

Session 5: Respectability and Good Behaviour



5.0: Introduction

Participants

Women and Men separately

Objectives

1. To discuss positive parent-child interaction to improve discipline and respectability
2. To explore different styles of parenting and demonstrate which of them promotes positive relationships and respectability.

Duration

2 hours

Preparation

Review advance information about participants; revise/expand questions accordingly and prepare questions on flipcharts.

Activity 5.1: Review of home practice

Time | 20 minutes

S T E P S

- 1 | Welcome everyone for session five.
- 2 | Review home practice by asking individuals to share their experience (***Encourage them to discuss benefits and challenges of trying to practice one positive experience from their childhood with their children.***)
- 3 | If participants had problems, ask others to suggest ways that these might be overcome.
- 4 | Encourage parents to continue doing the home practice.

Activity 5.2: Managing difficult behaviour

Time | 50 minutes

What the facilitator needs to know!

Positive Techniques

- ⊙ **Fix-up:** When children cause trouble or hurt another child, expect them to fix it up – or at least, try to help them learn how to fix up their mess.
- ⊙ **Ignore:** The best way to deal with misbehavior aimed at getting your attention is to simply ignore it especially for infants. But be sure to give attention to your children when they behave well. Children need attention for good behavior, not bad behavior. However, this changes as children grow. For teenagers, we need to proportionally pay attention to both their good behaviour and bad behavior.
- ⊙ **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 he is told. Being firm doesn't mean yelling, nagging, threatening, or taking away privileges.
- ⊙ **Stay in Control:** Act before the situation gets out of control that is to say before you get angry and overly frustrated and before the child's behavior becomes unreasonable.
- ⊙ **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.

Managing difficult behaviour (Sarah and the mother)

- ⊙ Humbly, Sarah was trying to get her brother to play with her.
- ⊙ 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.
- ⊙ The mother needed to resolve the problem between the two siblings instead of referring the issue to their father.
- ⊙ She needed to help the to children to happily play together.

Sam and the mother

- 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 points to a specific behaviour to which Sam should abide. A watch is provided so that they can refer to it.
- c) Just like this mother, we need to appreciate the children when they abide by the family rules and limits to encourage them keep following them.

Objective | To discuss positive parent-child interaction in order to improve discipline and respectability

Materials | Masking tape, markers and vignettes/pictures.

STEPS

1 | **Provide** an overview of the session objectives.

2 | **Display/ distribute copies of the picture (below)** illustrating a mother reinforcing behaviour (*copies can be shared and one person in the each group reads for others*).

Discuss the illustrations using the questions below the picture (Allow 20 minutes)

MANAGING DIFFICULT BEHAVIOUR

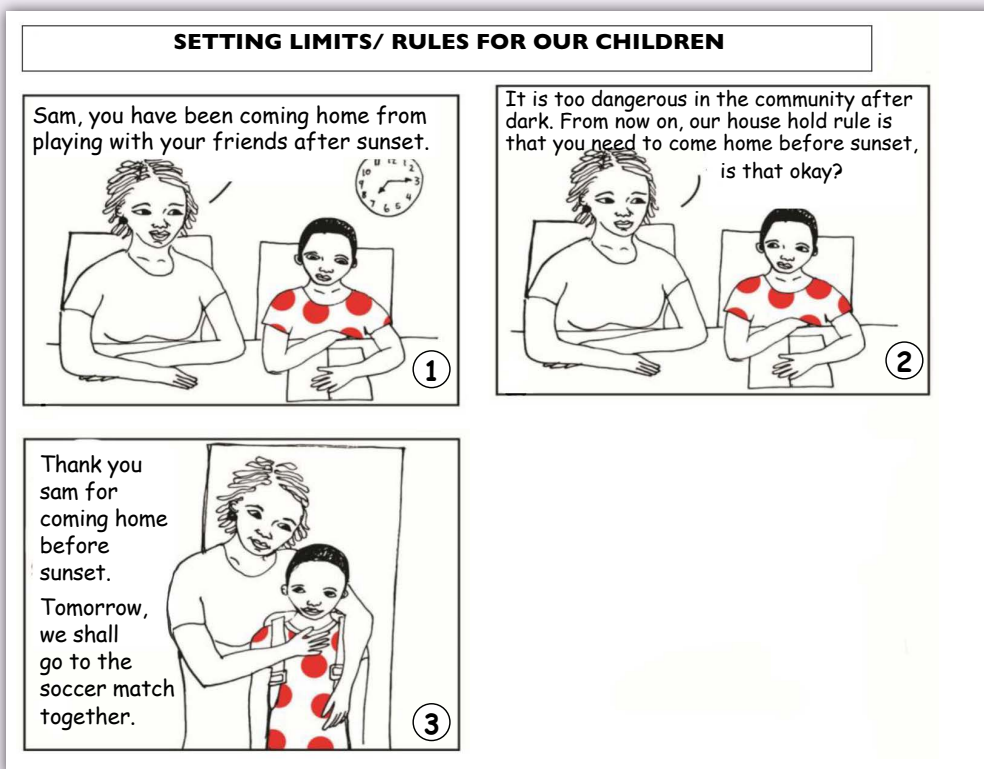


1. What does Sarah do to get attention from the mother? Does it work?
2. Why is it important for Sarah to get the mother's attention?
3. What behaviour is the mother rewarding by responding to the needs of Sarah's brother?
4. Why might it be a problem to say "I will tell your father"?
5. What would be a better way to respond?

- 3 | **Explain** to the participants that they will now 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 | **Provide** the definitions below and write them on the flipchart;
 - a) Limits are rules (*a rule that does not oppress both the child and the parent and is respectful*).
 - b) Limits refer to the establishment of boundaries beyond which a certain thing may not be done.
 - c) Limits are guidelines- they inform children what they can and cannot do.
- 6 | **Ask** participants why we should set limits/rules for our children. (Allow some responses)
- 7 | Inform participants that applying these limits involves directing the children towards the desired behaviour in a positive and caring way.
- 8 | Parents set rules for children for some of the following reasons:
 - a) Provides a sense of comfort and security in the household
 - b) Teaches responsibility, and understanding of what is expected of them
 - c) Encourages discipline and listening
 - d) Ensures they behave well towards other people
 - e) Protects children from harm
- 9 | Distribute the next picture (Sam and the mother) showing a mother setting rules with the child.
- 10 | **Ask** participants to share their thoughts about the picture.

11

Encourage questions and comments, and **ask** for their opinions if the picture illustrates a better way of setting limits/ rules.



12

Use the following questions to continue with the discussion.

- a) How does the mother communicate to the child about house rules?
- b) How does the mother talk to the child to make sure that he is really listening?
- c) Is the house rule connected to a specific behaviour?
- d) What does the mother do to support the child when he follows the house rule?

13

Ask 3 pairs of volunteers (one acting as a parent and the other a child) to role play how they would communicate limits for the children in the different age groups (3– 6 years, 7 – 11 years, 12 – 17 years).

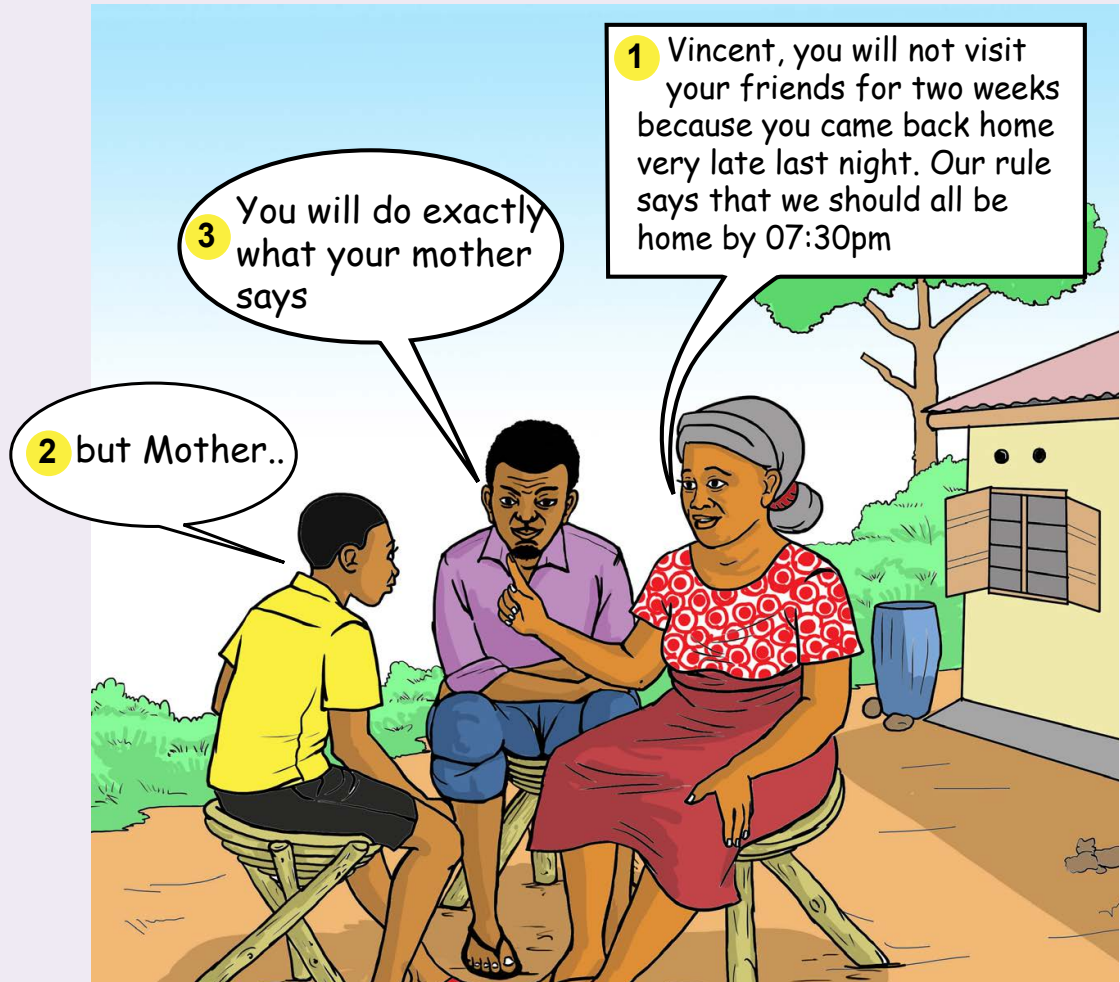
- a) *Look out for clear communication of the rules with the child, control of anger, dialogue to allow the child's thoughts and feelings while maintaining the parenthood position.*

14

Ask participants to comment on each of the role plays to ascertain if the parent was able to manage the difficult behaviour, at the same time directing the child to the desired behaviour.

15

Provide the picture below to the participants and ask them what they learn from it.



16

Provide the following summary on how to establish effective family rules/limits and if possible provide participants with copies.

- 1) Children should understand the 'why' behind the limit
- 2) Get children's opinions. They often have good ideas on limits, and when they participate in setting the rules, children are more likely to obey them
- 3) Too many limits prevent children from learning on their own. Set limits on things that are important for the family respectability
- 4) Rules should be consistent (should not change every day and when there is more than one caregiver in a home, they should all agree on the rules to avoid giving a child confusing messages).
- 5) Limits should be stated positively e.g. "Play on the floor" instead of "Don't climb on the chair"
- 6) Limits should be appropriate to the children's age and abilities, and should be explained calmly.
- 7) Limits should be clear, easy to understand and connected to a specific behaviour.
- 8) Set limits and also consequences. However, the consequences should be fair, and not involve corporal punishment.
- 9) Praise and rewards (not necessarily monetary) can help support your child in following household rules.

Activity 5.3: Four Styles of Parenting

Time | 50 minutes

What the facilitator needs to know!

- a) Parents need to know that exerting power to achieve what you demand from the child may bring about conflict.
- b) Respect from children can best be attained by having interactive relationships, laying down clear rules of behaviour, and holding your children accountable for their actions/ behaviour. Respect is earned by giving respect.
- c) Parents should learn to communicate clear expectations and limits, and to keep their anger in check while communicating their disappointments.
- d) Children especially teenagers learn to solve problems and plan with the possible consequences in mind.
- e) Parents become role models – their behaviours and attitudes providing examples of how to behave in relation to many areas of daily life, including health.

Objective | To explore different styles of parenting and demonstrate those which promote positive relationships and respectability.

Materials | Flipchart, markers and masking tape

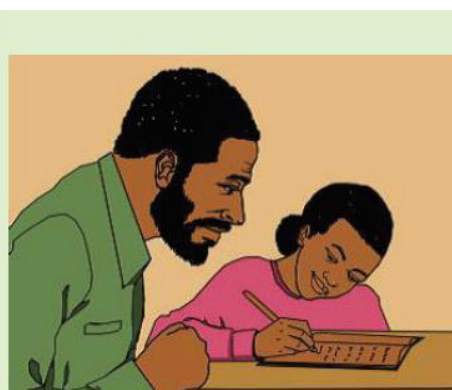
STEPS

1 | **Provide** an overview of the session objectives.

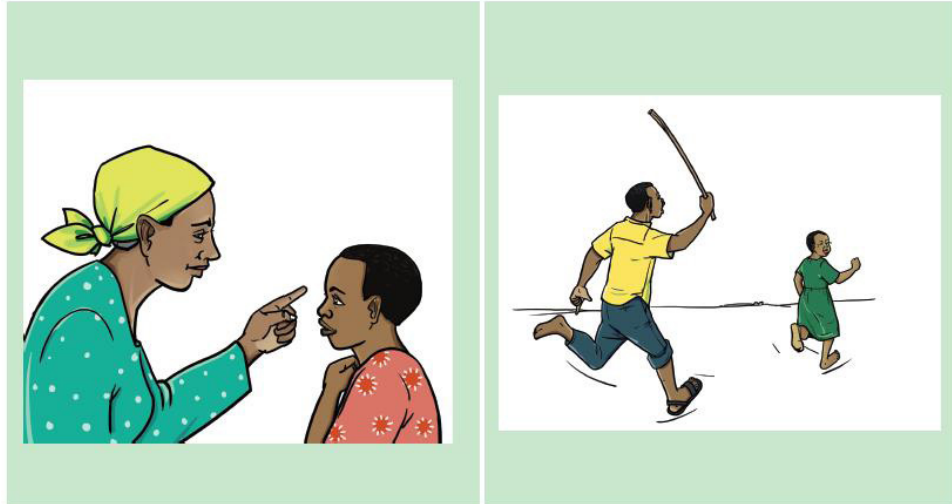
2 | **Ask** participants to form 2 – 3 small groups.

3 | **Provide** participants with the four sets of pictures illustrating the different parenting styles (*strict caregivers/ Authoritarian, Firm caregiver/ Authoritative, Permissive Caregiver & indifferent / uninvolved caregiver*).

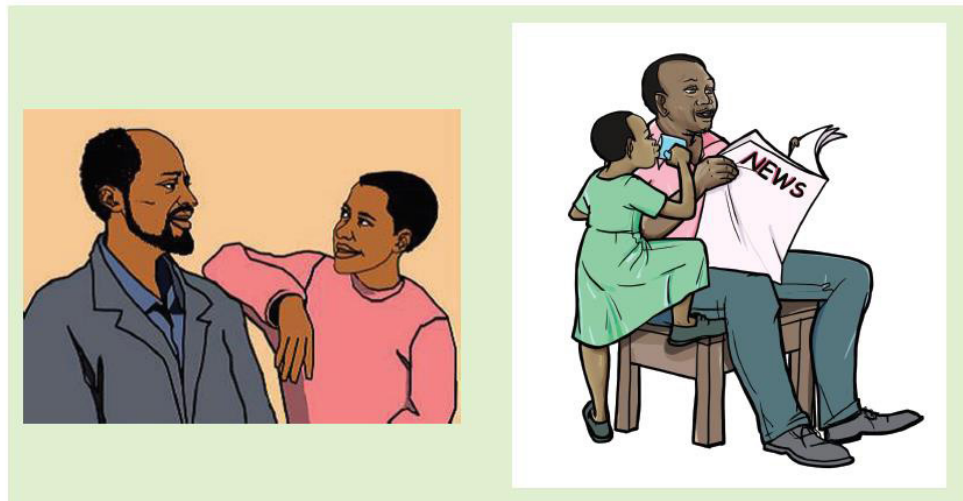
Authoritative/ Firm Parenting



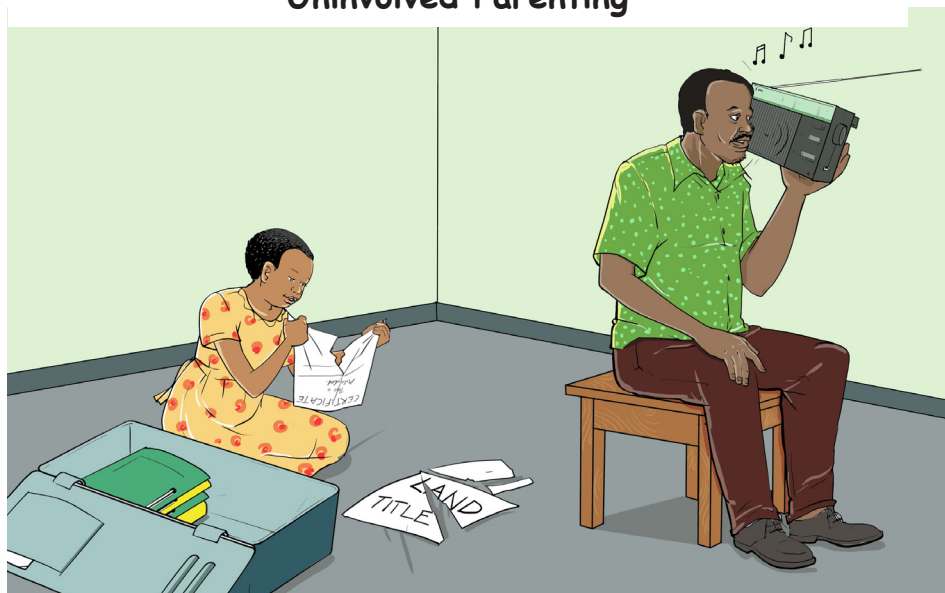
Authoritarian Parenting



Permissive parenting



Uninvolved Parenting



4

Ask participants to discuss the following:

- a) What are the benefits and limitations or effects of each parenting style on children's behaviour? Draw on a flipchart the table below for participants to fill in their responses

Authoritarian Parenting	Benefits	Limitations

Identify the styles that are commonly used in the community and why? (Allow more 20 minutes)

5

Ask participants to return to the plenary and share what they have discussed (Allow 5 - 10 minutes)

6

Explain that there are two main principles of parenting which should be provided in the same measure. These are:

- a) Love/ connectedness
- b) Setting limits and boundaries

7

Explain that for parents to make use of the principles, we need to understand the four parenting styles below:-

- a) The **Authoritative/ Firm parenting style** is represented by parents who support their children but set firm limits for them. Firm 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 view points but do not always accept them, and promote respectful behaviour among children.
- 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. These parents engage in low levels of communication with the children. This style promotes rebellion among children.
- c) The **Permissive parenting style** is characterised by excess love and warmth, with low levels of control. Parents do not exert control over their children's behaviour or set limits and do not monitor their activities.
- d) The **Indifferent/ Uninvolved parenting style** is identified by low control and poor relationships. Parents are not interested in their children and make few demands on them.

Close the activity by highlighting these points;

1. *In every day life parents tend to draw from the different parenting styles but as a parent, it is important that you reflect on your dominant style.*
2. *The authoritative/firm style is generally considered the best because it promotes bonding and attachment between parents and their children while ensuring proper discipline of children.*
3. *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 teenagers, sometimes you need to borrow the 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.*
4. *Share the information from the table below during the discussion. You may add other points that parents mentioned but there is no need to discuss each point. You can provide copies to the participants or write them on a flipchart.*

Parenting Style	Benefits	Effects
Authoritarian	<ul style="list-style-type: none"> ⊙ Obedient in the presence of adults ⊙ May do well at school ⊙ May not question ⊙ Pretentious behaviour 	<ul style="list-style-type: none"> ⊙ Unhappy and fearful ⊙ Have low self esteem ⊙ Have problems relating with people ⊙ Cannot cope with frustration
Firm/ Authoritative	<ul style="list-style-type: none"> ⊙ Behave well ⊙ Do well at school ⊙ Lively and feel secure ⊙ Self-confident ⊙ Able to control their emotions ⊙ Can relate well with other people in the home and outside 	<ul style="list-style-type: none"> ⊙ Sometimes children can be misunderstood as being proud. ⊙ They can be vulnerable to abuse if they go to an environment where children's right to expression is not respected.
Permissive	<ul style="list-style-type: none"> ⊙ More resourceful than are kids raised by uninvolved or strict parents 	<ul style="list-style-type: none"> ⊙ Cannot control their emotions ⊙ Often rebellious ⊙ Likely to have problems with authorities ⊙ Tend to have problems at school
Indifferent/ uninvolved	<ul style="list-style-type: none"> ⊙ Survive on their own but can be dangerous 	<ul style="list-style-type: none"> ⊙ Unhappy ⊙ Have problems controlling themselves ⊙ Have low self-esteem ⊙ Lack confidence ⊙ Have problems at school

Activity 5.4: Home practice

Time | 10 minutes

Materials | Flipchart, masking tape and markers

STEPS

- 1** | **Ask** the participants to develop 4 rules with other adults and children at home during the week. Each set of rules should be developed with children in accordance to their developmental stages/ ages.
- 2** | Ask each family to have a family objective/mission or goal
- 3** | Bid participants farewell and wish them a safe stay during the week