

Parenting Revolution

Children Edition

TABLE OF CONTENTS

SESSION 1

The Start

SESSION 2

The Heart

SESSION 3

The Team

SESSION 4

The Strategy

SESSION 5

The Influence

SESSION 6

The Game Plan

The Heart

ACTIVITY SHEET




Most parenting interactions are focused on getting children to behaviourally comply. While managing behaviour is important, it can also be exhausting and short sighted. Parents are often good at telling their child WHAT to do and WHAT not to do, but wise parents give equal attention to nurturing WHO their child is and WHO they can become. If you can capture your child's heart, you'll influence their identity and gain their behaviour by default. This session focuses on enhancing the quality of relationship you have with your child.



PROGRAM DESIGN AND OBJECTIVES SUMMARY

This session of the Parenting Revolution (Children Edition) is designed to help you:

- (a)** develop a deep and sustaining relationship with your child to effectively protect, direct and correct
- (b)** learn practical strategies to sustainably enhance motivation and positively influence behaviour
- (c)** learn to take responsibility for the well-being of your family

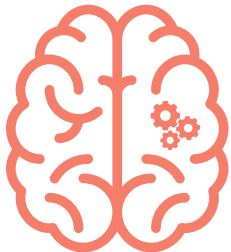


WHEN YOU CAPTURE YOUR
CHILD'S HEART, YOU GAIN
THEIR BEHAVIOUR ALSO.

**Rules before
relationships results
in resentment
and rebellion; but
relationship before
rules results in
respect**

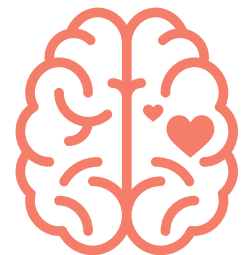
The Biology of Love and Affection

While genetic makeup plays an important role in brain development, research shows that early experiences decisively impact the architecture of your child's brain. The expression of your child's genes depends on the way they think about the experience they have. Therefore, the quality of the environment your child grows up in, plays an influential role not only on what they do (behaviour) but who they become (identity).



Children who receive ample love and affection in their early years are better able to regulate Cortisol secretion (stress hormones) when they grow up - contributing to overall health and well-being.

Children who receive little by way of love and affection in early life, are found to have higher Cortisol secretion (stress hormones) when they grow up - contributing to mental, emotional and physical health challenges.



How would you typically respond in the follow scenarios? ✓

Your child's running late for school and can't find their correct gym shorts. They're embarrassed at the thought of showing up without the correct gear. So, you...

Tell them it doesn't matter; to just find another pair of shorts. Any shorts will do!

Convey understanding how embarrassing that might be and help them search.

One hour after having been put to bed, your child climbs back out and comes to find you saying they are scared of the thunderstorm. So, you...

Walk back with them to their bed to cuddle, comfort and reassure them.

Tell them "there's nothing to be afraid of". Instruct them return straight back to bed.

Your child curls up next to you on the couch to watch a TV show. At first, they lean on you, but it doesn't take long before their limbs are sprawled over you. So, you...

Tell them to mind your personal space and if they're tired, they should go to bed.

Encourage them to lay their head on your lap. You give them a back/head scratch.

The Secret

As depicted in popular movies, coaches in charge of sporting teams who go from tragedy to triumph, understand something other teachers and parents don't. What's their secret to success? Rather than setting out to manage behaviour, they endeavour to build a dynamic relationship with their players. In addition, there are three other strategies the coach employs that parents would do well to learn from.



SHARE VISION

To capture players' hearts and imagination, the coach shares a vision of what could be. In order to achieve the dream, the coach invites the team to identify individual positions, roles and responsibilities – each player asking how they can best make a valuable contribution toward the team. Even though the coach is ultimately responsible for creating plans, setting goals and developing strategy, the team feels a sense of ownership because each player makes an important contribution towards it.



TAKE RESPONSIBILITY

Instead of blaming team players (or anyone else) for the disenfranchised state of the team, the coach takes personal responsibility for making it better. The coach also challenges players to take responsibility, starting with showing up to training on time. Players are informed, if they're on time for midweek practice, they'll be in the starting line-up for the weekend game. However, if they're late for mid-week practice, they will be sitting on the bench when the game starts. No criticism or reprimand is required. Arriving to practice on time is the responsibility of each player. Following through with established consequences is the responsibility of the coach. Everyone wins.



INSPIRE TEAM MEMBERS

As relationships become established, players start to believe the coach genuinely cares (and has their best interests at heart). Because each player feels respected, the coach is able to dig deeper - capitalising on individual strengths and correcting shortcomings. The coach is now in a position to inspire belief and grow personal confidence.

A woman wearing a pink jacket and a white beanie is seen from behind, pointing her right hand towards a bright sunset. The sun is low on the horizon, creating a warm, golden glow. Her hair is blowing in the wind. The background is a soft, hazy landscape.

**RATHER THAN BLAME YOURSELF,
ACCUSE OTHERS OR MAKE EXCUSES
FOR YOUR CHILD'S ATTITUDES AND
BEHAVIOURS, TAKE RESPONSIBILITY.**

**Taking
responsibility is
not just taking
ownership of
the problem,
it's taking
ownership of
the solution.**

What do you Believe?

Good leaders believe it's pointless to blame anyone for their circumstances (including children, spouse, ex-partner, teacher, or even themselves). Blaming or making excuses never gets anyone closer to a solution. If sustainable transformation is what you seek, the journey starts with what you 'believe'!

Consider the following core beliefs. Are there any beliefs in this list that you recognise of yourself or your family? Identify any transitions you would like to make from 'blame and excuse' to 'responsibility and autonomy'.

BLAME / EXCUSE	→	RESPONSIBILITY / AUTONOMY
"I'm sorry. He's just a little shy guy... (Translation: I'm embarrassed he didn't greet you properly)		"I see that I need to train my child to be socially courteous. Confidence comes with practice."
"You don't understand, they won't eat anything else but chips, so I figure at least they're eating something, right?"		"It's my responsibility to make sure my children are eating a healthy balanced diet. Healthy kids don't starve."
"My children are so forgetful. They are always losing their shoes, socks and hats."		"I am committed to training my children to be responsible for their belongings."
"My kids are so messy, I spend my whole life cleaning and picking up after them. It's so discouraging."		"As a household manager, I will direct, train, and motivate family members to be cleaner and tidier."
"It's not worth the stress of always trying to get them to sit up at the table, when they sit so still in front of the TV."		"Our dinner table will become a training ground for self-discipline, family connection and fun/laughter."
"She takes just so long to finish her meal. It's simpler if I grab the fork and just feed her myself quickly."		"She is old enough to eat herself. I will encourage her by putting down clear expectations and incentives."
"My children are so demanding. In addition to constantly nagging me, they complain, whine and argue."		"My children's behaviour is a reflection of what I allow. I will train my children how to express themselves properly."
"He's just so demanding. If he doesn't get what he wants he just makes a big scene. His tantrums can be wild."		"I refuse to be controlled or manipulated by demands. I chose to love and correct him, not fear him."
"When they don't do what they're told, they make me so mad. But when I yell, they know I mean business."		"I will learn the difference between speaking out of anger and speaking with authority."

Q: Create a new autonomous belief statement about your role as family leader

"From this point forward, I believe I am responsible for..."

The successful sporting coach understands two important truths.

1. “You can get players to do anything you want!”

2. “You cannot force a player to do what you want!”

The above two statements may sound contradictory, but they’re not. The successful coach understands both are true. The same is true for parents. If you connect hearts, consider options and create plans, you can PROACTIVELY cultivate desirable behaviour. However, without a strategic plan, frustration will follow. Frustrated parents REACTIVELY address undesirable behaviours only to discover they cannot mandate change.



Identify which statements are proactive (coming from a place of faith) and which are reactive (coming from a place of frustration). ✓

	PROACTIVE	REACTIVE
Careful! If you drop it again, it's likely to break!		
You've done it this time. You're going to regret that!		
What do you think should happen if you do that again?		
Right, that's it! You're in big trouble when we get home!		
Do what you're told or face the consequences!		
If you continue whining, you'll be going to bed early!		
I'm tired of cleaning up your mess. You clean it!		
How many times do I have to tell you not to do that?		
If you get out of bed again, there will be consequences.		
Choose carefully. You know what will occur if you do it!		

The Formula

Children do as they're told if:

- 1. They're AFRAID of you**
- 2. They really LOVE you**

FEAR yields a short-lived behavioural response (compliance).

LOVE yields a genuine long-lasting desire to honour and obey (transformation).

USING FEAR, INTIMIDATION OR MANIPULATION TO GET YOUR CHILD TO DO WHAT YOU WANT IS LIKE STEPPING OVER THE \$100 NOTE TO PICK UP THE 10C COIN. TEMPORARY COMPLIANCE IS WORTH VERY LITTLE IN THE LONG RUN.

Behavioural Influence

Behavioural Influence is all about being proactive instead of reactive. In order to make the hardest job in the world less stressful and more fun, you don't just want to manage problematic behaviour, you want to inspire, change and sustainably transform it for good. Yet, to get to where you want to be, you first need to take an honest look at where you currently are.



Identify any behavioural/emotional challenges you may currently have with your child(ren): ✓

Disrespectful		Unhappy		Fighting	
Whining		Angry (or violent)		Lazy	
Having Tantrums		Unhelpful		Disrespectful	
Anxious		Foul Attitude		Spoiled	
Annoying		Argumentative		Defiant	
Moody		Disobedient		Other: _____	

Q: If nothing changes, what will the situation be like in 3 years from now?

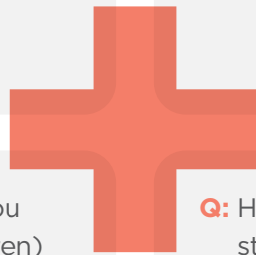
Identify any challenges you may currently face as a parent: ✓

Disorganised		Ineffective		Stressed	
Lacking in confidence		Overly Frustrated		Feeling hopeless	
Relationship problems		Inconsistent		Unsupported	
Unhelpful		Health challenges		Easily upset	
Anxious		Too busy		Single Parent	
Domestic hostilities		Financial concerns		Other: _____	

Q: If nothing changes, what will the situation be like in 3 years from now?

Q: What areas of parenting do you feel you already naturally excel at?

Q: What hopes, dreams or aspirations do you have for your child(ren)?



Q: Describe the kind of relationship you would like to have with your child(ren) and the family-dynamic you would like to experience?

Q: How can you capitalise on your existing strengths to help make your hopes, dreams and aspirations a reality?

TO BECOME THE KIND OF PARENT YOU DESIRE TO BE, YOU NEED TO IDENTIFY WHAT YOU TRULY VALUE. HOWEVER, SOMETIMES THE THINGS YOU VALUE ARE NOT REFLECTED BY THE AMOUNT OF TIME YOU INVEST IN THEM. IS YOUR TIME SPENT DOING 'IMPORTANT' THINGS THAT ARE NOT OVERLY VALUABLE?

3-Step Challenge

Building healthy intimacy in a parent-child relationship requires taking a genuine interest and hands on involvement in their world. Consider taking the 3-Step Challenge.



On which of your child's activities might you be willing to take the 3-step challenge? ✓

✓	THEME	COMMITMENT
<input type="checkbox"/>	Sports	
<input type="checkbox"/>	Cooking	
<input type="checkbox"/>	Music interests	
<input type="checkbox"/>	Books (reading)	
<input type="checkbox"/>	Artwork	
<input type="checkbox"/>	Homework	
<input type="checkbox"/>	Computer games	
<input type="checkbox"/>	Instrument rehearsal	
<input type="checkbox"/>	School Projects	
<input type="checkbox"/>	Dance/Martial Arts	
<input type="checkbox"/>	Friends	
<input type="checkbox"/>	Social Media	
<input type="checkbox"/>	Animals	
<input type="checkbox"/>	Other	

Kid Satisfaction Survey

Find the time this week to administer the following questionnaire to your child(ren). This survey is not only designed to help make a heart connection, but also highlight family strengths and weaknesses. The information you gather through this survey may also help you plan future family objectives and formulate strategies to achieve them.

1. List the top 3 things you like doing with your family?

2. If you could change one thing about our family, what would it be?

3. If you could change one thing about yourself, what would it be?

4. From your perspective, what's the definition of a successful family?

5. List the top 3 things you love about your family?

1.

2.

3.