

Being a Parent

MANUAL FOR COURSE FACILITATORS

Third Edition

Open College Network London Region accredited



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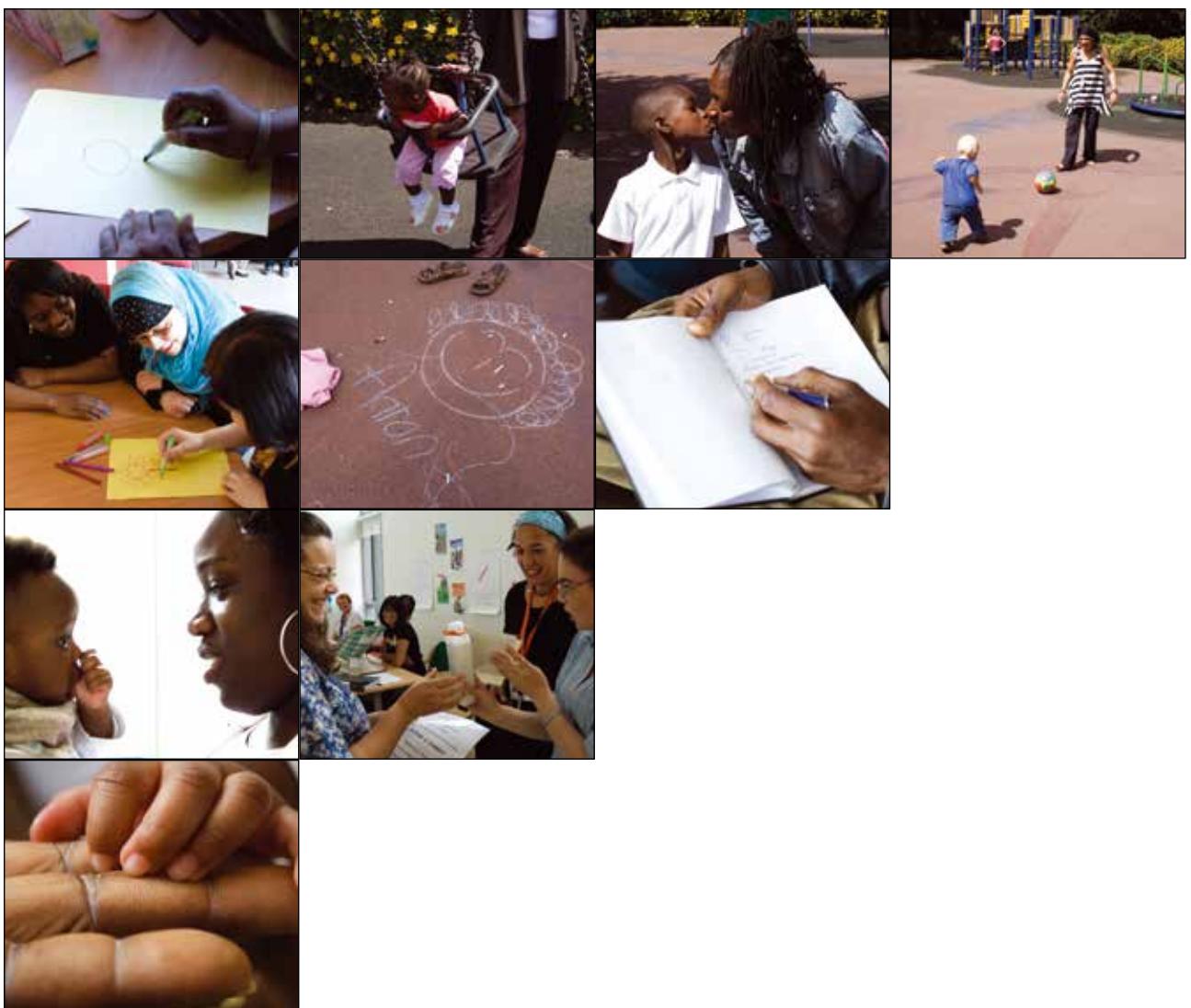
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Caroline Penney (2012)

INTRODUCTION



INTRODUCTION

Getting ready to run a group

Once the venue has been agreed, publicity should be prepared and distributed well in advance. A good venue should be large enough to comfortably fit all the parents and have a room close by for a crèche. Comfortable seating is important, as is privacy. ***Being a Parent*** leaflets (adapted to include details of each specific group) are available from the Empowering Parents Empowering Communities Project. As parents start to express an interest, you will begin to be able to compile a provisional list of parents planning to attend. It is helpful to phone them to introduce yourselves and to remind them of the date and time of the first meeting.

Recruitment is most effective by word of mouth and meeting parents in the playground and community settings so they can ask questions before committing themselves to the coffee morning. Posters advertising the courses can be displayed in the school, nursery, children's centre, libraries, places of faith, GP surgeries and also other public buildings. It is also helpful to inform other agencies of the course, such as child and adolescent mental health teams, health visitors and social workers, so that they can refer interested parents onto the course.

A crèche should be available to run alongside each group. A good crèche should provide continuity of care and workers who are highly attuned to the emotional needs of the children in their care. They will need to arrive at least 15 minutes before the group starts to be able to settle the children. Parents will only feel comfortable attending a group if they know their children are going to be happy and well cared for. You will need to work closely with the crèche staff to make sure that both parents and children have a good experience.

Group facilitators should make sure they have prepared thoroughly before each session and know the material well. If you have a co-facilitator, you will need to have met with them in advance and agreed what each of you is going to do.

All group facilitators are required to have fortnightly supervision meetings to plan, review and reflect on how the group is going. These will be arranged at mutually convenient times, but it is helpful if the first meeting can be before the start of the group.

Running the group

The structure for each session should be as follows:

1. Arrive early in order to feel calm, confident and well-prepared! (Try to own the room, maybe bring some flowers in).
2. Make sure the room is arranged with the chairs in a circle and the flip chart set up.
3. Have refreshments available. (We suggest high quality biscuits, fruit, cakes, juices, tea, coffee, herbal teas to give the parents an experience of being nurtured.)
4. Check the crèche is set up and crèche workers present.
5. Have your handouts prepared and any additional resources (DVD etc) to hand.
6. Welcome and introduce yourself to any parents arriving early.
7. Show or tell them where the crèche is (make sure one facilitator stays in the room).
8. Ensure that creche workers settle the children into the crèche.
9. Mark parents' names on the register. **The register must be completed for each session.**
10. During each session there should be some time set aside for feedback from the previous week. As well as facilitating learning and delivering material, it is important that the facilitator validates all parents by reflecting contributions and by using descriptive praise.
11. At the end of each session, thank parents for attending, summarise the learning and give them a hint of what to expect in the following week, so that they will look forward to coming back!

The learning on this programme is made up of skills, attitudes and knowledge and each session builds on the last session. It is important that learners practise the skills at home.

GOOD LUCK!!!

ACCREDITATION

All parents attending the group should be offered the opportunity to have their learning accredited through Open College Network via The Parenting Centre. Learners can achieve Entry Level, Level 1 or Level 2. (For more detail, see Appendix 1 on Accreditation.)

Assessment is carried out through observation of the students by the tutor who may keep an observation log, and also by student completion of the Parenting Strategies Workbook (see Appendix 1). Parents can be encouraged to decorate these with photos and their children's comments etc.

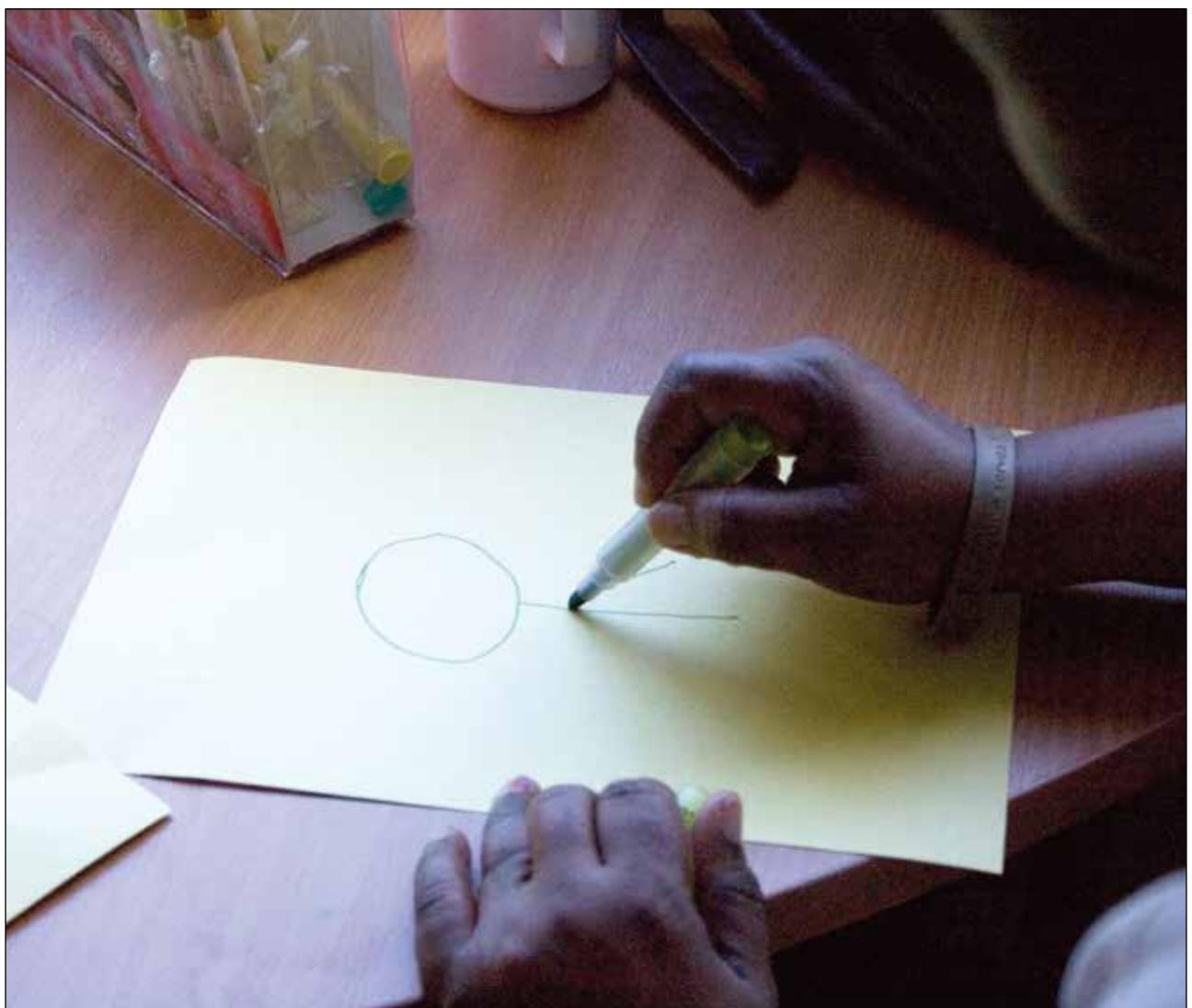
All learners should be able to achieve Entry Level. Workbooks may be produced on paper, or in an electronic format.

Full details of students wishing to register for accreditation are required on the OCNLR registration form, which should be forwarded to the Empowering Parents Empowering Communities (EPEC) office ***as early as possible***. The EPEC project will fund learner registration fees.

At the last session, learners should be given a date by which workbooks must be handed in. Facilitators (with the support of their supervisors) are responsible for the initial marking of workbooks.

INFORMATION SESSION

“COFFEE MORNING”



AIMS

- To develop a good rapport with parents attending.
- To provide a taster of the BAP course that makes parents want to attend.
- To answer questions about the BAP course.
- To give parents some useful ideas/insights to take away with them.
- To give the parents an outline of what the course covers.
- To give parents an opportunity to acknowledge that the course is right, or not right, for them.
- To collect addresses, phone numbers and emails of parents who will be attending the group.
- To introduce parents and children to the crèche workers and help settle the children into the crèche.
- To give the parents an experience of being nurtured.

Timings for the introductory session are flexible:

Introductions, welcome and crèche settling	15 – 30 mins
Welcome and introduction of facilitators	10 mins
Group introductions	20 mins
Small group exercise	20 mins
Break (optional)	5 mins
Presentation of course outline	10 mins
Questions and answers	20 mins

RESOURCES

Refreshments

Parenting Strategies Workbook to show parents

Flipchart with outline of the morning session

Pens

Introduction Sign-in Sheet

Invite parent who has previously attended a ***Being a Parent*** group to speak about what they gained from it.

Information Session Handout 1 - Course Outline

Welcome, Introductions and crèche settling**15 - 30 mins**

1. Try to make setting as comfortable as possible and arrange chairs in a circle.
2. It is really important to speak with the crèche workers so that they know the importance of their role in ensuring that parents feel happy to stay on the course, knowing that their children are settled and well looked after.
3. Have tea, coffee etc available for when people arrive.
4. Introduce parents to each other and parents and children to crèche workers.
5. Creche workers to take register of children in the crèche.

Parents to share important information about their children with crèche workers, including whether they would like to be called if their child is upset. (If a child is unable to settle and is distressed, the parent will be asked to return to the creche.)

Welcome and introduction of the facilitators**10 mins**

1. Share a little about yourself, when you took the course, how you benefited from it yourself.
2. Acknowledge anxieties you may be aware of – people worried about being in a group.
3. Tell them the structure of this introductory session, that it is a chance to find out a bit more and to get a flavour of the ***Being a Parent*** course.
4. Explain that there will be group introductions, then an example of an exercise and they will be able to look at the course outline and ask questions.
5. Parents can then decide whether they are interested in coming on the course.
6. Invite a parent or parents who have previously attended a ***Being a Parent*** group to speak about what it meant for them.

Group introductions**20 mins**

1. Write key points up on a flipchart:
 - i. Name
 - ii. Child/children and ages
 - iii. What would you like to get out of the course?
 - iv. Do you have any anxieties or concerns about the course?
2. Ask parents to talk to the person next to them (if already known, then change places).
3. Ask them to introduce themselves and how many children they have.
4. Ask each other what they would like to get out of the course if they join it.
5. Tell them that it is useful to know if there are any particular issues, because then they can be addressed. The course – although structured – can be flexible to meet needs of the parents.
6. Go round in a circle and everyone introduce themselves. Keep this brief. Try to avoid parents sharing too much at this stage (that they may later regret).

Small group exercise**20 mins**

Choose from the following suggestions:

Either:

A. - “How to be a helper”

Watch the 2 facilitators role play a situation when they are first unhelpful, then helpful. The mother is concerned her child is not settling into school/crèche.

Really exaggerate when you role play the unhelpful person

5 mins unhelpful – be judgemental, critical, minimise the distress, be very busy etc.

5 mins helpful – listen, non-judgemental, warm, accept the feelings, reflective listen, give time, ask open questions etc.

In groups of 4:

Ask parents what they would have felt in both instances if they were the person needing help.

In whole group, take feedback and end by asking them to think about their children and how they would like them to feel if they need help, hence emphasising the importance of all the helpful attitudes.

Or:

B - “Exploring parenthood”

In groups of 4, ask parents the following questions which should be pre-written on the flipchart:

1. What do you enjoy about being a parent?
2. What is difficult?
3. What support do you get?
4. What support would you like?

Allow 10 minutes for small group discussion and 10 minutes feedback in whole group.

Get examples of enjoyments and difficulties.

Break coffee / tea etc (if wanted)**5 mins**

Presentation of course outline**10 mins**

Explain that the course is an opportunity to learn new ways of helping yourself and your children. We will learn helping skills, listening skills, how to manage children's behaviour and how to help children become co-operative. We also stress how important it is that parents take care of themselves too.

Go through ***Handout 1 – course outline*** in detail - each facilitator can describe alternate sessions.

Questions and answers**20 mins**

Give everyone the opportunity to ask questions and about the course.

Points that might be covered:

- Learning Support Issues: eg dyslexia, hearing impairments, learning difficulties, ESOL. Consideration to be given to adaptations or adjustments that may need to be made.
- Signing up – emphasise importance of attendance “you’ll get more out of it, the more you put in”.
- OCN accreditation for those who wish to complete portfolio, but it is not compulsory.

Assume that everyone will stay on the course, state that you look forward to seeing all the parents next week.

INFORMATION SESSION – HANDOUT 1

COURSE OUTLINE

Session 1: *Being a Parent*

Getting to know each other
 Goals for parent and child
 'Good enough' vs 'perfect' parent
 Taking care of ourselves

Session 2: *Feelings*

Remembering what it was like to be a child
 Acknowledging and accepting feelings
 Expressing Feelings

Session 3: *Play and listening*

Non-directive play – Special Time

Session 4: *Valuing my child*

Avoiding 'labels' and describing behaviour
 Using descriptive praise to change behaviour

Session 5: *Understanding children's behaviour*

Understanding children's needs and their behaviour in response to needs
 Discipline
 Commands, consequences, rewards and star charts

Session 6: *Discipline strategies*

Understanding what we mean by boundaries
 Time Out and saying 'No'
 Household rules

Session 7: *Listening*

Communication styles
 Helping a child when upset
 'Open' and 'Closed' questions
 Reflective listening

Session 8: *Review and support*

Coping with Stress
 Reviewing the course & knowing where to get support
 Ending and celebration

SESSION 1

BEING A PARENT



AIMS

- To help people feel safe and comfortable by doing some ice breakers and introductory exercises.
- To use reflective listening to validate every contribution.
- To help the process of self-appreciation, by introducing the concept of the “Good Enough Parent”, and an exercise in appreciating what students do well as parents.
- To enrol all students.

0h00	Introductions	20 mins
0h20	Group Agreement	10 mins
0h30	Setting Goals Discussion	10 mins
0h40	Setting Goals Feedback	15 mins
0h55	Good enough vs perfect parent	25 mins
1h20	Full/empty cup	10 mins
1h30	Doing things for ourselves	15 mins
1h45	Journals and ending	15 mins

OCN LEARNING OUTCOMES

3) Understand the interdependent nature of the parent-child relationship.

OCN ASSESSMENT CRITERIA

Entry – Give an example of an everyday interaction between parents and children that brings out the interdependent nature of the parent-child relationship.

Level 1 – Outline how both parents and children are influenced by and dependent on one another.

Level 2 – Describe how both parents and children are influenced by and dependent on one another.

RESOURCES

Registration forms

Research questionnaires if the course is being evaluated

Parenting Strategies Workbook (for students wishing to seek accreditation)

Flip chart, paper, marker pens and blutak.

Session 1: Handout 1 - The “Good Enough” parent

Handout 2 - Doing things for ourselves

Two jugs of water and glasses for full/empty cup exercise

Food colouring to colour the water representing things parents like doing for themselves.

Miniatures or pictures if needed

Sticky labels for parents’ and facilitators’ names

0h00

Introductions**20 mins***Tutors' personal introductions*

1. Introduce the course, including, format, material, assessment, progression.
2. Acknowledge if the group has particular needs or was set up for a specific purpose.
3. Emphasize that course material is the same for all groups, but it is possible to use it flexibly to meet the group's needs.
4. Self disclose only as much as you feel comfortable with.
5. Instructions for all exercises can be pre written on your flip chart.

Name round

- Invite everyone to say their first name.
- Remembering people's names is extremely important, as students will feel valued if you can refer to them by name.
- A seating plan with names written on can be a good memory aid, as well as sticky labels.

Introduction Exercise in pairs (if large group do it in threes)

- Choose format appropriate to your group.
- This exercise should not challenge people in any way but offer a safe introduction to one or two other students.

For example,

1. Everyone milling around, find two people and find two things you have in common apart from being a parent
2. Introduce yourself to the person next to you, where you live, ages of children, personal circumstances etc.

Or, if available use miniatures or laminated pictures :

1. Place all the miniatures/pictures on a table.
2. Ask the parents to pick one up that "chooses" them.
3. Go round in a circle getting the parents to say why they chose the miniature/picture.

0h20

Group Agreement**10 mins**

1. Ask people what they require to feel safe in the group. Ask parents to elaborate on exactly what they mean by these ideas.
2. Get up a list of ground rules, which should include confidentiality, timekeeping, respect, non-judgemental, mobiles off etc. Explain that everyone needs to agree with them.
3. Always put this back on the wall for each session of the group. You/the parents may wish to add to the agreement during the following weeks.
4. When agreeing a ground rule in relation to confidentiality, make it clear that the only exception to this would be if you had any worries about the safety of a child or parent. Personal information and names should not be shared outside of the group, but skills and strategies can be.

0h30

Setting Goals Discussion**10 mins*****Write the questions below on flipchart.***

Exercise in fours (threes if numbers are under 12)

Take turns to say

- What brought you here.
- What do you want to get out of the course - think of some goals for yourself and for your child.
- Any anxiety or fears you might have.

0h40

Setting Goals Feedback**15 mins**

1. Ask for parents' responses.
2. Validate all fears and anxieties.
3. Acknowledge all responses and validate everyone's parenting skills and motivation.
4. Generate list on flip chart of what people want.
5. Emphasize that you will incorporate issues into different sessions.
6. Write on flipchart a list of all the goals for each parent and also for their child.
7. Keep the list – you will return to these goals throughout the course.

Example of goal setting:

Name	Age	Goal for self	Goal for child
Claudia	5	Feel more confident as parent	Get on better with brother
Rashid	8	Less shouting	Do homework more

0h55

Good enough vs perfect parent**25 mins****Discussion (15 mins)**

There is a lot of pressure on parents to be 'perfect' (from TV, press, our own parents etc.)

1. Generate list on flip chart, or get students into groups of four and give each a piece of flip chart paper with a figure drawn on.
2. Ask them to write around the person what they think a perfect parent is like.
3. Try to ensure that the following ideas are generated
 - That the "perfect" parent should be fit, good-looking, happily married, heterosexual, a great cook, cleaner, teacher and counsellor etc etc
 - That they wouldn't ever be tired or bad-tempered or struggle with mental or physical illnesses, depression or domestic violence.
 - That their children are always well-behaved, successful etc.

4. Either: Rip up flip chart paper in a flurry,
 Or: Make the point that we cannot possibly be the perfect parent; if we try, we will always fail.
 We need to be good enough.

5. Discussion

- What are the pressures you put on yourself as a parent?

6. Point out the behaviours that trying to be perfect can produce e.g.

- Doing everything for our children exhausts us and stops them learning how to do things for themselves
- Wanting to protect them stops them learning from their own experience and building up their own skills. E.g. to make friends, deal with difficulties etc.
- Taking responsibility for them stops them learning from the consequences of their own actions or inactions, and prevents them building self-confidence. E.g. always reminding them to do their homework, what to wear, remember their lunchbox etc.
- Controlling and criticizing breeds resentment and discourages initiative

The Good Enough Parent (Session 1 – handout 1)

- Knows adults and children make mistakes
- Encourages children to make decisions
- Allows children to learn from the consequences of their actions/inactions
- Accepts children's feelings
- Lets children do things for themselves and encourages their independence

Reflect and validate all contributions

1h20

Full/empty cup

10 mins

Demonstration

1. Demonstrate the full cup theory using two jugs of water and 4 glasses.
2. Explain that the first jug is the parent and the glasses are the children; the water represents emotional, mental and physical resources.
3. Pour the water from the jug into the glasses, one glass says she wants help to get dressed, another says she needs help to find her school books, another wants you to sort out the argument she is having with her brother etc.

Let the parents be the children, partner etc when the 'glasses' are demanding attention etc. This will make it more lively.

4. Show how the water in the jug gets slowly depleted.
5. Emphasise how the parent jug will have nothing left to give and how both parents and children are influenced by and dependent on one another.
6. Then pour water into the parent jug from the other jug (this jug has food colour added).
 - This jug represents the things that the parent jug likes doing.
 - This could be having a bubble bath, phoning a friend, reading a book, playing a game of football, walking, having nails manicured etc.
7. Generate some ideas from the group, highlighting the interdependent nature of parents and children.

8. Explain how important it is for the parent jug to take care of their own needs or they will have no resources left to look after their children's needs.
9. Reflect and validate all contributions.

1h30

Doing things for ourselves

15 mins

1. Give out Session 1, handout 2.
2. Ask parents to complete it either on their own or in pairs
3. Have a group discussion including the following points:
 - What do you like doing just for you?
 - When did you last do it?
 - Could you do it more often?
 - What else could you do for yourself?
4. Write up what the parents will do for themselves.

1h45

Journals and ending

15 mins

1. Give out student workbooks to parents wishing to submit work for accreditation.
2. Write up specific instructions.
3. Thank parents for attending.
4. Summarise learning from session.
5. Indicate what they can look forward to at the next session.
6. For homework, parents need to do something for themselves. Facilitators will ask about this in next session's feedback.

SESSION 1 – HANDOUT 1

THE “GOOD ENOUGH” PARENT

When you consider all the pressures of family life, can you begin to let yourself “off the hook” and remember there is no such thing as the “perfect parent”? You are good enough as you are. Most of us are doing the best we can with the knowledge and understanding available to us.

The good enough parent:

- Knows adults and children make mistakes
- Encourages children to make decisions
- Allows children to learn from the consequences of their actions/inactions
- Accepts children’s feelings
- Lets children do things for themselves and encourages their independence

Another aspect of being a “good enough” parent is realising that to care for our children we have to be caring for ourselves too.

SESSION 1 – HANDOUT 2**DOING THINGS FOR OURSELVES**

List some things that you like to do just for you.

When did you last do them?

How could you find time to do them more often?

It is important to do things for ourselves so that we feel able to look after our children. If we feel happy we have got more resources to cope with the demands of being a parent.

SESSION 2

FEELINGS



AIMS

- To continue to create safety for students.
- To continue to validate parents.
- To use exercises and role-play to increase the students' awareness of their own and their children's feelings.
- To reiterate ground rules.

0h00	Icebreaker – What's Going Well?	10 mins
0h10	Name Round and Feedback	10 mins
0h20	Denying Feelings	15 mins
0h35	Denying Feelings Discussion	10 mins
0h45	Acknowledging Feelings	15 mins
1h00	Break	10 mins
1h10	DVD	20 mins
1h30	Expressing Feelings	15 mins
1h45	Stating the Positive	10 mins
1h55	Ending	5 mins

OCN LEARNING OUTCOMES

- 1) Know/Understand the importance of accepting and acknowledging a child's feelings.

OCN ASSESSMENT CRITERIA

- 1) Entry – Demonstrate using role play the effect of accepting and acknowledging a child's feelings.

Level 1 – Outline the effect of accepting and acknowledging a child's feelings on the parent-child relationship.

Level 2 – Describe the effect of accepting and acknowledging a child's feelings on the parent-child relationship.

Resources

Flip chart

Forms for new people

Ground rules from previous week

DVD on feelings, e.g. Ab-Fab excerpt from Centre for Fun & Families 'Parenting Excerpts' resource

Handout 1 - Acknowledging/accepting feelings

Handout 2 - Acknowledging feelings

Handout 3 - Denying feelings

Handout 4 - 'How do you feel today?'

Handout 5 - What is important about how we express our feelings?

Handout 6 - Saying what we want

0h00

Icebreaker**10 mins**

1. Welcome all group members.
2. Ask parents to get into pairs.
3. Ask parents to take it in turns (2 minutes each way) to tell their partner what they do really well as a parent.
4. Inform parents that it is easy for parents to focus on what is not working, but that family lives are complicated and that some things are often working better than we think.
5. Inform parents that a large amount of the next seven weeks will be about acknowledging ourselves for the brilliant job we have done and really doing lots of self-appreciation. The practice of self-appreciation will be aided by all of the validation and acknowledgement that comes from the tutor.

Alternatively, use Handout 4 as an icebreaker. Parents are asked to role play a feeling of their choice to their partner, who needs to guess the feeling.

0h10

Name round and feedback from last week**10 mins**

1. Ask everyone to introduce themselves and share what has gone well for them this week.
2. Validate all contributions
3. Re-state ground rules

0h20

Denying Feelings**15 mins****Exercise in pairs**

1. Write all instructions on a flip chart.
2. Ask parents to remember a time as a child or teenager when they told their parents or a teacher about a problem and got a response like "don't be silly!" or "it's not that bad".
3. Ask parents, "How did you feel?"
4. Ask parents "What would you have liked to have heard instead?"
5. Generate list of feelings on flipchart from the feedback, when feelings are denied.
6. Validate contributions and acknowledge feelings, this exercise may bring up powerful feelings.

It helps if parents are given the opportunity to tell their story in small groups, but when giving feedback to the whole group, the focus should be on the feeling word.

0h35

Denying feelings discussion**10 mins**

1. What are the effects of denying feelings? Pull out the following points:
 - Children may not trust what they feel.
 - They may stop saying how they feel.
 - They may not learn to have empathy for the feelings of others.
 - They may end up not feeling at all.
2. Give out Handout 3.

0h45

Acknowledging feelings**15 mins**

1. From feedback from previous discussion, ask parents what they would have liked to have heard instead. Ask the question, "How can we acknowledge feelings so that people feel really heard?"
2. Go through handout on acknowledging and accepting feelings (session 2, handout 1).
3. Refer to handout (Session 2, handout 2) for people to do in pairs. Go through the example provided.
3. Invite parents to give examples from the handout and discuss.
4. Be aware:
 - Sometimes there is more than one feeling that could be identified under the statement and it depends on the context.
 - If the listener gets it wrong when acknowledging a feeling, this can be helpful too. For example, if the listener says 'you seem very angry' the speaker can always reply 'no I am just irritated' and it will be a helpful way of starting a conversation.

1h00

Break**10 mins**

Use this time to prepare the DVD and make sure it is ready to play immediately after the break.

1h10

Exploring Feelings**20 mins**

You may wish to use the Ab Fab DVD (as referred to in resources list) to explore feelings. If this is the case:

1. Introduce the DVD by saying that it's a humorous version of a family situation in which the parent and child's roles are reversed.
2. Ask them to notice how the mother (Edina) expresses her feelings.
3. After showing the DVD, ask the following questions:
 - How was Edina feeling?
 - What did she want?
 - Did she state her feelings or ask for what she wanted?

The learning point from this video is that Edina is overwhelmed by her feelings of rejection and is unable to express her feelings and wishes in an assertive way that could be heard by her daughter, e.g. "I feel very disappointed not to be asked to go to your open day. I would love to have the opportunity to see where you are studying and to find out about your project."

Alternatively, facilitators could role play a situation where parents are overwhelmed by their feelings or parents could also be asked to think of a situation they have been in where they have been overwhelmed by their feelings (eg reversing car into a lamppost, burning a meal etc). Adapt the questions above (point 3) to ensure learning aim of exploring feelings takes place.

1. Give out faces handout (session 2, handout 4).
2. Ask parents how they could use it with their children to encourage children to talk about feelings.

1h30

Expressing feelings**15 mins**

How do we help our children "know" and "understand" their feelings:

1. Ask question, "If we want our children and other people to accept how we feel, what is important about how we express our feelings?"
2. On flipchart, get up main points about assertive communication:
 - clear
 - honest
 - open
 - direct
 - caring
 - uses "I" statements
3. Give out handout on expressing feelings (session 2, handout 5).
4. Talk about asking for what we want rather than what we don't want.
5. Introduce four part challenging I-message, as a way of gaining child's cooperation and getting them to change behaviour, when the adult has the problem (Session 2, Handout 6)

I feel...

So they know how much of a problem it is for you.

When you ...

Description of what they are doing so they know exactly what you don't like.

Because...

Actual consequence of what they are doing, so they know why you want them to stop.

Help...

A request for their help.

6. Ask parents:

- In pairs, think of something your child does that annoys you.
- What is it about the behaviour that you don't like?
- What is the effect of the behaviour?
- Make a four part 'I' message.

1h45

Stating the positive**10 mins**

1. Get the parents to close their eyes and try not to think of pink elephants, what did they think about?
2. Tell parents to avoid saying, "Don't...." as this makes the child more likely to do it.
 - When we say 'Don't spill your drink' the child is already making a mental picture of spilling it, and therefore is more likely to spill the drink.
 - Also within the statement is a strong command to 'spill the drink'.

3. Get some examples of asking for what we want, rather than what we don't want.
4. Using Session 2 Handout 6, ask parents to reframe stating what they want to happen. If this is not finished in today's session, it can be completed as homework.

1h55

Ending**5 mins**

Recap today's learning, thank parents for their hard work and let them know what will be happening next week.

SESSION 2 – HANDOUT 1

ACKNOWLEDGING/ACCEPTING FEELINGS

1. We can acknowledge people's feelings by letting them know we have heard them and accept them. The simplest way to do this is to just repeat back what they have said.

"I don't know why I did it"

"You don't know why you did it"

"I'm leaving school!"

"You want to leave school!"

2. They may not be expressing a feeling with words but you can pick up the underlying feeling and repeat it back to them.

"I hate this family!"

"You sound really angry/unhappy/upset"

"I'm going out and staying out!"

"You're so cross you feel like staying out tonight"

Ignoring and judging feelings can lead to conflict, whereas a child who feels accepted is far more likely to communicate.

One of the simplest and most effective ways of accepting our child's feelings is to acknowledge what they are feeling – let them know that you see, or hear what they are feeling.



Our children's feelings are part of them. By accepting and acknowledging our children's feelings we:

- Help build their self-esteem
- Teach them that it is OK to have feelings
- They learn to trust feelings
- They learn to accept other peoples' feelings

SESSION 2 – HANDOUT 2

ACKNOWLEDGING FEELINGS

Next to each comment put a word to describe how the child might be feeling.

Next to that, make up a statement using the word, showing you understand the feeling (without giving advice or asking questions).

The child says:	Feeling word	Statement
Vanessa bit me.	Angry	You seem really angry at Vanessa.
Aysha would not sit next to me.		
Clive said he would not invite me to his party.		
Mrs Smith is horrible to me.		
Tracey has got a bike.		
Its not fair, Daddy said he would take me to the cinema.		
You and Dad are telling me different things.		
I really like Fred.		
I've been chosen to sing in assembly.		
There's nothing to do.		

Sometimes there is more than one feeling that could be identified from what the child says and it depends on the context. However the child will correct you if you get it wrong.

SESSION 2 – HANDOUT 3

DENYING FEELINGS

Without realising it we give our children verbal and non-verbal messages that tell them it is not OK to feel their feelings.

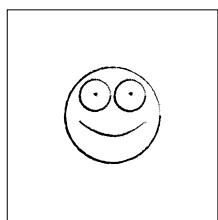


The long-term effects of denying children's feeling are:

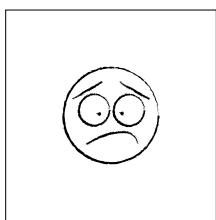
- Low self-esteem
- Learning to bottle up feelings
- Learning not to trust feelings
- Perhaps eventually learning not to feel
- Unable to develop empathy with feelings of others

SESSION 2 – HANDOUT 4

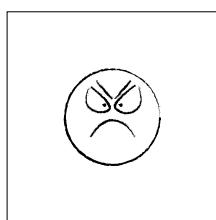
“HOW DO YOU FEEL TODAY?”



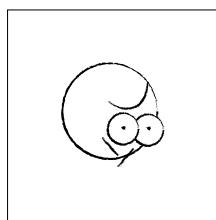
Happy



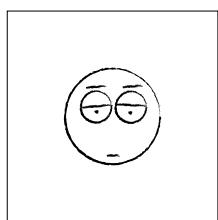
Sad



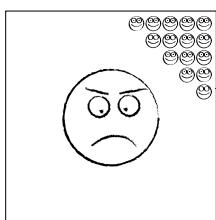
Angry



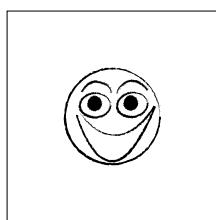
Confused



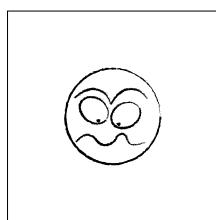
Bored



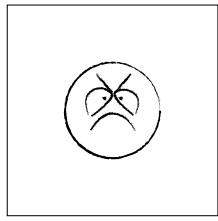
Isolated



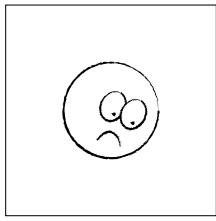
Excited



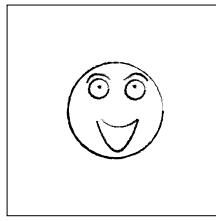
Frustrated



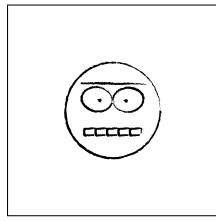
Irritated



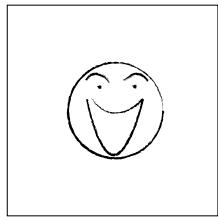
Lonely



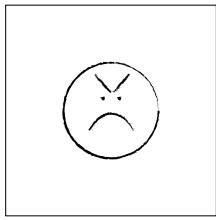
Ecstatic



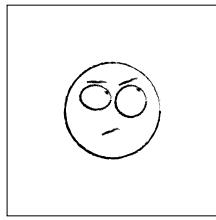
Determined



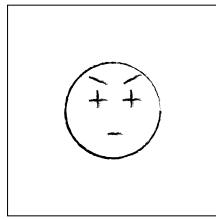
Thrilled



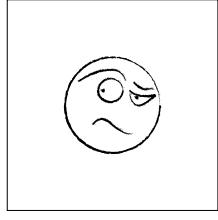
Cross



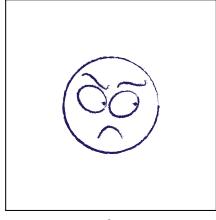
Suspicious



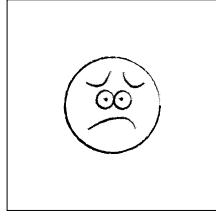
Obstinate



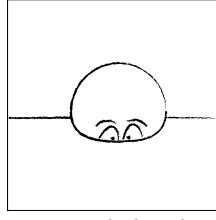
Envious



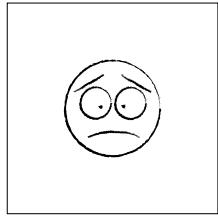
Jealous



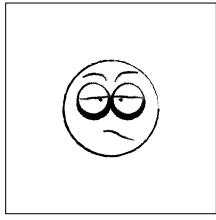
Anxious



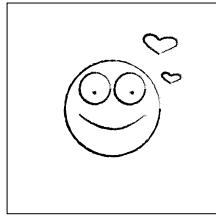
Overwhelmed



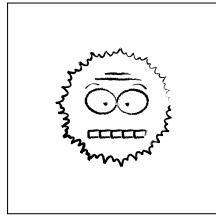
Depressed



Exhausted



Love struck



Fearful

SESSION 2 – HANDOUT 5

WHAT IS IMPORTANT ABOUT HOW WE EXPRESS OUR FEELINGS?

If we want our children to accept our feelings it is important that we express ourselves in a way that is:

- Clear
- Honest
- Open
- Direct
- Caring

We need to:

- State clearly what we think, feel or want
- Own it – use “I” instead of “you”
- Use non-blameful language

“I’m starting to get angry and I want you to stop swearing at me.”

“I’m feeling upset and confused by what you’ve said.”

“I feel so frustrated.”

“I feel disappointed.”

A four part ‘I’ message can be used to express our feelings, therefore helping children to express their feelings:

I feel...

So they know how much of a problem it is for you.

When you...

Description of what they are doing so they know exactly what you don’t like.

Because...

Actual consequence of what they are doing, so they know why you want them to stop.

Help...

A request for their help.

SESSION 2 – HANDOUT 6

SAYING WHAT WE WANT

It is more helpful to a child or young person when we say what we want to happen, because when we say don't do this or that, the first thing the other person does is make a mental picture of the thing we don't want.

If we say to a child, “Don’t spill the juice”, the chances are she or he will spill it! The mind has already made a picture of spilling it and within the sentence is the command to spill it.

A more useful thing to say is, “Carry it carefully”, or “Keep it in the cup.”

Stating the positive – exercises:

	<i>Positive Statement</i>
Don’t jump on the sofa	
Don’t be rude	
Don’t touch the china	
Don’t shout so loudly	
Don’t pick at your food	
Don’t interrupt me when I’m speaking to your father	
Don’t drop litter	
Don’t be naughty at school	
Don’t leave your coat on the floor	
Don’t be so untidy	

SESSION 3

PLAY



AIMS

- To understand the importance of non-directive play (special time) and be able to demonstrate how to do it.
- To understand the importance of active listening and non-verbal communication.

0h00	Icebreaker	10 mins
0h10	Feedback from previous week	10 mins
0h20	Memories of play	15 mins
0h35	Why play?	10 mins
0h45	Incorrect & correct demonstration of non directive play	10 mins
0h55	Non-directive play	15 mins
1h10	Modelling	5 mins
1h15	Break	10 mins
1h25	Non Directive Play in Pairs	30 mins
1h55	Ending	5 mins

OCN LEARNING OUTCOMES

- 2) Understand the importance of special time and/or play.

OCN ASSESSMENT CRITERIA

Entry – Give an example of the importance of special time and play.

Level 1 – State the importance of special time and play.

Level 2 – Describe the importance of special time and play.

RESOURCES

Flip chart

Forms for new people (this is the last session on which it is possible for new people to join the group)

Toys, paint, clay, collage materials, glue, felt tips, modelling materials, scissors, paper.

Handouts Session 3:

Handout 1 - Play & Main characteristics of non-directive play

0h00

Icebreaker**10 mins**

Ask parents to speak in pairs about their child's favourite toy or activity.

0h10

Feedback from last week**10 mins**

1. Ask parents the following questions:

- What has gone well this week?
- Which of the ideas that we discussed did you try?

2. Reiterate ground rules, if necessary

0h20

Memories of Play**15 mins**

1. Ask parents to talk for 5 minutes in pairs about when they were a child.

2. Ask them to consider the following:

- How did you play?
 - What kind of activities did you do?
 - Did you play with adults, other children, brothers and sisters, or alone?
3. Ask parents to feedback to the large group.

0h35

Why Play?**10 mins**

1. Facilitators to ask parents for their thoughts and views on why play is important and what children get from play.

2. Facilitator to write on flipchart.

0h45

Incorrect and correct demonstration of non-directive play**10 mins**

1. Facilitators to demonstrate non-directive play very badly. One facilitator role plays the parent, the other plays a child. The parent tells the child what to do, criticises their game, asks lots of questions.

2. The facilitator who played the child is asked what it felt like.

3. Ask parents to get into pairs and role play being a parent and a child (for one minute each). The parent is asked to be with the child in a bossy and intrusive way. After each group member has experienced being both a parent and child, the facilitator asks how it felt to be the child. The main objective of this is to experience bad parent-led play.

4. Facilitators then demonstrate correct non-directive play. This should be child-led, no questions asked, only descriptive commenting.

5. The facilitator who played the child is asked what it felt like.

0h55

Non-Directive Play**15 mins**

1. Give out Handout 1.
2. Introduce and explain the main characteristics of non-directive play:
 - Non-Directive – follow child's lead, don't tell them what to do
 - For a limited time
 - Different from other play
 - Set up rules beforehand
 - Child is in total control
 - Not 'educational', they will learn, but you are not teaching
 - No questions or talking apart from descriptive commenting
3. Make connection between accepting children's feelings and non- directive play. Your behaviour "tells" the child that they "matter".
4. Generate some problem-solving suggestions between parents by discussing how parents might do non-directive play at home with their own child/children, acknowledging some of the challenges e.g. child may need to have it modelled if they are not used to this type of play, having more than one child, it could be messy, space at home may be limited.

1h10

Modelling of non-directive play as adults**5 mins**

1. Facilitators to model non-directive play, one is the player and the other is the describer.
2. Ask for comments from the group about the process.

1h15

Break**10 mins**

In this break get lots of resources out - eg lego, bricks, paint, things for sticking, glue.

1h25

Non-directive play in pairs**30 mins**

1. Divide the group into pairs.
2. Ask one to take the role of the player and one the describer.
3. Practice non-directive play for 8 minutes. (Facilitator to set timer.)
4. Ask parents to share in the large group:
 - first the players describe how they found it and display what they made
 - second, the describers can describe how they found it.
5. Repeat the process with the describer now being the player and vice versa: Practice and feedback as before.

1h55

Ending**5 mins**

Ask parents to practice non directive play during the week.

SESSION 3 – HANDOUT 1

PLAY

1. Children learn through play.
2. Children develop their emotional, physical, social, intellectual and communication skills while they play.
3. Children often develop schemas (repeated patterns of behaviour) to explore their environment. It is fascinating to observe our children and see what they enjoy doing. From these observations we can help children to develop their play in the areas they get pleasure from.
4. Babies love to play games like peek-a-boo and hide and seek.
5. Children love make-believe play.
6. Older children like board games and computer games.
7. Children do not necessarily need expensive toys to play with - pots and pans from the kitchen, a cardboard box, a sheet over some chairs can all provide opportunities for play.



MAIN CHARACTERISTICS OF NON-DIRECTIVE PLAY

- Non-directive play is child-led
- Child leads, makes decisions and shapes the direction of play
- For a limited time
- Boundaries established beforehand
- Your child is learning in this time, even though you are not teaching
- Use descriptive commenting, rather than talking "at the child" and avoid questions



SESSION 4

VALUING MY CHILD



AIMS

- To introduce the strategy of describing behaviour, rather than using labels with children
- To use role play to demonstrate descriptive praise.
- To help students think about how praise can change behaviour.

0h00	Welcome and icebreaker	10 mins
0h10	Feedback from previous week	10 mins
0h20	Labels exercise	10 mins
0h30	Feedback from 'labels' exercise	15 mins
0h45	Exercise in pairs	10 mins
0h55	Break	10 mins
1h05	Discussion on praise	15 mins
1h20	Exercise "praising children's work"	15 mins
1h35	Exercise "building the positive"	10 mins
1h45	Feedback	10 mins
1h55	Ending	5 mins

OCN LEARNING OUTCOMES

- 4) Understand how positive parenting builds self-esteem in children.

OCN ASSESSMENT CRITERIA

- Entry - List examples of how parental praise/tangible rewards can benefit children.
 Level 1 - Outline with examples how praise/tangible rewards can be used to change a child's behaviour.
 Level 2 - Describe with examples how praise/tangible rewards can be used to change a child's behaviour.

RESOURCES

- Flip chart
 Outline drawing of person on flipchart (for labels exercise)
 Sticky labels
 Handouts Session 4:
 Handout 1 - Examples of descriptive praise
 Handout 2 - Praise
 Examples of children's work (can be parents' pictures from Session 3)

0h00

Icebreaker**10 mins**

Ask parents to talk about something they are proud of that happened in the past week.

0h10

Feedback from last week**10 mins**

- What has gone well?
- Doing things for ourselves?
- Acknowledging feelings?
- Special Time?

0h20

Labels Exercise**10 mins**

1. Give the parents a warning about this exercise - it can put them in touch with old feelings that can be very powerful but by thinking about the impact of these labels they will be able to no longer feel controlled by them.
2. Give everyone 6 sticky labels.
3. Ask them to write down anything they can remember being called as a child or teenager.
4. Give a couple of examples eg "bossy", "helpful". Give positive and negative examples.
5. Get everyone to stick them onto a **person** drawn on flip chart.

0h30

Feedback from 'labels' exercise**15 mins**

1. Read out some of the labels and make the point that you can hardly see the person.
2. Ask about effects of labelling.
3. Pull out the following points
 - Labels stick
 - They are self fulfilling
 - Children end up believing them
4. Ask parents, "What can we do instead?"
 - Separate the child from the behaviour. Give examples of behaviours that are labelled, e.g. "you are so inconsiderate" as opposed to "you are playing with your brother in a very rough way", or: "you are so good" as opposed to "thank you for tidying up your bedroom", or: "you are so stupid" as opposed to "you are late giving in your homework."
 - If our intention is to change behaviour, it is more useful to describe the behaviour, and state what we want in the form of a clear command, e.g. "*You're eating on the sofa and crumbs are going everywhere. Go and get a plate please*", rather than, "*You're such a messy person*".

0h45

Exercise in pairs**10 mins**

- Think of something your child does that annoys you.
- Without using labels, describe the behaviour, and state what you want to happen.
- You may also want to state how you feel using an “I” statement.

0h55

Break**10 mins**

1h05

Discussion of praise**15 mins**

1. Why do we praise? Generate a list to include:
 - Making the child feel valued.
 - The child is more likely to repeat behaviour if praised.
2. How do you feel after being praised?
3. Validate parents who say they have never been praised.
4. Generate a list that includes all the positive feelings, but may also include negative feelings, such as feeling manipulated.
5. Describe the difference between descriptive praise and labelling praise.

E.g. Descriptive praise

“You have done a careful job of putting the fragile toys away.”

Descriptive praise describes what the child has done. It is specific and concrete.

Labelling praise

“Good girl.”

Labelling praise is just a value judgement.

6. Choose three parents in the group.
7. Think of three things you want to praise them for, e.g. getting to class on time, wearing a nice shirt, doing their hair nicely... etc.
8. First praise them in a labelling way.
9. Then in a descriptive way, ask them how they felt.
10. Ask parents what was the difference.

E.g. Labelling praise

“You are brilliant!”

Descriptive praise

“Thank you for getting to class on time. I know it’s very difficult for you to get the kids to school and get out of the house in the mornings.”

11. Read the following example aloud or ask one of the group members to read it.

Example :

"My four year old came home from nursery and showed me her junk modelling of an egg box with pieces of material stuck all over it. She asked if I thought it was good.

So I described it as, "you have put a pink bit of material on one piece of the box and another piece of blue material on the other side and some glitter in the middle."

"Yes," she said enthusiastically.

I said, 'How did you think to do this?'

She said "because I am a builder."

By describing the model, my daughter was able to praise herself.

NB. Things to avoid:

Put down praise – "You can be really good at maths when you put your mind to it." or
"Thank you for cleaning up the kitchen, pity you don't do it more often."

1h20

Exercise "praising children's work"

15 mins

Facilitators should demonstrate this exercise first.

1. Give everyone a piece of their work from the non-directive play session or if this is not possible a piece of child's work.
2. In pairs, get people to descriptively praise it.
3. Go round to each pair and check they can do it.
4. Ask the group for brief feedback.
5. Give out descriptive praise handouts (session 4, handout 1).
6. Make the point that we always give attention to negative behaviour, but rarely praise the good behaviour; we need to catch them being good.

1h35

Exercise "building the positive"

10 mins

1. In pairs, use gapped handout (session 4, handout 2) to think of three behaviours you would like to change.
2. Demonstrate first, giving three examples and showing how you can use praise to encourage the behaviour you want to see more of.
3. Give parents an opportunity to practice using praise on the behaviour they want to encourage.

1h45

Feedback**10 mins**

1. Validate and acknowledge all contributions.
2. Ask what can make praise doubly effective. Generate the following points:
 - Praising instantly
 - Praising them to someone else within earshot
 - Always describing
 - Stating the effect of what they have done, if there is one
 - Saying how you feel

1h55

Ending**5 mins**

Explain that next week's session will cover needs and behaviour, and start to look at discipline. Make sure parents know what needs to be covered in their journals for homework, if they are choosing to complete them.

SESSION 4 – HANDOUT 1

EXAMPLES OF DESCRIPTIVE PRAISE

1. You've let Peter play with two of your cars. That is good sharing.
2. It's nice to see you two are playing an interesting game together.
3. Thanks for putting your plate and the knife and fork in the sink.
4. You picked up your clothes as soon as I asked you to, and you hung them up in the cupboard ready for school tomorrow.
5. I'm glad you wiped your muddy boots on the mat on your way in the door.
6. When I asked you to take your toys back to your bedroom, you did it. The living room looks so tidy now.
7. You've got your trousers on all by yourself.
8. Well done for pouring the milk into your cereal bowl.
9. Thank you for sitting down together to do your homework.
10. You ate all your peas and some of your carrots. Well done.
11. You're in your school clothes and have brushed your teeth, even though you wish you were still in bed.
12. Thank you for chopping up all the carrots into such small pieces.
13. Thank you for coming to the supermarket with me and helping to unload the trolley. It made the job much more fun.
14. Thank you for helping me tidy up the table and move all the food.



SESSION 4 – HANDOUT 2

PRAISE

Parents use praise to reinforce positive behaviour. Descriptive praise conveys acceptance and enhances self-esteem and confidence.

- Describe the behaviour - be specific so they know what they have done.
- State the effect, if there is one.
- Say how you feel about it.

"I really liked the way you stayed out of your sister's way, even though she was trying to wind you up. That took a lot! I was impressed"

List three behaviours that you would like to see more of:

1.....

2.....

3.....

Concentrate on one of these and see if you can find some opportunities to praise it this week.

Catch the behaviour you want to see more of!

SESSION 5

UNDERSTANDING CHILDREN’S BEHAVIOUR



Aims:

- To use exercises and role play to help raise awareness of the needs of parents and children and why we behave the way that we do.
- To start to think about what discipline strategies work.

0h00	Welcome, icebreaker and feedback from previous week	10 mins
0h10	Needs and behaviour – discussion	10 mins
0h20	Exercise	10 mins
0h30	Feedback – Our needs as adults	5 mins
0h35	Discipline – discussion	15 mins
0h45	Discussion on commands	10 mins
0h55	Break	10 mins
1h05	“Meaning what you say”	10 mins
1h15	Consequences	10 mins
1h25	Rewards (star charts)	20 mins
1h45	Star charts (homework)	10 mins
1h55	Ending	5 mins

OCN LEARNING OUTCOMES

- 6) Be able to use a range of techniques and strategies to cope with children's behaviour at different developmental stages. (Entry Level)
- 6) Understand how a range of techniques may be used to cope with children's behaviour at different developmental stages. (Level 1 & 2)

OCN ASSESSMENT CRITERIA

Entry – List the stages of a child's development. Demonstrate using role play one technique or strategy that might be used to cope with a child's behaviour.

Level 1 – Identify the stages of a child's development. Outline strategies that might be used to cope with children's behaviour. Demonstrate techniques that might be used in at least two developmental situations.

Level 2 – Describe the stages of a child's development and the strategies that might be used to cope with children's behaviour. Demonstrate techniques that might be used at various developmental stages.

RESOURCES

Flip chart

DVD – find a short piece of film that illustrates the importance of consequences, one example could be from the Kramer v. Kramer clip on the Fun with Families DVD.

Handouts – Session 5:

- Handout 1 - Needs and behaviour
- Handout 2 - Maslow's Hierarchy of Needs
- Handout 3 - Consequences
- Handout 4 - Star Charts

0h00

Welcome, Icebreaker and Feedback**10 mins**

1. Hand out stickers to individual parents for things they do, eg being on time, answering questions, getting out of bed, getting the children to school.
2. Ask parents what has gone well for them this week.

0h10

Needs and behaviour - Discussion**10 mins**

1. Ask parents, "What are some of the needs children have?"
This question should be written on the flipchart beforehand.

2. Generate a list that includes topics such as:
 - Need for love:
 - E.g. wanting a hug.
 - Need for attention:
 - E.g. screaming and shouting when you are on the phone.
 - Need to develop their own sense of independence:
 - E.g. deciding what to wear in the morning when they go to nursery.
 - Need to explore and learn:
 - E.g. running and jumping, picking up every object, turning things on and off, asking questions all the time.
 - Need to feel useful:
 - E.g. washing up, even if the plates are still dirty at the end.
 - Need to know where they stand:
 - E.g. asking to go out with friends when you have said no.
3. Ask parents what are some of the behaviours their children do to get their needs met?
4. Generate list on flip chart.
5. Make the point that the need is valid even if the behaviour is inappropriate. The same behaviour may be acceptable in a toddler but not in an older child, depending on their developmental stage.
6. Give out Session 5, handout 1.

0h20

Exercise**10 mins**

Ask parents:

- Think of a behaviour your child does that you don't like.
- What do you think is the need behind the behaviour? Generate a list.
- Can you think of a way you can use the skills already covered on the course to respond differently?

0h30

Feedback – our needs as adults**5 mins**

1. What are some of our needs as adults? Ask parents to generate a list.
2. Give out Session 5 – Handout 2 “Maslow’s Hierarchy of Needs” which shows, for example, that a person needs to feel safe before they can learn.

0h35

Discussion on Discipline**10 mins**

1. Facilitate a group discussion, asking parents the following question:

Why is discipline important?

2. Generate a list of feedback on flip chart
3. Ensure the following points are included in the discussion:

- Discipline means to educate. Point out that it is often the part of parenting that people find most hard to do.
- Point out that if you are having a very low self-esteem day, it can be difficult to set boundaries because your child will not like you for that short time.
- Discipline is a way of passing on your cultural values to the next generation. Hence it is a very powerful tool to help children feel a sense of their cultural heritage.
- Discipline is important for the safety of children and others.
- Discipline helps children get used to rules and to be able to fit into society.
- Discipline helps children to know consequences etc.

4. Facilitator to ask parents, “Why is it so hard to implement?”

5. Bring out the following point:

Discipline is hard to implement because:

- Children don't like it.
- It puts your relationship with them on the line.
- They may well scream and shout etc.

At this point, explain that the next two sessions of the course are like a toolkit of strategies. The different techniques can be used at various developmental stages.

0h45

Discussion on commands**10 mins**

1. Ask parents:

What is important about how we give commands?

2. Bring out the following points:

- They are clear, simple, use "I" statements.
- You may need to give a child a warning.
- Be sure it is a command and not a request. A command is when you are going to insist that something happens or ceases.
- Commands need to be age appropriate.

3. Give some examples of ineffective commands e.g. "would you like to go to bed now?" and ensure the tone of voice is clear.

4. Ask parents to form two groups; one group to agree three examples of effective commands for children under 5 and one group to agree three examples of effective commands for children over 5.

0h55

Break**10 mins**

Use this time to get the DVD ready to play for the next exercise.

1h05

"Meaning what you say"**10 mins**

You can use an extract from a DVD for this section that will explain the concept of consequences. For example, you could use an extract from Kramer vs. Kramer (Centre for Fun and Families 'Parenting Excerpts resource')

1. If using Kramer vs Kramer clip, ask parents what the father did and did not do.

2. Ensure that the following learning points from this exercise are covered:

- He did not give any attention or listen to his son.
- He gave his son the idea to eat the ice cream.
- He used sarcasm which a child does not have the cognitive ability to understand.
- He made it into a power struggle.
- He did not acknowledge feelings.
- The consequences were only set up at the last minute.

1h15

Discussion on consequences**10 mins**

1. Ask parents:

What is a consequence?

2. Facilitate a discussion, asking parents:

What is important if we are going to give consequences?

3. Bring out the following points in the discussion:

- They are relevant and they are age appropriate.
- You are able and willing to carry them through.

- You have told the child beforehand what the consequences will be therefore giving them the choice over their actions.
- If the child is young they are immediate.
- Consequences can be natural (eg if a child breaks a toy, the toy is no longer useable) or logical if the child plays with a ball in the living room it is taken away.
- Making statements can be a useful way of using consequences to avoid the child losing face because they make the decision. (E.g. "Either we can tidy up the room and go to the park or we can stay at home.")
- Consequences must be non-punitive (e.g. don't bite the child if they bite, or put soap in their mouth if they are rude). The child will feel resentful towards the parent and less likely to change their behaviour.
- Something becomes a punishment if it is given after the event and the child is given no opportunity to change their behaviour.
- Consequences are not punitive as the child is always given a choice.

3. Give out Handout 3.

1h25

Rewards (star charts)

15 mins

Introduce the idea of star charts/rewards to parents:

1. Ask parents:

Has anyone used star charts or other rewards as a method of discipline?

Was it effective?

2. Explain that star charts need to work on very specific behaviour that you want to see more of and children need to be able to succeed with them.

3. Take away some of the parents' stars (if they are talking over others...etc).

4. Ask parents how they feel.

This discussion should generate the conclusion that:

- Stars should never be taken away.
- They are very effective for quickly changing problem behaviour.
- They are successful because they motivate the child to get the reward, and success further motivates the child.
- The behaviour becomes habit fairly quickly.
- Stars are good for younger children.
- For older ones a points system where points are totted up and exchanged for rewards.
- Best reward of all is time with parent.
- Can be useful to choose a behaviour for the star chart that is very easily achievable, as this will motivate.
- Hardest part is being specific about the behaviour.
- Child should be involved in choosing rewards.
- Examples of rewards are special privileges at home, special outside activities, special time with parent.

5. Get some examples of behaviours on the board that could be changed by using a star chart.

1h45

Star charts - Homework

5 mins

Ask parents to work with their child at home to design a star chart

Highlight the following important points and refer parents to handout 4:

- Be specific about appropriate behaviour, e.g. Putting clothes on in the morning before 8am.
- Make steps small.
- Pace the steps correctly.
- Choose only one behaviour.
- Parent keeps control of the star chart.
- If possible it is good to identify positive behaviour you want as well e.g. reward sharing and playing quietly together.

1h55

Ending, Journal

5 mins

Encourage parents to use a star chart at home with their child and ask them to bring it with them next week to give feedback how they got on.

SESSION 5 – HANDOUT 1

NEEDS AND BEHAVIOUR

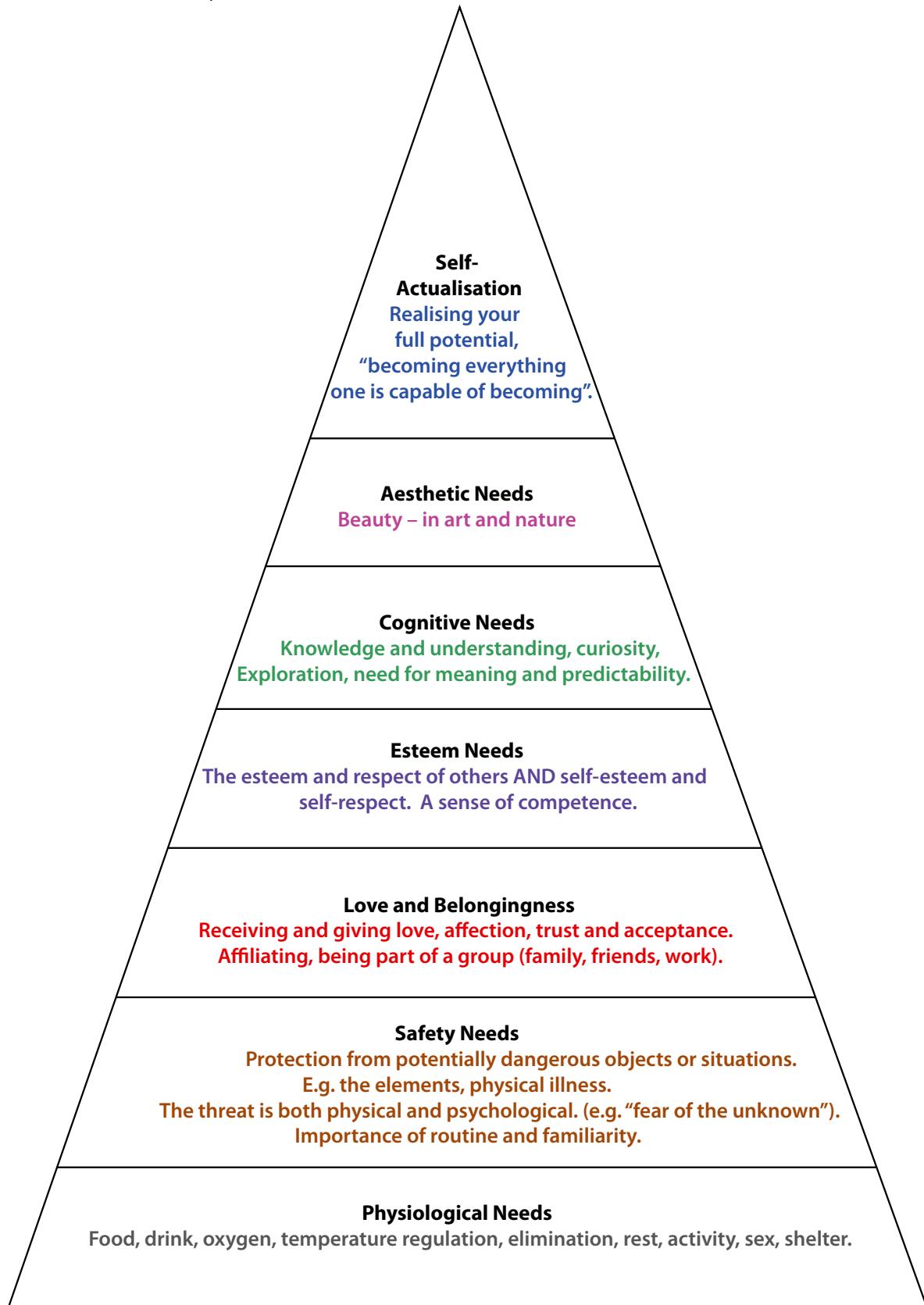
How do children behave to meet their basic needs?

- Attention – e.g. Screaming and shouting when you are on the phone.
- Love – e.g. Wanting a hug when you are talking to a friend.
- Independence – e.g. Saying no to everything, even things they like. Deciding what to wear in the morning when they go to nursery.
- Security – e.g. Wanting to stay by your side when you go to a new environment.
- Explore and learn – e.g. Running and jumping, picking up every object, turning things on and off, asking questions all the time.
- To feel useful – e.g. Washing up, even if the plates are still dirty at the end.
- Approval – e.g. Showing you the picture from school.
- Know where they stand – e.g. Testing out their parent's boundaries.

SESSION 5 – HANDOUT 2

MASLOW'S HIERARCHY OF NEEDS

(Based on Maslow 1954)



SESSION 5 – HANDOUT 3

CONSEQUENCES

Something becomes a punishment if it is given after the event and the child has no opportunity to change their behaviour. Consequences are not punitive as the child is always given a choice.

AGREED CONSEQUENCES:

- * They should be relevant
- * You are able and willing to carry them through
- * Tell the child before what the consequences will be
- * The child has a choice over their action
- * If the child is young, they are immediate

SESSION 5 – HANDOUT 4**STAR CHARTS**

Time	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
07:00-08:30							
16:30-18:00							
18:00-19:30							

A sticker is given for playing calmly.

For some children, getting a sticker will be reward enough, however for some older children they may need other rewards:

3 stickers = extra story

5 stickers = go to £1 shop and choose a present

7 stickers = go to park

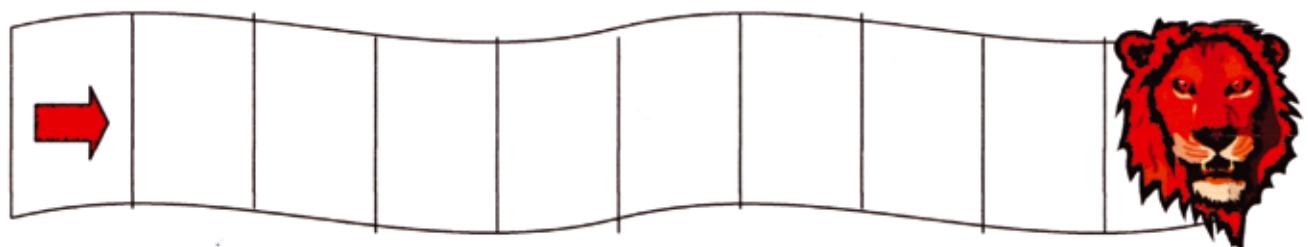
12 stickers = go swimming

At the bottom of the star chart, both parent and child should sign it so that it is like a contract, they have both agreed to carry out.

Parent Child

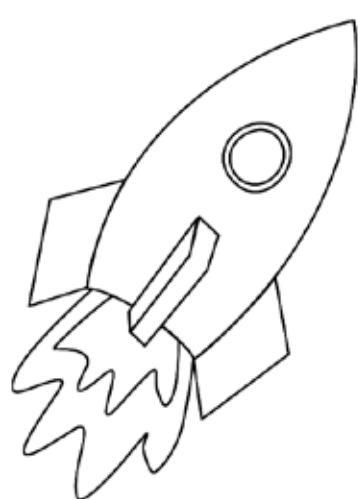
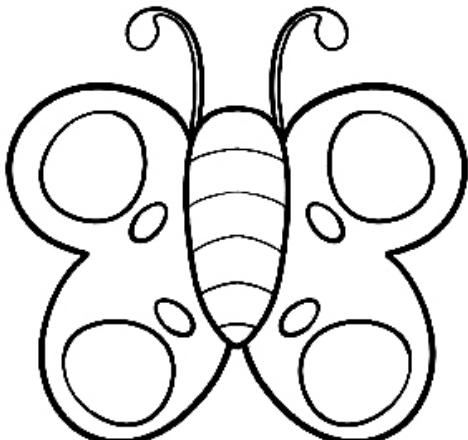
Getting dressed before 8am.

Move the arrow along the steps until it reaches the lion.



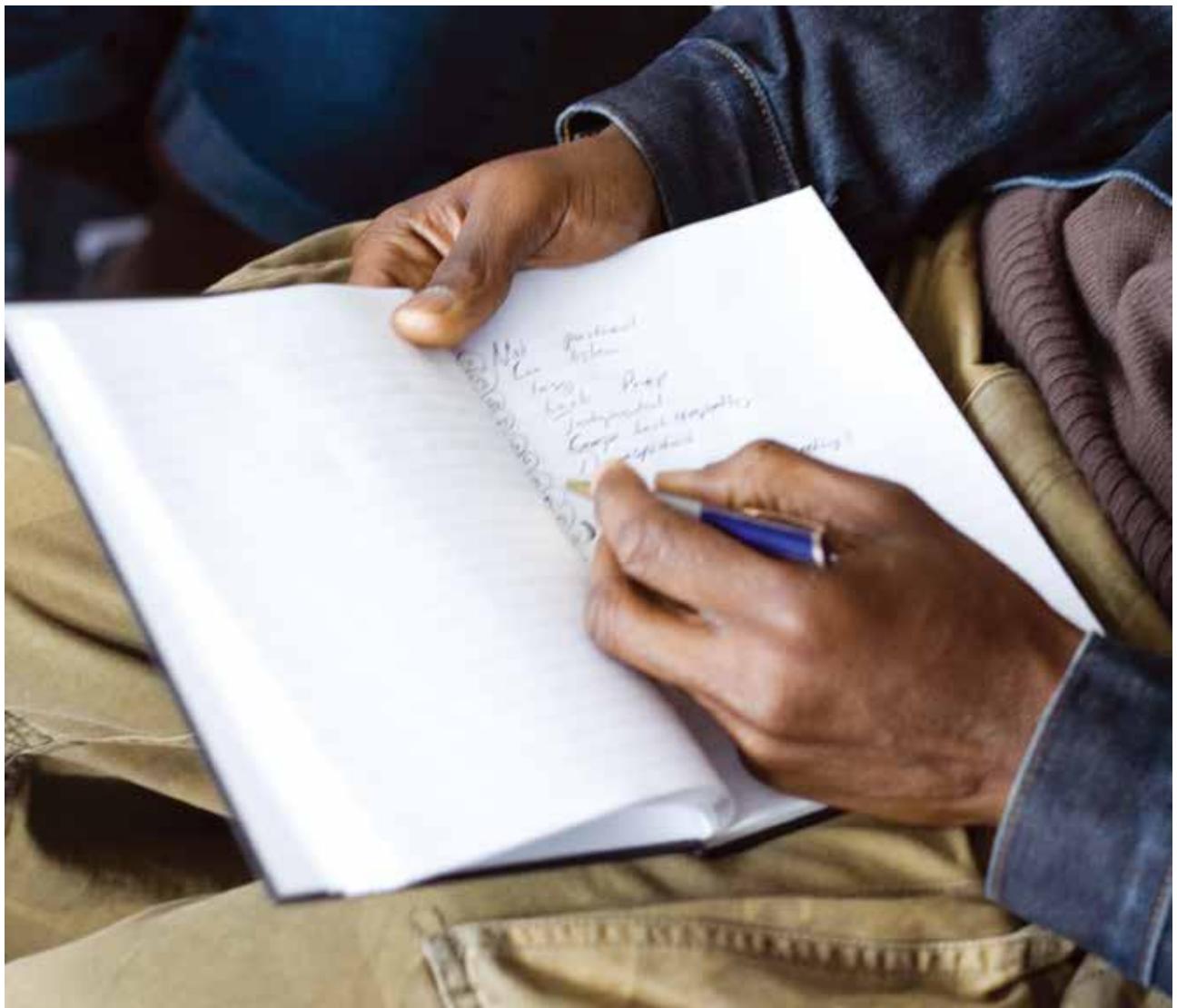
Putting toys away once finished playing with them.

Colour in the parts of a simple picture, such as:



SESSION 6

DISCIPLINE STRATEGIES



AIMS

- To use exercises and role play to help students think about discipline strategies that will raise self-esteem, and be effective, such as time out & rewards.
- To introduce assertive communication and challenging.
- To practise saying 'no'.

0h00	Icebreaker and feedback	15 mins
0h15	Saying 'No'	10 mins
0h25	Ignoring	10 mins
0h35	Ignoring Demonstration and Feedback	10 mins
0h45	Parent/Child Role Play	10 mins
0h55	Break	10 mins
1h05	Time Out	10 mins
1h15	Discussion - smacking versus Time Out	15 mins
1h30	Household Rules	20 mins
1h50	Ending	10 mins

OCN LEARNING OUTCOMES

- 5) Understand the importance of setting boundaries for behaviour management.

OCN ASSESSMENT CRITERIA

Entry – Give an example of a household rule and how it might be enforced.

Level 1 - i) State why setting boundaries for behaviour management is important in parenting

ii) Give an example of a household rule and how it might be enforced

Level 2 – i) Describe why setting boundaries for behaviour management is important in parenting

ii) Illustrate with examples of some household rules that may be set and how they might be enforced

RESOURCES

Flip chart

Home points system handout

Handouts - Session 6:

Handout 1 - Time out

Handout 2 - Smacking and time out

Handout 3 - Challenging and saying no

Handout 4 - Why Boundaries?

0h00

Icebreaker and Feedback**15 mins**

Ask parents how they got on with using star charts at home, showing examples and problem solving, where necessary. This could be an ideal opportunity for the group to support one another in looking at the challenges that can arise.

0h15

Saying 'No'**10 mins**

1. Give out Session 6, handout 3 Saying No

2. Ask parents:

When is saying no appropriate?

When we are clear what we want to happen and there is no room for discussion.

3. Use the following questions to bring key points from parents:

- What situations would we say no in?
- What is important about how we say it?
- Has anyone ever said no then changed it to yes?
- What might the consequence of that be?

4. Make the following points clear in explaining when saying no is appropriate:

- Be very clear that it is a No situation, and not one you are willing to negotiate.
- Only give one explanation of why you are saying no.
- Say nothing else except child's name and NO.
- Do not be drawn into any conversation.
- Stay calm.
- Go quieter rather than louder.
- You are saying, "It's ok for you to get angry, it's ok for you to want what you can't have. I am not going to get upset about it, I just really mean you can't have it!"

0h25

Ignoring**10 mins**

Explain to parents that another discipline strategy which can be used effectively on its own, but also works well when a parent has said 'no' is ***ignoring***.

1. Ask parents:

What behaviour can we ignore?

2. Generate a list that could include the following:

- Whining
- Swearing (if the child is just trying to gain your attention)
- Siblings shouting at each other
- Brief crying period in the middle of the night
- Fussy or messy eating
- Protests when prohibited from doing something or having something
- Sulking (if you know it's because they have not got their own way)
- Nose picking or nail biting
- Baby talk
- Thumb sucking

3. Point out that some behaviour cannot be ignored.
4. Generate a list on the flip chart that could include some of the following:
 - Dangerous or abusive behaviour, including hitting, verbal abuse, running away, head banging, damaging property.
 - Point out that ignoring can be extremely effective in stopping a lot of irritating behaviour. If we respond to the behaviour with attention, children will continue to do it.
5. Give out close down and consequences handout (session 5 - handout 4).

0h35

"Ignoring Demonstration and Feedback"**10 mins*****Facilitators should demonstrate this exercise***

One person role plays a child showing a minor, irritating non-verbal behaviour eg tapping, sulking, standing on a table. This will ensure parents understand clearly the difference between ignoring and saying "no". It can help to encourage parents to make a clear statement first: "I am going to ignore your behaviour because ..."

1. Explain to parents that David Pentecost in "Can't Do? Won't Do?" uses the acronym CLOSE DOWN to describe how to ignore.

Cut off conversation

Look away

Offer no reaction

Shut off smiles

End when you are ready.

2. Reiterate how hard it is, but how useful it is at dealing with many of the irritating behaviours that children do.

0h45

Parent/Child Role Play**10 mins**

Ask parents to role play a situation where their child is persistently asking for a biscuit, wants to go to park, wants to stay at friend's house, or wants to stay up late watching TV.

- In pairs, one parent plays the adult and the other parent plays the child.
- Adult to give one explanation, then say NO, going quieter rather than louder.
- Child to do everything you can think of to get adult to change their mind, e.g.

Get brief feedback from this exercise and encourage parent to try this at home. Acknowledge that the adult may well start by saying no, then ignore.

0h55

Break**10 mins**

1h05

Time Out**10 mins**

1. Give out Session 6 – Handout 1 “Time out”
2. Explain the technique briefly and go through the steps.

1h15

Discussion - Smacking vs Time out**15 mins**

Smacking is the most widely used method of discipline in the UK.

1. Look at the pros and cons, in relation to another form of discipline, Time Out.
2. Get pros and cons of both methods up on the flip chart in the following way:

	Smacking	Time out
Pros	Quick. Sometimes works. Etc.	Non punitive. Effective. Etc.
Cons	Models violent behaviour. Etc.	Hard to do. Etc.

Either one facilitator writes, while the other facilitator leads the discussion, or ask parents to do the writing on the flipchart, adding a pro or con for smacking or time out.

Hopefully parents will generate, during the discussion, that Time Out is a more favourable method.

3. At the end of the exercise we want parents to think that there is an alternative to smacking.
4. Make sure that you make all the points on handout 2 if they have not come out in the discussion eg in smacking:
 - You are modeling hitting behaviour and lack of self discipline
 - Your child could grow up to equate hitting with love
 - Your child learns “how not to get caught”
 - Your child may grow up to be angry and resentful and have low self esteem if smacked frequently and severely
 - You could cross over the line to child abuse

Sometimes parents think that Time Out is not strong enough as a discipline method.

- Explain that time out is more effective and a tougher option for children.
- Explain that after a smack, children often think that this wipes the slate clean and they do not need to think about what they have done. However with Time Out they have to deal with much more uncomfortable feelings of shame or guilt. These are much more effective long term deterrents against bad behaviour.

1h30

Household rules**20 mins**

1. Ask parents, in pairs, to talk about the following:

What are your household rules?

You may need to give some examples of household rules,

E.g. We all sit at the table to eat, always change out of school uniform, always clean teeth before bed, always tidy room on Saturday.

Stress that there are no right and wrongs with rules; every family will have different rules or boundaries.

2. Ask parents:

If these are your rules, what are the methods of discipline that you use to ensure that they stay in place, or that children stick to them?

3. Have a list written on the flipchart of strategies covered so far on the course and identify which household rules they are effective in implementing:

- Praise
- Ignoring
- Commands
- Consequences
- Rewards
- Smacking
- Time out

4. You should end up with a table drawn on the flipchart which looks like this:

Household Rules	Strategy
Brush teeth	Praise
Not eating dinner	Consequences

5. Give out handout on boundaries (session 5 – handout 4).

1h50

Ending**10 mins**

Ask parents to talk with their children and set up some household rules.

SESSION 6 – HANDOUT 1

TIME OUT

What is Time Out?

Time Out is an alternative discipline method. It involves removing the child from the situation, especially when the situation is becoming out of control. It gives both child and parent cooling off time and the child time to reflect on his/her behaviour.

How to use Time Out

1. Give clear command of what you expect from the child.
2. If command is not carried out, give warning of Time Out.
3. If command is then carried out, use descriptive praise.
4. If command is not carried out, use Time Out.
5. A guideline for how long to leave the child in Time Out is 1 minute for each year of the child's life, i.e. 3 minutes for 3 year old; maximum 5 minutes.
6. When Time Out is finished, ensure that the child carries out the original command.

Tips to ensure that Time Out works:

- Works best with 3 to 8 year olds – if you have an older child and have not used Time Out before, do not start.
- Leave Time Out for occasions when all other discipline methods have been tried.
- If a child is resisting Time Out, be firm, gentle and consistent.
- The child's own bedroom is not a good place for Time Out, as it can be too exciting. Try a thinking chair or place. (Note, "thinking chair" not "naughty chair").

SESSION 6 – HANDOUT 2

SMACKING AND TIME OUT

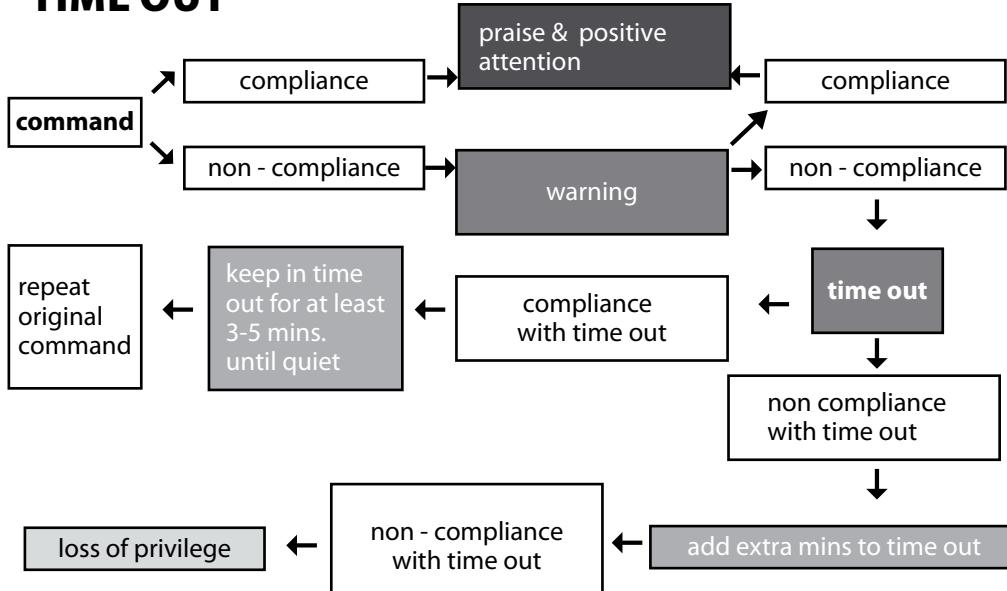
SMACKING

More positive methods can be used to teach your child self-discipline and the difference between right and wrong

WHEN YOU SMACK:

- * You are modelling hitting behaviour and a lack of self discipline
- * Your child may grow up to equate hitting with love
- * Your child learns 'how not to get caught'
- * Your child may grow up angry and resentful, and have low self esteem if you smack frequently and severely
- * You may cross over the lines into child abuse (either your own definition or society's legal definition)
- * It may be less effective than other methods because it is difficult to be consistent

TIME OUT



SESSION 6 – HANDOUT 3

CHALLENGING AND SAYING NO

CLOSE DOWN

Ignoring can be an extremely effective way of stopping a lot of irritating behaviour. If you respond to the behaviour with attention the children will continue to do it.

- * Cut Off Conversation
- * Look Away
- * Offer No Reaction
- * Shut Off Smiles
- * End When You Are Ready

SAYING 'NO'

It's ok for you to feel angry, and it's ok for you to want what you can't have and I am not going to get upset about it, I just really mean you can't have it

- * Be sure we have thought out our reasons
- * Explored the possibilities from their point of view
- * Use non-blameful language
- * Listen to their objections
- * Be congruent
- * Remain calm and quiet on the inside
- * Be clear that it is not a negotiable situation
- * Say 'no' in a soft but firm voice
- * Deep breaths and dropping the shoulders helps to stay calm

SESSION 6 – HANDOUT 4

WHY BOUNDARIES?

Children need boundaries for a variety of reasons – for protection and security as well as to learn about behaviour:

SAFETY

Not running into the road because they have to hold your hand.

SECURITY

Children are happy to explore and learn when they feel they have secure boundaries.

SOCIALIZATION

Children learn that they can not always have their own way because then they will have no friends.

SOMETHING TO PUSH AGAINST

Children need to push against boundaries to know where they stand. As they get older, the boundaries will change and this helps them develop a growing sense of independence.

DISCIPLINE

Provides rules about behaviour and helps children understand what is acceptable and unacceptable behaviour. Parents own value system, cultural beliefs and parenting style will determine the rules for the children. This is a way of passing on your own cultural values.

SELF-DISCIPLINE

Children internalize the rules that they live by and this helps the process of self discipline, e.g. they decide not to cheat and lie.

SESSION 7

LISTENING SKILLS



Aims:

- To introduce listening skills and raise students' awareness of how to listen, using roleplay and exercises.

0h00	Icebreaker and Feedback	10 mins
0h10	Communication Styles Exercise	10 mins
0h20	Communication Styles	20 mins
0h40	Big/little exercise	10 mins
0h50	Feedback from big/little exercise	10 mins
1h00	Break	5 mins
1h05	Listening/not listening	15 mins
1h20	'Closed' and 'open' questions	10 mins
1h30	Reflective listening	10 mins
1h40	Listening exercise	15 mins
1h55	Ending	5 mins

OCN LEARNING OUTCOMES

- 7) Know how to use listening skills effectively with children and young people.

OCN ASSESSMENT CRITERIA

Entry – Demonstrate using effective listening skills to acknowledge feelings and identify needs of children and young people.

Level 1 – Demonstrate using role play the use of effective listening skills to acknowledge feelings and identify needs with children and young people.

Level 2 – i) Demonstrate using role play reflecting back content, gist and feelings with empathy.
ii) Describe the importance of listening, empathy and trust in communicating with children/young people.

Resources

Flip chart, pens

2 copies of the registers

Handout – Session 7:

Handout 1 – Listening

Handout 2 - Reflective Listening

0h00

Ice breaker and Feedback**10 mins**

Ask parents about setting household rules with their children following last week's session.

0h10

Communication styles – pairs exercise**10 mins**

Write questions below on flipchart in advance of this exercise.

Each person to speak for 5 minutes and then change round.

Ask parents:

- Think of a time as a child or teenager when your parents told you off for something you were doing or had done.
- What did they say?
- What was it about the behaviour that they didn't like?
- Do you remember their body language?
- How did you feel?
- Did you want to change your behaviour as a result?

0h20

Feedback – communication styles**20 mins**

1. Ask for feedback from the pairs exercise.
2. Outline the four styles of communication.
 - Aggressive, using fear
 - Passive, not bothering
 - Manipulative (passive aggressive), using guilt and manipulation
 - Assertive, using honest, direct, clear, open, clean communication, always "I" statements.
3. Act out the four types of communications with your co-worker (set up role-plays around putting toys away.) **Role play each style separately.**
4. Stop between each role play and ask parents:
 - i) How did the 'child' feel in themselves?
 - ii) How did the 'child' feel towards other people? Did they feel like co-operating
5. Write parents' responses onto pre-prepared table drawn on flipchart, which should look like this:

Parenting style	How child feels in themselves	How child feels towards adult
Aggressive		
Passive		
Manipulative		
Assertive		

6. Point out that most of us will use all four communication styles, but more of one, whichever was most prevalent when we were a child. Only assertive communication keeps everyone's self-esteem intact.

0h40

Big/little exercise**10 mins**

1. In pairs one on floor, one standing up.
2. Little person chooses topic and talks about something important to them.
3. Facilitators go round and chat to the big people completely ignoring the little people. To make the interruption more ‘real’, use the register to check that parent’s details are correct.
4. After several minutes swap over.

0h50

Feedback from big/little**10 mins**

1. Ask parents:
 - What did it feel like to be the big person?
 - What did it feel like to be the little person?
 - Was it a familiar situation?
 - Would we treat adults in that way?
2. Get up a list of all the things that are important when listening. Points you want people to make are :
 - How hard it is to talk when someone is not listening well
 - Full attention.
 - Good eye contact.
 - Interested facial expression.
 - Empathy
 - Facing person
 - Respect and trust.
 - On the same level

1h00

Break**5 mins**

1h05

Listening/not listening**15 mins*****Facilitators to demonstrate this exercise first.***

1. In pairs spend 2 minutes with the ‘listener’ doing the opposite of all the things just mentioned, ie don’t listen, look in handbag, stare at shoes, out the window
2. Then for a further 5 minutes just silently listen, using attentive body language, non-verbal prompts, just acknowledging comments like “yes, I see”. If the person dries up just say, “can you tell me more?”
3. Feedback to each other on what that was like; for both speaker and listener.
4. Change partners and repeat exercise.

1h20

'Closed' and 'open' questions**10 mins**

1. Ask parents:

What is the difference between open and closed questions?

2. Make sure the following points are made:

Closed questions

- Closed questions require only a 'yes' or 'no' or fixed answer – they do not encourage people to speak.

Open questions

- Open-ended questions can be useful for getting your child to talk

a) Questions that ask for "yes" or "no" answers which can stop the flow of the conversation.

E.g. Closed: "Was it Caroline who stole your lunch?"

Open: "Someone took your lunch?" which leads to a fuller response.

E.g. Closed: "Did you watch television all day?"

Open: "Sounds as if you had a boring day do you want to talk about it?"

or "How was your day?"

b) Questions that lead your child to where you want to go, which may not be important to him/her.

E.g. Leading: "What did you do to get in trouble with your teacher?"

Open/Enquiring: "That must have been really upsetting, do you want to tell me about it?"

E.g. Leading/Closed: "Did Aysha tease you again?"

Open/Enquiring: "What happened?"

c) Door openers: encouraging children to talk.

- You seem upset
- Do you want me to tell me about it?
- I would love to hear about it.
- You can tell me at bedtime if you prefer.

b) Keeping your child talking

- Did anything else happen?
- Could you describe in more detail ...

1h30

Reflective listening**10 mins**

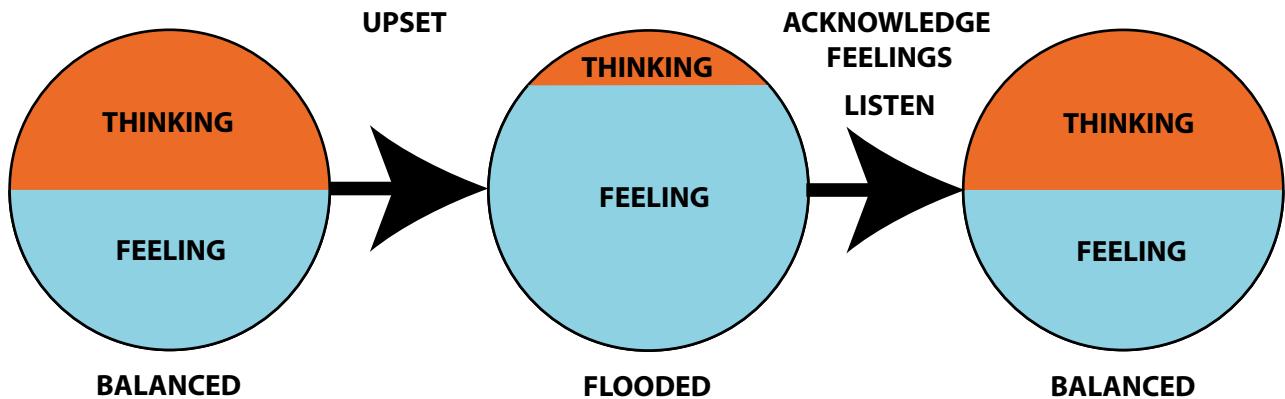
1. Give out handouts on listening (session 7, handout 1). (It can be quite fun to get parents to take turns to read these out loud in pairs.)
2. Do a demonstration of REFLECTIVE LISTENING.
3. Ask only open questions, and acknowledge feelings.
4. Feed back the gist and paraphrase content.
5. Ask the group – what did they see you doing?

Method

- Feed back the gist
- Feed back underlying feelings
- Paraphrase the content
- Use acknowledgement, validation and open-ended questions, reflect key words and match body language

Purpose

- To communicate understanding and acceptance.
- To help the person gain insight and/or get to core of upset.
- To assist the person to take responsibility for helping themselves.
- To assist the person to come down from being emotionally flooded.



6. Explain how by acknowledging feelings and listening we can bring someone down from being emotionally flooded to being balanced. When we are emotionally flooded, it is difficult to think straight, because our thinking part is being submerged in feelings, reducing our capacity to think.
7. Ask parents if they have ever experienced not being able to think straight when they are feeling very emotional and upset.
8. Applies also to children : give example of a child repeatedly asking for a bath, but they became upset about it, but still they screamed "I want a bath!" while having a bath.

1h40

Listening Exercise**15 mins****1. Ask parents to:**

- Get into pairs.
- One parent talking about the most challenging thing this week.
- The other parent listens, only acknowledging feelings, and asking open questions.
- Offer no solutions or opinions.
- Do not get into a chat, but give high quality listening.
- Swap after 5 minutes.
- Students may need coaching!

2. Ask for feedback from parents, remembering the following:

- Some people may find this very hard, or feel very uncomfortable with being listened to.
- Validate everyone's feelings and contributions.

1h55

Ending**5 mins**

Including looking forward to and planning the final session

SESSION 7 – HANDOUT 1**LISTENING*****Lecturing***

"Susan will not play with me."

"Why not?"

"She said I was stupid."

"Well, you are stupid if you believe her. Find another friend, there are lots of people you can play with. You should know how to make friends now you are six.

When I was your age I had hundreds of friends."

"But no one..."

"Look, just go out into the play ground and ask someone to play with you, it's not difficult."

How might the child be feeling?***Patronising***

"Susan will not play with me"

"Oh, you poor thing. Come and tell me about it"

"Susan said I was bossy and that I always told her what to do and that she did not like that."

"Well that's horrible, she should not be so mean."

"I know..."

"I will ring up my friend Canab and you can play with her daughter Rina"

"Yes, but..."

"Don't worry, I will sort it out"

"Yes, but..."

"I think it better if you don't play with Susan, she is not very nice is she?"

How might the child be feeling?

SESSION 7 – HANDOUT 1

Distracting

"Susan will not play with me."

"Oh no, do you want a sandwich? Shall we go bowling? What about going to the park? You look really nice with your hair up."

"Yes, but..."

"Don't worry we will go to the park in a minute"

"Uh-Huh..."

How might the child be feeling?

Reassuring

"Susan will not play with me"

"Oh, you poor thing - how awful for you!"

"Yes, she said I was bossy."

"No, you are never bossy - you have the nicest temperament and you would never be bossy."

"Yes, but..."

"Don't say another word. I think you are not bossy at all."

"But she will not play with me..."

"Don't worry, you are lovely and everybody will want to be your best friend."

How might the child be feeling?

Reflective listening

"Susan will not play with me."

"Oh, that must have made you sad."

"Yes, she said I was bossy."

"She said you were bossy."

"Yes, she said I always had to organize the game."

"So she thought that you always had to be in control!"

"Yes and she said that she wanted to be the dragon."

"Oh, she wanted to be the dragon."

"Yes, because we always play brilliant games."

"It sounds like you have great games together."

"Yes, but she does not like me bossing her around."

"It sounds like Susan also has strong opinions about your games."

"Yes, but I like playing with her."

"You think that it is fun to play with her even though she sometimes likes to be in charge as well."

"Yes, maybe it is more fun to play with Susan because she also likes fun games."

"Sounds like you are a good team."

"Yes, I will see if we can take turns to be in charge."

How might the child be feeling?

SESSION 7 – HANDOUT 2

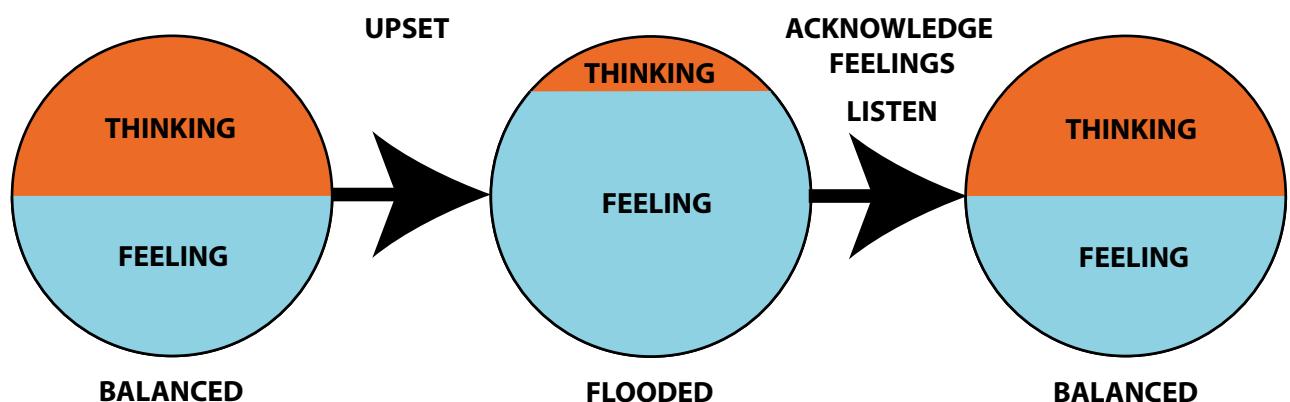
REFLECTIVE LISTENING

Method

- Feed back the gist
- Feed back underlying feelings
- Paraphrase the content
- Use acknowledgement, validation and open-ended questions, reflect key words and match body language

Purpose

- To communicate understanding and acceptance
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SESSION 8

REVIEW AND SUPPORT



AIMS

- To review and consolidate learning from previous weeks.
- To complete any of the material from the other sessions that you might not have had time to facilitate.
- To celebrate group members' achievements.
- To signpost group members towards other sources of support.

0h00	Icebreaker	10 mins
0h10	Stress management	15 mins
0h25	Focus on anger	15 mins
0h40	Feedback and look at goals	20 mins
1h00	Next steps	20 mins
1h20	Ending, certificates and celebration	15 mins

RESOURCES

Flipchart etc

Certificates

Card and scissors for making hands

Flowers

Food for celebration

Handout – Session 8:

Handout 1 - Feelings thermometer

0h00

Ice Breaker**10 mins**

Ask parents whether they were able to practise reflective listening and how they found it.

0h10

Stress Management**15 mins*****Exercise in fours***

1. Give each group a piece of flip chart paper.

2. Ask parents to:

- Think of three different feelings and the physical sensations that go with them.
- Think first of feeling words (you may refer back to session 2), both positive and negative feelings.
- Identify how the human body reacts when experiencing these feelings, e.g. muscles, breathing, heart rate.
- Parents to identify the behaviour that may accompany these feelings, e.g. hitting/screaming/cuddling/smiling.
- Parents' work on flipchart should look like this:
-

Feelings	Body	Behaviour
Frustrated	Shallow breathing Heartbeat raised Tired Sweating	No patience

3. Ensure each group are able to do this exercise.

4. Acknowledge parents work by sticking paper on the wall.

5. Emphasise the importance of knowing our feelings and include the following points:

- How important it is to recognise and name our own feelings and on how this helps us with making 'I' statements.
- Our feelings can often run away with us.
- Having greater awareness of what we feel is a good place to start having greater control over our feelings.

0h25

Focus on Anger**15 mins**

1. Focus on anger and give out the feelings thermometer. (Session 8, handout 1)
2. Ask if parents are aware of what triggers their anger.
3. Ask parents to write triggers on post-it notes and stick it to the flipchart.
4. Emphasise how the body reacts.
5. Emphasise the need to look after ourselves if we want to be more in control of our feelings.
6. Important points:
 - Being aware of physical sensation beforehand.
 - Doing something to change how we feel before it overwhelms us.
 - Looking after ourselves.
7. Generate a list on the flip chart of things for parents to do if we feel stressed, such as:
 - Listen to music
 - Exercise
 - Read
 - Count to 10

Be aware that parents may suggest unhelpful ways of reducing stress, e.g. smoking/self harm. Point out that these ways are not helpful. This may need to be challenged.

0h40

Feedback and recap of whole course**20 mins**

1. Get a list up of what have been the most useful things for people.
2. Do a brief recap of all material.
3. Validate everyone's effort.
4. Refer back to parents' and children's goals, identified in Session 1.
5. Ask parents what changes they think there have been for them and their child on a scale of 1-10, or as a percentage.
6. Give out evaluation forms and questionnaires/or remind parents of when they will be completing evaluation questionnaires.

1h00

Next Steps**20 mins**

1. Discuss what next for group members.
2. Generate a list of support available locally for parents and children.
3. Give out card for people to cut round in the shape of their hand.
4. Pass the card hands around the circle for everyone to write a positive comment on.

1h20

Ending Certificates and Celebration

1. Give out certificates (you may want to invite someone else to visit the group to do this) and the cut-out hand with all the positive comments about what others have appreciated about that person.
2. Invite them to pick up a flower from the vase/give them small gift.
3. Have food to eat.

SESSION 8 - HANDOUT 1**FEELINGS THERMOMETER**

FEELINGS	BODY	BEHAVIOUR
Furious Angry	Heart racing Headache Teeth gritted	Yelling Hitting
Frustrated Depressed Irritated Anxious	Shallow breathing Tired Sweating	Threatening Difficulty listening Difficulty thinking
Interested Calm Happy Confident	Heart rate normal Muscles relaxed	Calm Able to listen

Being a Parent

MANUAL FOR COURSE FACILITATORS

Third Edition August 2016

