten questions, record whether or not the participant answered correctly. If they had the correct answer, enter “YES” and if they were incorrect, enter “NO”

Also note that this test must be retaken after the parenting course is finished. Follow the same process to record those scores in the database.
Getting Started
Session Objectives

- To help participants get to know each other and create a comfortable learning environment.
- To be able to establish ground rules understandable by everyone in the group, for the smooth running of sessions with minimal distractions.
- To be able to capture the real needs of the participants at the onset of the training in order to address these later in the course of the training.

Activity One: Introductions

Ask all participants to introduce themselves by saying their name, where they come from, and the number of children they have/care for. For instance, “Cantina Atim, from Palabek Ogili, married with 4 children, and my husband is here with me”.

FM: Be aware of the cultural dynamics and especially be sure to control dynamics that could break the group or create some discomfort to others. At the same time introduce the training to all participants citing that they are all here to learn, that it doesn’t matter where they sit, nor whether women are speaking louder or before men.

Activity Two: Making ground rules

Materials needed: Flip chart, markers and masking tape

Introduce the activity by saying that we want to make our training area a happy and safe one for everyone. Just as there are rules for driving or playing a game, we can also set rules for everyone present to follow. Encourage the participants to formulate the rules themselves. Please note that if the participants do not think it is important to set a certain rule, do not force them to. Moreover, avoid putting any sort of penalties in the rules. This will encourage parents to act appropriately out of interest and not by force.

The resulting list of rules may look like the following sample. If, however, it does not resemble this list, then the facilitator should suggest or add some of the rules as proposed hereunder and explain why they are important.

Guiding basic rules:
- Only one person speaks at a time.
- Everyone gets a chance to speak.
- Everybody should come to the training on time.
- Everyone should participate and not only some.
- Everyone should listen to the other person’s views.
- Do not make fun of one another.
- Do not pass on secrets outside the training session.
• Everyone should respect each other.
• Treat everyone else equally.
• Do not say bad words.
• Do not hit or sneer at anyone.
• Do not boo anyone else.
• Do not laugh at anyone else.
• Do not answer on someone else’s behalf unless asked to.

Discussion
• Some rules are non-negotiable. These include confidentiality, the right of any person not to say anything and other sensitive information should not be given out. It is okay to say you know someone without mentioning her/his name while sharing that person’s behavior or opinion.
• Discuss what should be done if any of the ground rules are broken. Fewer rules will be broken if all participants buy into the ground rules and accept the rules as their internal values.
• Write the rules on a chart paper and display the rules in every session and encourage participants to refer to them if necessary.

Activity Three: Generating participants’ expectations

Materials needed: Flip chart, markers and masking tape

1. The facilitator informs participants that the group will be meeting for each session to learn more about parenting. In a circle, ask the participants to state one thing that they want to learn or what their expectations are from these sessions.

2. The facilitator must clarify any unrealistic expectations. This is very important.
Activity Four: Choosing “helping hands”

Materials needed: Flip chart, markers and masking tape

The facilitator asks participants to choose some “helping hands”/leaders. We call them helping hands to avoid using the word “leader” – because sometimes leaders can be taken to know it all and act as commanders. Helping hands are meant to encourage participants to help/guide other participants. Ask participants to volunteer names and by show of hands support the choices that have been made. Remember to ask for the consent of the persons whose names have been chosen before assuming they are interested in helping. The facilitator should ensure as much as possible a gender balance in those selected.

Here is a guiding list of helping hands. Participants can choose these or more, or remove some of them. Note that if participants are not interested in choosing helping hands you should respect their decision and in this case, the facilitator will lead or choose assistants at different times.

Activity Five: Training overview

Materials needed: None

Inform the participants that this parenting skills training shall be carried out on modular basis. The facilitator should guide the participants to choose a date and time that is favorable to most of them, taking into consideration their home and work schedules. Each module requires an average of 8 hours to complete and there are a total of 5 modules, some shorter than others. Therefore, this means that if a group chooses to meet twice every week for a session of two and a half hours, the training would end in about 2 months with a total average of 40 hours meeting.

FM: Have you helped participants to feel comfortable in the group? Is the environment friendly? Make sure that all participants are at ease. Make rules and expectations as clear as possible. Clarify on the expectations that we cannot meet and those that can be met. Make sure that the choice of helping hands is free and fair.

Encourage, where present, both parents and caregivers (couples) to attend the sessions together. You can even give a thank you note to parents who appear as a couple.
Module One

Appreciating the Parenting Responsibility
Session One: Parenting analysis

Opening Discussion:

Tell participants to look at the pictures above and ask them the following questions:

- What’s going on in the picture on the left? What about the picture on the right?
- Which child looks happier?
- Which picture demonstrates better parenting skills?
Activity One: The Line Game; getting to know each other

Session Objectives:

- To help participants understand what kind of parents they are.
- To help facilitators understand in what ways they can assist parents in the group to “upgrade” their level of knowledge and abilities on parenting.

Materials needed: A long rope and a set of instructions that help the facilitator to get to know the participants, and the participants to get to know each other.

FM: If some people in your group have difficulty participating in the line game (for example, if you have several elderly people in your group who can’t move well) then you may modify this game. Instead of asking people to step on the line, you can simply ask them to raise their hands.

Below is a list of guiding instructions that you can use to gain more insight in regards to the composition of the families, the participants and their major characteristics. The emerging information can help the facilitating team to plan appropriate approaches to different attendees.

- Step on the line if you have no child you care for at home.
- Step on the line if you have at least one child you care for at home.
- Stay on the line if you care for at least 5 children or more.
- Stay on the line if you care for 7 children or more.
- Stay on the line if you care for 10 children or more.
- Step on the line if you take care of your children together with your spouse.
- Step on the line if you take care of your children without your spouse.
- Step on the line if your spouse doesn’t take care of the children but is alive.
- Step on the line if your spouse is deceased.
- Step on the line if the children you care for are your grandchildren. How many?
- Step on the line if the children you care for are your relatives. Are they your brothers? Sisters? Other relatives?
- Step on the line if you take care of children in an orphanage.

FM: The facilitator can use any questions that he feels could be helpful in better understanding the participants’ parenting responsibility. However, avoid embarrassing questions.

At the end, ask the participants to reflect on the how important the task of raising the children has been to date. Finally, ask each participant to identify another participating parent with whom they share common points/characteristics. Allow the participants to discuss this during some five minutes in pairs.
Activity Two: Discussing the Parenting Challenge

Materials needed: None

Procedure:

- Ask participants to brainstorm on the challenges of raising children/parenting in their daily lives.
- Group the identified challenges into broad categories e.g. issues related to discipline, advising an adolescent, talking about sex with children, relationships, communicating with others.
- Communicate to the participants that in this parenting skills training we shall be focusing on how to raise our children positively.
- Make referrals to other service providers, where possible, for the challenges that cannot be dealt with within the training.

Activity Three: Understanding Parenting Skills

Materials needed: Flip charts, markers and masking tape

Procedure:

- Ask participants to brainstorm on the definition of “a parent” and “parenting”.
- Use the notes below to further expand participants understanding of parenting.

Who is a parent?

A parent (from Latin: parēns = parent) is a caretaker of the offspring in their own species. The offspring of human beings is called “child”, whereby "child" refers to offspring in general, independently of the age. Biological parents consist of the male who impregnates a woman and the woman (female) who consequently gives birth to the child. In all human societies, the biological mother and father are both responsible for raising their young.

However, some parents may not be biologically related to their children. An adoptive parent is one who nurtures and raises the offspring of the biological parents but is not actually biologically related to the child. Children without adoptive parents can be raised by their grandparents, aunts, uncles, older brothers and sisters or other family members, a situation that is very common in Uganda and the entire sub-Saharan Africa.
What is parenting?
Parenting or child upbringing is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting thus refers to the aspects of raising a child aside from the biological relationship. In many cases, orphaned or abandoned children receive parental care from “parents” without any existing blood-relationship between them. Others may be adopted, raised in foster care, or placed in orphanages.

What parenting skills are we targeting in this training?
This manual is aimed at bringing out the best of parenting skills inherent in each of the participants and critical to child upbringing. The modules, sessions and activities are all structured in such a way that participants can ably acquire skills such as self-awareness, inter-parent-child interaction skills, relationship-building and maintenance skills, critical thinking skills and emotional intelligence. These skills are important in order to best handle parenting challenges today.

Why are parenting skills important today?
It is becoming increasingly difficult to raise a child in the environment that we live in today. Childrearing is greatly challenged by numerous factors that strain the caring role of parents and sometimes even oblige the children to engage in parenting (“parentification”). These challenges include among others: breakdown of families, intermarriages and the erosion of culture, modernity, the influence of the media including television, printed press, radio, HIV/AIDS and other terminal illnesses that often affect the productivity of households.
Session Two: Parenting Styles

Opening Discussion:
Tell participants to look at the pictures above and ask them the following questions:

- Focus on the picture in the top left. Notice how the boy looks upset. What do you think his father is telling him? Does this picture demonstrate positive parenting?
- Now look at the picture on the top right. Do you think that both the mom and her daughter look happy? What do you think is happening in this picture? Does this demonstrate positive parenting?
- Look at the picture on the bottom left. Do you think it’s okay for parents to take local brew with their children? Why or why not? What kind of parenting does this demonstrate?
- Now focus on the picture in the bottom right. Do you think parents should allow their children to dress in these kinds of clothes? Why or why not?
Activity One: Introduction to Parenting Case Management

Materials needed: Case of 9-year-old child

Ask participants to share experiences on the following scenario:

9-year-old case scenario

Your 9-year-old child no longer listens to what you say, consistently disobeys your requests and instructions, is performing poorly at school, getting into fights, does not want to do any work at home, and is always starting trouble with both the younger and older sisters and brothers. She is also very abusive and stubborn and is always pointing out that you do not like her and that you like her sisters/ brothers better. What would you do?

FM: Take notes on the responses you receive from each of the participants. They will help you in getting a better idea of the kind of parenting styles the different parents adopt. Continue with the next discussion.

Activity Two: Guided reflections on the parentage you received

Materials needed: Parentage description

Ask participants to relax, close their eyes and think back on their childhood. Speak to them softly and say the following:
Close your eyes and relax your hands, arms and feet. Your neck and shoulders are relaxed. Your eyes are closed and you are seeing yourself back during your childhood.

You are just 2 years, how are you as a child? Do you ask many questions? What are your parents doing? Remember any specific encounters, good or bad that you have with any of them? What about when you are 5, 6, 7…8…10…years old? Do you go to school? Why don’t you go to school? Think back of your first day at school. Can you remember how you felt? Do your parents support you? How? Do you remember any physical warmth through a pat, a hug, a touch, a word of praise at this age? How do your parents react when you do something wrong?

You are getting taller and older, you are now 15 years old, how are your parents? Do they seem disappointed or happy with you? Do they spend time with you? Are you having a difficult time coping with the changes that your body is going through? What body and personality changes are you experiencing at 15 any way? Do you manage these changes well? What happens? Are you supported by your parents? How is your relationship with your siblings? Any specific things you remember about this age? What about at 17? Who are your friends? What relationship do your parents have with your friends? Do you have any friends of the opposite sex? What major interests do you share with them?

Think back! Are you and your family healthy and happy? How do you feel? Are your parents generally harsh, tough, absent or are they responsible and available for you? Are they supportive, do you have some freedom/independence to make your own choices or are you always controlled? Do you see them as emotionally attached to you? Or are they neglectful?

Is the concern of your parents mainly providing basic needs like food and clothes or do they also have time to just be with you, talk to you, teach you some things and spend a good time with you?

Some minutes of silence where we invite you to think of all of these questions …

(After a minute or so); Open your eyes and relax while remaining silent.

Note for the facilitator: Do not say anything for a minute or two.

Ask the participants if any of them are willing to share his/her experience. The facilitator can guide the sharing with the following questions:

- Which childhood experiences with your parents came to your mind during the reflection?
- When you compare your current relationship and parenting way with your own children today with the relationship you had with your parents, are they similar or different? Why do you think it’s similar or different?
Activity Three: Understanding and choosing parenting styles

Materials needed: None

- Group the childhood-rearing experiences of the participants in different categories indicating the parenting style of their own parents. The categories could include: strict and harsh parents, responsible and caring parents, permissive and lenient parents or uninvolved and neglectful parents.
- The facilitator may choose to divide the respective (four or more) groups occupying the corners in a room, or use different sides or spots in case the training takes place outdoors.

Ask the participants in the different category groups to sit in pairs and identify the key elements which best describe the parents their fathers/mothers/ fosters were. Afterwards ask them to identify those elements in the parents they want to be. Let the sharing be guided by the following questions;

- What parenting style (elements) were you brought up in? Do you like it now?
- What parenting style (elements) do you like/prefer for bringing up your children?
- Discuss the following notes on parenting styles with the participants and ask them to identify where they most likely see themselves. What about their husbands/wives? What about their parents? “Which styles are preferable above others? Why?”

Researchers have discovered convincing links between parenting styles and the effects these styles have on children. During the early 1960s, psychologist Diana Baumrind conducted a study on more than 100 preschool-aged children (Baumrind, 1967). Using naturalistic observation, parental interviews and other research methods, she identified four patterns of parenting:

1. Authoritarian Parenting (strict/harsh)

In this style of parenting, children are expected to follow the strict rules established by their parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, "Because I said so." These parents have high demands, but are not responsive to their children. According to Baumrind, these parents "are obedience- and status-oriented, and expect their orders to be obeyed without explanation" (1991).

Specific characteristics:
- Home may be well organized and children not physically neglected – but not many warm feelings
- Parents are self-centered and very busy
- Lots of Dos and Don'ts and hard punishments
- Children can’t ask questions
- Children are left out of important discussions like illness, family business, etc
- Children are often fighting among themselves and disagreeing on many issues
2. Authoritative Parenting (responsible/caring)

Authoritative parents establish rules and guidelines that their children are expected to follow, like authoritarian parents. However, this parenting style is much more democratic and provides explanations for the rules and demands put upon the children. Authoritative parents are responsive to their children and willing to listen to questions. When children fail to meet the expectations, these parents are more nurturing, forgiving and encouraging rather than punishing. Baumrind suggests that these parents "monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive" (1991).

Specific characteristics:
- Parents listen to what children say and ask
- Parents discuss important family issues with the children
- They give helpful advice / guidance and are good role models so their children grow up in the same way
- They notice, encourage and reward good behavior of their children
- They involve children in household chores
- They encourage children to stay at school or stick at work
- Children are proud of their family
- They all work together as a team

3. Permissive Parenting (lenient)

Permissive parents, sometimes referred to as indulgent parents, have very few demands of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. According to Baumrind, permissive parents "are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation" (1991). Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent.

Specific characteristics:
- Have few rules or standards of behavior
- When there are rules, they are often very inconsistent
- Are usually very nurturing and loving towards their children
- Behave more like a friend, than like a parent
- May use bribery such as toys, gifts and food as a means to get a child to behave

4. Uninvolved Parenting (neglectful/careless)

An uninvolved parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the basic needs of their children.

Specific characteristics:
• Parents don’t seem to notice or care what's happening within their family and with their children
• Children do what they want even though these behaviors might sometimes put them in danger
• Children generally don’t go to school regularly
• Home and children are neglected
• Money spending is badly organized
• Not much organization, planning for the future

Activity Four: Exploring the impact of the different parenting styles on children

Materials needed: Summary of Four Parenting styles

The facilitator will launch a discussion in pairs whereby parents look how each parenting style affects children (see the table on the next page). He/she could use the question: How do the following parenting styles affect children?
• Authoritarian
• Authoritative
• Permissive
• Uninvolved
<table>
<thead>
<tr>
<th>Parenting style</th>
<th>Parent Behavior</th>
<th>Children’s Behavior</th>
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<tbody>
<tr>
<td>Authoritarian</td>
<td>Rigid, punitive, strict standards, harsh,</td>
<td>Unsociable, less friendly, withdrawn, not creative, follow strict rules, obedient without questioning, unhappy, always see things as unfair, low self esteem</td>
</tr>
<tr>
<td>Authoritative Parenting/ Responsible/caring</td>
<td>Firm, sets limits and goals, uses reasoning, encourages independence, e.g. will let siblings resolve their conflict by themselves, loving and ideal</td>
<td>Confident, self co Authoritative Parenting/ Responsible/caring, controlled, feels secure, takes risks, successful at school, creative, likeable, social, self-reliant and independent</td>
</tr>
<tr>
<td>Permissive Parenting</td>
<td>Relaxed with “I don’t really mind/care-attitude”, inconsistent, undemanding, emphasizes freedom, sets low expectations, can even use toys and gifts to achieve compliance, mostly a friend and not a parent to the child</td>
<td>Impulsive, low self-control, immature, moody, dependent, unable to make decisions, unmotivated at school, more likely to experience problems with authority</td>
</tr>
<tr>
<td>Uninvolved Parenting/Laissez-faire or careless/neglectful</td>
<td>Sets low expectations, unresponsive, detached, neglectful, sees their role as only providing food, shelter, clothing and not the emotional part</td>
<td>Indifferent, rejecting behavior, no self-control, rebellious, unsuccessful at school</td>
</tr>
</tbody>
</table>
Activity Five: Exploring reasons why parenting styles differ from parent to parent

Materials needed: None

Discuss with participants and ask them to brainstorm on some of the possible reasons why parenting styles differ from one parent to another.

After learning about the impact of parenting styles on child development, you may wonder why all parents simply don't utilize an authoritative parenting style. After all, this parenting style is the most likely to produce happy, loving, confident and capable children. What are some reasons why parenting styles might vary?

Some potential causes of these differences include:

- Culture
- Personality
- Family size
- Parental background
- Socioeconomic status
- Training on parenting
- Influence of peers
- Change in policy/government regulations
- Stress
- Age
- Educational level
- Religion

Note: Of course, the parenting styles of individual parents also combine to create a unique blend in each and every family. For example, the mother may display an authoritative style while the father favors a more permissive approach. In order to create a cohesive approach to parenting, it is essential that parents learn to cooperate as they combine various elements of their unique parenting styles. Reflect on the styles you use as parents in the same family.
Activity Six: Parenting style cases

Materials needed: Case 1- Acan, 2- Kiwanuka, 3- Zainabu, and 4- Eugenia

Facilitator asks participants to share what their parenting style is and why.

Instructions: Read each of the following scenarios to participants. Ask them to identify the parenting style of the caregiver in the story and why.

Case one: Acan is 16 years old.
She goes to sleep at any time she wants. She doesn’t do any work in the house. Her mother doesn’t discipline her. She and her mother go everywhere together. She and her mother are like best friends.

What is Acan’s mother’s parenting style?
**FM:** Permissive

Case two: Kiwanuka is 12 years old.
His father works a lot and never has time to be with him. He and his father never talk. Kiwanuka is missing school. He is spending time in the streets. Some people have seen him drinking alcohol.

What is Kiwanuka’s father’s parenting style?
**FM:** Laissez faire/uninvolved

Case three: Zainabu is a head of household. She is the caregiver of three children. She is a mother and father to her children. She has many rules for her children. She punishes her children every time they do something wrong.

What is Zainabu’s parenting style?
**FM:** Strict/ Harsh

Case four: Eugenia is the caregiver of her 6-year-old granddaughter. She has rules for her granddaughter. She says it is important to be patient and understanding with children. When her granddaughter does something wrong, she talks to her.

What is Eugenia’s parenting style?
**FM:** Responsible/Caring. It is good to be a responsible/caring type, or anything near.
Session Three: Your primary parenting responsibility

Opening Discussion:

Tell participants to look at the picture above and ask them the following questions:

- In what ways does this mother seem like a good parent?
- How is she showing love to her child?
- What is the most important responsibility as a parent?
Activity One: Evaluating parenting responsibility

Materials needed: Parent self-score sheet on family closeness and responsibility

In order to help parents sort out their priorities and evaluate the level of responsibility and closeness their respective family members are currently experiencing, invite them to respond to the questions that follow.

Instructions:

The parent are asked to score each of the statements described hereunder using a scale from 1 to 5. Each parent bases their judgment (score) on the real and daily situation they experience at home.

Use the following scale:

- 1= Always
- 2= Most of the time
- 3= Sometimes
- 4= Rarely
- 5= Never

<table>
<thead>
<tr>
<th>#</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is fun and fulfilling to be a member of our family</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Everyone in our family participates in family tasks</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Family togetherness and unity hold high priority in our family</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>We promote family love and unity by following certain values and family traditions, such as respecting prayer for the meal</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>We plan a family day out or do something together at least once a week.</td>
<td></td>
</tr>
</tbody>
</table>

| Total score |

- Invite participants to take turns in sharing their scores with the group.
- Pay special attention (take note) to scores of 1 and 5 and invite the respective participants to share with the group why they scored either “always” or “never” to such statements.
- Ask those with at least four scores of “always” (1) to share the reasons for structuring their families that way and what it takes to achieve this situation.
Activity Two: Getting to know your child’s needs

Materials needed: Colored Manila papers, markers

Ask the participants to respond at random to the following questions:

- What do you consider to be the most important need of your child?
- What are other inherent needs of your child?
- Are these needs important? If so, how important are they to both the parent and the child?

Positive parenting goes beyond meeting the basic needs of the child. It requires the parent to know his/her children well and be close to them, provide love, support and encouragement at all times; be respectful and trust them, as much as possible; understand that each child is different and unique; set appropriate limits and rules for behavior according to their ages and situation; discipline their children in positive ways; understand and accept that their children change as they grow older; be a good role model for their children.

Parenting involves many responsibilities. Many of these relate to meeting the child’s basic needs, such as feeding, shelter, health, education and safety. It is critical however that you as a parent recall other fundamental needs of your child and address them as they manifest. These include the need to be loved, the need for truth and fairness at all times as well as the need of happiness. You don’t need material things to make your child happy. The most important condition to his happiness is your parental presence.
Often we look at the material needs of the child and forget about social and psychological needs. It is essential that we think about others and ourselves as having all of these needs. Love and care is just as important for a child as proper feeding is. By first understanding our own needs and the needs of other, we become better equipped to meet their psycho-social needs.

Positive parenting goes beyond meeting the basic needs of the child. It requires the parent to know his/her children well and to be close to them, provide love, support and encouragement at all times, be respectful and trust them, as much as possible, understand that each child is different and unique, set appropriate limits and rules for behavior according to their ages and situation, discipline their children in positive ways, understand and accept that their children change as they grow older and to be a good role model for their children.

To understand the child’s needs, the parent/caregiver needs to open up space for children’s participation, by involving children to participate in identifying their needs and responsibilities.
When children have an opportunity in shaping their own needs the impact is vast and it empowers children to become responsible adults.

Parenting involves many responsibilities. Many of these relate to meeting the child’s basic needs, such as food, shelter, health, education and safety. It is critical that you as a parent recall the fundamental needs of your child and address them as they manifest. These include the need to be loved, truth and fairness at all times as well as happiness. It does not necessitate having material things to make your child happy. The most important instrument to his or her happiness is your parental presence.

**Activity Three: Sharing practical parenting strides**

**Materials needed**: None

Here, the facilitator starts by encouraging participants to be open and share real life experiences with the group. The choice of an individual parent to testify or not should be left up to the individual, but all should be encouraged to make an attempt. The questions that follow can be used to guide the experience of sharing daily practices. Participants should not give separate answers to all of these questions but rather present their global parenting experience.

- What problems or challenges have you faced in raising your children?
- How have you overcome these problems or challenges?
- How do you think you could improve in raising your children?

**Activity Four: Film show (The Sound of Music)**

**Materials needed**: The film, The Sound of Music

Show the film, The Sound of Music to participants and have it discussed in relation to the theme. **Synopsis**: The Sound of Music offers an opportunity to the participants to verify the contents of the training against their respective parenting styles. The film depicts the figure of the parent in the character of Maria, who takes on the responsibility of a home governess (baby sitter/house help/maid), looking after seven children of a retired navy captain Vonn Trap. While working with the children, Maria demonstrates the need for open dialogue in child upbringing as opposed to the captain’s method of orders and threats, among other strong points.

It is important, while discussing the film, to have parents “observe” the need for children to interact fairly and freely with fellow kids and their environment. In preparation of Modules ahead, it is also important to observe how disciplinary rules without a loving approach are a
waste of time, the need for exposure, the need for play time in the child’s free time, cooperation with other actors and the need for a mature adult in the children’s lives.

**Discussion of the film**

You may use the following questions to bring out the relevant parenting aspects observed:

- What kind of parenting style did the captain have? Provide some examples to support your response.
- What parenting style did Maria – the governess use? Provide some examples to support your response.
- Which style do you think is the best for good child growth? (Also judging from the children’s responses to either parenting style.)

**Activity Five: Self-audit on parenting styles**

**Materials needed: Self-audit questions**

Ask the participants to go through the self-audit exercise voluntarily. This would best be by show of hands. Use the following questions to reach some conclusions regarding the group or some specific trainees;

I. In your community, what parenting style is the most common?
II. If you asked your children what parenting style they would like you to embrace, what do you think they would choose?
   a) Strict
   b) Firm (“tough love”)/Responsible/caring
   c) Permissive
   d) Indifferent/Uninvolved

**FM:** By now you should have a better idea of the kind of parent you are. The way you act/behave as a parent will determine how your child grows up. Positive parenting stimulates the wellbeing and self-esteem of a child. A good parenting style helps children build good relationships with his/her parent and others.

It is critical that during this training you choose the best ideas of parenting and turn them into your own tools. In case you have observed some negative elements in how you were brought up yourself, or how you are parenting, this is the time to get rid of them. It is a goal that can be realized over time. The modules ahead will also help you in realizing this intention.
Activity Six: Module Recap; “Peeling the Onion”

Materials needed: “Onion ball”, a big ball of wrapped papers containing questions, white paper

Step one: Facilitator formulates the relevant questions for the recap.

Facilitator writes each of these questions and statements on a separate piece of white paper.

a) What problems do you experience in raising your children?
b) When you were a child, what things did your parents not allow you to do?
c) As a caregiver, what things don’t you allow your children to do?
d) In your community what things are caregivers allowed to do or not to do when it comes to raising their children? Do you agree with these rules? Why or why not?
e) In your community, what is the rule for the following situations?
   - Involving sons and daughters in household chores? Do you agree or disagree? Why?
   - The age a daughter is allowed to marry? Do you agree or disagree? Why?
f) What is one responsibility caregivers have towards their children?
g) How many parenting styles exist?
h) What parenting style makes children follow very strict rules?
i) In what parenting style are children allowed to do whatever they want?
j) What is the best parenting style for children?

Step two: Facilitator wraps the “onion ball”

Facilitator crunches the first piece of paper into a ball. Then, wrap a second piece of paper around the first piece, crunching it again. The facilitator continues this process until all the pieces of paper are wrapped around each other. You will have a big ball of white paper.

Step three: The recap activity itself

a) Ask participants to form a circle in the middle of the room.
b) Explain that the name of this game is “peeling the onion”.
c) You will throw the ball of paper to someone in the circle.
d) The person will peel the first layer of paper and answer the question on it.
e) That person will then throw the ball to another person. This person will then peel the next layer of paper and answer the next question.
f) This will continue until all the layers of the ball have been peeled.
g) Each time, the ball of paper should be thrown to a different person in the circle.
h) If someone can’t answer the question, someone different in the circle should respond.
i) Each person who answers a question correctly will receive the applause of the group.
Module Two
Appreciating Your Child
Session One: Understanding your child’s personality.
Opening Discussion:

For each of the five pictures above, ask participants:
- What kind of personality do you think this child has?
- How should you deal with children with that kind of personality?

Objective:
This session helps parents and caretakers to discover and appreciate the different types of personalities their children have and to learn how to use this new knowledge to improve their relationship with their children.

Note: Children have different personalities – that is, different ways in which they see and react to things that are going on around them.

“Personality” refers to the specific thoughts, feelings and behaviors that make every person and so, every child unique.

Every child has his or her own unique way of seeing and reacting to things, and his or her own unique way in developing relationships with others. Participants should be helped to begin thinking about their own children’s personalities and how to use them to nurture their character.

**FM:** A child’s personality is inborn even though children’s personalities are sometimes guided by their environment, depending on what their parent does. Most times, children adopt personalities from their parents, depending on the time they spend together and largely through their environment, such as from their peers, church and other community activities.

Activity One: Child personality reflections based on the film Cinderella

**Materials needed:** Film, “Cinderella”, case examples for child personality

Show the film, “Cinderella: and discuss the following questions:
CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her stepmother and two stepsisters. The stepmother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her stepmother made Cinderella do the hardest work in the house; such as scrubbing the floor, cleaning the pots and pans and preparing the food for the family. The two stepsisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, as Cinderella is getting her clothes on, she and the mice find Gus in a mousetrap cage. After Cinderella gives Gus some new clothes, she then informs Jaq to tell Gus about Lucifer. The two mice go to spy on Lucifer as Cinderella starts her chores. When Cinderella is giving breakfast to the animals, Jaq and Gus and three other mice go for breakfast too. There they see Lucifer blocking the way. Jaq distracts Lucifer and the mice get their food. Gus gets $9$ pieces of chickens feed and while running to the hole, one of the mice drops one of their pieces. Gus decides to get it, but Lucifer notices him. Lucifer chases after Gus and Gus hides in Anastasia's teacup as Cinderella delivers the breakfast trays to her stepmother and stepsisters. When Anastasia opens up her teacup, she screams to her mother about Gus. The result was Cinderella had to do extra chores around the chateau.

At the royal palace, the King is distressed that his son does not intend to marry. Determined to have grandchildren before he passes away, the King and the Duke organize a ball for Prince Charming in an effort to enable him to find a girl that pleases him so much that he’d like to marry her. Every eligible maiden in the kingdom is requested to attend. When the invitation to the ball arrives, Cinderella asks her stepmother if she can attend, since she too is an eligible maiden and would like to attend. Lady Tremaine agrees reluctantly, provided that Cinderella finishes her chores at the house first and finds a nice dress to wear. She considers the attractive and friendly Cinderella to be a “threat” to the attention her own daughters might receive from the Prince at the ball, and wants to stop her indirectly from participating in the ball. Therefore, in order to make things more difficult for Cinderella and to stop her indirectly from participating in the ball, she intentionally adds more household chores to the usual tasks of Cinderella. She wants to make sure that Cinderella won’t be able to get ready in time for the ball. However, while Cinderella is busy with the many household chores, her mice friends Jaq and Gus, fix up a gown that belonged to Cinderella’s late mother. To decorate the dress they use beads and accessories that the stepsisters have discarded. The mice have finished Cinderella’s dress just in time when the royal carriage arrives. When Cinderella comes down wearing her new dress just before the stepmother and her two daughters are preparing to leave, Lady Tremaine compliments -with bad intentions- Cinderella’s gown, subtly pointing out the beads and accessories of the stepsisters that have been used to decorate Cinderella’s dress. Angered by the so called “theft” of the discarded items, the stepsisters destroy the gown, thus forcing Cinderella to remain behind while her step-family leaves for the royal ball. Heartbroken, Cinderella runs outside to the garden to weep.

At the point of giving up her hopes and dreams, Cinderella’s Fairy Godmother appears and dresses Cinderella with some strokes of her magic wand in a new ball gown with glass slippers. She also transforms a pumpkin into a carriage, the mice into horses to pull the carriage, the horse into a coachman and the dog into a footman. Cinderella departs for the ball after the
godmother warns her that the spell will break at the stroke of midnight, meaning that her dress and everything else will change back to the way they were.

At the ball, the Prince rejects every girl (especially the stepsisters), until he sees Cinderella. It is love at first sight for both the Prince and Cinderella and the two dance throughout the castle until the clock starts to chime midnight. The Prince tried to get her name but Cinderella flees to her coach and away from the castle, inadvertently dropping one of her glass slippers. The Duke sent the guards to stop them, but they failed to do so as Cinderella and the other animals reverted back and hid from them. After her clothes turn back into rags, she reminisces about her dance with the Prince. The mice point out that the other glass slipper is still on her foot. She thanks her godmother for all she's done for her.

Back at the castle, the Duke tells the King of the disaster. They then plan to find the owner of the slipper they recovered during her exit. The next morning, the King proclaims that the Grand Duke will visit every house in the kingdom to find the girl whose foot fits the glass slipper, so that she can be married to the Prince. When this news reaches Cinderella's household, her stepmother and stepsisters prepare for the Grand Duke's arrival. Cinderella, overhearing the news, begins dreamily humming the song played from the palace ball the previous night. Upon discovering that Cinderella is the girl who danced with the Prince, Lady Tremaine locks Cinderella up to her attic bedroom.

When the Grand Duke arrives, the mice steal the key to Cinderella's room but before they can deliver it, they are ambushed by Lucifer. As the Duke prepares to leave after the stepsisters unsuccessfully try on the slipper, Cinderella appears and requests to try it on. Knowing that the slipper will fit, Lady Tremaine subtly trips the footman, causing him to drop the slipper which shatters into hundreds of pieces. The Duke laments over the broken slipper, Lady Tremaine smiling secretly at her success in stopping the Duke, but Cinderella then produces the other glass slipper, much to her stepmother's horror. Delighted at this indisputable proof of the maiden's identity and discovering that Cinderella is the girl who danced with the Prince at the ball, the Duke slides the slipper onto her foot, which fits perfectly. Soon afterwards, Cinderella and Prince Charming celebrate their wedding, surrounded by confetti tossed by the King, the Grand Duke and the mice. The story ends with Cinderella and the Prince kissing each other in their wedding carriage.

**After the film**, lead a discussion on the child personality preferences reflected in the film.

**Guiding questions on discussion:**
- What is Cinderella's personality compared to her 2 sisters?
- What do you think could be the cause of Cinderella's personality in comparison to her stepsisters?
- Which child's personality do you prefer?
- Have you as a parent ever behaved like Cinderella's stepmother in any situation(s)?

You can end the activity with a discussion in which caregivers explore the individual uniqueness of each of their children. Have them reflect on their children's unique personality and share how this has affected the way in which they approach parenting. Encourage them to share their challenges and successes in dealing with different kinds of personalities.
Activity Two: The four basic personality types

Materials needed: Literature on the four personality types and the quiz on personality types

Though many books on personality typing are available today, Hippocrates laid the foundation for subsequent discussions of personality when he identified the personality types nearly twenty-five hundred years ago. The four types and some of their commonly recognized characteristics are:

1. **Sanguine:** Traditionally associated with air. People with this temperament tend to be playful, lively, sociable, carefree, talkative, and pleasure seeking. They may be warm-hearted and optimistic. They can make new friends easily, be imaginative and artistic, and often have many ideas. They can be flighty and changeable; thus sanguine personalities may struggle with following tasks all the way through and be chronically late or forgetful; **Pedagogically, they can be best reached through awakening their love for a subject and admiration of people.**

2. **Choleric:** The choleric temperament is traditionally associated with fire. They may be excitable, impulsive, and restless, with reserves of aggression, energy, and/or passion, and try to instill that in others. They tend to be task-oriented people and are focused on getting a job done efficiently; their motto is usually "do it now." They can be ambitious, strong-willed and like to be in charge. They can show leadership, are good at planning, and are often practical and solution-oriented. They appreciate receiving respect and esteem for their work. **Pedagogically, they can be best reached through mutual respect and appropriate challenges that recognize their capacities.**

3. **Phlegmatic:** (bottom left) The phlegmatic temperament is traditionally associated with water. People with this temperament may be inward and private, thoughtful, reasonable, calm, patient,
caring, and tolerant. They tend to have a rich inner life, seek a quiet, peaceful atmosphere, and to be content with themselves. They tend to be steadfast, consistent in their habits, and thus steady and faithful friends. **Pedagogically, their interest is often awakened by experiencing others' interest in a subject.** People of this temperament may appear somewhat ponderous or clumsy. Their speech tends to be slow or appear hesitant.

4. **Melancholy:** The melancholic temperament is traditionally associated with the element of **earth.** People with this temperament may appear serious, introverted, cautious or even suspicious. They can become preoccupied with the tragedy and cruelty in the world and are susceptible to depression and moodiness. They may be focused and conscientious. They often prefer to do things themselves, both to meet their own standards and because they are not inherently sociable. **Pedagogically, they can be best met by awakening their sympathy for others and the suffering of the world.**

4 QUADRANT PERSONALITY EMOTICONS
Quiz: Recognizing my child’s personality:

The following quiz will help you recognize what you already know about your child — and better understand why he/she behaves the way he/she does.

FM: Instead of telling each person to write out the quiz, facilitators may take the option of having participants simply raise their hand if they often perform the role and keep their hand down if they do not perform the role.

1. You can truthfully say, my child is …
   a) Optimistic (a person very hopeful and positive)
   b) Persistence (someone who does not give up easily)
   c) Kind (thoughtful, sympathetic and gentle)
   d) Confident (walks upright and looks straight, can talk to elders with a clear upward glance)

2. Your son/daughter keeps you up until 2 a.m. the night before his/her school’s science fair because
   a) Though he’s been talking for days about his great plans, he casually mentions over dinner that he hasn't actually started his project yet.
   b) He refuses to go to bed until you help him make sure that his project is clearly outlined.
   c) He spent so much time helping his best friend finish his project that he's starting his own late.
   d) He's willing to sacrifice sleep in order to be sure his complicated and innovative project is better than anyone else's — and will win the blue ribbon/award.

3. When you take your daughter to visit at a relative’s home and there is a party for children (most she has never met) you are impressed because your child
   a) Charms the party children and makes five new friends before she's unpacked her bags.
   b) Completes all five levels of a difficult board game before she has even settled down.
   c) Is able to restore peace among her party mates because one girl unfairly accuses another of stepping on her toes and tearing her shoe.
   d) Re-organizes and emcees the entire party.

4. Your daughter comes home from school crying because
   a) A boy laughed at her in school by making a face similar to hers when a teacher asked her a question she did not know.
   b) Despite carefully following all of her teacher's detailed directions, she received a fair grade on her art project.
   c) She watched another child being mercilessly teased on the netball pitch and was unable to stop the bullies from picking on that classmate.
   d) She lost her class's election for a seat on the student council.
5. When your child's teacher tells you how much she enjoys having your son in class, it is most likely because
   a) He's creative, cheerful, and comes up with great new ideas.
   b) He doesn't quit but keeps working on a project until it's done right.
   c) He listens calmly and intently in class and does everything he can to please his teachers.
   d) He catches on to material quickly and enjoys teaching other kids what he knows.

6. At age four, your child likes playing near the big ant hill because
   a) It is the best place to find a new friend to play with or someone else to talk to.
   b) He/she loves to use his/her bucket to model fine houses/buildings.
   c) He/she can see you sitting on the nearby bench at all times and knows you'll step in to help if an older child tries to steal his/her toys.
   d) He/she has a captive audience and can tell everyone else what to build.

7. Your child's excuse for not cleaning her room on Saturday morning is that
   a) She wants to tell you all about your neighbor's new bathroom tap first.
   b) There's nothing to clean. You walk in her room and find out she's right: Everything is already clean and neatly organized.
   c) She's unsure where to start.
   d) She shouldn't have to clean her room until you start cleaning the rest of the house.

8. When you ask your child whether he'd like to return to your family's favorite holiday town or take a tour to a totally new and busy place, he says
   a) New and busy town! Maybe he'll actually run into celebrities and some important people.
   b) He'd prefer returning to the same resort, where he knows the schedule and what to expect each day of the week.
   c) Your family's traditional spot; it holds warm memories for him.
   d) New and busy town. It will be a new adventure, and he can already tell you the four sites your family must not miss.

9. Other people are always remarking on your child's
   a) Energy and enthusiasm.
   b) Attention to detail.
   c) Thoughtfulness.
   d) Leadership ability.

Interpretation:
- If you circled mostly a's, your child is likely a sanguine and primarily interested in being with other people and having fun.
- If you circled mostly b's, your child is probably a melancholy who wants to get things just right.
- If you circled mostly c's, your child is most likely a phlegmatic who cares deeply about others' feelings.
- If you circled mostly d's, your child is probably a choleric who values adventure and being the leader.
FM: Many children have several characteristics from two of these types.  
**Taking a second look at child personality:** To make it easier, you can further breakdown the four personality types into something much easier for the parent to note. There are five basic personality types among children:

a) The active child - Sanguine  
b) The aggressive child – Choleric  
c) The rebellious child – Choleric  
d) The highly sensitive child – Phlegmatic  
e) The inactive child- Melancholic

Divide the participants into five groups to discuss and present characteristics of one of the personality types. Each group should be encouraged to come up with a real life example of a child in that category.

Some outstanding characteristics:

<table>
<thead>
<tr>
<th>Aggressive</th>
<th>Rebellious</th>
<th>Highly sensitive</th>
<th>Inactive</th>
<th>Active/Inattentive</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Gets upset and angry easily</td>
<td>· Negative and controlling</td>
<td>· Fearful</td>
<td>· Quiet and indifferent</td>
<td>· Doesn’t stay still</td>
</tr>
<tr>
<td>· Uses violence to get what he/she wants</td>
<td>· Stubborn</td>
<td>· Feels emotions very strongly</td>
<td>· Doesn’t pay attention</td>
<td>· Doesn’t pay attention</td>
</tr>
<tr>
<td>· Does things without thinking</td>
<td>· Does the opposite of what is expected of him/her</td>
<td>· Shy in making friends</td>
<td>· Forgets things</td>
<td>· Forgets things</td>
</tr>
<tr>
<td>· Can be a trouble maker in school</td>
<td>· Difficult to please</td>
<td>· Does not like changes and new situations</td>
<td>· Gets tired easily</td>
<td>· Hard to hold a conversation with him/her.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>· Information provided is not coordinated</td>
</tr>
</tbody>
</table>
Activity Three: Case examples: Kay and Bico

Materials needed: Case examples: Kay and Bico

Kay and Bico: Case examples for discussion:

Kay: Kay is a 6-year-old boy child who barely sits still during most activities. During meal times, he slants his back, sits up, swings to one side and then to another, talks during the meal sometimes until he chokes, sings and takes a dance break. He seems to have a lot of trouble concentrating or even listening in to a simple instruction. Once his mother sent him for a spoon and he came back 5 minutes later with nothing in his hands. He had totally forgotten what he was sent for. He always seems in a hurry to complete tasks and often looks bothered when asked to complete relatively longer tasks. He often bursts into tears when an attempt is made to correct him.

Bico: Bico is Kay’s twin sister. She seems to totally contrast her brother. She has a preference for longer un-ending tasks. She takes her time to finish even what seems like a very short task. She is able to sit quietly through an hour’s church mass without complaining or looking tired. Sometimes, despite a rather exciting event, she seems undistracted, almost as if lost in her own thoughts. She is not easily moved by correction. She takes it calmly and rarely seems emotional.

Discussion:
- What are Kay and Bico’s personalities?
- Which of the two personalities do you prefer and why?
- Why do you think these two are different and yet they are twins?
- What are the likely problems that could result from not paying specific attention to each of their personalities?

Reflection: The following questions are helpful to enable parents to relate the discussion to their own situation;

a) What do you know about your children’s personalities?
b) Are they the same or different from one another? How?
c) Can you describe the personalities of other children in your community?
d) How do your children relate or differ from others in that community?
e) Can personality be changed?
f) If possible, to what extent?
g) What makes this change possible?
Parents/caregivers should vary their approach to children, based on their children’s personalities. You are advised to pay attention and understand the different personalities of each of your children. Children will not always have the same personality just because they belong to the same family or parent. They will display behaviors that fall under different types at different times. However, one personality type will usually dominate. Some parts of a child’s personality can change as he or she gets older, but other parts are inborn and cannot be changed. These need to be understood, managed, and accepted. Positive aspects of a child’s personality should be encouraged while negative aspects should be managed or controlled as much as possible.

**FM:** If a parent/caregiver does not understand how each child is different and has a unique personality, this may lead to psychological malformations in the child. This will commonly manifest in the form of uncertainty, which generates fear, indifference, alienation and lack of commitment to reality. The child may even become skeptical in front of the parent given any attempt to work and relate with him/her.

- Parents should avoid making the child feel that his or her experience is too terrible. Otherwise the child may think they cannot talk about it to anyone.
- Avoid judging the child’s experience or telling them that they are wrong about things that happened.
- Reassure them that what happened is not their fault.
- Only collect enough information to understand the child’s situation.
- Do not force a child to talk about something they are not willing to talk about.

### Activity Four: Working with the different child personalities in your home

**Materials needed:** None

In the five groups (each parent should choose the groups *each* of their children belongs best) discuss and present how you could best deal with a child within a given group.

**NB:** While working with these groups, facilitators advise parents to make the following respective attempts in addressing a child showing the challenging traits of a particular group:

**With the Inattentive Child:**

- Don’t focus on the child’s lack of attention
- Advise the child to think about his/her behavior
- Help the child deal with one thing at a time
- Talk with the child on / explain to the child the negative consequences of this behavior within his/her life now (relationships with parents, siblings, school, friends, family, larger environment …) and in the long term
- Express verbally and communicate every positive change you observe in the child and reward every small step in a better direction (extra attention, doing something nice together …)
With the Aggressive Child:

- Be patient
- Be warm, nurturing and trusting
- Help the child express feelings through words
- Teach the child to think about his/her behavior and to develop self-control
- Talk with the child on / explain to the child the negative consequences of this behavior within his/her life now (relationships with parents, siblings, school, friends, family, larger environment …) and in the long term
- Express verbally and communicate every positive change you observe to the child and reward every small step in a better direction (extra attention, doing something nice together …)

With the Rebellious Child:

- Try to understand what it is that upsets your child
- Be patient
- Be gentle and kind
- Support your child in making slow changes to become more flexible
- Talk with the child on / explain to the child the negative consequences of this behavior within his/her life now (relationships with parents, siblings, school, friends, family, larger environment …) and in the long term
- Express verbally and communicate every positive change you observe to the child and reward every small step in a better direction (extra attention, doing something nice together …)

With the Highly Sensitive Child:

- Be understanding
- Be very gentle, but firm
- Help the child in exploring new experiences
- Talk with the child on / explain to the child the negative consequences of this behavior within his/her life now (relationships with parents, siblings, school, friends, family, larger environment …) and in the long term
- Express verbally and communicate every positive change you observe to the child and reward every small step in a better direction (extra attention, doing something nice together …)

With the Inactive Child:

- Be active and firm
- Make a special effort to attract his/her interest and attention
• Talk with the child on / explain to the child the negative consequences of this behavior within his/her life now (relationships with parents, siblings, school, friends, family, larger environment …) and in the long term
• Express verbally and communicate every positive change you observe to the child and reward every small step in a better direction (extra attention, doing something nice together …)

FM: The major task of the parent/caregiver in this situation is to respond supportively to the positive behavior of a child (those aspects you like and that will be helpful to the child in his/her life, now and in the future) and to encourage their child to adopt this behavior as much as possible. The parent/caregiver should also carefully help and guide their child in dropping the negative behavior (those parts you don’t like and that will be destructive to your child’s life and success on the long term).

Participants should be made aware that understanding and accepting each child’s unique personality will improve that child’s happiness. What matters is the presence of a concerned, supportive and open adult in each child’s life.

Activity Five: Reflections on the factors that influence your child’s personality

Materials needed: None

Ask participants to brainstorm as a group or in pairs on the subject, and then put all the emerging real factors together in the form of presentations.

Such factors may include;

• **Genes:** According to psychologist Kimberly J. Saudino, writing for the Journal of Developmental and Behavioral Pediatrics, studies of adopted twins suggest, "individual differences in infant and child temperament are genetically influenced." However, in a 2005 study of child temperament, Saudino notes a puzzling fact: parents of identical twins often report they have very different — or even opposing — temperaments. Clearly, genes play a big part in deciding our personalities, but there must be other factors too, such as heredity factors.

• **Environment:** Such as the influence of home life, school or even the neighborhood. For instance, a home filled with negativity can turn a cheerful child into a negative or hopeless one. Also, a home filled with violence and anger, can make a child fearful or aggressive.

• **Birth order:** The way parents and caregivers treat their children for being the oldest, or the youngest child.

• **Gender:** This can influence the different behaviors expected from girls and boys. For example; girls have to be quiet and boys can be talkative, girls have to do as they are told, boys don’t cry and boys have to be strong.

**FM: Namibian proverb;**
“Man is the head of the family, woman the neck that turns the head.”
• **Age:** Children behave according to their level of maturity. As they grow, their personalities and behaviors also change.

• **Wars/armed conflict:** Armed conflict can affect all aspects of child development—physically, mentally and emotionally. The disruption of food supplies, the disintegration of families and communities, the displacement of populations and the destruction of educational and health services all take a heavy toll on children.

• **Relationships:** Your relationship with your child will have a greater impact on him/her than that of any other person, so do all you can to nurture him/her. Also seek to help him/her develop mutually uplifting relations with siblings, grandparents, friends and others.

• **School:** Be involved in your child's education to ensure that your child's classroom is suited to his/her makeup. A teacher should be able to recognize your child's personality traits, builds up their strengths, and encourages them to overcome weaknesses since children spend a large proportion of their time at school.

• **Trauma in early childhood.** This last influence may be important to consider if you are raising a child who has been abused or neglected. You may have difficulty separating his/her innate character traits from those that have evolved out of fear of punishment. One adoptive father noticed his child's compulsion to clean or organize, and recognized that his preference for keeping his room neat could either indicate the child's innate love for order or it could stem from fear. It is possible the child thought that he had been beaten for not keeping his room clean or mistakenly thought neatness would help him be more accepted. Since they were not sure what drove his neatness, this child's adoptive parents were careful not to focus too much praise on that particular behavior.

**FM:** Ensure that participants understand that difficult experiences like death of parents, abuse, or neglect can affect a child’s personality and behaviors. Parents should be made aware that in the event of them noticing any unusual behaviors or emotions in their children, especially depression, they have referral points where they can receive support. As a facilitator engage parents to identify such referral points for different negative behaviors in the locality.

**Explain to the participants that they should be able to identify Indicators of children in difficult circumstances for instance;**

• Loss of interest and energy: a child who is miserable, worried or frightened may sit around all day show no interest in doing anything and lose his/her energy and appetite.

• Poor concentration and restlessness: children who are worried or unhappy often find it difficult to concentrate. Sometimes they are very tense, they may become extremely active and restless and find it difficult to sit and behave in a “shy” excited way.

• Aggression and destructiveness: some children become aggressive or destructive easily when they are experiencing strong emotions, especially young children.
Activity Six: Paired discussion on handling child personality

Materials needed: None

Each participant pairs randomly with another, preferably of the opposite sex, and they ask each other in turns the following:

a) What negative experiences are your children exposed to in your home?
b) Do you treat any of your children differently because of the order in which they were born? (oldest, youngest)
c) Do you expect different behaviors from your son(s) as compared to your daughter(s)? Which behaviors?

Allow some pairs to make their presentations and end with a guiding message.

FM: The facilitator must clearly highlight the fact that the family and more so, the home, are the most important influences on a child’s personality. They should be helped therefore to see how they have a lot of influence over their children’s personality, and should strive to provide their children with the most positive home environment possible.

Activity Seven: Self-audit on shaping your child’s personality

Materials needed: Pieces of paper and markers for each participant

On a piece of paper provided:

a) Write the type of personality your children belongs to in general.
b) Write YES if your way of handling your children is highly similar to the information given in this session, or NEUTRAL if your way of handling your children is at least 50% of the information shared in this session, or NO if your way of handling your children is not related at all.

FM: Take note of all participants with responses like NO and NEUTRAL and work with them to improve their approach towards that child personality.

FM: If participants are having trouble writing, be flexible and think creatively about how else they can communicate the information. For example, they could draw a picture of their child’s personality type or you could match each type to a number for them to write down.
Session Two: Stages of Child Growth and development

Opening Discussion:

Tell participants to look at the picture above and ask them the following questions:

- What does the top picture tell us about the differences between parenting babies and toddlers?
- What does the bottom picture tell us about parenting teens?
- How do parenting roles change as children get older?
Objective: To have parents learn how to observe closely the physical and mental development of each child in order to provide appropriate, development-related care.

By the end of this session, participants will be able to:

1. List the stages of growth and development
2. Understand what takes place at each stage of growth and development
3. Identify and know the effects of responding to the needs of children at each stage
4. Explain children’s behavior in relation to the different stages of growth and development

Activity One: The story of Cynthia’s early childhood.

Materials needed: The story of Cynthia’s early childhood

<table>
<thead>
<tr>
<th>Cynthia’s early childhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>At birth, Cynthia’s life consisted of sleeping more than twenty hours each day, crying when hungry or needing something, eating and eliminating waste frequently. Her skills were limited to being able to squeeze the finger of the adult attending to her, move her arms and legs in an uncontrolled way, and being able to suck or smile reflectively now and again. Cynthia will soon celebrate her first birthday. What a difference if we compare her abilities today with those she possessed during her first days of life! Now her face is full of expression and variation, showing a rich interior. She recognizes family members, smiles for specific reasons, sits without help, is ready to take her first steps, understands many words and sounds, easily feeds her self with a bottle, and can even say “daddy” or mummy.”</td>
</tr>
</tbody>
</table>

a) What are Cynthia’s primary needs reflected in the story?
b) How does Cynthia express herself when calling for the different needs at the time?
c) What were Cynthia’s changes in behavior within her first year after birth?
d) Do Cynthia’s needs and behaviors compare in any way to your children’s needs and behaviors? In what way?
Activity Two: The story of the princess

Materials needed: The story of the princess

The princess

Once there lived a King and Queen. They had been married for ten years without having a child. They prayed to God and He finally heard their prayers and gave them a baby girl. They loved their baby so much and planned to give her everything she wanted in life. They feared that people would come into contact with the baby and spoil her, so they put her in a room and locked her in there for 4 years. When she was 4 years old, they thought that she was ready to start learning. They went to the wise man to ask him for advice because they wanted the best teacher who would give their daughter the best education. They explained to the wise man how they locked her in a room for 4 years. The wise man shook his head and said, “You are late by 4 years.”

1. Why did the wise man say to the King that he was late by 4 years?
2. Is it true the child had not learned anything?
3. What do you think the child had learned?
4. How was the princess’s development affected?

1. Possible answer:
Learning starts at birth and this child was denied exposure to learning experiences.

2. Possible answer:
No, she had learned many negative things.

3. Possible answers:
Selfishness, a reserved nature, not to share things with others, not to be able to interact with other people, not to love, her language was limited, etc.

4. Possible answers:
a. The princess could not speak fluently because she was not interacting with others
b. She could not socialize and play with other children
c. She had limited vocabulary
d. She had limited thinking ability
e. She lacked the ability to creatively think, etc.

FM: The facilitator should summarize by emphasizing that learning begins at birth.
Activity Three: Exploring the different stages of child growth and development

Materials needed: Literature on the different stages of child growth and development

As a parent, how do your expectations of your child change as your child goes through different developmental stages?

The development of a child starts from the womb. This development occurs slowly in different steps. This process of development differs according to the child. For example, some children start walking at the age of 9 months, while others may start walking at the age of 12 months.

The following are the different areas of child development;

- **Physical development:** refers to the child’s changes in size and shape, and changes in physical abilities and coordination.
- **Mental development:** refers to children’s ability to think, use language, reason, organize their ideas, memorize and solve problems.
- **Social development:** refers to children’s ability to interact well with other children and with adults.
- **Emotional development:** refers to children’s ability to express feelings and emotions that are appropriate to their age and to specific situations; the development of personal identity and self-esteem. (Spiritual development is often considered a part of emotional development.)

All these developments are interlinked. When a baby begins to walk, he/she takes the first steps gradually. At this stage, the child starts to become curious about his/her surroundings and begins to explore on his/her own. Gradually a child’s social surroundings expand and they start to develop their language facility.

Parents are the best observers of children’s activities. They can further help and assist the child in his/her development. Every child does not develop at the same pace. Some children take time in their development; other children may be further ahead. These steps of development are called milestones.

At each stage of development, a child communicates their needs, which if well met, build important skills that are necessary for a child’s wellbeing and continual growth and development.
Children go through different stages of development as they get older. These include:

- **Infant** (age 0-1 year)
- **Toddler** (age 1-3 years)
- **Early childhood** (age 3-6 years)
- **Middle childhood** (age 7-11 years)
- **Late Childhood/Adolescence** (age 12-17 years)

**FM:** Remind participants that children's development occurs in four ways: physical, mental, emotional and social.

**Activity Four: Parenting newborns and infants**

**Materials needed:** Documentary: “Life: First Wonder”, cases, and literature on growth stages

**FM:** The amount of time spent on this section can be modified depending on what kind of parents are mainly in your group. If there are several parents with newborns or infants, then go through this section carefully. If there are mostly parents with older children, then feel free to skip or shorten this activity.

**Pregnancy and prenatal parenting**

During pregnancy the unborn child is affected by many decisions his or her parents make, particularly choices linked to their lifestyle. The health and diet decisions of the mother can have either a positive or negative impact on the child during prenatal parenting. In addition to physical management of the pregnancy, the medical knowledge of your physician, hospital, and birthing options are also important.

Many people believe that parenting begins with birth, but the mother begins raising and nurturing a child well before birth. Scientific evidence indicates that from the fifth month on, the unborn baby is able to hear sounds, become aware of motion, and possibly exhibit short-term memory. Several studies (e.g. Kissilevsky et al., 2003) show evidence that the unborn baby can become familiar with his or her parents' voices. Other research indicates that by the seventh month, external schedule cues influence the unborn baby's sleep habits. Based on this evidence, parenting actually begins well before birth. Depending on how many children the mother carries also determines the amount of care needed during prenatal and post-natal periods.

**Newborns and infants**

Newborn parenting is where the responsibilities of parenthood begin. A newborn's basic needs are food, sleep, comfort and cleanliness, which the parent provides. An infant's only form of
communication is crying, and attentive parents will begin to recognize different types of crying, which represent different needs such as hunger, discomfort, boredom, or loneliness. Newborns and young infants require feedings every few hours, which is disruptive to adult sleep cycles. They respond enthusiastically to soft stroking, cuddling and caressing. Gentle rocking back and forth often calms a crying infant, as do massages and warm baths. Newborns may comfort themselves by sucking their thumb or a pacifier. The need to suckle is instinctive and allows newborns to feed. Breastfeeding is the recommended method of feeding by all major infant health organizations. If breastfeeding is not possible or desired, bottle feeding is a common alternative. Other alternatives include feeding breast milk or formula with a cup, spoon, feeding syringe, or nursing supplement.

The forming of attachments is considered to be the foundation of the infant/child's capacity to form and conduct relationships throughout life. Attachment is not the same as love and/or affection although they often go together. Attachments develop immediately, and a lack of attachment or a seriously disrupted capacity for attachment, could potentially do serious damage to a child's health and wellbeing. Physically, one may not see symptoms or indications of a disorder, but emotionally the child may be affected. Studies show that children with secure attachment have the ability to form successful relationships, express themselves on an interpersonal basis and have higher self-esteem. Conversely, children who have caregivers who are neglectful or emotionally unavailable can exhibit behavioral problems such as post-traumatic stress disorder or oppositional-defiant disorder. Oppositional-defiant disorder is a pattern of disobedient, hostile, and defiant behavior toward authority figures.

**Needs of an infant**

An infant has many needs and is unable to meet them alone. As the child communicates his/her needs and receives an encouraging response from his/her parents, he/she begins to develop trust and to feel attached to his/her mother and father. See the flowchart below to see infants' needs, methods of communication, positive responses, and inner resources.
Signs of development

Look at following list of common signs of development for each age group. See if parents can recognize these developments in their own children.

**From birth to 6 months**

- A baby laughs when he/she sees elders laughing.
- If mother speaks at the time of breast-feeding, baby stops sucking milk from breast to listen to mother’s words.
- A child cries when he/she feels hungry.
- A baby tries to look at the mother when he/she hears her voice.
- A baby grabs a toy and looks at the toy again and again.
- A baby can identify his/her parents and can make eye contact with them.

**Age from 7 months to 12 months**

- A child looks for a hidden thing.
- A child puts aside a thing which he/she does not like.
- A child can eat a biscuit by his/her own self.
- A child can crawl.
- A child extends his /her hands when any one tries to hold them.
- A child can stand and walk.

Show participants the documentary “Life: First Wonder” (“La Vita Umana: Prima meraviglia!”) and discuss the following:

- What did you learn about an unborn child?
- What are their needs?
- How do they communicate their needs?
- Is there anything that surprised you about age 0-9 months?
- When does human life start?
- Before a child is born, is it only a mother’s responsibility to care and respond to a babies need, or is it a role for both parents?
Cases for discussion:

Case 1: Our baby knows us!
I recently gave birth to a baby girl through caesarian section. As soon as she was born, just minutes after, she was crying so much that I felt a deep sadness as mother. I quickly spoke to her and said, “oh my little one, keep quiet dear” and as if she had understood she kept quiet instantly. When the doctors began speaking, she began crying again. My husband who was also standing by during the operation and was in the room, spoke to her, he said, “oh baby, do not cry, we love you so much and you are so welcome to this world”. Like magic the little one went quiet again and peaceful. It was clear that the baby could recognize both my husband’s voice and mine. Throughout the pregnancy, he had often held me tightly and spoken softly to the little one. It was such a warm feeling to see my baby and father get along. It was easy and comfortable for me to quickly take a nap.

Today she is 1 and a half years old. She is extremely fond of both of us. I notice she loves the music I like. She drinks the kind of tea I used to like drinking while pregnant. She's moving about everywhere and is making half sentences. But, most interesting is the manner in which she tries to everything we do. She even copies our facial expressions.

Case 2: My baby hates her father:
When I got pregnant, my husband was not at all happy with the news. He avoided me and most of the time made quite hateful remarks about me and the baby. He often called the baby that disrupting/interfering devil. I was sad and stressed most of the time. Nonetheless, I waited until I gave birth. As if the radiance of a baby brings life, my husband suddenly loved us and wanted to be a part of the experience. Unfortunately, my son hated him so much that when he came a few meters from us, even before he spoke a word, the baby would cry hysterically. I took notice of this but thought I was imagining it. It turned out, it wasn’t an imagination. My baby actually hated the father. It was only when we saw a psychologist that we really confirmed this. My husband was advised to apologize and genuinely withdraw all the hateful words he had used and also gave the baby some time to accept this information. Today, 5 years later, I see that our baby is trying to adjust and accept his dad but still looks quite suspicious around him.

Discussion:
- What is the difference between the men in these two cases?
- What new things did you learn from these cases?
- Have you ever heard anything like this before?
Activity Five: Understanding early to middle childhood

Materials needed: Cases and literature on stages of growth

Toddlers

Toddlers are much more active than infants and are challenged with learning how to do simple tasks by themselves. At this stage, parents are heavily involved in showing the child how to do things rather than just doing things for them, and the child will often mimic parent behavior. Toddlers need help to build their vocabulary, increase their communication skills, and manage their emotions. Toddlers will also begin to understand social etiquette such as being polite and taking turns.

Toddlers are very curious about the world around them and eager to explore it. They seek greater independence and responsibility and may become frustrated when things do not go the way they want or expect. Tantrums begin at this stage, which are sometimes referred to as the 'Terrible Twos'. Tantrums are often caused by the child's frustration over the particular situation, such as sometimes simply not being able to communicate properly. Parents of toddlers are expected to help guide and teach the child, establish basic routines (such as washing hands before meals or brushing teeth before bed), and increase the child's responsibilities. It is also normal for toddlers to be frequently frustrated. It is an essential step to their development. They will learn through experience, trial and error. This means that they need to experience being frustrated when something does not work for them in order to move on to the next stage. When the toddler is frustrated, they will often behave badly with actions like screaming, hitting or biting. Parents need to be careful when reacting to such behaviors, giving threats or punishments is not helpful and will only make the situation worse.

A Child 0 – 4 years develops and learns through:

- 5 senses.
- Curiosity.
- Interaction.
- Play.
- Movement.
- Talking/Crying.
Signs of development

Look at following list of common signs of development for each age group. See if parents can recognize these developments in their own children.

Age from 1 to 2 years
- A child can understand his/her own activities. For example- a child knows that a flute will make sound if it is blown into.
- A child can arrange things according to their size and color.
- A child hits his/ her parents when angry.
- A child can take food on his/her own but may drop some of the food while eating.
- A child can show his/her limbs of the body.
- A child can walk easily.
- A child can run.
- A child can recognize basic body parts like his /her nose, ears, mouth, tongue, teeth, hair, stomach and face.

Age from 2 to 3 years
- A child can begin to do things based on his/her own thinking. For example- he/she uses the help of a highchair or stool to get hold of something.
- A child can draw a circle.
- A child can wear clothing by him/herself.
- A child can easily identify colors.
- A child wants affection.
- A child plays and mixes with other children.

Age from 3 to 5 years
- A child can count on his/her fingers.
- A child becomes affectionate to a younger one.
- A child can wash his/her hands, face, feet by him/ herself.
- A child can write his/her own name, age and address.
- A child can jump over a playing rope.
- A child wants to share his/her toys with others.

Ages from 5 to 7 years
- A child can walk backward.
- A child can count objects.
- A child can tell brief stories.
- A child can take a bath and comb hair by him /herself.
- A child participates in festivals.
- A child can do some household work by him/herself.
Development of children in early/middle childhood

From 5 - 11 years old a child is becoming more aware of himself/herself and those around him/her. As the child interacts with family, friends, teachers, and others, he/she develops more inner resources.

- Exploring.
- Questioning “Why”.
- Play / Make believe.
- Read / Write / Knowledge.
- Values / Rules.
Answering “why” questions

Children in the early/middle childhood stage are naturally very curious about the world around them and they tend to ask many “why” questions, such as:

- Why does grandma snore at night?
- Why do you and dad sleep in the same room?
- Why do you go to work every day?

Answering these questions in a patient and educational way is very important to children’s learning and development.

FM: Encourage participants to populate the list and attempt to respond to the different questions. The premise for response from a parent should be to understand what the child knows first.

CASE: STEVEN-8 YEAR OLD

Steven is 8 years old. He attends school every day and is beginning to learn how to read and write. He often comes home with his schoolwork and proudly shows it to his parents, brothers and sisters. However small his accomplishments may be, he wants them to be recognized. Steven plays enthusiastically with his friends and cousins, pretending to be a father and mother or a teacher with students. He also enjoys being around his father, asking him endless questions and imitating his actions.

Facilitator could ask the trainees to identify children among the community like Steven. Ask them to also share the kinds of questions the children of the same age as Steven.

FM: For information on the development of teenagers, see Module 3, Session 4
### Activity Six: Exploring children needs and common behavior

**Materials needed:** Summary of children’s needs and common age-related behaviors

<table>
<thead>
<tr>
<th>Stage/Age</th>
<th>Primary Needs</th>
<th>Common Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infant (0-1 year)</strong></td>
<td>● Food, sleep, cleaning, comfort, safety and protection.</td>
<td>● Cries to have his or her needs satisfied.</td>
</tr>
<tr>
<td></td>
<td>● Care, cuddling, caressing.</td>
<td>● 0-6 months: Will smile, babble and cry to attract the Caregiver’s attention</td>
</tr>
<tr>
<td></td>
<td>● Strong bond and attachment with parent/caregiver</td>
<td>● 6 months -1 year: Will cling to the Caregiver, especially when feeling insecure or frightened. Will protest the Caregiver’s departure. Follows the caregiver when able.</td>
</tr>
<tr>
<td><strong>Toddler (1-3 years)</strong></td>
<td>● Same as above.</td>
<td>● Becomes more independent and begins to explore his or her surroundings.</td>
</tr>
<tr>
<td></td>
<td>● Becomes more curious; wants to explore and become more independent</td>
<td>● Starts talking</td>
</tr>
<tr>
<td></td>
<td>● Wants to learn how to do new things (e.g. dress and undress)</td>
<td>● Should be given small choices and the opportunity to try new things.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Does not like to lose, share, and take turns.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● May express feelings in dramatic ways. Can begin to learn how to manage emotions.</td>
</tr>
<tr>
<td><strong>Early Childhood (3-5 years)</strong></td>
<td>● Same as above.</td>
<td>● Finds difficulty to separate fantasy from reality, Expresses feelings in dramatic ways</td>
</tr>
<tr>
<td></td>
<td>● Learns through actions. Develops relationships with other children (peers)</td>
<td>● May talk a lot and ask many questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Does not like to lose, share or take turns.</td>
</tr>
<tr>
<td><strong>Middle Childhood (6-12 years)</strong></td>
<td>● Same as above.</td>
<td>● Very active. Often can’t sit for more than 15-20 minutes. Wants to be more independent; seeks more responsibility and trust</td>
</tr>
<tr>
<td></td>
<td>● Interested in learning; school.</td>
<td>● May answer back to parents to show that they “know.” Is better able to manage anger and tolerate frustration.</td>
</tr>
<tr>
<td></td>
<td>● Wants to spend time with other children. (Play is important and can teach important social values.)</td>
<td>● Can be very self-conscious and sensitive. May feel hurt easily and have mood swings.</td>
</tr>
<tr>
<td><strong>Late Childhood/Adolescence (13-17 years)</strong></td>
<td>● Same as above.</td>
<td>● Prefers interaction with peers than parents.</td>
</tr>
<tr>
<td></td>
<td>● Is more independent.</td>
<td>● Becomes interested in sexual relationships</td>
</tr>
<tr>
<td></td>
<td>● Seeks acceptance from peers for self-esteem.</td>
<td>● May engage in risky behaviors.</td>
</tr>
<tr>
<td></td>
<td>● Focused on forming their own identity; eager to learn about sexuality</td>
<td>● Frequent mood swings and rebellious attitude.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Wants to make own choices and decisions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● May become challenging and aggressive.</td>
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<tr>
<td></td>
<td></td>
<td>● May refuse to do chores and may look for guidance and role models outside of the family.</td>
</tr>
</tbody>
</table>
Activity Seven: Understanding the role of parent in addressing child’s age-related needs and behavior

Materials needed: Summary of children’s needs and common age-related behaviors

**FM:** Instead of telling each person to keep track of their individual score, facilitators may take the option of having participants simply raise their hand if they often perform the role and keep their hand down if they do not perform the role.

Instructions: Please, tick where appropriate:

<table>
<thead>
<tr>
<th>Roles</th>
<th>(A) Often done</th>
<th>(B) Sometimes done</th>
<th>(C) Not done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provision of nutritious meals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Provision of time to play and play materials</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Provision of protection and ensuring children’s rights are met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Provision of adequate shelter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Provision of adequate clothing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Provision of enough time to rest/sleep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Provision of medical care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Giving a child a name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Initiating a child in a family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Giving the child responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Allowing children to make decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Allowing children to ask questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Answering children’s questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Providing parental love to children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Acknowledging children’s efforts and successes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Providing opportunity for children to express their feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Being a role model to the children.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation:**

If you have a majority of (A) then you are doing very well as a parent, if you have a majority of (B), then you are a fairly good parent. There are some areas where you could improve. And if you have a majority of ticks on (C), you need to work on all these areas urgently since your parenting is lacking.

**FM:** Each child is unique and different and does not develop in the same way at exactly the same time. Each of them requires individual attention because of his/her unique reality and situation.
Session Three: Reflections on your child’s self-esteem

Opening Discussion:

Tell participants to look at the picture above and ask them the following questions:

- Do you think the mother is promoting her daughter’s self-esteem? Why or why not?
- Do you think the father is promoting his son’s self-esteem? Why or why not?
- What can parents do to build their child’s self-esteem?
Objective: To help parents realize the importance of the development of a child’s self-esteem and their necessary contribution in building this.

Activity One: Self-esteem self-audit

Materials needed: Self-esteem self-audit test

The self-esteem self-audit test measures the trainee’s current level of self-esteem. Each trainee will therefore be encouraged to answer these statements according to how they actually feel or behave rather than how they think they should feel or behave.

Scoring instructions for the self-esteem self-audit:

To find your self-esteem index (SEI), simply add scores of all self-esteem statements in the test below. The possible range of the self-esteem index varies between 0 and 100. A sound/healthy self-esteem is indicated by an SEI of 95 or more. Scores under 90 indicate a less developed self-esteem and scores of 50 or less indicate a clear lack of self-esteem.

FM: Instead of telling each person to keep track of their individual score, facilitators may take the option of having participants simply raise their hand if they agree with the statement and keep their hand down if they disagree. Help them interpret their score by saying that if they agreed with most of the statements, they have high self-esteem, but if they agreed with less than half the statements, they have a clear lack of self-esteem.
<table>
<thead>
<tr>
<th></th>
<th>statement</th>
<th>0 - Not at all true for me</th>
<th>1 - Somehow true or true only part of the time</th>
<th>2 - Fairly true or true about half the time</th>
<th>3 - Mainly true or true most of the time</th>
<th>4 - True all the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I don't feel that anyone else is better than I am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I am free of shame, blame and guilt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I am a happy, carefree person</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I have no need to prove I am as good as or better than others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I don't have a strong need for people to pay attention to me or like what I do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Losing does not upset me or make me feel “less than” others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I feel warm and friendly towards myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I do not feel others are better than I am because they can do things better, have more money, or are more popular than me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I am at ease with strangers and make friends very easily</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I speak up for my own ideas, likes and dislikes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I am not hurt by others’ opinions or attitudes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I do not need praise to feel good about myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I feel good about others’ good luck and winning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I do not find fault with my family, friends or others</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>I do not feel I must always please others</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>16</td>
<td>I am open and honest and not afraid of letting people see my real self</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I am friendly, thoughtful, and generous towards others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I do not blame others for my problems and mistakes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I enjoy being alone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I accept compliments and gifts without feeling uncomfortable or needing to give something in return</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>I admit my mistakes and defeats without feeling ashamed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>I feel no need to defend what I think, say or do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>I do not need others to agree with me or tell me I’m right</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>24</td>
<td>I do not brag about myself, or for what I have done, or for what my family has or does</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>25</td>
<td>I don’t feel “putdown” when criticized by my friends or others</td>
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</tbody>
</table>

Total
Activity Two: Mirror Mirror

Materials needed: one average length size mirror

Ask participants to each take turns at looking at themselves in the mirror. Ask each individual what they see when they look at their reflection. Do they like what they see? Would they like to change anything about their physical appearance?

FM: Facilitator takes notes of all responses and uses them to gather information on each participant’s definition of their self-image. Where necessary, and provided that the individuals feel comfortable about receiving feedback, give feedback there and then. Remind participants that a poor self-image often translates into low self-esteem and can be passed on from parent to child. In the same way, a very strong self-image can be a problem as well.

Activity Three: The story of Sarah and Pauline

Materials needed: The story of Sarah and Pauline

Sarah and Pauline

Sarah, an 11-year old child, is shy and insecure. She does not have any close friends and her mother is the only person in whom she occasionally confides. One day, noticing that Sarah was upset, her mother tried in various ways to find out what was bothering her. Sitting down, putting her arms around Sarah she went on inquiring: “tell me what is happening. It won’t hurt to tell me.”

Sarah could not talk because of her emotional state. Instead, she began to sob, releasing the tears that she had held before her mum’s approach. Finally, she explained to her mother, “I am no good. I never get good grades. I always lose at games. No one likes me. I don’t like my hair, my hands or my legs. My handwriting is ugly. As if that were not enough, today in class when the teacher asked us to break into groups, everyone divided up and I was left alone. By the looks on their faces, I could see that nobody wanted me in their group.”

Sarah begins to cry again. Her mother tries to console her but the root of the problem goes much deeper. Sarah’s low self-concept has been developing over the years through messages from her schoolmates, friends and family members as well as through her own negative reasoning. These messages have taught Sarah to disrespect herself. She does not feel capable of doing anything well and she often feels bad.

Pauline, on the other hand, who is the same age as Sarah, and who has similar looks and intellectual capabilities, enjoys a very different experience. Pauline performs her activities confidently. She understands that things do not always happen as one would wish. So, when something does not work out well for her, she recognizes that it is a result of circumstances and begins the task again. Her grades in school are generally good, and although she finds some subjects difficult, she works hard enough to get a passing grade. She does not consider herself ugly or beautiful, or intelligent or stupid. Most importantly, she likes herself the way she is.
After going through the story, ask the participants the following questions:

- What makes the difference between Sarah and Pauline?
- What then, is self-esteem in the child?

**FM: Possible responses:**

The difference can only be explained by the fact that Sarah views herself through the mirror of a low self-concept. This depletes the energy necessary to achieve her goals. In the case of Pauline, her mirror shows a healthy and normal self-image where things can improve but where there is a sense of on-going growth and development.

Self-esteem in the child is the organized configuration of the child’s own image, which is built upon his/her perception of his/her abilities or limitations. This configuration helps or inhibits his/her conduct towards others, his/her ability to perform a task or achieve (self-imposed or externally imposed) goals.

**Activity Four: Developing your child’s self-concept**

**Materials needed:** Markers, and a flip chart

**What could be the most influential factors shaping your child’s self-esteem?**

The development of any child’s self-concept is usually influenced by either of the following or a combination of the following factors:

- The child’s own level of aspiration, goals and achievements.
- Approval and encouragement from the adult world, such as comments from parents and teachers.
- Level of assigned responsibility both at home and school. By assigning age-appropriate responsibilities to a child to accomplish on a regular basis, their confidence levels will rise. The good feeling and confidence the child gains can be explained through increasingly and successfully accomplishing tasks. The trust put in him/her and his/her abilities by parents and teachers when assigning a particular task, their positive encouragement, explanations and attention during the execution of the task, their positive feedback after having executed the task, also help the child in building this self-esteem and confidence.
- Effects of the media. Positive and negative behaviors or images shape the child’s self-respect. These can come from advertising models or presenters.
- Lifestyle. Good physical care, recreational resources, adequate dress, nutritious food, and sports opportunities improve the child’s general sense of well-being and encourage a healthy self-esteem.
- Value scales. The child measures the value of his/her abilities and performances according to the existing value scale in his/her daily environment. If he believes that it is more important to succeed in studies than in play, he will not be too happy with himself if he’s
not a good student although he may win many games. So, the value scale of those surrounding the child, especially parents and other important adults, is even more decisive than his own when it comes to “appreciating” himself and contributing to his self-esteem.

Activity Five: Understanding the consequences of low and high self-esteem

**Materials needed:** Markers, and a flip chart

*What signs and symptoms reveal that your child is suffering from low self-esteem?*

*Of what importance is high self-esteem to your child?*

Development and expression of self-esteem are different for each child. Some are optimistic, determined and trustworthy in attitude and behavior. Others are more reflective and sensitive. Expressions of poor self-esteem include feelings of inferiority, inadequacy, incompetency and fear at the time of taking action. Other expressions may include:

- The child hesitates over decisions
- The child withdraws
- The child shows signs of lack of affection
- The child often misbehaves
- The child tries too hard to please the adults in his/her life
- The child cries easily
- The child is tense most of the time

**Activity Six: Building your child’s self-esteem**

**Materials needed:** Markers, and a flip chart

*What do you consider your most critical responsibility in shaping your child’s self-esteem?*

Parents and teachers can influence a child’s self-esteem in an important way. This begins as early as the infancy stage. A child of three can already be aware of his/her self-worth and therefore, needs to be nurtured at that time.

The following guidelines will help you develop your child’s self-esteem:

- Avoid making negative comparisons between siblings, friends or relatives
- Do not joke about physical defects, appearance or ethnic origin and make sure that children too, don’t tease each other this way
- Do not attribute low levels of competence to your child
• Do not confuse slowness with lack of ability
• Avoid automatic punishment
• Carefully observe any problem in language, reading and writing and deal with it appropriately
• Avoid any punishment that consists of depriving the child of love or affection
• Do not leave the child alone for long periods
• Do not constantly repeat negative messages such as “you are bad, you are a cry baby…”
• Do not frighten your child with ghosts, demons, witches or monsters
• Avoid creating feelings of guilt
• Do not deny your children enjoyable experiences such as small parties of friends

Activity Seven: Self-audit on building your child’s self-esteem

Materials needed: Markers, and a flip chart and self-audit test on building your child’s self-esteem.

FM: Instead of telling each person to keep track of their individual score, facilitators may take the option of having participants simply raise their hand if they agree with the statement and keep their hand down if they disagree.

Score in the space provided.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>True</th>
<th>Usually</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My child feels reasonably secure all the time</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>I avoid transferring any of my personal fears to my child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I make it a practice to hug and peck my child daily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I do not compare any of my children with their other siblings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I am not an overprotective parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I treat my child as a unique individual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I give my child some personal quality time each day when I’m very tired</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I introduce each of my children by name to visitors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I ask my children to speak for themselves when asked by an adult about them</td>
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<td></td>
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</tr>
<tr>
<td>10</td>
<td>I respect my child’s opinion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I refrain from using such terms as: bad, slow, ugly, stupid, naughty, dumb or clumsy, when addressing my child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>My child’s feelings of worth are being promoted through productivity, performance and creativity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>My child feels loved for being himself without having to achieve or measure up to anything</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total score
**Interpretation:**

- All scores of 2 indicate parental behavior that boosts the development of positive self-esteem of a child.
- All scores of 1 indicate parental behavior that is helpful for the development of the positive self-esteem of a child. However, parents can consider accommodating some of their behavior in order to score 2 and thus improve on the support offered to their children.
- All scores of 0 indicate parental behavior that is contra-productive to the development of a child’s self-esteem and needs to be worked on in order to improve the parent-child relationship as soon as possible.

**Check on your honesty in responding to each of these statements by having your partner in parenting (preferably one close to your family) score you as well.**

Ask the pairs to take turns in sharing with the group:

a) How many responses of your partner did you disagree on?

b) Which statements were false in your own perception, but turned otherwise with the help of your partner?

c) Which statements were true in your own perception, but turned false with the discussion with your partner?

Invite the participants to share other observations on the subject of the audit/test and close the session.

**Activity Eight: Module recap (The battle of teams)**

**Materials needed:** Markers and a flip chart

- Divide participants in two teams.
- Each team will take turns in answering questions.
- When a team member answers a question correctly, the team wins a point.
- When a team member can’t answer a question, the other team gets the chance to respond.
- Team members can’t help each other in answering questions.
- The team with the most points wins the contest.

**Questions:**

1. What does “personality” mean?
2. Mention one personality type! Give turns to both teams until all personality types have been mentioned.
3. Why is it important that parents/caregivers understand their child’s personality?
4. Mention one factor that influences children’s personalities. Give turns to both teams until all factors have been mentioned.
5. Give an example of how the environment can affect children’s behaviors!
6. What are the stages of child development? Give turns to both teams until all stages of child development have been mentioned.
7. Give an example of how a child’s age or stage of development can affect the child’s behavior!
8. What are the areas of child development? Give turns to both teams until all the areas of child development have been mentioned.
Module Three
Parent-child Relationships
Session One: Parent - child communication

Opening Discussion:

Tell participants to look at the picture above and ask them the following questions:

- Is this picture a good example of communication between parents and children? Why or why not?
- Notice how everyone is listening to the child speak. Do you think it’s important to listen to your children? Why is it important?
- How can parents encourage positive communication with their children?
Objectives: By the end of this session participants will be able to understand:

- What parent-child communication is
- The basic principles of good parent-child communication
- How to help children develop self esteem
- The guidelines for parent-child relationship
- How to communicate with a child with disabilities
- Answer questions like, ‘why doesn’t my child listen to me?’

Activity One: Self-audit on Parent-child communication

Materials needed: Markers, a flip chart and a Parent-child communication scale

Score, on a scale of 1 (=never) to 5 (=always), what your daily behavior or attitude is with regards to the situations stated below.
Score 1 = Never, score 2 = occasionally, score 3 = sometimes, score 4 = frequently and score 5 = always.

FM: Instead of telling each person to keep track of their individual score, facilitators may take the option of having participants simply raise their hand if they agree with the statement and keep their hand down if they disagree.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In our family, we talk things over while involving the affected persons.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>If I disagree with my child’s opinion, I do so respectfully.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Before I make any evaluations of any problem that involves my child, I ask to hear my child’s point of view about it.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>When listening to my child I keep good eye contact and frequently get on eye level with him/her without being scary.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I provide ample opportunity for my child to ask questions and talk privately to me whenever I observe the need for my child or whenever my child requests me to do so.</td>
<td></td>
</tr>
</tbody>
</table>

Total score:

Interpretation:

- 25 = Excellent communication
- 20 = Good communication
- 15 = Fair communication
- 10 = Poor communication
- 5 = Bad communication

The facilitator may ask participants to go in pairs and discuss their responses with a partner or friend. After this, allow some extremes cases to share with the group.
**FM:** Most parents nowadays view the generation gap as inevitable but at the same time recognize that good communication is basic to maintaining good discipline and establishing a sound system of values. Parents want to keep the channels of communication open and clear up those that have been blocked. The real challenge most parents face is how to accomplish this. This manual presents some principles and guidelines for developing good parent-child communication that parents are encouraged to follow. It is important, first of all, to establish what good communication is, what it is not, and what a parent can expect from communication.

According to Webster’s New World Dictionary, communication is two-way process: a giving or exchanging of information. This implies that communication consists of receiving information just as openly and willingly as it is given. Children often complain that no one ever listens to them, that no one understands how they feel, and that they are nagged all the time. Many parents act like a drill sergeant, barking out commands to the troops. It is of little wonder so many parents get written off by their children and cannot communicate well with them.

**Activity Two: Discussion in pairs on parent-child communication self-audit**

**Materials needed:** Markers and a flip chart

a) Do you find difficulty communicating with any of your children?
b) What do you think could have caused this communication breakdown between you and this child?
c) How will you restore good communication with this child?
   (Hint: it begins with actively listening to the other person.)
d) Why is it important to set aside regular “discussion time” with your child?

**FM:** Most of us assume that in order to develop our child’s character, we must tell him/her what we don’t like about him/her. We load our speech with admonishments and commands, all of which convey un-acceptance of the child. Yet, before any communication can begin, the parent must develop an attitude of acceptance. In many families, verbal communication consists only of criticism. Praise, appreciation, sympathy, and happiness are rarely expressed. Some parents even openly ask, “why comment on good behavior? He is doing what I asked him to do.” Under such circumstances, a young person finds it more comfortable to keep their feelings and thoughts to themselves.

Criticism makes a youngster defensive; so to avoid further complications he/she enters a silent world at home and communicates only with peers and well-chosen friends. A young person can speak freely to these peers because he/she knows that anything he/she says will be accepted. It is an act of love to accept another person as he/she is, for to feel accepted means to feel loved, and this promotes growth of both mind and body. When the child feels truly accepted by the parent, he/she is then free to think about change—how he/she wants to grow, be different, or become more capable. Acceptance enables a child to actualize their potentials.
Activity Three: Feeling cards: Pass the Feeling- Mistaken identities

Materials needed: Feeling cards

1. The facilitator prepares cards with names of feelings such as joy, shy, lonely, sad, scared, funny, confused, excited, angry, happy, and curious, adding any other feeling and puts them in a bag.

2. The participants sit in a circle and “pass the parcel of feelings” while the music plays. When the music stops, the parent who has the parcel picks up a card from the bag and acts out the emotion described. No words are to be used. The rest of the groups have to guess the feeling expressed.

3. List out the feelings in the “feelings parcel” and add any if participants suggest any others. Keep the list on the wall and refer to it in different sessions when feelings need to be expressed. In some cases the feelings move into natural groups (such as grouping all the happy feelings together, or all of the angry feelings). Move the cards so that they fall into these groups.

Discuss

• Was it difficult to express certain emotions? Why?
• How did they feel when they did not use words?
• Did the parents guessing have any difficulty identifying the emotion?
• Do different people express the same emotion in different ways?
• Do men and women express them differently? Why?
• When did you last feel joy/sadness/any other emotion?
• What kinds of feelings do we usually experience?
• What about our children? Do they experience similar feelings?

A participant may, if he or she wishes, describe situations that gave rise to any of the feelings that were acted out.

4. Ask participants to recall how they were helped and with whom they shared their feelings.
5. Remember to end the session on a happy note. Ask participants to recall when they laughed most recently or expressed joy.

On the following page are some examples of some emotions on faces:
Activity Four: Exercising listening to feelings

Materials needed: Markers, a flip chart, case messages, the film “Sally Simon Simmons’ Super Frustrating Day” and the film “Casey Caterpillar Feels Left Out”

Facilitator introduces the exercise by making some affirmative statements regarding parent-child communication status in the locality in general. Such statements could be: “Children communicate to parents much more than their words can imply. Feelings often hide behind words.”

Directions: read each of the following messages that could be expressed by children and write down in the column at the right the primary or main feeling from the list below:

Possible feeling of the child at the time of the respective message: Unloved, Afraid, Discouraged, Competent, Angry, Glad, Guilty, Frustrated, Lonely, etc.

<table>
<thead>
<tr>
<th>No.</th>
<th>Message by the child</th>
<th>Feeling of the child?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wow! We are remaining with only eight more days until vacation starts!</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Patricia and I had an argument. I was angry and said things I shouldn’t have.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I’ve tried everything to please that teacher. The harder I try, the worse things get.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I will not speak to Jerry again, and don’t you dare let him in our house.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Look, daddy! I got a perfect grade on my science paper.</td>
<td></td>
</tr>
</tbody>
</table>

After each participant has written down, gone through and agreed on the right feeling with the entire group, ask volunteers to act out each of the feelings.

Show participants the film: “Sally Simon Simmons’ Super Frustrating Day” and “Casey Caterpillar Feels Left Out” and reflect on how the teacher was able to listen to the feelings in Sally and Casey’s voice. How did they get help?
**Activity Five: Exercising active listening**

**Materials needed:** Markers, a flip chart and case scenarios

The facilitator introduces the essentials of active listening in the following way: “Active listening means listening and responding to the ‘feelings’ in a verbal message besides the mere ‘facts’.”

Guidelines: Below, different scenarios with possible reactions are presented. Circle among these possible reactions the answers that, in your opinion, address best the implied feeling of the child.

**First scenario:**
Child falls down and scratches their knee. Sobbing, he/she cries: “I fell down and hurt my knee!”

a) Stop acting like a crybaby. It isn’t that bad.

b) It will feel better soon. Don’t cry. Let’s go get cookies.

c) Don’t be so clumsy.

d) It hurts to fall down and scratch your knee. Let us put a Band-Aid on it.

e) Let’s pretend we did not see the fall.

**Second scenario:**
Child complains after playing with a neighbor child, “I hate John. He is the meanest kid I know, and I will never play with him again.”

a) Son, don’t talk like that. You will get over it.

b) Calm down my son. You’re so upset you can’t even talk straight right now.

c) It sounds as though you and John have had a misunderstanding.

d) Shame on you for talking about John like that.

**Third scenario:**
Participants create conversations of active listening and qualify them together. Ex.: A situation in which a four year old is scared to sleep alone in a room.

**FM:** Listen attentively with your eyes, ears and heart and praise your children every day. As a parent, you must understand and accept your child’s unique feelings, listen empathically and provide acceptable outlets. Parents can improve communication with their children especially if they practice active listening. Active listening is an attitude but also a skill that can be learned and improved over time. A successful adoption and outcome of active listening depends more on the adult than of the child.

Active listening encourages five positive developments to take place in the child:

1) It helps the child learn how to handle negative feelings – your acceptance of your child’s feelings will help him/her learn that negative emotions are part of life and that he/she
is not “bad” for having such feelings. It will also help him/her to learn not to bottle up his/her emotions but to seek an acceptable outlet to vent his/her feelings.

2) It provides a basis for a close relationship between parent and child - everyone enjoys the feeling of being listened to and understood by one another. The experience creates a bond of closeness that will keep parent and child together in respect and trust.

3) It helps the child move towards independent problem solving – when a person is allowed the privilege of talking aloud about a problem he/she is facing, he/she can view it more clearly.

4) It teaches the child to learn to listen to their parent and to others – the earlier and more frequently you demonstrate to your child that you will listen to his/her ideas and problems, the more willing he/she will be to listen in turn. If you feel that your child never listens to what you say, it might be that you are “modeling” this behavior to him/her.

5) It encourages the child to think for him/herself – Active listening encourages a youngster to think and talk about problems rather than to run away from them. We as parents cannot follow our children all the days of our lives (or their lives) giving them advice, offering solutions, or making decisions for them. It is our duty as parents, however, to equip our child with the ability to deal with and solve the problems of life. Active listening provides the basis for a relationship of trust and warmth, whereas constant advice, solutions, warnings, and lectures destroy relationships.

The key word in active listening is acceptance: Acceptance of our child’s feelings, ideas, or opinions in spite of how different they might be from how we want our child to respond to life. Every child will at some point in life experience problems at school or at home, with classmates, teachers, siblings, village-mates or him/herself. Use active listening as your priority guideline during such times. When your child learns that he/she can get the acceptance and support for solving problems on his/her own, he/she will develop feelings of self-worth and self-confidence. You will actually protect him/her from developing those disturbing emotional problems others might encounter. Do not wait until a serious situation arises. Use active listening every day, even for the little events that upset very young children.

Activity Six: Talking to my special child

Materials needed: Guest speaker

Invite a guest speaker to share his/her experience in communicating with and caring for a child with a disability. The speaker should be from the local context and should have a positive testimony.
Activity Seven: Practicing “how not to talk, how to talk”

Materials needed: Markers and a flip chart

Here, the facilitator will introduce trainees to the practice of talking effectively without hurting the child. You can start this way:

a)  For effective parent-child dialogue, what do you consider to be a dangerous way of talking to your child who has done something wrong?

b)  What is a better / the best way of talking to your child who has done something wrong?

c)  What are the possible consequences of talking either way (a or b) to your child?

If listening is not helping, then talk, but timing is critical. It must be when the child is out of an emotional upheaval or else, talking won’t help. Yes, parents must teach, persuade, use logic, share reactions and even reassure their children, but the secret is timing. Get the feelings out first. Listen today, send the message tomorrow or after the child is no longer in an emotional state.

Parents must also develop effective methods of communicating their needs or discomforts to their children. Children often annoy, disturb and frustrate us. They can be thoughtless, inconsiderate, destructive, noisy and demanding. They often cause extra work, delay us when we are late, pester us when we are tired, or mess up a clean house.

Depending on the situation, you have the following options:

- Ignore the misbehavior
- Use active listening
- Employ natural or arbitrary consequences
- Send the child what is called an ‘I- statement”

Most frequently, however, parents take over the situation, crack the whip, and make the child do what they want them to do without much discussion or explanation. Parents who assume this role might be termed as “commanding officers.” They dictate, threaten, or direct their child through forced obedience. They use statements such as, “I said you better get busy”, or “don’t you dare talk to me like that again” or, “you do it now or else….” This kind of parent does not wait for the child to initiate considerate behavior. This parent is instead a roadblock to effective communication.

Other roadblocks include:

- Putdowns: These accuse, reproach and denounce the child through negative evaluations. For example, “you are the slowest child I know.”
- Name calling, ridiculing, humiliation. For example; “how can you be so stupid?” or “don’t you have any brains?” or “can’t you see I’m busy?” or “I’ve told you a hundred times” or “what is the matter with you?” or “are you deaf?” or “how many times do I have to tell you….”
As a long-range result, the child who is repeatedly put down by being called stupid, lazy, mean or ignorant comes to picture him/herself in these ways. Eventually he/she might even accept that judgment and try to live up to it. When borne from early childhood, feelings of worthlessness tend to follow the child into adulthood, often handicapping every aspect of his/her life.

**Activity Eight: Practicing listening skills through role play**

**Materials needed:** Markers, a flip chart and role play scenarios

**Instructions:**
- First, read each scenario to the participants
- You will play the role of the caregiver.
- Ask for a participant to play the role of the child.
- Each of these role-playing exercises should not last more than 5 minutes
- After the role-play, ask participants what the mother did or did not do well.

**FM:** Make sure you prepare for all role-plays ahead of time.

**The first scenario:** You are late preparing lunch for the family. Your six year-old son comes back from his first day of school. He is excited and wants to tell you about what he learned. You can’t stop cooking. Lunch will not be ready in time.

After the role-play, let the participants know that these are the things the caregiver should do:
- Make sure you look at your child eye to eye
- Tell him you are interested in what he has to say but don’t have the time now to listen
- Say that you would like to hear from him after lunch

**The second scenario:** The family has already eaten lunch. The caregiver is now ready to listen to her child about his/her first day at school. Make a five minutes’ skit.

After the role-play, let the participants know that these are the things the caregiver should do:
- Sit on a chair to be eye to eye with her child.
- Let the child speak and tell his/her story.
- Look at the child while he/she is speaking.
- Praise the child when he/she finishes telling his/her story.
- Show interest in his/her story by asking some questions.

**The third scenario:** You are quietly drinking a cup of tea. Your three-year old daughter comes up to you, and asks you to come outside and play with her. Make a five minutes’ skit of the situation.

After the role-play, discuss the things the caregiver should do:
• Leave her cup of tea and look at the child.
• Sit on the floor to be eye to eye with the child.
• Let the child speak without interrupting her.
• Look at the child while she is speaking.
• Ask the child questions about what she wants to play.
• If not ready to play with the child there and then, agree (which means decide together) on another moment in time to do so.

Ask participants what they think about these listening skills. You could use some of the following questions:

• Do listening skills seem easy or hard to practice? Why or why not?

Close this activity with a concrete emphasis on why parents and other caregivers need to maintain good relationships with their children and how good relationships are only possible with good communication. Let every parent realize that achieving good communication requires listening well to his/her children.

Activity Nine: Getting acquainted with “you and I-statements”

Materials needed: Markers and a flip chart

Here, the facilitator becomes more particular in how the parent ought to address the child. Beware that most commands and put downs contain strong evaluations of the other person. If you could only explain to your child how his/her unacceptable behavior makes you feel, it would be what is referred to as an I-statement. For example;

• I can’t watch television when there is so much noise here.
• I really get upset when I find that your house chores have not been done.
• I can’t fix supper when there are blocks all over the kitchen floor.

I-statements contain an explanation of how the parent feels about the annoying behavior. They do not condemn the child but refer only to the child’s unacceptable behavior, thus making the differentiation between the child and the behavior.

I-statements are much more likely to produce positive behavior changes and reduce those feelings of resistance and rebellion that often accompany you-statements. The child usually interprets you-statements as a judgment of his/her self-worth, whereas I-statements merely refer to the parent’s feelings.

An effective I-statement has four parts:

1. A statement of how the child’s unacceptable behavior makes you feel;
2. A non-blameful description of the child’s behavior (it is acceptable to use the word you in this sense);
3. An explanation regarding the tangible effect of that behavior on you;
4. The required positive behavior/change henceforth.

The format of an I-statement, then, is: “I feel….1…..when you…2…..because…..3…., I would like it if….4.”

Exercise: Make the appropriate I-statement for each of the following situations;

- Father is napping after supper but is awakened by quarreling between two brothers.
  I-statement: “I can’t sleep with so much noise going on. I have had a tough day, and if I do not relax, I will get a head ache, please keep it down.”

- Son so often forgets to brush his teeth, appears all smiles for supper with his teeth coated with food debris.
  I-statement: “I love to see you smile, but I can’t stand to look at dirty teeth while I’m eating. It makes me lose my appetite and I do not want to miss you smile, brush your teeth.”

- Teenager is listening to music of which the parent doesn’t approve.
  I-statement: It’s difficult for me to listen to music like that. It affects my nerves and makes me irritable, keep it down.”

Let us practice some I-statements in pairs and listen to a few. Remember that I-statements contain no commands or putdowns.

I-statements can bring out some startling results. It surprises children in a positive way to learn how their parents feel. It motivates children to repeat the adapted behavior in order to please their parents and avoid their discomfort. It is also good and recommendable to praise the child afterwards with a positive I-statement for the change in behavior and continued effort demonstrated.

Ex.: I’ve noticed that you’ve stopped listening to that music that would make me nervous. I thank you for that because you’re helping me this way to relax after work.
Activity Ten: Practicing talking skills through role play

Materials needed: Markers, a flip chart and case scenarios

Scenario one: Your 15 year-old daughter comes home crying. She just had a fight with her best friend. You try to calm her down. You tell her things that will make her feel better.

Instructions:

You should play the role of the caregiver. A participant can play the role of the child. Explain or read the scenario to participants first and then role-play it. Use positive talking skills and also listening skills. After the role-play, ask the group what things the mother did or did not do well.

These are the skills that you should put into practice:

- The caregiver allows her daughter to tell her what happened.
- She looks at her daughter while she is speaking.
- She shows interest in her story by asking some questions.
- She shows acceptance of her daughter’s feelings by not criticizing her reaction to what happened.

Now participants will practice their listening and talking skills.

Instructions:

- Ask for volunteers to role-play the following scenarios.
- Each of these role-playing exercises should not last more than 5 minutes.
- After the role-play, the group should say what the caregiver did or did not do well.

Role-play one:

You find out your 14 year-old son has been misbehaving. He has been missing school to hang out with his friends.

These are the things the caregiver should do:

- Make eye contact with her son while she is speaking.
- Speak with a firm, but non-threatening tone of voice.
- Use kind and respectful words.
- Listen to her son without interrupting him.
Role-play two:

You are busy preparing dinner. Your five-year old son is running around the kitchen. He is interrupting your work. You are getting upset.

These are the things the caregiver should do:
- Gently, but firmly, stop her son from running.
- Look him in the eye.
- Use kind words, asking him to stop.

At the end of all this, the facilitator should ask participants what they think about the positive talking skills. He could use such questions like: “Are talking skills easy or hard to put into practice? Why?”

**FM:** The facilitator should end this activity by emphasizing (1) how caregivers need to maintain good relationships with their children, (2) how good relationships are only possible with good communication and finally (3) how good communication requires listening well and talking in a positive way.
Session Two: Appreciating and understanding the language in which your child communicates

Objectives:
By the end of this session, participants should be able to understand the various ways in which children communicate and how to respond best to this language.

Activity One: Developing skills and techniques in communicating with children

Materials needed: Markers, a flip chart, colors and crayons

a) Name some barriers to effective adult-child communication!
b) What do you do in order to communicate better with your children in your home? 
c) Suggest some areas of improvement for adults to be able to communicate effectively with children!
d) What attitude should parents take/have in order to improve adult-child communication? 
e) What should you change (=stop doing) in order to communicate better with your children?

Some of the common barriers to effective adult-child communication include the following:
- Not listening effectively
- Adults easily get emotionally involved
- Children identify more with peers
- Adult may symbolize another abusive adult that the child knows
- Language of communication of children differs from that of adults

To communicate with children you must be able to speak and understand their language. Children speak 3 languages:
a) Body language: one has to be very observant to see and interpret this.
b) The language of play: children love this language and use it most (includes games, drawing, singing, etc).
c) Spoken language: usually the least used and the least expressive (depending on the age).

The key things you need to have in mind when communicating with children include the following:
a) Think of the specific reason why you’re initiating the communication and using a particular method e.g.:
   - You would like children to improve hygiene;
   - You would like children to have better ways of resolving conflicts;
   - You would like children to calm down or concentrate;
   - You would like to reduce negative peer influence etc …
b) Evaluate if you are the right person to communicate the message - are you an authority to the child?
c) Conclude at the end of every method!

Important / helpful Skills and techniques in communicating with children:

- Externalization of the problem: Separate the problem/behavior from the child;
- Always call the children by their names;
- Do not label them in relation to bad behavior;
- Enactment: Ask children to act or show (“role play”) what happened. This is useful with children who may not have words to describe what happened in detail;
- Using minimal encouragers;
- Paying complete attention;
- Use of silence;
- Commenting on the process;
- Asking open-ended questions and answering questions yourself;
- Summarizing and clarifying;
- Refraining;
- Repeating something frequently.

**FM:** Every adult in the company of a child is required to first seek to understand what the child means by any given information or situation, then figure out the means through which one can best help this child to respond adequately and effectively.

**Attention! When communicating…**

- Explore and use different methods.
- Treat each child as a unique individual. (No two children are the same!)
- Involve caretakers or parents while communicating with other children.

The attitude of the adult in the life of a child matters a lot. Essentially, the positive attitudes an adult can express when communicating with children include:

- Move at the child’s pace
- Show interest in the child
- Be open & honest with facts
- Have a non-judgmental attitude
- Use empathy
- Maintain confidentiality and privacy
- Be approachable
- Have a caring attitude
- Accept the child the way he/she is
- Consider each child as a unique individual
- Pay attention to non-verbal actions and communication
Don’ts when communicating with children:

- Have a judgmental attitude
- Use a commanding tone
- Impose adult values on children
- Compare children (negatively)
- Make empty promises to children
- Talk too much yourself without listening
- Interrupt the child
- Blame the child
- Look down on the child
- Not showing interest in the child
- Become emotional

Activity Two: Exploring the best ways of communicating with Children.

Materials needed: none

The facilitator should explain the following ways to engage in positive communication with children:

- If possible, have your conversation in a **positive environment** with privacy, comfort, a well-lit space, and no interruptions
- **Take time**: have enough time to talk to the child. Do not hurry the child through the process.
- **Provide things to fiddle with**: E.g. stones, pebbles and toys because they’ll help the child to relieve any tensions.
- **Help the child to relax and feel safe.**
- **Start the conversation**: Begin the conversation in a neutral way by asking simple questions about their school, their friends, or how their day went.
- **Listen carefully**: Avoid interruptions and allow the child to tell the story in her/his own way.
- **Adapt your tone of voice**: Be careful about your tone of voice, facial expression and any other indicative gestures.
- **Ask open-ended questions**.
- **Only** ask one question at a time.
- **Use simple words** in the child’s own language and use ways he/she can understand better.
- **Show that you accept the child’s feelings** and empathize with him/her. Ex. By saying, “that must have been very frightening for you”.
Activity Two, Part A: Drawing and use of pictures

Materials needed: Colors, pencils, paper and crayons

Picture drawing is a powerful activity for opening “hidden cupboards” in a child’s life. Children communicate their emotional state without having to put it into words. Most children enjoy drawing. Parents could be given a moment to share their own observation of how their children communicate through drawing.

Ask parents if they have ever looked at a drawing done by their child and wondered what the child wanted to express.

A drawing game on personal experiences
Participants work in pairs, sitting back to back. One person in each pair has a simple drawing. The other person has a blank piece of paper and a pen. The person with the drawing describes his/her drawing in detail and the other person tries to reproduce the drawing based on this description on his/her sheet of paper. The starting point is to ask one of the two to draw anything they would like to draw. Or, you could also ask them to draw the most terrifying moment in their lives. This could bring out their greatest fears (facilitators, do take note of these!) and these can be worked on as the training progresses.

Activity Two, Part B: Story telling

Materials needed: Little stories and cases

Children don’t like lots of direct questions and long lectures. A story serves as a useful tool to communicate.

Parents are encouraged to remember some of the stories their own parents and grandparents used to communicate messages of caution and safety. The facilitator may also share the following stories and ask participants what each of them teaches children:
"The Donkey and the Little Dog"

A man had a little dog that he was very fond of. He would pat its head, take it on his knee and talk to it. He would give it little bits of food from his own plate. A donkey looked through the window and saw the man and the dog. "Why doesn't he make a pet of me?" said the donkey. "It is not fair. I work hard, while this dog only wags its tail, and barks, and jumps on my master's knee. It is not fair." Then the donkey said to himself, "If I do what the dog does, my master may make a pet of me." So the donkey ran into the room. It brayed as loudly as it could. It wagged its tail so hard that it knocked over a jar on the table. Then it tried to jump on its master's knee. The master thought the donkey was mad, and he shouted, "Help! Help!" Men came running in with sticks and they beat the donkey till it ran out of the house, and they drove it back to the field. "I only did what the dog does," said the donkey, "and yet they make a pet of the dog, while they beat me with sticks. It is not fair."

What did you learn from this story that you think could be helpful for children listening to it?

"The Tortoise and the Hare"

One day a hare was bragging about how fast he could run. He bragged and bragged and even laughed at the tortoise who was so slow. The tortoise stretched out his long neck and challenged the hare to a race, which, of course, made the hare laugh. "My, my, what a joke!" thought the hare. "A race, indeed, a race. Oh! What fun! My, my! A race, of course, Mr. Tortoise, we shall race!" said the hare. The forest animals met and mapped out the course. The race begun, and the hare, being such a swift runner, soon left the tortoise far behind. About halfway through the course, it occurred to the hare that he had plenty of time to beat the slow trodden tortoise. "Oh, my!" thought the hare, "I have plenty of time to play in the meadow here." And so he did. After the hare finished playing, he decided that he had time to take a little nap. "I have plenty of time to beat that tortoise," he thought. And he cuddled up against a tree and dozed. The tortoise, in the meantime, continued to plod on, albeit, it ever so slowly. He never stopped, but took one good step after another. The hare finally woke from his nap. "Time to get going," he thought. And off he went faster than he had ever run before! He dashed as quickly as anyone ever could up to the finish line, where he met the tortoise, who was patiently awaiting his arrival.

What did you learn from this story that you think could be helpful for children listening to it?

Caution: Ensure that your story is short and deals with one theme at a time. Summarize the story with the lesson learnt.
Activity Two, Part C: Creating/formulating a story

Materials needed: Cases 1, 2 and 3

Ask participants to formulate a story for the following cases:

<table>
<thead>
<tr>
<th>Case 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 6 year old does not think her juice, which is packed from school, can fill a cup. She is worried that it is too little. She starts crying bitterly about it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 5 year old is so curious. She is always peeping at the door whenever she hears someone at the door. She has now been found twice opening the door for strangers. Her father is worried she could get kidnapped or worse.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 4 year old does not want to wear a t-shirt to church. He insists that t-shirts are for taking tea. The parents do not have any other fitting shirt apart from the proposed t-shirt.</td>
</tr>
</tbody>
</table>

Activity Two D): Play therapy; exploring how to engage your child in games

Materials needed: Colors, pencils, paper, crayons, sand, thread, games and other kinds of play materials

An important way that children express their feelings about events and make sense of their world is through play. Children act or imitate things occupying their brain. This helps in understanding what type of emotions they are experiencing. Just like all the other methods, games should be chosen for a reason. Below are some games we can use for specific reasons:

- Acquaintance games
- Team building games
- Games for fun
- Games to foster communication
- Games to build skills
- Games to encourage competition
- Musical games
- Games to check concentration
- Games to encourage memory
- Games to get children awake

FM: The purpose of this game is to teach parents games through which they can engage their children. The ones described below are merely some examples that you might want to use.
However, you are encouraged to be creative and make up your own games to teach them. Be sure that the games you create fit in with one of the reasons listed above. After each game, be sure to summarize the lessons learnt and explain how it can be used to communicate with their children.

**An orchestra without instruments**
Explain to the group that they are going to create an ‘orchestra’ without instruments. The orchestra will only use sounds that can be made by the human body. Players can use hands, feet, voice, etc, but no words; for example, they could whistle, hum, sigh or stomp their feet. Each player should select a sound. Choose a well-known tune and ask everyone to play along, using the ‘instrument’ that they have chosen. Alternatively, don’t give a tune and let the group surprise itself by creating a unique sound.

**People to people**
Everyone finds a partner. A leader calls out actions such as “nose to nose”, “back to back”, “head to knee”, etc. Participants have to follow these instructions in their pairs. When the leader calls “people to people” everyone must change partners.

**FM:** Note that these games can also be used to promote attentiveness. However, be careful when choosing a game and take notice of participants’ age. It can be dangerous if participants knock each other as they exchange seats or as they fight for a seat.

**Games for memory:**

**Consultation**
This game involves picking a category and everyone in the group goes around the circle and lists an item from that category. There cannot be any repeats, hesitations, or lies. For example, if you pick animals, everyone would go around listing an example of an animal until some either hesitated or repeated. In between each person’s response, the group claps three times. A typical game might sound like this:

Consultation (clap clap clap)
Consultation (clap clap clap)
I begin with (clap clap clap)
Names of animals (clap clap clap)
Dog (clap clap clap)
Lion (clap clap clap)
And so on…
Caution: Be sensitive to choose a theme that participants can relate with, and make the rules clear and precise – No repeating, no hesitation and no lies.

**Games to foster communication:**

**The “E” Game**

Draw a curved letter “E” on flipchart paper and place it in the center of the circle. Ask participants to describe exactly what they see on the piece of paper, from where they are standing/sitting.

Depending on where they are in the circle, they will either see an ‘M’, a ‘W’, a ‘3’ or an ‘E’. Participants can then move places so that they see the letter from a different perspective. This is a useful activity to highlight the fact that people see things very differently, according to their own specific perspective. Alternatively, put a person in the center of the circle and ask those around to describe exactly what they see from their perspective.

**Ask Participants:**
To make/invent some new games in groups (eventually using the previous ones or any others) that could be used to stimulate a child’s education and communication (expression) at different ages like 2 year olds, 3-5 years, 6 to 9 year olds and the adolescent group.
Session Three: Dealing with sibling rivalry

Opening Discussion:

Tell participants to look at the picture above and ask them the following questions:

- Why do you think the children are fighting?
- Do your children ever compete for your attention? What do you do when that happens?
Activity One: The story of Anne and her little sister Jane

Materials needed: The story of Anne and her little sister Jane

The story of Anne and her little sister Jane

Anne is six years old, while Jane is four years old. Since Jane has turned three, the two sisters have been competing for their mum’s attention and about other small things in the house like who sets the table, who takes dad’s water cup back to the kitchen and so on. They would take advantage when not being watched and would fight; afterwards each claiming the other had started the quarrel. Common with both of them is the fact that whoever gets to the parents first makes a reporting statement of the other.

It is not uncommon that each of them has before, started the quarrel/fight, reported the other when actually their other siblings; John (six years old) and Pius (nine years old) have witnessed and so given the right account of the matter.

The last time this kind of rivalry happened was when Jane picked the tablemats up quickly before Anne (after supper), this displeased Anne, while Jane celebrated. After a few minutes, while in their bedroom, Jane (the young one) burst out with a loud cry victimizing her sister for having pinched her.

Immediately after, Anne showed up in the sitting room reporting her younger sister to have said the following statement after the Table-mat incident: “ehh, eeh, I got the mat first. Eeh, I won you today, eeh, eeh, mum didn’t thank you. Even they will not carry youuuuuu…” Anne concluded that she had smacked her little sister because she felt offended.

After the story is read about three times, the facilitator asks the following questions:

a) What did you learn from the story?
b) What could be the major cause of this rivalry between the two sisters?
c) How could you advise the mother of Anne and Jane to help her girls?
d) Have you ever experienced a similar situation? Would you be willing to share your experience with us?

Activity Two: Elements of sibling rivalry at your home

Materials needed: Picture on sibling rivalry
- Take a look at this picture and reflect on rivalry between siblings. Does this happen in your family?
- The facilitator asks questions that may help participants to identify elements of sibling rivalry in their homes.
  Such questions could include, but should not be limited, to the following:
  
  a) In what forms does sibling rivalry manifest itself in your house other than the one explained in the above story?
  b) How do you feel about your child’s bickering, fighting, and competing with fellow children in the home?
  c) What do you think are the major causes of sibling rivalry in your home?

**FM:** Sibling rivalry can occur in any home with more than one child. It takes the form of fighting, competing, grabbing, teasing, tattling and arguing. Sibling rivalry is universal; each child craves parental love as well as parental attention.

What should be clear to you is that the presence and intrusion of other children does not diminish parental love. Even an only child cannot always be the centre of attention. The way siblings learn to respond to each other determines largely how well they will get along with others outside of your home. Sibling jealousies should be handled carefully.

**Activity Three: Handling sibling rivalry in your home**

**Materials needed:** None

Participants will be asked to reflect on the efforts in place in their respective homes to cope with sibling rivalry. They can do this in pairs or listen to each other in turns. Some helpful questions to this exercise could be:

*How are you, as a parent, responding to sibling rivalry in your home now?*

Some of the following steps are likely helpful to controlling sibling rivalry:

a) Allow the children to have an eye-to-eye confrontation.

b) Ask the disputants for a written/narrative account of their differences.

c) In case of disputes over household tasks or privileges, insist ahead of time that they take turns.

b) Put the children to work consistently, each with a specified role.

d) Put all the participants in the same boat. Don’t have preferences amongst your children.

e) Whenever possible, allow them to settle by themselves their disputes:

1. Parents sometimes make matters worse by intervening

2. Parents often do not know who is guilty and who is not
Quarrels require two participants
It teaches children how to arbitrate differences
It teaches children how to resolve conflicts

Use active listening. i.e “Pauline, I understand how you feel”

Provide distracting amusements, for example:
Read them a story while they listen together and respond in turns
Ask them to assemble a puzzle together
Involve them in some activity of interest, such as modeling with clay

These steps all promote good home relations.

Activity Four: Eye-to-eye sibling confrontation role play

Materials needed: Peter and Pauline case and 2 chairs

Peter and Pauline case

Peter and Pauline are six year old twins. One day, they had been quarreling and fighting for the whole day and nothing their mother had said could change this situation. She had threatened them, sent them to separate rooms, screamed at the top of her voice, all to no avail. Although she had become exhausted and discouraged, the twins were still devil-ridden and ready for more hassling. As the mum stood in the kitchen contemplating the next penalty for the twins, a tiny spark of irrationality shone through the darkness: “make them confront each other”, it suggested.

Instructions:

a) Grabbing two chairs, mother insisted: “Peter, you sit here and you Pauline, sit here. Now, just sit here and look at each other”.
b) You may not move or speak. Just sit and look at each other. I will set the timer for five minutes. Ready?
c) Start! (With 2 and 3 year olds, half that time is sufficient.)
d) If there are protests, ignore them and tell them you are re-starting the timer.
e) In case one of the two starts an argument, intervene and re-start the timer.
f) In case one of the two makes any movement, intervene and re-start the timer.
g) In case there arises an appeal from either of them, listen and talk about it, but re-start the timer. Reset the timer until they have successfully gone through five minutes.
h) After going through the five minutes, you may let them go with a word of caution.

Ask the participants to randomly explain what they learned from the role-play and whether they could use it in their homes.
This method can be repeated several times without tangible success, but it will work over time. With time, they come to use the time to reflect on their conduct, and eventually they will seek the best alternatives to handling their differences without parents having to intervene. Quite often, the eye-to-eye confrontation leads to self-discipline of both parties. Often, the children will start playing together again. Try this method, especially with infants and toddlers.

**Activity Five: Reaching restorative justice through creative writing**

**Materials needed:** papers and pens

A written account can also help settle a dispute by ridding the children of hostile feelings through the avenue of creative writing. This method is best for 10 to 12 year olds.

**Instructions:**

a) Place the two antagonistic parties in two separate quiet places (it could be a room, or tree shade where the child can concentrate and work alone), with a pen and paper and tell them to write down what happened.

b) Give them the freedom to write whatever they recall. There should be no time limit. Usually, children who are more emotional and expressive will take longer to describe the scuffle and get all their feelings on paper than children who are much more stable and quiet by nature. To describe a simple matter on paper could take anywhere from 10 to 45 minutes.

c) After the story-writing session, sit down with both of them and go through the facts. Ask appropriate questions and offer cautions equally.

d) Tell them that since you have a written, detailed account of the matter, you won’t expect any more such quarrels or fights.

**FM:** A good alternative to writing is a one-by-one verbal narration of the events.
Activity Six: Self-audit on how you handle sibling rivalry

Materials needed: Test on handling sibling rivalry

Take the following True or False test to measure your knowledge on how to control sibling rivalry.

FM: Instead of telling each person to keep track of their individual score, facilitators may take the option of having participants simply raise their hand if they believe the statement is true, and keep their hand down if they believe the statement is false.

<table>
<thead>
<tr>
<th>No.</th>
<th>Testing statement</th>
<th>True/False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Whenever possible, parents should allow their children to settle their own disputes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>It is difficult to determine in a quarrel among children who is guilty and who is innocent</td>
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<tr>
<td>3</td>
<td>When one child gossips about the other, the parent should handle the problem by saying “I’m confident you can handle it with your sibling”</td>
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<tr>
<td>4</td>
<td>A positive method of dealing with sibling rivalry when you cannot determine the guilty party is to put them all in the same boat (punish the innocent and the guilty)</td>
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<tr>
<td>5</td>
<td>A parent should avoid acting like the referee in the game of “he started it”</td>
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<tr>
<td>6</td>
<td>Many young siblings deliberately provoke older siblings in order to win the parent over to their own side</td>
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<tr>
<td>7</td>
<td>Parents should never, even unintentionally, pit one sibling against the other by comparing good performance in one, with poor performance in another</td>
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</tbody>
</table>

Total score:

Interpretation scoring instructions for the sibling rivalry test:

The test was rigged. All the answers are true. The test now serves as a solid set of guidelines for handling sibling conflicts.
Session Four: Parent - teen relationships

Opening Discussion:

Tell participants to look at the picture above and ask them the following questions:

- What is the story behind these two pictures?
- Have your child ever been friends with others who were a bad influence? How did you deal with the situation?
- What are some of the greatest challenges when parenting teenagers?
Objectives: By the end of this session, participants should be able to:

- Explain what being a teenager means and identify the changes that take place during this stage.
- Help teenagers understand how to cope with the changes in body and mind they’re going through.

Activity One: The story of Alex’s teenage encounter with his parents

Materials needed: Case of Alex’s encounter with his parents

Case of Alex’s encounter with his parents

Alex’s mother hoped that with time, the boy would become tidy and would keep his room presentable. But at age 15, Alex had not improved at all. Things became much more complicated when Alex would openly refuse to cooperate. He once assured his mother that “it is my room and I can do what I like there. Do I poke my nose in your business? Well, leave me alone…”

This annoys Alex’s mother and they often have serious arguments, and hardly speak to each other for several days.

On the other hand, Alex and his father argue a lot about his night movements. The father shares that when he was young, he always came home before 10:00 p.m. and did not complain. Alex couldn’t care less about this. When his father speaks in these terms, Alex acts as if his parents were not talking to him. The father responds with threats he cannot carry out, and after such emotional arguments, both go their own ways without having settled anything.

After reading the story together about three times, the facilitator can ask the participants to answer the following questions:

- From your experience, what do you think could have gone wrong with Alex’s relationship with his parents?
- Have you ever had such a child as Alex? How did you correct the situation?
- How could Alex’s parents correct the situation?
Activity Two: Appreciating the teenage phase changes

The Adolescent brain

The parts of the adolescent brain that develop first are those which control physical coordination, emotion and motivation. However, the part of the brain which controls reasoning and impulses (the prefrontal cortex) is near the front of the brain and, therefore, develops last. This part of the brain does not fully mature until the age of 25. It's as if, while the other parts of the teen brain are shouting, the Prefrontal Cortex is not quite ready to play referee. This can have noticeable effects on adolescent behavior. You may have noticed some of these effects in your teen:

- Difficulty holding back or controlling emotions,
- A preference for physical activity,
- A preference for high excitement and low effort activities (video games, sex, drugs),
- Poor planning and judgment (rarely thinking of negative consequences),
- More risky, impulsive behaviors, including experimenting with drugs and alcohol.

The development of the adolescent brain and behavior are closely linked. In a wink, hormones can shift your teen's emotions into overdrive, leading to unpredictable - and sometimes risky - actions.

Unfortunately, developing brains may be more prone to damage. This means that experimentation with drugs and alcohol can have lasting, harmful effects on your teen's health. Research shows that alcohol abuse during the teenage years negatively impacts the memory center of the brain (the hippocampus).

The use of drugs and alcohol may also disrupt the development of the adolescent brain in unhealthy ways, making it harder for teens to cope with social situations and the normal pressures of life. Moreover, the brain's reward circuits (the dopamine system) get thrown out of whack when under the influence. This causes a teen to feel in a funk when not using drugs or alcohol - and to go back to participating in constructive activities, such as athletics or the arts, helps him or her form positive lifestyle habits. These constructive activities will help your teen's forebrain develop as well.
With this background knowledge, participants should be in position to define a “teenager” and recall the teenage changes that they went through. This discussion could be helped by responding to the following questions:

- **Who is a teenager?**
- **What are the major changes teenagers go through?**
- **At the onset of the teenage phase, children are said to turn rebellious towards parents. What makes this rebellion normal or abnormal?**
- **Are teenagers today different than you were during your times? If different, what are possible reasons for the difference?**
- **If you are comfortable with the way you handle your children during their teenage phase, could you share with us how you manage?**
**FM:** Teens are adolescents within the age bracket of thirteen to nineteen years old. The word “teen” is derived from the old English word “teona”, which means injury, anger and grief. Certainly when you look into your own teenage experience, you discover how the teen years can truly be painful for both teenager and parent alike.

Teenagers are at a crossroad in life because they are at a stage where they have neither adult freedom nor childhood privileges. As a result, the seven years to come are characterized by restlessness and suspense to varying degrees. The average 15-year old feels as though everything that he/she finds appealing is prohibited. He/she can’t drink, marry or borrow money on his/her own yet. Neither can he/she be allowed make choices entirely on his/her own. But he/she must do certain things like going to school, whether he/she likes it or not, under the supervision and control of the parent. All these dos and don’ts put a strain on the relationship between the teenager and the adults in his/her life. This can last as long as the teenager is financially dependent on his/her parents.

What parents must also realize is that, until reaching the teen years, children may accept their guidance, at least with little persuasion. However, many parents get lost when they discover that the very child who has always followed their advice and guidelines without question, now wants every sentence verified. The child who once seemed so content in your care now seems troubled, restless and easily upset. Responsibility, from the side of the teenager, becomes a thing of the past. He/she never wants to stay with the family at home any more. When he/she is at home, his/her mind wanders elsewhere. His/her emotional outbursts confuse you. You feel you are losing touch with your child.

If this partially describes the situation at your home, then relax. It’s normal! It’s normal to feel as though you are failing as a parent. You are experiencing the early processes of rebellion.

By definition, rebellion refers to resistance or rejection of authority or control. When you think more deeply about teenage rebellion, you’ll reach another fact: what would happen if your child never rejected or resisted your control? He/she would remain under your authority (and perhaps roof) forever.

What happens normally during the teen years therefore is the emerging adult begins to extricate him/herself from his/her parents’ values, ideas and control- and attempts to establish his/her own. So, in this sense, it is a positive process: The process of establishing his/her own individuality, code of ethics, values, ideas, and beliefs is important. For some young people, this occurs much earlier, while for others it comes much later. It can be a difficult transition.

For all teenagers, the process of establishing one’s own identity is a very necessary procedure, which parents and other adults need to facilitate adequately. Normal rebellion will lead the adolescent to mature in life. This constructive time period assists the teenager in shedding off his/her childhood while developing independence.
Parents may find it difficult to keep the lines of communication open at times, but even through periods of difficulty, both parent and teenager should remain open to explore persistent problems. The maturity of the parent’s actions and reactions play a key role in this situation.

Abnormal rebellion, on the other hand, will bog down the family in constant battles over friends, dates, family bicycle, rules or lost money. A cold war may rage in the home where family members fear to speak to each other lest they escalate the rebellion. This way, abnormal rebellion takes the young person out of the mainstream of life. It forces him/her to feel bitterness and hatred.

Rebellion becomes abnormal when a teenager refuses to abide by the reasonable household rules; ignores curfews, habitually experiments with alcohol, drugs and sex, has repeated brushes with the law … among others. In short, it involves a total refusal to cooperate in family or social responsibility. This can also set precedence for younger siblings to follow the same path.
Activity Three: Helping your teen to become independent

Here, the facilitator will help the participants to begin making their own plans of handling their teenagers more effectively. The following question help generate very helpful steps;

How do you help teenagers under your care to move more smoothly towards independence?

- Listen to and learn to communicate with your teenager effectively. Absolute control won’t work.
- Overreaction is counterproductive.
- Set rules and consequences together.
- Give work responsibilities to teenagers and keep them keep busy, but also allow time for outside activities.
- Choose motivators important to the teenager. Formalize agreements and provide the rewards immediately.
- While relating with your teenage children, respect their privacy (his/her bedroom, diaries, phone calls), make home attractive, respect their cry for independence, maintain a sense of humor, discuss forthcoming changes in their lives, provide security, love and acceptance.
Activity Four: Self-audit on handling teenagers/adolescents

Materials needed: Self-audit on handling teenagers/adolescents

Participants will be helped to genuinely judge how at ease they are in coping with handling teenagers under their care. The results of this test can also encourage someone to take additional and more effective steps in this area of parenting.

Instructions: Score how you feel about each of the following statements according to the scale below:

1= Strongly agree
2= Somehow agree
3= Neutral
4= Mildly disagree
5= Strongly disagree

FM: Instead of telling each person to keep track of their individual score, facilitators may take the option of having participants simply raise their hand if they agree with the statement and keep their hand down if they disagree.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I believe teenagers today are worse than the teenagers of my generation.</td>
<td></td>
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<tr>
<td>2</td>
<td>I view rebellion and the entire process of breaking away from parental values and establishing one’s own individuality as negative.</td>
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<tr>
<td>3</td>
<td>During normal phases of rebellion, I expect my teenager to challenge my authority, talk back, test rules and regulations and question long-established family values.</td>
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<tr>
<td>4</td>
<td>If my teenager’s defiance should reach epidemic proportions, I would ask him/her to straighten up or leave my house.</td>
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<tr>
<td>5</td>
<td>Sometimes I feel tremendous guilt and failure when my teenager makes a poor choice, as if I was personally responsible.</td>
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<tr>
<td>6</td>
<td>When an issue arises, I discuss the consequences in an open way, gently guiding my teenager towards correct choices.</td>
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<tr>
<td>7</td>
<td>I can allow my teenager to make his/her own choices, even when the choice is a poor one or opposed to family standards and values.</td>
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<tr>
<td>8</td>
<td>I have encouraged my teenager to participate in formulating guidelines for behavior in crucial areas such as dating.</td>
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<tr>
<td>9</td>
<td>Even though my teenager may at times be hostile, bitter, rebellious or unresponsive, I feel I’m able to keep the doors of acceptance, love and communication open.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I am able to see my teenager as a unique and worthy person, even though he/she may choose different values than I would have wished.</td>
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Interpretation
10= (Strongly agree) means you have excellent adolescent handling techniques
20= (Mildly agree) means you have good adolescent handling techniques
30= (Not sure) means you are unclear/undecided on adolescent handling techniques
40= (Mildly disagree) means you have fairly non-effective adolescent handling techniques
50= (Strongly disagree) means you have poor adolescent handling techniques

FM: Allow parents to exchange their score papers in pairs and discuss their respective responses. Allow the sharing of some difficulties in meeting some of the outlined parent-teen relationship demands.

Activity Five: Module Recap (The battle of teams)

Materials needed: Flipchart and markers

The facilitator should divide participants in two teams. Each team will take turns answering questions. When a team member answers a question correctly, the team wins a point. When a team member can’t answer a question, the other team gets the chance to respond. Team members can’t help each other in answering questions. The team with the most points wins the contest.

Questions:
1. When people communicate, what do they do?
2. Name one thing that a caregiver needs to do when listening to a child!
3. Name another thing a caregiver should do when listening to a child!
4. Before you start talking to a child, what do you have to make sure he/she is doing?
5. How many things at a time should you ask a child to do?
6. “Whenever possible, parents should allow their children to settle their own disputes.” Is this statement true or false?
7. Who is a teenager?
8. Mention any one major change teenagers go through!
9. At the onset of the teenage phase, children are said to turn rebellious towards parents. What makes this rebellion normal?
10. What makes this rebellion abnormal?
11. If you are comfortable with the way you handle your children during their teenage phase, please share with us how you manage.
Module Four

Raising your Child with Positive Discipline
Session One: Punishment and positive discipline.

Objective: To help parents appreciate the dangers of punishing their children, and consequently how to embrace alternative means of correction.

Activity One: The story of Samuel’s misbehavior at home

Materials needed: Flipchart, markers and the story of Samuel’s misbehavior at home

<table>
<thead>
<tr>
<th>Samuel’s misbehavior at home</th>
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</thead>
<tbody>
<tr>
<td>Samuel had been systematically taking money from his parents’ bedroom without their notice. In the beginning, they were not sure and had only suspected him since it was hard for them to believe an 11-year old son would steal money. Finally, Samuel himself confessed when ten thousand Shillings went missing. He told his mother that he had spent the money on sweets, small toys and treating his school friend who had suffered a toe injury while they were playing. The amount was not large but Samuel’s parents realized that this behavior deserved strong corrective action in order for Samuel to understand the seriousness of what he had done. If not, small actions such as this could become larger ones that would have serious social consequences. So, they decided not to buy him his favorite racing bike that he had been promised for Christmas. They explained to him the unacceptability of his actions and the punishment they had decided upon. Afterwards, they watched him closely to make sure that he would not be tempted to steal again.</td>
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</table>

The facilitator should allow at least three times of collective reading, then ask the following questions:

a) From the foregoing story, explain why the parent’s decided to punish Samuel?
b) Based on the story, what is the difference between punishment and discipline?
c) Would you handle your children’s discipline like Samuel’s parents in the story, why? Or, why not?

FM: Many parents think that punishment is corrective to their children’s conduct. Whether this is true or not can become a subject of discussion for long hours. What policy insights have made clear, however, is that punishment inflicts pain on the child and widens the relationship gap between the very child and adults involved. This has in turn many consequences on the growth of the child. There are a number of alternative corrective measures that are suggested in order to raise children with a positive character. These we shall discuss below.

Important notes: Why smacking/ hitting is a bad idea:

- Hitting teaches children that violence is the way to get what they want.
• Hitting children means they don’t learn to manage conflict.
• Children have a right to feel safe. They deserve the same level of protection as adults.
• If you hit your children, they will be afraid of you when they are young, and angry when they are older.
• Smacking can become a habit. When it doesn’t work most people hit harder.
• Adults are stronger than children. Hitting in anger often causes serious injuries.

**Helping kids to behave without having to hit:**
• Recognize the problem – is your child feeling tired, hungry, cold or worried?
• Fix the problem and behavior may improve.
• If your child is ‘in a state’ there is no point in reasoning, or hitting. Give everyone some space to calm down.
• When your child has calmed down, discuss things calmly and quietly with no distractions.
• Tell your child clearly and firmly what they have done wrong.
• Be clear that it is the behavior you don’t like, not your child!
• It is important the child knows what they should do, not just what they shouldn’t. If their behavior has caused problems, ask them how to make things better. With your help it could be positive for you both!
• Children need attention. If kids are ‘good’ we ignore them, if they are ‘bad’ – they get our attention. Catch them doing something good and tell them.
• Remember: children see – children do!
• Your children learn by watching what you say and do…every day.
• What your children learn from you, especially in their first years, is with them for life, affecting how they deal with other people as adults…If you hit them, they’ll think it’s okay to hit too.
Things to try if you are at the end of your tether!

- Whatever you do, make sure your child is in a safe place.
- Take a few deep breaths. Count to 50! Or recite the alphabet.
- Walk around the house – go outside.
- Do some stretching – exercise is great for relieving stress.
- Don’t be afraid to ask for help. Phone a friend or relative.
- Make yourself a drink and relax.
- Congratulate yourself on not smacking.
- Remember the special things about your child and talk about them later.
- Children can drive you mad! But smacking doesn’t help in the long run and can cause serious harm.

Activity Two: Evaluating your child’s misbehavior

Materials needed: Flipchart, markers, picture on correcting my child, nails in the fence story, cardboard and nails.

Facilitator asks the parents to respond to the following questions at random or in pairs;

a) What methods do you use to prevent your children from misbehaving?
b) How do you respond to your children’s misbehavior?
c) Do you use violence?
d) Do you use humiliating and negative words?
e) Do you get very angry and have trouble controlling your temper when your child does something wrong?

Exercise:
Demonstrate anger with a cardboard and nails. Each time a parent gets angry and they say something quite painful to the child, they drive a nail into the child and leave a wound as seen from the holes that remain even when anger ceases.

Link that exercise with the story of the little boy on the nail in the fence below and reflect about the effect of anger.
**Nails in the fence:**

There once was a little boy who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the back of the fence. The first day the boy had driven 37 nails into the fence. Over the next few weeks, as he learned to control his anger, the number of nails hammered daily gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence.

Finally, the day came when the boy didn’t lose his temper at all. He told his father about it and the father suggested that the boy now pull out one nail for each day that he was able to hold his temper. The days passed and the young boy was finally able to tell his father that all the nails were gone. The father took his son by the hand and led him to the fence. He said, “You have done well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar just like this one. You can put a knife in a man and draw it out. It won’t matter how many times you say ‘I’m sorry’, the wound is still there.”

The little boy then understood how powerful his words were. He looked up at his father and said, “I hope you can forgive me father for the holes I put in you.” “Of course I can,” said the father.

**FM:** Some misbehavior is normal for all children. They may be testing your limits or expressing their frustration. Any time a child misbehaves it is important to respond. But the main concern is when it becomes too frequent or dangerous.

To prevent misbehavior in children, parents/caregivers must try to meet their children’s physical and emotional needs. These include (but are not limited to):

- **Belonging:** Children need to know that they are important, that they are loved and that they have an important place in the family.
- **Acceptance:** Children need acceptance of their thoughts and feelings.
- **Understanding:** Children need to be heard and understood.
- **Independence:** Children need to be given choices and independence, appropriate to their stage of development.

To respond to a child’s misbehavior, parents/caregivers should first find out the reason why. If you can respond to the underlying reason, then the child is likely to improve his or her behavior in the future.

Below are some of the common reasons why children sometimes misbehave:

- When the child’s physical or emotional needs are not met.
- When a child feels misunderstood.
- When a child wants attention.
- When there are no rules or limits set by the family.
• When the rules are unclear or are not followed by others.

**FM:** Children are not born knowing how to behave or what is expected from them. They must first be taught.

**Ask participants to look at the next picture on child correction and discuss the following:**

Have any of the parents encountered something similar? What happened? How did you help your child get back on track?

**Activity Three: Involving the community in correcting your child**

**Materials needed:** None

The facilitator first affirms the fact that the child is not taught and disciplined only by the parent. Value should be given to community involvement in handling an errant son/daughter. The following questions could help parents make more meaningful reflections:

1. Is there a child who frequently misbehaves in your family or community?
2. Have you tried to understand the underlying reason why that child misbehaves?
3. How can you minimize or prevent his/her misbehavior in the future?

**FM:** If a child misbehaves, first find out why, then make the appropriate response.
Session Two: Building positive discipline in your children

Objective: To help parents discover the best corrective measures in shaping the conduct of their children.

Activity One: Self-audit on disciplining

Materials needed: Flipchart, markers and self-audit on disciplining

Instructions: Score yourself on the following statements, tick either “True” or “False”, depending on your own situation at home.

FM: Instead of telling each person to keep track of their individual score, facilitators may take the option of having participants simply raise their hand if they believe the statement is true and leave their hand down if the statement is false.

<table>
<thead>
<tr>
<th>#</th>
<th>Statement</th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My partner and I agree on disciplinary procedures in the home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I am consistent in carrying out disciplinary procedures in my home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I handle my child’s misbehavior in public places confidently, without embarrassing myself and my child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Clearly defined limits of behavior have been set in my home.</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>My child clearly understands the rules of our home and the reasons behind them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I speak once to my child and then follow through with action if my child does not obey.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I treat my child with respect even when I’m irritated or correcting behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I can allow my child to suffer the natural consequences of a situation without feeling compelled to step in and protect him/her from hurt or loss.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I tend to be an authoritative, responsible and caring parent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I feel I have found a good balance between love and punishment.</td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>I have planned an interesting and stimulating environment for my child along with playing and games for each stage of development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I am able to individualize the methods of discipline I use for each of my children because I recognize that all children cannot be reared by the same rules.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I provide a living example of positive behavior for my child.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
**Interpretation**
- 13 “**True**” means you have positive disciplinary procedures and ideas.
- 13 “**False**” means you have negative disciplinary procedures and ideas. Changing them to positive disciplinary methods would improve the communication with your child and the behavior of your child.

**FM:** After each participant has done the scoring, organize them in pairs to discuss each other’s scores. Then make a few general conclusions and let them know the right response for positive discipline.

**Activity Two: Exploring the best means of building positive discipline in your home**

**Materials needed:** Flipchart and markers

The facilitator is faced with the task of bringing out the best corrective steps that the group can generate and use them to emphasize positive discipline. The following guiding questions could be very helpful:

a) What methods do you use to discipline your children that leave a lasting positive impact on their behavior?
b) How do you administer such successful corrective methods?
c) How can you improve your own style of disciplining in the future?

**FM:** Be wise in your choice of disciplinary measures. Discipline methods should be adapted according to the child’s age. The methods that are used for young children may not apply for older children, as well as the other way around. Before the disciplinary measure is imposed, find out from the child why he/she misbehaved. Choose an appropriate “punishment to fit the offense.” Older children may suggest what they think is a fair disciplinary response.

After a disciplinary measure is administered, ask the child what he or she has learned. Remember that the goal is to prevent the same misbehavior from re-occurring in the future.

These are some positive methods to discipline your children:
- **Focus on the good:** Acknowledge and celebrate good behavior, pay attention to good behavior and ignore bad behavior.
- **Re-direct the child’s attention:** Stop the child’s inadequate behavior and show him/her the correct behavior.
- **Withhold privileges:** Children should learn that privileges come with responsibility and need to be earned.
- **Grounding:** Not allowing the child to leave a certain space, usually the home or his/her room, as punishment.
- **Time-out:** Send your child to a neutral and “boring” area, such as the corner of a room with nothing to do, and ignore the child until he/she is calm and quiet. However, do not
overstretch the time. Timing should be connected to age; i.e. if a child is 3 years old, time outs should not exceed their age, expressed in minutes less 1. (Thus, in this case, 2 minutes.)

**Activity Three: Skit on promoting positive behavior**

**Materials needed:** Flipchart, markers, scenario sets and skit.

| First scenario: | A child did something well. You say “well done!” or “good job.” You can also applaud if the child is very young. |
| Second scenario: | A child is having a tantrum because you took away something he/she should not have been touching. You turn your back and ignore him/her. |
| Third scenario: | Your child is hitting another child. You stop him and show him to play with the child instead. |

**Instructions:** Stop the bad behavior and show the good behavior.

**Note:** This approach can be used with children of all ages, except adolescents.

**Skit:** Your son had a fight with the neighbor. He will not go out to play until he says he is sorry. Make a role-play of the situation.

**Instruction: Withhold Privileges:** Note that a privilege is something that is valued by the child, such as watching a song, film, etc. Children should learn that privileges need to be earned. This method is most effective with adolescents.

**Note:** Privileges do not include rights, such as right to food or water.

**Activity Four: Establishing the best ways of monitoring your child**

**Materials needed:** Flipchart and markers

The facilitator explains the importance of “preventive” discipline through permanent monitoring of the behavior of the child. In order to gauge how the participants fair in this area of parenting, you could use the following questions to brainstorm:

1. What does “child monitoring” mean?
2. What can happen if you don’t monitor your child’s activities, especially a young child?
3. Sometimes the parent/caregiver is not available. Who else makes a good child-monitor and what should that person do?
4. What kind of person should be avoided as a child monitor?

**FM:**
Child monitoring is important because:

- Although the methods used in monitoring will change as a child gets older, it is an ongoing process from infancy until adulthood. Monitoring means paying attention to your child’s behaviors, setting limits and ensuring that they follow the rules. Monitoring encourages your children to make positive choices about how they spend their time.
- Monitoring for a young child means being there and observing what is going on.
- Monitoring an older child involves asking and/or knowing the answers to some basic questions like: Where is my child? With whom is my child? What is my child doing? …
- Monitoring helps parents protect children from harm and danger.
- Monitoring can re-direct children’s attention away from misbehaving or inappropriate behaviors.
- Monitoring helps parents/caregivers get to know what children are doing and who their friends are. This is especially important if you feel that their friends have a negative influence.
- Monitoring shows your children that you care.

**Activity Five: Understanding child monitoring mechanisms in your community.**

**Materials needed:** Flipchart and markers

At this stage, the participants should be able to identify which child monitoring mechanisms work best for them. They are invited to share their monitoring mechanisms with the group. This process could be facilitated by using the following questions:

a) In your community, what problems have you observed in children who have not been monitored appropriately?

b) How can this be corrected?

c) How should child monitoring differ depending on the child’s age? For example, how should it be different for a young child versus an older child?

**FM:** Monitoring your children shows them that you care!
Session Three: Parental intervention in preventing drug abuse

Opening Discussion:

Tell participants to look at the picture above and ask them the following questions:

- What is going on in this story?
- How did this father deal with his son’s substance use?
- What would you do if you discovered your child was smoking?
- What are the best ways to deal with children’s substance abuse?
Objectives

By the end of this session participants will be able to;

- Explain what drug abuse is and how drugs affect behavior of young people today.
- Identify common drugs and substances abused by young people.
- Identify the risks associated with drug and substance abuse.
- Identify skills they need to develop in order to help their children avoid or abstain from drug and alcohol.

Activity One: The story of Stephen’s suicide attempt

Materials needed: The story of Stephen’s suicide attempt

The story of Stephen’s suicide attempt

Being a single mother, Stephen’s mother had to work long hours both outside and inside her home. The possibilities of spending time with her son were minimal, and she thought that the boy was growing up fine and could look after himself. A few days after Stephen’s 17th birthday, the hospital called to tell her that her son had been admitted. They did not tell her the reason, they only said that he was no longer in danger. At the hospital she found out that he had tried to commit suicide by slitting the veins on his wrist.

Stephen had started smoking at 12 years of age. He did not really like it, but he wanted to be like his friends. In addition, he had started drinking alcohol, smoking marijuana and doing other drugs. Being a member of a gang made his behavior worse; he skipped school many days, he stole beer from shops and he lied constantly to his mother to get money. As the months went by, he started stealing things for fun. He had several incidents where the police got involved. His explanations to his mother were always embellished and it was “never his fault.”

Drinking alcohol and smoking “joints” had become part of Stephen’s habits. He had neither dreams nor plans for the future. He failed all his school subjects, but this did not matter to him at all anymore. Some days, particularly on weekends, he spent hours with his friends smoking joints and drinking.

One weekend, when he was under the effect of drugs, he got really upset about something one of his friends said. They insulted each other and a fight soon broke out. Stephen lost. With his pride wounded, Stephen went to another friend’s house to spend the night. There, in the bathroom, he attempted to take his life. His friend managed to rescue him in time and took him to the hospital. His mother found him there. Later, the boy declared that he did it because he felt depressed and had no desire to live because he had been humiliated in the fight. This exaggerated way of feeling and of acting was because of the effect of the substances he had taken. In a normal state, Stephen would never have done anything like this.
After reading through the case collectively, the facilitator asks the participants to share their reflections based on the following questions:

- Based on the story of Stephen, what drug substances are mentioned that are a problem in your community today? Who is involved?
- According to the story, what are some of the reasons that make young people like Stephen succumb to using drugs?
- What effects of drug consumption are reflected in Stephen’s story?
- Advise Stephen’s mother on how to best keep Stephen from further drug consumption!

**FM:** Drug use can crop up in any home, even the best of homes. Therefore, good children too, can become “attracted” to drugs, much to the surprise of their parents.

**Among other causes/reasons:**
- Many teens succumb to drug use following their parents’ example. In our community today, many parents drink or smoke.
- Some teens use drugs to ease emotional problems caused by a lack of parental acceptance. These children feel unloved or lonely.
- Having low self-esteem. Some teens take drugs because they feel inadequate or insecure.
- Peer pressure can overtake parental influence, especially during adolescence.
- Boredom can push adolescents to experiment with drugs.
- Family breakdown can play a role in the use of drugs by young people. Self-centered parents often ignore their children and divorce often leaves the home without a male figure, hence widening the gap between the children and adults.
- Rock music that glorifies drug culture can draw youth to using drugs.
- Feeling depressed.
- Feeling rejected and feeling they don’t fit in.

**FM:** One of the main contributions that keep drug abusers using drugs is the fact that they no longer have knowledgeable and supportive adults in their lives to help them with their problem.

**Signs and symptoms of drug abuse**

Generally speaking, persons addicted to narcotics might display some of the following symptoms:
- Needle marks on arms or legs
- Red, watery eyes
- Chronic drowsiness
- Marked restlessness of body and mind
- A strong body odor, lack of interest in grooming
- Habitual scratching or rubbing of the nose
- Frequent dizziness
- Obvious mental and physical deterioration
- Depression
- Persecution complex
- Irritability
- Telling stupid lies
- Withdrawal, refusal to talk because of preoccupation with self
- Isolation
- Fatigue
- Aggressive rebellious behavior
- Deteriorating relationships with the family
- Change in friends
- Drop in academic performance, loss of interest in school and inability to concentrate on studies
- Loss of interest in hobbies and sports
- Physical changes from drug use may include: red eyes, runny nose not due to a cold, wheezing, bags under the eyes, frequent sore throats and easy bruising from falls.

*Note:* the child must display many of these signs for long periods of time in order to be suspected.

**Activity Two: Defining community-based interventions to prevent drug abuse in children**

**Materials needed:** None

The facilitator will invite parents to make suggestions that could help prevent drug abuse in their locality. These following guiding questions could facilitate the brainstorming exercise:

*Are you convinced that you don’t want your children or others to partake in the nonmedical use of drugs? Are you wondering what you personally can do? Well, make a list of preventive interventions you think will help your child.*

*FM:* Some of the interventions could include the following:
- Both parents and children need drug education. Many don’t recognize what a child on drugs looks like or how he/she behaves.
- Parental love: The most effective weapon in keeping a young person from drugs is the security of a well-adjusted, rewarding home life with strong family ties based on love. This suggests the following three steps: (1) Encourage your child to have positive goals in life, (2) Choose good, reliable friends and (3) Make healthy choices for free-time activities.
Activity Three: Securing helping hands for your teens against drugs

Materials needed: The story of Stephen's suicide attempt

The facilitator makes clear the fact that the parents have the primary responsibility of helping teens to set positive goals, choose authentic friends and appropriate leisure activity. You may ask a few parents to share what they are doing in this area, especially in the area of helping teens to set goals and to monitor these goals.

Allow some (2–4) cases to be shared.

FM: In the final analysis, the answer to the “ever-threatening” drug problem lies within a strong family relationship where the family members respect and love each other. Mutual respect gives new meaning to the home situation and offers an environment and atmosphere that will help the child mature in a healthy way. In addition, parents must set good examples for their child in harmony with the standards they hold up as an ideal. This offers their child something more than mere platitudes, words and poor examples. In short, drug prevention begins with the parents themselves.

Activity Four: Parent self-audit on drug prevention

Materials needed: Parent self-audit on drug prevention

The facilitator makes clear that parental example has a major influence on whether a child will be tempted to use drugs. Below is a self-audit for parents to score themselves.

FM: Instead of telling each person to keep track of their individual score, facilitators may take the option of having participants simply raise their hand if they believe the statement is true and keep their hand down if it is false.

Instructions: Score either “True” or “False” to each of the following statements:

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<thead>
<tr>
<th>#</th>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My life is free of any of the following: alcohol, cigarettes, marijuana.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My child feels approval, acceptance, love and security in my home.</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>I have not allowed society and/or peers to determine in a negative way my attitudes and actions and have consistently modeled the same for my children.</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>I show interest in my children’s activities and have guided them into constructive after-school interests and hobbies.</td>
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<tr>
<td>5</td>
<td>Our home has been untouched by divorce and there is a strong authority figure present.</td>
<td></td>
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<tr>
<td>6</td>
<td>My children are not being influenced by music that glorifies drug culture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
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</table>
Scoring interpretation for the parent self-audit on drug prevention

- If you have been able to answer “True” to all or most of the previous statements, children growing up in your family have a steady base to fall back upon as well as good role models for their behavior. Therefore, the chances for them to get attracted to drugs are lessened.

- If you have been able to answer “True” to none or few of the statements, we’d advise you to go back to the previous chapters and internalize and practice the interventions proposed above. You could also seek support from the parent group you are attending the training with.

Note: The facilitator should be able to offer direction and support to those who experience difficulties with drug abuse in their families due to conditions (divorce, absence of positive role models, etc…) mentioned previously.

Activity Five: Module recap; “peeling the onion”

Materials needed: Paper ball with questions wrapped

Step one:
The facilitator writes each of these questions and statements on a separate piece of white paper:

a) Why do children misbehave?
b) Mention the most important need children have!
c) Mention other fundamental needs children have!
d) Why is physical punishment not a good way to discipline children?
e) Mention one positive discipline method that works with young children!
f) Mention one positive discipline method that works with adolescents!
g) Mention one thing a caregiver can do to monitor children!
h) Mention another thing a caregiver can do to monitor children!

Step two: Facilitator wraps the “onion ball”
The facilitator crunches the first piece of paper into a ball. Then, the facilitator wraps a second piece of paper around it crunching it again. He/She continues this process until all the pieces of paper are wrapped around each other. You will have a big ball of white paper.

Step three: The recap activity itself

1. Ask participants to form a circle in the middle of the room.
2. Explain that the name of this game is “peeling the onion.”
3. You will throw the ball of paper to someone in the circle.
4. The person will peel the first layer of paper and answer the question on it.
5. That person will then throw the ball to another person. This person will then peel the next layer of paper and answer the next question.
6. This will continue until all the layers of the ball have been peeled.
7. Each time, the ball of paper should be thrown to a different person in the circle.
8. If someone can’t answer the question, someone different in the circle should respond.
9. Each person who answers a question correctly will win applause.
Module Five
Authoritative Parenting: A Positive Approach
Session One: Parental authority

Opening Discussion:

Tell participants to look at the picture above and ask them the following questions:

- When you look at this picture, what can you say about the parental responsibility?
- Are these parents modeling good behavior?
Objective: To equip parents with knowledge, skills and attitudes of authentic parenting.

Here, the facilitator should be able to link this module to all previous modules. It is like a summary of all that the participants will have been taken through so far.

Activity One: Reflections on the concept of “authority”

The facilitator should link this module to all previous modules. This module adds up all that has been said and done before.

The facilitator could start by saying:
“From all that has been said and discussed on the authoritative parenting style throughout the previous modules, it has become clear that a parent is called to be an authority for the child.”

The facilitator will ask the participants to respond to the following question:

Taking this context, what attitudes and behaviors demonstrate/adopt an authoritative parenting approach?

It is important that every participant to the training realizes at this stage that effective parenting involves the need for the parent to be an authority to the child.

Authority parenting involves:
1) Like authoritarian parents, those with an authoritative parenting style establish rules and guidelines that their children are expected to follow.
2) However, this parenting style is much more democratic. Authoritative parents are responsive to their children and willing to listen to their questions.
3) When children fail to meet expectations, these parents are more nurturing and forgiving rather than punishing.
4) These parents monitor and impart clear standards for their children’s conduct.
5) They are assertive, but not intrusive and restrictive.
6) Their disciplinary methods are supportive, rather than punitive.
7) They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative.

Taking this context again, do you have any person in your life that you consider to be your authority? Who and explain why?

Answering these questions and discussion on this topic will help parents to develop a clear perception of the matter!
**Activity Two: Discovering whether your child’s role model has authority**

**Materials needed:** Tips on becoming a better role model

This activity aims to create awareness among the parents about the influence role models chosen by their child, may have on their child’s positive and negative growth.

Encourage the parents to answer the questions below in pairs. Then ask some parents to share their answers with the whole group.

1. Who is a role model?
2. How does a role model compare with an authority?
3. How can we avoid being a bad role model?
4. What things can adults do to encourage their children to choose role models that are positive to their growth?
5. What behaviors and attitudes should adults avoid in order to ensure their children aren’t copying them?

**FM:** Tips on how to become a better role model for your children:

- Children are good observers. They will learn more from what you do than from what you say.
- Facing a challenge or crisis is an excellent moment for teaching and thus for “growth”. Meaning, your children will be watching you closely and will be learning a lot from the way you respond to the present challenges.
- Always do the best you can, but also remember that nobody expects you to be perfect. Correcting mistakes in a mature, adult way is also an important process that your child can learn from you.
- When you make a mistake towards your child, speak to your child about it and apologize.

**A good role model is someone who demonstrates positive qualities and good behaviors that inspire others to imitate them. To be a good role model for your children you should:**

- Behave in a way you would like your children to behave.
- Be consistent in what you say and what you do.
- Admit your mistakes.
- Demonstrate respect for others.
- Choose your friends well.
- Reflect on your actions, and always try to improve.
- Avoid bad behaviors and negative attitudes.
Activity Three: Recalling the true role models of your time.

Materials needed: None

1. Who was one of your role models as a child? Why?
2. What did you admire in this person that you’ve imitated? How has this helped you in your life?
3. What qualities and behaviors do you want your children to copy from you? Do you possess those attributes? How can this be beneficial to your children in their present and future life?
4. Are there behaviors and attitudes that you demonstrate that you DO NOT want your children to imitate when they grow up? Why? How can this be negative to them in their present and future life?
5. How do you want to be a good role model for your children?

FM: Practice to be the best you want your child to be.

Remember that we educate by what we say, we educate more by what we do, but we educate most by who we are.

Activity Four: Paired Discussion for personal parenting improvement

Materials needed: None

1. In what areas should I improve myself to become a better example for my children? (Personality, behaviors, friends, etc…)
2. What steps should I take to improve myself?

Instructions: Ask participants to form pairs. Allow 10 minutes for discussion. Ask participants to share on a voluntary basis.

Close this activity by emphasizing how nobody is perfect. There’s no such thing as a perfect caregiver. We lose our tempers, we say things we are later sorry for, we are not always as kind as we would like to be … But what is important is to accept our imperfections and mistakes and try to improve, and keeping in mind that being a good example is one of the best things you can do for your child.

Activity Five: Review on “Living as your child’s authority”

Materials needed: None

Use the “battle of teams” game to repeat what participants learned during this session, based on the following questions:
a) Mention a person who is a good example for children in your community.
b) Mention a person who is a bad example for children in your community.
c) Why is it important to be a good example for children?
d) Mention the kinds of things parents/caregivers should do to be good role models for their children.
e) Who, do you think, is a role model for your child?
f) In what ways does this role model inspire/influence your child?
Session Two: The educative role of the parent

Opening Discussion:

Tell participants to look at the picture above and ask them the following questions:

- What does the picture above tell us about the father’s educative role?
- What other educative responsibilities do fathers have?
- What does the picture above tell us about the mother’s educative role?
- What other educative responsibilities do mothers have?

Objective: To help parents understand the educative responsibility/duty they have towards their offspring and that this responsibility/duty is inherent to being a parent.
Activity One: A story of an educative parent in the locality of the trainee group.

Materials needed: Guest speaker to share an experience as a parent.

The facilitator and group discuss who they would like to invite as a parent-guest speaker. It should be somebody they see as a role model for his/her parenting skills. It should also be a person whose parenting story all participants would like to hear and whose experience they’d like to share. This could be a parent of the group or somebody from outside the group. The facilitator will take it upon him/herself to organize a session with this parent where he/she will be available to share his/her parenting experience and respond to some questions.

After the parent model sharing, the facilitator should invite the parents to look into their personal history and recall their respective authorities.

FM: The parents are the first, most important educators of their children. At some point, at the age of 4 or 5, the parent chooses collaborators (ex. teacher at school) to assist him/her in the education of their children. However, this collaborator cannot replace the parent, not take over his/her educative role. The child learns most through the words, actions and the lives their parents are living. It is important to remember the words of a renowned educationalist “Ignatius of Antioch” who proclaimed, “we educate by what we say; we educate more by what we do; we educate most by what we are.” In other words, the parent is the first role model for the child and therefore, the first educator. Educating someone means to help release the potential that is inherent to the “trainee” by introducing the person to all the realities surrounding him/her.

Parents are the yardstick, or a standard, for the children’s deepening of free choice and judgment. Unless a child encounters the bearer of these values and dignity in the figure of an adult/parent, its very development is literally “de-natured”. The result is irrationality and anarchy. This kind of informed judgment/free choice begins in the family, especially from the parents, and later from those to whom parents have entrusted the education of their children. The parent is therefore an authoritative companion, someone accompanying the children in their path to growth. The unity of both parents is important. We shall now look at each parenting category and their respective specific roles.
Activity Two: Understanding the man’s educative role as a father

Materials needed: Some experiences of a model father would be useful and the film; “The Pursuit of Happyness”

FM: You can inform single mothers that their attendance is optional for this activity. However, they are still encouraged to attend if they wish.

Reflect on the picture below:

What can we learn about the educative role of fathers from this example?

Here, the facilitator must help male participants to realize their critical roles in child upbringing. Remember that quite often, female counterparts complain that the men leave the responsibility of child rearing to them. This is the time to iron out some misconceptions and offer a satisfying path to good parenting. You can use the following guiding questions:

Ask participants:
- What is the father’s main role in parenting?
- Which parent should take responsibility for showing love towards the children?
- Who should be in charge of disciplining the children?
- Which parent has the responsibility of making sure that their children are safe and healthy?
- Which parent should help the children with their schoolwork?

FM: The answers to the questions above should generally indicate that both parents should perform each of these roles. Some parents may argue that it is the mother’s role to be the primary caregiver and rear the children, but you should inform them that fathers must also assist in child-rearing. Parents should work together as a team to care for their children.

Show participants the film; “The Pursuit of Happyness” and discuss:
- What did you learn from the character of Chris Gardener as he struggles to survive the hard economic times for himself and his son?
- What do you think about the mother’s reaction and behavior?
- Is there anything else you learned from the film?

FM: If you would like to substitute or add a different film, there are several suitable choices for movies with positive father figures, such as: Finding Nemo, Fly Away Home, Father of the Bride, To Kill a Mockingbird, Life is Beautiful, and Love Actually.

What educative role do you consider to be most important to your children as their father?

The most important of all educative roles is love for the entire household. As the fathers, men should relate well both with their sons and daughters, and offer stability in the home. Although
mothers are often seen as the primary caregiver, it is very important that that the father acts as a loving caregiver towards his children. Additionally, the husband must be sure to treat his wife with love and respect.

Critically, the above is only possible if men can offer quality time to their families rather than spending time outside of the home from dawn to dusk. In particular, it is important that men do not spend excessive amounts of time drinking alcohol in bars when they should be at home with their families.

**Activity Three: Understanding the mother’s educative role in the home**

**Materials needed:** Some experiences of a model mother would be useful

Many female parents shy from certain roles under the guise that some roles are strictly a man’s responsibility to fulfill. The facilitator should dispel these notions, assuring participants that it is okay for mothers to act as the providers and leaders of the family.

The facilitator could use the following question to provoke further discussion:

**What educative role do you consider to be most important to your children as their mother?**

Women should try to nurture a relationship of mutual respect with their husband, in which both parents work as a team. They should encourage their husbands to share in parenting responsibilities. Women should be aware that they are often better in providing emotional support to members of the household than their husbands. As a teacher, women need to be reliable, maintain their authority, be consistent and keep focus on the development of every child.

**FM:** The incidence of broken homes is high and this creates major negative effects on many children. The breakage widens the parenting gap, consequently jeopardizing the well being of children in such homes. The effect manifests itself in preschoolers, school children and adolescents. Instead of bringing children to birth and having them suffer this way, people need to recall that not everyone is fit to become a parent. Those who chose to become parents need to take their responsibilities towards their partners and children to heart.

As we come to the end of this manual, the facilitator must not forget to stress at numerous occasions the major guiding principle –that has been on the forefront throughout the entire manual– is love. This must be made clear to the participants. You could use the following questions:

**From your experience, what are the child’s greatest needs?**
- The child needs two parents in love
- The child needs two parents who trust each other as well as their child
Session Three: Parent–parent relationship

Opening Discussion:

Tell participants to look at the picture above and ask them the following questions:

- What is the relationship like between this husband and wife? Is this a positive parent-parent relationship?
- How are children affected by the relationship between their parents?
**Objective:** To equip couples and pairs/groups of care-givers with knowledge, skills and attitudes of relating well with each other as the only path to authentic parenting.

NB: Whether couples have been attending the training together or not, this session would be more successful if the facilitator encouraged those participants with spouses/partners, to try and encourage them to attend. Women are especially encouraged to skillfully extend the invitation with a message of hope to their husbands and vice versa.

**Activity One: The couple test**

This activity can be used to open the session on parent-parent relationships. Volunteer couples in the group may be called upon each at a time, to respond either “YES” or “NO” to the set of questions below;

a) Are you satisfied with the way you chat together (with your spouse/partner)?

b) Does your spouse/partner make edifying (and not derogatory) comments towards you?

c) Do you feel comfortable when asking your spouse/partner what you want?

d) Is it easy for you to express your feelings to your companion?

The volunteering couple should take turns to ask each question until all questions are exhausted. They can then be asked to tell the audience about how they feel about the quality of their relationship. In the absence of couples, the same activity could be done without describing to the group the quality of their relationship as the companions would not be there to reciprocate.

**FM:** The vast majority of couples/partners who consider themselves happy are satisfied with the way they communicate with their spouses. For the foregoing exercise, this is the category that will predominantly answer “YES” to those questions. On the other hand, the majority of couples considering themselves dissatisfied; answered “NO” to these questions.

The ability to communicate beyond mere daily routine, such as an exchange of feelings and emotions, always appear amongst the most critical success factors that make a happy home, in which children can be happily raised. Participants should at this moment be helped to reflect more deeply about the situation in their respective homes. It may not strictly be about one’s spouse, it could also be about any other adult with whom you live and care for the child(ren) with. The question below could generate very helpful provocations upon which the facilitator could build discussion:

*From your experience, how have you managed to sustain a strong and human relationship with your spouse/partner without hurting the children?*
Activity Two: Group work on dialogue for mutual understanding in a couple

Each partner should first answer these questions separately, and then emerging responses should be compared to establish an open dialogue. Many of these questions may require expert advice from a specialist or someone with a rich experience in marriage. Do not hesitate to seek advice concerning these problems.

Area one: Expectations
1. Make a list of eight specific things you expect of your partner.
2. Describe what you think a typical day should be like, from morning to evening, until night, after ten years of marriage.

Area two: Communication
1. How do you feel when you speak and he or she does not pay you any attention?
2. When you are annoyed, how do you communicate with him/her?
3. Are you afraid to share intimate thoughts with him/her?

Area three: Conflicts
1. Make a list of four points that you disagree on
2. How do you face conflicts?
3. Which of these below is your favored style of overcoming conflict?
   a) To win
   b) To give away
   c) To leave
   d) To resolve

Area four: Personality
1. Use 8-10 words to describe your personality
2. Use 8 – 10 words to describe your partner’s personality
3. What features do you think you should tone down for the love of your spouse?

Area five: Functions in the home
1. Who is the head of the household for you?
2. What does being head of the household mean?
3. In your family what would you like the roles of the man and the woman to be?
4. In your family, which of the two is the primary breadwinner? What does the other do?
Area six: Finances
1. When it comes to an important economic purchase, do you consult with your partner?
2. Do you discuss all earnings by either partner in the month and plan together?

Area seven: Sexuality
1. On a scale of 0 – 10 indicate how important you rate sex within your marriage.
2. How often would you want to make love?
3. Are you willing to talk openly with your spouse regarding your sexual expectations?
4. Have you agreed with your spouse about the family planning method to use?

Area eight: Children
1. Have you agreed with your spouse on how many children to have?
2. How has having children changed your life-style? What about that of your spouse?
3. What is your major responsibility, and that of your spouse, in the care and upbringing of your children?

Area Nine: Leisure
1. What is your favorite free-time activity? Does it fit with your partner’s preferences?
2. How much do you think you would be able to compromise to accommodate his/her preferences?
3. If you did not reach a consensus, how would you feel if part of his/her leisure was spent with other people?

Area ten: In-laws and family
1. How important to you are the relationships with your respective families?
2. Which of the two of you do you think is responsible for these relationships?
3. Would you give up some of your family holidays to deepen relations with your in-laws?
4. When your parents get older, who will be responsible for their care and attention?
5. When your partner’s parents get older, who will be responsible for their care and attention?

Area eleven: Values and beliefs
1. Assess from 0 (total disagreement) to 10 (total agreement) the amount of consensus between your partner and yourself in questions of value and beliefs.
2. Which are the areas of value and beliefs where you differ the most?
3. Do you profess the same religion?
4. If YES, are there significant differences in how important religion is for each of you? How does faith affect your daily lives?
5. If NO, does this difference lead to problems or conflict? And if you have children, what religious instruction do you think they should receive?
Area twelve: The unexpected

How would you react in the event of the following in your marriage?
1. You discover you cannot have children
2. Your partner falls seriously ill
3. Having to move to lower quality accommodation
4. Experiencing major economic difficulties
5. Death of your only child
6. Discovering your partner is unfaithful to you

FM: Couples should always try to maintain the mutual relationship they yearned for during courtship.

Conflict-resolving capacity

A couple can develop and nurture a conflict-resolving capacity. Conflicts are certainly inevitable in marriage life and they can negatively impact children. Friction, quarrels or disagreements will occur. The solution is in knowing how to resolve these situations.

- To avoid marital conflict it is necessary to be aware of the specific peculiarities and needs of your spouse.
- The sequence of most infidelities follows a common pattern of which we should be aware in order to identify possible risks. For example, if a spouse is often gone without explanation or seems emotionally distant these are common signs of infidelity.
- Unfounded jealousy provokes a lack of emotional stability in both partners, which may lead to separation and a great deal of unhappiness for all members of the family.
- Physical and psychological violence within a marriage affects many people. The consequences are disastrous and the victim should receive help immediately.
- Most sexual problems are psychological in nature and may be resolved by gathering the necessary information, conversing openly with one’s spouse and exploring sexual possibilities together.
- Divorce can be prevented by learning to resolve marital conflicts through dialogue, by sharing various loads, keeping sexual relations alive and by adding a touch on the romance.
- Even with serious mistakes, forgiveness may help to unite spouses even more than previously, and can successfully redirect the relationship.
- Divorce may have devastating effects on children and they need to be assured of receiving enough support through this transitional period.
- A relationship with a former spouse will last a lifetime if there are children involved. This relationship should be polite and devoid of inappropriate sentiments.
Liking a partner’s personality
Another factor of fundamental importance is to like and admire a partner’s way of being. The more features we admire in our partner, the more solid a foundation we have for our life together.

But how do you express your admiration of your partner?
This admiration must be expressed in words of praise towards a spouse to feedback into his/her self-esteem. This is a basic step towards a successful marriage. Naturally, there will be some features in our partner, which we may not like. Features such as stubbornness, dominance, jealousy, emotional instability or lack of punctuality are deeply rooted in some people, and we should understand that they are unlikely to disappear even after staying together for a long time. However, with effort and perseverance, they can become weaker and both parties can get used to the change.

Ethical values and common religions
Religion and ethics appear as highly important values in securing a couple’s stability. When there is consensus in these two matters, the bond between two people is deeply strengthened. Ethical values are of the utmost importance in a couple’s stability because their beliefs and convictions are not only in their minds, but also reach out to practically every aspect of human existence, from how they use their money, to their dealings with others. On the other hand, lack of shared beliefs may be the cause of serious and dangerous arguments.

Agreement on each partner’s responsibility
The division of responsibilities and roles in married life is one of the stumbling blocks in the lives of couples. The question of whether both spouses are going to work or not needs to be discussed. If both choose to work outside the home, it is necessary to define which of the two jobs will be more important, something essential if a transfer were to be accepted. And if children are planned, there is also need to define the respective roles of the father and the mother in their care and upbringing (see session two in module five). Other lesser, but nonetheless, important decisions concern the car or bicycle and house chores such as washing, cooking or ironing.
Activity Three: Agreement on how to use your free time

It is necessary for couples to explore issues like; “What are your favorite activities?” “What are yours?” “What changes might I have to make to match some of my preferences to his/hers?” The facilitator should lead a paired discussion among spouses in which they explore these questions. The couple should try to come to some kind of agreement about how each individual will use their free time.

FM: The agreement does not need to be absolute, but both parties should feel reasonably satisfied with the outcome. This all hinges on one very important need; love for your spouse/partner. We shall therefore end this session/manual with an in-depth understanding of this critical need.

Activity Four: The five love languages

Materials needed: Information on the five love languages

Note: This activity may be appropriate for couples. It is heavily built on Garry Chapman's book; “The Five Love Languages”

Ask participants:

What are the different ways in which they express their love to their spouses?

A. What are the five basic ways that people express emotional love?

There are five basic love languages, or five ways to express love emotionally. Each person has a primary love language that we must learn to speak if we want that person to feel loved.

1. Words of Affirmation: One time when my wife and I were visiting our daughter and son-in-law and our two grandchildren, our son-in-law took the garbage out after dinner. When he walked back into the room where we were talking with our daughter, she looked up and said, "John thanks for taking the garbage out." Inside I said, "Yes!" because I knew the power of appreciation.

   Many men and women say, "I work my tail off every day, yet my spouse acts like I haven't done a thing. I never get a single word of appreciation."

   If your spouse's primary love language is words of affirmation, your spoken praise and appreciation will fall like rain on parched soil. Before long, you will see new life sprouting in your marriage as your spouse responds to your words of love.

2. Acts of Service: Do you remember the old saying, "Actions speak louder than words?" For some people, that is particularly true of love. If acts of service are your spouse's primary
love language, nothing will speak more deeply to him or her emotionally than simple acts of service.

Maxine's case

Maxine, who had been married for 15 years, came to my office one day because she was frustrated with her marriage. Listen to what she said: "I don't understand David. Every day he tells me that he loves me, but he never does anything to help me. He just sits on the couch watching TV while I wash the dishes, and the thought never crosses his mind to help me. I'm sick of hearing 'I love you.' If he loved me, he would do something to help me." Maxine's primary love language is acts of service (not words of affirmation), and even though her husband, David, loved her, he had never learned to express his love in a way that made her feel loved. However, after David and I talked and he read The Five Love Languages, he got the picture and started speaking Maxine's love language. In less than a month, her love tank was beginning to fill up, and their marriage moved from winter to spring. The next time I talked to Maxine, she said, "It's wonderful. I wish we had come for counseling 10 years ago. I never knew about the love languages. I just knew I didn't feel loved."

3. Receiving Gifts: In every society throughout human history, gift giving has been perceived as an expression of love. Giving gifts is universal, because there is something inside the human psyche that says if you love someone, you will give to him or her.

What many people do not understand is that for some people, receiving gifts is their primary love language. It's the thing that makes them feel loved most deeply. If you're married to someone whose primary love language is gift giving, you will make your spouse feel loved and treasured by giving gifts on birthdays, holidays, anniversaries and "no occasion" days.

The gifts need not be expensive or elaborate; it's the thought that counts. Even something as simple as a homemade card or a few cheerful flowers will communicate your love to your spouse. Little things mean a lot to a person whose primary love language is receiving gifts.

4. Quality Time: If your spouse's love language is quality time, giving him or her undivided attention is one of the best ways you can show your love. Some men pride themselves on being able to watch television, read a magazine, and listen to their wives, all at the same time. That is an admirable trait, but it is not speaking the love language of quality time.

Instead, you must turn off the TV, lay the magazine down, look into your mate's eyes, and listen and interact. To your spouse, 20 minutes of your undivided attention – listening and conversing – is like a 20-minute refill of his or her love tank.

Men, if you really want to impress your wife, the next time she walks into the room while you are watching a sporting event, put the television on mute and don't take your eyes off her as long as she's in the room. If she engages you in conversation, turn the TV off and
give her your undivided attention. You will score a thousand points and her love tank will be overflowing.

5. **Physical Touch:** We have long known the emotional power of physical touch. That's why we pick up babies and touch them tenderly. Long before an infant understands the meaning of the word love, he or she feels loved by physical touch. In marriage, the love language of physical touch includes everything from putting a hand on your mate's shoulder as you walk by, touching his or her leg as you're driving together, holding hands while you're walking, kissing, embracing and sexual intercourse.

If physical touch is your spouse's primary love language, nothing communicates love more clearly than for you to take the initiative to reach out and touch your mate.

**Ask participants:**

- Does any participant identify with these kinds of love languages?
- Can you tell what your love language may be?
- Can you already tell what your spouse's love language is?

**B. Discovering Your Spouse's Love Language**

One of the simplest ways to discover your spouse's love language is to listen to his or her complaints.

If the key to meeting your spouse's need for emotional love is learning to speak his or her love language, how can you discover what that love language is? It's simple. Listen to your spouse's complaints. Here are five common complaints and the love language that each reveals:

"You mean you didn't bring me anything? Did you even miss me while you were gone?" (Receiving gifts)

"We never spend any time with each other anymore. We're like two ships passing in the dark." (Quality time)

"I don't think you would ever touch me if I didn't initiate it." (Physical touch)

"I can't do anything right around here. All you ever do is criticize. I can never please you." (Words of affirmation)

"If you loved me, you would do something around here. You never lift a finger to help." (Acts of service)

Typically, when our spouse complains, we get irritated. But he or she is actually giving us valuable information. Complaints often reveal the key to our spouse's inner longing for
emotional love. If we learn our mate's primary love language – and speak it – we will have a happier spouse and a better marriage.

But what if your spouse's primary love language is something that isn't easy for you to do? What if you're not a touchy-feely person but your spouse's primary love language is physical touch? The answer is simple, though not necessarily easy: you learn to speak the language of physical touch. You learn to speak a new love language by trying. At first it might be very difficult, but the second time will be easier, and the third time even easier. Eventually, you can become proficient in speaking your mate's love language, and if he or she reciprocates by speaking your language, the two of you will keep emotional love alive in your marriage.

What if your spouse is unwilling to read a book about marriage or discuss your marriage? With marriages in the fall and winter seasons, this is often the case. One spouse becomes concerned enough about the marriage to read a book, attend a seminar, or go for counseling, while the other spouse is unwilling to do anything.

This is when unconditional love becomes exceedingly important. It is easy to love your spouse when your spouse loves you. It is easy to say kind words to your spouse when he or she is treating you kindly. But even if your spouse is unwilling to try or to reciprocate, unconditional love means that you will choose to love your spouse in his or her primary love language.

Although unconditional love is difficult, it is the kind of love that God has for us. Romans 5:8 say that God loved us "while we were still sinners" and sent Christ to die for us. Scripture also says that we love God "because he first loved us" (1 John 4:19). Therefore, when you choose to love your spouse unconditionally, you are following God's example. And if you ask God, He will give you the ability to do it.

A full love tank creates a positive atmosphere in which you and your spouse can talk about your differences more easily and negotiate solutions to your conflicts. I have seen many hard, cold men and women melt when they begin to receive love in their love language. Love is the most powerful weapon in the world for good. It can thaw the coldest of winters and bring the blossoms of spring to your marriage.

Ask participants:
- Can we reflect and share any specific complaints that you may have heard from your spouse that could relate to their unmet love needs?
- Is there any other way you could discover this language?
- Couples present can share on an intimate level what their love language is and share it amongst each other.
Meeting Your Spouse's Need for Love
Learning to speak your partner's love language will enhance your communication and strengthen your relationship. Here we examine the different love stages and understand what happens in the “life of our relationships.”

LOVE STAGES

LOVE STAGE 1: EMOTIONAL OBSESSION

It all begins with "the tingles." In the normal course of life, we meet someone who catches our attention. There is something about the way he or she looks, talks or acts that gives us a warm tingly feeling inside. “The tingles” are what motivate people to go out with each other.

Sometimes, on the first date, we lose the tingles. We find out something intolerable about the other person and the tingles dissipate. But with some people, every time we get together, it just gets tinglier and tinglier. Eventually, we find ourselves emotionally obsessed. We're quite certain that he or she is the most wonderful person we've ever met.

Love is blind: Everyone else will see the flaws, but we won't. Our parents may say, "Have you considered that he hasn't had a steady job in five years?" But we'll respond, "Give him a break. He's just waiting for the right opportunity." Our friends may ask, "Have you considered that she's been married five times before?" But we'll respond, "Those other guys were losers. This woman deserves to be happy, and I'm going to make her happy."

This stage of a romantic relationship can best be described as emotional obsession. We can't get the other person off our minds. We go to bed thinking about him, and we wake up thinking about him. All day long, we wonder what she's doing. Talking with her is the highlight of our day, and we want to spend as much time with her as possible.

This obsession leads to irrational thoughts such as, “I'll never be happy unless we are together forever.” Nothing else in life really matters. In this stage of love, differences are minimized or denied. All we know is that we're happy, we've never been happier, and we intend to be happy for the rest of our lives.

This euphoric stage of love does not require a lot of effort. We are swept along by a river of positive emotions. We are willing to do almost anything for the benefit of the other person.

It is during this time of emotional obsession that most people get married. They anticipate that they will continue to have these euphoric feelings for each other forever. They fail to understand that emotional obsession is only the initial stage of romantic love. (Psychologist and researcher Dorothy Tennov, in her classic book “Love and Limerence” concluded that the average duration of this initial euphoria is two years.)
LOVE STAGE 2: INTENTIONAL STAGE OF LOVE

When we come down off the emotional high, we must make the transition to the next stage of love, which is much more intentional and requires a conscious effort to meet the emotional needs of the other person. Many couples fail to make this transition. Instead, they get the tingles for someone else, divorce and remarry, repeating the cycle with another mate. Sixty percent of those who remarry will experience a second divorce. And if perchance they try again, the divorce rate for third marriages is 75 percent.

The importance of learning how to make the transition from the obsessive stage to the intentional stage of love should be obvious. Just because we stay in a relationship does not mean that emotional love will continue to flow. The second stage of love is truly different from the first. The obsessive feelings we had for each other begin to fade, and we recognize other important pursuits in life besides pursuing each other. The illusions of perfection evaporate, and the words of our parents and friends return to our minds: "He hasn't had a steady job in five years." "She's been married five times before."

You start questioning: How blind could I have been? We start to wonder how we could have been so blind to reality. Differences in personality, interests and lifestyle now become obvious, whereas before we hardly noticed. The euphoria that led us to put each other first and to focus on each other's well being has now dissipated, and we begin to focus on ourselves and to realize that our spouse is no longer meeting our needs.

We begin to request – and then demand – things from our mate, and when he or she refuses to meet our demands, we withdraw or lash out in anger. Our anger or withdrawal pushes our mate further away and makes it more difficult for him or her to express love to us.

Can such tarnished relationships be reborn? The answer is yes – if couples become aware of the nature of love and learn how to express love in a language their mate can understand. Good intentions are not enough. We must also learn how to meet our spouse's emotional need for love.

People are different. What makes one person feel loved will not necessarily make another person feel loved. By nature, we tend to express love to others in the way we wish they would express love to us. When our spouse doesn't respond positively to our expressions of love, we get frustrated. The problem is not the sincerity of our love; the problem is that we are speaking the wrong love language. If we speak our own love language but not our mate's, we will fail to communicate.

The book “The Five Love Languages” has been successful because it has helped people learn to make the transition from obsessive love to intentional love; it has taught people how to discover and speak their spouse's love language and thus keeps emotional love alive in their relationship.

Regardless of which season your marriage is now in, learning to speak your partner's love language will enhance your communication, fill your spouse's love tank and
strengthen your relationship. If your marriage is in fall or winter, learning to speak your spouse's love language may be the key to turning your marriage around and heading forward into spring and summer.

Ask participants;

- Share experiences on these stages of love. Has this happened to you?
- Where do you find yourself as couple today?
- Have you survived the intentional stage?
- Are you happy?
- Is there anything you can do? By yourself or as a couple?

**Activity five: Fathers’ educative role self-audit**

**Materials needed:** Fathers’ educative role self-audit

Score either “I always do” or “I sometimes” do or “I don’t at all” depending on your real situation

**FM:** Instead of telling each person to keep track of their individual score, facilitators may take the option of having participants simply raise their hand if they agree with the statement and keep their hand down if they disagree.

<table>
<thead>
<tr>
<th>#</th>
<th>Statement</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>I greet my child with a smile or a peck when I come home from work</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I express my admiration aloud at something made by my child’s effort and hands</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I compliment my child on work well done</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I praise my child’s effort at school</td>
<td></td>
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<tr>
<td>5</td>
<td>I hold one-on-one talks with my child</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I play with my child when I come home from work</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I go to church with my children</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I work alongside my children to complete some tasks</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I listen to my child tell a story without interrupting</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I show courtesy to my children by using magical words like “please,” “thank you,” “sorry,” or “excuse me.”</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I ask permission before I use my child’s things</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I take time to answer my child’s questions</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I expose my child to opportunities like learning music</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I teach my child to use tools and equipment correctly</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I talk with my child about sex and reproduction</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I show my children’s mother that I love and respect her</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>
Scoring instructions
- “I always do” = Role is great
- “I sometimes do” = Role is fair
- “I don’t at all” = Role is lacking

Activity Six: Mothers’ educative role self-audit

Materials needed: Mothers’ educative role self-audit

Score either “I always do” or “I sometimes” do or “I don’t at all” depending on your real situation

FM: Instead of telling each person to keep track of their individual score, facilitators may take the option of having participants simply raise their hand if they agree with the statement and keep their hand down if they disagree.

<table>
<thead>
<tr>
<th>#</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I smile at my child</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I read or tell my child a story</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I tuck my child in bed with a kiss</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I give my child a hug</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I tell my child of God’s love for him/her</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I allow my child to help with such house chores such as baking, cooking and cleaning</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I thank my child for helping me</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I call attention to an occasion when my child is courteous</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I thank my child for not interrupting when I’m talking</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I encourage family togetherness by planning a special family activity</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I discipline my child with love even when I’m angry</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I make meal time fun as well as nutritious</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I show respect for my child’s belongings</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I allow my child the privilege of making a decision rather than making it for him/her</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I greet my child on return from school</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I show love and respect for my child’s father</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

Scoring instructions
- “I always do” = role is great
- “I sometimes do” = Role is fair
- “I don’t at all” = Role is lacking
Activity Seven: A glance at the single parent and step-parent scenario

Materials needed: single parent and step-parent scenario

FM: You can inform participants who are not single or step-parents that this activity is optional. However, you can encourage them to attend on the grounds of developing capacity to support such individuals in their vicinity.

The facilitator is hereby reminded that you are working with a big percentage of caretakers who are either single parents or stepparents. These too, need not feel left out. You need to address their parenting issues directly as well. The following guiding questions could be found helpful:

- What are the major challenges faced by single parent homes?
- In the absence of your partner, who watches your children when you are not at home?

The ideal parenting support for any child is the presence of both biological parents. However, this is not always the situation, more so, with our SCORE households and children. In this section therefore, we shall briefly reflect on single parenting and step-parenting to establish how the two categories can best work towards fulfilling the child’s needs.

Children of single parents have the same needs as other children. However, children with such backgrounds commonly show signs of being troubled. These manifest in form of excessive misbehavior, insecurity or attention-seeking behavior. Usually, on realizing such signs, single parents with good intentions are advised to seek a support system outside the home. This doesn’t go without noting that there is a bright side to single parenting.

One of the biggest problems that face single parents is childcare. School holidays and weekends present special challenges in one-parent homes. Nearby grandparents or relatives can often help out.

Activity Eight: Supporting a one-parent family

Materials needed: Case examples

FM: Similar to the previous activity, you can inform participants who are not in a one-parent family that this activity is optional. They can still be encouraged to attend in order to support others.

Losing a parent through death or divorce is a painful experience for children whether they voice it or not. Helping children to acknowledge their feelings openly can help them deal with the experience. The most difficult kind of parenting turns out to be step-parenting.
CASE EXAMPLES

Example one: Julius is a stepfather. He once expressed, “My wife Gertrude has a girl and a boy from her first marriage, a child from her second, and three from her third. I’ve got two teenagers from my second marriage, my third wife left me with four children, and I have custody of two girls and a boy from my fourth. No wonder I’m called a step-father; I need to watch where I’m stepping.”

Example two: A mother who moved her two children into the home of her new husband with his two children commented, “All the children have been forced to do some adjusting. The children must share bedrooms. My oldest daughter wants a bedroom of her own, and my husband’s children are whining ‘whose house is this anyway’.”

Advise such a couple on how to deal with the situation without hurting the children.

Those involved need to apply step-parenting tactics, agree on expectations of the involved parties and support each other, especially as a couple. If you are in the situation of step-parenting, expect that children will test and retest the limits set. Stepparents are also cautioned not to expect instant love. Your first task then rests in making all possible attempts to ease any tensions. This would imply the following attempts:

- Talk out expectations before marriage.
- Involve children in your chore functions such as your wedding.
- Give children the opportunity to see the stepparent under all circumstances, more so, before living under the same roof.
- Make children feel they are part of the family.
- Arrange a “special” place for each child such as his/her own bedroom, bed, drawer, certain possessions, plate and cup. When two sets of children must merge, it becomes even more important that each child has a space of his/her own.
- Find commonly enjoyed activities that draw the family together. These could be a sport enjoyed by all, or a weekend outing to the cinema house. It must be something that will help the family form bonds of friendship with one another.
- Blending can bring mending; try that as well. This is only possible if the adults are mature, patient and persistent in approach to the young.
Activity Nine: The “Magic Ball”

Materials needed: Paper wrapped like a ball with questions

Instructions:

a) Crumple some old paper into a ball and toss it to one person in the group.
b) Ask that person to briefly describe one thing that he or she learned from this session.
c) After that person answers, he or she should toss the ball to someone else in the group.
d) Allow participants to also talk about lessons they have appreciated from the other modules of the entire training.
e) Continue tossing the “magic ball” until all participants have had the chance to speak at least once.
f) Thank everyone for their participation in the training.
g) Encourage them to put what they learned into practice, as often as they can.

Activity Ten: Parenting Readiness Self-Audit

Materials needed: Parenting readiness self-audit

Are you now ready for parenthood? Take this self-audit. The test is a quick and easy method of assessing your readiness for parenthood. Score the response that most responds to your true feelings about each statement. The scoring scale is as described below:

1= definitely yes
2= probably yes
3= not sure
4= probably not
5= definitely not

FM: Instead of telling each person to keep track of their individual score, facilitators may take the option of having participants simply raise their hand if they agree with the statement and keep their hand down if they disagree.
<table>
<thead>
<tr>
<th>#</th>
<th>Statement</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>When children are present in a room, they show that they like me</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I often pause to admire infants or talk with small children</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I enjoy holding infants and small children</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I could handle the task of infant care even if my partner refused to assist or share tasks with me</td>
<td></td>
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<tr>
<td>5</td>
<td>Even though I might be awakened during the night by an infant crying, I'm confident I could handle the additional stress</td>
<td></td>
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<tr>
<td>6</td>
<td>I enjoy infant-care tasks like diapering, bathing, feeding and dressing</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I enjoy toddler-care tasks like bathing, toilet training, correcting, teaching rules as well as answering questions</td>
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<tr>
<td>8</td>
<td>I am capable of loving a child even when the child’s behavior is not lovable</td>
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<tr>
<td>9</td>
<td>I am prepared to accept either a male or female child and do not have my heart set on either a boy or a girl</td>
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<tr>
<td>10</td>
<td>I am prepared to accept my child’s appearance regardless of who he or she might look like</td>
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<tr>
<td>11</td>
<td>I could handle admirably the disappointment of a daughter with only average or less than average physical beauty</td>
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<tr>
<td>12</td>
<td>I could handle admirably the disappointment of a son who was short of stature and not of a strong masculine build</td>
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<tr>
<td>13</td>
<td>I am mature enough to handle accepting a child who is only “average” in school and other capabilities</td>
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</tr>
<tr>
<td>14</td>
<td>Our income is adequate to cover the additional expenses involved in feeding, clothing and educating a child</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>We have worked out the major difficulties and sources of marital conflict and consider our marital satisfaction at a higher than average level</td>
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<tr>
<td>16</td>
<td>I am mature enough to handle it should I have to give up an evening out with friends to care for a sick child</td>
<td></td>
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<tr>
<td>17</td>
<td>I have been independent from my mother and father and other relatives for at least two years</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I have been married for at least two years before having children</td>
<td></td>
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<tr>
<td>19</td>
<td>I believe parenthood should be a choice, and that it should not be engaged in just because everyone else is doing it</td>
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<tr>
<td>20</td>
<td>I recognize that children will take time away from my spouse, and we are both prepared to deal with it</td>
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<td><strong>Total:</strong></td>
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</table>
**Scoring instructions:** Total the point-value of the numbers scored and interpret as follows:

**20-35 points:** Congratulations! If you have been 100 percent honest with yourself, according to your responses you most likely possess superior ability to parent. In all areas tested, you indicate marital stability, personal maturity and readiness for child-care tasks.

**36-48 points:** You have done well! You definitely indicate above average ability to cope with the pressures of parenting. If you continue to study and prepare yourself for this demanding role, you are likely to experience success and pleasure in the parenting experience.

**49-60 points:** Take it easy! You show only average potential for parenting. If average is good enough for you, go ahead with your plans. However, there are enough mediocre parents in the world. Why not slow things down and go into an intense period of study and preparation? Read some books, attend some parent education classes, and then press toward the mark.

**61-89 points:** Caution! Your score indicates a below average readiness for the demands of parenthood. It would be better if you put off all thoughts of having children until some of your attitudes change. An intense period of study and preparation would be advisable.

**90-100 points:** Beware! You are definitely not ready to meet the demands of parenting. Put all thoughts of having children out of your mind until some drastic changes are made.
Activity Eleven: Facilitators’ concluding remarks

Materials needed: None

Throughout this manual, we have explored child-raising principles that require real love and self-discipline on the part of the parent for fruitful parenting. The manual ably demonstrates what it takes to be a good parent. The manual also builds on the power of effective relationships, which must stay even in the worst of circumstances, for fruitful parenting. It helps parents of all categories (father and mother, single or step-parent), to realize how the child’s greatest need is love. Hence, the child’s greatest need is “you the adult in his/her life and not things.” If you recognize that the child’s greatest need is love, child rearing can be a very rewarding experience.

It follows that as the child grows, what strikes him/her above all is the inconsistency in his/her parents’ ideals. In the face of parent inconsistency rebukes, verbal reminders about seriousness in life, rules and restrictions leave no mark. Worse still, if his/her parents’ judgment or criticism, such as their reasons why their child should choose one career over the other, or avoid certain friends, are disconnected from the ideal, the child will see them as lies. This is because, the child in his/her formative years, starting at the age of ten or eleven, although still naive, is extremely rational and will be deeply struck by the inconsistency in the ideal. Therefore, it seems that for parenting education, dishonesty is the most serious pitfall.

This manual calls upon parents to develop their children’s self-consciousness, the feeling they have of being responsible in the face of something greater than they are. It helps children to look beyond the inconsistencies at home.

FM: There are several important reminders that you must give regarding the end of the parenting training.

1. Discuss with the group how you will continue involvement with them after the parenting training is over. For example, this might include involvement in VSLAs, community dialogues, or a peer-peer support group.
2. Tell each person when you will be coming to their home to administer the post-training test.
3. Remind them that there will be a graduation ceremony in the future to celebrate their completion of the training.

Finish up the session by giving a broad summary about what everyone should have learned throughout the training. Encourage them to remember what they have learned throughout the training and apply this knowledge to their parenting in the future. Also be sure to thank all participants for their attendance.

Congratulations! You have successfully guided a group through parenting skills training!
Post-training Activities
Activity One: Post-training Parenting Skills Assessment

Materials needed: Parenting test questionnaire for each participant

At this stage, the facilitator should now administer the parenting test from the beginning of the training. Just like you did with the test from the beginning, this post-training test should be conducted through a visit to each participant’s home. Make sure that each person completes the test individually. This means that spouses should complete separate tests. While you administer the test to one spouse, the other one should move away so that they cannot influence the other’s answers.

Before you start the test, instruct participants to think back to what they learned during the training to help them answer the questions. Be sure to go through the test slowly and carefully to ensure that each person understands all the questions. You do not have to give a word-for-word translation; it is more important that you accurately capture the meaning of each statement.

When these tests are completed, you must enter the scoring information into the database! There are two components that you must enter:

1) Record each participant’s score out of 100 (Either 0, 10, 20, 30, 40, 50, 60, 70, 80, 90 or 100)
2) For each of the ten questions, record whether or not the participant answered correctly. If they had the correct answer, enter “YES” and if they were incorrect, enter “NO”

Also, remember that each time you visit someone’s home to administer the post-test, it should be recorded as a home visit!
Activity Two: Continuing Parent Involvement after Training

After a group has completed their parenting skills training, it is crucial that you still continue to stay in touch with them. Continued involvement will allow you to stay informed about any issues they may be having and will also discourage them from reverting back to any bad parenting habits.

There are several ways through which you can encourage parents’ continued involvement in SCORE activities. Some of these options are listed below:

1. A highly recommended option is to encourage parents to form a peer-peer support group. Not only will this provide a good way for you to continue engaging with the group, but it also provides a way for the parents to support each other through difficult challenges in their lives.

2. It is crucial to follow up with participants through regular home visits. By making frequent visits to graduated parents, you can keep track of any problems, offer counselling, provide referrals, and document success stories.

3. Encourage those who have finished the training to share what they have learned with other parents.

4. Involve them in other SCORE activities such as VSLAs or community dialogues, depending on the needs of the individuals and their community.

Overall, there are many options to choose from when deciding how to continue your involvement with a completed parenting group. The most important thing is that you do not simply forget about these individuals and their households. Instead, you must continuously follow up with guidance and support.
As parents we educate by what we say, we educate more by what we do, but we educate most by who we are.