

Session 11: Achieving Discipline and Respectability



11.0: Introductions

Participants | Women and Men together

Objectives |

1. To understand the dimensions of parent-child relationships.
2. To explore alternative and positive ways of encouraging good behaviour and discouraging bad behaviour.
3. To practice effective strategies of managing anger and disappointment.
4. To discuss how to positively and sensitively engage with our children to promote respect

Duration | 2 hours

Preparation | Review the session, prepare questions on the flipcharts and have the pictures ready.

Activity 11:1 Resolving conflict with children

Time | 50 minutes

What the facilitator needs to know

The difference between punishment and discipline. Parents should learn to communicate clear expectations and limits, and to keep their anger in check while communicating their disappointments.

Discipline

- ⊙ Discipline is about guidance and is a way to keep children safe. Children need to learn how to manage their feelings and actions so that they can learn and get along with others.
- ⊙ Discipline is also about helping children learn the values that are important to the family.
- ⊙ Children learn to make good choices because they want to do the right thing, not just to avoid punishment. This teaches them self-discipline.
- ⊙ Discipline teaches a child how to act and commonly brings about results like teaching responsibility, and cooperation/collaboration.

Physical/emotional punishment

- ⊙ Punishment is the imposing of a negative or unpleasant force on a child and/or person in response to a behaviour considered to be wrong.
- ⊙ Punishment is the taking of action against a child as payback for undesirable behaviour.
- ⊙ Punishment usually grows out of anger and has the intentions of releasing our anger by hurting another.
- ⊙ There are many differing views about whether it is right to beat children. Some parents believe beating causes no harm because it happened to them, and they turned out just fine.

Objective

1. To practice effective strategies of managing anger and disappointment
2. To identify the differences between punishment and discipline

Materials

Flipchart, markers, masking tape, rope and red ribbon or coloured piece of cloth.

STEPS

- 1 | **Provide** an overview of the session objective.
- 2 | **Inform** participants that; *“while raising our 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”*.
- 3 | Introduce the **“Tug of war”** activity to participants.
- 4 | Follow these steps:
 - a) **Assign** numbers to participants so that they form two groups (1 & 2). Make sure that the formed groups are balancing in terms of strength and if not, switch some people to create the balance.
 - b) Move out to a spacious place and let each group hold one side of the rope
 - ⊙ **Mark** the middle of the rope; ensure that the length after the middle is the same from the point where the first people get hold of the rope for both teams.
 - ⊙ **Explain** that the team that pulls the rope towards their side past the middle line is the winner.
 - ⊙ At a count of three, let the participants start the competition.
- 5 | Let the groups determine who the winner is.
- 6 | After the exercise, use the questions below to discuss the 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?
- 7 | 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 while holding the rope tightly to ensure every one is supported.
- 8 | After the exercises, ask participants to return to plenary and reflect on their experiences / lessons;
 - 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.
 - b) How did participants feel supporting each other in the circle?
- 9 | What lessons do we learn from this activity?

Close the activity by highlighting some of 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 may 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.*
5. *For many of us, while growing up, discipline usually meant punishment and it often left us feeling hurt, upset and unfairly treated.*
6. *Discipline is however about guidance. It is about helping children learn the values that are important to the family and society.*
7. *Although some people hold the view that it is alright to punish (smack, shove, hit, burn, verbally and sexually abuse) children as a way of disciplining them, punishing children is not effective and is harmful because;*
 - ⊙ *The child changes from the 'unwanted' behaviour but only for the moment. They may probably repeat the behaviour since they have only learnt what not to do, rather than being taught what is expected/what to do.*
 - ⊙ *The child learns not to do the forbidden action in the adult's presence, rather than learn not to do it at all.*
 - ⊙ *The child learns to tell lies, cheat or blame others to avoid being hit.*
 - ⊙ *Children tend to have strong feelings of anger, hurt, and injustice and may hate themselves.*
 - ⊙ *The child becomes withdrawn, fears parents/adults, feel less valued, anxious or depressed.*
 - ⊙ *A child's trust and respect for adults can be destroyed.*
 - ⊙ *Beating children can encourage them to bully others, misleading them to think that it is okay to hit others when you are bigger and stronger, due to anger or to get what you want. This eventually leads to being violent in adult life.*
 - ⊙ *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 11.2: Positive and sensitive interaction with children

Time | 1 hour

What the facilitator needs to know

Sylvia and the grandmother

- ⊙ Spending special time with the child builds the parent – child relationship.
- ⊙ It helps the parent to know the challenges that the child could be experiencing.
- ⊙ The benefits of using a respectful humble tone.
- ⊙ Provide the child with play time.
- ⊙ Give the child time to end the play game.
- ⊙ Take time to explain the reason for ending the game and the next activity.
- ⊙ It is important to reward the child and (tell them why) during an activity.
- ⊙ Praise the child when you mean it.
- ⊙ The warning helps the child to understand limits, and promotes respectful behaviour.

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

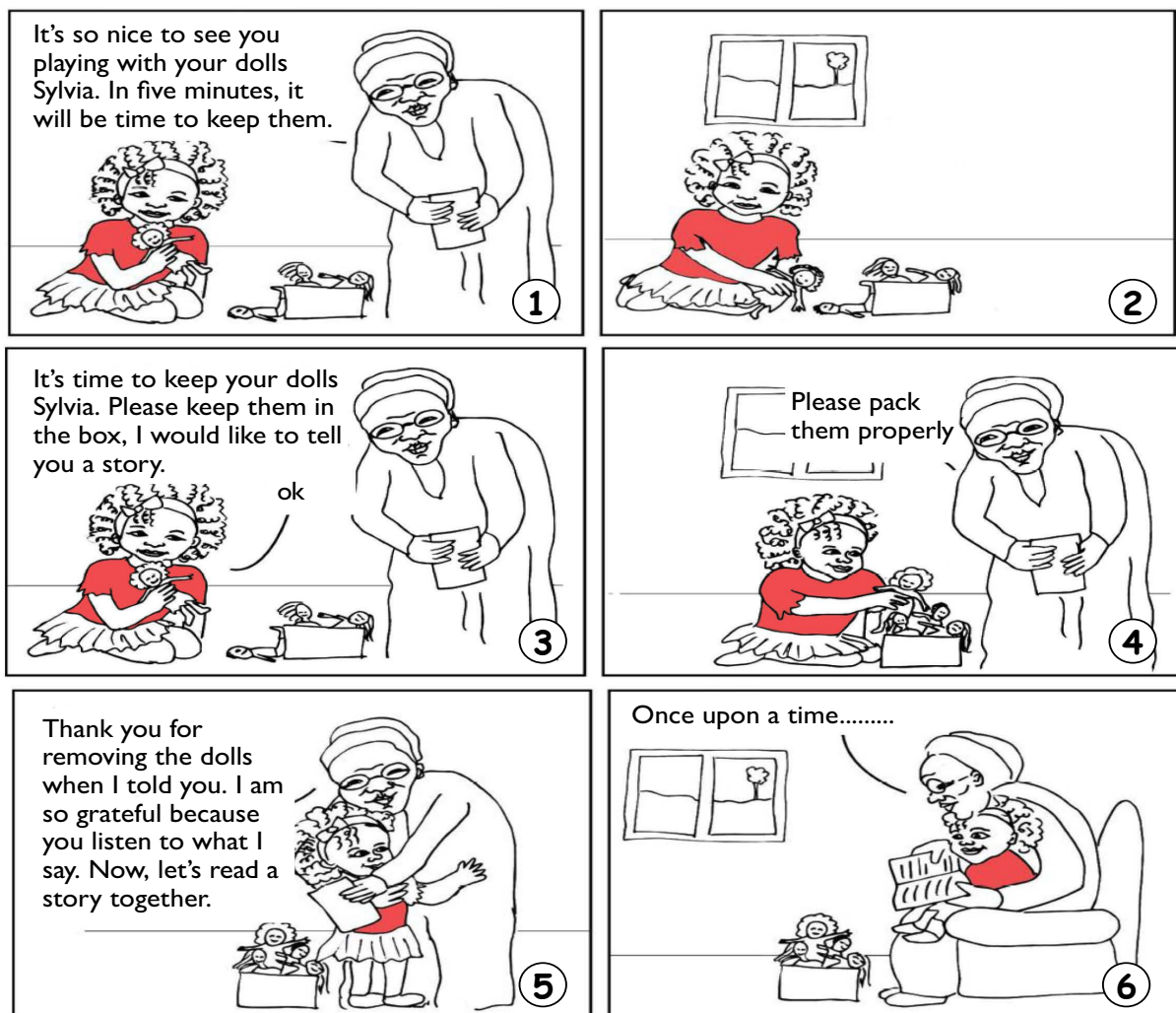
Materials | Flipchart, masking tape, markers, and pictures

STEPS

- 1** | **Provide** an overview of the session objective.
- 2** | **Ask** participants to join 2- 3 small groups
- 3** | **Provide** each group with a set of pictures illustrating the different ways of parents interacting with children.

Picture 1

Sylvia is playing with her dolls while the grandmother is observing

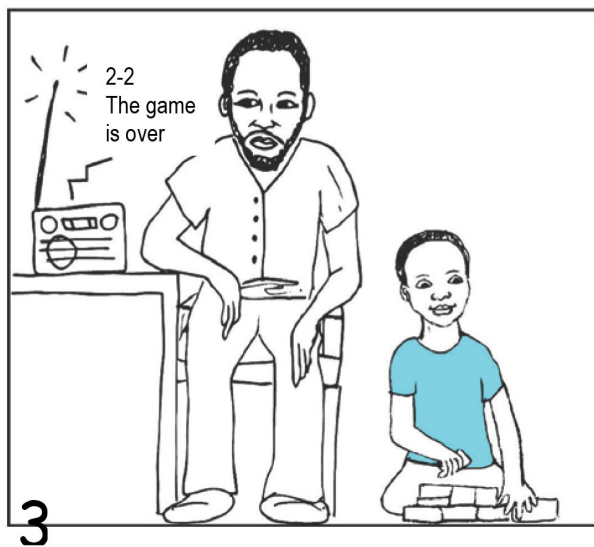


Picture 1

1. How does spending special time with a child help the child and the parent?
2. How does the grandmother teach Sylvia to listen?
3. How does a reward help to support good behaviour from our children?
4. Why does the grandmother give Sylvia a 5 minute notice within which to keep away the dolls?

Picture 2

Moses is playing with his bricks while his father is listening to a football match (Arsenal Vs Man U)



Picture 2

1. How does the father encourage Moses to play quietly?
2. What might have happened had he ignored Moses?

- 4 | **Ask** one volunteer in each group to read the text in the picture (Sylvia and the grandmother) **Allow 5 minutes for this.**
- 5 | **Ask** participants to discuss the questions below the picture. (Sylvia and the grandmother) **Allow 10 minutes for this.**
- 6 | Ask one volunteer in each group to read the text in the picture (Moses and the father). **Allow 5 minutes.**
- 7 | Ask participants to discuss the questions below the picture. (Moses and the father) **Allow 10 minutes for this.**
- 8 | Ask participants to return to plenary and share lessons learnt.

Close the activity by highlighting some of the following points:

1. *Parents should be interested in their children's play and spend some special time with them.*
2. *Parents should praise their children, because praise encourages a child to put in more effort and be helpful.*
3. *Pay attention to the behaviour you want to promote and encourage it*
4. *Don't combine praise with criticism*

Differences between harsh communication and positive, respectful communication

Harsh communication	Positive communication
<p>1. Emphasises the power of personal authority and makes demands. For example: <i>Kato, turn off the music, we are taking a rest.</i></p>	<p>1. Expresses the reality of the life and shows mutual respect. For example: <i>Kato, I know that you like that song but we are taking a rest. Kindly turn the volume down or turn the music off.</i></p>
<p>2. Arbitrary and indirectly related to the situation or not related at all. For example: <i>Why do you have to turn on the music when we are taking a rest? From today, you are now not allowed to listen to any music.</i></p>	<p>2. Directly related to the child's misbehaviour. For example: <i>You should not turn the music up so loud at noon when people are taking a rest.</i></p>
<p>3. Identifies children's behaviour with personality and implies moral judgment. For example: <i>You acted like a thief when you used my motorbike without asking permission. From now on you are not allowed to touch it!</i></p>	<p>3. Separates the deed from the doer with no moral judgment. For example: <i>You used my motorbike without my permission. It is not right. From now on, you must ask me before taking it.</i></p>
<p>4. Concerned with past behaviour. For example: <i>You are not allowed to invite your friends to our house again. Last time you made a big mess and your friends used bad language.</i></p>	<p>4. Concerned only with present and future behaviour. For example: <i>You can invite your friends to our house if you can tidy up after yourselves, and if no body uses bad language.</i></p>
<p>5. Threatens, disrespects, or puts the child down: For example: <i>Last time you made me lose face with my friend. You know what will happen if your friends come to our house next time.....</i></p>	<p>5. Discusses the behaviour in a friendly manner, after the adult and the child have calmed down and implies good will: For example: <i>Since you were not respectful to my guest, you will stay in your room the next time I am talking with my guest?</i></p>
<p>6. Demands obedience and does not accept a child's choice. For example: <i>Do it now, go! If you don't do it now, I will beat you!</i></p>	<p>6. Permits choices. For example: <i>You can do it whenever you want but it should be completed before I come back.</i></p>
<p>7. Angry, unfriendly voice and expression: For example: <i>If you don't go to bed now, you will see what I will do to you.</i></p>	<p>7. Calm, friendly but uses a determined voice and expression. For example: <i>You can continue reading but do not stay up after 10 o'clock.</i></p>

Activity 11.3: Home Practice

Time | 5 minutes

Materials | Flipchart and markers

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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.

2

Bid farewell to the participants.