Parenting for Respectability PfR

MODULE TWO: DISCIPLINE

SEPTEMBER 2020
Project Partners

Health Child
Empowering Local Communities for Healthy Children
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List of Acronyms

CHDC - Child Health and Development Centre
CRVPF - Children’s Rights and Violence Prevention Fund
CTPR - Centre for Transformative Parenting and Research
PFR - Parenting for Respectability
SVRI- Sexual Violence Research Initiative
UK-United Kingdom
Acknowledgment

Great thanks go to Children’s Rights and Violence Prevention Fund-CRVPF for the financial support offered throughout the process of developing and producing of this module.

We are grateful to all partners under the different CRVPF clusters for their enormous feedback during the review of this module. Your contribution to the production of this module will always be appreciated.

Special thanks go to Child Health and Development Centre (CHDC) and her collaborators; Sexual Violence Research Initiative (SVRI), South African Medical Research Council, Benard Van Leer Foundation and the Social and Public Health Unit-University of Glasgow UK for developing and testing such a promising parenting programme.

Thanks to the project team at CTPR for the team work and dedication exhibited through the entire process.
This module aims to address harsh disciplining practices/ corporal punishment. Sessions under this module/ theme will support parents/ caregivers appreciate that the process of encouraging good behaviour and practices among children is not a straight line. It requires a lot of consistence, modeling and discipline. This module will also build parents/ caregiver's ability and commitment to adapt the non-harsh disciplining methods through creating awareness on the positive disciplining techniques and develop their skills in using them.

**Overall goal of this module/ theme**

The overall goal of this module is to promote the use of positive disciplining practices among parents and caregivers.

**Expected outcomes**

It is expected that by the end of this module, there will be:

i) Reduced use of corporal punishment by parent/caregivers

ii) Adoption of positive discipline techniques by parents/caregivers

iii) Improved confidence of parents/caregivers in managing and influencing the behaviour of their children
**Session 1: Session one (single sex)**

Positive and sensitive parenting.

### 1.0: Introduction

<table>
<thead>
<tr>
<th><strong>Participants</strong></th>
<th>Women and Men separately</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>1. To reactivate practices that promote positive interaction between parents/caregivers and children</td>
</tr>
<tr>
<td></td>
<td>2. To explore different styles of parenting and encourage parents to adopt the one that promotes positive relationships and respectability</td>
</tr>
<tr>
<td></td>
<td>3. Identify and learn new ways of encouraging behaviour that promotes discipline</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>1 hr. 30 Minutes</td>
</tr>
</tbody>
</table>
Activity 1.1: Positive and sensitive interaction with children

Time | 45 minutes

What the facilitator needs to know about Moses and the father, Sylvia and the Grandmother

i) The father respects Moses by identifying the act of keeping quiet during the play.
ii) If the father had not paid attention to his play, the child would not have known the importance of playing quietly.
iii) He would make noise to attract attention from the father

Expected answers for Sylvia’s questions

• Spending special time with the child helps the parent teach values, the child learns to believe in their parent, the parent can use this time to know what is going on in the child’s life
• The grandmother teaches Sylvia to listen by giving a 5 minutes warning and by thanking her for keeping the dolls
• Rewarding is not enough if not done at the right time, and it may not be enough if it does not point to the actual behavior.
• The grandmother gives a five minutes warning to allow Sylvia finish up and this helps the child to master limits

Objective | To discuss how to positively and sensitively engage with our children to promote respect

Materials | Flip chart, markers and illustrations
Ask participants to split into 2-3 groups.

Provide each group with a set of the following pictures illustrating different ways of interaction with children.

**Picture 1**

*Sylvia is playing with her dolls on the floor/while seated*

1. It’s so nice to see you playing with your dolls Sylvia. In five minutes, it will be time for keeping them.
2. It’s time for keeping your dolls Sylvia. Please keep them in the box, I would like to tell you a story.
3. Thank you for removing the dolls when I told you. I am so grateful because you listen to what I say. Now let’s read a story together.
4. Please pack them properly

**Questions for Picture 1**

1. How does spending a special time with a child help the child and parent?
2. How does the grandmother teach Sylvia to listen?
3. When could rewarding help support good behaviour in our children?
4. Why does the grandmother give Sylvia a 5-minute warning?
Ask the groups to discuss the pictures and identify how the interaction affects the child’s behaviour. (allow 15 minutes for the group discussion).

Ask participants to return to the larger group and present key points. (Allow 10 minutes for this).

After presentation, use the questions provided for each picture to facilitate a discussion for each of the pictures. *(During the discussion, refer to what the facilitator needs to know section for the expected answers to the questions)*
Conclude the discussion by emphasizing the following:

i) Respectability and socialisation are key in child care practices in most communities. As a result, most families desire to have disciplined and hard working children with the ability to respect others.

ii) Parents must remember that in order to achieve the above, they have a big role to play by being their children’s role models.

iii) It should be noted that most communities believe that ‘children are children’ and thus, ‘too young for respect’, it is partly their size that allows adults to literally overpower young children, yet the more parents and care givers try to understand children, interact and support them in their initiatives, the more they will find themselves respecting their children, thus contribute to the prevention of violence in the family.

iv) Parents and caregiver should therefore endeavour to relate well with their partners and provide good examples of respectability. Through this, children will be left with no choice but naturally follow suit thereby unconsciously learn to respect others from infancy.

Close the activity by highlighting the following points:

Parents should be interested in and keen on their children’s behaviour

1. They should spend some special time with their children if they are to monitor their behaviour. This helps them to know what is going on in the child’s life.

2. Parents should praise their children especially for good behaviour because praise encourages a child to put in more effort and be helpful.

3. Pay attention to and encourage the behaviour you want to promote.

4. Praise your child and smile at them for good behaviour even when it is expected.

5. Don’t combine praise with criticism.

6. Positive interaction with children makes parents feel good about themselves.
Activity 1.2: The four kinds of parenting

Time | 45 minutes

What the facilitator needs to know

Prepare the illustrations of the different styles of parenting ahead of time, that you will distribute to groups.

- Parenting is enjoyable yet challenging because for you to have successful children, it needs a lot of commitment and patience.
- At different stages of development, parents will need to use different styles of parenting although they need to have a dominant style (Firm style) that promotes respect for both the parents and the children.
- The kind of parenting style you use as a parent determines the way you will discipline your children when they make mistakes/display undesired behaviour.
- Encourage parents to agree on the parenting style that will help them raise the children they desire to see in 20 years.

Objective

Explore different styles of parenting and encourage parents to adopt the one that promotes positive relationships and respectability.

Materials

Flip chart, markers, masking tape, sets of pictures for the different parenting styles.

Steps

1. Ask participants to form 2 – 3 small groups.
2. Provide participants with the four sets of pictures illustrating the different parenting styles (strict caregivers/Authoritarian, Firm caregiver/Authoritative, Permissive Caregiver & indifferent/uninvolved caregiver).
Firm parenting

Strict Parenting

Permissive Parenting

Non Involved Parenting
3. Ask participants to discuss the questions below:
   a) What are the benefits and limitations or effects of each parenting style to children’s behaviour.
   b) Identify the styles used in the community and why? (Allow more 20 minutes for the two questions).

4. Ask participants to return to the plenary and share their findings.

5. Explain that there are two important principles on which parenting is based:
   a) Love/connectedness
   b) Setting limits and boundaries

6. Explain that for parents to make use of the principles, they need to understand the four parenting styles.
   a) The Authoritative/firm parenting style is identified by parents who support their children but set firm limits for them. Authoritative parents show high levels of warmth and control. They control the children’s behaviour by explaining rules, discussing and reasoning together. They listen to the children’s viewpoints but do not always accept the
   b) The Authoritarian parenting style is identified by high levels of control and demands on the child, poor relationships and very strict commands coupled with low levels of love and care. Authoritarian parents engage in low levels of communication with the children.
   c) The permissive parenting style is identified by excess love and warmth, with low levels of control. Parents do not control their children’s behaviour or set limits and do not monitor their activities.
   d) Indifferent/uninvolved parenting style is identified by low control and poor relationships. Parents are not interested in their children and make few demands from them.

7. Emphasize that firm parenting style is the best. However, once in a while, depending on the age and circumstances, a parent may borrow another style for a short time. For instance if a child is between 3-4 years old, a parent needs to be strict at times to ensure that the child masters the routine, limits and family expectations. As children continue to grow for instance when they are fifteen, sometimes you need to borrow uninvolved style for a short time when they misbehave. This will help you to calm down and later apply the firm style and resolve the issue without being violent

8. Share the information from the table during the discussion. You may add other points that parents mentioned but there is no need to discuss each point and you can provide copies to the participants.
<table>
<thead>
<tr>
<th>Parenting Style</th>
<th>Positive Outcomes for children</th>
<th>Negative outcomes for children</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strict/Authoritarian</strong></td>
<td>ᵉ Obedient</td>
<td>ᵉ Unhappy and fearful</td>
</tr>
<tr>
<td></td>
<td>ᵉ Do well at school</td>
<td>ᵉ Have low self esteem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ᵉ Have problems relating to people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ᵉ Cannot cope with frustration</td>
</tr>
<tr>
<td><strong>Firm/Authoritative</strong></td>
<td>ᵉ Behave well</td>
<td>ᵉ Sometimes children can be misunderstood as being proud</td>
</tr>
<tr>
<td></td>
<td>ᵉ Do well at school</td>
<td>ᵉ They can be vulnerable to abuse if they go in an environment where children’s right to expression is not respected because they are assertive and are used to dialoguing</td>
</tr>
<tr>
<td></td>
<td>ᵉ Lively and feel secure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ᵉ Self-confident</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ᵉ Able to control their emotions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ᵉ Can relate well with other people in the home and outside</td>
<td></td>
</tr>
<tr>
<td><strong>Permissive</strong></td>
<td>ᵉ More resourceful than are kids raised by uninvolved or authoritarian parents</td>
<td>ᵉ Cannot control their emotions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ᵉ Often rebellious to law and family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ᵉ Likely to have problems with authorities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ᵉ Tend to have problems at school</td>
</tr>
<tr>
<td><strong>Indifferent/ uninvolved caregiver</strong></td>
<td>ᵉ Survive on their own but can be dangerous</td>
<td>ᵉ Unhappy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ᵉ Have problems controlling themselves</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ᵉ Have low self-esteem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ᵉ Lack confidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ᵉ Have problems at school</td>
</tr>
</tbody>
</table>
Close the activity by highlighting the following:

1. Caregiver deserves to be respected by their children. The children on the other hand are expected to behave well enough in order to earn respect from their parents/caregivers.

2. Some parents believe that if children don’t fear them, they are disrespectful to adults and don’t have good behaviour but this is not always true.

3. Parents can build a good relationship with their children by expressing care and love while at the same time laying down clear rules and limits to behaviour.

4. It is important to value your child’s feelings, understand the child’s way of looking at things, and help the child to see for themselves the wisdom of respecting those around them.

5. Directing the children towards the desired behaviour (setting limits) should be done in a positive, caring, consistent way, and should involve seeking the child’s opinion and helping the child to understand the consequences of their behaviour.
### Activity 1.3 Home practice:

<table>
<thead>
<tr>
<th><strong>Time</strong></th>
<th>5 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
<td>Flip chart and markers</td>
</tr>
</tbody>
</table>

Put up the flip chart that has the written homework and read aloud the home practice exercise to participants as follows:

a) Let us spend at least 5 minutes of special time with our child / children each day this week. Identify a positive behaviour, talk to the child about it and give your child praise. Do not add criticism or comparison.

b) Reflect on your parenting styles in comparison to the one you would like to have now and choose those little things that you would like to change and begin to walk those steps.
# Session 2: Achieving Good Behaviour and Discipline

## 2.0: Introduction

<table>
<thead>
<tr>
<th>Participants</th>
<th>Women and Men separately</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>To explore the effects of punishment on children's development</td>
</tr>
<tr>
<td>2.</td>
<td>Discuss current values in child rearing to reactivate practices that promote positive interaction between parents and children</td>
</tr>
<tr>
<td>3.</td>
<td>To understand the dimensions of parent-child relationships and how parents can use them to build healthy relationships.</td>
</tr>
<tr>
<td>Duration</td>
<td>1 hr: 30 minutes</td>
</tr>
</tbody>
</table>
### Activity 2.1: Review of Home practice:

<table>
<thead>
<tr>
<th><strong>Time</strong></th>
<th>10 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
<td>Welcome everyone for session two.</td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
<td>Review homework practice by asking individuals to share their experience <em>(Encourage them to discuss results, challenges and benefits of trying to identify positive behaviours of their children and talking to them about it)</em></td>
</tr>
<tr>
<td><strong>Step 3</strong></td>
<td>If participants had problems, ask others to suggest ways that they might be overcome</td>
</tr>
</tbody>
</table>
Activity 2.2: Resolving conflict with children

**Time** | 45 minutes

**What the facilitator needs to know**

i) Respect from children can best be attained by showing love, kindness, laying down clear rules of behaviour and holding your children accountable for their actions/behaviour. Respect is earned by giving respect.

ii) In most communities, the lived reality is that parents demand respect irrespective of whether they deserve it or not. And they justify this by citing examples of people who have made it while growing up in that kind of environment.

iii) Even when these examples are available it is important to note that circumstances have changed and therefore, the demands and expectations by the parents must also change. This is because there are fewer resources available to families, disease is more rampant leading to frustration, anger and stress and very irritable character.

iv) Most parents and caregiver feel inadequate and overwhelmed in their role and as a result, they negatively perceive them. It is important to note that parents and in several cases demand respect from their children through inappropriate ways. Yet children need love and support as well as good role models in order to turn out as respectable adults. This has a big bearing on how these children respond to Sexual and Gender based Violence (SGBV) as adults.

v) Communities should note that whether vulnerable, disadvantaged or not, everyone deserves respect and the best place to start is within a family setting.

vi) Particular attention should be given to the challenge of finding a common ground across cultural gaps and to the process of changing practices without undermining the traditional building blocks of child socialisation.

vii) Parents should learn to communicate clear expectations and limits and to keep their anger in check while communicating their disappointments.

viii) Children especially teenagers learn to solve problems and plan with the possible consequences in mind.

ix) Parents become role models – their behaviours and attitudes provide examples of how to behave in relation to many areas/aspects of daily life, including health.

The facilitator’s role therefore is to guide the process and not to argue or direct caregiver on how to respect their children. It should be an inner discovery and a decision by an individual care giver/parent if this is to be sustainable.

**Objective**

1. Discuss practices that promote positive interaction between parents and children
2. To understand the dimensions of parent-child relationships and use them to build healthy relationships
Inform participants that; “while raising children, especially adolescents, it is easy to get into a confrontation with them. For instance, this can happen when parents set limits and regulate their children’s behaviour. However, the confrontation or conflict can often be avoided”.

Introduce the “Tug of war” activity to participants.

Follow these steps:

a) Assign numbers to participants so that they form two groups (1 & 2). Make sure the groups formed are balanced in terms of strength and if not, switch some members to create the balance.

b) Move out to a spacious place and let each group hold one side of the rope
   - Mark the midpoint of the rope. Ensure it is accurate.
   - Explain that; the team that pulls the rope towards their side passed the midpoint wins. On the count of three, start the competition.
   - Let the groups determine who the winner is

After the exercise, use the questions below to discuss participants’ feelings.

a) How did each of the groups feel after winning or losing?

b) Was it easy or difficult for any of the groups?

Invite them to make a tight circle using the rope.

a) Let everyone hold the rope for support
   - Invite participants to kneel in a circle while holding the rope.
   - Let each person try to stand up holding the rope tightly to ensure everyone is supported

After the exercises, ask participants to return to plenary and reflect on their experiences / lessons with;

a) Tug of war game (Invite groups to discuss the cost of conflict driven by the competition to win. Refer to issues like the painful hands, red hands, bitterness for losing, joy, regrets, falling down, etc. *(Let them relate the exercise of the tug of war to their everyday life with their children and allow them to share experiences of when they pulled ropes with their children about a certain issue and what the results were. Explain that in most cases, when resolving conflict, it is not about exerting authority or showing power because it could result into violence. Parents should learn to use the win-win method in solving conflicts with teenagers to avoid hurting each other)*

b) How did participants feel supporting each other in the circle? *(Let them share examples from their everyday life when they supported each other and all parties were happy)*
Let the participants share lessons learnt from the activity (allow 10 minutes)

Allow 5-10 minutes for participants to role play a scenario where parents are supporting their children. This could be about education, and parents allowing the children more time to revise than doing house chores so that they improve their grades.

**Close the activity by highlighting the following:**

1. Indeed it is true as reflected from the title of the activity ‘resolving conflicts’, that issues cannot be resolved with the ‘lose and win’ method as seen in the ‘tug of war’ activity.

2. Winning and losing ends up hurting some people in the process and in most cases even those that get what they want from children leave behind lasting painful hearts.

3. When we support each other like in the circle, with the strong ones supporting those weak, we all achieve the family objective. The weak ones start to believe in themselves and do even much better.

4. We need to build proper and respectful relationships so that our children do not wait for opportunities to revenge when they are strong but rather work towards building and sustaining respectful relationships.
**Activity 2.3: Discipline and punishment**

**Time** | 30 Minutes

**What the facilitator needs to know**

**Discipline**

i) Discipline is about guidance and its a way to keep children safe. Children need to learn how to manage their feelings and actions so they can learn and get on with others.

ii) Discipline is also about helping children learn the values that are important to your family.

iii) Children learn to make good choices because they want to do the right thing, not just to avoid punishment. This teaches them self-discipline.

iv) Discipline teaches a child how to act and commonly brings about the following results:

v) Parents become role models – their behaviours and attitudes provide examples of how to behave in relation to many areas/aspects of daily life, including health

- teaches responsibility
- teaches corporation/collaboration
- teaches problem solving

**Physical/emotional punishment**

i) Punishment is the authoritarian imposition of something negative on a person in response to a behaviour deemed wrong.

ii) It is taking some action against a child as a payback for a child's behaviour

iii) Punishment usually grow out of anger and has the goal (often unconscious) of releasing our anger by hurting another.

iv) There are many views about whether it is alright to smack children. Some parents believe smacking causes no harm because it happened to them, and they turned out OK.

**Materials**

Flip chart, markers and illustrations

**Objectives**

1. To identify and the difference between discipline and punishment
2. To explore the effects of punishment on children's development

**Provide** an overview of the objectives of this activity.

**Ask** participants to take a minute and think about their own childhood and remember how one time they were severely punished. (*provide about 1-2 minutes*)

When time is up, **ask** some participants to share voluntarily responding to questions below

a) How were you punished?

b) Did it help you to learn the behaviour that was expected or it forced you to stop the behaviour that was deemed unwanted (It is most likely that participants will urge that the punishment helped
After this, continue the activity by asking parents to divide into two groups of either single sex or mixed group.

Now provide the pictures, one illustrating a parent physically punishing a child (beating) and the other illustrating a parent talking to a child.

**DIALOGUE ENCOURAGES DISCIPLINE**

Ask participants to discuss the following questions *(Allow 10mins for this):*

- a) What do you think is the difference between punishing and disciplining?
- b) What harm does physical punishment cause to the body? (physical consequences of punishment on children)
- c) What are the bad feelings (emotional consequences) of punishment on children?
- d) Why is punishment not an effective way to teach children good behaviour and respect?
When time is up, let them present to the group. Invite others to comment. You can also add further suggestions based on summary below and facilitator notes (Allow 10 mins for this).

When children are viewed as ‘objects’ / ‘things’, it leads their attention to the self rather than other people, ‘me – it’ relationship based on indifference or rejection which easily lead to abuse. However, when children feel loved, respected and included, they are more likely to return the same treatment in the long run. This requires patience since children are different in genes and capacities.

Summarise the main parenting roles in regard to discipline for the children at different developmental stages (e.g 0 – 7, 8 – 12, 13 – 17),

**These may include:**

**0 – 7 (Need love & discipline)**
- Enforcing how to live with other with consistency teaching
- Moral development like obeying immediately

**8 - 12 (Need love & discipline)**
- Teach children integrity, civility
- Be a role model & person of your word
- Give opportunity to make choices
- Identify and find means to build their self esteem

**13 – 17 (Need love and parent’s confidence)**
- Need Rules
- Need Inner Controls
- Have to explain why you believe
- Prepare their teenager for the real world we live in today. (Competitive, evil corrupt, unfair etc)
Close the activity by highlighting some the following key points:

a) For many of us growing up, discipline usually meant punishment, and it often left us feeling hurt, upset and unfairly treated.

b) Discipline is really about guidance. It is about helping children learn about the values that are important to your family and society.

c) Although some people hold the view that it is alright to punish (smack, shove, hit, burn, verbally abuse, sexually abuse) children as a way to discipline them, punishing children is not effective and is harmful because:

i) the child changes the behaviour for the moment, but will probably repeat it as they have only learned what not to do, rather than being taught what is expected.

ii) the child learns not to do the action in the adult's presence, rather than learn not to do it at all.

iii) the child learns to tell lies, cheat or blame others to avoid being hit.

iv) children tend to have strong feelings of anger, hurt, injustice and may hate themselves.

v) child becomes withdrawn, fears parents/adults, feel less valued, anxious or depressed.

vi) a child can break trust and respect for adults.

vii) beating a child can encourage them to bully others as it teaches children it is OK to hit others when you are bigger and stronger, when you are angry or to get what you want, and it eventually leads to being violent in adult life.

d) A positive approach to discipline is less stressful for children and strengthens the bond with the parent. It takes patience but is worth it in the long run.
Activity 2.4 Home practice:

**Time** | 5 Minutes

**Steps**

Put up the flip chart that has the written homework and read aloud the home practice exercise to participants as follows

a) **Ask** participants to identify an issue they have been struggling to resolve with their child/children and try to calmly have a discussion about it with that particular child.
Session 3: Achieving respectability

3.0: Introduction

Participants | Women and Men together

Objectives
1. Discourage the use of harsh disciplining practices
2. To encourage parents to commit to adopting positive ways of disciplining children

Duration | 1 hr. 30 minutes
Activity 3.1: Review of home Practice

<table>
<thead>
<tr>
<th>Time</th>
<th>10 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>Flip chart, markers and masking tape</td>
</tr>
</tbody>
</table>

1. **Steps**

   1. Welcome everyone for session three.

   2. Review homework practice by asking individuals to share their experience *(Encourage them to discuss results, challenges and benefits of trying to identify and resolving issues they have been conflicting about with their children and how they resolved them)*

   3. If participants had problems, **ask** others to suggest ways that they might be overcome
Activity 3.2 Managing difficult behaviour

Time | 50 Minutes

What the facilitator needs to know

What the facilitator needs to know about Sarah and the mother
i) Humbly, Sarah was trying to get her brother play with her.

ii) Instead of the mother encouraging them to enjoy the play together, she made it worse by shouting at her daughter Sarah. This is common in our everyday lives. As parents, we tend to favor the young ones at the expense of the older ones.

iii) The mother needed to resolve the problem between the two siblings instead of referring the issue to their father.

What the facilitator needs to know about Sam and the mother vignette
i) The mother sits with the child at the same level and communicates the limit. It’s a respectful position where both people are ready to listen.

ii) The limit should be for a specific behaviour and to ensure that Sam abides to the limit, a watch is provided so that they can refer to it.

iii) Just like the mother, we need to appreciate the children when they follow family rules and limits to encourage them keep following them.

Ask participants to share their thoughts on the picture in their groups. Encourage questions and comments and ask for their opinions if the picture illustrates a better way to set limits/rules.

Materials | Flip chart, markers, vignettes/ Illustrations

Objective | Identify and learn new ways of encouraging behaviour that promotes respect

Display/ distribute copies of the vignette (below) illustrating a mother reinforcing negative behaviour and creating the impression that father is the only disciplinarian
Managing difficult behaviour

1

2

3

4

5

Ask participants to form (2 – 3) groups and discuss the illustrations. (Allow 20 minutes to discuss the illustration and the questions below).

a) What does Sarah do to get attention from the mother? Does it work?
b) Why is it important for Sarah to get the mother’s attention?
c) What behaviour is the mother rewarding by responding to the needs of Sarah’s brother?
d) Why might it be a problem to say “I will tell your father”?
e) What would be a better way to respond?
f) Did you learn anything new?

Expected answers for the questions above:

a) Sarah took away his brother to get attention from the mother
b) When Sarah gets attention from the mother, she will not display undesired behaviour
c) The mother is rewarding negative behaviour by encouraging Sarah to give back the brick to the brother
d) The mother loses her authority and control over her children's behaviour
e) It would be good to withdraw the bricks until the two of them agree to play without fighting or the mother could call Sarah and they wash together so that Sarah feels loved and attended too
3. Explain to the participants that now we will learn one of the most important parenting skills: how to set rules/limits.

4. Ask participants if they know what limits are, and mention some examples of limits they have for their children. (Allow some responses to establish what limits are.)

5. Ask participants why we should set limits/rules for our children. (Allow some responses, and add the following if not mentioned). Parents set rules for children because:
   - Provides a sense of comfort and security in the household
   - Teaches responsibility and understanding of what is expected of them.
   - Encourages discipline and listening.
   - Ensures they behave well towards other people.
   - Protects children from harm

6. Ask participants to form small groups of 3 or 4 people.

7. Distribute/pin the next picture (Sam and the mother) showing a mother setting rules with the child.

   **Setting limits/rules for our children**

   ![Picture 1](image1)

   ![Picture 2](image2)

   ![Picture 3](image3)

8. Ask participants to study the picture for two minutes and ask what they learn from the picture.

9. Explain the following during the discussion:
   a) The mother sits with the child at the same level and communicates the limit. It’s a respectful position where both people are ready to listen.
b) The limit should be for a specific behaviour and to ensure that Sam abides to the limit, a watch is provided so that they can refer to it.

c) Just like the mother, we need to appreciate the children when they follow family rules and limits to encourage them keep following them.

**10.** Ask participants to share their thoughts on the picture in their groups. Encourage questions and comments and ask for their opinions.

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**Close the activity by stating the following:**

1. *Limits are rules/rule that does not oppress both the child and the parent and is respectful.*
2. *Limits refer to the establishment of boundaries beyond which a certain thing may not be done.*
3. *Limits tell children what they can and cannot do – they are guidelines.*
4. *Applying these limits involves directing the children towards the desired behaviour in a positive and caring way.*
5. *It is important for parents to be exemplary in following the limits.*
Activity 3.3: Alternative and positive ways of disciplining children

Time | 35 Minutes

What the facilitator needs to know

Supporting Information for Group Positive Discipline Techniques.

i) **Fix-up:** When children cause trouble or hurt another child, expect them to fix it up – or at least try to help learn how it fix up their mess.

ii) **Ignore:** The best way to deal with misbehavior aimed at getting your attention is to simply ignore. But be sure to give attention to your children when they behave well. Children need attention for good behavior, not misbehavior. However, this changes as children grow. For teenagers, we need to proportionally pay attention to both their good behavior and misbehavior.

iii) **Be firm:** Clearly and firmly state or even demand that the child do what needs to be done. Speak in a tone that lets your child know that you mean what you say and that you expect the child to do as s/he is told. Being firm doesn’t mean yelling, nagging, threatening or taking away privileges. Keep suggestions to a minimum, even when speaking firmly.

iv) **Stay in Control:** Act before the situation gets out of control i.e. before you get angry and overly frustrated and before the child’s behavior becomes unreasonable.

v) **Praise:** Give more attention and praise for good behavior and less for naughty behavior. Don’t make punishment a reward. Let the child know that you appreciate a good attitude and cooperation. Children respond positively to genuine respect and praise.

vi) Parents/caregiver should consider the long–term goal of effective discipline as supporting children’s development from dependency and external control, to internalisation, ability to take initiative and to be socially responsible.

**Objective** | To discuss the alternative disciplining techniques

**Materials** | Illustration, scenarios for the different ages
**STEPS**

1. **Explain** that we will now try to explore the right discipline methods for children.

2. Invite Participants to role play the following scenarios and then get feedback from the larger group on appropriate behaviour and communication by the parent. What would you do if “……

   a) Your 13-year-old daughter disrespects you in front of your neighbour
   b) 17-year-old son got into a fight at school with his teacher and was expelled
   c) You discover that your 15-year-old daughter has a boyfriend and she did not tell you

3. **Provide** the following illustrations to participants and ask them to study the picture.

   ![Illustration of a family discussing discipline]

   - Vincent, you will not visit your friends for two weeks because you came back home very late last night. Our rule says that we should all be home by 07:30pm
   - You will do exactly what your mother says
   - but Mother..

4. Use the questions below to guide the discussion
   a) Why it is difficult for parents to act the way the parents in the picture act?
   b) What have you learnt from the picture?

5. Explain that when children are naughty and behave inappropriately or appear to have behavioural problem, parents/caregivers get concerned and they may then apply strong measures to try and change what appears to be bad behaviours. In doing so, they turn to punishment not discipline. *(Discuss the positive disciplining techniques in the close the activity section and give relevant examples for the different ages)*
a) **Withholding privileges**: Something the child values such as playing with friends BUT NOT FOOD. Children should know that a privilege is earned through good behaviour. This method is most effective with adolescents, but make sure privilege is related to the behaviour in order for it to be effective.

b) **Grounding**: Not allowing the child to leave certain space/room. This method is most effective with children of seven years and below.

c) **Reward good behaviour**: Praise the child and celebrate good behaviour; ignore negative attention seeking behaviour. When children know what is expected, praised and encouraged for doing this, it builds on their desire to please you. However, do not ignore negative behaviour of adolescents.

d) **Consequences**: Let the child face the consequence of negative behaviour e.g. break a toy, no more toys to play with. But let the consequence be implementable looking at timeframe because some parents end up withdrawing the consequences.

e) **Time out or cool down**: Sending a child to a corner and/or giving them a seat and asking them to spend 5 minutes cooling down, until he/she is calm. This method is effective with younger children.

f) **Teach children values**: Show good behaviour and monitor your child. Stop bad behaviour and show the alternative behaviour by talking to them about it. Talk to your child about why you want them to do something, not just because you say so. They will learn what is important to your family, e.g. listening to each other and speaking with respect. This method can be used with all ages)

g) ‘**Delaying**’ to discipline: Learn to be patient and let go of frustrations/anger accumulated elsewhere. Harsh punishment often happens due to excessive anger. But time heals and delaying to punish a child helps to discipline a child appropriately.
**Activity 3.4: Home practice**

**Time** | 5 Minutes
---|---
**Materials** | Flip chart and markers

**STEPS**

1. Put up the flip chart that has the written homework and read aloud the home practice exercise to participants as follows:

   **a)** Ask participants to ‘practice positive ways to discipline the children. Choose any 4 positive discipline strategies and try them out during the week with different children.
## Parenting for Respectability Programme – Monitoring & Evaluation

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### Session: Achieving respectability and discipline

**Notes** *(How is your feelings and comments on facilitation & Participant responses)*

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