

YEKOKEB BERHAN PROGRAMME FOR
HIGHLY VULNERABLE CHILDREN

Better Parenting Training

JOB AID
2014



Acknowledgements

The development of this Job Aid and accompanying Manual was made possible by the generous support of the American people through the US Agency for International Development (USAID), Cooperative Agreement Number AID - 663 - A - 11 - 00005. Although USAID recognises that improving parenting skills is an important innovation for work with children and their families globally, the contents of this Manual and Job Aid do not necessarily reflect the view of USAID or the United States Government.

Staff affiliated with FHI 360 originally drafted the training Manual and Job Aid and provided the illustrations in conjunction with Pact, as part of Pact's Yekokeb Berhan Programme for Highly Vulnerable Children (HVC) in Ethiopia. Updates were provided for a broader distribution through REPSSI, the Regional Psychosocial Support Initiative.

Lucy Y. Steinitz at Pact and Medhanit Wube at FHI 360 provided overall technical leadership. We offer special appreciation to illustrator Wobhset Sehalu and to Worknesh Kerata for their work on this Job Aid. Above all, however, we are grateful to the parents, guardians, volunteers and staff of Yekokeb Berhan's 39 implementing partners in Ethiopia who pioneered this work with 500,000 highly vulnerable children and their families, and who taught us what they know.

March 2012 (original)

July 2014 (revised)

Pact Ethiopia/Yekokeb Berhan Programme for Highly Vulnerable Children
Bole Kifle Ketema, Kebele 20 House No. 2129, P.O. Box 13180, Addis Ababa, Ethiopia
Telephone: (251) 11-661-4800 / www.pactworld.org/ info@pactworld.org

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

Introduction for the Job Aid

To whom this Job Aid is intended?

This Better Parenting Job Aid is intended for volunteers, parents, caregivers and others who work closely with the children and their families. The focus is on improving parenting knowledge, attitudes and skills. We believe that Better Parenting is a lifelong learning process from which all of us can benefit during different times of our lives.

How to use the Job Aid

The Job Aid has five basic parts. These are:

- Understanding Parenting (parenting responsibility, social rules and parenting styles)
- Understanding Children (different personalities)
- Learning Parenting Skills #1: Communication and Setting Limits
- Learning Parenting Skills #2: Discipline and Supervision
- Being a good example for children

Under each topic, there is an illustration for discussion on the front panel, with an accompanying table on the back. The idea is that the facilitator should show the illustration to participants while following the back table as a guide, starting on the left upper quadrant and following the order below (counterclockwise):

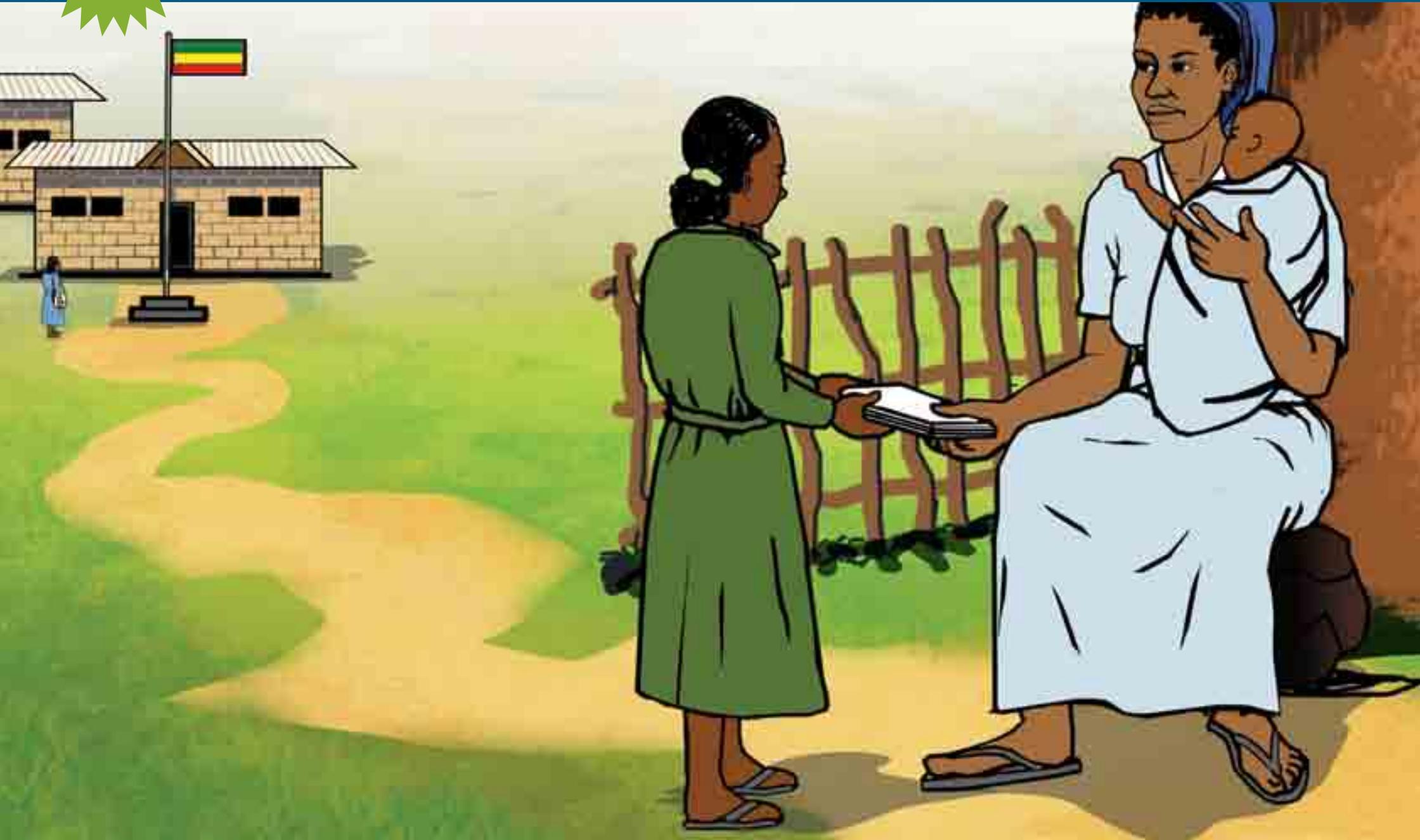
1. In the left upper quadrant of the table there are discussion questions that the facilitator should ask the participant/s.
2. In the left lower quadrant there are answers to some of these questions as well as definitions and/or basic information about the topic.
3. In the right upper quadrant of the table, there are more detailed explanations to help the participants understand the key points and take away messages.
4. In the right lower quadrant there are review questions that the facilitator can use to determine whether the participants understood the points.

A large version of the Job Aid can be used in community settings with small groups – up to several topics per meeting. A small version of the Job Aid is meant for one-on-one discussions with parents and other caregivers in the home or in a more private setting. Topics do not need to be discussed in order. Instead, if someone has a particular question or concern, then the relevant topic can be addressed.

Additional background information is found in the accompanying Better Parenting Facilitators' Manual.

BETTER PARENTING JOB AID

PICTURE #1: Parenting Responsibilities





I. Parents and caregivers influence all aspects of their children's lives

Discussion questions:

What do you think is going on in the picture?

- What is "parenting"?
- What responsibilities do parents/caregivers have in raising children?
- Why are these responsibilities so important?

Better parenting goes beyond meeting basic needs. It means that you will:

- Know your children well and be close to them.
- Provide love, support and encouragement at all times.
- Be respectful and trust them, as much as possible.
- Understand that each child is different and unique.
- Set appropriate limits and rules for behavior according to their ages and situation.
- Discipline your children in positive ways.
- Understand and accept that your children change as they grow older.
- Be a good role model for your children.

Parenting: refers to raising a child from infancy until adulthood. Many people can provide parenting, even if they didn't give birth to the child. Parenting involves many responsibilities. Many of these relate to meeting basic needs, such as:

- Feeding and protecting your children.
- Educating them (sending them to school and also providing education and life-skills at home).
- Helping your children stay healthy, including going to the clinic or doctor when a child is sick.

Review questions:

- What problems or challenges have you faced in parenting your children?
- How have you overcome these problems or challenges?
- What do you think you can do better in the future?

The way you parent your child will help determine how your child grows up.



BETTER PARENTING JOB AID

PICTURE #2: Culture and Social Roles





2. Children reflect the way they are brought up. They are the product of their experiences.

Discussion questions:

What do you think is going on in the picture?

- What influences do culture and social rules have on your children?
- Can you describe some positive (good) cultural customs and social rules?
- Can you describe some negative or harmful customs or social rules?
- How does culture and social rules affect your parenting?

Positive social rules are mandatory and important for better parenting.

- Select and apply those customs and social rules that have a positive influence on your children's lives and promote better parenting.
- Avoid the social rules that are harmful and have negative effects on your children.
- Increase understanding and awareness about positive and negative social rules by educating others in your community.

Customs and Rules:

Each society has its own customs and rules for parenting children. These rules can be positive and good, or negative and harmful. Sometimes we don't understand the difference, so we apply negative or harmful social rules because we think they are important, for example:

- Female genital mutilation.
- Early Marriage.
- Child labour, or turning a child into a servant.
- Treating boys and girls unequally.
- Discriminating against children who have a disability.

Applying social rules that have positive influence are excellent, and will:

- Caring for others.
- Protecting children so they will be safe.
- Responding to children's needs.
- Looking after children who don't have a parent or caregiver.

Review questions:

- In your community, what are the rules on how parents should treat girls and boys the same or differently, for example in going to school or doing household chores? Do you agree with this, and why?
- In your community at what age should female children be given for marriage? Do you agree with this and why?
- How do you know what is a positive social rule and what is a negative one, and how will this affect your children?

The social rules you select and apply (or avoid) in your parenting will determine your children's future.

3

BETTER PARENTING JOB AID

PICTURE #3: Parenting Styles



Authoritarian / Strict Parent



Authoritative / Firm-but-fair Parent



Permissive Parent



Indifferent / Uninvolved Parent



3. A good parenting style enhances the child's wellbeing and self-esteem, and helps the child build good relationship with others.

Discussion questions:

What do you think is going on in the picture?

- In your household or community, what parenting styles are the most common?
- What difference do these styles make in how children feel about themselves and how they grow up?
- If you ask children what parenting style they would prefer, what do you think they would say?

There are four types of parenting styles:

- Authoritarian/Strict • Authoritative/Firm-but-fair • Permissive • Indifferent/Uninvolved
- Styles may vary from time to time, but it is best to be loving and caring, while maintaining clear, consistent expectations. This is most often expressed in the **Authoritative (“Firm-but-fair”)** style, which some people also call “tough love.” Good parenting can be learned by practicing over and over! Do not worry if you make an occasional mistake; just try again.

- 1. Authoritarian/Strict** usually means that the child...
 - 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.
- 2. Authoritative/Firm-but-fair** usually means that the child...
 - 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.
- 3. Permissive** usually means that the child...
 - 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.
- 4. Indifferent/Uninvolved** usually means that the child...
 - Feels neglected and unhappy .
 - Has problems controlling him or herself. Has low self-esteem and lacks confidence.
 - Has problems in school and with peers.

In most situations, the Authoritative /Firm-but-fair style is recommended.

Review questions:

- Which parenting style do you prefer, and why?
- What we need to know to improve in our parenting style?
- What is one thing you can do better?

Be firm and have clear rules for your children – but do this with love.

4

BETTER PARENTING JOB AID

PICTURE #4: Children's Personality



Very active/inattentive child



Angry/impulsive child



Rebellious/independent child



Sensitive/shy child



Inactive/dreamy child



4. Children are born different and they have different personalities

Discussion questions:

What do you think is going on in the picture?

- How can you tell that children are different in their personality – that is, in the way they see and react to things that are going on around them?
- What do you know about your children's personalities? How are they the same or different from one another?
- Can you describe the personalities of other children in your community?
- Can personality be changed? In what ways?

Parents/caregivers should recognise and accept the different personalities of their children. Their response should vary accordingly.

- All children may be friendly, happy, and kind to others some of the time. But at other times, their reaction may be different.
- 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).

Personality: refers to the specific thoughts, feelings and behaviours that make every person – and every child – unique.

Each child has his/her own unique way of seeing and reacting to things, and is a little different in relating to others.

There are five basic personality types among children. Each type has its positive aspects and its negative aspects:

- 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.

Review questions:

- What can happen if a parent/caregiver doesn't understand how each child is different and has a unique personality?
- How should a parent/caregiver respond to the positive aspects of a child's personality (those aspects we like) and how should a parent/caregiver respond to the negative aspects (those parts we don't like)?

Understanding and accepting each child's unique personality will improve that child's happiness and cooperation.

5

BETTER PARENTING JOB AID

PICTURE #5: Stages of Development





5. Parents/caregivers must closely observe the development of each child in order to provide appropriate care.

Discussion questions:

What do you think is going on in the picture?

- Do you know the different stages of child development (how a child grows and changes as he or she gets older)?
- How would you interact (communicate) differently with a child who is very young, a child who goes to primary school, or a child who is an adolescent (teenager)?
- How do your expectations change as a child goes through different developmental stages? How much independence or decision-making would you allow?

Understanding the developmental stage of your child is important:

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

Children go through different stages of development as they get older, approximately:

- Infant (ages 0–1 year)
- Toddler (ages 2–3 years)
- Early childhood (ages 4–6 years)
- Middle childhood (ages 7–12 years)
- Late childhood/ Adolescent (ages 13–17 years)

Every child develops a little differently, over time. There are four dimensions or types of development: Physical, Mental, Social and Emotional (includes Spiritual)

Review questions:

- In what ways can you observe the different developmental stages of your children?
- How do you respond differently to their needs at different stages – for example if they ask you a question?
- Do you focus only on the child's problems, or do you also focus on their achievements – on what they have learned and how they have grown and solved problems? Do you acknowledge or complement their maturity?

All children experience developmental changes but they do not develop in the same way at the same time.

6

BETTER PARENTING JOB AID

PICTURE #6: Changing Needs as Children Grow Older



Infant (0–1 year)



Toddler (2–3 years)



Early Childhood (4–5 years)



Middle Childhood (6–12 years)



Late Childhood/ Adolescence (13–17 years)



6. Children's needs change as they grow older.

Stage/Age	Primary Needs	Common behaviours – Responses
Infant (0–1 year)	<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 behavior; do not hit or physically punish.
Toddler (2–3 years)	<ul style="list-style-type: none"> • Same 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 behavior 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.
Early Childhood (4–5 years)	<ul style="list-style-type: none"> • Same 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!)
Middle Childhood (6–12 years)	<ul style="list-style-type: none"> • Same as above, but also... • Interested in learning in school. • Starts to want independence and 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.
Late Childhood/ Adolescence (13–17 years)	<ul style="list-style-type: none"> • Same as above, but also... • Wants even more independence and 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.

7

BETTER PARENTING JOB AID

PICTURE #7: Children with Disabilities





7. Children with disabilities may require special care.

Discussion questions:

What do you think is going on in the picture?

- What special challenge is this child facing and how might it be overcome?
- Many children have disabilities that require extra attention and support. How many different kinds of special needs can you think of?
- As you look at this picture, is the child's disability the main thing you see? What about other things – that is, all the things the child can do, such as seeing, hearing, learning, playing, etc.?
- What can be done to welcome and include all children, regardless of their disabilities?

Including children with special needs:

1. Recognise and emphasise the person's strengths, not limitations.
2. Don't define people or label them by their disability.
3. Let the child do or speak for him- or herself as much as possible.
4. Avoid treating children with disabilities as objects of pity. Instead, try to include them as much as possible. Like all other children, they want to participate in family, school and community life.

Barriers: Children with disabilities often face various barriers that prevent them from being fully included in family, school or community life:

- **Physical barriers** include the distance a child needs to walk if she or he has poor vision or has a disability that affects walking.
- **Communication barriers** are obstacles that get in the way of a child's ability to interact with others in the family, community or school. The reason may be due to language differences, disability or strong cultural differences.
- **Attitudinal barriers** relate to the attitudes of other people – e.g. focusing only on the disability and not on what the child CAN do; also not seeing value in the child's participation. For many, this is the biggest barrier of all.

With good will and effort, it is possible to overcome all barriers.

Review questions:

- In your community, how are children treated who have a disability?
- How can the community work together to welcome and include all children in community activities, educational opportunities, etc.?
- What else can you do in your life to respond positively to children with disabilities?

All children want to be fully included in community life. Everyone deserves a chance!

8

BETTER PARENTING JOB AID

PICTURE #8: Parent-Child Communication





8. Communicate with your children!

Discussion questions:

What do you think is going on in the picture?

- What behaviours can we see in the picture? What do you like/don't like?
- What are the benefits of communicating with children?
- What can happen if there is no communication or poor communication?
- How does good communication begin? (Hint: it begins with actively listening to the other person.)

Why is it important to set aside regular “discussion time” with your children?

- Both parents/caregivers and children learn to develop positive and healthy ways of listening and talking.
- It increases awareness and understanding around age-appropriate rules of behaviour for your children.
- It helps children feel valued and builds their self-esteem.
- It builds cooperation, trust and caring among family members.
- It is a good way to solve problems before they get too big.

Good communication: means sharing information, ideas and feelings between people. It involves listening, observing the other person, and talking. (Listening always comes first.)

- Be an active listener, meaning pay attention with your whole body.
- Let the child speak and explain his or her concerns, thoughts and opinions.
Ask for clarification if you don't understand something.
- Keep eye contact.
- Show Interest in what the child is saying.
- Be honest but remain sensitive to the other person.
- Do not judge.
- Do not raise your voice or yell.
- Ask open-ended questions.
- Praise the child often.
- Keep your requests simple.

Review questions:

- Why is it important to communicate regularly and openly with your children?
- What are some good ways of communication?
- What can you do in your family to increase good communication?

Listen actively and offer praise to your children every day!



PICTURE #9: Setting Limits





9. Teach rules and limits to your children.

Discussion questions:

What do you think is going on in the picture?

- What is meant by the phrase, "teach rules and limits to your children?"
- How do we teach limits to children?
- What happens if children don't have rules or limits to live by?

How can we teach rules and limits for children?

- Limit Your Limits: Having too many rules is being authoritarian and prevents children from learning on their own.
- Limits should be reasonable. Reasonable limits are realistic rules that children can meet.
- Limits and rules should take into consideration children's age and abilities.
- Limits and rules should be clear and easy to understand for children.
- Limits should be consistent and not change from day-to-day.
- Limits should be stated positively: tell your child what you want him/her to do, instead of what not to do.
- Set the limit and also the consequences, for example what will happen if a child does not comply with the rule or limit.

Get children's input: Parents who involve their children in the discussion of limits and rules are more likely to gain their children's cooperation and good behaviour.

Why are children expected to learn and follow clear rules?

It is important to teach children the rules and limits that they are expected to follow. Limits protect children; they help them understand what they can and cannot do. Limits should be set and followed consistently; they must be clearly understood and must not change day by day.

- The purpose of rules and limits are to:
- Protect children – keeping them safe and out of trouble.
- Teach children right from wrong.
- Show respect for others, especially for older people.
- Build responsibility and trust.
- Teach them good behaviours and increase cooperation between family members.

Review questions:

- Why do we teach rules and limits to children?
- How do we teach limits to children?
- How can we encourage children to obey the rules and limits?

Children who understand and follow the rules will make their parents/caregivers proud.

10

BETTER PARENTING JOB AID

PICTURE #10: Responding to Misbehaviour





10. Understand why children sometimes misbehave.

Discussion questions:

What do you think is going on in the picture?

- Why do children sometimes misbehave?
- What methods do you use to prevent children from misbehaving?
- How do you respond to children when they misbehave?

Note: Some misbehaviour is normal for all children. They may be testing your limits or expressing their frustration. Any time a child misbehaves it is important to respond. You may also ask, why is the child doing this? But the main concern is when misbehaviour becomes too frequent or becomes dangerous.

Why children sometimes misbehave:

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

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

How can misbehaviour be prevented?

To prevent misbehaviour in children, parents/caregivers must try to meet their children's physical and emotional needs. Then the child has less cause for misbehaviour. This includes (but is not limited to):

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

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

Review questions

- Is there a child who frequently misbehaves in your family or community?
- Have you tried to understand the underlying reason why?
- How can you minimise or prevent misbehaviour in the future?

If a child misbehaves, first find out why.



BETTER PARENTING JOB AID

PICTURE #11: Good Discipline





11. Disciplining your Child.

Discussion questions:

What do you think is going on in the picture?

- What are the different methods parents/caregivers use to discipline their children?
- What methods have you tried?
- In your opinion, are some methods more effective than others? Which ones and why?

Be wise in your choice of discipline:

- Discipline should be applied according to the child's age. The methods that are used for young children may not apply for older children.
- Before the discipline is imposed, ask the child why he/she misbehaved. (Maybe there is a good reason.)
- Choose the appropriate "punishment to fit the crime". Older children may suggest what they think is a fair disciplinary response.
- After the discipline is over, ask the child what he or she learned.
- Remember that the goal is to prevent the same misbehaviour in the future.

Be sure that the amount of discipline fits the misbehaviour; also that it is appropriate for the child's age (generally less for a younger child, more for an older child).

There are many positive methods to discipline your children:

- **Focus on the good:** Acknowledge and celebrate good behaviour and try focus less on bad behaviour.
- **Re-direct the child's attention:** Stop the child's misbehaviour and show him/her the correct behaviour.
- **Withhold Privileges:** Children should learn that privileges come with responsibility and they need to be earned. If a child misbehaves, reduce something that the child likes to do or have, for example less playtime on the weekend with friends.
- **Grounding:** Not allowing the child to leave a certain space for a period of time, usually the home or his/her room.
- **Time-out:** Send your child to a neutral and "boring" area, such as the corner of the room with nothing to do and ignore the child until he/she is calm and quiet.

Review questions:

- What are examples of positive discipline methods?
- How might you change your own methods of discipline when responding to the misbehaviour of a young child versus an older child?
- How can you improve your own style of disciplining in the future?

Be wise in your choice of discipline.

12

BETTER PARENTING JOB AID

PICTURE #12: Good Monitoring





12. Protect your children from danger by monitoring their activities.

Discussion questions:

What do you think is going on in the picture?

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

Although the methods used in monitoring will change as a child gets older, it is an ongoing process from infancy until adulthood.

- Monitoring means paying attention to your child's behaviours and emotions, setting limits and ensuring that they are following the rules.
- Monitoring encourages your children to make positive choices about how they spend their time.
- Monitoring for a young child means being there and observing what is going on. It also means protecting the child from danger.
- Monitoring an older child involves asking some basic questions:
 - Where is my child?
 - With whom is my child?
 - What is my child doing? (etc.)

Why monitoring is important:

- It can protect children from harm and danger.
- It can re-direct their attention away from misbehaving or inappropriate behaviours.
- It helps parent/caregivers get to know what the children are doing and who their friends are. (This is especially important if you feel that the friends are a negative influence.)
- It shows your children that you care.

Review questions:

- In your community, what problems have you seen by children who have not been monitored appropriately? How can this be corrected?
- How should child monitoring differ depending on the child's age? For example, how should it be different for a young child versus an older child?

Monitoring your children shows them that you care!

13

BETTER PARENTING JOB AID

PICTURE #13: Good Role Modeling





13. Be the kind of person you want your children to be: Be a good role model!

Discussion questions:

What do you think is going on in the picture?

- What does it mean to be a good role model?
- How can you be a good role model to our children?
- How can you avoid being a bad role model?
- What things should adults do to show children how we want them to behave?
- What things should adults avoid because we don't want children to do them?

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

- Children are good observers. They will learn more from what you do than from what you say.
- Facing a challenge or crisis is an excellent "teachable moment". This means that your children will be watching you closely and will learn a lot from the way you respond.
- Always do the best you can, but nobody expects you to be perfect.
- When you make mistakes, speak to your child about it and apologise (say, "I am sorry I did this".)

How can you be a good role model?

A good role model is someone who demonstrates positive qualities and good behaviours and makes others want to be like them. To be a good role model you should:

- Act the way you want your children to act
- Be honest and consistent in what you say and what you do.
- Admit your mistakes.
- Demonstrate respect for others.
- Choose your friends well.
- Examine your actions; always try to improve.
- Avoid bad behaviours and negative qualities.

Review questions:

- Who was one of your role models when you were a child, and why?
- In what ways do you want to be a good role model for your children?
- What qualities and behaviours do you want them to copy?
- Are there behaviours and qualities that you have that you DON'T want your children to imitate when they grow up?
- What more can you do to become a better role model for your children, and less of a bad one?

Practice what you preach.

14

BETTER PARENTING JOB AID

PICTURE #14: Managing Emotions





14. Take care of yourself to manage your emotions.

Discussion questions:

What do you think is going on in the picture?

The man on the left looks like he is feeling worried or anxious. The man on the right looks very angry.

- How do you think is the man managing these feelings?
- Think about anger, frustration, worry, loneliness, and fear. How do you usually react when you feel any of these negative emotions?

If we feel better about ourselves, then we will be better parents/ caregivers:

- Find ways to reduce your stress by giving yourself a few minutes every day for reflection, prayer and/or relaxation.
- If you feel anxious or worried, breathe deeply and think about positive things.
- Concentrate on what you can do to improve your situation. Small achievements will make you feel better.
- Try to get enough sleep and stay healthy.
- Avoid bad habits like drinking alcohol, chewing khat or taking drugs.

Manage your worry or anxiety:

- What is causing you to worry? If you are not sure, talk to a friend or spiritual leader to sort out your feelings.
- Do what you can do. Once you have done all you can, just try to forget about it.
- Get some exercise. Practice relaxation. Pray. Ask help from others., if you think that will help.

Manage your anger:

- What is causing you to be angry? If you are not sure, talk to a friend or spiritual leader to sort out your feelings.
- Before reacting, take a few moments to breathe deeply.
- Think before you speak. (Some people suggest counting to ten before saying something you might regret later.)
- Don't take your anger out on others who are not to blame.
- Instead of focusing on what made you angry or upset, focus on finding solutions to the problem.
- If you make mistake, apologise and try very hard not to make the same mistake twice.

Review questions:

- It is normal to experience anger or worry (as well as other negative emotions) at times. What are some good ways to ways to manage these emotions when they come up?
- What are some negative or destructive ways?
- What can you do to better manage your own anger, worry and other negative emotions?

Teach your children about how to manage their emotions by managing you own.

Pact Ethiopia/Yekokeb Berhan Programme for Highly Vulnerable Children

Bole Kifle Ketema, Kebele 20 House No. 2129, P.O. Box 13180, Addis Ababa, Ethiopia

Telephone: (251) 11-661-4800 / www.pactworld.org / info@pactworld.org

REPPSI/ Regional Psychosocial Support Initiative

372A Oak Avenue, Randburg, Johannesburg, Gauteng 2125, South Africa

Telephone: (27) 11 998 5820 / www.repssi.org / info@repssi.org

