

YEKOKEB BERHAN PROGRAMME FOR HIGHLY VULNERABLE CHILDREN

Better Parenting Training

FOR CAREGIVERS OF HIGHLY VULNERABLE CHILDREN



FACILITATOR'S MANUAL

Acknowledgements

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Staff affiliated with FHI 360 initially developed the training Manual and Job Aid in conjunction with Pact, as part of Pact's Yekokeb Berhan Programme for Highly Vulnerable Children (HVC) in Ethiopia. In 2014 Lucy Y. Steinitz of Pact extensively revised the Better Parenting Training Manual and Job Aid with the assistance of Jonathan Morgan of REPSI for the broader distribution of these materials through REPSI, the Regional Psychosocial Support Initiative.

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We welcome the widespread reproduction and use of the Better Parenting Manual and Job Aid with full acknowledgements. However, please do not make any alterations or revisions without prior written permission.

Pact Ethiopia/Yekokeb Berhan Programme for Highly Vulnerable Children
Kirkos Kifle Ketema Woreda 2 House No. 674, P.O. Box 13180, Addis Ababa, Ethiopia
Telephone: (251) 11-470-0585 / www.pactworld.org / info@pactworld.org

REPSI/ Regional Psychosocial Support Initiative
372A Oak Avenue, Randburg, Johannesburg, Gauteng 2125, South Africa
Telephone: (27) 11 998 5820/ www.repssi.org/ info@repssi.org

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The Better Parenting Job Aid complements this Facilitator's Manual, and the two should be used together.

Key Definitions

Child: Anyone under 18 years of age, according to the United Nations Convention on the Rights of the Child.

Developmental Stage: The intellectual, physical and emotional tasks that a child is able to do, which roughly follows the age of the child and progresses from a simpler or lower stage to a more advanced or complex stage.

Discipline: Actions or training that is expected to produce a change of behaviour.

Emotional Development: Refers to a child's awareness and control of her or his feelings over time; also how the child reacts to these feelings in a given situation. Emotional development and intellectual development normally go hand in hand to help a child develop socially.

Limits: Limits are rules. They tell children what is acceptable and unacceptable behaviour.

Intellectual Development: Refers to the ability to learn and use language; the ability to reason, problem-solve and organise ideas. Intellectual development is directly related to the physical growth of the brain.

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

NOTE: In the Better Parenting materials, we use the words "Parents" and "Caregivers" interchangeably to mean the same thing.

Parenting: Refers to all the responsibilities involved in raising a child from infancy until the child becomes an adult.

Parenting style: The different approaches whereby parents and caregivers usually interact with their children. A person's parenting style is influenced by their culture, personality, family background, socio-economic status, education and religion.

Personality: The thoughts, emotions and behaviours that make every person unique.

Physical Development: Refers to the changes that occur in children's bodies as they grow. This includes changes in size, shape, and physical maturity, as well as physical abilities and coordination.

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

Social Norms: Rules that say what behaviours are acceptable or not acceptable in a particular setting or community.

Programme staff: Refers to people who work for a local Community Based Organisation (CBO) as well as technical officers and project staff of government.

Volunteers: are trained community members who provide home visits and other support services on a part-time basis to help children and families. They are not generally compensated for their work.

Introduction

This Better Parenting training Manual and accompanying Job Aid were developed by FHI 360 staff together with Pact Ethiopia as part of USAID's Yekokeb Berhan Programme for Highly Vulnerable Children in Ethiopia. The manual should be used to teach local Community Service Organisation staff and volunteers how to strengthen the parenting capacity of parents and caregivers in their community. Using this knowledge and the accompanying Job Aid, staff and volunteers should share what they have learned with the households they visit. Parenting is understood to be the supportive, caregiving and guiding role by adults of children in their care, no matter if those children are their biological offspring or not.

Why is training in Better Parenting important?

Many children in low-resource settings miss school, experience physical punishment and face emotional and behavioural problems due to their difficult life circumstances. While most parents and caregivers do their best to raise the children under their care, they may feel overwhelmed or they may not know the best way to approach these challenges. The hardships that they and their children face are often exacerbated by extreme poverty, old age, lack of education, large families, HIV and AIDS, disability, or single parenting. Sometimes, parents and guardians simply don't know how to cope. Yekokeb Berhan's 2013 evaluation of the Better Parenting approach in Ethiopia revealed that improved parenting practices, as described in this Manual and Job Aid, were credited for increasing school attendance and performance, improving parent-child communication and providing children with more recreation and free play-time. Within many families, it also replaced the corporal punishment of children with positive disciplinary approaches.

All of us – whether we are parents, aunts or uncles, grandparents, or neighbors – can benefit from Better Parenting training. By applying the information and skills described in this manual and the accompanying Job Aid, children's care and wellbeing will improve.

Structure and application of this manual:

The training consists of five sessions, lasting approximately 2 ½ hours each:

Session 1: Understanding Parenting

Session 2: Understanding Children

Session 3: Learning Parenting Skills #1: Communication and Setting Limits

Session 4: Learning Parenting Skills #2: Discipline and Monitoring

Session 5: Being a good example to children

Thus, this training is expected to:

- Improve the attitudes and behaviours of caregivers when caring for children
- Improve the confidence of caregivers in their parenting skills
- Reduce caregiver stress and anxiety
- Improve the relationships between caregivers and their children
- Improve the behaviour of children
- Reduce corporal punishment and other unfair discipline methods of children
- Improve the overall wellbeing of children

To be effective, this Better Parenting Training Manual should not be used directly with parents of caregivers. Instead, this Better Parenting manual should be used to train community-based individuals – government representatives, CSO staff, local activists and volunteers – who will then work directly with parents and caregivers. For direct use with parents and guardians, the key resource is the Better Parenting Job Aid that accompanies this Manual. When printed in a small hand-held size (e.g. A4 or smaller), the Job Aid can be used in the home by volunteers or community workers who spend time with families one-on-one. A larger version (A3 or bigger) can be used when engaging in planned Better Parenting discussions in small groups or at community meetings.

Partnership between REPSSI and Yekokeb Berhan

The staff of FHI 360 and Pact initially developed this Better Parenting Training Manual and its accompanying Job Aid in 2012 for USAID's Yekokeb Berhan Programme for Highly Vulnerable Children in Ethiopia. Two years later, over half the caregivers in this programme reported benefitting from the Better Parenting knowledge and skills they learned.

In late 2013, REPSSI first recognised the excellence of Yekokeb Berhan's Better Parenting materials and formed a partnership with Pact/Ethiopia and the lead staff of Yekokeb Berhan to adapt these materials for an international audience. This process began with operational research on its rollout and usage across Ethiopia and a review of evidence at Yekokeb Berhan on the impact that Better Parenting made upon families and children throughout their programme. REPSSI also subjected the Better Parenting materials to its quality assurance protocol.

Beginning in 2014, REPSSI and Pact/Ethiopia joined together to update the Better Parenting Training Manual and Job Aid for a broader distribution throughout East and Southern Africa. Through REPSSI's endorsement and this collaboration, it is hoped that many more families will benefit from Better Parenting, wherever they may live.

Pact/Ethiopia leads Yekokeb Berhan Programme for Highly Vulnerable Children in conjunction with FHI 360, ChildFund, 34 local implementing partners and the Ethiopian Government. The Yekokeb Berhan programme, which is funded under USAID/ PEPFAR, aims to ensure that highly vulnerable children and their families can access quality services and are empowered to lead healthy, productive, and fulfilling lives. In order to achieve this, the programme strengthens systems at the household, community, regional and national levels, while directly serving up to 500,000 highly vulnerable children annually – and their families – throughout Ethiopia. The Programme expresses Pact's vision for a world where those who are poor and marginalised exercise their voice, build their own solutions, and take ownership of their future (see www.pactworld.org).

REPSSI is a regional organisation (see www.repssi.org), headquartered in South Africa and working in East and Southern Africa to:

- Develop, accredit and share innovative, user friendly, evidence informed and culturally appropriate resources in the application of psychosocial support for children and youth.
- Advocate for the integration of PSS into policies and programmes that affect children and youth, nationally, regionally and globally.

- Provide technical assistance to national programmes in at least 13 countries in East and Southern Africa to mainstream PSS and enhance family and community competencies to nurture, protect and empower children and youth.
- Evaluate the impact of its resources in a rigorous manner.

How to share the knowledge of Better Parenting

The Better Parenting Training Manual is very straightforward. Any good trainer should be able to pick it up, read it carefully, and then follow the instructions while training local staff or volunteers. Alternatively, an organisation can create a Training-of-Trainers workshop, whereby the participants would become familiar with the material in a group setting and then train others afterwards.

At the local level with staff or volunteers, training should occur in the following ways:

1. Via a local workshop over the course of 3 ½ days. (This can be structured to avoid overnight expenses.)
2. Via 5 sessions of 2 ½ hours each, whereby participants will systematically go through the modules with the same persons attending each time. Sessions should be held no less frequently than once a week in order to maintain continuity. (The more frequent the sessions, the faster all modules will be completed.)
3. **Note: It is important to add at least one hour to either format for participants to familiarise themselves with the accompanying Better Parenting Job Aid and practice using it among themselves.**

Following their own training, local staff or volunteers should roll out what they have learned at the community and household levels with as many caregivers of highly vulnerable children as possible. At this level, they should use the Job Aid as a visual tool to stimulate discussion and learning. Again, this can be done in two ways:

- Via a series of Community Conversations with small groups of parents and caregivers. In this setting, it is expected that the Job Aid will be used for community groups of caregivers. Each time the group gets together, two or three pictures of the Job Aid may be used to stimulate discussion, as suggested by the accompanying text. Since the Job Aid addresses issues all the key issues contained the Better Parenting Manual, trained staff or volunteers can refer to the training that she or he has had to elaborate on the topics discussed. (**Note: It is important to have a large-size copy of the Job Aid available for a group setting, e.g. A3 size or even larger.**)
- In the home, during visits one-on-one with caregivers and other family members. In this setting, trained staff or volunteers can selectively use the Job Aid to address issues of concern related to Better Parenting. As in a group setting, the visiting staff person or volunteer can also add additional information or skills, based on the Better Parenting training that he or she received. (**Note It is important to have a small-size copy of the Job Aid available for a home-visit, e.g. A4 size or smaller.**)

Monitoring and Evaluating Training Outcomes

Three months after the training has ended, it is a good idea to measure the changes in the attitudes, knowledge and skills of parents and caregivers, by using the list of questions at the end of this manual.

Session

I

Understanding parenting



I Getting Started



What we will do in this Session

- Get to know one another
- Find out what we want to learn in the training
- Understand what the training is about
- Develop the rules to be followed in the training



Materials

A piece of paper and a pencil



Time

35 minutes

Activity I.1: Opening of the training (5 minutes)



Steps

1. Welcome participants.
2. Introduce yourself by sharing:
 - Your name
 - Where you work
 - What you do
 - Any information you want to share

Activity I.2: Getting to Know One Another (15 minutes)



Steps

1. Ask participants to share:
 - Their names
 - Where they come from
 - How many children they have or care for
 - Their “baby” name or nickname
 - How they got their baby name or nickname

Activity 1.3: “What Do We Want to Learn?” (5 minutes)



Steps

1. Ask participants to share one thing they want to learn during the training.
2. Explain what they will learn during the training. (This includes, how to be a better parent, how to bring more peace into the home, how to set limits for children, how to discipline children without beating them or shouting at them, how to make the experience of parenting less stressful. They will also learn how to share this information with others.)

Activity 1.4: “What the training is about” (5 minutes)



Steps

1. Share these messages about the training with participants:
 - Raising a child is wonderful, but it is also difficult
 - Our children need and deserve the best possible care
 - All of us can learn to become better parents or caregivers
 - This training will help us – and others – become the best caregivers we can be
2. Provide this other information about the training:
 - Number of sessions
 - Duration of each session
 - Place where the sessions will be held
 - Whether food or refreshments will be served

Activity 1.5: Group Rules/Agreements (5 minutes)



Steps

1. Explain that people work better in groups when they have rules.
2. Ask participants to identify the rules the group should follow.

The list should include:

- Participation in all training sessions (mandatory)
- Be on time
- Participate actively

- Ask when you don't understand
 - Be honest when sharing about your life, but also only provide as much information as you feel comfortable to share
 - Respect other people's ideas and opinions
 - Keep other people's information private
3. Write the list of rules on a piece of paper. Use this list to remind participants about the rules during each session.



Parenting Responsibilities



What Participants will learn

- The meaning of “parenting”
- The responsibilities caregivers have towards their children



How

Group discussion



Material

Better Parenting Job Aid **Picture #1**



Time

30 minutes





Steps

1. Ask: What is parenting? Allow some responses.
2. Explain that parenting is raising a child until he/she becomes an adult.
3. Showing **Picture #1** in the Better Parenting Job Aid.
4. Ask: “*What are some of the parenting responsibilities that caregivers have?*” Allow for some responses.
5. Explain that parenting involves meeting children’s needs:
 - **Physical:** providing food, water, clothes, shelter, etc.
 - **Emotional needs:** making them feel loved, heard, understood, accepted, valued, respected, etc.
 - **Intellectual needs:** teaching them things they need to know and understand as they grow older.
 - **Social needs:** making them feel they belong to a family, to help them make friends and to feel supported by other adults besides the immediate family, to give them time to play etc.
 - **Protection needs:** making them feel safe at all times
 - **Spiritual needs:** making them feel connected to a higher power or greater belief system.
6. To achieve these goals, parenting requires:
 - Knowing your children well
 - Having good communication with your children
 - Setting limits for your children
 - Disciplining your children in positive ways
 - Supervising your children
 - Being a good role model for your children
7. Explain that they will learn how to do these things better during the training.
8. Ask participants if they have any questions.
9. Participants will now discuss the following questions in groups.



Small Group Discussion

What problems do you have in parenting your children?

- Divide participants into small groups.
- Allow 5-7 minutes for discussion
- When time is up, ask a person from each group to share (briefly).

10. Thank participants for being honest about their problem

11. Explain that this training they will help them deal with these problems.

12. End this activity by sharing the following important messages:



Remember!

- Most caregivers love their children and want the best for them,
- Like most human beings, caregivers are not perfect.
- In this training participants will discover the things they are doing well. They will also discover where they need to improve, and also how to improve.
- This training will help participants become better parents or caregivers than they already are.

ACTIVITY
3

Influences on How we Parent Our Children



What participants will learn

The things that influence how we raise our children



How

Discussion in pairs



Materials

Better Parenting Job Aid **Picture #2**



Time

30 minutes



Steps

1. Participants will now pair up to discuss the following question(s).



Pair Discussion

- When you were a child, what things did your parents not allow you to do?
- As a caregiver, what things don't you allow your children to do?



Instructions

- Ask participants to pair with someone who they don't know
 - Allow 5 minutes for discussion
 - When time is up, ask a few participants to share with the group.
2. Ask: Are you raising your children the same way your parents raised you?
3. Explain that:
- Our experiences growing up in our families can affect how we raise our children.
 - Our society and the communities in which we live can also affect how we raise our children.
 - We can also learn new ways to be parents, if we choose this.



4. Show the **Picture #2** in the Job Aid, and explain that:
 - Every community has rules on how children should be raised
 - Community rules tell us what is right and what is wrong in raising children.

For example: Community norms include respecting the elderly, helping family members with household activities, respecting the culture of the community.

5. Participants will now discuss the following questions in pairs.



Pair Discussion

- In your community, what 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?



If participants can't identify these rules, ask the following questions:

In your community, what is the rule for the following situations?

- Involving sons and daughters equally or differently in household chores?
- Do you agree or disagree? Why?
- The age a daughter is allowed to marry?
- Do you agree or disagree? Why?

Note to facilitator: Don't show agreement or disagreement with participants' opinions.



- Allow 5 minutes for discussion
 - When time is up, ask a few participants to share with the group.
6. End this activity by sharing the following important messages:
- Following our parents' or our communities' rules is generally good.
 - But we have to make sure these rules don't harm our children.
 - It is important to always consider what is in the best interest of our children; that is, what actions will improve their wellbeing.

4 Parenting Styles



What participants learn

What is their parenting style and how can it affect their children?



How:

Presentation, discussion of case studies and group discussion



Materials:

- Better Parenting Job Aid, **Picture #3**
- Pictures of parenting styles



Time:

40 minutes



Steps:

1. Show **Picture #3** of the Job Aid and explain:
 - Every caregiver has a natural parenting style
 - Parenting styles affect how we relate to our children
 - Parenting style is influenced by a person's
 - personality
 - family background
 - education
 - past experiences
 - religion
 - It is possible to adapt or learn a new parenting style, if you want.
2. Explain the parenting styles one by one, showing the pictures below. (Large versions of the pictures are at the end of the Manual, under "**Session I Materials**")

Strict Caregivers (Authoritarians/strict)



- Have many rules for their children
- Punish their children for not following the rules
- Don't explain the rules. If asked, they say "because I said so!"
- Are not sensitive to their children's emotional needs

Firm Caregivers (Authoritative/firm-but-fair)



- Have some rules for their children
- Are more sensitive to their children's needs
- Are willing to listen to and answer to their children's questions
- Are more loving and forgiving than punishing



Authoritarian sounds very similar to authoritative but it is very different. Authoritarian caregivers can be called strict and scary, while authoritative caregivers can be called fair and caring.

Permissive Caregivers



- Have no or few rules for their children
- Demand little from their children
- Don't discipline their children
- Seem more like a friend than a caregiver

Indifferent/Uninvolved Caregivers



- Are not interested in their children
- Make few demands from their children
- Are not sensitive to their children's needs
- Have little to no communication with their children
- May neglect their children

3. Ask participants to share what their parenting style is and why.
4. Read each of the following scenarios to participants. Ask them to identify the parenting style of the caregiver in the story and why.

Meron 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 Meron's mother parenting style?

Paul is 12 years old.

- His father works a lot and never has time to be with him.
- He and his father never talk.
- Dereje is missing school. He is spending time in the street
- Some people have seen him drinking alcohol.

What is Dereje's father parenting style?

Sipiwe is a single parent who cares for three children.

- She is very stressed and angers easily.
- She is mother and father to her children,
- She has many rules of for her children
- She punishes her children every time they do something wrong.

What is Sipiwe's parenting style?

Sarah, age 70, is the main caregiver of her 6 year old granddaughter.

- She has rules for her granddaughter.
- She also says it is important to be patient and understanding with children.
- When her granddaughter does something wrong, she talks to her.

What is Sarah's parenting style?

5. Participants will now discuss the scenarios in small groups.



Group Discussion Topic:

How does the parenting style affect children?



Instructions

- Divide participants into four small groups.
- Assign one parenting style and the corresponding scenario, to each group.
- Allow 5-7 minute discussion
- Ask the participants to discuss how they think parenting style in their scenario influences children. When time is up, ask a person from each group to share.

6. Thank the groups for their work and then share the information in the table below.

Parenting style	Children
Authoritarian/Strict usually means that the child...	<ul style="list-style-type: none"> • May do well in school (is obedient) but because of frequent criticism, the child may have low self-esteem. • May have problems interacting with other people and/or difficulty coping with frustration.
Authoritative/Firm-but-fair usually means that the child... In most situations, the Authoritative/ Firm-but-fair style is recommended.	<ul style="list-style-type: none"> • Is lively and feels secure. • Is self-confident and has high self-esteem. • Learns to control his or her emotions and develop good social skills.
Permissive usually means that the child...	<ul style="list-style-type: none"> • May enjoy the freedom short-term but cannot properly control her or his emotions. • May become rebellious, impulsive and defiant. • Is likely to have problems with authority and in school.
Indifferent/Uninvolved usually means that the child...	<ul style="list-style-type: none"> • Feels neglected and unhappy. • Has problems controlling him or herself. • Has low self-esteem and lacks confidence. • Has problems in school and with peers.

7. Ask the group to identify the best parenting style, based on what they have learned.

End the activity by sharing the following messages:



Remember!

- Caregivers' parenting styles can affect their children's feelings, development and behaviours.
- Authoritative/ Firm-but-fair is the best parenting style for raising children.
- Authoritative/ Firm-but-fair caregivers provide affection and support, but also rules for their children.



Assignment

Ask yourself these questions:

- What is my parenting style? Remember that your parenting style might be a little of this and little of that, sometimes you might firm but at other times indifferent.
- Is my parenting style helping or harming my children?
- What do I need to change?
- What small steps can I take to begin to change?

LEARNING REVIEW ACTIVITY:

“Tic Tac Toe”



How:

Game/competition



Materials:

Paper and marker



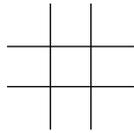
Time:

5 minutes

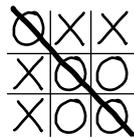


Steps

1. Draw a tic-tac-toe grid on a piece of paper.



2. Divide the group into two teams: team X and team O
3. Flip a coin to see which team will go first.
4. Make the first question for the first group who wins the flip.
 - If the person answers correctly, the team puts their symbol (X or O) on the grid
 - If person answers incorrectly, the other team gets to answer the question.
5. The first team who places three of the symbols in the straight line wins the game



6. Continue to play until all questions have been answered. Keep track of how many games each team wins.

List of questions

1. What is one responsibility caregivers have toward their children?
2. How many parenting styles are there?
3. What parenting style makes children follow very strict rules?
4. What is another responsibility caregivers have toward their children?
5. In what parenting style children are allowed to do whatever they want?
6. What is the best parenting style for children?

Session

2

Understanding children



I My Child's Personality



What participants will learn

- The different types of personalities children have.
- How to handle children with different types of personalities.



How

Presentation and group discussion



Materials

Better Parenting Job Aid, **Picture #4**
Pictures with types of child personalities



Time

1 hour



Steps

1. Welcome participants.
2. Remind participants about their assignment. They were to think about:
 - Which type of parenting style do they have.
 - How their parenting style may be helping or harming their children.
 - Changes they need and would like to make.
3. Allow two or three participants to share their answers, and thank them for volunteering.



Note!

Because of the short time, allow one or only two participants in each session to share their assignments.

4. Showing **Picture #4** of the Job Aid



Explain that today we will learn about:

- Their children's personalities
- Their children's needs and behaviours as they grow older

5. Ask participants what their understanding of the word "personality" is, and allow some participants to share their thoughts/answers.

6. Explain:

- Someone's personality is made up of the emotional qualities, thoughts, and behaviours that make that person different from other people.
- Personality includes attractive qualities, such as energy, friendliness and humor, as well as negative qualities such as impatience or anger

7. Explain that there are five basic types of child personalities. Each type has its positive aspects and its negative aspects. All children may be friendly, happy, and kind to others some of the time. But at other times, their reaction may be different. Describe each personality below, using the following pictures and information. (Large versions of the pictures are at the end of the Manual, under "Session 2 Materials".)

The very active or inattentive child



- Very interested in the doing and exploring things
- Likes to be physically active
- Does not like to stay still
- Has a short attention span and may forget things
- May be hard to hold a long conversation with him/her.

The angry or impulsive child



- Has difficulty controlling emotions
- Often feels like others are unfair to him or her (may have been mistreated in the past)
- Gets upset and angers easily
- May use physical force to get what she/he wants
- May do thing without thinking
- Can be labeled a trouble maker

The rebellious or independent child



- Does not like others telling him or her what to do
- Stubborn and willful
- Often takes leadership, but may be negative and controlling
- Sometimes does the opposite of what is expected

The sensitive or shy child



- Feels emotions very strongly
- May act fearful of other people
- Does not easily trust others (may have had a bad experience in the past where trust was broken)
- Shy in making friends
- Does not like changes and new situations

The inactive or dreamy child



- Quiet and not always aware of things that are happening around him or her
- Prefers own thoughts and fantasies to the outside world
- Gets tired easily (this should be checked for malnutrition or underlying illness)
- Not interested in exploring new situations

Explain that we must be careful not to label children with negative personality types. Also, a particular behaviour does not describe the person. Negative behaviours may also have a good reason behind them – for example, an angry or aggressive 6 year old who is experiencing domestic violence at home does not mean that this child has an aggressive personality. If things at home improve or if the child moves to a more loving family, we would expect the child's behaviour to change too.

8. Explain that:

- Children will not always fit in to one personality type. They will display behaviours that fall under different types at different times. One personality type will usually dominate, however.
- 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; negative aspects should be controlled or re-channeled (for example, into sports or creative activities).

9. Ask participants if they have any questions.

10. Ask participants to share their personal experiences with each type of personality.

II. Now participants will discuss the following question in small groups.



Group Discussion

As a parent or caregiver, how would you best respond to a child with _____ type of personality?



Instructions

- Divide participants according to the personality type they are most interested in. (Be sure there is a fairly even distribution, however). There should be five small groups: one for each personality type.
- Ask each group to select someone to present the group's main discussion points to everyone.
- Allow 5-7 minutes of discussion
- When time is up, ask the designated person from each group to share.
- As each group presents, use the information in the table below to complement the information the groups provide, as necessary.

<p>The active or inattentive child</p>	<p>Better Parenting response:</p> <ul style="list-style-type: none"> ✓ Do not focus on the child's lack of attention ✓ Complement the child when he or she does well ✓ Advise the child to think about his/her behaviour ✓ Help the child do one thing at a time ✓ Help the child spend a little bit longer at each task, slowly by slowly
<p>The angry or impulsive child</p>	<p>Better Parenting response:</p> <ul style="list-style-type: none"> ✓ Be patient but set clear limits ✓ Be warm, nurturing and trusting ✓ Complement the child when she or he does well. ✓ Try to understand if there is a good reason behind the anger or impulsiveness and respond appropriately ✓ Help the child express her or his feelings through words ✓ Teach child to think about his/her behaviour before acting, and to slowly gain more self-control
<p>The rebellious or independent child</p>	<p>Better Parenting response:</p> <ul style="list-style-type: none"> ✓ Be patient but set clear limits ✓ Be gentle and respectful ✓ Complement the child when he or she does well ✓ Try to understand if there is a good reason behind the rebelliousness and respond appropriately ✓ Give your child choices wherever possible (letting the child choose between two different responses, both of which are acceptable) ✓ Support your child in making small changes to become more cooperative and flexible
<p>The sensitive or shy child</p>	<p>Better Parenting response:</p> <ul style="list-style-type: none"> ✓ Be patient and take things slowly, step by step ✓ Be very gentle, but firm ✓ Complement the child when she or he does well. ✓ Try to understand if there is a good reason behind the extreme sensitivity and shyness and respond appropriately ✓ Offer to accompany the child when exploring new experiences
<p>The inactive or dreamy child</p>	<p>Better Parenting response:</p> <ul style="list-style-type: none"> ✓ Be very gentle, but firm ✓ Complement the child when she or he does well. ✓ Try to understand if there is a good reason behind inactivity (including physical illness or malnutrition) and respond appropriately ✓ Make a special effort to attract the child's interest and attention ✓ Suggest activities that don't take a lot of time or physical energy

12. Close this learning activity by sharing these messages:



Remember!

- Caregivers need to understand their children's personality
- This will help them better handle their child's behaviours
- It is easier to raise children when you know their personality.



Assignment

1. Observe your children to find out their type of personality
2. Identify how your way of responding to your child is similar to the information given in this session
3. What small steps can you take to improve your Better Parenting response?

How is a Child's Personality Formed?



What participants will learn

The different types of things that might influence children's personalities.



How

Presentation and group discussion



Materials

Pictures of things that influence a child's personality, if available



Time

30 minutes



Steps

- I. Explain the different things that influence child's personality, using the pictures and information below. (Large versions of the pictures are at the end of the Manual, under "Session 2 Materials".)

Heredity



The biological genes that parents pass down to their children.



Note!

Make sure caregivers understand that:

- Difficult experiences like the death of parents, abuse or neglect can affect child's personality and behaviours.
- Caregivers need to be especially patient, understanding, and nurturing with the children who have experienced loss or trauma.
- Caregivers should seek help from others if they notice any significant changes or unusual behaviours, including emotional changes such as profound sadness or depression.

Environment



- The places where children spend time: home, school and neighborhood.
- The experiences children have in these places affect their personality.
- Experiences in the home or family on children because:
 - This is where they spend most of their time.
 - Their caregivers have a lot of influence on them
 - Home filled with negativity can turn a cheerful child into a hopeless one.
 - A home filled with violence and anger can make a child fearful or aggressive.

Birth order



The different way that caregivers treat their children for being the oldest, the youngest. Etc.

Gender rules:



The different behaviours expected from girls and boys. For example:

- “Girls have to be quiet”
- “Girls have to do as they are told”
- “Boys don’t cry”
- “Boys have to be strong”

Boys and girls display different behaviours because this is what they are taught.

Age



Children behave according to their level of maturity. This does not occur exactly the same way for each child. But as they grow older their personalities and behaviours tend to change.

2. Ask participants whether they have any questions.
3. Participants will now discuss the following questions in pairs.



Paired Discussion

- What negative experiences are my children exposed to in our home?
- Do I treat any of my children differently because of their order in which they were born? (oldest, youngest)
- Do I expect different behaviours from my son(s) than from my daughter(s)?
- Are these differences fair? Do they cause harm to any of my children?



Instructions

Divide participants into pairs.

Present the questions one at a time. Give them approximately 3–4 minutes to discuss each one.

This time they will not share their experiences with the group.

4. Close this activity by sharing these messages:



Remember!

- The family and home environment are the greatest influences on a child's personality
- Parents and caregivers should provide their children with the most positive home environment possible.
- If Parents and caregivers face problems with their children or observe something that concerns them, they should ask for help from someone they respect.

My Child's Needs and Behaviours



What participants will learn:

- Children's needs and behaviours change in each stage of development
- How to meet the needs of children differently, depending on their developmental stage



How

Presentation, art, group discussion



Materials

- Better Parenting Job Aid, **Pictures #5** and **#6**
- Paper and color pencils



Time

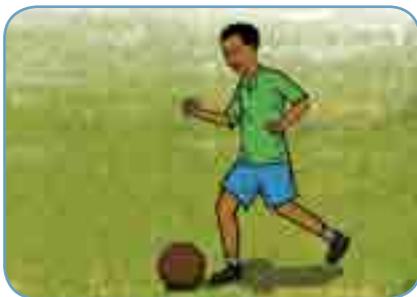
45 minutes



Steps

1. Explain that as children grow, they develop in four different ways:
 - Physically
 - Intellectually
 - Socially
 - Emotionally
2. Describe these areas, one at a time, showing the pictures. (Large versions of the pictures are at the end of the Manual, under "Session 2 Materials".)

Physical Development



Refers to changes in children's:

- Body (size, shape, maturity)
- Physical ability (strength, coordination, balance, coordination)

Intellectual development



Refers to changes in children's ability to:

- Think for themselves
- Reason
- Organise their ideas
- Memorise and remember things
- Use language
- Solve problems.

Social development



Refers to changes in children's ability to:

- Relate to other children (play, share toys, etc.)
- Relate to adults
- Participate in groups

Emotional development



Refers to changes in children's ability to:

- Understand different emotions and what causes them
- Manage their emotions (not letting their emotions take control of them inappropriately)
- Express emotions according to specific situations

3. Show participants **Picture #5** of the Job Aid
4. Explain that, as children grow, they go through different stages of development.
5. Ask participants if they know what these stages are. (Allow some responses.)

6. Pointing at each child in picture #6 of the Job Aid, explain that these stages are:
- Infant (0–1 year)
 - Toddler (2–3 years)
 - Early childhood (4–5 years)
 - Middle childhood (6–12 years)
 - Late childhood/Adolescence (13–17 years)



7. Ask some participants to share the stage of development their children are in.
8. Explain that:
- Children in each of these stages have different needs (physical, intellectual, social and emotional).
 - They express those needs through their behaviours.
9. Participants will now do the following work in small groups



Group Work

- Each group will draw a child in a different stage of development.
- In the drawing they will show the needs and behaviours of the child.
- Ask each group to discuss how parents and caregivers should respond to these needs.



Instructions

- Divide the participants in to five groups
- Assign a stage of development to each group (or let participants choose)
- Give paper and colored pencils to each group. Tell them they have 8–10 minutes.
- When the group finishes, post the drawings on a wall and/or have each group briefly describe “their child” to the group

Using the information in the table below (same as the table that goes with the Job Aid **Picture #6**), add to what group members have said when describing “their child.”.

Stage/Age	Primary Needs	Common Behaviours – Responses
<p>Infant (0–1 year)</p> 	<ul style="list-style-type: none"> • Food, sleep, cleaning, comfort and safety. • Strong attachment (bonding) with parent/caregiver • Stimulation and attention 	<ul style="list-style-type: none"> • 0–6 months: Will smile, babble and cry to attract the caregiver’s attention. Caregiver should provide care, cuddling, caressing and protection. • 6–11 months: Will cling to the parent/caregiver, especially when feeling insecure or frightened. Will protest the caregiver’s departure. Follows the caregiver when able. • 12–23 months: Begins to walk and talk; will explore his or her surroundings. Distract your child from bad behaviour; do not hit or physically punish
<p>Toddler (2–3 years)</p> 	<ul style="list-style-type: none"> • As above, but also... • Becomes more curious; wants to explore and become more independent • Wants to learn how to do new things (e.g. dress and undress) and wants to make own decisions • Seeks praise, approval 	<ul style="list-style-type: none"> • Becomes more independent and continues to explore his or her surroundings. • Starts talking sentences and building vocabulary. • Praise your child often. Scold for bad behaviour but do not hit or physically punish. • Should be given small choices (between two acceptable options, for example, choosing between two shirts to wear); and the opportunity to try new things. • Does not like to lose or take turns, but sharing can be taught. • May express feelings in dramatic ways. Can begin to learn how to manage emotions.
<p>Early Childhood (4–5 years)</p> 	<ul style="list-style-type: none"> • As above, but also... • Learns through actions; play. Develops relationships with other children. (Play is important and can teach social values.) • Has questions; seeks answers. 	<ul style="list-style-type: none"> • Finds difficult to separate fantasy from reality. Express feelings in dramatic ways • May talk a lot; ask many questions. Answer can be short but should be honest. The child may ask again if not clear or if she or he wants more information. • Does not like to lose, share or take turns, but losing and taking turns can be taught. • Help your child solve her or his own problems. (You can learn a lot from a mistake!)

Stage/Age	Primary Needs	Common Behaviours – Responses
<p>Middle Childhood (6–12 years)</p> 	<ul style="list-style-type: none"> • As above, but also... • Interested in learning; school. • Wants more independence, trust • Wants to spend time with other children. • May express interest in religious matters, spirituality. 	<ul style="list-style-type: none"> • May answer back to adults to show that they “know”. Give more trust and responsibility, but allow enough time for play, recreation with peers. • Can be very self-conscious and sensitive. May be very active. (Personalities begin to show more.) But can learn to better to manage anger and tolerate frustration. • Spend time together with your child, sharing experiences, listening to his or her concerns and worries. Offer praise; Show interest in his/her school
<p>Late Childhood/ Adolescence (13–17 years)</p> 	<ul style="list-style-type: none"> • As above, but also... • Wants even more independence, trust • Seeks acceptance from peers for self-esteem. • Focused on forming her or his own identity; • Eager to learn about sexuality; maybe also about alcohol and drugs • May worry about the future 	<ul style="list-style-type: none"> • Prefers more interaction with peers than parents. Becomes interested in sexual issues and possibly, in sexual relationships. May engage in risky behaviours. Frequent mood swings and rebellious attitude. • Wants to make own choices and decisions. Should be taught that all decisions have consequences. May become challenging, rebellious and aggressive. • May seek guidance and role models outside the family. Can sometimes be helped to find “good friends” that are responsible and mature.

10. Answer any questions the participants may have.

11. End this activity by sharing the following messages

 **Remember!**

- Children’s needs change as they grow older, as do their behaviours
- Children express their needs through their behaviours. (If they are exhibiting a negative or bad behaviour, try to find out why they are doing this.)
- Parents and caregivers must try to understand their children’s needs as they grow older, so that they can respond well to those needs.

Children with Special Needs



What participants will learn

- How to think about children with disabilities
- What some of the barriers are, that these children face
- How their needs can be addressed



How

Presentation, art, case scenarios



Materials

Better Parenting Job Aid **Picture #7**



Time

45 minutes



Steps

- I. Using the **Picture #7** on the Job Aid, explain that children disabilities include children who have physical, emotional or intellectual impairments...



2. Ask for volunteers to briefly describe from their experience:

Examples of a physical impairment...

- *Someone who has difficulty seeing, hearing or walking*

Examples of an emotional impairment...

- *Someone repeated behaviour problems, who feels sad or depressed most of the time, or who has difficulty interacting with other people*

Examples of an intellectual impairment...

- *Someone who is a slow learner, or who has difficulty remembering things*

3. Remind participants that these are just examples, and that there are other kinds of disabilities, as well. Also, an important factor is how severe the impairment is – ranging from **just a little bit** to **profound**. Some children may also have multiple disabilities, meaning more than one disability at the same time.
4. One thing we can do is help children with disabilities overcome barriers that prevent them from being included in normal activities, such as school or community life. Children with disabilities want to participate equally with other children, as much as they can.
5. Divide the participants into three groups and give each group one of the following case scenarios. Explain that each group has 5–7 minutes to discuss the case scenario and offer recommendations or a short (1–2 minute) role-play.
 - a. A seven-year-old girl who uses a wheelchair is told that she cannot attend the local school because her classroom is on the second floor and she sometimes needs help going to the toilet...
 - b. A mother whose child was born blind tells you that her child's only future is to become a beggar...
 - c. You discover that the father of a child with an intellectual disability (a slow learner) keeps the child locked in the house all day, fearing how others will react to the child if they see him...

6. Conclude by explaining that:



Remember!

The most important thing to know about disability is to never make assumptions: Someone with a disability can be physically very fit and strong and/or highly intelligent.

The most important thing to do is to seek diagnosis (testing) and treatment immediately (when the child is very young) – many forms of disability can be prevented or improved in this way.

The most important thing to change about disability is attitude. Help the child overcome barriers. Focus on what the person CAN do (not on the impairment or problem), and you may be amazed!



The Battle of the Teams



How

Game/competition



Materials

None



Time

15 minutes



Instructions

- 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. What does "personality" mean?
2. Mention one personality type. (Give turns to both teams until all personality types have been mentioned.)
3. Why do parents/caregivers need to understand their child's personality?
4. Mention one thing that influences children's personalities. (Give turns to both teams so that several influences can be mentioned.)
5. What are the areas of child development? (Give turns for both teams until all four areas of child development have been mentioned.)
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 behaviours. (Give turns to both teams until at least four examples are mentioned.)
8. Mention one type of disability that a child may have. (Give turns to both teams until at least four examples are mentioned.)

9. What challenges to these children face? (Give turns to both teams until at least four challenges are mentioned.)

10. How can people in the community help children with disabilities and their families? (Give turns to both teams until at least four things are mentioned.)

Session

3

LEARNING PARENTING SKILLS (PART I)

Communicating and setting limits



I Listening to My Children



What participants will learn

How to listen to their children well



How

Presentation, demonstration and role-playing



Materials

Better parenting Job Aid **Picture #8**



Time

40 minutes



Steps

1. Welcome participants.
2. Remind participants about their assignment. They were to observe their children and identify their personalities. Ask two or three participants to share.
3. Explain that today they will learn how to communicate well with their children.
4. Ask "What is communication?" Allow some responses.
5. Show **Picture #8** of the Job Aid.



Explain that communication is the sharing of information between people. It includes listening and talking, as well as non-verbal communication such as gestures and facial expression.

6. Describe the listening skills using the pictures below. (Large versions of the pictures are at the end of the Manual, under “**Session 3 Materials**”.)

Listen



- Pay attention to what your child is saying.
- Stop what you are doing to listen.
- If you are busy, tell your child: “*I’m busy now, can we talk later?*”
- Then, find the time to listen your child.

Keep eye contact



- Eye contact improves communication.
- Reduce the physical distance between you and your child.
- Bend down or sit on the floor to be eye-to-eye with your child

Let your child speak



- Don't interrupt your child.
- Praise him/her when your child finishes.

Show interest in what the child is saying



- Show your child that his/her ideas are important to you.
- Say: “Really?”, “Tell me more”, “Say that again”, “That’s interesting”.

7. Ask participants if they have any questions.

8. Now you will demonstrate these listening skills through this role-play.



Role play IA

- You are late preparing lunch for the family.
- Your seven-year-old son comes back from the 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.



Instructions

- You will play the role of the caregiver. A participant can play the role of the child.
- In the role-play, make sure you look at your child eye to eye and tell him:
 - You are interested in what he has to say, but you don't have the time now,
 - You want to hear from him after lunch.
- Explain or read the scenario for participants first, then role play it.
- After the role-play, ask participants what things the mother did or did not do well.



Note!

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

9. Now participants will practice these listening skills.



Instructions

- Ask for volunteers to role-play the following three scenarios.
- Each of these role-playing exercises should not last more than 3 minutes.
- After the role-play, invite the group to say what the caregiver did or did not do well.



Role play 1B

(This is a follow up from the previous role play exercise)

- The family has already eaten lunch.
- The caregiver is now ready to listen to her child about his/her first day at school.



Note!

These are some things the parent or caregiver should do. She should:

- Be eye to eye with her child.
- Let the child speak and tell his story.
- Look at the child while he is speaking.
- Praise the child when he finishes his story.
- Show interest in her son's story by asking some questions about what he said.



Role play 2

- You are quietly drinking a cup of tea.
- Your three-year old daughter approaches you and asks you to come outside and play with her.



Note!

These are some things the parent or caregiver should do: She should:

- Leave her cup of tea and looks at the child.
- Bend down or sit on the floor to be eye to eye with the child.
- Let the child speak without interrupting her.
- Look at the child while speaking.
- Asks the child questions about what she wants to play.



Role play 3

- On Sunday afternoon, your teenage son appears agitated (nervous, anxious) about something.
- You ask if everything is all right, but he doesn't say much.
- You ask if he wants to talk somewhere private, and then he says okay.
- You walk outside and he tells you about some trouble he is in, at school



Note!

These are some things the parent or caregiver should do: He should:

- Notice the son's appearance and express concern.
- Sit at eye-level with the boy, showing full attention.
- Let the child speak without interrupting him.
- Look at the child while he is speaking.
- Ask questions for clarification and understanding in a non-judgmental way.

10. Ask participants what they think about these listening skills. Do they seem easy or hard to practice? Why or why not?

11. Close this activity by sharing the following messages:



Remember!

- Good communication makes it possible to have a good relationship with your children.
- The most important part of good communication is good listening, which includes paying attention, expressing appreciating that the child has spoken and making sure you understand what the child has said.

Talking with My Child



What participants will learn

How to talk in a positive way to their children



How

Presentation, demonstration and role-play



Materials

None



Time

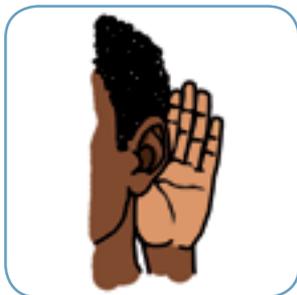
30 minutes



Steps

1. Explain to participants that they will now learn how to talk to their children in a positive way. When there is good communication, misunderstandings can be avoided and when problems arise, they can more easily be solved.
2. Explain and demonstrate each of the communication skills below using the pictures. (Large versions of the pictures are at the end of the Manual, under “**Session 3 Materials**”.)

Make sure your child is listening



- Call your child's name.
- Make eye contact before you start speaking.
- Reduce the physical distance between you and your child.
- Get to the same level as your child.

Keep eye contact with your child



- Reduce the physical distance between you and your child.
- Make eye contact.
- Get onto the same level as your child.

Talk with your child, not at your child



- Talking with your child is a two-sided conversation.
- You and your child should both talk and both listen. You may take turns.
- By contrast, talking at your child is not a conversation. In those situations, only you speak, for example, “Go fetch some water” or “You have to milk the goat.”

Speak kindly



- Use words that communicate love and respect.
- Avoid using unkind words that ridicule, shame or label your child.
- If there is something you feel that you need to criticise, focus your criticism on the thing you are unhappy about – but do not criticise the person. For example, say, “You are a very clever person, but this thing you did was a mistake.”

Keep your question simple



- Ask your child to do only one thing at a time.
- Young children can't follow too many instructions.

Match your tone of voice to your message



- Speak firmly when you are making a request.
- When you are not firm your child thinks your request is not important.
- Be specific and explain why you are making the request.
- Avoid being threatening. Do not shout.

Say do instead of don't



- Tell your child what to do, rather than what not to do.
- Example: "Close the door softly" instead of "Don't slam the door."

Communicate acceptance



- Avoid lecturing your child.
- Express thanks, that your child is sharing with you.
- Use expressions such as "I understand", "I know how you feel."
- Children who feel accepted are more likely to communicate with their parents and caregivers.

3. Answer any questions participants may have.
4. Now demonstrate these talking skills through a role-play.



Role play

- 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.

5. 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 3 minutes.
- After the role play, the group should say what the caregiver did or did not do well.



Role play

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



Note!

These are some things the parent or caregiver should do:

- The caregiver looks at her son in the eye while she is speaking.
- She speaks with a firm, but not threatening tone of voice.
- She uses kind and respectful words.
- She listens to what her son has to say without interrupting him.



Role play

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



Note!

These are some things the parent or caregiver should do:

- She makes eye contact.
- She speaks gently but firmly to ask her her son why he is running around the kitchen.
- She suggests that he helps her prepare the dinner and says that they can spend some time together later.

6. Asking participants what they think about the positive talking skills. Are they easy or hard to put into practice?

7. End this activity by sharing the following message.



Remember!

- Talking with your child means that both of you are talking turns listening and talking.
- Listening and speaking in a respectful way builds understanding and cooperation.
- Good communication helps prevent some problems from occurring, and helps resolve other problems when they arise.

Setting Limits for your Child



What participants will learn

- What setting limits for children means
- Why settling limits is important
- How to set proper limits for their children.



How

Presentation, group discussion and group work



Materials

- Paper and pencils
- Flip chart and markers (optional)
- Better parenting Job Aid **Picture #9**



Time

1 hour and 10 minutes



Steps

1. Explain to participants that now they will learn one of the most important parenting skills: how to set limits.
2. Ask participants if they know what limits are. Allow some responses.
3. Explain that:
 - Limits are rules.
 - Limits tell children what they can and cannot do.
 - A limit refers to the establishment of a maximum, beyond which a person cannot go or do. For example, “*You can play with your friends, but you must be back for dinner.*” Or “*You may have a sweet, but only one.*”
 - Applying these limits or rules to children’s behaviour involves directing the children towards the desired behaviour in a positive and caring way. At the same time, you make it clear what is not allowed or what should not be done.
 - Limits or rules should be applied consistently. For example, “When someone else helps you or gives you something you want, you should always say ‘thank you.’”
4. Show **Picture #9** of the Job Aid



Explain that caregivers usually set limits for their children on how they should:

- Behave towards other people.
- Care for other people's belongings.
- They should show other people they care for them.
- Protect themselves from harm (e.g. by only taking medicines that prescribed for them, and on a regular basis).
- Have enough time for schoolwork and helping around the house and also time for play.

5. Ask participants to share examples of the limits they have set for their children.

6. Share the following advice on how to set effective limits for children. (You may write key words on a flip chart as a reinforcement.) Check to make sure participants understand each point before going on to the next.

Limit your Limits

- Having too many limits or rules is being too strict.
- Too many limits prevent children from learning on their own
- Set limits only about things that are really important

Limit should be Reasonable

- Set limits that children can meet.
- Limits should be appropriate to your child's age and abilities.
- Limits may change as the child grows older and demonstrates more responsibility.

Share the following examples of limits with participants and ask them whether they think they are reasonable. Why or why not?

- Asking your two-year-old to be quiet in church/mosque.
- Asking your 17-year-old to make the bed and put away his belongings before going to school.

Limits should be Clear

- Limits should be easy to understand for children.
- Children should understand the “why” behind the limit.
- Children who understand their limits are more likely to obey them.

Limits should be Consistent

- Limits should not change from day-to-day. This confuses children.
- When there is more than one caregiver in the home, they should agree on the limits to avoid giving children mixed messages.

Limits should be stated Positively

- Tell your child what to do instead of what not to do.
- This is much clearer for the child, and helps them do what you want. For example: you should say, “*Play on the floor*” instead of, “*Don't play on the sofa.*” And “*Please be quiet,*” instead of “*Don't be so loud.*”

Set limits – and also Consequences

- Think of the consequences for not obeying the limits.
- Sometimes, this may be discussed with the child. For example, “You must finish your homework first. If you are not finished, then you cannot go out to play with your friends.”

Consequences should be:

- Fair
- According to the “size” of the child’s misbehaviour
- Appropriate for the child’s age and understanding
- Should not involve corporal (physical) punishment

Limits may involve Children’s Input

- Children often have good ideas and opinions about limits.
- When children participate in the setting of limits, they are more likely to obey them. This becomes more true as they get older.
- You do not have to agree on the limits with your child. Your decision is still the most important and should set the rule.

7. Respond to any questions participants may have.

8. Participants will now practice setting limits in small groups.



Group work

Each group will develop four limits for children in a certain stage of development.

Instructions:

Divide the participants in to five groups (one for each stage of development):

- Infant
- Toddler
- Early childhood
- Middle childhood
- Late childhood/adolescence
- Participants should be in the group in which they have the most experience.
- Select a person who can write in each group and ask him/her to write down the limits. Give him/her a pencil and a piece of paper.
- The groups will have 10 minutes to develop sample limits for their age group.
- When time is up, each group will present the limits they set. As each group presents, ask the other groups:
 - Is the limit appropriate for children of this age?
 - Is it clear enough?
 - Is it stated positively?

9. Praise the group for their work and highlight some (additional) examples using the following table. Discuss briefly.

Stage of Development	Setting Limits – Examples and Guidance
<p style="text-align: center;">Infant (0–23 months)</p>	<ul style="list-style-type: none"> • If during breast-feeding the infant tries to bite the breast, stop feeding for one minute. • If the infant seems irritated or cries a lot, always make sure she/he is clean, not hungry and not ill. If there is no problem, you can leave the infant safely on the bed alone for a short while (especially at 6 months-plus) – but take care that the child can't fall of the bed by accident. • If older infant clings too much or engages in bad behaviour, try to distract the child with something else of interest.
<p style="text-align: center;">Toddler (2–3 years)</p>	<ul style="list-style-type: none"> • Teach the child how to use the utility (toilet, bed-pan) by praising the child joyfully when she/he does well. Do not express anger when this is not accomplished. • The child should learn how to wash hands before meals and after toileting, get dressed (some clothes), use words to express desires. Praise the child when doing well.
<p style="text-align: center;">Early childhood (3–6)</p>	<p>As above, but also...</p> <ul style="list-style-type: none"> • The child should know how to keep their play materials in a safe place so that they can't be broken or get lost. • The child should learn that she/he cannot use things belonging to other people without asking permission. • Small chores around the house can be expected of the child.
<p style="text-align: center;">Middle childhood (7–11)</p>	<p>As above, but also...</p> <ul style="list-style-type: none"> • The child should maintain her/his personal hygiene • Child should assist in house-hold activities, but leave time for schoolwork and play • Child should attend school regularly and do school assignments as well as possible (may ask for help)
<p style="text-align: center;">Late childhood (Adolescence) (12–17)</p>	<p>As above, but also...</p> <ul style="list-style-type: none"> • Child should return home when expected (early enough for safety, adequate sleep, good school performance.) • Child should introduce his/her friends to the family. • Child should take greater responsibility in the family and in school. • Child should respect elders, even if not agreeing with them.

10. Provide the following recommendations for applying limits:

Be firm in enforcing the limits or rules

- Letting children have their own way all the time is not good for them.
- You can be kind but firm at the same time
- Being firm creates a strong foundation in your relationship with your child

Carry through with the consequences:

- Every time a limit is not obeyed, carry through with the consequences.
- Consistent application of consequences lets the child know that you mean what you say.



Note!

Different kinds of consequences – also called discipline or punishment – will be discussed in the next session.

11. End this activity by sharing these messages:



Remember!

- Children need limits as much as they need food and shelter for their wellbeing.
- Limits protect children. They help them behave well and keep out of trouble.
- Limits make children feel safe and secure.
- When you set limits, your children learn that you care about them.
- Limits help children develop into responsible and dependable adults.



Assignment

Think about the limits you have for your children. Are they appropriate for their age?
What limits do you want to change, if any?



The Battle of the Teams



How:

Game/competition



Materials:

None



Time:

10 minutes



Instructions

- 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. What is one thing a caregiver needs to do when listening to a child?
3. What is another thing a caregiver should do when listening to a child?
4. When talking with a child, how should your voice sound?
5. How many things at a time should you ask a child to do?
6. What is a limit?
7. What is one way to make sure your limit is effective?
8. What is another way to make sure your limit is effective?

Session

4

LEARNING PARENTING SKILLS (PART 2)

Disciplining and monitoring



Understanding my Child's Misbehaviours



What participants will learn

The reasons why children misbehave.



How

Presentation and Group discussion



Materials

Better Parenting Job Aid **Picture #10**

Flip chart and markers (optional)



Time

30 minutes



Steps

1. Welcome participants.
2. Remind participants about their assignment. They were to think about the limits they have for their children and whether these limits are adequate for their age.
3. Allow a couple of participants to share, and thank them.
4. Explain that:
 - In today's session participants are going to learn about child discipline.
 - But first, they need to learn what is misbehaviour and why children misbehave.
5. Show the **Picture #10** on the Job Aid and ask: What is happening in the picture?
(Some children are misbehaving)



6. Ask: "What is child misbehaviour?" Allow some responses.
7. Explain that misbehaviour is:
 - Something a child does that is against the limits or rules, and that results in harm or inconvenience to others.
8. Ask: "In your experience, why do children misbehave?" Allow some responses.
9. Share with the participants some reasons for misbehaviour below:

Possible reasons for misbehaviour

1. The child wants their needs met

As adults we find ways to get our needs met. For example,

- If we are thirsty, we go and get a glass of water.
- If we feel lonely, we go to a friend's house.
- If we have problems we find someone to talk with, who may be able to help.
- Children are immature; they are not always capable of appropriately expressing their needs.
- When children feel ill, hungry, sleepy, lonely or bored, they sometimes misbehave to get their needs met.

2. *Children don't understand limits*

- Some limits may go beyond the child's age and ability to understand.
- Sometimes different limits are set for children by different parents or caregivers and they get confused.

3. *Children want to test limits*

- Children like to test their caregivers. This is part of their normal development.
- They want to see if limits are real and if caregivers will enforce them.

4. *Children want independence and feel in control*

As children grow they need more independence and control. If they don't get it, they rebel with bad behaviours.

5. *Children have been rewarded for their misbehaviour*

Sometimes caregivers reward bad behaviour without knowing it. For example, When a child whines or cries and the caregiver gives them what they want to make them quiet, then the caregiver is rewarding the misbehaviour.

6. *Children copy bad behaviours*

Children copy what their caregivers do. If they hear you yelling or cursing, they may do the same. (The same may be true if a caregiver drinks too much alcohol, is violent, etc.)

10. Respond to any questions participants may have.

11. Close this session by sharing the following messages:



Remember!

- Children misbehave for many different reasons.
- Sometimes the caregiver is responsible for their child's misbehaviour.
- Caregivers need to understand the reasons for the misbehaviour before disciplining their children.

Understanding Punishment and Discipline



What participants will learn

- What punishment means
- What discipline means
- The difference between punishment and discipline
- Why corporal punishment (physical punishment) is not good for children



How

Thinking, reflection and discussion



Materials

Better parenting Job Aid **Picture #11**



Time

45 minutes



Steps

1. Explain to participants that:
 - Sometimes it is important to think about our past, even if the memory is not happy.
 - We can learn a lot from our past experiences.
2. Explain that they will do an exercise by themselves. It is a “thinking” exercise. Give just 2–3 minutes.



Think

- Think back to your childhood.
- Remember one time you were punished.
- How were you punished?
- How did it make you feel physically and emotionally?



Instructions

- Give participants a couple of minutes to think quietly.
- When time is up, ask some participants to share voluntarily.
- Thank them for sharing.



Some participants may become emotional when remembering painful experiences. Provide emotional support, if necessary. (You may put a comforting hand on the person's shoulder or offer to talk with the person later.)

- Use the following tables and explain that punishment and discipline are very different. (Use a flip chart if available and highlight key words. After each section, ask if there are any questions.)

Definitions of Discipline versus Punishment

Discipline	Punishment
<ul style="list-style-type: none"> Discipline is training, so the child will act better, in accordance with the rules in the future. Discipline is about leading and teaching, by using the misbehaviour or mistake as an opportunity to learn how to do better in the future. Discipline is about creating an environment for the child to learn how to make it right. Discipline focuses on the behaviour that was wrong; it does not criticise the whole person. 	<ul style="list-style-type: none"> Punishment is the imposition of something negative or unpleasant on a person (or a group) in response to a behavior that is believed to be wrong or bad. Punishment is taking some action as a payback (sometimes known as "tit for tat") for the child's behaviour. Punishment is about power. Later, the child often remembers the punishment but not what she or he did wrong or how to do it better the next time.

Outcomes of Discipline versus Punishment

Discipline	Punishment
<p>Effective discipline helps children learn what is right and wrong and also to control their behaviour, so that in the future they know what is right and that is what they will do. (They are not simply motivated because they fear punishment.)</p> <p><i>(For example, they are honest because they think it is wrong to be dishonest – not because they are afraid of getting caught.)</i></p>	<p>The purpose of punishment is to stop children from doing what you don't want them to do. But it does not teach them how to make the right choice in the future.</p> <p>Punishments use painful or unpleasant methods, so that is what the child focuses on.</p> <p><i>(For example, the child may say to him- or herself, I just have to be more careful in the future not to get caught!)</i></p>

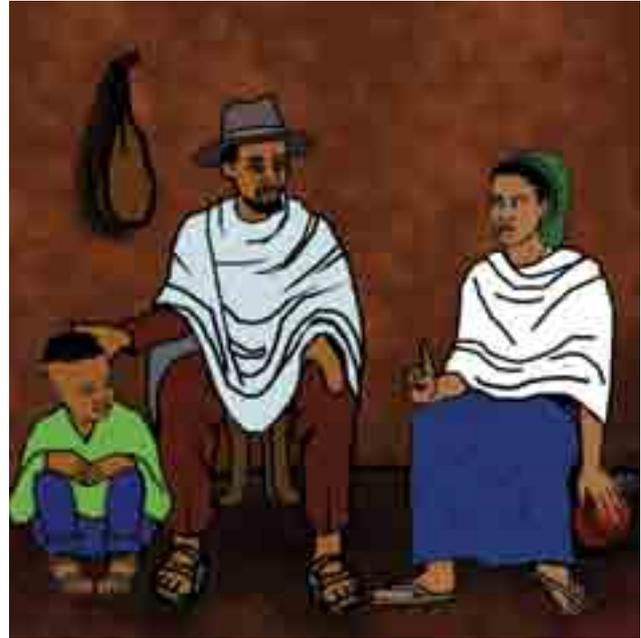
Discipline	Punishment
<p>Discipline helps the child learn self-control. It is especially effective for school-age children and adolescents.</p> <p>Discipline builds the child's self esteem and provides a good example of how to effectively solve problems.</p>	<ul style="list-style-type: none"> • Teaches the child to deceive parents. • Won't work with the teenagers; they will rebel. • Wears down self esteem. • May teach the child that violence is an acceptable way to solve problems.
<p>Discipline grows out of sense of understanding and compassion. The parent/ caregiver recognises that all children misbehave or make mistakes sometimes.</p> <p>Discipline:</p> <ul style="list-style-type: none"> • Views misbehaviours or mistakes as learning opportunities. • Builds cooperation and collaboration. • Emphasises child's responsibility and problem solving capacity. 	<p>Punishment usually grows out of anger. It may help the parent or caregiver release that anger but does that by hurting the other person, either physically or psychologically.</p> <p>Punishment usually stops the misbehaviour right away, but the child may not have internalised (understood or accepted) what the misbehaviour was and how to improve it. Thus, the same misbehaviour will probably return.</p>
<p>Discipline teaches a child how to act. If the child is not clear what she or he did wrong, this is explained; also how to do it better in the future. Discipline makes sense to the child.</p> <p>The type of discipline applied to misbehaviour should have something to do with what he has done wrong. <i>For example, if the child did not finish his chores, then he can't go out to play with his friends. Or if a child stayed out too late, then the next weekend she should stay at home in the evening. If the child does it again, the next time the discipline may be longer.</i></p> <p>Discipline gives the child chance to correct her or his mistakes and puts the child in charge of her or his actions in the future.</p>	<p>Punishment only tells a child that he or she is bad. It does not tell a child what to do instead. So punishment may not make sense to the child. The type of punishment given usually has nothing to do with what the child did wrong.</p> <p>Punishment teaches the child to fear the parent/ caregiver as well as the punishment, and this gets in the way of good communication and cooperation in the future.</p>



4. Show the pictures above from the back of the manual, **Session 4 materials**. Reinforce that punishment usually causes emotional or physical pain. This is not effective because it:
 - Creates feelings of fear and shame in children.
 - Makes children feel worthless.
 - Produces resentment and rebellion in children.
 - Teaches children that violence can be used to solve problems.

5. Explain that corporal (physical) punishment is especially dangerous. It can lead to more violence and child abuse

6. Show Job Aid **Picture #11**, and ask participants to explain what they see. (The pictures show: *LEFT: a boy who is sitting in “time out” – separated from others for a while. RIGHT: a boy who is being told about a negative behaviour from one parent, while the other parent listens carefully, but offers a caring hand.*) Reinforce that discipline teaches a child self-control and how to behave.



7. Ask the participants if they understand the difference between punishment and discipline.
8. Close this activity by sharing these messages:

 **Remember!**

- Discipline is not about making children suffer.
- Discipline is about teaching children appropriate behaviours.
- Children are not born knowing how to behave.
- It is their parents' or caregivers' responsibility to teach them in positive ways.

Positive Ways of Disciplining



What participants will learn

Positive ways to discipline children



How

Presentation, role plays, group discussion and case studies



Materials

Paper bag, small box, or envelope with statements for the “*What would you do if?*” exercise.



Time

35 minutes



Steps

1. Briefly ask for some volunteers to share how they currently discipline their children.



Note!

If participants mention punishments that hurt children physically or emotionally, remind them about the differences between discipline and punishment.

2. Share this information with the participants (Read aloud).

Positive Discipline focuses on the positive or good expressions of behaviour. It is based on the idea that there are no bad children, just good and bad behaviours. One way to reinforce the good behaviours while decreasing the bad behaviours is by actively helping children learn how to handle difficult situations well, and also complementing them when they succeed. When a child misbehaves or makes a mistake (which happens to all children at least sometimes), you should try to remain calm, friendly and respectful. This helps children listen to what you say and want to copy your behaviour.

3. Share with participants the positive discipline methods below.



Instructions

- First describe the discipline method using the information below:
- Then ask for volunteers to role play the discipline method (one minute each). Ask for feedback from the other participants and make corrections, if needed.

Positive Discipline #1: Praising the good

- Celebrate the good behaviour
- Ignore the bad behaviour
- Can be used with children of all ages



Role play

1. Your child performed a task well. You say to him, "Well done!" or "Good Job" (With a very young child, you can applaud.)
2. Your child is having a tantrum because you took away something she should not have been touching. You turn your back and ignore her.

Positive Discipline #2: Showing the good behaviour

- Stop the bad behaviour and show the good behaviour.
- Can be used with children of all ages, except adolescents.



Role play

- Your child is hitting another child.
- You stop him (by distracting him, or by physically separating the children) and show him how to play properly with the other child instead.

Positive Discipline #3: Withholding privileges

- A privilege is something that is valued by the child, such as playing with friends.
- Children should learn that privileges need to be earned.
- This method is most effective with adolescents.



Role play

- Your son has a fight with your neighbour.
- He will not go out to play until he says he is sorry.

Positive Discipline #4: Grounding

- Not allowing the child to communicate with others or leave the house for some hours or days.
- This method is effective with school age children and adolescents (ages 7–17)



Role play

- Your 15-year-old daughter was disrespectful to you.
- She will not be able to use the telephone or spend time with her girlfriends for two days.

Positive Discipline #5: Time out

- Sending your child to a corner of the room (face to the wall) with no toys or other distractions.
- Ignoring the child until he/she is calm and quiet.
- The time of “time-outs” is one minute per year of life of the child. Should not last longer than 5 minutes
- Should be used with young children only (e.g. 2–5 years old).



Role play

- Your four year son threw a cup of milk on the floor because he didn't want it
- You send him to time-out.

Positive Discipline #6: Consequences

- The child suffers the consequences of his or her own bad behaviour.
- This method can be used for all ages, but for younger children the consequences should be relatively minor. As the child grows older or if the same misbehaviour is repeated again, the consequences should increase gradually in severity. Older children may be consulted as to what an “appropriate consequence” might be.

For example, if a child breaks a toy on purpose, she will no longer have the toy to play with and does not get a new one. If she hits another child with the toy, you take the toy away. And, if an older child does not study for a test in school and fails, he may not play football for a while because now he has to study more for the next test.



Role play

- Your 16-year-old son did not take good care of his clothes, and now his best shirt has a big tear (hole) in it.
- You say, fix it yourself or wear it with a hole.

3. Answer any questions participants may have.

4. Ask participants if they have ever used one of these methods. Allow them to share for the remaining time.

5. Explain:

- They will now practice choosing the right discipline method for children.
- This exercise is called “What would you do if...?”



Instructions

- You will pick a piece of paper from the envelope. You can also let the person who will answer choose.
- You say “what would you do if...” and then read the statement.
- The participant says what positive discipline method she would choose and why.



Note!

- Prepare for this exercise ahead of time:
- The statements should be written on pieces of paper.
- The pieces of paper should be in an envelope.

Statements

1. Your 4-year-old son is hitting his younger sister because she doesn't want to give him a toy.
2. Your 16-year-old son came home late last night without permission.
3. Your 1-year-old daughter is having a tantrum because you placed her in her crib for a nap.
4. Your 14-year-old daughter speaks disrespectfully to you in front of your neighbour.
5. Your 2-year-old son is hitting a cup against the floor. It looks like that he is going to break it.
6. Your 10-year-old daughter took money from your purse without asking you.
7. Your 12-year-old son lied to you about where he was going with his friend.
8. Your 8-year-old son got in to a fight in school.
9. Your 17-year-old daughter spent the money you gave her to buy food on something else.
10. Your 9-year-old daughter's school report card shows bad grades and she didn't inform you that she was having trouble in school.

6. Close this activity by sharing these messages:



Remember!

- Corporal (physical) punishment is not effective in disciplining children.
- Corporal punishment damages a child's self-esteem, may cause your child to rebel and resent (disrespect) you, and can breed more violence in the future.
- Positive discipline methods are an effective alternative to corporal punishment and should be used instead.



Assignment

Participants will put into practice one of the new discipline methods learned.

ACTIVITY
4

Monitoring my Child



What participants will learn

- The importance of monitoring children.
- How we can monitor children.



How

Group discussion and group work



Materials

Paper and pencils, Job Aid **Picture #12**



Time

30 minutes



Steps

1. Explain to participants:
 - Parenting responsibilities change as children get older, but there is one responsibility that never changes: Monitoring your children.
2. Showing them Job Aid **Picture #12**. Ask: "What does monitoring children mean?" Allow some responses.



3. Explain that we monitor children for their safety or protection, and to promote their well-being – that is, to help them and give them a better future. Monitoring children is knowing:
 - What they are doing.
 - Where they are going.
 - With whom they are spending their time.
 - How they are feeling (if they are sick, well, sad, happy, worried., etc.)
 - How well they are doing in school and in other activities where the parent or guardian is not present.

4. Explain that caregivers need to monitor their children's relationships:
 - With their friends.
 - With any adult with whom they are in contact (for example, teachers, coaches, neighbours) to ensure their children's safety.

5. Explain that monitoring children is about asking:
 - Where is my child?
 - What is my child doing?
 - Who is my child with?
 - What do I know about the person(s) my child is with?
 - When will my child be returning home?
 - How is my child feeling these days?
 - How well is my child doing in school and in other activities? Is he or she facing any problems where I might be able to help?

6. Explain that:
 - Caregivers need to start monitoring their children when they are small.
 - The earlier you begin monitoring your child, the easier this will be to do so as your child gets older.
 - The way that caregivers monitor their children depends on their age.

7. Explain that:
 - All children need monitoring, but some need more than others.
 - Young children and children with disabilities are usually more defenseless (meaning, they need more protection, more monitoring) than other children.
 - All children need monitoring when they are with people, especially adults, whom you don't know.
 - All children need monitoring because it shows them that you care about them, even if they are someplace else (for example, in school or playing sports).

8. Ask participants:
 - Do you think monitoring your children is important?
 - Why? Why not?
9. Participants will work in small groups to identify monitoring activities.



Group work

How do you monitor your children? How does this change, based on their age or what they are doing?



Instructions

- Divide participants in small groups.
 - Select a person who can write in each group. Give him/her a pencil and a piece of paper. Ask him/her to write down different ways to monitor children – for a very young child; for a child who is a bit older; and for an adolescent. (*Note: if you want, you can turn this into a contest and the group with the biggest number of different ways wins.*)
 - The groups will have 10 minutes to work.
10. When time is up, ask the groups to share. Make sure the following activities are included. If they are not, share them:
 - Know your children's friends:
 - Where they live.
 - How they spend their time.
 - What they like.
 - Know the caregivers of your children's friends.
 - Ask your children where they are going and with whom.
 - Find out how your children will get back home and at what time.
 - Show up where your children are, in order to:
 - See if they are where they said they would be.
 - Observe the behaviour.
 - Check to make sure your child is doing what she or he is supposed to do, for example when going to school or doing a chore for the family.
 11. Emphasise that if you see or learn something during your monitoring that concerns you (that is, which worries you), do your best to change or improve the situation for your child. Do not wait if your child's safety is at risk! With an older child, you may discuss your concern first and try to come up with a solution together.

12. Close this activity by sharing the following messages:



Remember!

- Monitoring your children does not mean being with them every minute.
- Monitoring a child combines:
 - Asking questions.
 - Paying attention to your children's behaviours.
 - Setting limits, and
 - Helping your children make positive choices when you are not with them.
- If you are concerned or worried about what you see or hear, take action to protect and support your child.



Peeling the 'Onion'



Methods

Game/competition



Materials

Pieces of white paper and a pen



Time

10 minutes



Note!

Prepare for this exercise ahead of time:

- The statements should be written on pieces of paper.
- Make sure you wrap them in a ball, as described below.

Preparation before the training session

1. Write each of these questions and statements on a separate piece of white paper.
 - Why do children misbehave? (mention one reason)
 - Why is physical punishment not a good way to discipline children?
 - What is one difference between discipline and punishment?
 - What is another difference between discipline and punishment?
 - Why is physical punishment not good for children?
 - Mention one positive discipline method that works with young children.
 - Mention one positive discipline method that works with school-age children.
 - Mention one positive discipline method that works with adolescents.
 - Why is it important to monitor children?
 - Mention one thing a caregiver can do to monitor young children children.
 - Mention one thing a caregiver can do to monitor school-age children.
 - Mention one thing a caregiver can do to monitor adolescents.
2. Crunch the piece of paper in to a ball. Then wrap a second piece of paper around it and crunch it again. Continue this process until all the pieces of paper are wrapped around each other. You will have a big ball of white paper.
 - Ask participants to form a circle in the middle of the room.
 - Explain that the name of this game is, "Peeling the Onion".
 - You will throw the ball of paper to someone in the circle.

- The person will peel the first layer of paper and briefly answer the question on it.
- 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.
- This will continue until all the layers of the ball have been peeled.
- Each time, the ball of paper should be thrown to a different person in the circle.
- If someone can't answer the question, someone else in the circle should respond.
- Each person who answers a question correctly will win applause.

Session

5

Being a good example to my child



Being a Good Example to My Child



What participants will learn

- What “being a good example” means
- How to be a good example for their children



How

Group discussion, discussion in pairs.



Materials

Job Aid, Picture # 13



Time

40 minutes



Steps

1. Welcome participants.
2. Remind participants about their assignment. discipline method.
They were to practice a positive discipline method.
3. Allow a couple of participants to share. Thank them for doing their assignment.
4. Ask participants to look at Job Aid **Picture #13** in silence for a minute.



5. Ask: What do you see happening in the picture?
They should say that the child is copying the adult
6. Explain that:
 - Caregivers are the first teachers for their children.
 - Children learn how to behave by watching their caregiver's example.
 - This means that caregivers are role models for their children.
7. Explain that caregivers can be good examples or bad examples:
 - A person who is a good example shows good qualities and behaviour.
 - A person who is a bad example shows bad qualities and behaviour.
8. Explain that children learn much more from their parents' or caregiver's example than they do from what they say. *For example, do you think children learn from a parent who comes home drunk and then tells his son, "Don't drink alcohol?"*

9. Ask participants to briefly identify people who are good and bad examples in:
 - In their communities.
 - In their country or the world.
10. Explain that parents and caregivers need to be the best examples they can for their children. Share the following information on how to achieve this.

How to be a good role model for children

- **Act the way you want your children to act:** Show them the desired behaviour.
- **Do as you say:** Telling your child to do one thing and you doing another confuses children.

For example,

- *Telling your children not to hit people and then hitting them for their misbehaviour.*
- *Telling your children not to say bad words, but you say them yourself when you get angry.*

- **Admit your mistakes:** When you make a mistake, tell this to your child. Say you are sorry.
- **Show respect to others:** Respect your child and other people. Help all family members treat each other with respect.
- **Choose your friends well:** Your children also observe your friend's behaviours. Make sure your own friends are good examples for your children.

11. Answer any questions participants may have.

12. Participants will now work in pairs.



Pair Discussion

Share with the other person, at least two things you can do to become a better example or role model for your children (for example, in how you act, with your friends, etc.)



Instructions

- Ask participants to form pairs.
- Allow 10 minutes for discussion (5 minutes each).
- Ask participants to briefly share on a voluntary basis.

13. Close this activity by sharing these messages:



Remember!

- We are not perfect caregivers:
 - We lose our tempers.
 - We say things we are later sorry for.
 - We are not always as kind as we would like to be.
- What is important is to accept our mistakes and try to improve.
- Being a good example is one of the best things you can do for your child.

Dealing with Anger



What participants will learn:

- How difficult or negative emotions (such as anger) can affect their children.
- How to manage their anger.



How

Group Discussion, Presentation



Material

Flip chart and markers (optional)



Time

40 minutes



Steps

1. Explain to participants that they will now learn how their own feelings or emotions – if not managed well – can prevent them from being a good example to their children.
2. Tell participants they will have a discussion in pairs.



Pair discussion

- What difficult or negative emotions or feelings do you sometimes have?
- How do you behave when you have those emotions?
- How are your children affected by these behaviours?



Instructions

- Ask participants to form pairs.
 - They will have 8 minutes of discussion (4 minutes each.)
 - When time is up, ask some participants to share their experiences.
3. Explain:
 - In order to be good examples to our children, we need to learn how to deal with difficult or negative emotions. *Examples are: anger, frustration, exhaustion, loneliness, worry, anxiety and fear.*
 - Sometimes it is when we feel these emotions we hit or shout at our children, or we might neglect them.

4. Show the Job Aid **Picture #14**, and ask the group: When you are angry, what do you do to feel better? Allow for some responses.



5. Share these ideas with participants on how to deal with anger. If there is a flip chart with markers, write the key words on the flip chart. (Note, Prepare the flip chart before the session, if possible.)

Manage Your Anger

Take care of yourself

- It is easy to get angry when you are tired, hungry, or worried.
- Get enough rest.
- Find time to do things you like.
- Find someone to talk to when you have problems.

(If you are feeling good, you will not get angry so quickly.)

Take time to react

- Breathe deeply and count to 10 before you react.
- Say a quick prayer .
(*Slowing down can help you calm down*)

Think before you speak

- When you are angry, you can say something you will later regret.
- Take a few moments to think before you say anything.
(*Be careful: once you say something, you can't take it back.*)

When you are calm, managing your anger is easy:

- **Say what you have observed or what you think**, but still **show respect** to the other person.
- Do not react physically. Remind yourself: **no hitting, no violence.**
- **Identify possible solutions.**
 - Focus on finding solutions, not on what made you angry.
- **Remind yourself that anger will not fix anything.**
 - If the anger stays inside you, you will feel bad for a long time. This helps no one.
- **Forgive.**
 - Forgiveness can be hard, but it will make you feel better.
- Get some **exercise**: it can make you feel better: *Examples are:*
 - *Go for a walk.*
 - *Work in your garden or do some heavy housework.*
- **Practice relaxation** techniques: *Examples are:*
 - *Practice breathing exercises;*

6. Ask participants if they have any questions.
Close this activity by sharing these messages:



Remember!

- Our negative or difficult emotions, such as anger, can harm our relationship with our children.
- We need to learn how to control our negative or difficult emotions.
- It may take time, but with practice this is possible to do.

ACTIVITY
3

Dealing with Anxiety



What participants will learn

- What anxiety means
- How to manage severe or excessive anxiety



How

Small group discussion and presentation.



Materials

Job Aid **Picture #14**, flip chart and markers (optional)



Time

30 minutes



Steps

1. Explain to participants that they will now learn how our anxiety can prevent us from being a good example or a good role model to our children.
2. Tell participants they will have a discussion in groups of three.
3. After the discussion in small groups there will be a short discussion with everyone together.



Discussion points

- What does anxiety (or being anxious) mean?
- How are your children affected by your anxiety?
- How do you deal with your anxiety?



Instructions

4. Ask participants to form groups of three people.
 - They will have 6 minutes of discussion (approximately 2 minutes per person).
 - When time is up, ask some participants to share their experiences.

5. Showing Job Aid **Picture #14**, share these ideas with participants on how to deal with anxiety. Allow some responses.
6. Show this picture and explain that anxiety is a combination of nervousness, fear, and worry.



7. Explain that sometimes a small amount of anxiety helps us to complete tasks before the deadline.

But a lot of anxiety – severe or excessive anxiety – makes us preoccupied and unhappy. This prevents us from appreciating and enjoying the good things in our lives. Severe anxiety negatively affects our relationship with our children.

8. Briefly describe some of the signs and symptoms of severe anxiety to participants:

Anxiety Signs and Symptoms	
Intellectual	Emotional
<ul style="list-style-type: none"> • Forgets easily • Has difficulty concentrating • Sees only the negative • Constantly worrying 	<ul style="list-style-type: none"> • Gets angry easily • Cannot relax • Feels overwhelmed • Feels lonely • Feels sad

Anxiety Signs and Symptoms	
Physical*	Behaviour
<ul style="list-style-type: none"> • Has aches and pains • Has diarrhea or constipation • Feels nauseous, dizzy • Has chest pain, rapid heartbeat • Gets sick easily. <p>*These physical symptoms could also indicate another problem. Be sure to get a medical check-up to determine the true cause.</p>	<ul style="list-style-type: none"> • Eats too much or too little • Sleeps too much or too little • Stays alone a lot • Neglects responsibilities • Uses alcohol, cigarettes, or drugs to relax • Has nervous habits (e.g. nail biting)

9. Explain that, like anger, severe anxiety can be managed or controlled.
10. Share the following information with participants on how they can manage or control their anxiety.
If there is a flip chart with markers, write the key words on the flip chart.



Note!

Prepare the flip chart before the session, if possible.

Manage your anxiety

Look inside yourself

- What is causing you to worry or feel anxious.
- If you are not sure, talk to a friend or spiritual leader.

Do what you can to improve the situation

- If there is something you can do, DO IT.

When you have done all you can, FORGET ABOUT IT

- This is easier said than done, but with practice you can do this.
- For example:
 - Write what you are anxious about on a piece of paper, and then burn the paper.
(A small ritual like this can help free you from your worry or concern.)
 - Remind yourself that you have done the best you can. Then you may say, "Now it is in God's hands."

You can also

- Pray
- Exercise
- Practice relaxation techniques

11. Explain that if all this fails, they should see a counselor.

12. Ask participants if they have any questions.

13. Now, briefly teach participants a couple of relaxation exercises.

Relaxation Techniques: Instructions

First show participants how to do a **breathing exercise**. (For example, you may have them sit quietly, close their eyes and breathe deeply several times. You may also include a gentle stretch – arms over the head and then slowly coming down to their sides.)

Second, show participants how to **imagine a relaxing scene**. (Again, ask them to sit quietly and close their eyes. Using a gentle voice, tell them to think about being outside in a garden or in the countryside on a beautiful spring day. Remind them of the flowers in bloom, the birds that are singing, and how calm and happy this makes them feel. Give participants a couple minutes before asking them to open their eyes once more.)

Remind participants that these exercises can help them deal with anger and anxiety.

14. End this activity by sharing these messages:



Remember!

- Severe or excessive anxiety can negatively affect our health and our relationship with our children.
- We need to learn how to control our anxiety.
- It may take time, but with practice this is possible to do.

4 Spending Good Quality Time with your Children



What participants will learn

- What does Good Quality Time mean?
- How does Good Quality Time benefit your child?
- What are some of the ways to spend Good Quality Time with your children?



How

Four Corner Group-work, discussion



Materials

Copies of the 8 pictures that appear below – one page for each picture. (Black and white copies are okay. Large versions of the pictures are at the end of the Manual, under “**Session 5 Materials**”), Tape.



Time

20 minutes



Steps:

1. Explain that participants will now learn how spending Good Quality Time with their children – that is, doing things together that both you and your children enjoy. This will strengthen their relationship with their children and also make them feel good.



Note!

- Prepare for this exercise ahead of time:
- Copy or trace the 8 pictures at the back of the book under **Session 5 Materials**.
- One picture per page. Black-and-white copies are okay.

2. Separate the 8 pictures into two piles of four pictures each. (It doesn't matter which combination.) From one pile, use your tape to paste each of the four pictures on a different wall in the room, or near the four corners.
3. Tell the participants to look briefly at the pictures and then walk to one picture that they especially like. Together with the other participants that have gathered in front of the same picture, they should briefly discuss (maximum 3 minutes):
 - What they think about when they see this picture.
 - Why they like this picture.

4. Do the same thing with the next four pictures.
5. Then ask the participants how many of them would be willing to try at least one of these things that they haven't done before with one of their own children or with another child they know. (Ask for a show of hands.)
6. Briefly ask, what effect do they think spending Good Quality Time has on their child or children, and on themselves?
7. Conclude by explaining that spending Quality Time does not take a lot of time. The idea is to enjoy some activity with your child, without interruptions. You can spend quality time with all of your children together, but it is a good to have some Quality Time alone with each child on a regular basis.

Good Quality Time helps to:

- Build positive relationships
 - Improve communication
 - Strengthen mutual respect
 - Make everyone involved feel good
8. Ask participants if they have any questions.

LEARNING REVIEW ACTIVITY:



Method

Game



Materials

None



Time

10 minutes



Steps

1. Use one of the previous Learning Review games to see how much participants learned during this session.

2. Ask the following on the questions:
 1. Mention the kind of person who is a good example to children.
 2. Mention the kind person who is a bad example to children.
 3. Why is it important to be a good example or role model to children?
 4. Mention one thing you can do to be a good role model or example.
 5. Mention another thing you can do to be good role model or example.
 6. What do we mean by difficult or negative emotions?
 7. Give two examples of difficult emotions.
 8. Why is it important to manage these negative emotions?
 9. Mention one way of coping with Anger.
 10. Mention another way of coping with Anger.
 11. Mention one way of coping with Severe Anxiety
 12. Mention one way to have Good Quality Time with your child (or another child).

Activity Closure



Method

Magic Ball



Material

Paper



Time

10 minutes



Steps

1. Crumple some old paper into a ball and toss it to one person in the group.
2. Ask that person to briefly describe one thing that he or she learned from this Better Parenting training (all five sessions).
3. After that person answers, he or she should toss the ball to someone else in the group.
4. Continue tossing the “magic ball” until all participants have had the chance to speak at least once.
5. Thank everyone for their participation in the training.
6. Encourage them to put what they learned into practice, also using the Job Aid, as often as they can.

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<http://www.lifehack.org/articles/miscellaneous/8-reasons-why-children-misbehave-with-solutions.html>
<http://www.investopedia.com/terms/s/specialneedschild.asp#ixzz1rAiWNep4>

Questions for Monitoring and Evaluating Outcomes of Parenting Training

Post-Training Assessment Questions to be asked to Caregivers:

1. What is the most important thing you learned in the parenting training?
2. What things are you doing differently or better after the parenting training?
3. Do you think the training helped you understand and improve your parenting style? If so, what was your parenting style before and what is it now?
4. Do you think the training helped you understand better your child's personality and behaviours? If so, what is your child's personality type?
5. Has the way you communicate (listen/talk) with your child/ren changed after the parenting training? How?
6. Have you set any new limits or rules for your child/ren after the training? What are they?
7. What discipline methods are you using with your child/ren?
8. What are you doing to monitor your child/ren?
9. What changes have you made to become a better role model for your child/ren?
10. Have you felt a lot of anger or anxiety since the training? What have you done to feel better?

Checklist for Monitoring Caregivers' Parenting Practices (to be used by volunteers during home visits)

- The caregiver/child relationship:
 - Does the caregiver seem caring and affectionate towards the child?
 - Does the caregiver seem supportive towards the child?
 - Is the child affectionate towards the caregiver?
 - Is the child respectful towards the caregiver?
- Communication between the caregiver and the child:
 - Does the caregiver keep eye contact with the child while the child is speaking?
 - Does the caregiver show interest in what the child is saying?
 - Does the caregiver let the child speak without interrupting?
 - Does the caregiver speak kindly to the child?
 - Does the caregiver make sure the child is listening when s/he speaks to the child?
- Caregiver's response to child misbehaviour:
 - Does the caregiver address the child's misbehaviour immediately?
 - Is the caregiver gentle but firm in addressing the misbehaviour?
 - Does the caregiver use a positive and age-appropriate discipline method?

Session I Materials



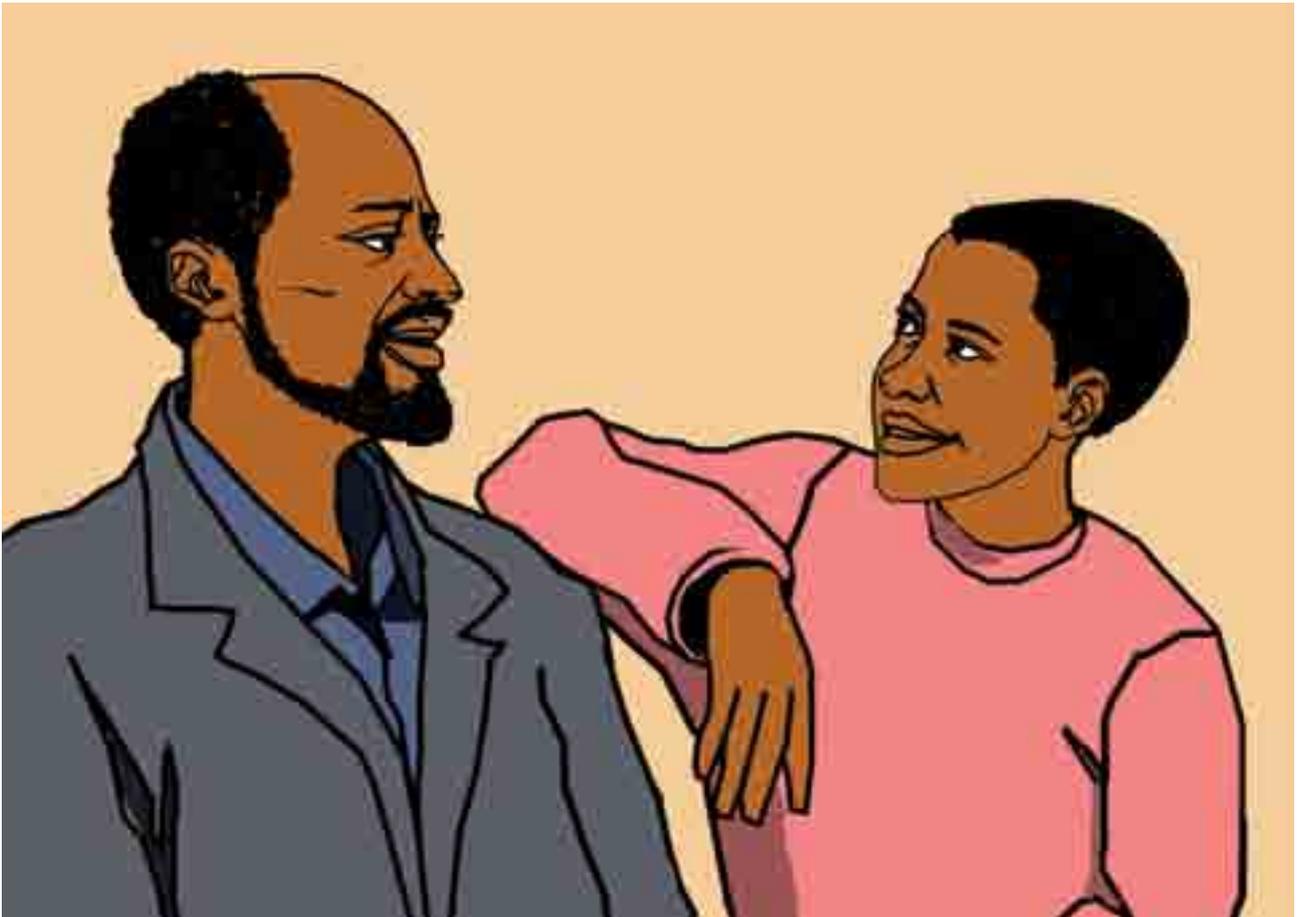
Strict



Firm



Permissive



Indifferent



Session

2

Materials



The very active or inattentive child



The angry or impulsive child



The rebellious or independent child



The sensitive or shy child



The inactive or dreamy child



Heredity



Environment



Birth order



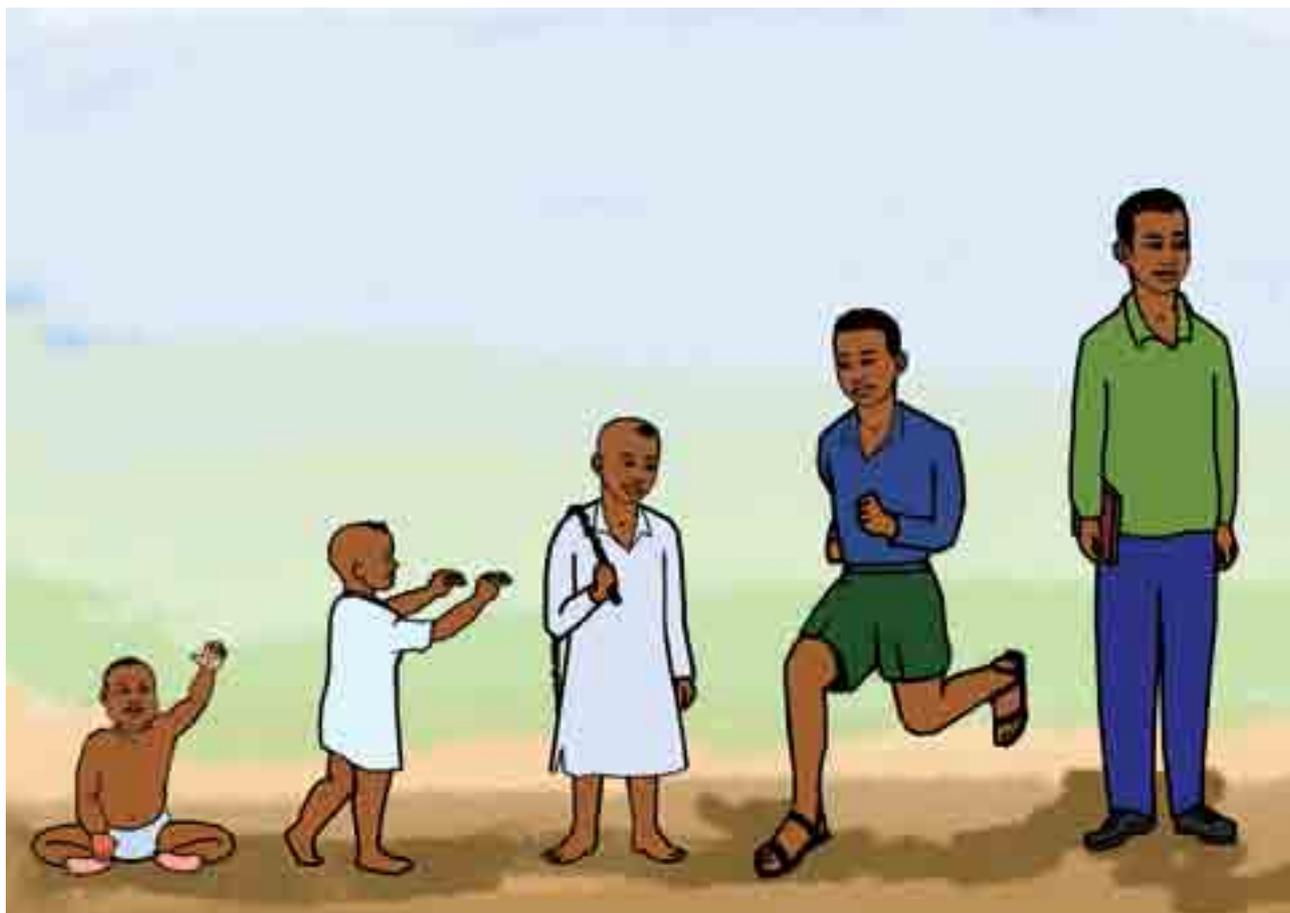
Gender rules



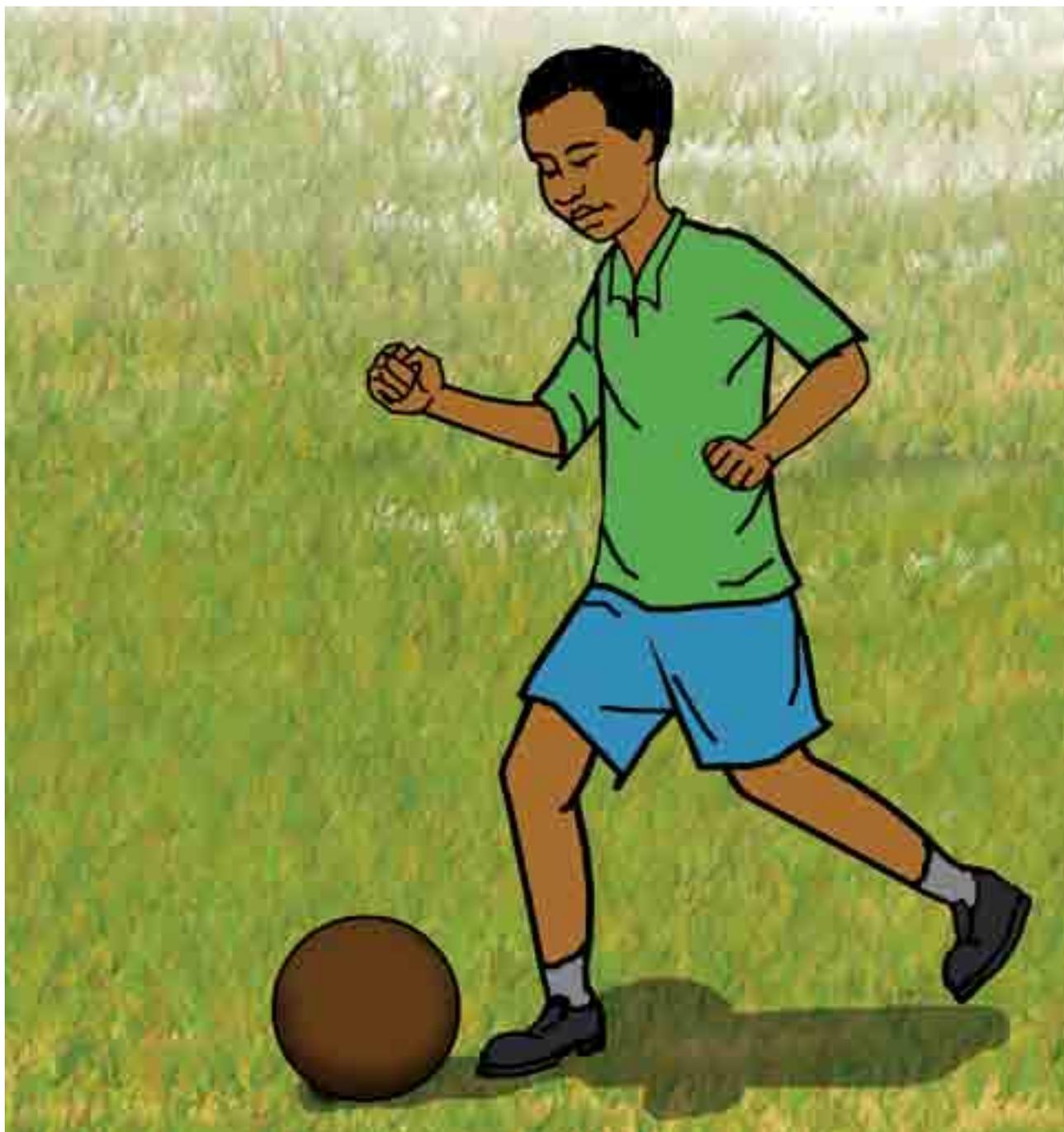
Age



Stages of child development



Physical development



Intellectual development



Social development



Emotional development



Session

3

Materials



Listen



Keep eye contact



Let your child speak



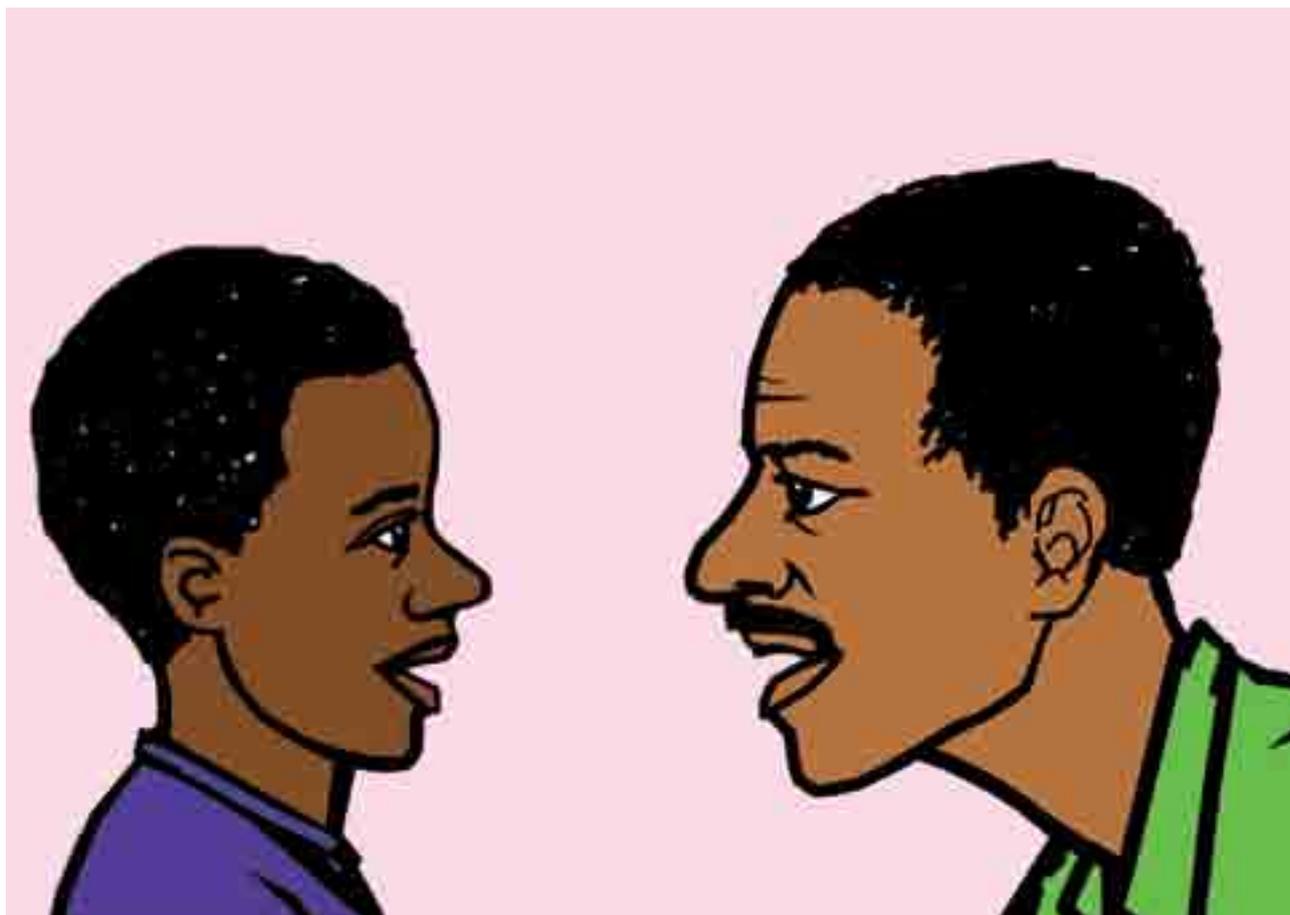
Show interest in what the child is saying



Make sure your child is listening



Keep eye contact with your child



Talk with the child, not at the child



Speak Kindly



Keep your question simple



Match your tone of voice to your message



**Say 'do this' rather than
'don't do that'**



Communicate acceptance



Session

4

Materials

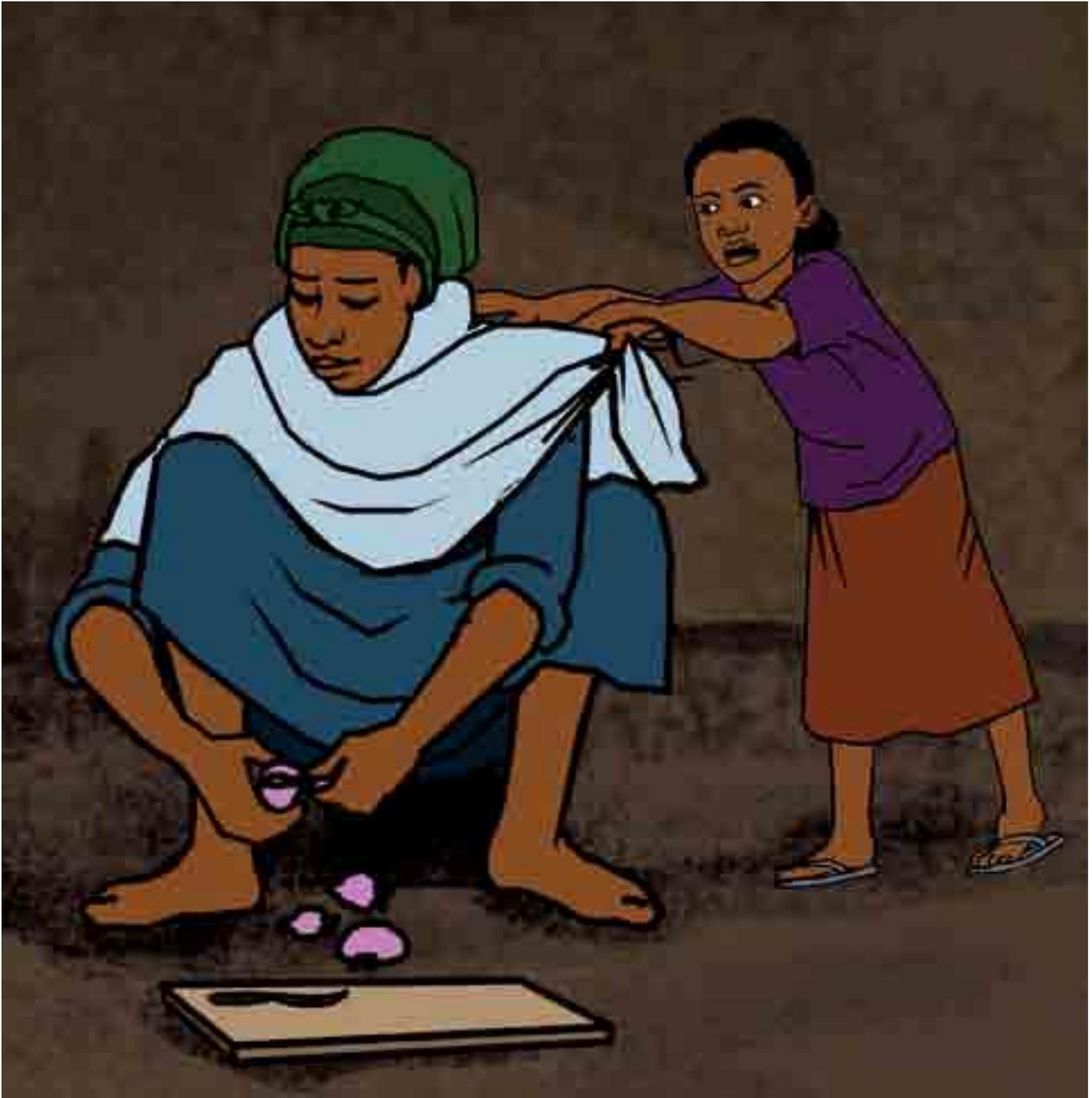














Session

5

Materials



please advise what to do here

Sample Questions for Monitoring and Evaluating Training Outcomes

Post-training assessment questions (Ask)

1. What is the most important thing you learned in the Better Parenting training?
2. What things are you doing differently or better after the Better Parenting training?
3. Do you think the training helped you understand and improve your parenting style? (Explain what your parenting style was like before, and how it has changed.)
4. Do you think the training helped you understand better your child/ren's personality and behaviours? Please describe.
5. Has the way you communicate (listen/talk) with your child/ren changed after the Better Parenting training? How?
6. Have you set any new limits or rules for your child/ren after the training? What are they?
7. What discipline methods are you using with your child/ren? Have these changed, based on the training?
8. What are you doing to monitor your child/ren?
9. What changes have you made to become a better role model for your child/ren?
10. Have you felt a lot of anger or anxiety since the training? What have you done manage this feeling, and to feel better?

Monitoring questions for home visits

Interaction between Parent/Caregiver and the Child

- Does the parent/caregiver seem caring and affectionate towards the child?
- Does the parent/caregiver seem supportive and encouraging towards the child?
- How does the parent/caregiver respond to misbehaviour? Is corporal (physical) punishment ever used?
- Does the child/ren seem happy (content, affectionate, secure, not fearful)?
- Is the child respectful towards the parent/caregiver?

Communication between Parent/Caregiver and the Child

- Does the parent/caregiver listen to the child attentively and show interest in what the child is saying?
- Does the parent/caregiver let the child speak without interrupting?
- Does the parent/caregiver keep eye contact with the child while s/he is talking?
- Does the parent/caregiver speak kindly to the child?
- Does the parent/caregiver make sure the child is listening when s/he speaks?

Parent/Caregiver's Response to a Child's misbehaviour

- Does the parent/caregiver talk to the child about the misbehaviour?
- Is the parent/caregiver gentle but firm
- Does the parent/caregiver use a positive discipline method?
- Does the parent/caregiver discipline the child in an age-appropriate way?

