PARENTING: Heart to Heart

Facilitator’s Guide
Compiled by Kathy Balshaw

Kathy Balshaw qualified as a guidance counsellor in the late ’80s and has spent the past 24 years teaching, counselling, lecturing and training. She has taught at Alexander Road High and Collegiate Girls’ High in Port Elizabeth, and at Clarendon Girls’ High in East London. In addition to her work in high schools, she spent 6 years lecturing part-time at the University of Port Elizabeth in the fields of Psychology and Education. Since the beginning of 2008, she has run her own consultancy, Relationship-Based Solutions & Training cc, focusing on people development in a variety of contexts. Kathy specialises in the area of career development and is passionate about helping young people discover what they really want to do in life or with their lives. She works in schools and consults privately, focussing on subject choice and career guidance. Apart from her work in career guidance, Kathy is contracted by the General Motors South Africa Foundation (GMSAF) and is currently involved in two education projects which aims to support and equip teachers in historically disadvantaged schools. Her contract with GMSAF has also included the developing a parenting skills programme currently being implemented in several disadvantaged schools. Kathy compiles a monthly eNewsletter, ‘The Family Health & Wellness Newsletter’, which is subscribed to by schools. This newsletter connects parents with helpful resources on the Internet, providing information and tools for parenting, family health and wellness. Kathy has been married to Shaun for 19 years and they have two teenage children, a son and a daughter.

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Background

The GM South Africa Foundation has been involved with piloting and implementing of a number of training programmes in various schools in the Eastern Cape. These programmes have ranged from whole school leader training to teacher training to curriculum-based programmes directed at school learners. Through these programmes the Foundation became aware of the growing need among schools for assistance in the area of discipline and in creating harmonious teaching and learning environments. At the request of the trustees a Seeds of Peace Programme was initiated in 2006. This programme is founded on the belief that there is a need to add a fourth ‘R’ to the traditional three – that of relationships. One of the outcomes of the Seeds of Peace initiative has been the development of a positive parenting programme.

This training material has been prepared to guide teachers as they undertake to assist parents improve their parenting skills. In South Africa, parenting is an unpaid full-time job. A washing machine comes with a manual, but there is no manual for raising children. Most parents have no formal training; they rely solely on the experience they gained from their own parents.

The purpose of this workshop programme is to guide and motivate parents to provide a supportive and emotionally healthy family environment.

Rationale / goals of positive parenting

Parents often ask the experts for advice on parenting, as parents want to raise healthy happy children. This includes advice about the provision of appropriate and effective discipline. The word discipline, which comes from the root word ‘disciplinare’ – to teach or instruct - refers to the system of teaching and nurturing that prepares children to achieve competence, self-control, self direction, and caring for others.

The aim of this programme is to:
- Provide teachers with a programme that can be used at your school to help address concerns related to parenting. ‘Building’ is the theme used throughout the manual, as parents are in the business of building young people.
- Provide some guidelines and tools on how to encourage and motivate parents to successfully raise their children.

Guide to the use of the training materials

The training materials consist of a Facilitator’s Guide and handouts for parents. Parents should take their notes home with them to use as a reference. The notes given to parents have been built into the Facilitator’s Guide for easy referencing. Certain worksheets will involve some work; others will provide parents with information.

The training manual consists of 10 workshops or units, and the duration of each is 2 hours. The workshops are divided into activities which vary from 10 minutes to 25 minutes. An interactive approach is encouraged during the workshops and it is recommended that facilitators give parents a break of about 20 minutes at a halfway point in each session.

Thoughts on the recruitment of parents

A number of different methods can be used to invite parents to participate in this programme. Some methods are suggested below:
- **Personal Invitation:** People tend to respond best to a personal invitation from a friend, the school
principal, the class teacher, or when they receive information at a parent-teacher meeting. The emphasis must be on invitation - parents need to come willingly and freely, without feeling under pressure.

• **Letter of Invitation:** A letter from the school principal to parents may encourage attendance, but a written invitation from the class teacher may be more successful. Make sure there is a tear-off slip at the bottom of the letter which must be completed by parents wanting to sign up for the course. It is important that parents know all the details upfront, so they know what the commitment will involve.

• **Parent –Teacher Meeting:** Another way of recruiting parents is to bring them together for a parent-teacher meeting at the beginning of the term, or an introductory meeting for parents of first year school children, devoting some of the time to talking about the value of partnership between the home and the school and then inviting them to attend the parenting skills course. It is important to have forms available so that parents can sign up after the meeting.

You could decide to invite:

- All the parents of the school
- All the parents of a particular phase – such as Foundation Phase or Senior Phase or FET Phase
- All the parents of a particular grade
- The parents of high-risk learners
- The parents of learners who are high achievers

**Thoughts on running the programme**

**Creating an enjoyable context:**

- Whenever possible, meetings need to be held in comfortable, pleasant surroundings.
- Serving refreshments adds value to the experience for the parents and creative ways of making this happen would need to be explored:
  - The school may have a small budget which could be allocated to serving tea, coffee and light refreshments.
  - A roster could be drawn up and parents could each take turns providing a plate of eats once during the course.
  - The school might consider charging R5.00 per person for each session which could be used to cover the cost of the refreshments.

**Keeping the attendance up:**

- It is important to remember that no set of dates will suit everyone.
- It is reasonable to expect a fall-off of two or three people after the first one or two sessions.
- Sometimes a parent may miss a meeting and then think that too much has been missed and may not return. Other parents may be reserved and need encouragement.
- If parents do miss a meeting, it may be a good idea for the facilitator to phone to say they were missed and to encourage them to return the following week.
- Obviously it is not helpful to spend time chasing up people who are often absent or who are just not interested in continuing.

**How often to meet:**

- Regular meetings are a valuable part of the learning process, so weekly meetings should be encouraged.
- Dates and times are set up ahead and parents can then commit themselves to the process.

Recruiting parents is the most challenging part of the process, but once they have signed up, hopefully a sense of community will be created and valuable learning, as well as enjoyment, will be derived as a result of being part of the programme.
**Parenting: Heart to heart** was designed for parents of learners in historically disadvantaged schools. Since 2010, the programme has been implemented in schools in the Eastern Cape, Gauteng and in the Western Cape.

**Comments from parents who have experienced the programme:**

‘I am blessed that I could have attended this class because it made a huge difference in my daily routine as a parent.’

‘I learnt to be more patient with my children. I started to communicate with them about the things I have learned during this course so that I and my family could build a healthier and happier relationship.’

‘If we can do this with every parent we will have a different type of community’

‘Baie, baie dankie. Hierdie workshop het deure oopgemaak tot binne my siel. Ek gaan en ek wil ’n beter ouer wees as wat ek was vir my kind en goieie vrou vir my man wees. Die 5 Love Languages sal ek vir altyd toepas in my lewe.’

‘The workshop made me realise that I am not just a parent to my child but to all the children out there. What really caught my attention in the workshop was the correct way to discipline my child and how to set boundaries for her. We should use language that our children understand and get down to their level to understand them better.’

**Comments from educators who have facilitated the programme:**

‘The appreciation demonstrated by the parents was not only a humbling experience but it reinforced the fact that an educator’s task should never end in the classroom. Soon a special bond existed among us. The positive feedback from both the learners and the parents themselves was worth every minute spent on a Saturday morning, empowering not only the parents, but also the educators.’

- High school educator (Afrikaans-speaking parents)

‘The most encouraging thing for us was that, although many of the parents could be our mothers, they treated us with respect and listened attentively to us. They attended the sessions religiously not wanting to miss any session unnecessarily. The advice and suggestions we got from reading our manuals made it easy to reach out to them’

- Primary school educator (Xhosa-speaking parents)
‘Making the decision to have a child is momentous. It is to decide forever to have your heart go walking around outside your body.’

- Elizabeth Stone

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Materials needed: Flipchart, kokis; newsprint, Prestik, nametags, A4 paper for group work, pens / pencils for participants.
Preparation: Creative method for dividing the participants into groups
Introduction
(10 minutes)

- Welcome the parents to the training session and thank them for coming to this workshop on parenting.
- Introduce yourself to the parents for the benefit of those who do not know you.
- Provide some personal information to help the parents feel comfortable with you. Examples that you may use:
  
  My name is .......
  
  I have been teaching at this school for ....... years
  
  I am a parent myself and have ..... children
  
  You may tell them something about your own parents and family, e.g.
  
  I grew up with my mother and father (or grandmother or whoever) and I have ... brothers and .... sisters.
- It is important to set the right tone during this session because it will determine how easily parents will confide in one another and in you during the activities.
- Ask parents to have a quick round of introductions. They should just state their name and their child or children's name/s at the school.
- The facilitator should prepare name tags for the parents to wear in the beginning until they all know one another's names. Hand each parent his/her name tag as they introduce themselves.
- Explain that in this session they will
  
  - Get to know one another
  - Think about what it means to be a parent
  - Discuss role models
  - Discuss what is meant by the title of this workshop: ‘Parenting Heart to Heart’

Icebreaker: Parenting is...
(5 minutes)

- Explain to the parents that the purpose of this activity is for people to start to feel comfortable with each other as we begin to realise that we are all in this together.
- On the flipchart, write up the words...

  PARENTING IS...

- Allow the parents, one at a time, to call out responses to this incomplete sentence. (If possible, try to encourage each parent to say something.)
- As they do so, acknowledge what has been said by repeating each concept or word that has been mentioned. Here are a few comments from a website, wwwraisingkids.uk.org, Parenting is
  
  - Heaven and hell
  - Never ending
  - A lifelong experience of ups and downs
  - Full of emotional extremes
  - Learning all about love from a little person
  - A full time job, with no pay, no pension, no time off but oh so many perks!
- Thank the parents for their participation in this activity.
- Sum up by acknowledging that parenting is hard work, but very worthwhile. Affirm the parents for being willing to invest in their children’s lives by attending this parenting course.
Presentation: Role models  
(10 minutes)

- Explain that we will now move on to an activity that will be discussed in small groups.
- Before dividing the participants into smaller groups, ask the group whether anyone knows what a ‘role model’ is. Build on the answer (if any) to explain the meaning of a role model:
  - People learn through imitating what others say or do.
  - We often imitate someone whom we admire. A teenager may imitate the walk or speech or other mannerisms of his or her favourite sports hero or actor, his or her idol.
  - A role model may also convey the values and ways of thinking and behaving of a particular culture, or of a particular role in that culture.
  - Parents, and also grandparents and other family members, are early role models for children.
  - As a parent, you are the first person your child will imitate.
  - That means that you as a parent are your child’s first role model, and you are your child’s first teacher.
- Explain that we need to discuss role models in smaller groups and that they will form new groups for the next activity.

Facilitator

Try different methods to divide parents into small, breakaway groups.
- One example is to put an equal number of pencils or different coloured pieces of paper in a bag or shoe box. The total number of pencils or papers must match the number of parents in the group. Each parent in turn takes one item out of the bag or box. All those with the same colour pencil or paper get together as new groups. In this way different groups are formed, so that the participants can interact with different members of the larger group.
- The size of the small groups will depend on the number of participants. If there are 15 or fewer participants, the breakaway groups may consist of as few as two (2) or three (3) participants.
- The members of each small group must take their chairs to a different corner of the room and sit facing one another in a tight circle.

- Ask parents to discuss among themselves what they understand by the term ‘role model’ so that they may share a common understanding.
- Explain to the groups that it is important to note that while a role model is usually associated with positive behaviour, there are also role models who can encourage negative behaviour.
- Ask whether anyone can give an example of a negative role model. (If the participants struggle with this question, you may give them some examples, such as a local drug lord who impresses people with his lawlessness, wealth and lavish lifestyle, or a famous actor or singer who drinks or gets into fights with the people around him/her).

Activity 1: Looking back on your own life…  
(20 minutes)

- Ask each of the parents to identify people who have been role models at different times in their own lives. Ask each participant to identify one role model during each of the following periods of their
lives, and to explain why they admired that person and how that person made a difference in their lives:
  - When you were a small child
  - When you were growing up and at school
  - As an adult
• Encourage each parent to share an example of a role model in his/her life. This can be done in the small group setting.
• Once everyone has had a turn to share with the other members of the group, invite somebody from each small group to share with the large group.
• Affirm participation and thank parents for being willing to share something of themselves in the large group context.
• To end off this activity... ask the participants to close their eyes and quietly think about the kind of role models that their own parents were. They need not discuss this with the other participants.
• Ask parents to privately think about something that their parents did that was
  - very positive/good and
  - very negative/bad.
• Again, they need not discuss these with the other members of their group.
• Parents are then asked to talk about the following (this may be done in plenary if you sense that participants are comfortable enough; otherwise, encourage small group discussion).
  - Have they been able to use any of the positive or good things that their parents did in their own role as parents? Ask them to give examples, if possible.
  - Have any of the negative/bad things that their parents did made a difference to how they interact as parents with their own children? If they wish, they may give examples.
• Finally, ask the parents to think about what sort of role models they are for their children. They can then discuss the positive or good aspects that the children are learning by watching them, and then discuss the negative aspects that may send the wrong message to their children.
• As parents, we have a unique opportunity to be positive role models for our children. Our actions speak so loudly that often children cannot hear what we are saying. Are we happy with our actions and the messages our children are receiving?

Reflect:

Ask parents why it is so important to act in the manner in which you would like your children to behave. Give them one example, such as, If you don’t like being shouted at, why would you shout at your children.

Activity 2: What does it mean to be a parent? (25 minutes)

Refer to the icebreaker of today’s session in which it was acknowledged that raising children is one of the toughest jobs in the world. There are no lessons taught at school on how to raise children and many new parents have to rely on advice and help from family members and friends, or else simply learn "on the job".
• Ask them to quietly think about what is expected from a parent – all the different roles of a parent (no discussion at this stage). Think about all you have to do in a day for your children...
• Allow only a minute for their reflection on the roles of a parent.
• Explain that they will be talking about the roles of parents in the breakaway groups.
Facilitator

Use a fun method to divide parents into the smaller groups.

- For example, ask all parents to stand. Then tell parents to divide themselves into two even groups (e.g. two groups of ten if there are 20 parents). Once they are in these two groups, tell them to again divide these groups into two (e.g. four groups of five). If these four groups are too large, you may again divide them into the number you want in the group for this activity.
- The size of the small groups will depend on the number of participants. If there are 15 or fewer participants, the breakaway groups may consist of as few as two (2) or three (3) participants.
- Find a way to ensure that each group has one person who is prepared to write down the responses and report back to the plenary. Ask for volunteers.
- The members of each small group must take their chairs to a different corner of the room and sit facing one another in a tight circle.

- Let the groups carry their chairs to different corners of the room and sit in tight circles facing one another.
- Ask them to answer the question, ‘WHAT DO PARENTS DO FOR THEIR CHILDREN?’ (write this up on the flipchart). Draw a line down the centre of the flipchart page and place two headings at the top, PHYSICAL / EMOTIONAL
- Ask the groups to discuss the different roles of parents. Encourage them to first focus on PHYSICAL ASPECTS, such as providing food and shelter and clothing and education and health care for their children.
- Next ask the groups to think of the emotional aspects of parenting. What aspects of parenting can we link to the heart? Request that they come up with words that can be associated with their other roles and responsibilities as parents.
- EMOTIONAL ASPECTS: They should think about those parenting issues that are related to the heart; not the biological heart, but the one that one thinks about when dealing with emotions, such as love and caring.
- This should get them on their way. If they struggle, give them only one or two examples. Words that come to mind are care, love, affection, support, caring, acceptance, safety, trust, encouragement, learning, praise, honesty, truthfulness and more. Explain that these aspects are associated with the heart, rather than only the brain.
- You would earlier have asked for volunteers who are willing to act as ‘secretary’ or scribe and write down the words on a sheet of paper in the breakaway groups and report back in plenary. Give the scribe in each group a sheet of paper and a pencil to write down the words as they come up. If there is a group without a scribe, offer to do the writing yourself, but get them started and move quite quickly from one group to the next. As you leave each group, ask them to think of other words in the meantime.

Facilitator

- Collect all the pieces of paper and ask the groups to return their chairs and themselves to the large group.
- While they are moving around, copy down the words that each group has come up with (use only a single list for each of the headings, PHYSICAL and EMOTIONAL made up of the input from the different groups) on the flipchart.
Once they are seated, go through each of these ideas.

Stress the importance of the more emotional aspects of parenting.

Relate each word back to their role as parents, i.e. they need to ensure that their child is safe, that their children know (and are told) that their parents love them, that they should show affection and appreciation for the child’s achievements, that they should be trustworthy as parents, e.g. not make promises that they do not keep or tell other people what the child told them in confidence, and that they may lead by example to raise trustworthy children.

Try to involve the parents as you go through the list. You may ask whether there is anyone in the group who would like to draw on his/her own experience – either as a child or as a parent – to give an example of how s/he has experienced the emotions that are related to parenting, how s/he has showed love for his/her children, or how s/he was able to trust his/her own parents.

Explain the term ‘nurturing’: This is a broad term that includes raising, taking care of, cherishing, supporting, encouraging. Emphasise that children need more than only shelter, food and clothes. They need to feel safe in the heart of the family, where they can expect love and encouragement and to be taken care of.

Children need nurturing and emotional support and they need to be told that they are loved and that their parents are proud of them when they behave well and are responsible.

In this way you build children with self-confidence to manage their lives outside of the home.

Thank the parents for sharing their thoughts and experiences with the group.

Discussion: Who is a parent?

(10 minutes)

The following discussion will focus on who may be considered to be a parent. We need to understand that a ‘parent’ or ‘principal care giver’ is not always the child’s biological parent. One finds households with different combinations of adults and children. Some of these adults may be, or act as, parents.

- Ask the participants to identify households that consist of different combinations of adults (of which at least some act as parents) and children.
  - The parents/adults and children must live under the same roof and eat most of their meals together
  - Even if the adults are not the biological parents of the children, they must act in the role of parents
  - Explain that in many instances you may find different combinations of adults/parents and children living under the same roof, e.g. parents with their own natural child/children or a household that consists of different parents and a mix of natural and/or adopted and/or foster children, or combinations of these.

- Some of the examples that they may mention include the following:
  - two parents with their own biological children
  - single parents with their own biological children
  - parent/s with adopted children
  - parent/s with foster children
  - those who are raising children of other family members
  - grandparents raising their grandchildren
  - If this is not mentioned, you may remind them that one now finds children-headed households (e.g. where the parents have died of AIDS).

- Without pointing to an individual, try to get as many of the group members as possible to participate.
- Write the contributions from the group on the board.
- After about 10 minutes, draw the discussion to a close.
- Compare your list of suggestions with those types of families (see list above) that might not have come up in the discussion and mention these to the parents.
- If children-headed households have not come up in the discussion, you may mention that one now finds children-headed households, such as where the parents have died of AIDS. This means that even a child may sometimes have to assume the role of a parent in such instances.
• Repeat that a parent is usually an adult - not necessarily the biological parent of the child - that is, the primary caregiver and provider of the child. Being a parent can be a difficult job and we hope that the parents will find some guidance in this parenting programme to improve their parenting skills.

• Thank the parents for their participation in this activity.

Reflect

✓ Are you a parent if you provide only for the physical needs of your child (shelter, food, clothing)?
✓ (In the feedback, use this as an opportunity to consolidate the issues raised in Activity 1 on Parenting: Heart to Heart, i.e. that parents need to nurture their children while also providing for their emotional needs.)

Activity 3: What is positive parenting?

(10 minutes)

• Remind the parents that positive means focusing on the good. A person with a positive attitude focuses on the bright side of life. A positive parent will look for the good things in what their children do, and try not to focus on the bad. They find ways of dealing with issues by looking for better ways of doing things. Even when having to deal with negative behaviour, a positive parent will find ways of making the discussion positive, rather than simply scolding their children or always saying ‘no’ or ‘don’t’.

• Explain to the parents that we need a common understanding of what may constitute positive or negative responses from parents in particular situations. Tell the parents that you will give them a few examples of situations in the home and that they should give their opinion on whether they consider a particular action or response by a parent to be POSITIVE or NEGATIVE – no further explanation is required.

• Ask the parents whether they consider the following interactions to be positive or negative. (Try to encourage all the parents to participate, e.g. by moving towards a quiet group or individual and making eye contact.)

º The child comes home late. The parent shouts at the child when he/she arrives home and gives the child a hiding.
º The child comes home late. The parent hugs the child and explain that they have been worried about the child being out so late because the child has been told to let the parents know if s/he will be late. As a consequence, the child will not be allowed to go out with his/her friends for the next weekend.
º Younger child starts crying and complains that older brother/sister has smacked him/her. Parent calms down crying child and then asks the older one to explain what caused him/her to smack the sister/brother. After listening carefully to what the older child says, the parent explains that smacking is violent behaviour and is not allowed. Explain that there are better ways to resolve a quarrel.
º Younger child starts crying and complains that older brother/sister has smacked him/her. The parent walks over and smacks older child without finding out the cause of the quarrel.
º Child is playing or watching TV and does not respond when parent calls him/her to wash the dishes. After a while the parent walks over, grabs the child by the arm and drags him/her to the kitchen while yelling that the child will get a hiding if s/he doesn’t do as s/he is told.
Child is playing or watching TV and does not respond when parent calls him/her to wash the dishes. After a while the parent walks over, sits down next to the child, gets his/her attention and explains that the parent has had a long and difficult day at work, that if all the household members help with the chores the house is quickly tidied and everyone can then get on with other things that they want to do. The parent also explains that there will be consequences if people don’t do their chores, such as no television for a week. The parent then asks the child what s/he wants to do: wash dishes or lose TV privileges.

- Explain to the parents that this is only an introduction to positive parenting. Positive parenting includes many other issues, such as setting household rules, positive discipline, appropriate responses to behavioural problems of children and more. These will be discussed in another workshop.

**Conclusion**

(10 minutes)

- Ask parents why they think this programme is called ‘Parenting: Heart to Heart’?
- Responses could include:
  - The need to continuously let your child know that you love him / her
  - Making an effort to let your child know that interaction with him / her is based on love
  - Making an effort to understand why your child responds to you the way he / she does
  - Always remembering that your child loves you
- Ask parents what they have learnt from this short introduction to positive parenting that has implications for their role as parents.
- Thank the parents for their participation and help in getting the programme started.
- Explain that you have something that you would like them to do before they return for the next session. **You would like them to go home and find something positive (good or encouraging) to say to each of their children every day.**
- This is their ‘homework’ and you would like them to talk about this during the next session.
- Tell the parents that you look forward to seeing them for the next workshop on … (give them the next topic). Give them the day, date, time and venue of the next session.
- End with something like the following:
  - ‘Once again, thank you for participating and helping to make this workshop a success. I hope that you have learnt something that you can take away with you.’
UNIT TWO: BUILDING A SOUND FINANCIAL BASE

‘Money grows on the tree of patience’
- Proverb

‘A penny saved is a dollar earned’
- Benjamin Franklin

Materials needed: Flipchart; kokis; newsprint; Prestik
Preparation: Copies of handouts; copies of advertisements from magazines or newspapers (required for Worksheet 2.3) Find out current interest rate at banks for savings.

Confidentiality:
• Please take care when presenting this session to respect the privacy of the financial information of your participants.
• Ask parents to share information when appropriate and if they feel comfortable to do so.
• Do everything that you can to ensure that private information is not accidentally made public knowledge and so cause unnecessary discomfort and embarrassment.

Overview of Unit 2

<table>
<thead>
<tr>
<th>Activity/Session</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and introduction</td>
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<td>Icebreaker: Balloon stomping</td>
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<tr>
<td>Conclusion</td>
<td>28</td>
</tr>
</tbody>
</table>
Introduction
(10 minutes)

• Welcome the parents to this training session and express gratitude for their faithfulness to the programme.
• Write up the title of this workshop, ‘Building a Sound Financial Base’ on the board/flipchart.
• Ask parents what they are hoping to learn from this workshop.
• List the issues that they raise on the newsprint. Indicate which financial issues you will be addressing in this workshop (and, if possible, where they can go to get assistance on the issues that will not be covered).
• Explain that in this session the following issues will be covered:
  º Spending (budgeting)
  º Saving
  º Compound interest.

Icebreaker: Balloon stomping
(10 minutes)

(Materials required: Balloons and string. Recommended setting: Indoors, in a location where chairs and tables have been cleared away)

• Give each participant a balloon and a piece of string
• Ask participants to blow up the balloons and tie them to their ankles.
• Participants should then move to a safe area and try to stomp on each other’s balloons.
• As soon as a balloon has burst the participant must stand to one side and observe.
• The final person with a balloon still tied to his/her ankle is the winner!

Discussion: Compound interest
(10 minutes)

• Ask parents to list/describe as many powerful forces in the world as possible.
• Answers could include
  º Storms and hurricanes and tornadoes
  º Tsunamis
  º Volcanoes
  º Earthquakes
  º Lightening
  º Ground to air missiles
  º Nuclear bombs and hydrogen bombs
• Tell parents that Albert Einstein, the most famous scientist in the world, said that in his opinion the most powerful force in the universe is ‘compound interest’!
• Ask parents what they understand by the term ‘compound interest’.
• Note their thoughts on the board/flipchart.
• Explain that
  º Compound interest is the money that the bank pays you for saving money with them.
  º This money is called interest.
  º Banks pay interest because they use the money you save with them to provide loans to other people.
  º People pay interest on loans and in this way the banks obtain a profit.
To encourage you to provide them with funds to lend to people and businesses, banks pay interest on ALL the money you have in savings accounts.
ALL the money means
- The funds you have deposited PLUS the interest you have received over the years.

Place a glass jar on a table in front of parents.
Tell parents that you will demonstrate over the course of the workshop how compound interest works.
Explain that you will deposit money in the jar and every half-hour you will receive 50% interest.
Ask a parent to remind you every 30 minutes to deposit the interest received on the R1 with which you will begin this savings scheme. (Write the amount of interest on slips of paper and add these slips to the jar at the set times).
Ask parents to write on Worksheet 2.1. the amount of interest paid and the new amount of money in the savings account at each Interest Time.

Begin by depositing R1 in the jar.
1st ‘Interest Time’: Add 50c to the jar. There is now R1.50 in savings.
2nd ‘Interest Time’: Add 75 cents to jar (50% interest on the R1.50 in the jar). There is now R2.25 in savings.
3rd ‘Interest Time’: Add R1.13 to the jar (50% interest on the R2.25 in the jar). There is now R3.38 in saving.
4th ‘Interest Time’: Add R1.69 to the jar (50% interest on the R3.38 in the jar). There is now R5.07 in savings.
5th ‘Interest Time’: Add R2.54 to the jar (50% interest on the R5.07 in the jar). There is now R7.61 in savings.

At end of session: Explain how the payment of interest has resulted in the total amount saved to grow from 50 cents in the beginning to R7.61.

Facilitator
- At the end of this workshop when all the interest has been paid ask parents
  - Is compound interest a powerful force?
  - How can they use compound interest to help them save?
  - What (and how) can they teach their children about compound interest?
  - What is the interest rate at banks today?
- Tell parents the current interest rates.

Activity 1: Self assessment. How well do you manage your finances?
(10 minutes)

Give parents a copy of Worksheet 2.2. and ask them to complete this worksheet.
Once they have completed the worksheet, ask parents
- How many have a financial budget?
- How many have funds set aside in case of an emergency?
- How many have set financial goals?
- How many are saving money to reach their goals?
- Explain that it does not matter how much money they have, but how well they manage it that is important.
• Ask parents what is one of the major causes of stress to marriages and families?
  ◦ The answer of-course is finances
• Explain that the only way to avoid or to deal with this stress is by managing your finances as well as possible.
• Tell parents that the first step towards healthy finances is to draw up a budget.

Discussion: The need to budget
(20 minutes)

• As parents what do they understand by the term ‘budget’? Note their comments on newsprint.
• Using the ideas presented by parents, where possible, explain that a budget is:
  ◦ Identifying the income that will be received each week / month
  ◦ Identifying the expenses that need to be paid each week / month
  ◦ Identifying ways of saving for future financial goals
• As parents why do they need to budget? Note their comments on newsprint.
• Using the ideas presented by parents, where possible, explain that we need to budget because:
  ◦ We have a lot of needs and wants
  ◦ We normally do not have enough money to pay for all these needs and wants
  ◦ Money that we spend on one thing means less money to spend on something else
• Explain to parents that it is very important to understand the difference between needs and wants
  ◦ Everyone has needs and wants.
  ◦ Needs are things that are essential for survival like the need for water, food, shelter, clothing, sleep and recreation.
  ◦ Wants are not essential for survival, but add comfort and pleasure to our lives. Wants are often learnt from family, friends and the community in which we live.

Reflection:
• The reason we have to learn about needs and wants is that
  ◦ People are never satisfied, our wants are endless.
  ◦ Businesses are established to sell things that people need and want for a profit
  ◦ We can spend endless amounts of money satisfying our wants, unless we follow a financial budget

Activity 2: The difference between needs and wants
(10 minutes)

• Give parents a copy of Worksheet 2.3. and ask them to complete this worksheet
• Discuss their responses
• Ask parents to now give their own definition of the difference between needs and wants
Activity 3: Budgeting and setting your financial goals
(20 minutes)

• Ask parents to indicate what they think should be contained in a budget
• List their points on newsprint. Make sure that the following points are mentioned
  • Money we will be receiving
  • Money we will need to spend on expenses
  • Money that we must save
• Tell parents that they will be drawing up their own budget, but before that they need to decide on their financial goals
  ° Short term goal
    • E.g. how much they want to save by the end of the year
    • What they want to spend this money on
  ° Long term goal
    • E.g. how much they want to save by the end of 10 or 20 years
    • What they want to spend that money on
• Once their financial goals have been set, it will be possible to set up a usable budget
• Allow parents opportunity to complete the financial goals and budget worksheet.

Discussion: Making your money grow
(10 minutes)

• Read the fable below to the participants:

Once upon a time there was a hare who, boasting how he could run faster than anyone else, was forever teasing tortoise for its slowness. Then one day, the irate tortoise answered back: ‘Who do you think you are? There’s no denying you’re swift, but even you can be beaten!’ The hare squealed with laughter.

‘Beaten in a race? By whom? Not you, surely! I bet there’s nobody in the world that can win against me, I’m so speedy. Now, why don’t you try?’

Annoyed by such bragging, the tortoise accepted the challenge. A course was planned, and the next day at dawn they stood at the starting line. The hare yawned sleepily as the meek tortoise trudged slowly off. When the hare saw how painfully slow his rival was, he decided, half asleep on his feet, to have a quick nap. ‘Take your time!’ he said. ‘I’ll have forty winks and catch up with you in a minute.’

The hare woke with a start from a fitful sleep and gazed round, looking for the tortoise. But the creature was only a short distance away, having barely covered a third of the course. Breathing a sigh of relief, the hare decided he might as well have breakfast too, and off he went to munch some cabbages he had noticed in a nearby field. But the heavy meal and the hot sun made his eyelids droop. With a careless glance at the tortoise, now halfway along the course, he decided to have another snooze before flashing past the winning post. And smiling at the thought of the look on the tortoise’s face when it saw the hare speed by, he fell fast asleep and was soon snoring happily.
The sun started to sink, below the horizon, and the tortoise that had been plodding towards the winning post since morning, was scarcely a yard from the finish. At that very point, the hare woke with a jolt. He could see the tortoise a speck in the distance and away he dashed.

He leapt and bounded at a great rate, his tongue lolling, and gasping for breath. Just a little more and he’d be first at the finish. But the hare’s last leap was just too late, for the tortoise had beaten him to the winning post. Poor hare! Tired and in disgrace, he slumped down beside the tortoise who was silently smiling at him.

‘Slowly does it every time!’ he said.

- Ask parents what they can learn about this story in terms of their financial planning and goal setting.
- Tell parents that it takes time to develop a savings fund, AND that it is never too late to begin.
- Remind parents of the proverb: Money grows on the tree of patience
- Refer parents to Worksheet 2.5. Ask parents to discuss in groups informal and formal ways in which they can save. They can draw pictures of the different ways in which they can save.
- Use the information they share to help you illustrate the points noted on Worksheet 2.5 (Teacher Copy).

  - Ask parents why keeping money at home is a bad idea?
    - It can be stolen
    - It can be lost or destroyed in fire
    - It is not earning interest
  - Tell parents that there are three criteria they must use before deciding on a long term savings plan
    - Safety
    - Liquidity (in other words, how easy it is to be able to get and use the money saved)
    - Interest rate paid (or return on investment)

Conclusion
(5 minutes)

- Refer back to the compound interest activity undertaken at the start of the workshop.
- Remind parents of how powerful compound interest can be and encourage them to use any opportunity that they have to save money in fixed deposits at the bank.
- Ask them for feedback on issues that could be addressed in future financial literacy sessions
- Remind parents that it will take time for them to reach their financial goals, but they should never stop trying.
- Thank parents for attending this session and for their enthusiastic participation.
Worksheet 2.1. Compound Interest

<table>
<thead>
<tr>
<th>Saved amount</th>
<th>Interest paid (at 50% interest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Interest Time</td>
<td></td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Interest Time</td>
<td></td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Interest Time</td>
<td></td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Interest Time</td>
<td></td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Interest Time</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 2.1. Compound Interest (teacher copy)

<table>
<thead>
<tr>
<th>Saved amount</th>
<th>Interest paid (at 50% interest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td></td>
</tr>
<tr>
<td>1st Interest Time</td>
<td>R1</td>
</tr>
<tr>
<td>2nd Interest Time</td>
<td>R1.50</td>
</tr>
<tr>
<td>3rd Interest Time</td>
<td>R2.35</td>
</tr>
<tr>
<td>4th Interest Time</td>
<td>R3.38</td>
</tr>
<tr>
<td>5th Interest Time</td>
<td>R5.07</td>
</tr>
<tr>
<td></td>
<td>R7.61</td>
</tr>
</tbody>
</table>
Worksheet 2.2: How well do you manage your finances?

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a financial budget/plan</td>
<td>Yes</td>
</tr>
<tr>
<td>My budget/plan is written down</td>
<td>Yes</td>
</tr>
<tr>
<td>I have a bank account</td>
<td>Yes</td>
</tr>
<tr>
<td>I have a savings account</td>
<td>Yes</td>
</tr>
<tr>
<td>I follow my budget/plan</td>
<td>1 – not at all</td>
</tr>
<tr>
<td>I have involved my family in drawing up parts of the budget that affect them</td>
<td>1 – not at all</td>
</tr>
<tr>
<td>I avoid buying things that are not in my budget</td>
<td>1 – not at all</td>
</tr>
<tr>
<td>I always shop around to get the best deal</td>
<td>1 – not at all</td>
</tr>
<tr>
<td>I have a record of all the debts that I still need to repay</td>
<td>1 – not at all</td>
</tr>
<tr>
<td>I pay my bills on time</td>
<td>1 – not at all</td>
</tr>
<tr>
<td>I have money saved to be used in case of emergency</td>
<td>1 – not at all</td>
</tr>
<tr>
<td>I have set financial goals for myself</td>
<td>1 – not at all</td>
</tr>
<tr>
<td>I save money every week/month to reach my financial goal</td>
<td>1 – not at all</td>
</tr>
</tbody>
</table>
## Worksheet 2.3: Needs and wants

Carefully study the adverts given to you.
- Decide what the business is advertising
- Do you think the product / service will satisfy a need or a want?

<table>
<thead>
<tr>
<th>Advert</th>
<th>What business is doing the advertising?</th>
<th>Is this product/service satisfying a need or a want?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cellphone advert</td>
<td></td>
<td></td>
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<tr>
<td>Eskom electricity advert</td>
<td></td>
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<tr>
<td>Pharmacy advert</td>
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<tr>
<td>Cinema advert</td>
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<tr>
<td>University advert</td>
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<tr>
<td>Clothing shop advert</td>
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<tr>
<td>Swimpool advert</td>
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<tr>
<td>Security company advert</td>
<td></td>
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<tr>
<td>Car company advert</td>
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<td></td>
</tr>
</tbody>
</table>
### Worksheet 2.4: My financial goals and budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Monthly budget amount</th>
<th>Monthly actual amount</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EXPENSES:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HOME:</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Mortgage or Rent</td>
<td></td>
<td></td>
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<tr>
<td>Home Insurance</td>
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<td></td>
<td></td>
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<tr>
<td>Property taxes / Water / Refuse</td>
<td></td>
<td></td>
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<tr>
<td>Electricity</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Telephone (Land line, cell)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FOOD:</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Groceries</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Eating out, School lunches, snacks</td>
<td></td>
<td></td>
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<tr>
<td><strong>HEALTH AND MEDICAL:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Medical Aid / Insurance</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy / doctor visits</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>TRANSPORTATION:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car payments and insurance</td>
<td></td>
<td></td>
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<tr>
<td>Bus / Taxis</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
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<tr>
<td>Debt Payments</td>
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<tr>
<td>Store cards</td>
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<td></td>
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<tr>
<td>Student loans</td>
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<tr>
<td>Other loans</td>
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<td></td>
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<tr>
<td>Entertainment / Recreation</td>
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<td></td>
<td></td>
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<tr>
<td>Cable TV / Videos / Movies</td>
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<td></td>
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<tr>
<td>Hobbies</td>
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<tr>
<td>Pets</td>
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<tr>
<td>Food</td>
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<tr>
<td>Vet</td>
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<tr>
<td>Clothing</td>
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<td></td>
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<tr>
<td>Investments and Savings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short term fund (e.g. holiday)</td>
<td></td>
<td></td>
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<tr>
<td>Long term fund (e.g. University)</td>
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<tr>
<td>Emergency savings fund</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>General</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toiletries, Household products</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifts / Donations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grooming (hair, make-up, other)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Expenses and Investment</td>
<td>[ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference between Income and Expenditure</td>
<td>[ ]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Worksheet 2.5: Ways of saving money**

<table>
<thead>
<tr>
<th>Ways of Saving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal saving schemes:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Formal savings and investments:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Ways of Saving

**Informal saving schemes:**

Examples are:
- Stokvels

- Burial societies
  - These informal savings schemes are important SHORT-TERM saving tools because here
    - It is about more than savings – it is about building / growing friendships in the group
    - It forms the basis of social activities
    - People trust one another
    - It is a friendly forced savings - people encourage one another to save
    - Members know that their money is secure in the stokvel
    - Members can choose when to get their money OR they can decide to share it equally once a year
  
- The DISADVANTAGE is that there is always a problem concerning payment of interest

**Formal savings and investments:**

- Savings account
  - Savings can be taken out whenever when one chooses
  - It doesn’t earn much interest

- Fixed deposits
  - Money is kept in a fixed deposit for a longer period – 1 year, 5 years or even 10 years
  - Money can be drawn only at the end of the deposit period
  - Interest rates are higher than on savings accounts
  - The longer the money is deposited, the higher the interest rates
  - This is good savings for tertiary education or to buy a car
UNIT THREE: BUILDING A HEALTHY CHILD - PART 1

‘It is easier to build a child than repair an adult.’
- Author unknown

**Materials needed:** Ball (participants will find it easier to catch a large ball that is also soft and light in weight), blackboard/whiteboard/flipchart, chalk/board pen/kokis, prestik, nametags, A4-sized copies of the Food Pyramid.

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**Introduction**

(10 minutes)

- Welcome the parents to this workshop and thank them for their commitment to the programme.
- Briefly recap the first session (Unit 1 workshop) by saying that we are in the business of building strong families. Remind them that in the first session we considered the following questions:
  - What is meant by Parenting: Heart to heart?
  - Who/what is a parent?
  - What is a role model?
  - What is positive parenting?
- Ask for a few volunteers to mention one positive change they have implemented since the previous session. Did they find this easy to do? Don’t be afraid of silence because often people need time to gather their thoughts before speaking. A gentle look in the direction of one parent can often encourage that person to speak.
- Explain that this session focuses on the basic building blocks to rear a healthy child, so we will look at issues of children’s health.
- Remind the parents that in the first workshop (Unit 1) we spoke about the physical needs as well as the emotional needs of children. They will remember that physical needs include basic needs such as water, food and shelter, while emotional needs include the issues of the heart, such as love and caring.
- Ask the parents whether they think that health care is a physical or an emotional need.
- As soon as someone mentions that it is a physical need, you may then tell the parents that good health care is one of the building blocks of raising a strong and healthy child and that this will be the focus of today’s workshop.

**Icebreaker: Healthy parents = healthy children**

(15 minutes)

- Tell the parents that being a healthy family begins with healthy parents.
- Explain that the participants will toss a ball around the circle during this icebreaker (this is done to relax parents).
- Explain that when a parent catches the ball, s/he is to mention ONE thing s/he does to be healthy (can be healthy diet, exercise or lifestyle-related).
- After sharing ONE aspect of his/her own healthy living, the ball is tossed to someone else (the name of the next person must be mentioned by the thrower; if the name is not known, point to the other person or mention something that distinguishes them, such as ‘the lady wearing the blue dress’) and the process is repeated.
- Once all the parents have had the opportunity to participate, tell them that you will start with a group discussion on the basic things that children need from parents.

**Presentation: What do children need?**

(10 minutes)

- Start off by mentioning that we probably know that children cannot learn well or behave well unless their most basic needs are met.
- Ask participants to listen carefully to the story you are about to read and to try and identify the moral of the story.
• Read them the story first told by Aesop, a Greek story teller some 2,500 years ago:

The Belly and The Members

One fine day it occurred to the Members of the Body that they were doing all the work and the Belly was living in luxury, having all the food. After a meeting they decided to go on strike until the Belly agreed to do more work.

So the Members of the Body left the body to starve. The Feet refused to walk to get the food. The Hands refused to gather food. The Teeth refused to chew the food and the Mouth refused to swallow it. Soon the Belly became ill with hunger.

The result was as could be expected. After a few days the Members of the Body found that they were becoming ill. The Legs could hardly support the body, the Hands could hardly move, the Teeth became sore and the Mouth parched and dry.

The whole Body began to fail. The Members realised that the Belly in its quiet and dull way was doing work that was essential for the well being of the whole body.

• What does this story teach us?
• There are a number of lessons to be learnt from this story. In terms of our diet it teaches us that
  o We cannot expect people to do their best in life if their diet is bad.
  o We must not be short sighted about the importance of correct diet in the lives of our children – what they eat today will affect their achievements tomorrow.
  o The sobering reality is that without correct food, your child will not succeed in school in terms of academic results, or sporting achievements, or in cultural activities, or even in the process of making friends.
• Explain that providing the correct foods for your children is fulfilling one of their basic needs.
• ‘Basic needs’ refers to those things without which children cannot function well, such as the need for healthy food and clean water and shelter and clothing.
• Children need to be protected from things that affect their health, things that might make them sick, so health care may be added to this list of basic needs.
• Explain that the next activity will look at what is needed to build healthy children. After the introduction, the parents will get together in small groups to discuss some of these issues.

Activity 1: Tips for building healthy children
(30 minutes)

• Explain that we will address health issues by looking first at the physical or physiological needs of children.
• Ask the group: What are the physical needs a child has?
• Allow parents an opportunity to mention these in plenary. Answers may include those needs that have already been mentioned, such as food and water, but we are also looking for other physical needs, such as exercise, sleep, medical attention when necessary, healthy play, etc.
• Then say that the **four main categories** you will be focusing on in Unit 3 and 4 include the following:
  ° Food and water
  ° Sleep
  ° Good personal hygiene and hygiene around the house
  ° Visits to the clinic for vaccinations, dental care, etc.

• Ask the participants which of these four categories they think is most important for a person to survive.
• Once someone mentions food and water, you agree and explain that because food and water are so very important for survival, the group will devote the remainder of this workshop to healthy eating.
• Tell them that the other requirements, such as sleep, personal hygiene, dental health, etc. are also very important, and that these will be discussed in another workshop.
• Explain that the group will start this part of the workshop by answering a few questions that relate to eating and mealtimes.
• Once you have asked each question, tell the participants that they will have a minute or two to discuss the question with their neighbours before answering.

1. **Name the most important meal of the day.**
   (Refer to Worksheet 3.1. on ‘breakfast’ at end of this Unit)

2. **Describe a healthy breakfast**
   (Refer to Worksheet 3.1. on ‘breakfast’; encourage parents to ensure that children have a simple but healthy breakfast. If cereal, milk and fruit are not available, a sandwich, preferably brown or whole wheat bread with peanut butter, is a good option.)

3. **Why should a family eat meals together?**
   (It promotes healthy eating habits; it allows family members to communicate and learn the skills of relating; it provides a sense of routine which gives the children security; it provides the opportunity for household members to share their day’s experiences.)

When the group has spent a few minutes discussing each of these questions, continue by reading them the story of Mfuneko Ngam, the young cricketer who played in three test matches for South Africa at the age of 21.

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**Mfuneko Ngam**

Mfuneko Ngam was born in Middledrift near Alice to poor parents. He grew up to be a promising cricketer and, after playing only five first class matches for the Eastern Province B team, was selected to play for the South Africa A team. He did very well and was singled out as ‘an outstanding performer’.

He was soon called up to replace the great South African bowler, an injured Allan Donald, in a cricket test against New Zealand. Ngam performed well in his first match for the national team, when he took two wickets. The 21-year old continued to play two more matches for the South African team before he was side-lined with stress fractures in his legs. Two years later, he had recovered and was again selected for the South African team. Just four days after selection, he again suffered stress fractures and was unable to join the team in New Zealand.

Ngam’s injuries started with a spinal injury a year before his first test match in December 2000. During his short test career, he suffered several stress fractures in his legs and feet, and also needed surgery to his right shoulder to sort out ligament problems.

Although Mfuneko Ngam later continued to play provincial cricket, he never again played for the national team. His international career was over less than 12 months after it had begun. It is thought that Ngam’s short international cricket career was a result of a poor diet and not enough exercise during his early years. His bones were not strong enough to cope with the demands of sport at that high level so he was no longer able to represent our country.
• Explain that a stress fracture is a crack in the bone, or sometimes a small sliver of bone comes loose. Stress fractures are common sports injuries, particularly among athletes. Those bones that carry the most weight or are jarred when an athlete’s weight comes down on them are most likely to suffer from stress fractures. Stress fractures therefore mainly occur in the bones of the lower leg or the bones of the foot. A bowler in cricket comes down hard on one or both his legs when bowling. When the bones are weak, stress fractures occur more frequently.
• Without plenty of exercise during early childhood, the ligaments that hold the bones together at the joints (shoulders, elbows, wrists, hips, knees, ankles) do not develop fully. Weak ligaments are easily damaged during sport or sudden activity. This is why poor nutrition and lack of exercise during childhood caused ligament problems and stress fractures when Ngam became a professional cricketer.
• The story of Mfuneko Ngam tells us how important it is to give our children good food during their early years.
• Poor nutrition during childhood can affect not only physical performance like sport in later years, but also mental development.
• Children who do not get good food are more likely to catch colds and flu and other illnesses.
• How do we know what are the correct foods to feed our children?

Presentation: The food pyramid

(10 minutes)

Please note: It will be easier to explain the food/healthy eating pyramid if a large poster of the Pyramid is put up on the wall. You also need smaller A4-sized copies of the Food Pyramid, as well as pictures of the different foods in the different food groups to hand out to the breakaway groups.

• Explain that it is important that children should eat a wide variety of different foods to grow up healthy. People should try to eat at least some different foods each day rather than the same foods day after day.
• Experts have developed the Food Pyramid to guide us in the types of foods that we should eat for healthy minds and bodies.
• Explain what a pyramid is. It is a structure that is broad at the bottom and gets narrow towards the top, like a triangle (draw Δ on the board). Think of the roof of a house or hut. The roof is wide where it rests on the walls, and slopes up to a point at the top.
• This shape reminds us that one should eat more of some foods (those at the broad base or bottom of the triangle or pyramid), but less of others (those at the top of the triangle or pyramid).
• Let us take a closer look at the Food Pyramid, also called the Healthy Eating Pyramid (refer to the Food Pyramid worksheet or to a Food Pyramid poster on the wall).
• You will notice that the bottom level of the pyramid is divided into three sections.
• One section consists of whole grain foods:
  ° **Whole grains** are found in foods such as bread, maize, cereal (particularly oats), rice and pasta/noodles.
  ° These foods help to give us energy.
  ° Whole products are better for us than refined grains. Unrefined grains are usually brown, while refined grains are white. Use oats, whole-wheat or brown bread and brown rice, if possible. If you eat macaroni or spaghetti, try to buy the whole-wheat product.
  ° We should eat 6 to 11 servings from this group a day (less for toddlers and inactive adults, more for active, growing young people and adults doing manual work).
• Also on the bottom level of the Food Pyramid are **vegetables, and fruit** which children should eat every day.
  ° The **vegetable** group gives us the vitamins and minerals our bodies need to stay healthy.
  ° Try to include some raw vegetables in a salad, or raw carrots in the lunchbox.
  ° Do not overcook vegetables – they should still be crunchy.
  ° Dried vegetables, such as dried peas, can be used if fresh vegetables are not available.
Frozen or canned vegetables can also be used if there is no alternative.

Encourage your children to eat 3 to 5 portions of vegetables a day.

The fruit group also gives us vitamins and minerals.

Children should eat 2 to 3 servings of fruit a day.

Remember to wash fruit well, as it is often sprayed with poisons to keep insects away.

Encourage the family to eat the skins of fruit such as apples, guavas and pears – we need roughage in our diet.

The last section on the bottom level of the pyramid is the healthy fats and oils.

Good oils which are important for good health. Too many animal fats are bad for us, but oils, such as sunflower, canola and olive oil, are good for our arteries and hearts. Margarines that are made of these good oils are better for us than hard fats, dripping or butter.

The second level of the pyramid contains fish, poultry, eggs, nuts, seeds and beans.

These foods give us protein to help build new cells and tissues in our bodies.

We should eat 2 to 3 servings from this group a day.

Again, do not eat the same foods from these groups every day, but try to eat as many different types as you can during the week.

This may include samp and beans a few times a week, some chicken on one day and fish on another, scrambled eggs on brown bread for a breakfast and so on.

A can of baked beans is full of nutrients and fibre.

Give the children a handful of peanuts to eat at school, or make peanut butter brown bread sandwiches.

Add a handful of dried beans or lentils to stews or soups.

The third level of the pyramid contains the dairy products - milk, yogurt, and cheese.

Dairy products give us calcium to keep our teeth and bones strong. Calcium for strong bones is one of the minerals that Ngam, the talented young cricketer, lacked.

We should try to eat 1 to 2 dairy servings a day.

At the top of the pyramid are those foods that we should eat in small quantities. They include:

- Red meat (particularly fatty cuts),
- White grains (white bread, refined flour, white rice),
- Potatoes (when you eat potatoes, leave the skin on),
- Sugar, jams and fizzy drinks, and
- Salt.

Although our bodies need a little bit of food from this top group, eating too much is not good for us, so use these foods sparingly.

Reflect:

Complete the discussion on the Healthy Eating Pyramid by checking that the parents understand the basic principles:

- Eat a wide variety of different foods from all the food groups;
- Eat more from the food groups at the wide bottom end of the pyramid, and less from the narrow top.

- Explain to parents that in addition to eating well, their children need to
  - drink plenty of clean water during the day;
  - get plenty of exercise. This will also help with weight control.
- Ask the parents whether they think that they will be able to make small changes to the family meals to change to more healthy eating habits. Give them some suggestions and get their reactions:
  - Cut down on fatty red meat and eat more chicken and fish (sprinkle with mealie-meal rather than using thick batter).
  - Use smaller quantities of oil or dripping in cooking.
  - Use less salt in the food.
  - Add more beans to the samp and include more vegetables.
• Ask them whether they think that it will be difficult to get their children to eat healthily. Again, give them a few suggestions:
  ° Whole-wheat or brown bread rather than white.
  ° Chicken or fish rather than fatty cuts of red meat.
  ° More green or yellow vegetables rather than potatoes.
  ° Peanuts rather than sweets. (Avoid giving peanuts to pre-school children.)
  ° Water or low-fat milk rather than sweet, fizzy drinks.

**Activity 2: Planning a healthy menu for the family**

(30 minutes)

• Explain that we will now move on to another activity that will be discussed in small groups.
• Each small group will use the food pyramid to plan a healthy and affordable daily menu for the family. The meals will consist of breakfast, lunch and dinner, and possibly a few snacks during the day (mid-morning and mid-afternoon).
• Explain that they should pick foods from each food group.
• Help the participants to understand that each meal will not include all the food groups, but that a combination of all the meals for the day will include foods from each food group (e.g. oats for breakfast, a peanut butter sandwich for lunch, a small glass of milk when the children return home from school and samp, beans and vegetables for dinner).
• More foods should be selected from the bottom of the pyramid (brown bread, fruit and vegetables) and less from those in the upper groups.
• Use a wide variety of foods, even within the same food group.
• Try to use vegetables with bright colours, such as bright green spinach, cabbage or beans, bright yellow pumpkin, bright orange carrots, bright red tomatoes, etc.
• Remember that some foods are quite expensive, such as chicken. Remind them that a whole chicken is cheaper than buying chicken portions. Explain that one can include cheaper foods from the same groups, such as beans or eggs.
• Ask parents to brainstorm what working adults and school children can take in their lunch boxes.
• Divide the parents into seven groups – one for each day of the week.
• Try to get three people in each smaller group, or two to a group if there are not enough people.
• If the group is smaller than 14, let them work in pairs, and each pair can then work out menus for two days.
• Hand out a picture of the Healthy Food Pyramid to each group.
• Spend time with each group checking that they understand what is required and giving them some hints if they appear to be stuck.
• At the end of the exercise, each group would have designed a daily menu for breakfast, lunch, dinner and lunchboxes, and maybe included a fruit or fruit juice, tea or peanuts as a snack.
• Return all the parents to the larger group.
• Ask a volunteer from each group to tell the other parents about their menu for the day.
• Encourage the participants to pick up hints and tips from the other menus so that they are able to feed their families and children healthy and varied meals every day.
• Explain that the meals need not be fancy or consist of expensive ingredients. They can often simply add more of the good foods and leave out some of those that should be eaten in smaller quantities, or change from white bread to brown.
Reflect
Ask parents what they have learnt about the needs of their children in terms of food. Why is it important for children to eat healthy food while they are growing up? Ask them what they remember of the story of Ngam. Now that they understand more about healthy eating, ask what advice they would have given to Ngam’s mother about food and exercise while he was growing up.

Conclusion (5 minutes)

• Explain that you would like participants to go home and use what they have learnt about healthy eating. Encourage them to make small changes to what their families eat every day.

Reflect
Ask parents to think about the following questions as they apply what they have learnt at home.
You will talk about their responses in the next session.
  ◦ How were they able to include healthier foods in their family’s diet?
  ◦ How did they explain to the children and household members why it is important to make these changes to the family diet?
  ◦ Were the children and other family members happy to eat these healthier meals?

• Tell the parents that you look forward to seeing them for the next workshop where you will discuss other health issues. Give them the day, date, time and venue of the next session.
• Thank them again for coming to the workshops and wish them goodbye.
Worksheet 3.1: Back to breakfast: Building healthy habits for life

Breakfast literally means to ‘break the fast’ – it is the crucial meal that refuels the body and brain with energy and nutrients after the night’s sleep. Widely recognised as the most important meal of the day, eating breakfast has been shown to improve mental alertness and physical performance.

The value of a balanced diet cannot be overemphasised. In South Africa, one in ten children skips breakfast, severely impacting their chances of meeting their daily nutritional requirements.

Breakfast is more than just an excellent occasion for the family to eat together; by encouraging your children to eat a nutritious breakfast, you develop good eating habits that will last a lifetime. Research shows that children who eat breakfast have healthier weights and also perform better on memory tests than children who skip breakfast.

Being hungry is a distraction to learning and skipping breakfast interferes with cognition (understanding) and learning capacities. If your children are to grow well and perform at their peak, they need a good start to the day. A wholesome breakfast is one that includes foods rich in carbohydrates, protein, vitamins and minerals – which is why a cereal plus milk and a fruit is a convenient and tasty way to get children to eat breakfast.

The nutrition criteria for a healthy breakfast have had to change to match the pace of modern living: today, breakfast has to be quick to prepare, nutritious for growing children and tasty. Breakfast cereals are a food that children and adults enjoy, and hence encourage breakfast consumption. Research confirms that breakfast cereal consumers are more likely to meet nutritional requirements for nutrients such as vitamins, minerals and fibre than non-consumers.

Encourage your children to eat breakfast every day – you’ll be building a healthy habit for life!

Worksheet 3.2: The Food Pyramid

Adapted from the information obtained at www.thenutritionsource.org
Department of Nutrition, Harvard School of Public Health
‘Our kids may not listen to us, but they’ll never fail to imitate us. If we don’t have healthy eating habits and oral care habits, then they’re not going to learn. We are their teachers. We are their guides. We need to guide them into a healthy adult life.’

- Joan Lunden
  Mother of seven and former host of Good Morning America

**Materials needed:** Flipchart, kokis, newsprint, prestik, nametags, A4 paper for group work, pens/pencils for participants.

**Preparation:** Copies of handouts (Worksheets 4.1 - 4.7). If handouts are not available for each participant, **prepare an outline on newsprint for each group** which will give group members an idea of what they have to do (refer to Worksheets 4.1 - 4.6)

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Introduction (20 minutes)

- Welcome the parents to this training session and thank them for their commitment to the programme.
- Briefly recap on the previous session (Unit 3) by reminding them that the following issues had been discussed:
  - The basic needs of children, with a focus on their physical needs
  - How the story of Ngam shows that one needs good nutrition in childhood to build healthy children and healthy adults
  - The importance of food and water
  - The healthy eating pyramid
  - Planning a healthy menu for the family.
- Ask for a few volunteers to mention one change they have made to family meals since the previous session. Did they find this easy to do? Don’t be afraid of silence because often people need time to gather their thoughts before speaking. A gentle look in the direction of one parent can often encourage that person to speak.
- Explain that this next session focuses on the other building blocks needed to raise a healthy child.

Icebreaker: Introducing other building blocks for healthy children (20 minutes)

- We have previously looked at the need for healthy and varied foods and enough clean water every day, but children need more than just good food and clean water to grow up to be healthy and strong.
- In future sessions, we will look at emotional and intellectual needs, but today we are staying with the physical needs of our children.
- We all know that children cannot function well and learners cannot be motivated to learn unless they are healthy and feel well.
- Now ask the parents whether they can think of other things that can ensure that their children remain healthy.
- By now, hopefully, the parents should be relaxed enough to speak out. If no one volunteers, you may ask someone who is looking at you (this often means that they have something on their mind). Otherwise you may give them some hints. Ask them whether it is important to sleep enough every night. If they agree, ask them whether they can think of anything else that they can do to keep their children healthy. Keep on asking the question and give them other suggestions if they run out of ideas. Do they think that it is important to have their children vaccinated against illnesses? Do they think that it is important to wash their hands before eating? What about brushing their teeth, or keeping the house clean of dirt and pests? What about regular exercise?
- Encourage as many of the parents as possible to come up with suggestions.
- Once several of these issues have been mentioned preferably by the parents themselves (give them time to think), tell them that today’s workshop will focus on these other aspects of health for children.
- Thank the parents for helping to identify other aspects that lead to healthy living. Explain that today’s workshop will focus on the following issues (write them up on the flipchart as you mention each one):
  - Personal hygiene (keeping your body clean)
  - Hygienic homes (keeping floors, surfaces, baths, basins and toilets clean)
  - The need for enough sleep
  - Healthy routines
  - Regular exercise
  - Regular visits to the clinic (for vaccinations, dental care, etc.).
- Explain that they will discuss these issues in small groups.
- After these discussions, each group will report back and share information with the other parents.
Activity 1: Small-group discussions on other building blocks for healthy children
(60 minutes)

- Use a different method to divide the group into smaller groups. You can simply get people who are sitting together to form a group. Remember to include one volunteer ‘secretary’ or ‘scribe’ in each group.
- Try to form six small groups that will each discuss one of the topics.
- If the group is small, divide them into three smaller groups which will each discuss two issues.
- Give each small group the opportunity to select one from the list of topics above. Read out the six aspects of healthy children and let each group choose one of these for their group discussion.
- Remind them that the volunteer ‘secretary’ or scribe in each group will record the answers and read these out in the plenary.
- Briefly introduce each topic to the participants.
- Each topic is represented on a Worksheet (4.1. – 4.6.). If you have been able to make a copy of each worksheet for the participants, then hand them out to each person at this point and ask each group to turn to their respective topic.
- The task for each group is explained on the Worksheet, so parents may begin with the discussion as soon as you have given an overview of the six topics.
  - (Note: If handouts are not available for each participant, prepare an outline beforehand on a piece of newsprint which will give each group an idea of what they have to do (refer to Worksheets 4.1. – 4.6.)
  - The parents’ responses can be written on a piece of paper by the ‘scribe’ or ‘secretary’ in the group or, if appropriate, the responses may be written straight onto the newsprint and then used by the group when reporting back.
- After the group discussion has taken place and responses have been recorded within the groups, break for tea. After tea, the focus will be on hearing the feedback from each group.

Facilitator:
After each report-back on each of the topics, the facilitator will add information to encourage more discussion by reading out the additional information. This is explained in more detail at the start of the worksheet section (Worksheets 4.1. – 4.6.) at the end of the unit. Each Worksheet has a facilitator’s resource containing additional information. Remember that you can make your task easier by preparing for this before the workshop by writing each heading and the main issues in large letters on a flip chart or on the board. Don’t forget to encourage the parents to stop you when they need more information on an aspect of the topic.
Group 1 - Personal hygiene

- Before the group gives feedback, pose the following question to get the parents engaged and thinking about the particular issue at hand.

QUESTION 1: Why is personal hygiene important for the growing child?
- The parents must be encouraged to think about germs, lice, tooth and gum diseases, etc. and their impact on children's health.
- Hand over to the group to report back. Once the feedback is given, ask for comments from other groups and add in anything which has not been mentioned.
- Once the report back has been completed and all the points covered, allow a few minutes for a short plenary discussion around the following question:

QUESTION 2: Name at least three (3) habits for healthy personal hygiene that you would like to work harder on with your child.

Group 2 - Hygienic homes

- Before the group gives feedback, pose the following question to get the parents engaged and thinking about the particular issue at hand.

QUESTION 1: Which rooms in the house do you think are most likely to contain germs?
- The parents must be encouraged to think about their kitchen and bathroom, and discuss WHY these rooms may contain germs that are dangerous to children’s health. They should be able to come up with examples, but if not, prompt them to think about dirty dishes, dirty kitchen surfaces and floors, dirty dish cloths, dirty taps, dirty toilets, etc.
- Hand over to the group to report back. Once the feedback is over, ask for comments from other groups and add in anything which has not been mentioned.
- Once the report back has been completed and all the points covered, allow a few minutes for a short plenary discussion around the following question:

QUESTION 2: Do your children help to keep the house clean?
- Whether the answer is ‘yes’ or ‘no’, explain that it is important to teach children good habits from an early age. Let a short discussion happen surrounding some suggestions about how to involve children in helping to keep the house clean.

Group 3 - Sleep

- Before the group gives feedback, pose the following question to get the parents engaged and thinking about the particular issue at hand.

QUESTION 1: How much sleep do you think your child should have?
- Encourage parents to think about the fact that children of different ages need different amounts of sleep. Explain that in this session we will concentrate on school-going children.
Facilitator:

You might want to spend time with this group during its discussion to support the members so that when they give feedback, they have the correct information to share. According to the experts, a school going child between the ages of 7 and 11 should get 10 to 11 hours of sleep every day, and those over 11 years of age should get an hour or two less.

- Hand over to the group to report back. Once the feedback is over, ask for comments from other groups and add in anything which has not been mentioned.
- Once the report back has been completed and all the points covered, allow a few minutes for a short plenary discussion around the following questions:
  QUESTION 2: Are our children getting enough sleep?
  QUESTION 3: What happens to our children when they do not get enough sleep?

Group 4 - Healthy routines

- Before the group gives feedback, pose the following question to get the parents engaged and thinking about the particular issue at hand.
  QUESTION 1: Are routines important for growing children?
- You may need to explain that a routine is something that takes place regularly, usually at the same time every day or every week or every month or every year (like birthday celebrations).
- Encourage parents to identify what activities should take place on a regular basis for children and to develop an example routine for a child.
- Hand over to the group to report back. Once the feedback is over, ask for comments from other groups and add in anything which has not been mentioned.
- Once the report back has been completed and all the points covered, allow a few minutes for a short plenary discussion around the following question:
  QUESTION 2: What family activities should take place on a regular basis?

Group 5 - Exercise

- Before the group gives feedback, pose the following question to get the parents engaged and thinking about the particular issue at hand.
  QUESTION 1: Why is it important for growing children to get regular exercise?
- Remind parents of the story of Ngam. His weak bones and muscles were the result of poor nutrition as a child, but also a result of not enough exercise. Encourage parents to think about the benefits of exercise for growing children – if they seem to struggle, give them one example to get them on their way:
  - Building strong muscles and bones
  - Weight control
  - Better sleep
  - A better outlook on life.
• Hand over to the group to report back. Once the feedback is over, ask for comments from other groups and add in anything which has not been mentioned.
• Once the report back has been completed and all the points covered, allow a few minutes for a short plenary discussion around the following questions:
  QUESTION 2: Do you think that your own child or children get enough exercise every day?
  QUESTION 3: What would you like to do differently from now on?

Group 6 - Clinic visits

• Before the group gives feedback, pose the following question to get the parents engaged and thinking about the particular issue at hand.
  QUESTION 1: Why is it important to vaccinate children?
• Encourage parents to identify what vaccinations a child should have and where parents can take their children to be vaccinated.

Facilitator:

You might want to spend time with this group during its discussion time to support the members in their discussion so that when they give feedback they have the correct information to share. You can refer here to Worksheet 4.7.

• Hand over to the group to report back. Once the feedback is over, ask for comments from other groups and add in anything which has not been mentioned.
• Once the report back has been completed and all the points covered, allow a few minutes for a short plenary discussion around the following questions:
  QUESTION 2: Have your children been vaccinated?
• Get the scribe to record the number of ‘yes-es’ and ‘no-es’.
  QUESTION 3: What can you do if you have decided that you want to vaccinate your child?
Conclusion
(20 minutes)

- Ask the parents to very briefly tell the group one thing that they have learnt today about
  - Personal hygiene (keeping your body clean)
  - Hygienic homes (keeping the house clean)
  - The need for enough sleep
  - Healthy routines
  - Regular exercise
  - Regular visits to the clinic.
- Refer to FAMILY TIMES and ask for suggested activities which can be enjoyed by families (minimal cost involved).
- Write these activities on the flipchart or on the blackboard and encourage each parent to select one for his/her own family. Read these activities out aloud to enable illiterate parents to remember what is discussed.
- Encourage parents to accept the challenge of implementing at least one family fun time during the week ahead. This is their ‘homework’ for the week and they will be asked to share their experience with the group during the next session.
- Underline the importance of building a HEALTHY child - it’s part of building a strong family.
- Thank parents for their participation and remind them of the day, date and time of the next session.
Worksheet 4.1: Personal hygiene

Next to each of the following headings, write down 3 ways that this aspect of personal hygiene can be encouraged in families:

<table>
<thead>
<tr>
<th>PERSONAL HYGIENE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking a bath</td>
</tr>
<tr>
<td>Washing hands</td>
</tr>
<tr>
<td>Caring for teeth</td>
</tr>
<tr>
<td>Toilet time</td>
</tr>
<tr>
<td>Hair care</td>
</tr>
<tr>
<td>Preventing body odor and smelly feet</td>
</tr>
</tbody>
</table>
Next to each of the following headings, write down 3 ways that this aspect of personal hygiene can be encouraged in families:

<table>
<thead>
<tr>
<th>PERSONAL HYGIENE</th>
</tr>
</thead>
</table>
| Taking a bath | • Children need to bathe/have a good head to toe wash every day or two  
• Children should be taught to keep the private parts of the body clean and about the importance of wearing clean underwear  
• Children don’t always want to bath – make it fun  
• Bathing becomes more important when children reach teen years |
| Washing hands | • Children should be taught to wash their hands:  
º Before eating a meal  
º After going to the toilet  
º After playing with animals  
º After playing in soil |
| Caring for teeth | • Teeth should be brushed at least twice a day, in the morning after breakfast and before going to sleep at night  
• Brushing after a meal should be encouraged  
• Teach the correct way to brush teeth, not only across teeth, but up and down including the gums  
• Encourage brushing of the tongue too as germs stick to the gums and tongue. |
| Toilet time | • Teach children at an early age how to clean themselves after using the toilet.  
• Hands MUST be washed after using the toilet to prevent the spread of bacteria. |
| Hair care | • Hair should be shampooed and rinsed thoroughly at least once a week  
• Watch out for scalp problems such as rashes or lice |
| Preventing body odor and smelly feet | • As your child approaches puberty, underarm odour will begin and at this time it is wise to introduce deodorant  
• Use mild deodorants  
• Wash between the toes and brush toenails every wash or bath  
• Wash feet daily if smelly feet are a problem and wear clean socks  
• Leave shoes out to air to allow sweat to evaporate properly  
• Baby powder, Maizena (corn flour), or baking soda sprinkled in socks will help absorb perspiration  
• Watch for infections between the toes. Skin infections can cause smelly feet. If there is redness or dampness between the toes, take the child to the clinic |
Think about the different areas in your home. Write down three tips for each area to keep germs away:

<table>
<thead>
<tr>
<th>HYGIENIC HOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen</td>
</tr>
<tr>
<td>Toilet / Bathroom</td>
</tr>
<tr>
<td>Bedrooms</td>
</tr>
<tr>
<td>Outside areas (pets and pet dishes)</td>
</tr>
</tbody>
</table>
Think about the different areas in your home. Writes down three tips for each area to keep germs away.

<table>
<thead>
<tr>
<th>HYGIENIC HOMES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kitchen</strong></td>
<td></td>
</tr>
<tr>
<td>• Flies and cockroaches are attracted to kitchens where dirty dishes are left overnight.</td>
<td>![Stove]</td>
</tr>
<tr>
<td>• Kitchen surfaces collect unseen germs and should be wiped down regularly.</td>
<td></td>
</tr>
<tr>
<td>• Dish cloths should be washed in bleach/disinfectant to keep germs away.</td>
<td></td>
</tr>
<tr>
<td>• Be careful when working with raw meat – harmful bacteria may be left behind.</td>
<td></td>
</tr>
<tr>
<td><strong>Toilet / Bathroom</strong></td>
<td></td>
</tr>
<tr>
<td>• Toilets, particularly the bottoms of a toilet seats, gather germs and this can cause health problems.</td>
<td>![Toilet]</td>
</tr>
<tr>
<td>• Regularly clean toilet surfaces with disinfectant. Toilets should be cleaned daily if possible.</td>
<td></td>
</tr>
<tr>
<td>• Germs thrive in moist environments which is why kitchens and bathrooms are the places in the home where you find the most germs.</td>
<td></td>
</tr>
<tr>
<td><strong>Bedrooms</strong></td>
<td></td>
</tr>
<tr>
<td>• Bedding should be changed and washed regularly.</td>
<td>![Bed]</td>
</tr>
<tr>
<td>• Floors should be swept and dustbins emptied.</td>
<td></td>
</tr>
<tr>
<td>• Encourage each family member to use his/her own towel.</td>
<td></td>
</tr>
<tr>
<td>• Hang towels out in the sun as regularly as possible.</td>
<td></td>
</tr>
<tr>
<td><strong>Outside areas (pets and pet dishes)</strong></td>
<td>![Dog paw]</td>
</tr>
<tr>
<td>• Wash hands after playing with dogs, cats and other animals.</td>
<td></td>
</tr>
<tr>
<td>• Most pet food dishes stay on the floor and do not get washed regularly. It’s not practical to wash them every time the dogs are fed, but wash your hands after touching the dishes.</td>
<td></td>
</tr>
<tr>
<td>• Be aware of children playing outside where the dogs are. Wash their hands when they come inside.</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 4.3: Sleep

<table>
<thead>
<tr>
<th>How Much Sleep Do Children Need?</th>
<th>Name a few ways of helping a child get to sleep:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Primary School and Foundation phase</td>
<td></td>
</tr>
<tr>
<td>Intermediate phase (Grade 4s - 7)</td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 4.3: Sleep (teacher copy)

<table>
<thead>
<tr>
<th>How Much Sleep Do Children Need?</th>
<th>Name a few ways of helping a child get to sleep:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre Primary School and Foundation phase</strong></td>
<td></td>
</tr>
<tr>
<td>Pre-school (3-6 yrs): 11-13 hrs per night; Foundation phase (7-9): 10-11 hrs per night</td>
<td></td>
</tr>
<tr>
<td><strong>Intermediate phase (Grade 4s - 7)</strong></td>
<td></td>
</tr>
<tr>
<td>Recommended amount of sleep for 9- to 12-year-olds: 9½ to 10½ hours each night</td>
<td></td>
</tr>
<tr>
<td><strong>High School</strong></td>
<td></td>
</tr>
<tr>
<td>Most teens need about 8½ to 9 hours of sleep each night.</td>
<td></td>
</tr>
</tbody>
</table>

- **Set a regular bedtime**
  - Going to bed at the same time each night signals to your body that it’s time to sleep.
  - Create the right sleeping environment
  - Sleep in a cool, dark room
  - Try to keep the house quiet once children have gone to bed
  - **Encourage children to relax and unwind before going to bed**
    - Read or tell a story
    - Say prayers
    - Avoid TV just before going to bed
    - Quiet, soothing music may help
  - **Avoid coffee or fizzy drinks in the evening**
  - **Avoid all-night study**
    - Children should avoid waiting until the night before a big test to study
    - Cutting back on sleep the night before a test may mean they perform worse than they would if they’d studied less but got more sleep
  - **Keep the lights low**
    - Light tells the brain that it’s time to wake up
    - TV screens and cell phone screens should be avoided
  - **Points to remember:**
    - Not only is sleep necessary for the body, it’s important for the brain too.
    - Too little sleep may affect growth and compromise the immune system (a strong immune system prevents us from getting sick.)
    - When children don’t have enough rest, they will feel tired and irritable, and will be unable to think clearly.
    - Arguments may flare up over nothing and a task at school which should be easy, may feel impossible.
    - Tiredness may lead to children underperforming on the sports field or other school activities.
Routine brings security and safety. Children need and thrive on routine. Building a strong family involves having a time for everything. The following times are important. Under each heading, write down 3 habits which can be cultivated in the family to build a healthy routine:

<table>
<thead>
<tr>
<th>HEALTHY ROUTINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mealtimes</td>
</tr>
<tr>
<td><img src="image" alt="Plate with utensils" /></td>
</tr>
<tr>
<td>Homework times</td>
</tr>
<tr>
<td><img src="image" alt="Book" /></td>
</tr>
<tr>
<td>Bath times</td>
</tr>
<tr>
<td><img src="image" alt="Shower" /></td>
</tr>
<tr>
<td>Bedtimes</td>
</tr>
<tr>
<td><img src="image" alt="Bed" /></td>
</tr>
<tr>
<td>Family times</td>
</tr>
<tr>
<td><img src="image" alt="Family" /></td>
</tr>
</tbody>
</table>

Worksheet 4.4: Healthy routines (teacher copy)
Routine brings security and safety. Children need and thrive on routine. Building a strong family involves having a time for everything. The following times are important. Under each heading, write down 3 habits which can be cultivated in the family to build a healthy routine:

<table>
<thead>
<tr>
<th>HEALTHY ROUTINES</th>
</tr>
</thead>
</table>
| **Mealtimes**    | • Encourage the family to eat together (and sit around a table, if possible)  
|                   | • Encourage children to get involved in the preparation of the meal  
|                   | • Provide a healthy diet which includes plenty of fresh fruit and vegetables  
|                   | • Encourage time to communicate over meals – ask each family member to talk about one good thing that happened during the day |
| **Homework times** | • Establish a routine that suits the family  
|                   | • Homework should be completed before the child goes out to play  
|                   | • If a child is in aftercare or an older sibling is taking responsibility in the afternoon, the parent should check that homework has been done |
| **Bath times**    | • By the time they go to school, children should know when they must brush their teeth (morning and evening) and wash (daily), particularly after playing sport |
| **Bedtimes**      | • Children must get enough sleep  
|                   | • Establish a routine for story time and prayer time before they go to bed  
|                   | • Often at bedtime children might want to talk about anything that is worrying them |
| **Family times**  | • Try to organize a family time at least once a week when you can have FUN  
|                   | • Get each family member to choose a favourite meal once a week  
|                   | • Get out of the house at least once a week as a family – go to church, go for a walk. If you have transport, go for a walk along the beach, or go to a safe park where the children can run around.  
|                   | • Make sure that the family activities are age-appropriate – ensure that each family member, even the smallest child, has a chance to choose a fun activity |
Worksheet 4.5: Exercise and children

<table>
<thead>
<tr>
<th>EXERCISE AND CHILDREN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Case Study:</strong></td>
</tr>
<tr>
<td>Lungasani is very unhappy at school. He is embarrassed because he is much bigger than any of his friends. He often finds that he is out of breath, his knees hurt and he cannot keep up with the other children during Physical Education classes. Every day he feels tired and is lacking in energy. The doctor is worried about him and has told him that he could damage his heart if he carries on this way. Lungasani loves food, especially chocolate, chips and fizzy cooldrinks. He doesn’t do any sport and as soon as he gets home from school, he sits in front of the TV and eats.</td>
</tr>
</tbody>
</table>

How could a parent solve the problem presented in the case study above?

What are the benefits of EXERCISE?

What are some of the ways a parent can encourage children to exercise at home?
**EXERCISE AND CHILDREN**

**Case Study:**

Lungasani is very unhappy at school. He is embarrassed because he is much bigger than any of his friends. He often finds that he is out of breath, his knees hurt and he cannot keep up with the other children during Physical Education classes. Every day he feels tired and is lacking in energy. The doctor is worried about him and has told him that he could damage his heart if he carries on this way. Lungasani loves food, especially chocolate, chips and fizzy cooldrinks. He doesn’t do any sport and as soon as he gets home from school, he sits in front of the TV and eats.

**How could a parent solve the problem presented in the case study above?**

- Replace the chocolate, chips and fizzy drinks with healthier options.
- Encourage Lungasani to participate in at least one sport at school and then show an interest when he plays.
- Make an effort to exercise with him at home, eg. going for a walk, kicking the ball.
- Limit the amount of TV Lungasani watches.

**What are the benefits of EXERCISE?**

- Having stronger muscles and bones
- Having a leaner body because exercise helps control body fat
- Being less likely to be overweight
- Decreasing the risk of developing Type 2 Diabetes
- Having a better outlook on life – good for mental well-being
- Handling emotional and physical challenges more successfully

**What are some of the ways a parent can encourage children to exercise at home?**

- Throw the ball
- Go for walk/run with child
- Play soccer
- Dance
- Encourage participation in school sport
- Be a positive role model and stay fit yourself
- Keep it fun and your child will come back for more
**Worksheet 4.6: Clinic visits**

How often/when would you make use of the following services offered by the clinic?

<table>
<thead>
<tr>
<th>CLINIC VISITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaccinations</td>
</tr>
<tr>
<td>Dental health</td>
</tr>
<tr>
<td>De-worming</td>
</tr>
<tr>
<td>Eye Check-ups</td>
</tr>
<tr>
<td>Illnesses</td>
</tr>
</tbody>
</table>
Worksheet 4.6: Clinic visits (teacher copy)

How often/ when would you make use of the following services offered by the clinic?

<table>
<thead>
<tr>
<th>CLINIC VISITS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaccinations</td>
<td>• These are very important to prevent childhood diseases that may be dangerous to health.</td>
</tr>
<tr>
<td></td>
<td>• Keep a record of when the vaccinations are due</td>
</tr>
<tr>
<td></td>
<td>• Refer to Vaccination Schedule, Worksheet 4.7.</td>
</tr>
<tr>
<td>Dental health</td>
<td>• Often overlooked until there is a problem</td>
</tr>
<tr>
<td></td>
<td>• Regular brushing and flossing should be encouraged</td>
</tr>
<tr>
<td></td>
<td>• Ideally a dental check-up should happen twice a year, but once a year would be an excellent start</td>
</tr>
<tr>
<td>De-worming</td>
<td>• De-worming tablets should be given at least once, if not twice a year.</td>
</tr>
<tr>
<td></td>
<td>• Worms use up much of the nourishment from the food that the child eats and performance in the classroom is noticeably affected if a child has worms (sometimes the child's behaviour is confused with ADHD).</td>
</tr>
<tr>
<td>Eye Check-ups</td>
<td>• Eye check-ups are also very important.</td>
</tr>
<tr>
<td></td>
<td>• Make use of the services offered at the clinic or make enquiries about eye-testing.</td>
</tr>
<tr>
<td></td>
<td>• Improved eyesight can make a huge difference to a child's academic performance.</td>
</tr>
<tr>
<td>Illnesses</td>
<td>• If a child is not well for more than two days, has a temperature and has not responded to bed rest, he/she should be taken to the clinic.</td>
</tr>
</tbody>
</table>
Worksheet 4.7: South African immunization chart

**Expanded Programme on Immunisation – EPI (SA)**
**Revised Childhood Immunisation Schedule from April 2009**

<table>
<thead>
<tr>
<th>Age of Child</th>
<th>Vaccines needed</th>
<th>How and where is it given?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At Birth</strong></td>
<td>BCG Bacillus Calmette Guerin</td>
<td>Right arm</td>
</tr>
<tr>
<td></td>
<td>OPV (0) Oral Polio Vaccine</td>
<td>Drops by mouth</td>
</tr>
<tr>
<td></td>
<td>RV (1) Rotavirus Vaccine</td>
<td>Liquid by mouth</td>
</tr>
<tr>
<td><strong>6 Weeks</strong></td>
<td>DTaP-IPV//Hib (1) Diphtheria, Tetanus, acellular Pertussis, Inactivated Polio Vaccine and Haemophilus influenzae type b Combined</td>
<td>Intramuscular / Left thigh</td>
</tr>
<tr>
<td></td>
<td>Hep B (1) Hepatitis B Vaccine</td>
<td>Intramuscular / Right thigh</td>
</tr>
<tr>
<td></td>
<td>PCV (1) Pneumococcal Conjugated Vaccine</td>
<td>Intramuscular / Right thigh</td>
</tr>
<tr>
<td><strong>10 Weeks</strong></td>
<td>DTaP-IPV//Hib (2) Diphtheria, Tetanus, acellular Pertussis, Inactivated Polio Vaccine and Haemophilus influenzae type b Combined</td>
<td>Intramuscular / Left thigh</td>
</tr>
<tr>
<td></td>
<td>Hep B (2) Hepatitis B Vaccine</td>
<td>Intramuscular / Right thigh</td>
</tr>
<tr>
<td><strong>14 Weeks</strong></td>
<td>RV (2) Rotavirus Vaccine*</td>
<td>Liquid by mouth</td>
</tr>
<tr>
<td></td>
<td>DTaP-IPV//Hib (3) Diphtheria, Tetanus, acellular Pertussis, Inactivated Polio Vaccine and Haemophilus influenzae type b Combined</td>
<td>Intramuscular / Left thigh</td>
</tr>
<tr>
<td></td>
<td>Hep B (3) Hepatitis B Vaccine</td>
<td>Intramuscular / Right thigh</td>
</tr>
<tr>
<td></td>
<td>PCV (2) Pneumococcal Conjugated Vaccine</td>
<td>Intramuscular / Right thigh</td>
</tr>
<tr>
<td><strong>9 Months</strong></td>
<td>Measles Vaccine (1)</td>
<td>Intramuscular / Left thigh</td>
</tr>
<tr>
<td></td>
<td>PCV (3) Pneumococcal Conjugated Vaccine</td>
<td>Intramuscular / Right thigh</td>
</tr>
<tr>
<td><strong>18 Months</strong></td>
<td>DTaP-IPV//Hib (4) Diphtheria, Tetanus, acellular Pertussis, Inactivated Polio Vaccine and Haemophilus influenzae type b Combined</td>
<td>Intramuscular / Left arm</td>
</tr>
<tr>
<td></td>
<td>Measles Vaccine (2)</td>
<td>Intramuscular / Right arm</td>
</tr>
<tr>
<td><strong>6 Years</strong></td>
<td>Td Vaccine Tetanus and reduced strength of diphtheria Vaccine</td>
<td>Intramuscular / Left arm</td>
</tr>
<tr>
<td>(Both boys and girls)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12 Years</strong></td>
<td>Td Vaccine Tetanus and reduced strength of diphtheria Vaccine</td>
<td>Intramuscular / Left arm</td>
</tr>
<tr>
<td>(Both boys and girls)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Rotavirus Vaccine should NOT be administered after 24 weeks.*

UNIT FIVE: BUILDING A HAPPY CHILD

‘Children grow up to be the love they have known’
- Author unknown

Materials needed: Ball, Jug of water, glass, flipchart, kokis, newsprint, nametags.
Preparation: Copies of handouts (Worksheets 5.1 - 5.3)

<table>
<thead>
<tr>
<th>Overview of Unit 5</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and introduction</td>
<td>60</td>
</tr>
<tr>
<td>Icebreaker: The emotional tank</td>
<td>60</td>
</tr>
<tr>
<td>Presentation: Understanding the five love languages</td>
<td>61</td>
</tr>
<tr>
<td>Discussion: Reflecting on the five love languages</td>
<td>65</td>
</tr>
<tr>
<td>Activity: How well do you know your children</td>
<td>65</td>
</tr>
<tr>
<td>Presentation: The need to praise our children</td>
<td>68</td>
</tr>
<tr>
<td>Discussion: Effective use of praise</td>
<td>69</td>
</tr>
<tr>
<td>Discussion: When should praise be used?</td>
<td>69</td>
</tr>
<tr>
<td>Discussion: How should praise be given?</td>
<td>70</td>
</tr>
<tr>
<td>Presentation: Steps for giving effective praise</td>
<td>70</td>
</tr>
<tr>
<td>Activity: Practicing giving praise</td>
<td>71</td>
</tr>
<tr>
<td>Conclusion</td>
<td>71</td>
</tr>
</tbody>
</table>
Introduction
(10 minutes)

- Welcome the parents to this training session and thank them for their commitment to the programme.
- Briefly recap on the previous sessions held by saying that we are in the business of building strong families. Strong families are critical for the health of society. Building a strong foundation involves positive parenting and healthy children, the latter being the focus of the last two sessions.
- If appropriate, parents can stand in a circle and toss around a ball. When they catch it, they should mention ONE thing that stayed with them regarding the building of a healthy child and then throw the ball to someone else. Ask parents to share any positive decisions or changes they made as a result of the input received on building a healthy child.
- Allow parents to talk about any ‘family time’ they organized during the week.
- Now go on to say that we will continue to build during the session today, but this time we will look at ways of building a HAPPY CHILD.
- Explain that in this session they will cover:
  - Filling up a child’s emotional tank
  - Understanding and speaking the Languages of Love
  - Effective Praise.

Icebreaker: The emotional tank
(10 minutes)

- According to psychologists, ‘To love and be loved’ is one of the most important and basic psychological needs. Let’s stop for a moment and discover what makes us feel special and what makes us feel loved.
- Explain that each one of us has an emotional tank within us. This is a concept that Dr Ross Campbell uses in his book, How to Really Love Your Child. Just as a car needs petrol to function, so we need to have our emotional tanks topped up on a daily basis to function well. No matter who we are – the captain of the Protea cricket team, the headmaster, or the parent of three children, everyone needs to have their tanks topped up on a regular basis.
- Object lesson: Jug of water and empty glass needed.
- Explain that the empty glass represents our emotional tank.
- Ask parents to mention something which they appreciate/makes them feel special / makes them feel worthwhile. Examples could include:
  - an unexpected sms from someone special saying how much they appreciate you;
  - a hug;
  - a compliment from someone you respect;
  - a gift when it’s not your birthday;
  - a smile;
  - an invitation to go out for coffee, etc.
- As a parent calls out a suggestion, pour a little bit of water into the glass, illustrating how these little things top up our emotional tanks. They may seem small events, gestures, but they go a long way to keeping the tank topped up.
- List the responses on the flipchart, repeating what has been called out as you filled up the glass.
- All too often as parents, our tanks get dry and we don’t stop to have them filled and often don’t take time to fill the tanks of others either because we are simply too busy.
- Children, too, need to have their tanks topped up. They need to experience UNCONDITIONAL LOVE. When they feel loved unconditionally, they develop a sense of security; a sense of self-worth and a sense of significance. These three things give children a deep inner confidence to be who they are. This session is about the secret of happy children, keeping the emotional tanks of our children topped up.
Note: We ALL need to have our emotional tanks topped up, so as we think about our children let’s remember that we also need to guard against running on empty.

Presentation: Understanding the five love languages
(20 minutes)

A school teacher tells the story of a Grade 10 girl saying to her that she knows that her mother loves her, but she doesn’t FEEL loved. This girl’s mother was an extremely busy person who was able to meet her needs materially, but all this young girl wanted was to spend time now and again with her Mom and talk. Hence she made many visits to the school teacher’s classroom ‘just to chat’ because her emotional tank needed topping up.

We know that our children need to be loved; we know they need to be loved for who they are and not what they do; but how do we ensure that they FEEL loved by us? How can we love them in a way that makes them feel loved?

Explain that an author, Gary Chapman, has written about The Five Love Languages – and how these apply in marriage, friendship, and parenting, in fact, in any relationship.

He gives us clues on how we can love in ways that make sure our children FEEL loved.

Gary Chapman, in his best-selling book, The 5 Love Languages, suggests that we all have a primary love language - we may respond to others, but there is ONE language that speaks more loudly than the rest.

Each child, like an adult, expresses and receives love best through one of five communication styles. When understanding of this is gained, moms and dads can use this information to help them meet their children’s deepest emotional needs.

Parents can learn to speak their child’s love language fluently and what a difference this can make to the relationship and to the well-being of the family.

Chapman explains that we need to have all 5 love languages spoken to us, but 1 of the 5 attracts our attention above the other 4.

Go back to the list on the flipchart (which you captured during the object lesson) and work through the responses given by parents to the question, ‘What makes them feel special?’

On a clean sheet of newsprint, list the 5 Love Languages (prepare this in advance so it simply needs to be displayed on a wall using Prestik).

THE FIVE LOVE LANGUAGES – GARY CHAPMAN

Physical Touch
Words of Affirmation
Quality Time
Gifts
Acts of Service (Helpful actions)

Refer to the list generated by the parents while you were doing the jug of water and empty glass exercise. Ask parents to try to identify what love language each of these examples represents.

Explain that we all love to have all five languages spoken to us, but there is ONE in that list of five which communicates more deeply than the other four.
• This explanation may clarify things further:
  *If your home language is Xhosa or Afrikaans and you find yourself in an English-speaking environment, when you hear someone speaking Xhosa / Afrikaans, it is music to your ears. You understand English, you can speak it, but it doesn’t feel as comfortable and as heart-warming as hearing your home or primary language being spoken.*

• Ask parents to turn to their neighbour and ask him/her these two questions:
  - How do you express love?
  - What makes you feel loved?

• Allow an opportunity for feedback in a plenary session.

• Explain that often the way you express love may be an indication of what would also make you feel loved. Do you express love through physical contact or through expressing words of appreciation? Or do you show your love through things that you do - acts of service? What about giving gifts - is that something you believe lets someone know how much you appreciate them?

• Explain that the way you express love will be a possible clue as to what your primary love language is. Is it the expression of words, perhaps in a card? Is it time with a close friend or family member? Do you appreciate acts of kindness being shown to you – especially when they are unexpected??

• Read this example to give parents an even better understanding of the concept:

  **Consider the example of a jersey specially knitted for you being received as a gift.**
  - If your primary love language is ‘quality time’ - you will appreciate the time taken to knit the jersey and you will also value the time spent with you when being given the gift.
  - If your primary love language is ‘acts of service’, you will value the act of love demonstrated in actually knitting the jersey. Let’s face it, for most of us today, knitting anything is a real act of service.
  - If ‘gifts’ is your primary love language - you will ooh and aah over the fact that you have received a gift, you’ll probably comment on the paper, try and guess what’s inside and the actual item will mean a great deal to you.
  - If ‘physical touch’ speaks to you, the hug accompanying the gift and the feel of the mohair jersey will really appeal.
  - If your primary love language is ‘words of affirmation’, then all you’re concerned about is the card!! You’ll read and re-read it, especially if there is an affirming message inside!!

**Reflection**

- Very often we speak the language we want to hear.
- We love others in the way we want to be loved.
- This is not always ideal. If you love your spouse in your primary love language it doesn’t mean as much to them as it does to you.
- Please note that is quite unusual to find a couple who have the same primary love language.
- It must be remembered that children need all 5 languages to keep their emotional tanks full. **However, they have a primary language that speaks to them more loudly than the others.** Please note that if you are considering a child under 5, don’t expect to find out his/her primary love language - you can’t. Just speak all 5. Of course the value of showing love in all 5 languages is that not only the children themselves will benefit, but they will learn how to use the languages themselves and others will benefit. **CHILDREN GROW UP TO BE THE LOVE THEY’VE KNOWN.**
Facilitator:

Below follows a brief explanation of each of the Love Languages. It is not necessary to go into great detail, but it is important for the parents to understand what each language entails. One way of going through this presentation, would be to mention each love language and then to ask for parents to give examples and to elaborate on what they think this love language involves. Your role as the facilitator would be to bring the discussion together and to add in any points from the descriptions below.

Love Language #1: Physical touch

- Physical touch and closeness is a special way of saying, ‘I love and appreciate you’. For some people physical contact is very important to their well-being.
- Physical touch is probably one of the simplest love languages to use as a parent and grandparent, particularly with younger children. It happens instinctively and naturally. However, it may be a difficult language to learn for parents whose backgrounds have caused them to be resistant to touch.
- Examples:
  - A dad tosses his year old son in the air
  - He spins his 7 year old daughter round and round
  - A granny reads a story with her three year old granddaughter on her lap
- Research studies show that babies who are held, hugged and kissed, develop a healthier emotional life than those left for long periods without physical contact.
- While all children need this language spoken, there are some children who require it spoken more often than others.
- Physical contact is vital to a child – for boys as much as girls. It is valuable to create daily routines that involve physical affection, for example, always hugging our children when we say hello or good-bye.

Love Language #2: Words of affirmation

- Taking the time for a verbal pat on the back is a way of saying, ‘I love you.’
- For some there is no greater way to express love than by words of legitimate praise and recognition.
- How often has one sentence a person said altered your view of something? Sometimes one sentence can change the direction of your life. In communicating love, words are powerful. Words of affection, of endearment, of praise, of encouragement - these words all say, ‘I care about you.’
- For some, words of affirmation are essential in keeping the emotional tank topped up.
- Affirmation involves identifying and ascribing value to who people are, what they have done and become.
- Everybody needs affirmation but for some it’s their primary love language. Even though such words are quickly said - they are not forgotten. A child (and in fact anyone) reaps the benefits of affirming words for a lifetime.
- For children whose primary love language is words of affirmation, nothing is more important to their sense of being loved than to hear their parents and other adults verbally affirm them.
- Affirming words can be written as well as spoken. Somehow the written word is powerful because
it can be re-read and there is renewed inspiration. A note on your child's pillow, a little word of encouragement in the lunch box - these things go a long way for the child whose love language is affirmation.

Love Language #3: Quality time

- Giving someone your undivided attention is a strong expression of love.
- Here undivided and focussed attention is what these children need.
- We all know that giving of quality time becomes more difficult as the child grows - more sacrifices are required on the part of the parents.
- The love language of quality time may be one of the hardest for practical parents to carve out for their children, but what a worthwhile investment!
- Often when time is spent doing things together, a context is created for deeper chatting; for example, going to a sports game together; going shopping together. It's interesting that in these moments for the child whose love language is quality time, more important issues come to the fore.

Love Language #4: Gifts

- Gift-giving is another way of saying, ‘I love you’. Impromptu gift-giving carries particular significance because it communicates that while we were apart, you thought of me, and I mean enough to you to purchase a gift.
- Of course all children respond positively to gifts but for some, receiving gifts is their primary love language. These children will always make much of receiving the gift. - they will ooh and aah as they open the gift. They will feel very special as they open the gift and will want your undivided attention as they do so. They see the gift as an extension of you and your love. They will express their gratitude quite profusely and will thank and hug you. They will also make a special place for the gift in their bedroom because seeing the gift reminds them that they are loved.
- The most important thing is the thought. Celebrate the ordinary - presentation is everything.

Love Language #5: Acts of service

- Another way of communicating love is doing something special for the other person that you know he or she will appreciate.
- It is doing something out of the norm of everyday life.
- If one does not expect it, the act means more. Saying ‘I love you’ in action.

Reflection

- We need to express love to our children in all five ways, but need to remember that some expressions of love will be more important to them then others.
- As our children grow older, we need to look out for the emergence of a primary love language and speak the language our children long to hear.
Discussion: Reflecting on the five love languages  
(15 minutes)

- Refer parents to Worksheet 5.1, and in groups of 3 or 4, ask them to discuss the following questions:
- What can you remember from your own childhood about receiving of love through any of The Five Love Languages from your own parents? Which of the five (Words, Time, Touch, Presents, Actions) was the most important to you?
- Which expressions of love do you think make the most difference to your child/children?
- Which of the five love languages do you find the most difficult to give?
- After the discussion, invite parents to reflect on the suggestions at the bottom of Worksheet 5.1 to help them to begin to establish their child’s primary love language.

Activity: How well do you know your children?  
(10 minutes)

- Refer parents to Worksheet 5.2.
- Ask parents to rank their own love languages in order of priority. If their children are old enough, ask them to try to rank their five love languages.
- Allow for some discussion after this exercise has been completed. Ask parents to reconsider the questions posed at the start of this exercise:
  - What have you learnt about how you like to express love?
  - What have you learnt about what makes you feel loved?
Presentation: The need to praise our children
(10 minutes)

‘I praise loudly. I blame softly.’
- Catherine the Great, Queen of Russia, 1729-1796.

‘To keep a lamp burning we have to keep putting oil in it.’
- Mother Teresa

• Read the following story to parents

An education official based in a provincial office phoned the principals of 10 schools just before the Matric exams. She asked the principals
○ What they thought of their learners?
○ Whether their learners were working hard for their exams?

Three of the ten principals said they had very good Matric learners and that their learners were willing to work hard and were ready to write their final exams. Four of the principals said that their learners were doing as well as could be expected. The final three principals said that they had really poor learners who were not willing to work hard and who were going to do poorly in their Matric exams.

After the exams were written the official compared the results of the exam to the comments made by the principals. The learners of the three principals who had positive expectations performed extremely well. The learners of the four principals who indicated that they had mediocre learners achieved average results. Finally the learners of the principals who expected poor results received extremely bad results.

• Tell parents that scientists have coined a term which we use regularly today - ‘self-fulfilling prophecy’.
• Explain to parents that scientists argue that that if a person expects something to happen, that person will behave in a way that will make it more likely for the event to, in fact, happen.
• So, if a principal sincerely expects his learners to all achieve excellent results in their exams at the end of the academic year, it is more likely that his learners will, in fact, achieve excellent results. On the other hand, if a principal expects his learners to perform poorly, it is very likely that they will achieve weak results.
• Ask parents to turn to their neighbour and tell them
  ○ The thoughts that they commonly have about their child(ren)
  ○ what they commonly say to their child(ren) during the course of the day.
• Ask parents to consider
  ○ whether these statements are generally positive or negative. Encourage parents to be honest.
  ○ whether these statements are generally reflected in the achievements of their child(ren)?
  ○ what the implications are for you as a parent?
• Explain that parents often – without meaning to – contribute to the lack of success of their child(ren). They do this by reinforcing beliefs that their child(ren) are under-performers.
• Ask parents to think about a sports team: when they prepare for a match do they prepare by thinking about how they are going to lose or how they are going to win?
• Ask parents to consider what steps they are going to take to expect the best from their child(ren). The first step, of course, is to praise children for what they are able to do well.
• Explain that the final part of this workshop involves focusing on one of the love languages in more depth and learning the skill of effective praise.

Discussion: Effective use of praise
(10 minutes)

• Ask parents to close their eyes for a minute and to think of a time in their childhood when they were complimented, encouraged, praised by a teacher, parent, youth leader or a significant adult for something they did, or for a character trait they displayed.
• Ask parents to turn to a neighbour and ask
  ° Where were they when they received this praise?
  ° What had they achieved / done?
  ° What did the adult say and do?
  ° How did this recognition make them feel?
  ° What does this mean for you as a parent?
• Request feedback from a few parents.
• Then go on to speak about the power of encouragement and the impact of praise.
• Tell parents:
  ° Praise is powerful – hearing words of praise can impact our lives forever. Praising our children is one of the most important things we can do as parents.
  ° Praise builds and nourishes – just as we need to build healthy children by attending to their physical needs, we need to build happy children by attending to their emotional needs. Praise helps children grow emotionally.
  ° Be an encourager of children and of others
  ° ‘One word or note brings more encouragement than a thousand thoughts never expressed’.
  ° The word ‘encourage’ means ‘to fill the heart’.
  ° Ask parents to consider why, when we know the value and the benefits of praise, we don’t use it as often as we should. WHY do you believe this is so? (we live in a world where people focus on the negative; we are unable to find something good to praise; we don’t want the receiver to get a big head; we are worried that motives may be questioned, etc).
  ° Emphasise that praise is powerful and one of the most important things we can do as parents to teach our children how we would like them to behave.
  ° Tell parents that in the remainder of this session, we will focus on TWO QUESTIONS relating to the use of praise:
    * **When** should praise be used?
    * **How** should praise be given?

Discussion: When should praise be used?
(10 minutes)

• Ask parents to consider and share with a neighbour
  ° Some positive achievements they have recently noticed being made by their child(ren).
  ° How did they recognise these positive achievements?
  ° When do they believe their child(ren) should be praised?
• Request feedback in a plenary session. Possible answers could include
  - When an effort has been shown
  - A positive attempt at a new skill or discipline
  - Improvements in behaviour, on the sports field, in the classroom
  - Things that our children already do well (but we don’t take the time to acknowledge)
  - When you are trying to teach your child to do something or behave in a certain way, you praise the child’s attempts, even if s/he is not yet fully successful.

• Emphasise that it should be possible to find one thing to praise your child for each day.

Discussion: How should praise be given?
(10 minutes)

• Ask parents to consider and share with a neighbour
  - Have they ever received an award that has been very meaningful to them? Why was this award meaningful?
  - Have they ever received an award that has not been very meaningful to them? Why was this award not meaningful?
  - How can you go about making your appreciation for the achievements of your children as meaningful as possible?

• Again, request feedback in a plenary session.
• Then go on to say that the easiest way to praise someone is to say things like, ‘Excellent’, ‘Fantastic’, ‘Wow’, ‘Keep up the great work’. This is positive but it is GENERAL PRAISE. It is valuable, it is appreciated and takes little time and effort.

• Explain that general praise can become SPECIFIC PRAISE and that changing the way we praise could have very powerful results.

Presentation: Steps for giving effective praise
(15 minutes)

• Tell parents that they can follow three steps to praise their child effectively:
  Step 1. Show your approval
  Step 2. Describe the positive
  Step 3. Give a reason

• Step 1. Approval:
  - Words showing approval – that’s amazing! Well done! … Wonderful! … Wow!…
  - Actions showing approval – hugging them…kissing… smiling…giving a ‘thumbs-up’ sign…giving a ‘high five’
  - Showing our approval lets our children know that we are pleased with what they are doing; we are excited for them and this will assist in topping up their emotional tanks.

• Step 2. Describe the positive
  - After the words or actions of approval, describe the behaviour that was good. This allows for reinforcement in the future.
  - Give clear messages – be specific; describe what you just saw or heard being done well. For example, ‘well done, johnny, you remembered to feed the dog tonight without being told – thank you!’

• Step 3. Give a reason
  - Children benefit from knowing why certain behaviour is good and helpful to themselves or to others. It helps them to understand the connection between their behaviour and what happens to them.
For example, “Melissa, you’re a star! Helping me with the dishes means that I could finish making the pudding before the guests arrived” (A reward could be offered, for example, “I know it’s your favourite pudding – if there is any over, you may have some tomorrow when you get home from school.”)

Remind parents that our enthusiasm and attention to our children’s efforts and attempts at success can go a long way to topping up their emotional tanks.

Activity: Practicing giving praise
(10 minutes)

- Refer parents to Worksheet 5.3.
- Ask parents to share in small groups how they can show approval. Remind them of the possibilities suggested in The Five Languages of Love
- Allow for some discussion after this exercise has been completed. Ask parents to reconsider the questions posed at the start of this exercise.

Conclusion
(5 minutes)

- Conclude the session by saying that you hope that today’s workshop has resulted in emotional tanks being topped up.
- If there is time, go around the group and ask each parent to mention one valuable insight gained/lesson learnt today.
- Encourage them to reflect on the five love languages, to identify the primary love language for each family member and to speak the language they long to hear.
- Thank parents for their participation in the discussions and remind them of the day, date and time of the next session.
Worksheet 5.1: Reflecting on the five languages of love

A. In groups of 3 or 4, discuss the following questions:

- What can you remember from your own childhood about the receiving of love through any of The Five Love Languages from your own parents? Which of the five (Words, Time, Touch, Presents, Actions) was the most important to you?

- Which expressions of love do you think make the most difference to your child/children?

- Which of the five do you find the most difficult to give?

B. How can you tell your child’s main love language?

Here are a few suggestions on how to establish your child’s primary love language:

1. Observe how your child expresses love to you.
   Watch your child closely; he may well be speaking his own language. This is particularly true of a young child, who is very likely to express love to you in the language he desires most to receive.

2. Observe how your child expresses love to others.
   If you notice your child making crafts for relatives, or wanting to take presents to classmates or teachers, this may indicate that her primary love language is Gifts.

3. Listen to what your child requests most often.
   If your child often asks you questions like ‘How do I look, Mommy?’, ‘What do you think of my drawing?’, or ‘Did you think I did well at practice today?’ this pattern may indicate that his love language is Words of Affirmation. If she asks to spend time with you, this may be an indication that one-on-one time means a great deal to her and her emotional tank is topped up by having Quality Time with you.

4. Notice what your child most frequently complains about.
   Frequent complaints such as ‘Why don’t you play games with me?’, or ‘We never do things together’ would be indicative of the need for Quality Time.

‘Children need love, especially when they do not deserve it’

- Harold Hulbert
Worksheet 5.2: How well do you know your child?

Try to rank your own, your spouse’s and your children’s languages of love. Start with the one that is most important and move down to the one that is least important.

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The Five Love Languages: (Gary Chapman)

1. Physical Touch
2. Words of Affirmation
3. Quality Time
4. Gifts
5. Acts of Service (Helpful actions)

- Check that you are speaking all five love languages
- Pay special attention to speaking your spouse’s / children’s top two love languages
Worksheet 5.3: Effective praise

Using the 3 steps of effective praise, prepare a response to the following scenarios:

1. Your Grade 7 child calls you from school to say that the time of the after school function has changed and s/he will be home later than s/he originally told you.
   a. Show your approval
   
   b. Describe the positive
   
   c. Give a reason

2. Your Grade 6 daughter spent an evening reading a book instead of watching TV.
   a. Show your approval
   
   b. Describe the positive
   
   c. Give a reason

The 3 Steps of Effective Praise:
1. Show approval
2. Describe the positive
3. Give a reason

(Adapted from Common Sense Parenting, Girls & Boys Town, South Africa. 1995)
Unit Six: Building a Valued Child Through Active Listening

‘To “listen” another soul into a condition of disclosure and discovery may be almost the greatest service any human being ever performed for another’

- Douglas Ster

Materials needed: Flipchart, kokis, newsprint, Prestik
Introduction
(5 minutes)

- Welcome the parents to the training session and thank them for coming to this workshop which focuses on the skill of listening, a vital aspect of communication.
- To listen intently expresses and demonstrates love and concern, and allows children to feel valued.
- Explain that in this session they will
  - Think about the importance of listening
  - Experience the impact of poor listening skills
  - Learn to listen for feelings
  - Practise active listening using the skill of reflection.

Icebreaker: Think of a time
(20 minutes)

Prepare two columns on a piece of flipchart paper, with headings ‘A’ and ‘B’. Responses from the parents will be listed under each heading.

- **Think of a time when you needed to talk** to someone. It may have been about a decision you were needing to make, a struggle you were having in a relationship, difficulty at work/home
  - **Think of the person you chose to speak to…** let his/her face come to mind. Focus on that person for a few seconds. What made you choose that person? It is not necessary to mention the name of the person, but name some of the QUALITIES which made you choose this person.
  - As these are being called out, list these qualities in column ‘A’.
  - Responses such as trustworthy, wise, caring, approachable, etc. should be listed. Draw the parents out as much as possible.
  - Now think of a time when you started speaking to someone about an issue that was troubling you, and within a few seconds, you realised that this person was NOT listening to you. What was it about their BODY LANGUAGE that communicated to you that listening was not taking place?
  - As these are being called out, list these qualities in column ‘B’.
  - Responses could include no eye contact, fidgeting, yawning, looking at watch, changing the subject, telling a different story, using neutral responses at the wrong time… Again, engage the parents in a lively discussion on the body language that lets us know that sincere listening is not happening.
  - Divide parents into pairs and ask them to give themselves a number - 1 or 2. Number 1 is to tell number 2 about his/her family and family activities over weekends. Number 2 is to look at the list of BEHAVIOURS in column B and choose some of these behaviours to act out while number 1 is talking. Give the number 1s two minutes to talk; then interrupt, and ask them to swap over, this time allowing the number 2s to talk about family and weekends while the numbers 1s act out behaviours listed in Column B.
  - After the exercise, ask for feedback on the feelings experienced during this activity (e.g. irritation, rejection, frustration, anger).
  - This is what we want to AVOID when we listen to our children. We want them to see us as possessing the qualities listed in column A, not demonstrating the behaviours listed in B.
Activity 1: The importance of listening
(20 minutes)

- Explain that good listening is a vital part of effective parenting. It is a **SKILL TO BE DEVELOPED** and does not just happen. As parents we also need to try and understand the clues children give us about some of their unspoken fears and worries.
- Divide parents into groups of 3 or 4 and allow discussion around the following questions:
  - Why is it so important for parents to listen to their children?
  - What prevents parents from being good listeners?
  - Why don’t people listen very well?
- Refer to Worksheet 6.1 and ask someone to jot down the responses of the group in the spaces provided.
- Allow 10 minutes for discussion and then request feedback.
- Facilitate a discussion around the parents’ responses, involving as many parents as possible.
- After the ice breaker and this discussion, there should be raised awareness with regard to the importance and value of listening.
- **Listening is …**
  - A skill
  - An art
  - A discipline.
Facilitator:

Make sure the following points are included when the feedback is given:

1. Paying careful attention to what children say and taking it seriously helps them to feel worthwhile and valued, and gives them a safe place in which to make sense of what they are going through.
2. Good listening is healing.

‘If someone is in a climate of listening, he’ll say things he wouldn’t have said before’
- Cicely Saunders

3. Good listening is a gift.

‘The gift of being a good listener, a gift which requires constant practice, is perhaps the most healing gift anyone can possess, for it allows the other to be, enfolds them in a safe place, does not judge or advise them, accepts them as they are without desiring to change them, and communicates support at a level deeper than words’
- Gerard Hughes

4. Being a good listener is not always easy, as there are many things that get in the way of really listening and hearing what is being said (e.g. busyness, preoccupation with own problems, stress, not being trained to listen properly).

5. Other reasons why people don’t listen:
   - Message overload – we are constantly listening to verbal messages – from family members, co-workers, the media – and it is impossible to keep attention totally focussed for long periods of time.
   - Rapid thought – we think much faster than we speak (while people are speaking at approx 100 - 140 words per minute, we can think at approx 600 words per minute).
   - Physical noise/hearing problems.
   - Talking appears to have more advantages.
Activity 2: Listening with my whole body
(20 minutes)

- Non-verbal behaviour (as we discovered during the icebreaker) is very important.
- Research indicates that any message between two people consists of three parts (draw a pie graph on the flipchart, if appropriate):
  - The **ACTUAL WORDS** – 7% of the communication process
  - The **TONE** of voice in which the words are spoken – 38% of the communication process
  - The **NON-VERBAL** behaviour – facial expression, body posture and general appearance amounts to a startling 55%. The look in our eyes, the expression on our faces, or the way we position ourselves bodily.
- It is not just WHAT we say, but HOW we say it that counts!
- Body language needs to be consistent with our words.
- If a parent tells his/her child that he/she is interested in his/her problem, but the parent’s body language does not match this interest, there can be confusion and anxiety created for the child.
- Gestures are an important part of body language.
- Ask parents to get into pairs and to strike a pose that indicates listening. In other words, demonstrate with their entire body that they are listening to their partner.
- After this engage in discussion with them, emphasizing the importance of the following when listening:
  - **Eye contact** (there needs to be eye contact, but be careful not to make the other person feel uncomfortable)
  - **Facial expression** (avoid looking bored, try to look interested)
  - **Body language** (face the person, lean towards the person, have an open posture)
  - **Head movements** (nodding indicates listening)
- End this activity by asking these 10 straightforward yes/no questions which parents can reflect on. Ask them to close their eyes and to quietly answer each question for themselves. They do not have to call out their answers:
  - Am I known as a chatterbox?
  - Do I interrupt others when they are talking?
  - Do I ‘switch off’ when the topic doesn’t interest me or I don’t agree with what is being said?
  - Do I complete other people’s sentences?
  - Do I often focus on my own thoughts and feelings when someone else is talking?
  - Am I afraid of silences so I rush into saying something instead of allowing the other person to gather his/her thoughts?
  - Do I want others to finish what they are saying quickly so I can carry on speaking?
  - Do I tend to jump in with my own story and take over, instead of listening?
  - Am I often impatient while listening?
  - Do my family members sometimes complain that I don’t listen to them?

Should you answer ‘yes’ to any number of them, this could be a challenge to develop more of a listening heart. The skill of active listening can be learnt.

Mention the following points before moving onto the skill of active listening:
- Listening is a vital gateway to compassion
- Good listening doesn’t happen overnight. It requires energy, effort and patience.
- It takes practice, it’s a DISCIPLINE.
- Hearing captures the words a person speaks: listening captures the meaning and feeling that lies beneath these words.
- Listening is the mental step by which we become more aware of the other person than we are of ourselves.
Activity 3: Identifying feelings  
(25 minutes)

- Explain to parents that being a good communicator is not only about speaking, but also about being able to listen and de-code messages.
- Active listening involves attempting to understand the feelings and thoughts of the other person and letting them know this. This process allows the person to feel really understood and to verbalise the feelings present.
- To be an active listener you need to
  - Pay attention
  - Be patient
  - Keep an open mind
  - Paraphrase/reflect/decode the message.
- Paraphrasing/Reflecting involves repeating what the other person has said to you in your own words showing that you have understood what the person has said.
- By listening actively, parents can help their children think about their feelings on the matter.
- Identifying feelings is an essential part of the process of active listening.
- It’s important to remember that not everyone feels the same about different situations. The way we feel about things depends on our past experiences, our culture and our personality.
- When feelings are ignored, people feel misunderstood and conflict can arise.
- Developing empathy is an important part of appreciating the feelings of someone else.
- Empathy means the ability to feel with other people, the capacity to perceive and communicate feelings. It involves getting in touch with the other person’s feelings and hearing the feelings behind the words.
- Naming feelings is a vital part of the process. Parents can help children identify feelings which help them to cope with what they may be going through.
- Explain that a feelings alphabet is a helpful tool.
- Parents will now create their own feelings alphabet.
- Refer parents to Worksheet 6.2: Feelings Alphabet
- Divide parents into groups of 3 or 4.
- Ask each group to identify feelings words that begin with each letter of the alphabet.
- Feelings to be filled in on Worksheet 6.2.
- An ‘ABC’ of feelings has been included to help facilitators guide the parents in this activity.
- Explain that there is great value in teaching children to grow their feelings vocabulary.
- Remember that young children do not communicate primarily in words. They demonstrate their thoughts and feelings through their behaviour and through the way they play. Parents need to be aware of this and learn to ‘listen’ for the feelings beyond the words their children are speaking.

Quick exercise to give parents practice in identifying feelings:

Once the feelings alphabet has been drawn up, read the following sentences and ask parents to name the feelings being experienced by these children:
- ‘I worked so hard for the test and I only got 50%’ (you are feeling disappointed)
- ‘My parents are fighting again – what’s going to happen to us if they get divorced?’ (you are feeling confused, scared).
- ‘She’s always teasing me! I’m so tired of being teased (you are feeling frustrated, angry or irritated).
- ‘My Dad is always nagging me to do my homework…. I’m sick of being treated like a baby!’ (you are feeling frustrated, annoyed or irritated).
- ‘They gang up on me and I just don’t know what to do’ (you are feeling helpless, frustrated, angry).
Activity 4: The skill of active listening
(25 minutes)

- Refer parents to Worksheet 6.3: Three-way listening and explain that active listeners listen with their
  - Heads (for the facts and the content of the story)
  - Hearts (for how the speaker is feeling about the story and to show empathy)
  - Hands (for what is needed to move forward to solve the problem).

- When paraphrasing/reflecting, you do NOT give your opinion or ideas – you only repeat in your own
  words what the speaker has said.

- Tell parents that they are now going to practise being active listeners.

- Divide parents into groups of 4, and allocate tasks referring to Worksheet 6.3, Three-way listening.

- Explain to parents that they will be listening to another parent tell a story about a parenting problem
  they are facing. They must listen to the parent telling his/her story and then paraphrase (repeat what
  the other parent has said in their own words).

- Each member of the group is going to paraphrase a different aspect of the speaker’s story

- Instructions
  - The speaker will talk on a given topic for two minutes
  - The second member will paraphrase the FACTS of the story (listening with his/her head)
  - The third member will paraphrase the speaker’s FEELINGS (listening with his/her heart)
  - The fourth member will paraphrase the speaker has indicated he/she needs to move FORWARD
    to solve the problem they are facing (listening with his/her hands)

- After two minutes, the speaker must stop speaking and the listeners must each have a chance to
  paraphrase what they have heard.

- Once the groups have finished the paraphrasing exercise, ask the speakers how they felt when
  members in their group paraphrased the conversation.
  - Positive responses may include the following:
    - I felt important
    - My feelings were recognised
    - I was allowed to be myself
    - They listed the good points and the bad points
    - There is support for me
  - If negative comments are made (the speaker did not feel heard) use this as an opportunity to
    explain the need to (a) listen deeply and (b) practise paraphrasing because it can be difficult to do
    at first.

- After the discussion, rotate the roles so that by the end, each parent has had the opportunity to both
  speak and paraphrase the facts (listening with their heads), the feelings (listening with their hearts) and
  and the way forward (listening with their hands).

- In discussion at the end, allow parents to discuss
  - How they felt being listened to so carefully?
  - How they felt when someone correctly paraphrased what they meant?
  - How they felt when someone incorrectly paraphrased what they said.

- Conclude this activity by stating that effective parents learn to listen with their heads, hearts and
  hands,
- This skill in action makes a child feel loved, understood and valued.
Reflections and conclusions
(10 minutes)

- Ask parents to think about ONE change they are going to make in their home when it comes to listening to their children.
- Ask for a few responses from parents and affirm them as they respond. Sometimes it works well to go around the room (if there is time) and to ask each parent to mention one thing they have learnt.
- Thank parents for their participation.
Worksheet 6.1: The Importance of listening

‘Listening is love in action’

- M. Scott Peck

In groups of 3 or 4 discuss the following questions:

1. Why is it so important for parents to listen to their children?

2. What prevents parents from being good listeners?

3. Why don’t people listen?

4. We can learn a lot about listening from the Chinese symbol ‘to listen’. Their word for ‘listen’ is made up of four characters. See the symbol below and discuss each character...
Worksheet 6.2: Feelings alphabet

Use the table below to list as many 'feeling words' as you can.

<table>
<thead>
<tr>
<th>FEELINGS ALPHABET</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>E</td>
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<tr>
<td>F</td>
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<td>G</td>
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<td>H</td>
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<tr>
<td>I</td>
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<tr>
<td>J</td>
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<tr>
<td>K</td>
</tr>
<tr>
<td>L</td>
</tr>
<tr>
<td>M</td>
</tr>
</tbody>
</table>
### Worksheet 6.2: Feelings alphabet (teachers copy)

Use the table below to list as many ‘feeling words’ as you can.

<table>
<thead>
<tr>
<th>FEELINGS ALPHABET</th>
<th>FEELINGS ALPHABET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>N</strong></td>
</tr>
<tr>
<td>angry; apologetic; awful; afraid; apathetic; ashamed; awkward; annoyed; astonished.</td>
<td>negative; needed; nervous; nauseous; nostalgic.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td><strong>O</strong></td>
</tr>
<tr>
<td>bitter; batty; blessed; beautiful; bored; bad; betrayed; bewildered; broken hearted; belittled.</td>
<td>open minded; obligated; optimistic; overwhelmed; old; oppressed.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td><strong>P</strong></td>
</tr>
<tr>
<td>confused; criticized; crying; careful; curious; content; cautious; crazy; confident; charitable; comfortable; cold; conscientious.</td>
<td>privileged; pride; peeved; pained; pleased; perplexed; positive; passionate.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td><strong>Q</strong></td>
</tr>
<tr>
<td>determined; disgusted; devoted; depressed; delighted; disappointed; distracted; dull; disrespected; dreadful; dissatisfied.</td>
<td>queer; quizzical; quiet.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td><strong>R</strong></td>
</tr>
<tr>
<td>elated; excited; enthusiastic; energized; exhilarated; exhausted.</td>
<td>ready; rested; radiant; relief; restless; responsible.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td><strong>S</strong></td>
</tr>
<tr>
<td>free; fabulous; fantastic; fresh; fearful; frustrated; frightened.</td>
<td>silly; stupid; scared; sorry; sympathetic; surprised; secure.</td>
</tr>
<tr>
<td><strong>G</strong></td>
<td><strong>T</strong></td>
</tr>
<tr>
<td>grateful; good; guilty; good.</td>
<td>traumatized; tired; triumphant; tense; terrified.</td>
</tr>
<tr>
<td><strong>H</strong></td>
<td><strong>U</strong></td>
</tr>
<tr>
<td>happy; hungry; humbled; hurt.</td>
<td>understanding; united; unclear; useless; unloved; uncomfortable; unhappy; unwanted.</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td><strong>V</strong></td>
</tr>
<tr>
<td>irritated; interested; inquisitive; important; insecure; innocent; inferior.</td>
<td>valued; vexed; violated; vulnerable; virtuous.</td>
</tr>
<tr>
<td><strong>J</strong></td>
<td><strong>W</strong></td>
</tr>
<tr>
<td>jolly; joyful; jealous.</td>
<td>worried; wonderful; wanted; wow!; weary; wacky; warm.</td>
</tr>
<tr>
<td><strong>K</strong></td>
<td><strong>X</strong></td>
</tr>
<tr>
<td>kind; keen.</td>
<td>xenophobic.</td>
</tr>
<tr>
<td><strong>L</strong></td>
<td><strong>Y</strong></td>
</tr>
<tr>
<td>loving; lucky; loved; lethargic; lonely.</td>
<td>yearning; yucky; young.</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td><strong>Z</strong></td>
</tr>
<tr>
<td>miserable; mislead; mindful; motivated; merciful; marvellous.</td>
<td>zany; zealous.</td>
</tr>
</tbody>
</table>
Worksheet 6.3: Three-way listening

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening with the head (listening for content)</td>
<td></td>
</tr>
<tr>
<td>2. Listening with the heart (listening for feelings)</td>
<td></td>
</tr>
<tr>
<td>3. Listening with the hands (listening for the way forward)</td>
<td></td>
</tr>
</tbody>
</table>

**TOPICS FOR DISCUSSION:**
1. How I feel about parenting.
2. Today (this week) I wanted to talk to my child about ...
3. Something went wrong when ...
UNIT SEVEN: BUILDING A SECURE CHILD

‘Parents who are afraid to put their foot down usually have children who tread on their toes.’
- Chinese Proverb

‘There are only two lasting bequests we can hope to give our children. One of these is roots, the other, wings.’
- Hodding Carte

Materials needed: Flipchart; kokis; newsprint; blindfolds (one between two parents), Prestik, relaxing music for relaxation activity at the end.

Preparation: Copies of handouts (Worksheets 7.1 - 7.4)

Overview of Unit 7

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| Icebreaker: Trust walk                   | 86 |
| Activity 1: What is a boundary and why do children need them? | 87 |
| Activity 2: How do you set boundaries?   | 88 |
| Activity 3: Applying consequences and skills practice | 88 |
| Activity 4: Applying boundary-setting at home | 88 |
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| Conclusion                               | 89 |
Introduction
(10 minutes)

- Welcome the parents to the training session and express gratitude for their faithfulness to the programme.
- Briefly recap on the previous sessions by saying that we are in the business of building strong families. Strong families are critical for the health of society. Building a strong foundation involves building healthy children, building happy children by meeting their need for love by keeping their emotional tanks topped up, and ensuring the feel valued by listening to them.
- Write up the title of this workshop, ‘Building a Secure Child’ on the flipchart. Ask parents how a child feels when he/she is secure. Write up some of these responses on the flipchart under the heading. (Feels safe, feels loved, feels accepted, feels at peace).
- Then ask the question, ‘How, as parents, do we promote a feeling of security in our children? (putting boundaries in place; letting them know where they stand; being consistent; guiding with confidence and love, etc)
- Drawing the line in our children’s lives is never easy. It is not easy to say NO because it is not met with a favourable response from children and can cause conflict.
- Children often use the knowledge that parents struggle to say ‘no’, to manipulate mom and dad as frequently as they can, trying to get what they want.
- Yet we know that children without limits are unhappy children; they are insecure children; they are often badly behaved children.
- Tell parents that being able to set BOUNDARIES is essential to effective parenting. Without them, children can never be sure when they are ‘out-of-bounds.’ When children are given a clear understanding of what is acceptable, they really have the freedom to grow and become the best they can be. As parents, we can choose to give our children the freedom they deserve - within a clear-cut set of boundaries.
- Explain that in this session they will cover:
  - What boundaries are and why children need boundaries
  - How it feels when there are boundaries in place
  - How to put boundaries in place
  - Applying consequences when boundaries are not honoured

Icebreaker: Trust walk
(20 minutes)

(Materials required: Blindfolds. Recommended setting: Outdoors, in a location with no dangerous obstacles)

- Divide parents into pairs and request that they number themselves 1 and 2.
- 1’s to collect a blindfold and blindfold the 2’s
- Call the 1’s together (away from the 2’s) and explain the process: 1’s will lead the 2’s on a designated course; they will speak reassuringly, encourage, guide and hold them firmly.
- Show the 1’s the designated course they must follow.
- When the blindfolded partner is ready, slowly spin the person around a few times so that they do not know which direction they are headed.
- The guide is solely responsible for his or her partner’s safety. He or she should be navigated to avoid obstacles. In this way, participants learn valuable lessons related to teamwork. The guide learns about the challenge and responsibility of caring for another individual’s well being, while the blindfolded partner learns to trust and rely on another person.
• Once they have completed the walk and they are back to where they began, allow the 2’s to take off the blindfold and allow the 1’s to tell them where they had been. Let the pairs interact for a minute or two and then ask the 2’s to put the blindfold onto the number 1’s and the roles will now be reversed! Show the number 2’s a slightly different route to follow and then let them take their partners through the same process they have just been through.

• When the route has been completed and everyone is seated back in the venue, debrief the exercise by asking the following questions:
  ○ How did you feel when you were blindfolded and led around the track? (Encourage parents to identify negative and positive feelings; list these on a flipchart)
  ○ What was it like to be the guide, responsible for the safety of your partner?
  ○ Did you have any difficulty trusting your partner while blindfolded? Why or why not?
  ○ How did it feel when you and your partner successfully trusted each other to accomplish something challenging?
  ○ What do you think is the purpose of this team building activity?
  ○ How does it relate to the role of the parent in a child’s life?

• Draw the discussion together by explaining that when a child is growing up, he/she is very much like the blindfolded person in the trust walk – unable to see what’s up ahead; needing to be guided, led, reassured and supported as they move from childhood towards adulthood.

• Refer to the trust walk activity and ask parents to mention again what it was that made them feel secure – relate their responses to what a child needs from a parent as they are growing up.

Activity 1: What is a boundary and why do children need them?
(10 minutes)

• Pose the following questions to the participants
  ○ ‘How would you define a boundary?’
  ○ ‘Why is it so important that boundaries are set for children?’

• Invite parents to turn to someone next to them and to discuss the questions and then request feedback from the pairs.

• Once the responses have been shared, summarise on the flipchart with a few key words to ensure that there is clear understanding.

  **Boundary** = Clear line of behaviour ---> children may not cross.
  If they cross the line ---> consequence will be applied.

  **Boundaries** give children a sense of comfort and security. Boundaries teach children the difference between right and wrong and how to get along with others. ‘Don’t hit other children,’ or ‘Say ‘thank you’ when you are served in the tuck-shop’ or ‘Ask politely, don’t grab,’ or ‘You may watch TV after your homework is done’.

  Boundaries help older children to be confident and responsible adults. Children need boundaries on their behaviour in order to grow safely, to be loved, and to feel loved.

  Parents need boundaries on their own time and energy in order to enjoy their children, and still respect themselves and meet their own needs.

  Children **NEED** boundaries. That probably doesn’t surprise you, but this might: Children **WANT** boundaries! Providing parameters for our children gives them a sense of comfort, security and stability

  Boundaries have nothing to do with trust or love. Boundaries are clearly marked lines of acceptable and unacceptable behaviours.
Activity 2: How do you set boundaries?
(10 minutes)

- On the flipchart, write up John Townsend’s four anchoring principles to be used in boundary-setting conversations (Townsend, 2006). As anchors stabilise ships, these four principles provide stability, focus and clarity to parents who want to establish healthy and appropriate boundaries with their children.

**Four pillars in boundary setting**
1. I love you and I’m on your side
2. I have some rules and requirements
3. You can choose to respect or reject the rules
4. Here is what will happen if you reject these rules
   (*Boundaries with Teens* by John Townsend, 2006)

- Refer parents to Worksheet 7.1: *How do you set boundaries?* Six strategies for setting boundaries appear on this worksheet. Go through each point. Read the description below each point aloud, inviting parents to follow with you.
- Explain that this information is an introduction to developing the skill of setting boundaries and applying consequences.

Activity 3: Applying consequences and skills practice
(30 minutes)

- Appropriate consequences teach children successful ways to behave. They can help reinforce positive behaviours and weaken negative behaviours.
- In applying consequences, the aim is to keep the relationship intact and not to become an out-of-control parent, who yells and screams.
- Refer parents to Worksheet 7.2 *The BEE Attitudes*. These tips are intended to serve as a reminder that the WAY we carry out consequences is as important as the consequence itself.
- Now move to Worksheet 7.3 Skills Practice, and go through the first example on the table together to ensure that parents understand what to do.
- Then invite parents to form groups of three or four and to work through the problems presented in this table.
- Also request that parents look at the case studies at the bottom of Worksheet 7.3 and discuss a way of handling each situation.
- Request feedback from parents.

Activity 4: Applying boundary-setting at home
(10 minutes)

- Invite parents to reflect on the day’s learning and to think about their own home and family. Where are they experiencing conflict with their children? What boundary needs to be put in place to help the child know where he/she stands?
- Encourage each parent to write down ONE boundary that needs to be put in place in their family and to write down the consequence that will result if the boundary is not honoured.
Relaxation and reflection
(10 minutes)

- Explain that the session is coming to an end, and that you are going to put on some quiet background music to help parents relax.
- Encourage them to sit comfortably, keeping their back straight, and to close their eyes, if that helps and to breathe deeply and slowly, Pause for 20 seconds before reading the following, with appropriate pauses:

Would you now like to tense up your shoulders until they’re quite tense, and hold them there... (brief pause). And slowly release the tension and relax – feel the tension easing out of your body... (pause) Try it again? – shoulders tensed – (brief pause) And slowly release the tension – feel you body relaxing ... (pause). Next try tensing up the muscles in your thighs... hold it there... (brief pause). Now slowly relax ... (pause). Try it again? – tense...hold it ... (brief pause) and slowly relax.... (pause).

Let me remind you that you can do this kind of tensing and relaxing exercise with different parts of the body at home – if you’re finding it difficult to go to sleep at night, or whenever you find yourself tense during the day.

- Read the following slowly, pausing at continuous dots:

Next, let’s take a few minutes to imagine ourselves putting into practice the plans we have made to help our children become secure children with boundaries. Now see yourself offering a choice to your child… notice how calm and respectful you are… there’s no aggression in your voice. See yourself applying consequences in a firm, but loving tone… Know that love and discipline go hand in hand... And when you’re ready, you can come back slowly to the room we’re in and relax...

- Let the music fade out gradually.

Conclusion:
(5 minutes)

- Conclude by saying that children need and want boundaries. Boundaries bring security, self-discipline and responsibility.
- Invite parents to say in one word how they are feeling at the end of this session.
- Thank parents for their attendance and their participation.
Four pillars in boundary setting
Boundaries with Teens by John Townsend
1. I love you and I’m on your side
2. I have some rules and requirements
3. You can choose to respect or reject the rules
4. Here is what will happen if you reject these rules

According to John Townsend in his book, ‘Boundaries with Teens’, every boundary-setting conversation or situation must make use of four anchoring principles. As anchors stabilize ships, these four principles provide stability, focus and clarity to parents who want to establish healthy and appropriate boundaries with their children. (Townsend, 2006)

1. Keep it short and simple (K.I.S.S)
Use language that children understand.

2. Use eye contact
Get down to the child’s level and make direct eye contact. Avoid calling out instructions from another room when you want a response.

3. Make sure boundaries are age-appropriate
Make sure that what you are asking of your child is fair and reasonable for his/her age.
Remember that boundaries are not meant to be permanent. Gradually extend the boundaries as the child grows in levels of responsibility.

4. Explain the process
If the boundaries are not honoured then explain that there will have to be a consequence. Children should be aware of the consequences you have decided on. Consequences shouldn’t be surprises. Reward ‘right choices’ – use effective praise and have negative consequences for ‘wrong choices’. A child needs to be given a reason for obeying rather than simply a case of, ‘because I said so’

5. Avoid meaningless warnings
‘If you don’t stop fighting with your brother right now, you won’t have supper tonight,’ or ‘If you don’t stop trying to see you sister’s cards while we are playing this game, I’ll stop playing.’
Children quickly realize that you’re not going to follow through on what you say. So they begin to ignore your warnings and don’t take you very seriously.
If you told your child that you would stop playing the game if he continues to cheat then stop playing the game if the misbehaviour is repeated. This will help your child understand what is acceptable and what is unacceptable. In addition, it helps your child make the connection between his/her behaviour and the consequence they receive. Otherwise life can be very confusing for your child: ‘Can I get away with it this time? Mom warned me three times so far and nothing’s happened yet.’

6. Choose your battles
Recognize the difference between a mistake as a result of natural childishness and disobedience. Allow space for grace when something happens and it was clearly an accident. Think about whether your child is HUNGRY, ANXIOUS or ANGRY, LONELY (emotional tank may need topping up) TIRED. Maybe you are H, A, L or T?
This will have a significant impact on the way you deal with your child and the way your child responds to you.
Worksheet 7.2: Tips for setting boundaries

- Appropriate consequences teach children successful ways to behave. They can help reinforce positive behaviours and weaken negative behaviours.
- In applying consequences, the aim is to keep the relationship intact and not to become an out-of-control parent, who yells and screams.
- When delivering a consequence, remember the following:

<table>
<thead>
<tr>
<th>BEE ATTITUDES</th>
</tr>
</thead>
</table>

**BEE CLEAR**
The child must know what the consequence is and what he or she did to earn it.

**BEE CONSISTENT**
The most challenging part of the process!

**BEE BRIEF**
Avoid lecturing. Calmly let children know what they did and what the consequence for it will be.

**BEE FAITHFUL and FOLLOW THROUGH**
If there is a plan set up to earn a positive consequence, be sure to honour this promise. Likewise if a negative consequence is warranted, don’t let your child talk you out of it.

**BEE FAITHFUL and FOLLOW THROUGH**
If there is a plan set up to earn a positive consequence, be sure to honour this promise. Likewise if a negative consequence is warranted, don’t let your child talk you out of it.

**BEE CALM and COLLECTED**
Be pleasant and enthusiastic when giving positive consequences. WHEN GIVING NEGATIVE CONSEQUENCES, BE CALM AND MATTER-OF-FACT. Yelling and screaming are not effective when giving negative consequences. Children can’t hear your words; they can only hear your anger. Children are more likely to respond better and learn from parents who are calm and reasonable.
Worksheet 7.3: Skills practice

This table shows ways of allowing children to learn from the consequences of their choices. In groups of three or four, discuss each problem:

<table>
<thead>
<tr>
<th>Problem</th>
<th>Usual Method of Discipline</th>
<th>Using Consequences</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Child continues to forget things, E.g. school books at school /doesn’t pack lunch into suitcase</td>
<td>Nag, remind, search, rescue, get angry</td>
<td>Let child experience consequences of forgetting school books, lunch, etc. No lunch box in kitchen, no lunch gets made by Mom. Let child face consequences from the teacher for homework not done</td>
<td>Child very quickly takes responsibility for remembering</td>
</tr>
<tr>
<td>2. Child does not come in at 5pm after playing with friends in neighbourhood</td>
<td>Remind, scold, force, nag</td>
<td>The next day he/she may not go out to play with friends</td>
<td>Child quickly realises that curfew must be honoured</td>
</tr>
<tr>
<td>3. Homework not being done</td>
<td>Lecture, warn, do homework for the child</td>
<td>Take an interest in the homework and be of support. Give necessary assistance without doing work for child. Let child face consequences at school for work not done.</td>
<td>Child takes responsibility for homework and develops relationship with parent</td>
</tr>
<tr>
<td>4. Child does not get up when called</td>
<td>Shout, nag, keep reminding, threaten, force</td>
<td>Decide on how many times you will call, stick to this and then allow child to be late for school and then have to explain to the teacher.</td>
<td>Child will begin to take responsibility for self in the mornings.</td>
</tr>
<tr>
<td>5. Chores being ignored</td>
<td>Remind, nag, shout, do chore for child</td>
<td>If the dogs are not fed, remove a privilege that day – no watching of TV programme</td>
<td>Child learns to contribute to smooth running of the home</td>
</tr>
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Adapted from *What Can a Parent Do?* by Michael and Teri Quinn (Quinn, 2000))
Worksheet 7.4: Case studies

Nombulelo is buying shoes for her three year old, Thembela. He wants her to buy sandals instead. She tells him that it is winter and the sandals are not suitable, so he throws a tantrum. How should Nombulelo handle this situation? How could she apply consequences while remaining friendly?

One Friday evening, eighteen year old, Becky comes home later than the time she agreed to with her parents. She promised to be home at 23h00 and she returned at midnight. How should her parents handle this situation? How can they apply appropriate, reasonable consequences while remaining friendly?

Fourteen year old Samantha is constantly on her cell phone, chatting to her friends on MXit. The agreed curfew during the week is 9pm. Samantha knows she has to go off-line and switch her phone off. At 22h00 one evening her mother discovers that Samantha is still on MXit. How can this situation be handled to teach responsible behaviour?
UNIT EIGHT: BUILDING A DISCIPLINED CHILD

‘Corporal punishment and other things that deliberately humiliate children are a violation of their right to physical integrity and human dignity.’
- Sherri Le Mottee and Louise Oliver

Materials needed: Flipchart, kokis, newsprint for group work, Prestik, relaxing music for relaxation activity at the end, equipment (for each group) for icebreaker game: plates, knives and forks, dice, 100g slabs of milk chocolate, scarves/hats, and gloves.

Overview of Unit 8

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Introduction
(5-10 minutes)

- Welcome the parents to this training session and express gratitude for their commitment to their children and to the school. Emphasize the value of the partnership that is taking place between the parents and the school.
- If this is the first time this group of parents is together, take a few minutes to allow parents to introduce themselves and to mention the names of their children at this school.
- If you are running a series of workshops over a few weeks, briefly recap, stating that we are in the business of building strong families. Strong families are critical for the health of society. Building a strong foundation involves building healthy, happy children which involves meeting their need for love, keeping their emotional tanks topped up, and building secure children, which involves the setting of boundaries. (If regular parenting skills sessions are being run, ask parents for feedback on their experience of setting boundaries during the past week). Allow for the sharing of a few stories. Pose the following question to get the discussion going:
  1. Have you tried setting a definite boundary?
  2. If you have, what was the result?
- Facilitate feedback and provide encouragement to parents to continue setting boundaries in their children's lives, even though it can be challenging and exhausting at times. Disciplining children is one of the most demanding aspects of parenting, but it is absolutely vital to persevere and to be consistent.

Icebreaker: Time for fun
(15 minutes)

Equipment: Required for each group:
Plate, knife and fork
Dice
100g slab of milk chocolate
Scarf/hat
Gloves

Method:
- Carefully explain the procedure.
- Each group is to work around a table. Avoid having more than 10 members per group.
- The die is circulated in the small group. When someone throws a SIX, the hat/scarf is put on, the gloves are slipped onto each hand, the knife and fork picked up and the person begins eating the chocolate.
- Only ONE square of chocolate may be put into the player's mouth at a time (using the knife and fork) and the square of chocolate MUST be swallowed before the next piece is taken.
- The die continues being circulated and when the next person throws a SIX, he/she grabs the hat, the scarf, the gloves, the knife and fork and starts eating the chocolate.
- This continues until the entire chocolate slab is finished.

Debriefing
- What happened in your group? (allow each group to give a brief account)
- How did they feel during the game?
- Did the game go well in your group? Why or why not?
- At this point, allow for discussion on the importance of RULES and DISCIPLINED behaviour within the group when the game was being played.
  - Without rules, there would have been chaos! (There was chaos, but it was organised chaos.)
  - We had fun because there were rules, there was discipline; players knew where they stood.
  - Discipline often conjures up negative connotations, but discipline is essential to live a meaningful life.
Activity 1: Down memory lane
(15 minutes)

- Ask parents to call out words that come to mind when the word ‘DISCIPLINE’ is mentioned. As they do so, acknowledge what has been said by repeating each concept or word that has been mentioned and list these words on the flipchart. Let this exercise happen without too much discussion from your side as the facilitator. A starting point must be established. The discussion will come later.
- Remind parents that children do not come with instruction manuals on how they should be assembled. So often parents simply draw on what they know from the way they were parented and disciplined. Let’s turn back the clock for a few minutes.
- Request that parents get into pairs and very briefly discuss how they were disciplined as children. (Refer to Worksheet 8.1 questions to guide discussion)
  - When you were a child, how did your parents discipline you?
  - What was GOOD about the way they disciplined you?
  - What would you like to do differently now that you are a parent?
- If the group members are comfortable with each other, request feedback from two or three parents.
- Explain that in this session they will cover:
  - What discipline is
  - The purpose of discipline
  - Preventative Teaching
  - Corrective Teaching
  - Tips for disciplining effectively

Activity 2: Linda’s story: Discipline vs inappropriate punishment
(10 minutes)

‘Many mistakenly equate “punishment” with “discipline”. Disciplined behaviour means ways of behaving that show respect and responsibility. Self-discipline means achieving disciplined behaviour through one’s own efforts rather than through external monitoring force.’

- Education Rights Project

**LINDA’S STORY**
When my children were little, I always spanked them when they misbehaved — I guess because that’s the way I was raised. My oldest, now 16, just told me that my spankings used to give her nightmares. Now I’m having second thoughts about spanking. I certainly don’t want to haunt my kids’ dreams. Is there another way to discipline?
• Read Linda's brief story to parents and give them time to reflect on her final question and to offer feedback. List suggestions on the flipchart. This case study is to encourage parents to realise that there are other options available when it comes to disciplining.

• Many people equate discipline with inappropriate punishment which includes shouting, scolding, belittling, yelling, slapping and hitting.

• Inappropriate punishment can cause harm to a child's development, as it can hurt them emotionally as well as physically.

• Often parents are aware of the negative effects of inappropriate punishment and yet they often resort to it when feeling challenged in their role as parent.

• Ask 'Why do parents often resort to inappropriate punishment?'

• Responses could include the following:
  ° It seems to get a response. The first few times children are shouted at, they get quiet. This may seem like a short-term solution, but in the long-term it can result in other problems.

  ° Parents may use inappropriate punishment because they are not sure what else to do. They are angry, frustrated, irritated and react out of anger to what was said or done. Hitting and yelling often happen when anger is provoked.

  ° Parents may be repeating the parenting style they were exposed to as children; they don’t know any other way. If inappropriate punishment was used when they were growing up this would be the method they may resort to.

  ° Parents often have a fear of losing authority and may believe that if they are not tough enough their children may take advantage of them. Often when parents want their children to know that they are serious and ‘mean business’, they could resort to inappropriate punishment.

• Many parents settle on a discipline method just because it’s how they were raised and never give it another thought. So congratulations on being a thoughtful parent!

• Spanking can be humiliating for children, can cause anger and resentment, and/or physical harm, and does not necessarily teach the lesson you’re trying to convey.

• Other ways to discipline children effectively include using timeouts, modelling appropriate behaviour, and helping children understand the connection between actions and consequences.

• With inappropriate punishment, children don’t feel good about themselves – nobody feels good after being put down, yelled at or slapped.

• Life can become a constant battle. If one inappropriate punishment doesn’t work, parents often try a harsher one and so things can escalate out of control.

#### Activity 3: The purpose of discipline

**(5 minutes)**

• Write this question on the flipchart in bold letters:

  ° **What is the purpose of discipline?**

• Allow parents to express their views and listen to their answers to this question. (What do we want to achieve through discipline?) This is a valuable exercise in getting parents to think through the purposes of discipline. People believe different things about discipline.

• Once parents have shared what they believe should be achieved through discipline, explain that as parents we hope to TEACH our children through the discipline process.

• We hope to teach them to:
  ° Learn self-control
  ° Recognise acceptable limits
  ° Learn where to stop (recognise limits and boundaries).
Most people think discipline = punishment

Discipline and love are often seen as enemies. Many people don’t believe that one can discipline and love one’s child at the same time, but this is very possible – we discipline our children because we love them.

Raising a disciplined child means TEACHING and COACHING. How does a child know what the expectations are unless they are taught?

**DISCIPLINE DEFINED…**

dis•ci•pline n.
1. Training expected to produce a specific character or pattern of behaviour, especially training that produces moral or mental improvement.

www.thefreedictionary.com

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**Activity 4: Two strategies for disciplining**

(20 minutes)

- Explain that two strategies for disciplining will be considered: each one requires practice and consistency. Tell parents that the two strategies are:
  - Preventative teaching
  - Corrective teaching

The first strategy involves PREVENTATIVE TEACHING.

- Remember that children are facing NEW situations all the time. They have to be taught, coached, guided and instructed on how they should deal with these situations.
- The old saying, ‘Prevention is better than Cure’ strongly supports the use of this strategy.
- Preventative teaching can be used before the child faces situations where there is a problem.
- 3 steps involved in preventative teaching:
  1. Clear message
  2. Child-appropriate reason given
  3. Practise new skill.

- Tips to remember when using this strategy:
  - **BE SPECIFIC** when describing expectations
  - **GIVE REASON** – everyone benefits from knowing WHY they should act in a certain way. A person is more likely to comply if given a reason and not just ‘because I said so’.
  - All new skills need to be PRACTISED. This may seem a bit artificial at first, but it is vital for learning to take place. With younger children, try to make the practice FUN; role play with them in an enjoyable way. With older children, set up the practice step by using words like ‘How would you handle…’ or ‘In this situation, what would you say to…’
  - Ask parents to consider this example (read the scenario).

**A five year old frequently begs for sweets when his Mom is doing the shopping and causes a scene every time they go into the shop.**
Be specific (ask for responses from parents)
Could include… ‘Robbie, we are going to buy bread and milk now. I want you to sit quietly in the trolley and not ask me for sweets. I will give you your apple pieces to eat, OK?’

Give a reason (ask for responses)
Could include… ‘Too many sweets are not good for your teeth. I don’t have money to buy you sweets every time we go to the shop. I want you to eat your supper when we get home and if you have sweets, you won’t feel like having your supper.’

Practice (ask for responses)
Mom – ‘Robbie, what are you going to do when we get into the shop?’
Robbie – ‘Sit in the trolley and eat my apple pieces’
Mom – ‘Good answer, Robbie. Well done. You can have a sweet after supper.

• Refer to Worksheet 8.2: A Strategy for Building a Disciplined Child
• Go through the example given and ask parents to indicate the 3 steps next to the 3 points of the triangle.
• Go through this example and then invite parents to write one word next to each point of the triangle, showing the steps involved in this strategy.

EXAMPLE OF PREVENTATIVE TEACHING…
Your twelve year old son has finished his homework and is about to watch TV. It is five o’clock. On prior occasions he has not come through for supper when called and tension has been caused. Before he starts watching, you say the following:

CLEAR MESSAGE:
John, when I call you for supper at 6pm, let me know that you have heard me by saying, ‘Yes, Mom,’ and come straight away as supper will be on the table.

GIVE A REASON
If you come straight away, your meal will be warm and you will be allowed to watch a bit more TV after supper.

PRACTICE
Let’s pretend I’ve just called you. What are you going to say and do? (John says, ‘Yes, Mom’ and adds that he will come straight away) Great! Enjoy your TV programme. Remember to come when I call and well done on getting your homework done by five o’clock today.

• Allow parents to work through the following example…

A 17 year old girl is going to a party with some friends and her mother wants to help her to be prepared to say ‘No’ if anyone offers her an alcoholic beverage … (on Worksheet 8.2).

CLEAR MESSAGE:
Mom – ‘We’ve spoken about this before, Lauren, but it’s really important so I just want to go over it again before you go out tonight. What will you say if someone offers you something to drink?’
Lauren – ‘I’ll say that I don’t drink – it’s not cool and it’s illegal to drink underage.
Mom – ‘Great! And if they keep pestering you?’
Lauren – ‘I could say, ‘I like you guys but if you keep bugging me about drinking, I’m just going to leave – I’m not going to drink, OK?’

**GIVE A REASON**
Mom – ‘Lauren, I know that it’s going to be really tough sometimes, but letting friends know that you won’t drink will help you stay out of trouble. Not only is drinking illegal, it’s also dangerous. So as long as you stay away from drinking and drugs, I’ll be more likely to let you go out with friends, OK?’

**PRACTICE**
(In this situation, Lauren has already practiced saying what she would say to her friends, so another practice would not be necessary.)

A second strategy for building a healthy child – **CORRECTIVE TEACHING**
• We have to remember that children will misbehave. That is part of being a child. There is also no such thing as the perfect family. Parents need to TEACH their children what to do instead of misbehaving. That’s part of being a parent.
• 4 steps involved in Corrective Teaching:
  1. Stop the problem behaviour
  2. Give a consequence
  3. Describe what you want
  4. Practice what you want
• Refer parents to Worksheet 8.3.
• Explain FOUR steps by going through the example given on the worksheet.
• Allow parents to write next to the points of the diamond
• Complete the example together.

**Activity 5: Tips for disciplining effectively**
(20 minutes)

• So often parents land up feeling very frustrated when disciplining isn’t working.
• In small groups of 3, ask parents to brainstorm reasons why discipline sometimes seems ineffective.
• Allow for feedback from the groups and write up these ideas on the flipchart.
Facilitator:
Allow parents to give feedback and then add in anything from the list below which you believe may add value to the discussion. Below are some ideas adapted from the following source:


Sometimes parents ask too much of a child given his developmental level and / or the circumstances.

Here are a few examples, along with some strategies for getting better results.

- The parent’s instructions are too general. Requests like ‘Behave’ or ‘Be nice’ don’t have much meaning for a child under about 10. Be specific about what you want your child to do. Tell him to ‘Stop yelling’ or ‘Give Logan’s truck back to him.’
- The task is too big for the child. Very few young children can handle ‘Clean your room.’ Children respond better to ‘Pick up the blocks’ or ‘Pick up your dirty clothes off the floor.’ Many smaller jobs completed successfully fuel the child for completion.
- The child misses the connection between his behaviour and a reward or consequence. If the consequence comes long after the ‘crime,’ a child doesn’t really learn anything. For example, rewarding a 3-year-old at the end of the week for accumulated good behaviour makes no sense because his memory and sense of time aren’t mature enough to know what it means. The younger the child, the closer the link needs to be.
- Too much is expected of the child. Very young children know that ‘no’ means to stop doing whatever they are doing, but they can’t think of a substitute if the original temptation remains at hand. For example, the television buttons will remain too tempting for your child unless you give him another activity away from the machine.
- Too many ‘no-es.’ If a child’s world is just a sea of prohibitions, then he’ll stop paying attention to any of them. Parents should prioritize the issues and work on one or a few at a time.
- Start with behaviours that endanger life and those that cause serious bodily harm or major property destruction. Battles about food are never won and those about clothes are not worth the effort most of the time.
- The kid is out of petrol. Don’t attempt discipline when your child is tired, hungry, very upset, or stressed. You’ll be more successful if you remove the child from the situation, refuel with whatever is needed (a nap, a snack, a hug), and try again.
- The parent is out of petrol. When you are more upset than your child is, you are unlikely to teach him anything of worth. Give yourself a timeout. Although children will and should learn that parents have emotional responses to behaviour — your facial expression, voice, and behaviour are all ways he judges the world’s response to his actions — be careful when you feel out of control. Both you and he will be frightened by your overreaction, and you will probably regret what you say or do.
Finally, request each small group of 3 joins another group of 3 and then ask them to list 5 tips for disciplining children effectively.

Allow parents to share ideas on what has been helpful in their own lives. This leads to other parents being encouraged to persevere and realise that all parents are confronted with similar challenges in their parenting.

Each group is to report back giving their 5 tips. **If possible, give each group a sheet of newsprint for this exercise.** The visual aid for the report back session is very effective.

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**Facilitator: (Add to the feedback if necessary)**

**TIPS FOR DISCIPLINING EFFECTIVELY**

*When children are out of control...*

1. Resist the urge to yell. Instead, be firm and matter of fact. During a child’s meltdown, stay calm and explain that yelling, throwing a tantrum, and slamming doors are unacceptable behaviours that have consequences — and say what those consequences are.

2. Follow through. Your actions will show that tantrums won’t get children the upper hand. For example, if your child gets upset in the grocery store after you’ve explained why you won’t buy sweets, don’t give in, thus demonstrating that the tantrum was both unacceptable and ineffective.

3. And model good self-control yourself. If you’re in an irritating situation and your children are present, tell them why you’re frustrated and then discuss the potential solutions to the problem. For example, if you’ve misplaced your keys, instead of getting upset, tell your children the keys are missing and then search for them together. If they don’t turn up, take the next constructive step (like retracing your steps when you last had the keys in-hand). Show that good emotional control and problem solving are the ways to deal with difficult situations.

**Relaxation and reflection**

(10 minutes)

- Explain that the session is coming to an end, and that you are going to put on some quiet background music to help parents relax. Encourage them to sit comfortably, keeping their backs straight, and closing their eyes, if that helps, and breathing deeply and slowly.
- Start playing some relaxing music.
- Pause for 20 seconds before reading the following, with appropriate pauses:

  Would you tense up your shoulders until they’re quite tense, and hold them there… (brief pause). Now slowly release the tension and relax – feel the tension easing out of your body… (pause) Try it again? – shoulders tensed – (brief pause). And slowly release the tension again – feel your body relaxing … (pause). Next, try tensing up the muscles in your thighs… hold it there… (brief pause). Now slowly relax … (pause). Try it again? – tense….hold it … (brief pause) and slowly relax…. (pause).

Let me remind you that you can do this kind of tensing and relaxing exercise with different parts of the body at home if you’re finding it difficult to go to sleep at night, or whenever you find yourself tense during the day.
Next, let’s take a few minutes to imagine ourselves putting into practice the plans we have made to help our children become disciplined children who are able to learn self-control, recognise appropriate limits and say no to negative influences. Now see yourself teaching and coaching your child… notice how calm and respectful you are… there’s no aggression in your voice. … See yourself explaining what the required behaviour is in a definite, but loving tone. …Know that love and discipline go hand in hand. …We discipline our children BECAUSE we love them… When you’re ready, you can come back slowly to the room we’re in and relax…

Conclusion

(5 minutes)

• Sum up by saying that we’ve been looking at ways of building disciplined children by using strategies such as preventative teaching and corrective teaching. We have also looked at tips for disciplining effectively. Children need to know what is expected of them, but they need to hear these expectations regarding their behaviour in a loving, supportive way.
• Invite parents to say in one word how they are feeling at the end of this session.
• Thank parents for their attendance and their participation.
Worksheet 8.1: Starting where we are

1. When the word, ‘DISCIPLINE’ is mentioned, what are words that immediately come to mind? WRITE down as many words as you can on the diagram below, a word at each point.

   **DISCIPLINE**

2. DOWN MEMORY LANE...
   
   **Interview another parent...**
   
   Ask the following questions and write down the parent’s answers below. Just very simple responses are needed – one or two words.

   a. When you were a child, how did your parents discipline you?

   b. What was GOOD about the way they disciplined you?

   c. What would like to do differently now that you are a parent?
Worksheet 8.2: A strategy for building a disciplined child

EXAMPLE OF PREVENTATIVE TEACHING...

Your twelve year old son has finished his homework and is about to watch TV. It is five o’clock. On prior occasions he has not come through for supper when called and tension has been caused. Before he starts watching, say the following:

CLEAR MESSAGE:
John, when I call you for supper at 6pm, let me know that you have heard me by saying, ‘Yes, Mom,’ and come straight away as supper will be on the table.

GIVE A REASON
If you come straight away, your meal will be warm and you will be allowed to watch a bit more TV after supper.

PRACTICE
Let’s pretend I’ve just called you. What are you going to say and do? (John says, ‘Yes, Mom’ and adds that he will come straight away.) Great! Enjoy your TV programme. Remember to come when I call and well done on getting your homework done by five o’clock today.

Now in pairs, try applying the PREVENTATIVE TEACHING STRATEGY to this example: A 17 year old girl is going to a party with some friends and her mother wants to help her to be prepared to say ‘No’ if anyone offers her an alcoholic beverage.
Worksheet 8.3: A second strategy for building a disciplined child

Example of Corrective Teaching...

Your thirteen year old daughter has been out visiting her friend for the afternoon and has come home 30 minutes past her curfew of 17h30. She didn’t let you know she was going to be late. You ask her why she wasn’t on time and she speaks disrespectfully to you saying that everyone else was allowed to arrive home at 18h00.

Stop the Problem Behaviour

‘Natasha, you came home 30 minutes late and didn’t let me know you were going to be late.’

Give a Consequence

‘Next time you go to Susan’s, you have to be home half an hour earlier than your usual curfew time. I will expect to see you at 17h00.

Describe What You Want

When you are going to be late, please let me know. We can then decide how we are going to handle the situation.

Practice What You Want

Mom – ‘Ok, let’s just recap on that – how will you handle the situation next time?’
Natasha – ‘I’ll phone you and ask if I can stay later’.
Mom – ‘Ok, great and if it’s possible for you to stay that’s fine, but there may be other commitments you need to honour. If you phone, we know that you are safe, we know where you are and that’s important.

Now try applying the Corrective Teaching Strategy to this example:

Jonathan, thirteen, has made a snack for himself and sat watching television without clearing anything away. When his mother sees the mess, she feels like screaming at him to clear it up. How could she apply the Corrective Teaching Strategy in helping Jonathan become more disciplined about tidying up after himself?

Apply the Four Steps.
Worksheet 8.4: Tips for disciplining effectively

WHY IS DISCIPLINING SOMETIMES INEFFECTIVE?

Sometimes parents ask too much of a child given his developmental level and / or the circumstances.

Here are some examples for discussion (input will be given by the facilitator):

- The parent's instructions are too general.
- The task is too big for the child.
- The child misses the connection between his behaviour and a reward or consequence.
- Too much is expected of the child.
- There are too many 'noes'.
- The child is out of petrol.
- The parent is out of petrol.


When children are out of control

1. Resist the urge to yell. Instead, be firm and matter of fact. During a child’s meltdown, stay calm and explain that yelling, throwing a tantrum, and slamming doors are unacceptable behaviours that have consequences — and say what those consequences are.

2. Follow through. Your actions will show that tantrums won’t get children the upper hand. For example, if your child gets upset in the grocery store after you’ve explained why you won’t buy sweets, don’t give in, thus demonstrating that the tantrum was both unacceptable and ineffective.

3. And model good self-control yourself. If you’re in an irritating situation and your children are present, tell them why you’re frustrated and then discuss the potential solutions to the problem. For example, if you’ve misplaced your keys, instead of getting upset, tell your children the keys are missing and then search for them together. If they don’t turn up, take the next constructive step (like retracing your steps when you last had the keys in-hand). Show that good emotional control and problem solving are the ways to deal with a difficult situation.
‘Education is the great engine to personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of a mine, that the child of farm workers can become the president of a great nation. It is what we make of what we have, not what we are given, that separates one person from another.’

- Nelson Mandela

Materials needed: Flipchart, kokis, newsprint, prestik
Preparation: Four parents/staff as role players who have prepared beforehand to undertake to role play in Activity 2, newspaper, copies of handout (Worksheet 9.1)

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Introduction
(5 minutes)

• Welcome the parents to the training session and thank them for coming to this workshop which focuses on what parents can do to help their children do well at school.
• Refer parents to the quote by former President Mandela that appears under the Unit heading – read it out to them. Ask them to share their feelings about EDUCATION by discussing these two questions:
  - What is the value of a good education?
  - How could education change our nation?
• One or two responses from parents would be good, but if the group is quiet, don’t push them for responses early in the workshop.
• Explain that in this session they will:
  - Think about the importance of education
  - Think about their own school experience
  - Talk about some of the school challenges/problems parents face
  - Discuss what parents can do to help their children be successful at school
  - Take away simple tips to help their children benefit from education.

Icebreaker: School memories
(15 minutes)

• Ask parents to close their eyes for a few minutes and to think back on their own school years.
• Guide them, while their eyes are closed, saying the following… (pause for several seconds when the full stops appear…..)

  Let’s go back to our own primary school years for a few minutes Think about the school you attended…. Let the badge of the school come to mind… What was it like at your primary school?…… What were your teachers like? ……. Do you remember the principal?……….. Do you have good memories?……. Do you have bad memories?…….What were your friends like?……….. Were your friends important to you when you were at school? ………………..Did you count on them to help you? …What about your parents?…. Or whoever you were staying with?……….. Your grandmother or maybe an aunt? Were they able to help you with your schoolwork?… How did you feel about the support you received at home when you were at school?….. Was there a lot of interest shown in you and your schoolwork or did you feel that you had to get on with things on your own and you wish you had received more support?

• Tell parents that when they are ready, they can open their eyes.
• Ask a volunteer or two to share something about school that came to mind.
• Encourage someone else to talk about what they remember about the support they received at home.
• Try to sum up by underlining the themes that emerged about school. Focus on the home – school relationship and how supported/unsupported they felt by parents/caregivers. Explain that the focus of the workshop will be to look at ways of helping children feel supported so that they can benefit fully from the opportunities provided at school.
Activity 1: What are some of the challenges / problems that parents face?
(30 minutes)

- Explain that very few learners go through school loving every minute of it. They don't always see the benefit of education in the same way as Nelson Mandela expressed in the opening quote, and they would rather be on their cell phone, watching TV or hanging out with their friends.
- For parents this can be VERY frustrating because they know how important education is.
- Ask parents to quietly think about the challenges they face with their own children when it comes to schoolwork. (No discussion at this stage)
- Allow only a minute for their reflection on the challenges.
- Explain that in the breakaway groups, they will be talking about the school-related problems that parents face.
- Afterwards they will also talk about what they think parents can DO to help their children succeed at school.
- Tell them that they will form groups for the next activity.

Facilitator:

Use a creative method to divide parents into small groups of four or five. (Keep the groups small to allow for maximum participation.) One example is to put equal numbers of small pieces of papers of different colours/shapes in a box. The total number of pieces/shapes of paper must match the number of parents in the group. Each parent in turn takes a piece of paper/shape out of the box. All those with the same colour paper or shape get together in a group. In this way different groups are formed, so that the participants can interact with different members of the larger group.

- Let the groups carry their chairs to different places in the room and sit in tight circles facing one another.
- Ask the groups to discuss the different challenges facing parents when it comes to their children's schoolwork and school attendance.
- Give them some examples to get them started.
  - Leaves work until the last minute
  - Wants to watch TV before doing homework
  - Loses books between home and school
  - Won't get up in the morning on time.
- This should get them on their way. Give each group a sheet of newsprint and ask for someone to volunteer to write down the issues raised.
- Once they have written down some of the challenges, ask the groups to come up with suggestions of what parents can DO to help their children succeed at school. Ask them to write these suggestions on the other side of the piece of paper.
- Again, encourage a simple listing of suggestions:
  - Teach child to follow instructions
  - Get involved in education
  - Set up time for homework
- Allow time for discussion.
• After lists have been drawn up, ask the groups to return to sitting together in the large group. Request feedback from each group and draw up a list summarising the discussion of the groups.
• Two lists will need to be drawn up.
  ° 1st representing the challenges, and
  ° 2nd representing what parents can do to be of support.
• Try to involve as many parents as possible in this discussion. You may ask whether there is anyone in the group who would like to draw on their own experience – either as children or as parents – to give an example of how s/he experienced the situation and dealt with it.
• Help parents to see that all parents face challenges with their children and then go on to say that they can do something to help improve their children’s school behaviour and academic performance.
• Refer to the list of suggestions that parents made regarding what they could DO to help their children.
• Move through the list of suggestions fairly quickly. There will be time to look at a more detailed plan of action in Activity 3. The idea is to get an overview of what parents are thinking and help them to realise that there are things they can do to help their children.
• Thank parents for their involvement in this activity.
• An energiser would be appropriate at this point. (An example could be asking parents to stand up and to form two lines, to place their hands on the person’s shoulders in front of them and to give them a short neck and shoulders massage. After 30 seconds or so turn around and return the favour).

**Reflect: Let’s be reminded of the value of education**

‘Build a nation - educate for life.’

- Kumon slogan

‘Education is the best provision for old age.’

- Aristotle

‘What sculpture is to a block of marble, education is to the human soul.’

- Joseph Addison
Activity 2: Teaching self-reliance and independence in children  
(30 minutes)

Facilitator
Please note that this role play needs to be prepared beforehand with the assistance of either parents or staff as role players.

The acted parable with questions that follow will enable parents to see for themselves in a humorous way, that there are good and bad ways of helping people and our children. It raises issues around dependency and self-reliance. This exercise was used in *The New Tool Box – A Handbook for Community Based Organisations* written by Camilla Symes in 2002, and originally comes from *Training for Transformation Book 1*, by Anne Hope and Sally Timmel, published by Mambo Press Zimbabwe in 1984.

- Explain to parents that in this activity a short drama will be presented and discussion in small groups will follow.
- Tell parents that the aim of this exercise is to help parents understand the need to encourage self-reliance and ownership in the community and when raising children.
- What is needed: Four people willing to be in a drama, tape and newspaper to make the river and the stepping stones, pens, newsprint, prestik, sticky tape.
- Instructions:
  - Select four people to act out the dramas below.
  - Practise with them in advance.
  - Stick lengths of tape and pieces of paper to the floor in such a way that it resembles a river with a small island in the middle and stepping stones across it, like this:
Ask participants to sit in a circle and watch the following dramas carefully. Then ask the actors to act out the following scenes without speaking.

**Scene 1:** Two people approach the river. One of them confidently strides out across the stones. The other person looks afraid and upset at being left behind, but is too scared to begin the crossing. The first person turns back, picks up the other and begins to carry her on her back. The exertion takes its toll, and so the first person drops her burden on the small island in the middle of the river. She continues on her way, leaving her companion stranded, and more helpless than before.

**Scene 2:** Two people approach the river as before. One begins to cross confidently while the other hesitates. But this time, the more confident one goes back and encourages her timid friend, going in front, holding her hand and showing her how to take the first step. As the second person grows in confidence, she no longer needs to be held and eventually goes first across the river.

Ask the parents, who have been watching these dramas the following questions:

- What did you see happening in scene 1?
- How did the person helping feel?
- How did the person being helped feel?

Parents can call out their answers. Record the feelings they mention on newsprint. Then repeat the same questions for scene 2.

Divide the larger group into 3s and ask them to discuss the following questions:

- Have you seen these things happening in real life, in homes, in your community?
- Can you give some examples (for both scene 1 and scene 2)?

Call the group together, ask a few people to tell short stories, and ask for comments from the group.

Encourage the parents to think about general examples in their community and then take the illustration into the home situation where parents do too much for their children and self-reliance is not encouraged.

Ask the following question: ‘As parents, what can we do to develop self-reliance in our community and in our children?’

Write down the responses from the parents on newsprint. You now have some ‘principles of self-reliance’.

Close this activity with the quote -

‘Give a man a fish and he’ll eat for a day. Teach a man how to fish and he’ll eat for a lifetime’.

Write it up on the flipchart and sum up the activity by asking the parents to mention something they have learnt from this drama and discussion.
Activity 3: Building a successful child - Plan of action
(30 minutes)

- Explain that studies have shown that parental involvement in school is closely tied to children's success at school. Involvement should occur daily. Asking children about their school day is a good place to start, but is not always easy.
- Ask two parents to help you role play the following scenarios:

Scenario One:
Mom: ‘How was school today?’
Lwazi: ‘Fine’
Mom: ‘What did you do?’
Lwazi: ‘Nothing’
Mom: ‘Have you got any homework?’
Lwazi: ‘No’
And the conversation goes on for another 20 seconds before Mom gives up hope of getting more than one word answers from her son.

Scenario Two:
Mom: ‘Hello, Lwazi, good to see you, how did your Maths test go?’
Lwazi: ‘It went ok - I got 43 out of 50 and this was one of the highest marks in the class’
Mom: ‘Well done! You worked hard for that test. Your efforts paid off. Show me your test paper, so I can sign it’
Lwazi: ‘Ok, I know where I went wrong – next time I am going to do even better’
What was different about those two approaches?
The first encounter involved ‘closed’ questions.
The second encounter involved ‘open-ended’ questions.
Think about the type of questions used to bring out a longer response.

Scenario discussion:
- Explain that we will now move on to another activity that will be discussed in small groups.
- Divide parents into groups again, but different groups from Activity 1. Each group is to be given ONE scenario to discuss and come up with ways of addressing the problem presented in each scenario.
- Keep the groups small (not more than five members in each group) and allocate the topics to more than one group, if necessary.
- Explain that FOUR topics will be discussed and the suggestions that come out of this discussion could go a long way in assisting children at school.
- Groups will be given 10 minutes to discuss their topic and then one person from each group will be asked to report back to the large group.
- Write each topic on a separate sheet of newsprint and put them on the wall with Prestik.
- Allocate each group one topic to discuss.
- Give a piece of paper and a pencil to each group and allow one person to write down the responses if possible. If not, just encourage discussion and then, as the facilitator, during the feedback, write down their responses on the four separate sheets of newsprint.

Helping children succeed at school can include these activities:
Topic 1. Getting children off to a good start each day
Topic 2. Setting up time for homework
Topic 3. Helping with homework
Topic 4. Contacting and working with teachers
Group One:
• In your group, discuss what you can do each day to help your child have a good day at school. What practical support can you give him at home? In your group discuss how parents can assist their children in small ways to get them off to a good start each day.
• FIVE suggestions
  Eg:
  1. Pack bags the night before
  2. Get enough sleep (at least 8 hours)

Facilitator:
Make sure the following points are included when the feedback is given:
1. Pack bags the night before
2. Routine is essential – same bedtime every night
3. Enough sleep – at least 8 hours
4. Insist on breakfast – peanut butter sandwich is fine (small protein/carbohydrate meal if you can. Egg on toast is a good way to start the day)
5. Pack a lunchbox and send bottle of water for your child to drink
6. Begin the day on a positive note. Give the child a hug and kiss and encourage him/her to have a good day.

Group Two:
• In your group, discuss what parents can do to make sure that homework is done every day. Studies have shown that studying at home can help improve children’s performance at school. In your group, come up with FIVE tips for helping children get their homework completed on a regular basis.
• FIVE TIPS…
  Eg:
  1. Give them a place for doing their homework (kitchen table or desk)
  2. Help keep noise levels down; encourage younger children to play outside while the older sister is doing homework.

Facilitator:
Make sure the following points are discussed when the feedback is given:
1. One place for doing homework (clean working surface)
2. Help to keep the noise level down
3. Set up homework time for each day – discuss this with each child
4. No TV until homework is completed.
5. When homework is finished quickly or is completed at school, encourage them to READ, even if it’s a magazine. Make sure reading material is positive and age-appropriate.
6. Discourage the use of cell phones or Mxit while homework is being done – children cannot concentrate properly if cell phone activities disrupt homework.
7. When homework is finished quickly or is completed at school, encourage children to READ, even if it’s a magazine. Make sure reading material is positive and age-appropriate. Refer parents to the story in Appendix 1, and encourage them to read to their children.
Group Three:
- In your group, talk about FIVE ways parents can help with homework. This is not easy for busy parents, but it prevents children from falling behind in their schoolwork and shows that education is valued.
- **FIVE WAYS...**
  Eg:
  1. Give praise when you see your child doing homework
  2. Ask them to show you their diary every day with homework written down
  3. Go through each item listed and encourage them to complete each task.

Facilitator:
Make sure the following points are discussed when the feedback is given:
1. Give praise when child accepts responsibility and does homework.
2. Ask to see diary every day and check what has to be completed.
3. Set a positive example; help them see the importance of homework.
4. Help them to organise their time and the materials they need for their homework, e.g. paper, pen, etc.
5. Help them to get started each day. A routine is a good idea. Get them going at an agreed time.
   We are all human and need encouragement to get going on some things. For children, this applies to homework!

Group 4:
- In your group, discuss FIVE ways in which parents and educators could work together more effectively.
- Often there can be tension between parents and educators because educators often blame learners’ problems on parents and parents blame learners’ school problems on educators.
  - How can there be a better partnership?
  - What can be done to build the relationship between the parents and the educator?
- **FIVE SUGGESTIONS...**
  Eg:
  1. Attend the meeting at the beginning of the year
  2. Introduce yourself to the teacher.

Facilitator:
Make sure the following points are discussed when the feedback is given:
1. Attend introductory meeting at the beginning of the year
2. Attend parent-teacher meetings during the year
3. Meet child’s teacher and show that you are interested and involved
4. Keep teacher informed about any major events in your child’s life such as the death of a relative or other emotional situations.
5. Avoid getting nervous if the teacher asks to meet with you about a problem. Stay calm and see the meeting as a way you can help your child find a solution to the problem. Listen carefully without taking sides. Ask for suggestions for solving the problem and offer suggestions. Talk to your child calmly about the meeting and explain the plan of action. The goal is to help the child learn from the misbehaviour and grow through the experience.
6. Look for opportunities to thank teachers for their time and concern. A word of thanks or encouragement goes a long way in building the relationship between parents and educators.
Draw the feedback session together by saying that it is sometimes the small changes that we make in our lives that make a big difference. A parent can have a very positive affect on how children view school. Let’s help them to see the value of education.

Thank parents for their contributions and willingness to participate.

Reflections and conclusions
(15 minutes)

- Ask parents to think about ONE change they are going to make in their home when it comes to their children and schoolwork.
- Ask for a few responses from parents and affirm them as they respond. Sometimes it works well to go around the room (if there is time) and ask each parent to mention one thing they have learnt.
- Thank the parents for their attendance, their commitment to the programme and their participation.
- Read the following quote and encourage parents to return to their homes with the deep knowledge and conviction that they can make a difference in their children’s lives.

‘Life affords no greater responsibility, no greater privilege, than the raising of the next generation.’

- C. Everett Koop
UNIT TEN: BUILDING HEALTHY SEXUALITY

“When it comes to human sexuality there is no such thing as too much information.”

- SIECUS (Sexuality Information and Education Council of the United States)

Materials needed: Flipchart, kokis, newsprint, Prestik, copies of story ‘How babies are made’ (either in booklet form or as Appendix 2)

Confidentiality:
• Please take care when presenting this session to respect the privacy of the information shared by your participants.
• Ask parents to share information when appropriate and if they feel comfortable to do so.
• Do everything that you can to ensure that private information is not accidentally made public knowledge and so cause unnecessary discomfort and embarrassment.

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Introduction and icebreaker
(10 minutes)

• Welcome the parents to the training session and thank them for their attendance.
• Begin immediately: explain that a game will be used to start the session.
• The instructions for this game are very simple. A word will be called out and the parents’ task is to respond with the very first word that comes to mind when that word is said. Give an example... begin by saying “When I say the word, Holidays – what do you think of?” Allow parents to call out a word in response.
• Follow with at least ten other words (you may decide to use other words, but here are a few examples) Children, Mondays, TV, Ice Cream, Parents, Christmas, School, Beach, Music …. and then end with the word Sex.
• There might be a silence before anyone responds. Be comfortable in the silence and allow parents to gather their thoughts. Hopefully, after a short while, there will be a few words called out, and this will give you an opportunity to introduce the workshop topic.
• Thank parents for their responses, and acknowledge that speaking about this subject can be challenging because it is a subject that touches on our privacy and our vulnerability.

Facilitator:

Take time to read through the points below during your preparation for this session, and make sure that you are able to set the scene for this workshop with sensitivity and gentleness. It is not an easy topic to address in public.

• Tell parents that it is important to recognise that there is a difference between SEX AND SEXUALITY.
• When many people hear the word “sexuality”, they often hear only the first syllable (SEX). However, sexuality is not the same as sex.
  o Sex refers to the act of intercourse.
  o Sexuality includes everything that defines us as girls and boys, men and women.
  o Sexuality includes our physical development, sexual knowledge, attitudes, values and behaviours. It is shaped not only by our physical make-up and psychology, but also by our culture, family history, education, and experiences.

Make sure the following points are mentioned before the next activity:

• It is vital that young people receive a comprehensive education about sexuality so that they can live as healthy adults.
• In the 21st century, more so than ever before, we need to be talking about this issue. HIV/AIDS is crippling lives and relationships, and the silence surrounding the subject has to be broken.
• We are very aware that there are culturally acceptable ways of doing things, and one wants to respect cultural diversity. We are also aware that it may be difficult to talk about this topic within groups that are mixed in terms of age and gender, or with those outside their own relational community.
• This topic has often been referred to as a ‘taboo conversation’ – a topic that is not spoken about in public. We are aware that social practices and beliefs determine the way this topic is addressed.
• Important to remember that beliefs can be socially and culturally constructed and do not necessarily contain the correct facts (e.g. that babies are brought by a stork!)
• Parents should be their children’s primary sexuality educators, but they often need a little help and encouragement.
• Children learn about sexuality every day, yet the information they receive from the media and from their peers may not be correct. When children receive honest and accurate information from their
parents, they can make responsible decisions. Talking about sex and sexuality will help them to grow into sexually healthy adults.

- As children enter puberty, they will experience many changes, physically, emotionally and socially. There are things that parents can do to make this transition easier. By providing children with knowledge, parents empower their children.
- Some social practices and beliefs may need to be challenged in order to break the cycle of myths being passed from one generation to the next.
- There may be some resistance initially; however, parents may be at the place where they don’t want to impart some of the taboos they have grown up with.
- Teaching children about sexuality requires more than simply explaining anatomy and reproduction. It means talking about relationships, families, parenthood, and good decision-making.
- It is also important to note that sexuality education is not only about conveying information about our bodies and how they work; it is also about teaching attitudes, values, relationships and responsibility.
- When parents educate children about sexuality and not just about ‘sex’, they are teaching them the attitudes and values they need to develop good relationships throughout their lives.
- It is very clear that parents want to know WHAT to say about sex and sexuality, WHEN to say it, and HOW they should convey the information. This is the motivation behind this unit.
- The purpose of this session is to equip parents with information, skills and confidence as they take up their responsibility as the primary sexuality educators in their children’s lives.

- Explain that in this session parents will
  - Reflect on how they feel about talking about sex,
  - Realise that they are their children’s primary sexuality educators,
  - Reflect on some of the myths / stories relating to sex and sexuality that they have grown up with,
  - Appreciate that sex is a God-given gift to be celebrated in a healthy context,
  - Consider the knowledge, skills and attitudes needed to build healthy sexuality in their children.

Activity 1: Sharing our stories
(20 minutes)

- Stories have power. Stories are remembered, and even though stories are sometimes hard to tell, they stay with us and can shape our lives.
- If the group is very large, divide parents into groups of 3 or 4, and allow discussion around the following question: (if the group is 10-15, discussion can happen in plenary)
  - Is there a myth / story about sex and sexuality that you grew up believing, but when you got older, you discovered that it was not true?
- Give an example from your own life, if possible. For example:
  - The stork brings babies,
  - If you are a virgin and have sex you will not fall pregnant,
  - Girls: You should not exercise during menstruation,
  - Girls: You should not wash your hair during menstruation
  - Girls: If you have a period and stand next to a boy you will get pregnant
  - Boys: If you don’t have sex the sperm will go up to your head and make you mad
- There may be some parents in the group who were told stories about menstruation and these stayed with them into adulthood.
- Allow the groups to share their stories. If discussion happened in small groups, invite groups to share a story or two in plenary.
- After the feedback, ask the group
  - What was the activity like for them?
  - How did it may them feel?
- Allow feelings to be expressed and ask for any final comments.
Activity 2: The miracle of life
(30 minutes)

- Ask parents to think back to their own childhood and to consider the following questions:
  - Do you remember where you thought babies came from?
  - Who first told you about sex?
  - How old were you?
  - What information was shared?
- If parents are willing to share their stories, allow them opportunity to do so.

Reflect
Often the first time a child hears about sex, the way the story is told implies that it is naughty and terrible and secret. This connotation then stays with the child for the rest of his / her life.

This does not have to be the case if parents make use of opportunities provided while their child is growing up.

- Most parents will be faced with the question, ‘Where do babies come from?’ Some children have been told some interesting stories. Here is an example…

One mother of a seven year old, a three year old and one on the way tells her story… ‘We made the mistake of telling our son that babies grew in bellies. He seemed fine with that, but then approached a rather heavy man in McDonald’s to ask when his baby was going to be born. It looks like we left some basic facts out. We nearly died of embarrassment.’

- Reading a story to children is a helpful way of giving them information and it also provides a context to talk about values and responsibility. Often a conversation is started after a story in a very natural way.
- Invite parents to turn to Appendix 2 and to follow the story with you.
- Read the story.
- At the end of the story, pause, and then sensitively pose three questions one at a time and allow time for responses:
  1. How, as parents, did you feel when the story was being read?’
  2. How will you feel if you have to read this story to your primary school child?
  3. What are some of the advantages of reading a story like this to your children?

- Allow for responses and promote some discussion, and repeat, in particular, the emotions that are called out by parents. This will allow them to feel heard.
- Acknowledge that it is not easy to talk about these things, but so important that the correct information is given to children by their own parents.
- Many studies have been conducted on the value of parent-directed sex education. These studies have shown that:
  - Both children and parents consistently report that they want parents to be the primary source of sexuality education.
  - When parents are the main source of sex education, children are less likely to be sexually active, they positively identify with parents’ traditional sexual values, their first sexual experiences occur at a later age, and the probability of promiscuity (the willingness to have casual sex) decreases.
Activity 3: When, what and how?
(20 minutes)

- Parents want to know when to speak to children about sex, what to say and how they need to say it.
- **WHEN should parents talk to children about where they came from?**
  Child development experts recommend that the child be told as early as possible. Even at the age of three the idea can be planted, for example, by reading a story. In this way, the story of where he/she came from becomes part of the child’s reality from an early age, and he/she won’t be able to recall a time when he/she didn’t know facts about the miracle of life.
- **HOW do you tell children about where they came from? How much information is appropriate?**
  Keep the child’s developmental stage in mind. The specific information should be tailored to the age of the child in language he/she can understand. For young children, it’s okay to use terms that may be somewhat inaccurate but familiar: for example, you might say tummy for uterus, or egg for ovum, and then correct it later on. Don’t tell too much; just answer the child’s questions. Keep the communication honest, open and age-appropriate.
- An understanding of **developmental stages** will help parents to know what children understand at any particular age.
- Refer parents to **Worksheet 10.1** and go through the instructions at the start of the worksheet.

**Instructions:** Divide into groups of 2 or 3. The facilitator will give your group a number, 1 or 2. According to the number you are given, discuss the **DEVELOPMENTAL MESSAGES** in the table below, and be prepared to give a brief report back on what you have discussed.

- Explain that each **DEVELOPMENTAL MESSAGE** contains **SPECIFIC INFORMATION** that young people need to learn about sex and sexuality. The way this information is conveyed should be age-appropriate and respectful. Parents and teachers should decide on the best language and methods to use.
- Allow parents to spend some time discussing the developmental messages worksheet 10.1
- Ask parents to report on the issues discussed in their groups.

**Reflection**

Remind parents that they are the primary sexuality educators of their children and that providing the right information at the right time is vitally important to their children’s well-being.

We hope that that thinking about age appropriate information will help them in this process.
Activity 4: Children see, children do
(15 minutes)

- Children, in general, tend to grow up to be a lot like their parents. Social scientists have identified many cycles that loop from one generation to the next. Children who live in homes where parents smoke are more likely to become smokers. Parents who abuse drugs or alcohol are more likely to find their children someday do the same. Adults who were abused as children may indeed hurt their own children. There are cycles to teenage pregnancy, domestic violence, and under-education.
- Role modelling can be an extremely effective parenting tool. It is so powerful that we should use it to our advantage! Being a positive role model requires fore-thought and self control.
- We talk a lot about disciplining our children. As parents, we need to put an equal emphasis on disciplining ourselves.
- Whether children are urban or rural, rich or poor, they need intentional parents who model a continuum of healthy behaviours. Behind the sexual choices made by older children and adolescents is the deeper issue of personal character learned at home.
- When we look back on our lives, we can all identify people who have been role models in our lives.
- The dictionary defines a role model as ‘a person whose behaviour, example, or success is or can be emulated by others, especially by younger people.’
- There are at least one or two people who, no matter what, will surely serve as important role models in children’s lives. These will include a child’s parents.
- Many parents think they are teaching their children by strictly enforcing the rules of the house. But as we as human beings learn (and this applies strongly to children) through ‘incidental learning’, which involves observing, interpreting and making meaning of what is going on around us all the time.
- Parents need to be aware that children are observing them closely and eventually will judge what kind of role models they are based on how they behave, their relationships with others, how loving and caring they are, and how mean and selfish.
- Let’s think of our own behaviour and what lessons children are learning from it day after day, and generation after generation.
- Refer parents to Worksheet 10.2 and invite them once again to think about the concept, “Children See, Children Do”.
- In plenary ask them to identify POSITIVE BEHAVIOUR that parents can model to promote healthy sexuality. List suggestions on the whiteboard or flipchart.

Facilitator:

Encourage parents to make suggestions and allow discussion. Write up the suggestions as they are mentioned and encourage parents to jot down points on Worksheet 10.2. Refer to the points below for ideas to stimulate discussion.

- It is valuable for parents to express loving, appropriate affection towards each other.
- It is necessary to talk about sex and sexuality in an age-appropriate way.
- It is important to avoid getting awkward and embarrassed when asked questions.
- One should try to avoid allowing children to witness you in sexually provocative situations if divorced and involved in a dating relationship. Children are becoming ‘sexualised’ at earlier ages than ever before.
- Avoid dressing daughters immodestly when they are young. Watch what you wear as parents. This goes for T-shirts with inappropriate slogans too.
- Be intentional in your parenting and promote commitment, character development, respect, modesty.
- Parenting intentionally towards health, including sexual integrity, involves having a good relationship with your child. This attachment or bond takes time, energy and sacrifice.
• What we model speaks much louder than words.
• Challenge yourself to identify the positive things you can role model for your children — things like happiness, consideration, self respect, patience, generosity, self-discipline, diligence, kindness, bravery, and compassion.
• Role model feeding your body with wholesome and nourishing food, expanding your mind with good reading, exercising for physical and mental health, speaking well about yourself and others, and enjoying life with friends and family.
• Young people respect adults who walk their talk. Children are sensitive and have an amazing way of quickly picking up when adults are insincere. It is vital to practise what you preach. Credible adults inspire children’s confidence and admiration.

Presentation: Celebrating your children’s uniqueness
(10 minutes)

• Begin this final activity by reading the following quote:

‘Every person born into the world represents something new, something that never existed before, something original and unique....If there had been someone like her in the world, there would have been no need for her to be born.’

Martin Buber

• It is so important that after hearing about where they came from, children feel that they are unique, they are special and they are welcome in this world. Parents contribute significantly to their feeling of self worth. Celebrate, communicate and connect with your child.
• This presentation is designed to inspire you to find moments in your life to connect, celebrate and communicate by having a creative conversation around a baby picture of your child.

Together read the above quote by Martin Buber and then discuss the following questions:
1. Mom or Dad, what were some of the dreams you had for your son/daughter when he/she was in the womb?
2. Describe the feelings you had when your precious child was born?
3. Son/daughter, what do you think it means to be unique?
4. Mom/ Dad, what do you believe are some of the special gifts and talents your son/daughter has? Share these and explain what you have observed.
5. Son/daughter, what do you dream your future will be like?
6. Mom/Dad, what are some of the things that other people say about your son/daughter that make you feel proud?
7. Mom/Dad, ask your son/daughter what makes him/her feel loved by you and commit yourself to expressing your love more intentionally from now on.
Conclusion
(5 minutes)

- Ask parents to think about ONE thing that they have learned after this session.
- Ask for a few responses from parents and affirm them as they respond. Sometimes it works well to go around the room (if there is time) and to ask each parent to mention one thing they have learnt.
- Sexuality is not an easy topic to address with children, but it is vital. Challenge parents to talk and affirm the value of their children and celebrate their uniqueness. When this happens, young people are more likely to develop positive, healthy attitudes about themselves. Positive communication between parents and children can help children make healthy decisions.
Worksheet 10.1: Developmental messages: What do children need to know?

Instructions: Divide into groups of 2 or 3. The facilitator will give your group a number, 1 or 2. According to the number you are given, discuss the DEVELOPMENTAL MESSAGES in the table below, and be prepared to give a brief report back on what you have discussed.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DEVELOPMENTAL MESSAGES</th>
<th>MY COMMENTS</th>
</tr>
</thead>
</table>
| Level 1: Age 5-8 (Middle Childhood) (Most of this information is all contained in the story you can read to your children: How babies are made) | • Each body part has a correct name – it is important to use the correct terminology  
• A person’s genitals, reproductive organs, and genes determine whether the person is male or female.  
• A boy/man has nipples, a penis, a scrotum, and testicles.  
• A girl/woman has breasts, nipples, a vulva, a vagina, a uterus, and ovaries.  
• Bodies change as children grow older.  
• Puberty is a time of physical and emotional change that happens as children become teenagers.  
• People are able to have children only after they have reached puberty. | |
<table>
<thead>
<tr>
<th><strong>Level 2: Age 9-12 (Pre-adolescence)</strong></th>
<th><strong>Everyone goes through puberty but it happens at different times for different people.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Some people will not complete puberty until their middle or late teens.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Girls often enter puberty before boys.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>During puberty, girls begin to ovulate and menstruate, and boys begin to produce sperm and ejaculate – once this occurs girls are physically capable of becoming pregnant and boys of getting a female pregnant.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>During puberty, some boys may ejaculate while they are asleep which is called a nocturnal emission or a ‘wet dream’.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>During puberty, emotional changes occur as a result of increased hormones.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>During puberty, many people begin to develop sexual and romantic feelings.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Young teenagers sometimes feel uncomfortable, clumsy, and/or self-conscious because of the rapid changes in their bodies.</strong></td>
</tr>
</tbody>
</table>

*(Adapted from “Developmental Messages” in Guidelines for Comprehensive Sexuality Education: Kindergarten – 12th Grade, 3rd Edition by SIECUS, USA, 2004.)*
Worksheet 10.2: Children see, children do

Children, in general, tend to grow up to be a lot like their parents.

Like father, like son…

The apple doesn’t fall far from the tree…

A chip off the old block…

‘Role modelling can be a powerful parenting tool.’

Parents can help in building healthy sexuality in their children.

Let’s take a few minutes to think about the concept, ‘Children see, children do’ and identify positive behaviours that parents could model to promote healthy sexuality.

List the behaviour parents can model to promote healthy sexuality in their children:
Worksheet 10.3: A Note to Parents

Teaching Healthy Sexuality

- Teach children the proper names for body parts at an early stage in their language development

- Start talking to your children about sex (in an age-appropriate way) at an earlier age than you think. It should be a series of small conversations over many years.

- Never avoid a ‘teachable moment’

- Keep answer confined to what is asked. Keep it short and simple!

- Talk to children before their bodies start to change. Explain what will happen at puberty.

- Be a good role model. Show love and understanding

- Teach them to look after their bodies

- Encourage them to ask questions. Become an ‘askable’ parent
APPENDIX 1: THE STORY OF THE THREE LITTLE PIGS

Once upon a time there were three little pigs who lived in an old barn with their mother. One day she told them the time had come for them to leave and seek their fortunes.

The first little pig left the barn and on the road he met a man carrying a bundle of straw. He said to the man: ‘Please Mr Man can I have some straw so that I can quickly build myself a house?’

The man gave him some straw and the first little pig built a house of straw.

The second little pig left the barn and on the road he met a man carrying a bundle of sticks. He said to the man: ‘Please Mr Man, can I have some sticks so that I can quickly build myself a house?’ The man gave him some sticks and the second little pig built a house of sticks.

The third little pig left the barn and on the road he met a man carrying a load of bricks. He said to the man: ‘Please Mr Man, can I have some bricks to build a strong and sturdy house?’ The man gave the pig some bricks and the third little pig worked hard to build a house of bricks.
In that place there was a big bad wolf who loved to eat little pigs. One night the big bad wolf found the house of the first little pig and he knocked on the door. He said: ‘Little pig, little pig let me in or I’ll huff and I’ll puff and I’ll blow your house down’. The little pig said: ‘No, not by the hair of my chinny chin chin, I won’t let you in.’ So the wolf huffed and the wolf puffed and he blew the house of straw completely in.

The first little pig ran as fast as he could to the house of the second little pig. The next night the wolf found the house of the second little pig and he knocked on the door. He said: ‘Little pig, little pig let me in or I’ll huff and I’ll puff and I’ll blow your house down’. The second little pig said: ‘No, not by the hair of my chinny chin chin, I won’t let you in.’ So the wolf huffed and the wolf puffed and he blew the house of sticks completely in.

Both little pigs ran as fast as they could to the house of the third little pig. The next night the wolf found the house of the third little pig and he knocked on the door. He said: ‘Little pig, little pig let me in or I’ll huff and I’ll puff and I’ll blow your house down’. The third little pig said: ‘No, not by the hair of my chinny chin chin, I won’t let you in.’ So the wolf huffed and the wolf puffed and he huffed and he puffed but he could not blow down that house of bricks.

The wolf then climbed onto the roof of the house. The third little pig quickly made a roaring fire and put on a big pot of hot water. The wolf climbed down the chimney and fell into the pot of hot water. He quickly climbed back out of the chimney and ran home to his mother.

The first and second little pigs then built their own homes with bricks. And that was the end of their troubles with the big bad wolf.
Look at something wonderful! See here is mommy and daddy with their new baby!

See how pretty the baby is.

Have you ever wondered where babies come from?

The story about babies and how they are made is a wonderful, happy story. It starts with the mommy and daddy.

Did you know that all mommies and daddies were once small children just like you?

Yes, they were once small children and over the years they grew to become adults.
Everyone, small boys and girls, adult men and women all have
two eyes,
two ears,
two arms,
two legs,
one nose and
one mouth

But there are also some differences.

Boys have a penis which hangs down between their legs. Underneath this penis is a little sack called the scrotum and in the scrotum are testicles. Some families give their own names to these parts of the body – like calling the penis “willy” and testicles “balls”.

Girls have a vulva, which is a little mound between their legs with two tiny openings. One small opening is called the urethra through which wee (or urine) leaves the body. The other opening is called a vagina. Sometimes families also give their own names to parts of a girl’s body – like calling the vulva a “fanny”.

Appendix 2: The Story of How Babies are Made
Inside every girl is a uterus and two ovaries. The uterus is a special place where babies grow in pregnant women.

As children grow up, their bodies change.

During puberty, girls grow taller and get hair under their arms and around their vulva. They develop breasts.

When girls become women, they release an egg each month from their ovaries. These eggs are very small. You can only see them through a microscope!

Each egg can become a baby! But this egg cannot grow into a baby on its own. It needs something else.
During puberty, boys grow taller and get hair on their face, under their arms and around their penis.

When boys become men, sperm begins to grow in their testicles. Men have many millions of sperm.

Sperm is tiny. It is much smaller than the eggs found in the ovaries of women. You need to look through a strong microscope to see sperm.

The millions of sperm swim in white liquid called semen.

Each sperm can become a baby! But the sperm cannot grow into a baby on its own. It needs something else.

What do you think it needs?

Yes, it needs an egg from the ovary of a woman!
Adult men and women who love one another are able to show that they love one another in special ways. We call this special way of showing love, sex.

When adult men and women have sex, they kiss and cuddle and their bodies touch each other. The man puts his penis into the woman’s vagina.

They fit together like these two pieces of a jigsaw puzzle. In this way the man is able to send millions of sperm through his penis into the woman’s vagina.

Do you remember that we said a uterus is a special place inside women in which babies can grow?

During sex, the sperm swim up the woman’s vagina into her uterus looking for eggs. The sperm want to join with the egg to form a baby.

This is a race. Millions of sperm are looking for the egg but only one will be able to fertilise the egg!

The winning sperm joins the egg and together they form one cell. The cell is smaller than this dot!
In the beginning a baby is just one tiny cell, half from the mommy and half from the daddy.

Now we can say that the mommy is pregnant. The baby inside grows and grows and grows. It soon becomes much bigger than a dot!

In the safe and warm uterus the baby get eyes and ears and hands and feet. The baby moves around in the uterus. Sometimes mommy thinks that the baby is playing soccer inside her!

Mommy’s tummy gets bigger and bigger each month as the baby grows.

See how the baby grows over 9 months before getting ready to be born.

Do you see that the baby has an umbilical cord? That cord is the special way that babies get their food while they are inside their mommy.

After waiting and waiting and growing and growing it is time for the baby to be born.
The muscles of mommy's uterus begin squeezing tight.

These muscles are very strong. They work hard to slowly push the baby out of the uterus and through a tube to the vagina and then out of the vagina.

Mommy isn't alone when the baby is born. She is in a clinic with a special nurse to help her. Often daddy is there as well because he loves her and the baby.

When the baby comes out daddy says, "Hello beautiful!"

Mommy cries a little because she is so pleased to see her child.

When the baby comes out he often looks red and cross because he has had to work so hard to leave the warm, comfortable uterus. That is why babies often scream and cry after they are born.

The nurse washes the baby and dresses the baby. The baby then drinks some milk from his mommy's breast and goes to sleep.

Mommy and daddy are so happy you were born because they love you very much.

And this is how every baby is made, including you! Isn't it funny to think that you were once in your mommy's uterus?

We are so glad you didn't stay there!
APPENDIX 3: REFLECTING ON THE PARENTAL SKILLS PROGRAMME

Thank you for being part of the Parental Skills Training Programme.

Your participation is valued and you are wished every success as you implement the skills you have learnt.

Please spend some time thinking about the sessions you have attended, and then answer the following questions:

1. What have you enjoyed most about the sessions?

2. Do you believe you have grown as a result of this training? Explain why you say ‘yes’ or ‘no’

3. How could this training be improved? What could be added, changed or taken away to make this training better?

4. Have you implemented something you have learnt in your home situation? Please describe one of the most helpful things you have implemented as a result of this training.

Thank you for your feedback!
Sources consulted in the development of this programme include


Dovey, V. 2006. Cultivating the Seeds of Peace at Cedarberg. A workshop programme for Peace Education.

Dovey, V. 2007. Seeds of Peace in Port Elizabeth Schools: A monograph accompanying a workshop programme for Peace Education.


www.raisingkids.uk.org