

Good Parental Styles

-A manual

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In corporation between

[AC International Child Support](#)

[Integrated Family Service Organization \(IFSO\)](#)

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Manual on Good parental styles

Background

The social workers working in IFSO have experienced a need for a systematic tool about good parental styles, which they can use when working with parents and families.

Therefore it was decided to create a specific manual which should include background-information, methods and actual exercises based on good parental styles for training and social work with the target group. This is done to secure that the approach and the methods used, are the same throughout the organisation as well as the knowledge stays documented and within the organisations.

On a basis of this objective, the staff of IFSO conducted a survey among the social workers and the target group. Based on this survey, a workshop was conducted in Addis Ababa on Good Parental Styles. Present at this workshop was 10 IFSO staff-members who all work with the topic of good parental styles and a facilitator from AC International Child Support. The objective of the workshop was to create reflections among the staff and based on that come up with ideas about how good parental styles can become an integrated part of the social work.

IFSO's profile

Integrated Family Service Organization (IFSO) was established in 1995 and works primarily for the survival, protection and development of children to bring them in a stable family environment within their socio-cultural context in Addis Ababa City Administration¹.

IFSO's objectives includes, among others, capacity building of weak households, support of vulnerable children and their families through sponsorships and financial empowerment as well as strengthening of personal resources. These objectives are met by the implementation of different projects concerning vulnerable children and their families.

¹ <http://ifsoethiopia.org/about.php>

Guidance for the use and reading of the manual

The manual will introduce overall subjects about children and good parental styles. This will give an important knowledge and information – important for social workers as well as parents and other community-members. These subjects will serve as background-knowledge for the following exercises to be based upon, which will help creating reflections about how to use good parental styles. This means that some of the subject does not have specific exercises connected to them, but they are still necessary to include as basic information – this being for example information on the consequences of punishment being essential to understand the importance of alternatives to punishment, but there are no exercises specifically about overall topic of “punishment”.

On the topics of “Child development”, “Positive discipline” and “Alternatives to punishment” there will be links to which exercises that could be helpful to use when focusing on these topics.

The manual is divided in two parts and they include the following:

Part one:

- Information and background-knowledge on the topics.
- Introduction to additional tools which can be beneficial for social workers to recommend when facilitating workshops, providing counseling or guidance to parents or other community members etc. These are also based on the reflections, discussions and ideas of the participants in the workshop on good parental styles.
- Alternatives to physical and psychological punishment, which can be useful to recommend to parents as well as teachers and other community-members.
- Advice for facilitating workshops, with ideas and recommendations for the facilitator. This includes a discussion about which target groups it can be useful to include in workshops on good parental styles. There will be ideas of how to combine these workshops among the different social groups of the community, based on the discussions and inputs from the workshop.

Part two:

- Specific guidelines and instructions for facilitation of exercises. Before each exercise there are reflections about the objectives of the exercise, based on the experiences from the workshop on good parental styles.

- An extra exercise which could be beneficial to include in workshops. This exercise have not been tested or discussed in the workshop on good parental styles.
- Brief reflections about how to implement the exercises with children with special needs in mind.
- Case studies which could be useful to include in workshops. These case studies have been thought-out by the participants of the workshop and the reflections and comments will be included.
- An example of a role-play intended for a workshop with children and parents.
- Suggestions for workshop-programs (one day an two day) on good parental styles, also based on the inputs from the workshop.

Basically the manual will be focused on healthy children, but as the social workers in Ethiopia are facing issues concerning children with special needs (by “children with special needs” we mean mentally handicapped children, disabled children and children who are seriously ill), it is necessary to include these children with special needs in the manual to a certain extent. As both healthy and special needs-children have the same emotional basic needs, the manual will be useful to implement when working with parents or other community members concerning children with special needs as well.

The manual will *not* be a 100 % specific and systematic way for conducting workshops, as all the social workers should be able to use it. Due to the fact that all the social workers are working with different target groups when conducting workshops, this manual will instead serve as a platform from which they can bring different aspects into the workshop depending on whatever makes sense at that time. The manual will be contributing with ideas for different workshop-programs which the social workers can use as inspiration or an actual base for conducting a workshop on good parental styles.

Part one

Child development

During childhood the child is will go through different stages in development. Next the highlights of this development will be described.

0 – 1 year:

- The brain of the baby is developing. For the brain to advance it is important for the baby to feel safe and that it is provided with much warmth and attention.
- Babies do not understand their own feelings or how the parent is feeling. So when they cry, they are not trying to make the parent mad – they don't even know what "mad" is.
- Crying is a way for the baby to communicate. It is normal.
- The baby needs to trust the parent. So it is important to build trust between parent and baby, so the baby for example knows that the parent will be back when leaving the room, and not leaving the baby forever.
- The baby does not understand what is happening when it is developing. It might be scared when new things (such as teething) is happening. So it is important that the baby knows that the parent is near.
- When the baby feels safe with the parent, it will develop a strong attachment to this parent.
- Responding to the baby's sounds is important to create a good communication.

How to act with your baby:

The child must receive love, care, attention and interaction – such as holding, cuddling, 'talking', smiling and so on. Without this loving interaction, the baby may become anxious, scared, doubting and distrustful.

At this age it is generally important for the baby to feel appreciated. If it does not have a strong relationship and attachment with the parent, it can have negative long term effects on the baby's brain development and its capability to feel empathy, love and appreciation in the future.

An extreme example of the importance of attention and acknowledgement is one where a young baby died in an experiment in Russia. One baby received all the love and attention it needed and another was ignored completely and did not receive any attention, comfort, warmth or communication whatsoever. The baby who was ignored became depressed, withdrew into itself and became totally passive. After a while the baby died. This baby got so depressed and probably felt like it did not matter in the world, and simply just stopped wanting to live.

1 – 4 years:

- The child begins to learn about rules.
- The child is exploring to learn everything. Sometimes the child will meet things he/she have never seen before and be curious to what this is. To explore this, the child might test the material of the thing by throwing it etc. So often the child does not mean to break things, it just often happens to be the outcome of exploring.
- The child often wants to explore and learn to do things by itself. He/she wants to test its independency as well as the fact that the parent always will be there.
- The child still doesn't really understand empathy and how other people are feeling, as the child is only just trying to understand its own feelings.
- As the child develops, he/she goes through periods of understanding reality, relationships, fear etc. This can lead to sudden ideas in the child's mind, that are not necessary rational. The child might suddenly be afraid of certain animals or cry when the parent leaves him/her. These are signs that the child is maturing and understanding more about danger, fear and being hurt.
- The child's imagination grows and he/she can think about things that you cannot see and begins to fear monsters and ghosts.

How to act with your child at this age:

The child will develop through playing and interaction with other children, so it is important that he/she gets opportunities to play. This develops the child's brain, empathy and imagination.

It is important to help the child to understand the rules of your household. The child needs structure in his/her life.

You must respect the child's feelings – even though you might find them silly.

There is no right or wrong feelings, they are just there.

You must give the child reassurance and support, so he/she knows that you understand its feelings and that you will keep him/her safe.

If the child did not receive the love and attention it needed when it was a baby, the consequences might be showing now. If this is the case, the child might be seeking extreme amounts of attention, acting without empathy around other people and showing violent behavior. This is happening for the child to receive the attention, love and acknowledgement that it lacks – it just don't know how else to get it, as the normal behavior never worked.

Also at this age it is important for the child to receive a fulfilling amount of attention, love and adult contact.

An example of this is "the lucky bed". Many years ago in American hospitals, it was believed that if children were not disturbed during their hospital-stay and just given food and cleanliness they would get well quickly. It was believed to be important that the children were not disturbed by family members all of the time.

The staff of the hospitals noticed that in each dormitory was a "lucky bed". From there almost no children died. Researchers pursued the story, and it was apparently true. From one bed in each dormitory, children seemingly got stronger than the others. These "lucky beds" had in common that beside them there was a chair in which the staff could take a break. The children in the lucky beds received significantly more human contact, care and stimulation than children in other beds.

This example shows the importance of human contact and communication.

The children who did not have the lucky bed, probably felt depressed and had no strength to fight their disease.

4 – 11 years:

- The child's temperament becomes clear. There are no good or bad temperaments – just different ones.
- At this age the child faces new challenges such as starting in school. This is an important part of the child's life, as it understands that he/she is capable of learning new things. He/she wants to learn everything and might ask the parents or other people many questions.
- The child begins to understand the reasons behind the rules the parent is setting. If in doubt, the child will ask "why".
- The child might still be feeling afraid of certain things. This can make the child very shy in periods, which are normal and just a sign of the child maturing.

How to act with your child:

Respond respectfully to the child's questions. If we respect children's curiosity, they will experience the joy of learning. This feeling will stay with them as they enter school.

Give clear structure for your child, and help him/her to understand when being punished by giving the reasons behind the punishment. As the child begins to understand feelings, it is good to combine punishments and instructions with feelings (for example: "What you said made me feel sad because it said something bad about me").

11-15 years:

- The child's body is changing. Hormonal changes are having an impact on the child's life. This can change the temperament of the child and may result in a more tearful, more sensitive and a more easily angry child.
- The child goes through a moral and social development. Peers are very important: they may even influence development and behavior more than parents or teachers, at this stage.
- Children may experience confusion about what their adult roles should be. They are children but also almost adults. They may become rebellious.
- The child is seeking independence from the parents although he/she still needs the parents for guidance and safety.
- All of the above is a part of the child's way to become an individual.

How to act with your child:

The parent must help the child to set goals and to find a way to reach these. The previous childhood, the relationship between child and parent etc. becomes very important now. If the child learned to trust the parents early in life, the child will usually listen to the advice of the parents now.

It is a good idea to give your child the support he/she needs during his/her education. This is a good place for your child to learn new things, other people, how to handle conflicts and to achieve general knowledge about life.



Summary:

During the child's development, he/she has one very important basic need: love. This is an emotional basic need and almost as important as the physical basic need 'food'. With love come attention, communication, acknowledgement, appreciation and participation. These are all important things to have in mind when being a parent, because it helps the child to develop and to become an independent and interactive individual. If the child is lacking these things, even very early in its childhood, it can have many damaging effects in the child's life – not just at that stage of childhood but into future adulthood as well. The person who never received attention, acknowledgement, affection or love as a child, might become depressed, psychotic, shy, afraid of interaction with other people etc. as an adult. So it is important to remember that how we treat children even when they are young, might create long term consequences for the individuals they one day become.



Which exercises to use in relation to "Understanding children"?

"Proverbs and sayings"

Appreciative inquiry

Short description of appreciative inquiry

Appreciative Inquiry (from here on referred to as AI) is a methodology that builds on people's strengths and on what works. The assumption is that everyone has strengths, resources, knowledge and skills and everyone has experience of things that go well. Everyone is also capable of dreaming of how things could be in the future.

The AI process incorporates what worked well in the past in the dream for the future. Knowledge about what works well directs the choice of activities to be carried out in order to realise the dream. The process empowers people.

How can we use AI when working with good parental styles

AI is more than a methodology; it is also a mind-set. It is a way of understanding human beings, interpersonal relationships and reality, with a focus on strengths and resources. This way of thinking is useful to have in mind when working with the target group in general but also when focusing on good parental styles. When we are using positive discipline in our work with good parental styles, we try to focus on the resources within the child and to strengthen the child's positive behaviour rather than the negative. This positive mind-set is in relation with AI.

Assumptions of AI

- In every society, organisation or group, something works.
- What we focus on becomes reality.
- Reality is created in the moment and there are multiple realities.
- The act of asking questions of an organisation, of a group or of an individual, affects them in some way.
- People feel more confident and more secure on their journey into the future, (the unknown), when they carry some of the past, (the known), with them.
- It is the best from the past that should be carried on into the future.
- It is important to value differences.
- The language we use creates reality.

Why AI works

- ✓ It focuses on assets and not deficits.
- ✓ It builds on what works.
- ✓ It stimulates deeper dialogue, communication, participation and involvement.
- ✓ It gives people confidence in their own capabilities.
- ✓ It is a flexible methodology.

**- Be the change you want to see in the world -
(Gandhi)**

Appreciative Inquiry can be described, for the purposes of this manual, as a set of positive, life-giving values and norms; it can be an overall inspiration when implementing good parental styles. This is not the place to bring an academic treaty to the theories and methodology, involved with an AI approach. But if you wish to be inspired and learn more; visit the website:

<http://www.appreciativeinquiry.net.au/aidev/>

Positive discipline

Positive discipline is a way of thinking which is:

- ✓ Non-violent
- ✓ Solution-focused
- ✓ Respectful
- ✓ Based on child development principles

Positive discipline provides a foundation for parents, social workers as well as community members. It is about building a mutually respectful relationship with the child and understanding the importance of this. To do this, it is important to have a good communication with the child and giving it an environment in which it is possible for him/her to develop its identity, competences and life-long skills. All of this, the child will learn from the parent.

In positive discipline, we focus upon the long-term goals we as parents have for our children:

Long term goals: All parents have long term goals for their children. By long term goals means what you want your child to become. For example, if you imagine your child 10 years from now – how do you want your child to be like? For example patient, respectful, caring, non-violent etc.

Even though some parents find themselves in situations where the daily bread is the most important and finds it very difficult to think about the future, most parents have small dreams for their children. This could be for their children to be educated, but for the education to succeed, the child must be respectful and patient.

Short term goals: All parents deal with short term goals on a daily basis. These are the challenges concerning the children in our everyday life. For example if you want to go to the market now and your child does not want to come and keeps saying 'no'. You get frustrated and your short term goal is to get your child to come with you now.

The way you handle your short term goals, might be in conflict with your long term goals. For example if you hit your child because the child is not listening to you when you say he/she has to come to the market with you, then this is interfering with your long term goal about your child becoming non-violent – because your child will learn by watching how you handle difficult situations.

Instead of believing that these short term challenges are problems in our everyday life, see it as opportunities to work toward your long term goal. It might be difficult to implement every day, but remember that your child will learn by your example, so you have the chance to teach your child a valuable lesson every time you come across a short term challenge.

Positive discipline is about teaching courtesy, non-violence, empathy, self-respect, human rights and respect for others.

Our children learn from watching us handle difficult situations, conflicts within the family and our way of handling our feelings. For example, if we – as parents- get angry and are not able to control this anger and turns to violence, the child will learn from this and understand that violence is the way to handle anger and difficult feelings. This can ruin our long term goal, which usually is (among other things) for our child to become non-violent at respectful of other human beings. Besides for the child to learn from us that violence is useful, the child might also feel emotionally violated, not loved and valued as well as humiliated. This will create many other problems within the child as well.

Encouraging children:

Positive discipline is a positive way of thinking. One of the basic assumptions to positive discipline is that encouraging children for their positive behavior will prevent situations where punishments are necessary. Of course you cannot totally avoid situations where children behave in a negative manner, but it is possible to prevent them by giving the children a lot of positive attention when behaving well – this is a reward for the child, as it is receiving a lot of attention.

Structure

Positive discipline is about clear communication of your expectations, rules and limits; children have a need of structure. If we don't give children rules, explanations and a guideline to live by, how will they know which actions are appropriate and which are not? So it is important to give our children structure in their lives.

-How can we do this?

- **Contract.** Make a contract/agreement with the child about the consequences of the child's behavior. Why? Otherwise the child has no idea what consequences there will be to his/her behavior. The contract will work as an agreement between the parent and the child and will simplify the consequences for the behavior of the child with specific guidelines and rules. It is a good idea to make a contract both ways, so the parent is included as well (for example the parent cannot hit the child and the child cannot do certain things which the parent do not approve of etc.) This will serve as an agreement between the parent and the child.
Contracts can be used in schools as well. It is possible to use contracts in different combinations; parent and teacher, child and parent or child, parent and teacher. The contract can function as an agreement about how the teacher and the child behave in certain situations and help prevent physical and emotional punishment from the teacher. The contract can give a common understanding about the expected behavior from all parties and what consequences certain behaviors have. Furthermore, if the parent is included in the contract, the child learns what to expect from the parent regarding to his/her schoolwork. Additionally the parent could get a deeper insight and reflection about what is expected from the child in the school as well as gaining the feeling of ownership about the parenting role in the responsibility of bringing up children who are attending school.
- **Explanations** according to negative behavior. Whenever the child act in a negative manner, it is important to explain why this is inappropriate and what behavior that would have been more appropriate. The next time the child acts in the same manner (which children do), you should refer to what you told him/her the last time this happened (unless it is a very long time ago and the child do not remember) and remind him/her what the consequence was the last time and what the punishment will be this time (it is best if the punishment is the same, for the child to understand the structure).

Tools:

Using positive discipline, we try to acknowledge children and to direct them in to positive behavior. Here are some simple tools for encouraging, controlling yourself, redirecting behavior and understanding feelings:

Encouragement

- 1) Notice something you like
- 2) Notice how you feel
- 3) Say it! (for example "I feel happy that you helped me getting the water")
- 4) Notice how your child responds (more self-esteem, builds trust)

The objective: The child receives positive attention. It encourages positive behavior.

Self-control (if you get angry, frustrated etc.)

- 1) Pay attention to body messages telling you that you are about to lose control.
- 2) Calm down. Think of ways to control yourself.
- 3) Choose a way and get control of yourself.
- 4) Decide how to act with your child.

The objective: Child will learn by example how to handle feelings. Parents learn techniques to handle negative emotional situations.

Can do

- 1) Notice what you don't want your child to do.
- 2) Think of something your child can do instead.
- 3) Tell your child what he or she can do.
- 4) Help your child with this if necessary.

The objective: Redirects child's behavior to something you want. It is more positive than saying "NO! Stop doing that!".

Example:

-The child is playing with ball inside the house. I don't want that.

-The child can play with the ball outside instead.

- I tell the child that he/she is allowed to go outside to play with the ball.

Outside there is a lot more space to play.

-I show the child where he/she is allowed to play.

Respecting feelings

- 1) Watch and listen to your child.
- 2) Think of a word that describes what your child might be feeling.
- 3) Think of why your child might be feeling this way.
- 4) Check your ideas with your child...

The objective: The child will understand and accept his/her feelings. Parents will get an understanding of the child's feelings and show that they respect these feelings.



Which exercises to use in relation to “Positive Discipline”?

“The child within”

“5 Emotional basic needs of children”

- We must be the people we want our children to become -

Different parental styles

Basically there are four different parental styles:

1. Authoritarian Parenting

In this style of parenting, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, "Because I said so." These parents have high demands, but are not responsive to their children. Children from these kinds of parents are often passive but obedient and rank low in happiness, social competence and self-esteem.

2. Authoritative Parenting

Like authoritarian parents, those with an authoritative parenting style establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic. Authoritative parents are responsive to their children and willing to listen to questions. When children fail to meet the expectations, these parents are more nurturing and forgiving rather than punishing. These parents want their children to be assertive and children from these kinds of parents are often more cooperative.

3. Permissive Parenting

Permissive parents, sometimes referred to as indulgent parents, have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent. Children of permissive parents are often rebellious, having problems with authority and tend to perform poorly in school.

4. Uninvolved Parenting

An uninvolved parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the

child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children. The children of uninvolved parents are the examples of the importance of fulfilling children's basic emotional needs as well as the physical needs. These children tend to lack self-control, have low self-esteem and are less competent than their peers.

If you wish to read more about the different parental styles, visit this website <http://psychology.about.com/od/developmentalpsychology/a/parenting-style.htm>

Why do parenting styles differ?

After learning about the impact of parenting styles on child development, you may wonder why all parents simply don't utilize an authoritative parenting style. After all, this parenting style is the most likely to produce happy, confident and capable children. What are the reasons why parenting styles might vary? Some potential causes of these differences include culture, personality, family size, parental background, socioeconomic status, educational level and religion.

Of course, the parenting styles of individual parents also combine to create a unique blend in each and every family. For example, the mother may display an authoritative style while the father favors a more permissive approach. In order to create a cohesive approach to parenting, it is essential that parents learn to cooperate as they combine various elements of their unique parenting styles.

“Good Parental Styles”

There is no definition to the term “good parental styles”. But as described above, there are different parental styles, from which the authoritative is the most beneficial and useful to implement. This style supports the child's emotional needs in the best way. But it is individual to decide what YOU believe is a good parental style. When working with the target group (both parents, children, teachers and other community members) it can be helpful to think that we need

to implement a better parental style as a start, because it in many cases will be a long process to create a good parental style.

To use a good parental style, includes many aspects, such as positive discipline, AI, participation and a lot of background knowledge about conflicts, punishments etc. That is why this manual is including so many different aspects and topics – because it is not just ‘one thing’. We need to have some understandings of children and reflections about values and how we wish to act, before implementing a good parental style

Conflicts

We all experience conflicts either as mediators, a party of the conflict or just as a part of a community. To understand the stages of a conflict and how the parties are acting helps us to understand how to handle the conflict.

A conflict is an event that takes place among given relations. As such, it is dynamic as it evolves and changes. We now know that almost every conflict goes through general stages at which the degree of difficulty to solve the issue at hand will vary.

Stages of a conflict:

1) Potential opposition.

The persons involved see the conflict through a confrontation in which they seemingly hold opposing and irreconcilable positions.

2) Conflict personalisation.

Personalisation is determined by each individual's own perception of the problem and the involved feelings. In families, this valuation of things is always particularly coloured by emotional factors.

3) Management style.

Each individual will develop patterns of behaviour that reveals a conflict management style: cooperative problem solving, competing, compromising, avoiding, accommodating and denial.

Sometimes a conflict escalates and new factors and parties are added. Sometimes it also stagnates and the parties involved wishes to keep their dignity by not resigning – this can be very exhausting on the personal resources involved. The added factors have nothing to do with the initial issue so at the end the cause of the conflict are no longer clear.

Whether the conflict stagnates, evolves or escalates rapidly it is always important to focus on good communication-skills. If a parent has created a good communication with the child during its childhood, a conflict between these two parties will be easy to solve. But if the parent and the child do not have a good

relationship with an open communication, it can become a very difficult task to resolve such a conflict.

Dysfunctional families

Definition: A **dysfunctional family** is a family, in which conflict, misbehavior, and often abuse on the part of individual members occur continually and regularly, leading other members to accommodate such actions.

Children will usually be affected by dysfunctions in a family. Every family member plays a part of maintaining the dysfunction of the family. The child will be overwhelmed by the agendas of the adults. To survive, the child will either have to become a part of it or have to leave the family – which is not an easy thing for a child to do. So the child will usually follow the dysfunctions so he/she fits in. In that way, the dysfunction continues.

Because they don't know what 'normal' is, a dysfunctional family is participating in the pretense that they are a normal family bringing up children within the range of what is normal – this is the way they have always done it.

Usually it isn't until the child's teenage years, when he/she has spent a considerable amount of time outside the family that the child begins to understand that things can be different than what they have experienced in its own family. By that time, the child has spent many years in a problematic family-situation, developing abnormal ideas about love, loyalty, roles and attention. Of course this can have a negative consequence on the child's development.

In other situations, the dysfunction might arise suddenly and after a while create an ongoing conflict.

To deal with a dysfunctional family is not only to deal with whatever the family-members says the problem is (for example the fathers drinking-problem, the mothers temper or the child's bad behavior) but also to deal with a complicated system of illusions and ideas, which the family is relying on to help them staying together as a family.

As a social worker the job is to *help the family* in the process of changing their dysfunctional system, and not to be criticizing them for their situation or behavior. As with positive discipline and appreciative inquiry it is important to have the resources and the future in mind – and not the problems directly. We have to support them as best as we can and to direct them to the resources (both internal and external) that will make a change possible.

To help a family out of a dysfunctional behavior:

- Do not criticize. Analyze. If you think a family is dysfunctional, take a step back and try to identify the things that are keeping it that way.

- To create change, try to stop the old behaviors and try to find new ways for the family to be together.
- You must accept that the family members probably are too much a part of the dysfunctional system (the family) to realize how dysfunctional it really is. Individually they are maybe refusing to change their behaviors and attitudes, which is probably one of the biggest challenges which the social worker is facing when working with dysfunctional families.

What does it mean to be a 'mediator'?

Mediation is a process of controlled and conscious support for a dysfunctional system (for example a dysfunctional family, a conflict within a family or a stagnated conflict in a local community where the parties do not see a way out of their problematic situation) with the intent of guiding the parties towards a common remedy of the situation.

The role of the mediator is to provide the framework and the process for the members of this system so they can work towards the improvement, by asking reflective questions, using empathy and gaining a common understanding of the situation.

The mediator must respect the integrity and rights of the members of the conflict, even though he/she might not agree with the opinions being presented. So how do we actually use mediation?

When working with dysfunctional families and conflicts, the approach can be:

- 1) Motivate the implicated parties. The first step is to help them return to the dialogue and to rediscover their desire to find a solution. It is essential that all parties are supported in this first stage.
This can be done in different ways and depends on the situation and how complicated the conflict has become as well as how high the motivation is. It can be achieved by a process of individual counseling, a family/group-meeting or regularly contact with the individuals about the matter.
Listen to the parties. It is important that they have a chance to explain and that they feel heard and understood.

The mediator should at all times be neutral and active. It is important not to take sides and to be active in controlling the direction in which the process is going.

- 2) Find a neutral place for a meeting to take place. Invite the parties, talk with one person at a time in home visits or meet them all at a neutral ground

(for example it might not be comfortable for a child in conflict with a teacher to meet in his/her classroom. It might bring back bad memories). Try to arrange that you will not be disturbed during the meeting. In some situations it might be useful to be assisted by a religious leader, Idirr-leader or another key-person from the community. Help the parties to use empathy so they can understand the situation from the other party's point of view.

- 3) Follow up. Review the progress and the stability of the shared resolution. How do the parties feel now?

To summarize:

- Motivate.
- Define the problem, gather information, and listen to the parties involved.
- Mediate.
- Help them understand their roles in the conflict and how to solve it.
- In this context, including other members of the community (elders, Idirr-leaders, teachers etc.) can be useful in some situations. They are good negotiators and usually respected in the community.
- Follow up.

Punishment

When children misbehave, we often find it necessary to punish them to a certain extent. Having the context in mind, where most parents or community members use negative punishment as a way of disciplining the children, it is necessary to understand what types of punishments there are and the consequences to them.

There are two kinds of negative punishments; physical and psychological.

Physical punishment: a deliberate infliction of pain to teach children right from wrong and to learn discipline. The way this punishment is implemented is often by hitting, beating or kicking the child – but other and more extreme measures are also used such as shaking or throwing a child, pinching or pulling their hair or forcing a child to stay in an uncomfortable position or to undertake excessive physical exercise.

Psychological punishment: Takes various forms such as verbal abuse, ridicule, isolation or ignoring a child. This can be very humiliating for the child and can create low self-esteem.

Consequences to physical and psychological punishment

Besides the fact that physical punishment can have severe physical consequences for the child, there are other negative consequences to physical and psychological punishment.

- Physical and psychological punishments teach children that violence is a right method for conflict resolution. It also legitimizes the abuse of power as an essential part of affective relationships.
- Physical and psychological punishments may be responsible for school drop outs, poor academic performance, improper communication and low self-esteem in children.
- It can have a long term negative effect as the child can become shy, afraid, aggressive, depressed or very confused about love and family-patterns.

When parents, teachers or other community members are using physical or psychological punishments, it is often because they do not know how else to react and are not aware that there are alternatives to this behavior. It can be helpful to use another general way of thinking; positive discipline.

Differences between Positive Discipline and Physical and Psychological Punishment

Positive Discipline	Physical and Psychological Punishment
Never includes any kind of violence	It is a physical or psychological kind of violence
Questions the action, never the person. Produces positive learning in the child	Questions the person's dignity, not the action. Produces fear and obligation to obey, not learning
It offers an alternative behaviour	It does not offer an alternative behaviour
It is not imposed with authority	It is based on an abuse of power
It is always thought out and planned	It is faster and easier in the moment, does not require time to plan and think
Children participates as much as possible, and at least they are informed of the norms and the consequences	It never includes child participation
It includes non-violent forms of punishment	It teaches children that people who love them (link between love and violence) and people who have authority can abuse it (link between authority and violence)

When a parent, teacher or other community member is in a situation where he/she wants to punish a child either physically or psychologically, how could he/she handle this anger and frustration? (this is also mentioned in the chapter of positive discipline about tools)

How to handle anger and frustration?

- Calm down. Maybe count to 10 and gain self-control.
- Think of ways to control yourself. Sometimes it can be necessary to go to another room and relax for a couple of minutes.
- Accept that your child is irritated or having other frustrating feelings.
- Demonstrate to you child that you understand it.
- Keep an open attitude.
- Listen attentively.
- Keep a quiet tone.
- Decide how to act with your child.

The objective: Child will learn by example how to handle feelings. The parent will have a chance to act the way he/she truly wishes instead of losing control and acting unconstructive. In these situations, the parent has a chance to teach the child a lesson.

What is anger?

Anger is a normal emotion experienced by both adults and children. Anger is a secondary emotion. Other emotions are often a foundation for the anger, such as worry, fear, pain, rejection or disrespect and anger may be a defense to avoid painful feelings. It may be associated with failure, low self-esteem and feelings of isolation or it may be related to anxiety about situations over which the child has no control. Angry defiance may be associated with sadness and discouragement.

Have you ever seen a child beaten by his or her parents after coming home late from school? They beat the child because they have been waiting for him or her for a long time. They are angry but beneath their anger may be worry, compassion and/or a sense of protection for the child. A father might appear very angry that his daughter does not know how to do anything, not even how to cook

a meal. Beneath his anger, however, may be his worry and fears for his daughter's future or a feeling of shame, embarrassment or humiliation of being thought of as a bad parent.

So what can we use this information for?

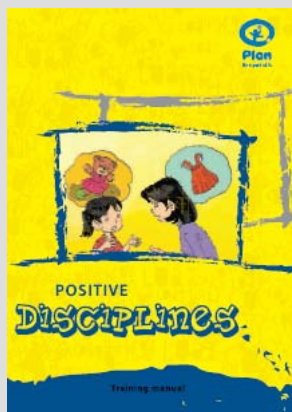
When understanding why we become angry we might get another perspective to a situation. It is useful to explain parents or other community members whenever a conflict is in process and anger is a part of this, that there are other reasons and feelings behind the anger.

Example: If a child comes home from school and he/she is doing bad in school, the parents gets angry and hits the child. The social worker can explain the parents that there are other feelings behind their anger – maybe they are worried about the child's future, embarrassed or something else?

With this perspective, the parents might realize that they are acting this way out of love for the child, so maybe they should be acting differently?

When having children with special needs in mind, it is important to remember that these children are often much more vulnerable because they receive much negative attention due to their physical or mental handicap. So it is important to be reasonable when punishing these children and never to use direct name-calling related to their handicap (for example "you stupid deaf boy!"). This will have a negative impact in the child and create low self-esteem

If you wish to find more information about anger see:



"Positive Disciplines – Training Manual," 2007. Chapter 7.
Plan Vietnam.

Link: <http://plan-international.org/learnwithoutfear/resources/publications/positive-discipline-training-manual>

Alternatives to punishment

Working with the beneficiaries we have to consider the context. As punishment is a widely used tool in this context, we cannot forbid it. Children need punishment once in a while, as they will be behaving badly – they are kids, so this is the reality.

So to guide the parents in the direction of better parental styles we have to give them alternatives to the kind of punishment they often use (for example violence, calling children humiliating names etc.):

Grounding: In severe cases it can be beneficial to ground children. Grounding means for a child or young person to be forbidden from leaving the house or his/her room, except for attending required activities such as meals, school, church etc. It is important not to make the grounding humiliating for the child, and use it mostly to calm the child down and to make the child understand that he/she has done something wrong. Never ground the child for a long time and be sure that the child does not get scared (by for example locking him/her inside a room). For some children and teenagers, grounding can actually encourage misbehavior in the form of rebellious behavior against the parent. Therefore it is important to use this kind of behavior wisely and only as an alternative when for example a “time out” is not sufficient.

Time out: This is a more soft kind of grounding. It can be implemented by telling the child to go in to another room or sit on a chair for 2 minutes (or more or less time depending on the need) and are not as fierce as a grounding as such. It is useful for calming the child down and having him/her reflect about what he/she did. It is important to use it immediately after the bad behavior so the child understands the connection. Be careful not to use it too often as it might lose effect and be careful not to make the time out humiliating or scary for the child.

Rewarding: As mentioned in the chapter about positive discipline it is important to reward children by giving them a lot of positive attention (for example by praising the child, giving the child a kiss and acknowledging the action of the child) when behaving well. It is also possible to use activity-related rewards, for example for the child to go out to play with his/her friends.

Non-rewarding: By removing something positive from the child, he/she learns that there are consequences to bad behavior. This can for example be for the child NOT getting to play with his/her friends. Be careful not to make this punishment humiliating for the child, by using degrading name-calling or removing something that might have a humiliating effect on the child.

Logical consequences: By using logical consequences the child learns that there are natural consequences to its behavior. There are three important things to have in mind when applying logical consequences:

- 1) **Related:** Cause and consequence must be related. For example: when the child spills water, the child must clean up the spill. If the child writes on the table in school, the child must clean it up.
- 2) **Respectful:** Has to show respect for the child. If you for example say “How messy you are!” the child gets humiliated and it can have a very negative and long term effect on the child.
- 3) **Reasonable:** It has to make sense and not become an example of power. For example if the child writes on the desk, it is important that the child is not told to clean the toilet or sweep the floor as well.

Explain the punishment

In every kind of punishment it is important to always bring an explanation to the punishment. The child needs to understand the punishment and receive an explanation and guidance to what a more appropriate behavior would have been in that given situation. For the child to understand the situation it is better if the punishment is carried out as quick as possible (unless the parent or the child needs time to calm down and think about the situation), so the child understands the connection between the bad behavior and the punishment.

The parent should always question the action and not the child itself (otherwise it might be humiliating and give the child a lack of self-esteem).

You must be careful not to make labor/work around the house a punishment. Then the child might associate working with punishment.

So the keywords to using alternative punishment are:

- ✓ Immediate punishment
- ✓ Respectful to the child
- ✓ Explain why the punishment is happening
- ✓ Guide the child to a more appropriate behavior
- ✓ Focus on the action and not the child itself

When punishing children with special needs, it is important to remember the focus on the action and not to make it personal and directed at the child's physical or mental handicap. It is also extra important to be reasonable, as parents tend to give the child with the special need more or less attention in punishments than the other children. Remember that being treated like her/his healthy brothers and sisters might be of great value for the child with the special needs.



Which exercises to use in relation to "Alternatives to punishment"?

"The Scale"

"Quotes from children"

"Case study about reaction when angry and punishment"

"Reaction in anger"



"A STICK THAT WILL NEVER BE USED AGAIN"

If you wish to read more about logical consequences see



"A Toolkit on Positive Discipline – with particular emphasis on South and central Asia" 2007. Page 75.

Save the Children Sweden.

Link: <http://resourcecentre.savethechildren.se/content/library/documents/toolkit-positive-discipline-particular-emphasis-south-and-central-asia>

About facilitating workshops

When facilitating a workshop, the facilitator is guiding a process. This process is often more successful in creating reflections among the participants if these are being assertive and participatory. Therefore it is important to consider how you want to facilitate the workshop, how you can create dialogues among the participants and how you encourage them to be participatory and reflective.

How do we communicate when facilitating workshops?

It is important to ask open and reflective questions when facilitating workshops (and communicating in general). Sometimes we tend to ask questions to which the answer can be 'yes' or 'no' – these are not really reflective but closed questions. Sometimes we also tend to ask leading questions (such as “are you happy today?”), which does not create reflections nor does it leave a great window of opportunity for the person who is answering to speak his/her mind. He/she might not feel welcome or comfortable to say what he/she really feels, because the person asking the question has already led the conversation in one direction.



When planning, facilitating and evaluating a workshop, there are many things to have in mind:

Before the workshop

- ✓ As the facilitator of a workshop it is important to be well prepared. Think about which topics to include, in which direction you want the discussions to go and how to handle these discussions.
- ✓ It is a good idea to create a program for the workshops including time schedules, topics and exercises. Try to make it as specific as possible, so you have an overall idea about the length of each topic and how much time you have for other things such as dialogue and discussions.
- ✓ You have to plan the venue and other logistical matters such as: Who are the participants? How many are they? What materials do I need? Do we

need refreshments and lunch? Is the workshop facilitated outside, what do we do if it rains or the sun is too hot? What time do we start – how do I get there?

During the workshop

- ✓ Give a clear introduction to the workshop and why it is being held. Always speak loud and clear and try to be as aware as possible – it is important to be present and listen, look and sense all of the time.
- ✓ You must also be adaptable. It is a matter of choosing at a particular moment what to do, whether to intervene or not, and how to intervene at that time. It is a good idea to plan ahead but you always need to be ready to adapt to what is happening at a given moment.
- ✓ Nobody knows everything, so if a participant asks you a question and you do not know the answer then just say so.
- ✓ Be yourself. People get permission to be themselves from the way a facilitator behaves – it is through modeling. If the facilitator is stiff and formal, the participants tend to be like that. But if the facilitator is relaxed and self-expressed, the group tends to follow the example.
- ✓ Monitor the energy level of the participants. If the energy is low, maybe it would be good to have a discussion, an energizer or active exercises.
- ✓ Guide the process. The facilitator should avoid giving the answer to an issue, as the job of facilitation is to guide the process.
- ✓ Be culturally sensitive. It is important to have background-knowledge of the situations in the local community and if in doubt; ask, don't assume.
- ✓ Have a sense of humor. The sense of humor can usefully defuse some tense moments and bring a light touch at the appropriate time.
- ✓ Invite feedback. Ask the participants to give you feedback on the workshop. Specific comments are more useful than general ones.

After the workshop

- ✓ Reflect upon the feedback – what will I do differently next time.
- ✓ Document (for example by writing) your experiences so you have it for next time you will facilitate a workshop.

At the back of the manual there will be a suggestion for a workshop program. This suggestion does not include energizers as the program is rather active and have coffee breaks. But as mentioned above, it is important for the facilitator to monitor the energy level of the participants and to use energizers whenever necessary. This can give the participants more energy as well as create a more comfortable atmosphere with laughing and less seriousness.

The same goes for ice-breakers. When opening a workshop and if the participants do not really know each other, it is a good idea to “break the ice”.

Find more inspiration about facilitating workshops in



“A Toolkit on Positive Discipline – with particular emphasis on South and central Asia”, 2007. Annex 3.

Save the Children Sweden.

Link: <http://resourcecentre.savethechildren.se/content/library/documents/toolkit-positive-discipline-particular-emphasis-south-and-central-asia>

Who is our target group for workshops about 'Good Parental Styles'?

The experiences of IFSO's staff are that generally often there is a problem with too many participants at the workshops – especially at workshops with parents or mothers. Due to limited resources it is difficult to change this situation, but if there are enough resources, some social workers have benefited from dividing the group in to two and facilitating two workshops instead of one.

For the sake of easier facilitation and benefits for the social worker (such as getting information from the target group), it is often best to facilitate the workshops separately in the different social groups. The target groups are:

- **Parents**

Often these are mainly mothers. Depending on the situation it can be useful to try to involve the fathers a bit more as well, because many households are male-dominated. Therefore it can be beneficial to influence the males as well.

It can be a problem to keep a focus and concentration when facilitating workshops with mothers, as their young children are present as well. This leads to interruptions with breastfeeding and children crying. Instead of this being only a problem, maybe the facilitator can use the children in a positive manner, to create examples by guiding the mothers when a child is misbehaving in the workshop. If the facilitator is able to use positive discipline, alternative and better punishments then the parents can see that it works and more easily understand the ideas behind.

- **Teachers**

It is very important to implement good parental styles when working with teachers, as they are rearing children on a daily basis. The teachers can benefit from experience-sharing, discussions as well as new information about positive discipline etc.

- **Idirr/religious leaders and other key persons**

These key persons are rearing children, guiding parents and teachers as well as negotiating in conflicts on a daily basis. This is why they are important to include in workshops about good parental styles; to implement as well as spread the message about good parental styles little by little in the whole community.

- **Children**

It can be very challenging to facilitate workshops with children as the target group, as they might behave much differently than the assumptions of the facilitator. Even though you invite participants from a certain age range, they might not all act according to their age. Unfortunately it is impossible to divide the children by their level, as this can be humiliating for the children as well as it takes too much preparation in advance for the facilitator.

It can be useful to use role-plays when facilitating workshops for children, as they find it funny as well as it is a good way to make children participate. Depending on the situation, context and the subject, the facilitator can create role-plays for the children according to the objective. There will be an example of a role-play about alternatives to punishment of children at the back of this manual. This role-play is intended for a workshop including both parents and children. But when facilitating a workshop with only children as participants you should remember to use your imagination and imagine what would work for you if you were a child. And then think about how you as a facilitator can improve the role-play so it fits your target group and your objective.



Based on the dialogues and the discussions in the workshop on good parental styles, it is important to include these different target groups when facilitating workshops. But how can we create dialogues between these different target groups?

Facilitate workshops separately with one target group at a time. Depending on the situation, select an amount of participants from each group, for example 5-7 parents and 5-7 teachers (maybe some are volunteering) and facilitate an additional workshop on good parental styles and create a forum for an open discussion. This way the parents and the teachers gets to have a dialogue about their way of childrearing, discussion about how they value children and what they think of alternative punishments.

There are many other combinations (such as key-persons + teachers, parents + key-persons, children + teachers etc.). Always have the context and situation in mind and think about whether there can be complications or other difficulties (maybe creating new conflicts) from creating a mixed discussion between different target groups. Additional, remember to think about the gender of the participants – maybe it is useful to bring some women to a workshop where the participants are male Idirr-leaders, to get a more equal and useful discussion.

Part two

Exercises

“The child within”

Duration: 30 minutes (or more, depending on amount of participants)

Materials: Flip and markers (but can be done orally)

Target-group: everyone.

Objective of the exercise:

To reflect upon the important characteristics for adults to have (according to children), based upon their own personal memories. The fact that the exercise is based on personal experiences makes it work well, as the participants get a better and more personal understanding on the subject.

The exercise is easy to demonstrate and a simple tool to transfer knowledge about children’s feelings.

It will work well as beginning a discussion on children’s emotional needs.

Ask following questions on flip:

- 1) Do you remember a special place from your childhood – a place with special memories of feeling safe and happy?**

- 2) Was there and adult important to you? (Teacher, parent, family member...)**

- 3) Why was this person special to you?**

The facilitator can start by giving an example from her/his own personal childhood, to make the assignment clear.

The participants will sit and reflect about the questions for 10 minutes (or more if necessary) and then the facilitator asks if anyone would like to share their memories. The facilitator must respect if the subject is too personal for the participants share.

When the participants answer, the facilitator can write keywords on flipchart (such as 'loving', 'positive', 'caring' etc.) to highlight the important characteristics of their important persons.

Notes:

If the participants cannot read or write, the exercise can be done orally. In this case, the facilitator must be clear on explaining the assignment before the participants begins their reflections.

If there are too many participants for the facilitator to hear all of their memories, the facilitator must pick a few who can share.

“The scale”

Duration: 35 minutes (depending on the amount of participants)

Materials: Flipchart, marker and post-its (but can be done orally)

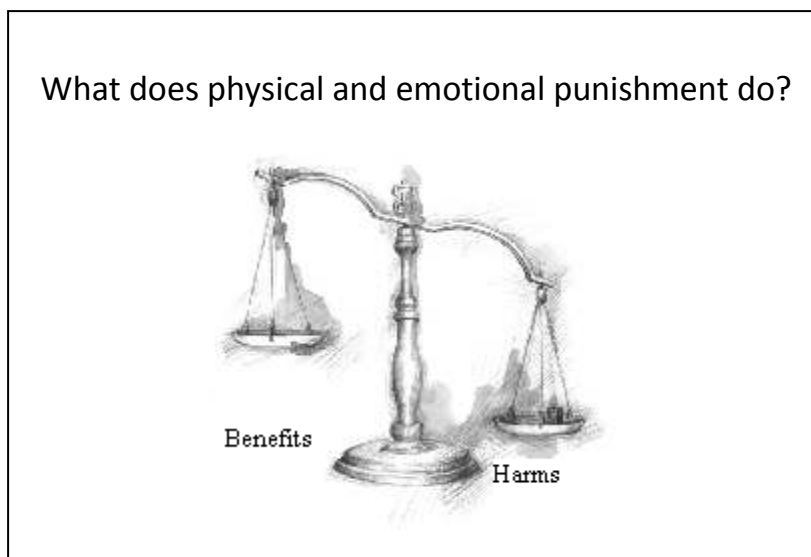
Target group: everyone

Objective of the exercise

The participants will see that there are limited benefits from using physical and emotional punishments.

The exercise is easily demonstrated. It compares the good and bad effects, and as it is visualized on the flip, every participant can understand the point to the exercise.

The facilitator will **draw a scale on a flipchart**. On one side write **“benefits”** and on the other **“harms”**.



Distribute post-its for the participants.

Ask them to write the effects of physical and emotional punishment on post-its; one on each post-it. Let the participants think about this for 15 minutes (or more if necessary).

Invite them to place the post-its on the flipchart on the side of the scale where it belongs, and ask them to explain what they have written.

Soon it will become obvious that there are more harms than benefits when using physical or emotional punishment.

The facilitator will underline this fact; there are more harms.

Ask the question: *Why use these kinds of punishments when there are more harms than benefits??*

Notes:

If the participants cannot read or write, the exercise can be done orally within the whole group. In this case, the facilitator can put marks on the scale whenever a new benefit or harm has been mentioned by a participant.

This exercise can work well as opening a dialogue and discussion about punishment of children.

It is easy to put into context, no matter circumstances.

“Quotes from children”

Duration: 40 minutes (or more, depending on amount of participants)

Materials: Flipchart and markers (but can be done orally)

Target group: everyone

Objective of the exercise:

The participants will reflect upon the issue about emotional punishment. It is easily understood, as the situation is relevant in the Ethiopian context. The exercise will work well (after introduction on psychological punishment – see background-information in chapter about punishment) for creating further dialogue and discussion about emotional punishment.

Write on flip:

“My mom says I am a slow learner and that I should stop going to school because I am stupid”.

Form groups and have them discussing the following:

- Is this punishment?
- What is this child feeling?
- What might be the result of this?

(Think of more or other questions if it makes sense in the given situation.)

Ask the groups to discuss on the questions for 20 minutes. Then have them present their views. Depending on how many groups there are present, this should take 20 minutes.

How to include children with special needs

You can think of a quote which could have been said by a physically or mentally handicapped child, and then talk about this child’s feelings.

Example: “My mom says I am stupid because I am mentally handicapped. She is ashamed of me”.

Notes:

If the participants cannot read or write, the exercise can be done orally. In this case, the facilitator can either:

- 1) Say the quote aloud and then ask one question at a time in plenum
- 2) Say the quote aloud and then ask the questions at once and have the participants discuss in groups without taking notes.

“Proverbs and sayings”

Duration: 45 minutes (or more, depending on the amount of participants)

Materials: Flipcharts and markers (but can be done orally)

Target group: everyone

Objective of the exercise:

As most of the sayings and proverbs are negative, it will open the discussion about how to understand children. The oral tradition in Ethiopia is valued and in some cases these proverbs are taken for granted as being true. They are widely used, so everyone can easily participate in this exercise.

The exercise addresses the issue about what children are worth to parents, and the facilitator will gain knowledge about the participant’s attitudes, opinions and assumptions about children.

The exercise will work well as an icebreaker on the subject of children’s development as well as creating further dialogue and discussion about the value of children.

Divide participants in to groups (5-10 in each group depending on the situation) and ask them to think of as many sayings about children as they can. Distribute flipcharts and markers.

Start by giving an example, maybe: “Don’t play with a child – it will hit you in the eye with a stick”, to make sure that everyone understands the assignment.

Let the groups talk and write on the flipcharts for 20 minutes and have them present their sayings and proverbs. Depending on the participants, this should take 25 minutes. There will be a lot more negative sayings and proverbs than positive. The conclusion will be that children are worth very little if we believe these. There are many misunderstandings about children.

Notes:

If the participants cannot read or write, the exercise can be done orally. In this case, the facilitator can ask the participants to mention sayings and proverbs one at a time in plenum. When there have been mentioned sufficient sayings, summarize and conclude that most of these are negative sayings.

“5 emotional basic needs of children”

After introduction to children’s emotional needs (see background-information in the chapter about child development) and the importance of these, this exercise can be used.

Duration: 1 hour

Materials: Flipchart and markers (but can be done orally)

Target group: everyone

Objective of the exercise:

It simplifies how parents can bring these important emotional feelings into their children’s lives. As the participants should be much specific, they will get new ideas from each other and benefit from new examples which will simplify how every one of them can use a good and better parental style in their everyday life.

The exercise is practical and all the participants will be able to understand and benefit from it.

Write on flipchart:

- **Feeling safe**
- **Felling respected**
- **Feeling understood**
- **Feeling loved**
- **Feeling valued**

Divide participants in groups and ask them how they can help their children to fulfill these 5 emotional needs in their everyday life. They should be as specific as possible (for example: I can help my child feeling loved by hugging him/her).

Ask the groups to talk about this for 30 minutes and then have them present their ideas in plenum.

How to include children with special needs:

After the introduction on children's emotional needs (see background-information in the chapter about child development), the facilitator should underline the fact that children with special needs are usually very emotionally vulnerable, and that these children's emotional needs are very important to focus upon.

Notes:

If the participants cannot read or write, the exercise can be done orally. In this case, the facilitator can present one emotional need at a time and ask the participants to mention the examples one at a time. During the examples the facilitator can comment on the ideas.

It might be important to remember that most parents typically focuses on their children's physical needs, such as food, water and clothes. So it can be difficult to implement this exercise if the parents do not understand their children's emotional needs (such as attention, encouragement and feeling valued) – therefore it is important to introduce the emotional needs before implementing the exercise.

“Case study about reaction when angry and punishment”

Duration: 1 hour (or more, depending on amount of participants)

Materials: Flipchart and markers (but can be done orally)

Target group: everyone

Objective of the exercise

As the case is common and simple, all of the participants are able to understand and benefit from it. It will easily give them specific ideas for changing their behavior towards their own children.

The exercise is practical and will work well as opening a dialogue about anger, punishment and alternative reactions. The participants are also able to benefit from experience-sharing with each other.

Write the case on flipchart:

- **A young boy just got a new t-shirt. He goes out to play and by accident ruins the new t-shirt. When his father notices, the father gets very angry and screams and hits the boy.**

(Note for the facilitator: Depending on the situation it might be a good idea to be gender-sensitive and say ‘child’ instead of ‘he’ and ‘parent’ instead of ‘father’.)

In groups, the participants will discuss on the following:

- Why does the father react like this?
- Is it okay?
- Are there any other alternatives for the reaction towards the child?
- Which? Think of examples.

The participants will talk about the questions for 30 minutes.

Ask the participants to present their ideas in plenum.

How to include children with special needs:

This exercise can function as opening a dialogue about punishment and reactions towards children with special needs. The facilitator can use this dialogue to ask questions about proper reactions towards children with special needs which can create a good and beneficial discussion as well as experience-sharing among the participants.

Notes:

If the participants cannot read or write, the exercise can be done orally. In this case, the facilitator can present the case and ask the questions in plenum.

Depending on the target group, the facilitator should change the case into a more contextualized situation, for example about a boy who is stealing. This will help the participants to understand the reality of the case and more easily benefit from it.

“Case study: reaction in anger”

After introduction to reactions when angry and how to manage anger (see background-information about self-control in chapter about positive discipline and anger in chapter about punishment), this exercise can be used.

Duration: 45 minutes (or more, depending on amount of participants)

Materials: Flipchart and markers (but can be done orally)

Target group: everyone

Objective of the exercise:

The participants will gain understanding of how to manage emotions whenever a problem or conflict arises. It is also beneficial to understand the importance of why the problem happened instead of just acting immediately. It is a good idea to learn to calm down and think about what you want your child to learn from this situation, instead of using an unnecessary punishment right away.

The exercise will work well as experience-sharing as the participants will come up with different ideas and learn from each other.

It is easy to complete and will work well for opening a dialogue and discussion.

Present case on flipchart:

- **Coming in to your house, you see that your child has been drawing with charcoal on the walls. You become very angry and want to find your child and take action.**

In groups, the participants will discuss on the following:

- What could you do to manage your anger?
- How could you approach the situation best?
- What would be the appropriate punishment for the child?

Ask the participants to talk about this for 20 minutes and ask them to present their ideas in plenum.

Note for facilitator:

The answer could be: stop! Calm down. This is probably not a good time for you to teach your child a lesson. You need a moment to control your anger, otherwise you might overreact and do something you would regret and that could harm your child. Once your anger is in control, think about what happened – was it an accident or did you child do this on purpose? Maybe the child needs alternatives for playing or was trying to get your attention?

We all get angry, it is okay. But how do you react when you are angry?)

How to include children with special needs:

This exercise can open a dialogue about punishment and reactions towards children, as well as a discussion about how we in general react differently when dealing with children with special needs.

The facilitator can use this dialogue to ask questions about proper reactions towards children with special needs which can create a good and beneficial discussion as well as experience-sharing among the participants.

Notes:

If the participants cannot read or write, the exercise can be done orally. In this case, the facilitator can present the case and ask the questions in plenum.

This additional exercise has not been tested in the workshop on good parental styles.

“Different temperaments”

Introduce the participants to the subject of conflicts and tell the participants that every one of us has different temperaments.

Duration: 30 minutes (or more depending on amount of participants)

Target group: parents

Materials: -

Objective: Recognizing the differences between you and your child’s temper, helps you to understand reasons behind conflicts and to recognize why hitting and yelling often doesn’t help.

Create groups and ask them to discuss the following:

- How is your temper?
- How is your child’s temper?

Orally the facilitator asks for their different examples. Do not ask all of them, as this will take too long time. Then ask this question:

- How are you and your child’s temperaments different?
- How does this contribute to a conflict?
- How do you and your child match in your temperaments?
- How can this contribute to a conflict?

Note for facilitator:

The participants get to have a dialogue and discussion about tempers based on their individual experiences. If the facilitator finds it necessary, the exercise can be done with a flipchart to give a better overview of the questions – and the participants can discuss one question at a time.

Case studies

The case studies have been thought-out by the participants of the workshop on good parental styles. The cases are contextualized but in some situations (depending the issue the facilitator is facing) it can be a good idea to be more gender-sensitive and change name or sex of the characters in the cases. The facilitator can always change the cases into other directions depending on the need and objective.

You will find 3 case studies regarding healthy children and 2 case studies regarding children with special needs.

All case studies can be done in groups with 30-40 minutes for discussion and 30-40 minutes for presenting and discussing in plenum.



Note for facilitator:

When facilitating workshops with other community members than parents (teachers, Idirr-leaders etc.) it is a good idea to create additional specific case studies concerning these. As it depends on the situation, objective of the workshop and the specific target group, these cases should vary in topics and issues. Due to the fact that there could be many different relevant cases, there will not be suggested case studies regarding these target groups in this manual. But as it is an easy way to create dialogues and experience-sharing among the participants, it is recommendable to think of additional case studies when facilitating workshops with these important target groups.

Case studies regarding healthy children

1) “15 year orphan girl” (About emotional punishment and not acknowledging the child’s wishes)

A 15 year old orphan girl is living with her stepmother. She is in 8’Th grade. The stepmother is concerned about the girl’s physical growth and that maybe the girl will start an affair with some boys. Therefore the stepmother strongly desires that the girl gets legally married before the girl is exposed to unwanted pregnancy and HIV/AIDS from irresponsible sexual partners.

On the contrary the child has a strong desire to complete her studies and to achieve her dreams for the future. She claims to know exactly what is bad and good for her. But the stepmother does not accept this, and instead she is constantly insulting the girl and gives negative comments. As a result of this, the girl is feeling emotionally hurt and depressed.

Having this situation in mind, discuss the following questions:

- Can you think of a solution to this situation?
- If yes, what? If not, why not?
- How should the stepmother have approached the situation in the first place, to prevent the situation to come to this?
- How do you think the girl is feeling?



Note for facilitator:

There are many situations to which this case study can be useful:

- When facilitating workshops with parents.
- When giving counseling and advice to parents, extended families and children.
- When facilitating workshops with Idirr-leaders or other key persons of the community who are mediating in different conflicts.
- When facilitating workshops with children who might be in the same situation and understanding the feelings the girl in the case might be experiencing.

2) “No attention for the children” (About children not receiving attention, love and acknowledgement)

A family which includes a father, mother and two children are living in the lower class. The parents are busy working outside the home. They don't have time to spend with their children and do not follow the children's performance at school.

One of the children starts engaging in bad activities and drops out of school and starts going to the street. The other child has a low school performance.

Ask the following questions:

- Why is the child engaging in bad activities and ending up in the street?
- Why is the other child performing badly in school?
- How do you think these children are feeling?
- What could the parents have done to prevent this situation?
- What can the parents do now in order to help their children?



Note for facilitator:

There are many situations to which this case study can be useful:

- When facilitating workshops with parents.
- When giving counseling and advice to parents, families and children.
- When facilitating workshops with Idirr-leaders or other key persons of the community who are communicating with families on a daily basis.
- When facilitating workshops with children who might be feeling the same as the children in the case.
- When facilitating workshops with teachers to bring understanding to why some children are performing bad in school.

3) “A boy has stolen a book” (About physical punishment)

Alemu is a grade 5 student. One day his teacher receives a report that Alemu has stolen a book. Alemu’s action made his teacher very angry so the teacher beats him and tells him to bring his parents.

When the mother learns about the situation, she also gets very angry and she is not able to control her anger. So she also beats Alemu, in front of the teacher.

Ask these questions:

- How should the teacher have reacted in the first place?
- How should the mother have reacted in the first place?
- What should be the reaction of the teacher when witnessing that the mother is beating the Alemu?
- How do you think Alemu is feeling?
- Think of other alternative punishments which could have been useful in this situation.



Note for facilitator:

There are many situations to which this case can be useful:

- When facilitating workshops with teachers. The case study can be a foundation for discussions about punishments, controlling anger, children’s feelings etc.
- When facilitating workshops with parents.
- When giving counseling and advice to parents, about alternative punishments.
- When facilitating workshops with Idirr-leaders or other key persons of the community who are mediating in different conflicts that includes children.
- When facilitating workshops with children who might understand what Alemu is feeling in this situation.

Case studies regarding children with special needs:

1) “No punishment for disabled boy”

Abel became physically disabled because of polio and he has a younger brother Brouk. Unfortunately while they were playing football they broke a window. When the father found out that they broke the window, he called the youngest brother Brouk and punished him by beating him.

Ask these questions:

- Is the father’s reaction to only punish Brouk acceptable?
- Yes/no - Why?
- What could the father do differently?
- What do you think Abel is feeling?
- What do you think Brouk is feeling?
- Think of alternative ways for the father to punish his children.



Note for facilitator:

Depending on the situation, it can be useful to change the case study. You can for example change the physical handicap of Abel to a mentally handicap if that makes sense in the given situation.

There are many situations to which this case study can be useful:

- When facilitating workshops with teachers. The case study can be a foundation for discussions about acknowledging children with special needs.
- When facilitating workshops with parents where children with special needs are relevant to discuss and talk about.
- When giving counseling and advice to parents, about alternative punishments, children with special needs and whether is it good or bad to treat children with special needs different than other children.
- When facilitating workshops with Idirr-leaders or other key persons of the community who are dealing with children with special needs on a daily basis.
- When facilitating workshops with children who can understand the feelings of either Abel or Brouk.

2) “Mother ashamed of mentally handicapped boy”

A 9 year old boy is mentally handicapped. He lives with his mother and two sisters. The mother always hides him because she thinks that it is punishment for her sins. Because the whole family believes that the boy is stupid, they do not pay him any attention. They do not believe that the boy has any capabilities, so they never give him a chance to show his potentials.

Ask these questions:

- Do you think that the family members are handling the situation with the boy correct?
- Yes/no – why?
- What do you think that the child is feeling?
- What should the family do instead?
- What is the future of this boy, if the family continues like this?



Note for facilitator

This case study is a good way to start a discussion and dialogue about what mentally handicapped children are feeling when they are not being acknowledged as real children and human beings.

The facilitator can include other topics in the dialogue, for example:

- Children with special needs are more emotional vulnerable and therefore it is more important to remember the emotional needs of children.
- The value of children with special needs.
- The general feelings of children with special needs.

Depending on the situation, the facilitator can change the case study so the boy is physical handicapped instead of mentally handicapped, if the target group for example has physical handicapped children.

There are many situations to which this case study can be useful:

- When facilitating workshops with teachers. The case study can be a foundation for discussions about to which extent children with special needs can be included in classes.
- When facilitating workshops with parents.

- When giving counseling and advice to parents concerning children with special needs.
- When facilitating workshops with Idirr-leaders or other key persons of the community who are dealing with families with children with special needs on a daily basis.
- When facilitating workshops with children who might understand what the boy and his sisters are feeling in this situation.

Example of a role-play

As previously mentioned, role-plays can be a good way of creating reflections among the target group, especially if the target group is children. When facilitating a workshop with children, it is beneficial to teach the children the message and create the reflections by playing and having them use their imagination, instead of just telling them what is right and what is wrong. But it can also be helpful to use role-plays when facilitating workshops for parents, teachers and religious leaders etc. for creating discussions, raising awareness on an issue as well as serving as an energizer combined with getting a message across.

This example of a role-play is for a workshop with a combination of both parents and children as the target group, but the facilitator should feel free to change the scenario of the role-play to something more useful if facilitating a workshop with another target group and if it makes more sense to change it to the given situation. It is up to you!



Role-play about punishment of children

Duration: 45 minutes (or more, depending on amount of participants)

Materials: None

Target group: children from 8 years and their parents, but can be used for all other target groups as well.

Subject: How parents and children react in conflicts.

Number of participants: 8 (the rest is audience)

Objective of the role-play:

The participants will reflect upon the issue about punishment and the alternative ways to react in difficult situations. When using this role-play, children should be the actors and the parents (and the rest of the children) will be the audience. This way they will all have fun and learn new skills and ideas in a forum where it is expected for them to do so.

The role-play can be a good basis for a discussion among the participants as well as experience-sharing about punishments, alternatives to punishments, alternatives to bad behavior from the child etc.

The exercise works best if the participants are introduced to the subject of alternatives to physical punishment before doing the role-play.

During the role-play the facilitator makes breaks for discussion and including of the audience. This way everyone gets to participate and share their ideas.

The role-play

Give the children a role each:

- 1 Grandmother
- 1 Father
- 1 Uncle
- 5 Children (mixed brothers and sisters)

Ask the children to act out the parts, by telling them what to do during the play:

The grandmother is old and living in the house of the father and the children. The uncle is living nearby but has his own family.

One day the uncle learns that the 5 children have been fighting with some other children in the village and that the children have been violent against the other

children. The uncle goes to the house of the family and tells the father about the children's inappropriate behavior.

The father gets angry and starts screaming and yelling at the children.

The children get scared.

- BREAK -

Ask the audience this question: "How do you think the father reacts after yelling and screaming and why?" Have a dialogue with the audience about their ideas.

Introduce the idea that the children might have been violent because they have learned this from the father.

- CONTINUE ROLE-PLAY -

The father starts hitting the children (ask the child playing the father to pretend to hit the 5 children).

The children get more scared and angry also.

The grandmother interferes and tells the father to stop what he is doing. The uncle is telling the father that he should punish the children for their misbehavior.

The father starts discussing with the grandmother about this.

The children are scared and runs away to hide.

- BREAK -

Ask the audience this question: "What should the father do instead of hitting and yelling at the children?" Have a dialogue with the audience about their ideas.

If the audience does not think of it themselves, present the idea that the father could punish the children in alternative ways and that the father and the children could talk about it instead.

- CONTINUE ROLE-PLAY -

The grandmother presents these alternative ways for the father to react, to the father. She tells him how he should react to the children.

The father accepts these new ideas and calls back the children.

The father carries out these ideas (for example the father will explain the 5 children that they have been violent against other children and that this is not okay. It is never a good idea to be violent against other people. The children will be punished in an alternative way, by grounding, no playing with their friends or similar).

- ROLE-PLAY FINISHED -

If there is enough time and the participants seems happy to continue, ask them to perform the role-play again but this time with the correct ending:

The grandmother is old and living in the house of the father and the children. The uncle is living nearby but has his own family.

One day the uncle learns that the 5 children have been fighting with some other children in the village and that the children have been violent against the other children. The uncle goes to the house of the family and tells the father about the children's inappropriate behavior.

The father gets frustrated but calms himself down and explains the 5 children that this is not acceptable; they should respect other people. He explains the punishment he has for them and that the next time this happens he will punish them the same way. All of the family is happy and smiling in harmony.

- FINISH -



Note for facilitator:

Some of the participants (in this case the children) might be shy and no not want to participate in the role-play. If this is the case, don't force them to do it.

If the participants all are very eager to be a part of the role-play, you must either decide if they should all have smaller parts in the role-play (and that you might have to change the role-play a bit) or if you just want to pick 8 participants from the whole group. Be aware that this situation can be challenging.

You can think of other role-plays so all the participants can be a part of it, and divide them in to smaller groups where they all can get a role-play to perform for the others.

If you need inspiration for other role-plays, you can change the case studies into role-plays and use them for parents, children, teachers, Idirr-leaders etc.

Suggested workshop-programs

These suggestions are based on a full-day workshop with parents and a two-day workshop with parents. You can use them as specific guidelines or just inspiration for other workshops.

When facilitating workshops you will experience the need for flexibility. The workshop will probably not start on time, and some topics and exercises might need more or less time than you had scheduled in advance. Therefore, this suggestion is just the basic idea of a workshop; you need to adjust it to the specific situation in which you need to use it. Maybe there should be fewer coffee-breaks, maybe you should think of another ice-breaker in the beginning of the workshop so everyone calms down and laughs or maybe there should be energizers during the day. This is up to you!

As mentioned earlier, energizers can be useful to include. But as these programs include breaks and a lot of exercises, it should not be necessary. But the facilitator must be aware of the energy-level of the participants, and notice if an energizer should be included at some point during the workshop.

The difference between the one-day workshop and the two-day workshop is that in two days the participants get a more in-depth knowledge about the topics and there are more exercises to create reflections and dialogues about the topics. Two days creates a better foundation for the participants, so it is highly recommendable to use the two-day program.

The idea behind these workshops is for the participants (in this case, the parents) to:

- **Get a basic understanding of children and their emotional needs.**
- **Get an idea about a more positive way of thinking about children (Positive Discipline).**
- **Reflect upon important characteristics for adults to have (with the exercise “The child within”).**
- **Reflect upon the damages physical and psychological punishments can have.**
- **Get new (and better) ideas for alternative ways of punishing their children.**
- **Reflect about how they act when they are angry and how they could change their behavior.**
- **Get specific ideas for parenting their children on a daily basis (based on a case study).**
- **Share experiences of childrearing and alternative ways of punishing and attending children’s emotional needs.**

One-day program

Time	Activity	Theme	Details	Objective	Materials
9.00 - 9.20	Introduction	Introduction	Facilitator introduces him/herself and the objective of training. Depending on amount of participants, they can introduce themselves.	Everyone gets to know each other and the objectives.	
9.20 – 9.40	Pairs – what do you expect?	Expectations	Works briefly in pairs on the question “What do you expect from the training”. Answers in plenum.	Everyone has to think about and defines their expectations.	(Orally but can be done on flip-chart if possible)
9.40 – 9.55	Introduction to workshop	Agenda and rules	Introduce workshop-agenda for the day and try to make rules for the workshop. This can be about what we do with babies crying, other interruptions and respecting each other and our privacy etc.	Give participants a chance to ask questions about agenda and lets them participate in the rule-making.	(Orally but can be done on flip-chart if possible)
9.55 – 10.10	COFFEE-BREAK				
10.10– 11.00	Topic presentation	Understanding children.	Present the topic of <u>child development</u> . Include brief description of the development stages the child is going through, the importance of adult attention (include example of emotional neglected baby that died and “lucky bed”), the basic emotional needs of children and that they do not deliberately try to be mean. Bring suggestions to how parents can act with their children during these stages. During these topic presentations, there assumingly will be discussions among the participants.	Give the participants new information which they can reflect upon. This creates a common foundation for further discussion.	-

11.00-11.40	Topic presentation, dialogue in plenum	Positive discipline	Presentation of positive discipline including: encouraging children, appreciation is important, long term/short term goals (be the people we want our children to become/they learn from us), children's participation, building trusty relationships, <u>can</u> do. There should be enough time for eventual discussions among the participants.	Participants get introduced to appreciating way of thinking about disciplining children.	1 Flipchart (write keywords on flip) but can be done orally.
11.40-12.10	Exercise	"The child within"	Participants reflect individually on questions about situations from their childhood; 1) "a special place, felt happy and safe". 2) "Adult important to you." 3) "why was this person important, specific situations?" Facilitator answers first as example. Reflect individually 10 minutes. Ask in plenum. Put significant words on flip.	Reflection on which characteristics that are important for children, based on own memories and feelings.	1 Flipchart (write assignment and key-characteristics on flip but can be done orally)
12.10 – 13.10	LUNCH				
13.10-13.30	Topic presentation	Punishment – what is it?	Talk about punishment including physical and psychological punishment, how it can create low self-esteem and humiliation. Let the participants discuss if they do not agree.	Participants get new basic information.	Flip.
13.30-14.05	Exercise	"The scale" (about punishment)	Draw a scale about physical and psychological punishment on flip. Give post-its to participants.	Reflects about all the harms of punishment and the point that there is no reason	Flip + post-its (but can be done orally).

			They should write benefits on one post-it and harms on another (15 minutes). Ask participants to place the post-its on the scale on the flip. Most harms. Talk about why using punishment then?	to use this as a tool in parenting.	
14.05–14.35	Introduction to new ideas.	Alternatives to punishments	Create dialogue about how we can punish children instead of using physical and psychological punishments. Introduce ideas (such as time-out, non-rewarding etc.) and try to create dialogue, discussions and experience-sharing among the participants.	Reflects upon other tools to use when punishing children.	
14.35 – 14.50	COFFEE-BREAK				
14.50–15.45	Exercise	Case study.	Write a case study on a flip-chart; one from the manual or create a new one. The participants will (in groups) discuss on the case for 20 minutes and then have a dialogue in plenum.	The participants get new ideas to handle certain situations and get to discuss among each other.	Flip but can be done orally.
15.45–16.00	Evaluation And goodbye	Evaluation of the workshop	Ask the participants in plenum questions like: “What did you find useful?”, “What was not so useful?”, “Any ideas for suggestions?”, “Other comments?”, etc.	Participants reflect about the day and facilitator gets feedback.	(the facilitator should write down the feedback for his/her own use later)

Two-day program

<u>DAY 1</u>					
Time	Activity	Theme	Details	Objective	Materials
9.00 - 9.20	Introduction	Introduction	Facilitator introduces him/herself and the objective of training. Depending on amount of participants, they can introduce themselves.	Everyone gets to know each other and the objectives.	-
9.20 – 9.40	Pairs – what do you expect?	Expectations	Works briefly in pairs on the question “What do you expect from the training”. Answers in plenum.	Everyone has to think about and defines their expectations.	(Orally but can be done on flip-chart if possible)
9.40 – 9.55	Introduction to workshop	Agenda and rules	Introduce workshop-agenda for the day and try to make rules for the workshop. This can be about what we do with babies crying, other interruptions and respecting each other and our privacy etc.	Give participants a chance to ask questions about agenda and lets them participate in the rule-making.	(Orally but can be done on flip-chart if possible)
9.55 – 10.10	COFFEE-BREAK				
10.10– 10.55	Topic presentation	Understanding children.	Present the topic of <u>child development</u> . Include brief description of the development stages the child is going through, the importance of adult attention (include example of emotional neglected baby that died and “lucky bed”), the basic emotional needs of children and that they do not deliberately try to be mean. Bring suggestions to how parents can act with their children during these stages. During these topic presentations, there assumingly will be discussions among the	Give the participants new information which they can reflect upon. This creates a common foundation for further discussion.	-

			participants.		
10.55-11.25	Exercise	“The child within”	Participants reflect individually on questions about situations from their childhood; 1) “a special place, felt happy and safe”. 2) “Adult important to you.” 3) “why was this person important, specific situations?” Facilitator answers first as example. Reflect individually 10 minutes. Ask in plenum. Put significant words on flip.	Reflection on which characteristics that are important for children, based on own memories and feelings.	1 Flipchart (write assignment and key-characteristics on flip but can be done orally)
11.25–12.10	Exercise	“Proverbs and sayings”	Participants in groups writes proverbs and sayings about children on flip or talks about it in the groups. The groups present their ideas in plenum. Discuss about the value of children in plenum.	Creates a dialogue about what children are worth if we believe this.	A flipchart for each group but can be done orally.
12.10 – 13.10	LUNCH				
13.10–13.50	Topic presentation, dialogue in plenum	Positive discipline	Presentation of positive discipline including: encouraging children, appreciation is important, long term/short term goals (be the people we want our children to become/they learn from us), children’s participation, building trusty relationships, <u>can</u> do. There should be enough time for eventual discussions among the participants.	Participants get introduced to appreciating way of thinking about disciplining children.	1 Flipchart (write keywords on flip) but can be done orally.
13.50–14.35	Exercise	“5 Emotional basic needs of	Put on flip: “Safe. Respected. Understood. Loved. Valued.” How can we, as parents, help	Simplifies how parents can have good relationships with their children	1 Flipchart (but can be done orally by presenting

		children”	children fulfil these 5 basic needs in everyday life? Groups work together and come up with examples to present orally in plenum after the coffee-break..	and what they can do in their everyday life to improve the relationship.	the 5 basic needs orally in plenum)
14.35 – 14.50	COFFEE-BREAK				
14.50– 15.30	Exercise – continued. Presentation in plenum.	“5 Emotional basic needs of children”	The groups present their ideas in plenum. Talk about the ideas.	The participants learn new ideas from each other. Experience-sharing.	-
15.30– 15.45	Evaluation	Evaluation of the workshop	Ask the participants in plenum questions like: “What did you find useful?”, “What was not so useful?”, “Any ideas for suggestions?”, “Other comments?”, etc.	Participants reflect about the day and facilitator gets feedback.	(the facilitator should write down the feedback for his/her own use later)
15.45– 15.50	Goodbye and brief introduction to tomorrow’s program.		Introduce the participants to the program of the next day (including what time, where, when does the workshop finish etc.). Say goodbye and thank them for participating.	Participants are prepared for the next day.	-

DAY 2					
Time	Activity	Theme	Details	Objective	Materials
9.00 - 9.20	Introduction and summary of yesterday.	Introduction	Sum up what the participants talked about yesterday: child development, positive discipline and sharing experiences within these subjects. Today: punishment of children and exercises about this.	Everyone gets an idea about today's program.	-
9.20 – 9.55	Topic presentation	Punishment – what is it?	Talk about punishment including physical and psychological punishment, how it can create low self-esteem and humiliation. Let the participants discuss if they do not agree.	Participants get new basic information.	1 Flipchart (write keywords on flip) but can be done orally.
9.55 – 10.10	COFFEE-BREAK				
10.10 – 10.40	Topic presentation CONTINUED	Punishment.	Continue the presentation of the topic “punishment” and continue dialogue and discussions among the participants if possible.	Participants discuss and share thoughts and ideas about the topic.	-
10.40– 11.15	Exercise	“The scale” (about punishment)	Draw a scale about physical and psychological punishment on flip. Give post-its to participants. They should write benefits on one post-it and harms on another (15 minutes). Ask participants to place the post-its on the scale on the flip. Most harms. Talk about why using punishment then?	Reflects about all the harms of punishment and the point that there is no reason to use this as a tool in parenting.	Flip + post-its (but can be done orally).
11.15–	Introduction	Alternative	Create dialogue about	Reflects upon other	(Orally but can be

12.10	to new ideas.	s to punishments	how we can punish children instead of using physical and psychological punishments. Introduce ideas (such as time-out, non-rewarding etc.) and try to create dialogue, discussions and experience-sharing among the participants.	tools to use when punishing children.	done on flip-chart if possible)
12.10 – 13.10	LUNCH				
13.10– 13.50	Exercise	“Quotes from children”	Write the quote on flipchart (or present orally) and ask groups to discuss. The groups present their ideas in plenum.	The participants reflects upon the consequences of emotional punishment	1 Flipchart but can be done orally.
13.50– 14.35	Role-play	Role-play about alternative punishment	Carry out the role-play from the manual (parents can act the parts; it does not have to be children) or create a new one. Have a dialogue about alternatives to physical and emotional punishment.	The participants get more energy from enjoying the role-play and discuss the issues of the role-play.	-
14.35 – 14.50	COFFEE-BREAK				
14.50– 15.45	Exercise	Case study.	Write a case study on a flip-chart; one from the manual or create a new one. The participants will (in groups) discuss on the case for 20 minutes and then have a dialogue in plenum.	The participants get new ideas to handle certain situations and get to discuss among each other.	Flipchart but can be done orally.
15.45– 16.00	Evaluation	Evaluation of the workshop	Ask the participants in plenum questions like: “What did you find useful?”, “What was not so useful?”, “Any ideas for suggestions?”,	Participants reflect about the day and facilitator gets feedback.	(the facilitator should write down the feedback for his/her own use later)

			"Other comments?", etc.		
16.00	<u>GOODBYE</u>		Say goodbye to all the participants and tell them thank you for coming and being participatory.		

