

# ESTABLISHING RULES AND ROUTINES

## INTRODUCING THE SESSION

Welcome to Session Ten of the Healthy Homes Parenting Program for Parents and Adolescents!

This week's session is focused on making family rules and routines. Parents and adolescents will be together again in this session. In Session 7, we focus on the following core skills and principles on establishing rules and routines:

- Rules should be simple and clear
- Household rules are for everyone in the home
- Parents and adolescents can make rules and the consequences for breaking them together
- Rules and routines help keep families secure and reduce stress

Implementing rules and family routines at home protects young people from a number of harmful experiences and to also helps positively manage their behaviors and health. Routines are critical for ensuring family stability and help children feel secure. They help life at home to be predictable and orderly. Activities like having meals together every evening, having a set time for family discussions or worship also creates connectedness. Rules help guide young people into understanding how to behave appropriately in and outside the home.

Especially when developed together and well-articulated of what is expected and what are the consequences it helps adolescents to learn to control their actions and make sound decisions – encouraging appropriate behavior. When rules are set up at home parents are able to monitor their children a bit better. Monitoring adolescents includes knowing where they are and what they are doing during supervised and unsupervised times.

Parents are able to limit opportunities where a child might be exposed to risky behavior. Along with by a warm nurturing environment, rules will promote self-confidence and self-control in children.

## SESSION 10 PREPARATIONS & OUTLINE

Goal of the session	In this session is to establish the main skills on how parents can establish rules and routines with their adolescents. The session emphasizes on the importance of household rules and how routines can also be used to establish a positive home environment.
Core Principles	<ul style="list-style-type: none"><li>▪ Rules and Routines at home help keep families secure and reduce stress.</li><li>▪ Establishing rules can ensure that everyone at home takes responsibility and make right decisions about their actions</li><li>▪ Rules should be simple and clear</li></ul>
Training materials & resources	<ul style="list-style-type: none"><li>▪ Flip chart, paper, pens, markers, prestik</li><li>▪ Attendance register</li><li>▪ Name tag materials</li><li>▪ Printed copies of Session Illustration “ Routines for medication (positive)”</li></ul>

Venue Preparations:	<ul style="list-style-type: none"> <li>▪ Make sure that the workshop venue is clean.</li> <li>▪ Set up chairs where the participants will sit in a circle</li> <li>▪ Prepare all the materials that you will use during the group session</li> </ul>
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COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	40 mins	<ul style="list-style-type: none"> <li>▪ Facilitators take attendance.</li> <li>▪ Participants settle down</li> <li>▪ Welcome, thank everyone for coming and praise time keeping</li> <li>▪ Home activity discussion</li> </ul>
Session overview for the day	30 mins	<ul style="list-style-type: none"> <li>▪ Framing the day</li> <li>▪ Song: Participants can choose</li> <li>▪ Physical Exercise</li> <li>▪ Activity: Game of No rules</li> <li>▪ Discussion on “Game of No Rules”</li> </ul>
Core Lesson	60 mins	<ul style="list-style-type: none"> <li>▪ Negative role-play: Routines for medication (negative)</li> <li>▪ Discussion about negative role-play</li> <li>▪ Positive role-play: Routines for medication (positive)</li> <li>▪ Discussion about positive role-play</li> <li>▪ Energizer: Facilitator can choose</li> </ul>
Session Close	20 mins	<ul style="list-style-type: none"> <li>▪ Preparing for Home Activity: Why should families make rules?</li> </ul> <p><b><u>Home activity for the week</u></b></p> <ul style="list-style-type: none"> <li>◆ <b>Make two rules for your household and share these with your family</b></li> <li>◆ <b>Visit your Healthy Homes Friend at least once a week</b></li> <li>◆ <b>Complete a physical exercise once a day</b></li> <li>▪ Today’s session review</li> <li>▪ Reminder of next session date and thank &amp; close</li> <li>▪ Make sure you leave the room in order</li> <li>▪ Share your observations in facilitator report</li> </ul>

## 1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

## 1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling today in one word.

## 1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behavior – including providing praise!

## 1.4 HOME ACTIVITY DISCUSSION

Guide a discussion about the previous week's home activities. As a reminder, last week parents and adolescents were asked to practice their "I feel" statements.

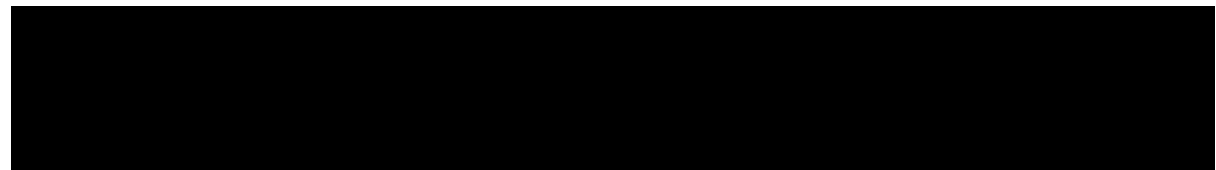
Home activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- Brainstorm solutions with participants
- Practice applying the solution.
- Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them.

Remember that you can use **Who?, What?, Where?, Why?, When?, How?** during the discussion.

**Always give big praise and applause to everyone brave enough to share.**



## 2.1 FRAMING THE DAY

Session 10, we discuss the importance of rules:

Rules are there to keep family members safe and to make sure that everybody helps in the household. We also think about last session's discussion about consequences. This will help us to think about the consequences of breaking rules. Does anybody remember what a consequence is? A consequence is the result of an action: Like driving drunk may result in a car accident.

It will also help us to think about why it is important to take responsibility for our actions.

Remember the rules we made during our first session? Can anybody remember any of the Healthy Homes rules we made? Like those, household rules should be simple and specific.

They also apply to everyone, even if they change according to the needs of the house and age of the adolescents. Can anybody think of a rule they might already have in their household?

Parents can use consequences if adolescents break household rules, like staying out too late. These consequences can mean taking away privileges, or things that adolescents are allowed to do, like going to a friend's house. As we discussed last week, consequences help teach adolescents how to be responsible and make decisions about their actions. Adolescents like responsibility because it helps them to feel useful and needed. Can any of the adolescents think of responsibilities they might have?

Praising responsibility is rewarding for adolescents and a positive experience for parents.

## 2.2 SONG & EXERCISE

### **SONG: PARTICIPANT CAN CHOOSE**

Invite a participant to choose and lead their favourite song in this session.

### **PHYSICAL EXERCISE**

Encourage participants to do their physical exercises once a day! Lead them through the head-to-toe stretch that we introduced in the first session.

## 2.3 GAME

### **GAME OF NO RULES**

1. Ideally there should be 4 teams of about 5 players each.  
*You will need some sort of treasures e.g. papers with "treasure" written on them.*
2. Each team is assigned an area in a playing field.
3. At the centre of the area at equal distance from each team, there is a pile of "treasures".
4. At the signal of the facilitator the teams are told to collect as many "treasures" as they can for their teams and to deposit the treasure in their corner.  
*The expected outcome is that first all teams scramble to the centre and grab the treasure like crazy, then they will start "stealing" from each other/ snatching them from each other/from each other's corners, then they will begin devising methods of "protecting" their treasures... The facilitator must be careful that no one gets hurt!!!*
5. At the signal of the facilitator the game stops. Participants are out of breath and should be accusing each other of treasure theft at this point and no winner/loser can be decided!
6. Warning! Participants should be careful and play gently with each other so that nobody gets hurt as they race for the treasure!

## 2.4 DISCUSSION ABOUT THE GAME OF NO RULES:

Ask teams to explore why having no rules was not a good way to play a game:

- What rules would you make for the game?
- Was the game fair?
- Were people being considerate of others?
- Why did people behave the way they did?
- How can this be made so it doesn't happen?
- Why are rules so important for a game?

### 3.1 ROLE-PLAY: Rules for cleaning up (POSITIVE)

The following role-play helps participants to think about how household rules can be negotiated to be fair for adolescents – both boys and girls.

*Amai is standing by the kitchen sink (or washing up tub).*

**Amai:** “Mutinta! The rule in the house is that you need to help out with the cleaning up after dinner!”

**Mutinta:** “But, Amai, why can’t Michelo help out instead!”

**Amai (being firm):** “Michelo is helping Atate fix our bicycle.”

**Mutinta (sulking):** “Aw...that’s unfair. He gets to do fun things with Atate just because he is a boy.”

**Amai:** “You know, you are right, Mutinta, it is unfair. Michelo should learn how to clean up, and you should get quality time with your Atate. How about we change the household rule so that every other night you and Michelo trade chores with quality time with your Atate?”

**Mutinta (hugging her mother):** “That would make me very happy, Amai. Thank you for listening to me.”

*They start cleaning the dishes together.*

### 3.2 DISCUSSION ABOUT ROLE-PLAY

**Think about the role-play you just saw:**

- What is the rule in the role-play you just saw?
- Why does Mutinta feel like the household rule is unfair?
- How do you think Michelo will feel about this household rule?
- Do you think boys and girls should have different rules? Why?
- What are some other rules that you could have in your household?

## What's a rule?

Rules help to tell us what is okay and not. Like the laws that run a country, they usually have a reason, like keeping us safe or making sure that things run smoothly. They also help us to understand each other and to know what we expect from one another. And this helps bring down stress for everyone in the home.

### 3.3 ROLE-PLAY: Routines for medication (NEGATIVE)

*Beauty is lying in her bed, reading a book.*

**Ambuya Sara (enters):** "Beauty why are still reading your book; what time is it? Huh!"

**Beauty:** "It's 7 o'clock, Ambuya and I'm reading my book, I don't see any problem with that."

**Ambuya Sara:** "It is medication time and I have already taken mine. Are you not taking yours today? You know we are supposed to take it every day!"

**Beauty:** "I don't like taking medication Ambuya, I'll take mine tomorrow."

**Ambuya Sara:** "Ok, that's your choice but it's not my fault if you get sick!"

*Ambuya Sara walks out and slams the door.*

### 3.4 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

#### Questions regarding the role play:

- What rule is broken in this role-play?
- What could Ambuya do differently in this role-play?
- What could Ambuya and Beauty do together to help them to remember to take their medication?
- Can you think of a time this happened to you?

### 3.5 ROLE-PLAY: Routines for medication (POSITIVE)

*Beauty is lying on her bed, reading a book.*

**Ambuya Sara (enters):** "Beauty, it is 7 o'clock. Time to take your pills."

*Ambuya Sara and Beauty (with pills in her hand) in the kitchen.*

**Ambuya Sara (handing Beauty a glass of water):** "I know that it is hard to have to take your ART pills every day. I have to take medicine too for my diabetes. Let's take it together, so we can remind each other."

**Beauty:** "Good idea, Ambuya. It will help us not to forget."

**Ambuya Sara (hugs Beauty):** "Knowing about our health status and taking our medication every day will keep us strong and healthy. You are such a responsible young lady now, tomorrow it will be your turn to remind me."

### 3.6 DISCUSSION ABOUT POSITIVE ROLE-PLAY

#### Questions to guide discussion about role play:

- How does having a routine – doing the same thing every day – help Beauty and Ambuya?
- How is this different from Amai and Mutinta's household rules?

- Do you have follow any routines in your household?
- Can you think of any differences between rules and routines?
- Why is it important to take chronic medications for e.g. diabetes, high blood pressure, TB or HIV every day?

Rules and routines usually go hand-in-hand.

If the rule is that school starts at 8am every day in order to ensure that everybody can start learning at the same time, it's usually helpful to have a routine in the morning to make sure that all adolescents attending school get there by 8.

Routines are things that we do that we follow regularly. Like rules, they usually have a reason, like making sure that we take medication every day, or helping to make sure everybody is ready for school at the right time. Routines are usually helpful in getting things done on a regular basis.

Can you think of any good things about routines?

Some good things about routines:

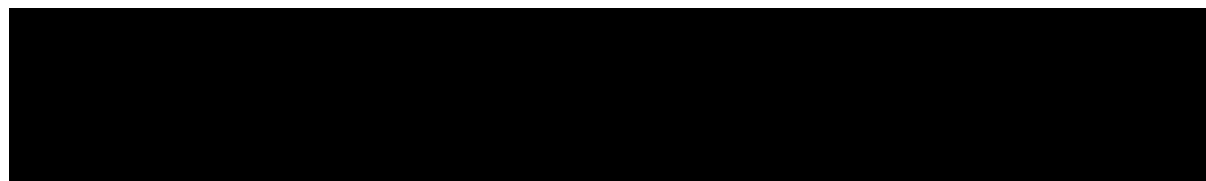
- They help create a sense of security in the household.
- Normal routines reduce the stress of a busy life.
- They make it easier to have healthy eating and sleeping and homework habits.

## 3.7 ENERGISER

### ENERGISER: FACILITATOR CAN CHOOSE

Facilitators can choose an energiser from the Appendix to do with the group when they feel everybody needs some energy!

Remember to use energisers when participants need a break or when adolescents need to stretch their legs!



## 4.1 PREPARING FOR HOME ACTIVITIES: WHY SHOULD WE MAKE FAMILY RULES AND ROUTINES?

Now that participants have had a chance to think about how hectic it can be to try play a game with no rules and a chance to think about the differences between rules and routines, we start thinking about how rules and routines might work in a house and why they are important.

What are some of the rules and routines you think work well in your house? Why do you think they work well?

Some of the good things about house rules and routines could include:

- They teach responsibility.
- They help keep family members safe and healthy.
- Children and adolescents understand what is expected of them.

## HOME ACTIVITIES

Sit down with your parent/teen and make two rules for your house. Share these with your family.

## VISIT YOUR HEALTHY HOMES FRIEND AT LEAST ONCE A WEEK

## COMPLETE A PHYSICAL WARM-UP ONCE A DAY

Participants can either use the physical exercise we did at the beginning of the session, or they can invent their own.

## 4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today? Ask if the participants can remember any of the core principles from this session? Let participants repeat the core principles after the facilitator:

- Rules should be simple and clear
- Household rules are for everyone in the home
- Parents and adolescents can make rules and the consequences for breaking them together
- Rules and routines help keep families secure and reduce stress

Use the illustrations from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.

## 4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITIES

In the next session, we focus on ways to save money.

But before then, please remember to do your home activities!

Facilitators remind participants about time and location of next session. It's important to stress that they meet at the same time, even though the group will separate into smaller adolescent-only and parent-only groups for the core lesson.

## 4.4 THANK AND PRAISE PARTICIPANTS

Invite one of the participants to close the session with a song.

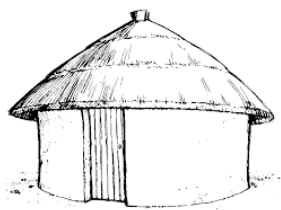
## Handout: ILLUSTRATION FOR SESSION 10

Routines for medication (positive)...









# Healthy Homes Parenting Program

## HOME VISITS

**Guardian's Name** \_\_\_\_\_  
**Adolescent's Name** \_\_\_\_\_  
**Date** \_\_\_\_\_ **Group** \_\_\_\_\_  
**Facilitator's Name** \_\_\_\_\_

### Session 10: ESTABLISHING RULES AND ROUTINES

**Goal:** Making family rules and routines

**Overview:** In this session, we discuss rules and think about the consequences of breaking rules. We also talk about the importance of household rules and how these go together with routines that can be helpful for everyone in the home.

**Illustration:** Routines for medication (positive)

**Core Lesson:** Based on the illustration, why do you think is it important to have rules about medication? How does having a routine – doing the same thing every day – help Beauty and Ambuya?

Rules and routines usually go together:

Rules help to tell us what is okay and not. They should be clear and can be for everyone in the home.

Routines are things that we do that we follow regularly. Like rules, they usually have a reason, like making sure that we take medication every day, or helping to make sure everybody is ready for school at the right time.

Rules and routines can help us to understand what we can expect from each other, and that can sometimes help bring the stress down in the home.

Do you follow any rules or routines? Are they helpful?

**Home activities:** Make two rules for your household and share these with your family.

**Attending sessions** can be difficult. Is there anything we can do to help you attend sessions? *It is important to have a non-blaming attitude about attendance!*

Did any other members of the household participate in this Home Visit? Who?