

Session 2: Attachment and Bonding

- Current beliefs and practices regarding parent-child interaction



2.0: Introduction

Participants	Women and Men separately
Objectives	<ol style="list-style-type: none">1) To discuss parenting goals and factors that facilitate the achievement of the goals.2) To explore parents' current beliefs and practices regarding parent – child interaction.
Duration	2 hours
Preparation	Review the session, prepare questions on the flipcharts and have the pictures ready.

Activity 2.1: Review of home practice

Time | 20 minutes

Materials | Flipchart and markers

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- 1 | Welcome everyone for Session 2.
- 2 | Review homework practice by asking individuals to share their experience (**Encourage them to discuss benefits and challenges of trying to improve their family relationships by living like they had only 3 months to live**).
- 3 | If participants had problems, ask others to suggest ways they might be overcome.
- 4 | Encourage all parents to continue doing home practice.

Activity 2.2: 'Who is a child?'

Time | 30 minutes

What the facilitator needs to know!

- ◎ How a caregiver perceives his/her child shapes the type of care the child is given.
- ◎ In our community, where family is central, there seems to be a tendency to stress qualities in children such as obedience, respect, working hard and loyalty towards the family and relatives. But for successful parenting these qualities should come from both the parents and children.
- ◎ Being kind and able to understand your children, confident parenting and warm family relationships are important to children's achievement, wellbeing and behaviour.
- ◎ As a facilitator be ready with examples which will enable a good lively discussion. Be alert and praise the parents/caregivers for reports of positive interaction with their children.
- ◎ Give an example which shows how some parents may treat children unfairly because of children's failure to meet parents' expectations. Encourage parents to play their role and appreciate their children. This should be regardless of whether children meet parents' expectations.

Objective | To explore parents' current beliefs and practices regarding parent – child interaction

Materials | Flipchart, masking tape and markers

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- 1** | Provide an overview of the objective of the activity
- 2** | Let participants divide up into 2 -3 groups and respond to the questions below. (*Let them work for 10 minutes to identify 3 -5 important points*).
 - a) Who is a child?
 - b) What behaviours of children make parents/caregivers treat them positively?
 - c) What behaviours of children make parents/caregivers treat them negatively?
- 3** | Let participants join the plenary and have each group present what was discussed in the smaller groups.
- 4** | After the presentations, **ask** the participants to identify which lists in "b" and "c" above represents the kind of children that most families in their community have.
- 5** | Challenge them to reflect about their children, relating to the responses in 'b' and 'c'.
- 6** | Inform participants that despite the behaviours of some children, parents need to treat all the children with respect and instill good discipline in them.

Close the activity by highlighting some of the following points:

1. *Everyone may see a child differently depending on the circumstances surrounding their family or community.*
2. *A child is a PERSON like you and me.*
3. *Treating children negatively because of 'bad' behaviour can only worsen the situation.*
4. *As parents/caregivers, we need to pay attention to the needs of our children. It is important to try and live like you have '3 months' left in order to raise children whose behaviour earns the family respect.*
5. *Children are a gift from God. They should be looked at as a blessing whether it is challenging to raise them or not.*
6. *Sometimes, caring for children brings stress, anger and other challenges to parents. However, bringing them up should teach us to be more patient, loving, and forgiving.*

Activity 2.3: My Child in 20 years

Time | 45 minutes

What the facilitator needs to know

- i) Encourage parents to start practicing early in a child's life with the small things that help in supporting their children to become the kind of adults that they want to see in future.
- ii) The facilitator should provide examples which will facilitate an honest discussion and be quick to praise the caregivers for their good behaviour with the children.
- iii) The quality of interaction between caregivers and children plays a major role in children's development. It can be remembered that when babies are born, they come ready to interact with their mothers and that is the reason for their earlier recognition of the mother's voice.
- iv) A positive and playful but also respectful relationship between caregiver and the child is the goal.
- v) Build on the local culture and reactivate indigenous child rearing practices.
- vi) Positive interaction can be categorised into three levels of dialogue:-
 - The **emotional dialogue** when the caregiver adjusts to see and follow the child's initiative, expresses positive feelings and establishes an intimate and loving dialogue.
 - The **meaningful dialogue** where the caregiver shares a joint focus of attention on common experiences with the child, expands on these experiences and gives them meaning, explains and tells stories so that they appear interesting and help with the child's world experience.
 - The **regulative and limit setting dialogue** where the caregiver helps the child to accomplish tasks and challenges.
 - The understanding of attachment suggests that the inner circle of proximal influences on children is so strong that if these break down, they can cause problems for children even when there are not external stressors. It's challenging for a child to understand his/her emotions and how this relates to how he/she behaves.

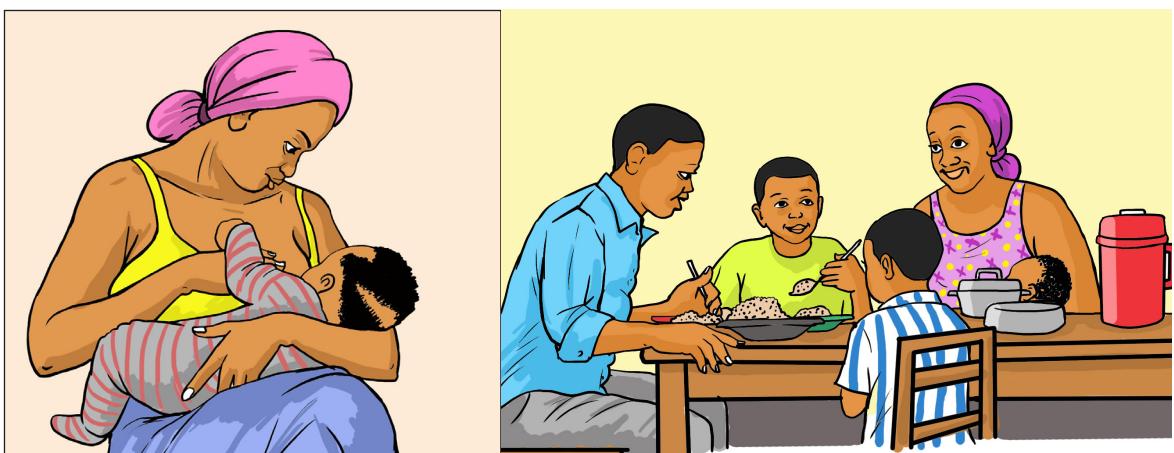
Objectives	<ol style="list-style-type: none"> 1) Identify long-term goals parents have for their children's characters. 2) Identify and discuss factors that facilitate or hinder achievement of the parenting goals
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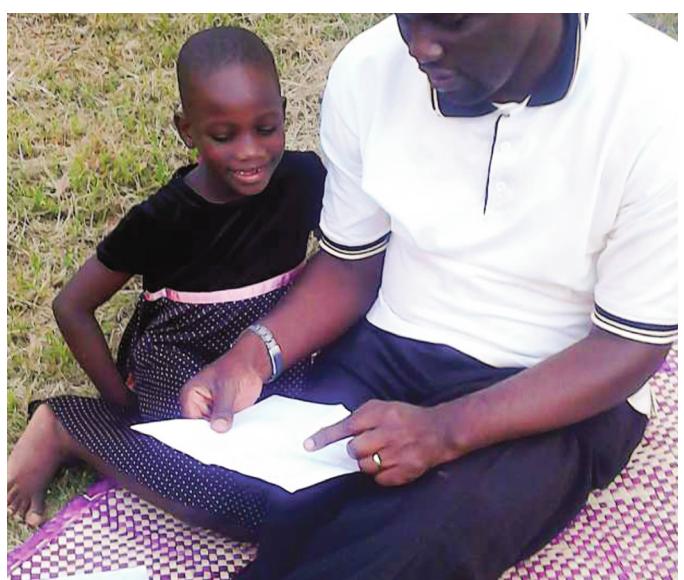
Materials	Flip chart, markers, masking tape and illustration
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S T E P S	1 Provide an overview of the objectives for the activity.
	2 Ask participants to close their eyes and imagine the following: <i>Your child is all grown up. You are about to celebrate your child's 20th birthday. Imagine what he or she will look like at that age. What kind of person do you hope your child will be? What kind of relationship do you want with your child?</i>
	3 In a plenary, ask participants to share their thoughts. Some of the characteristics that may be mentioned by participants include: <ul style="list-style-type: none"> a) Kind and helpful b) Honest and trustworthy c) A good decision-maker d) Respectful e) Well-behaved
	4 Ask participants to share their current parenting practices (provide opportunity to 3-4 different people)
	5 Explain that there are seven main dimensions/ways of parenting. These include; <ul style="list-style-type: none"> a) Provision of necessities. b) Parental connectedness to the child. c) Behaviour control. d) Respect for the child's autonomy. e) Modelling behaviour f) Gender socialization g) Collective parenting.

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Pin/ distribute the following pictures of different types of parenting measures to participants. (Allow 10 minutes for this)





- 7** | Let participants share their feelings about the pictures, when & how they are applied in their parenting roles (*As they share how they feel about the pictures, ask participants which practices they see in the pictures that are easy to apply and why and those that are difficult to apply and why.*)
- 8** | Let participants divide the activities in the pictures between the different measures to parenting
- 9** | **Ask** participants to think of any other parenting activities that should be included in order to be good parents or achieve their goals as parents

Close the activity by highlighting some of the following points:

1. *Children will change your life since they may not always fit properly into adults' timetables (provide an example).*
2. *When parenting our children, it is important to think about the long term goal (what you want to achieve) and then work towards it.*
3. *Parents need to know that exerting power to achieve what you demand from the child may bring about conflict.*
4. *There are two main elements of parenting i.e love and discipline which should be provided in equal measure.*
5. *Love, positive discipline, warm family relationships and confident parenting are important to children's achievement, wellbeing and character.*
6. *To achieve your dream child in 20 years, there is need for every parent to be deliberate in their parenting, and to invest time and care from the start.*

Activity 2.4: Home Practice

Time | 10 minutes

Materials | Flipchart and markers

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- 1** | Put up the flip chart that has the written homework and read aloud the home practice exercise to participants as follows:
a) Try and put four of the parenting measures in practice by doing some of the activities in the pictures that you have never done/ rarely do with your child (*Pay attention to the child's reaction and your feelings during the activity*)
- 2** | Bid participants farewell