



# The Team

## ACTIVITY SHEET



Children play with groups of friends, learn in a class with peers, compete in sporting squads and perform together in productions. Almost every aspect of childhood involves some kind of team participation – learning, playing and working together. The same is true for your family. Each family member has a unique role to play as you work towards your common goal. Each family member is equal in value, but not in authority. The team captain, coach or referee also play vital roles in establishing core values and achieving objectives. As parents, the principles you operate by will shape and guide everything your family-team does.



### PROGRAM DESIGN AND OBJECTIVES SUMMARY

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

- (a)** understand that working as a team yields better outcomes than working independently
- (b)** identify and develop individual strengths (helping your child make a valuable contribution to your family)
- (c)** develop a clear, shared understanding of what is expected of your family team

# Core Values

For any family team to be successful, parents must identify and define their vision. Your family's vision is the combination of objectives (family mission) and core values. 'Core' is the innermost central part of something, and 'value' is the degree of importance placed on it. Core values are not just 'what you do', they're 'who you become'. Core values shape, guide and govern everything you do.



**From the list below, what values are most important to each of your family members? ✓**

Being Assertive		Being Friendly		Being Open-minded	
Being Authentic		Being Fun		Being Outgoing	
Being Bold		Being Generous		Being Patient	
Being Compassionate		Being Grateful		Being Positive	
Being Confident		Being Honest		Being Respectful	
Being Cooperative		Being Honouring		Being Responsible	
Being Courageous		Being Hopeful		Being Self-controlled	
Being Creative		Being Humble		Being Selfless	
Being Curious		Being Humorous		Being Skilful	
Being Diligent		Being Independent		Being Successful	
Being Encouraging		Being Integrous		Being Supportive	
Being Excellent		Being Kind		Being Thoughtful	
Being Fair		Being Loving		Being Trustworthy	
Being Faithful		Being Loyalty		Being Wise	

**Based on your family's selections; determine the top 5 values you'd like to embrace. Have each family member commit these to memory. Talk about and rehearse them frequently (having children give explanations and examples of your family's core values in action).**

**Behaviour = DOING**  
**Core values = BEING**

01	
02	
03	
04	
05	

# Positioned for Success

For core values to become deeply established in your family, parental leadership is required. Leading every orchestra is a conductor, and in charge of every team is a coach. But the one who's responsible for the symphony is the composer, and the one in charge of the game is the referee. If your family were a musical group, your role would swap between the musical director and conductor. If your family were a sporting team, your role would swap between the coach and referee. As a parent, you are the person who maintains authority. Yet each hat you wear has different characteristics.



COACH



DIRECTOR



REFEREE



CONDUCTOR



Identify which of the four authority roles best match the characteristics listed below:

I am responsible for creating a 'desire to play' among team members and motivate them before they run onto the field.	Coach
I am responsible for working with players to design the best possible composition and musical score.	Director
I'm not emotionally invested in whether or not the players perform well. I'm only responsible for upholding the rules.	
I'm responsible for appointing the team's captain; authorising responsibility and encouraging leadership among team players.	
I don't get excited when a goal is scored or get frustrated when the ball goes out of bounds. I just call the shots as I see them.	
I am strategically and emotionally invested in the performance attitude and behaviour of my players.	
I wield a stick, but I never needed to hit anyone with it.	
During the season, I give encouragement. At the end of the season, I give out awards for good effort and performance.	
I am responsible for calling time-outs to help steer the state of play and inspire performance to maximise the potential for success.	
I am responsible for conducting regular rehearsals to listen for ways players' performance can be fine-tuned, changed or improved.	
It's not my role to teach the rules, only to enforce them.	
I have the power to speed up or slow down the rhythm. However, I don't make it up as I go along. I follow pre-established guidelines.	
I am responsible for administering pre-established consequences for both success and failure. I keep score and declare the winner.	
It's my responsibility to determine what will be played, but I don't instruct the players how to play it.	

**AS A PARENT, YOU WILL WEAR DIFFERENT HATS OF AUTHORITY THROUGHOUT THE DAY. IDENTIFY AT LEAST ONE OCCASION WHEN YOU MAY NEED TO USE THE AUTHORITY CHARACTERISTICS OF A COACH, DIRECTOR, REFEREE AND CONDUCTOR WHEN INTERACTING WITH YOUR CHILD(REN):**

COACH	
DIRECTOR	
REFEREE	
CONDUCTOR	

**“Coming together is a beginning. Keeping together is progress. Working together is success.”**

**— HENRY FORD**

# Authority in Action

In any sporting team or musical ensemble, the referee and conductor never debate with the players on any topic. Neither the game nor the music stops to entertain arguments or disagreements. The referee and conductor do not seek clarification from the players, they simply blow their whistle or wave their baton and make an executive decision. No negotiations are entered into. In fact, arguing with the referee or conductor only leads to penalty or disqualification. The authority of the referee and conductor is respected not because they are the biggest, strongest, or loudest. They are respected because players consent to both the rules and the consequences before commencing play.



Which of the following scenarios best depict authority in action? ✓

01	The last time you went to the supermarket, your child had a meltdown. This time, you plan on leaving them at home.	
02	Two children want to play with the same toy. You remind them, if they fight, you'll take the toy away from them both.	
03	Two children want to watch different shows. You strike a deal. They may take turns having 10 minutes each watching their desired program.	
04	One of your core values is gratitude. At the dinner table, you ask your children what's one thing that happened today that you are grateful for?	
05	You've asked your child several times to shut the door, but they keep forgetting. You yell at them for not doing what you've instructed.	
06	You ask your child to play ball outside. Moments later you catch them playing ball inside and so you confiscate the ball.	
07	You announce to your child they may have 5 more minutes on the computer and then they'll be going for a play on the trampoline.	

**ANSWER KEY:** 02 (Referee); 03 (Director); 04 (Coach); 07 (Conductor). Scenarios 01, 05 and 06 do not qualify as 'authority in action' as intervention is reactive instead of proactive.

**INSTEAD OF GETTING UPSET AND FRUSTRATED BY CHILDREN'S BEHAVIOUR, A PRE-DETERMINED GAME PLAN HELPS DIRECT BEHAVIOUR. NOTICE THE SHIFT? PROACTIVE PARENTING IS 'AUTHORITY IN ACTION'. BY DETERMINING IN ADVANCE WHAT WILL HELP FACILITATE YOUR FAMILY'S MISSION AND WHAT WILL UNDERMINE IT, YOU CAN PROACTIVELY CREATE A PLAN FOR SUCCESS.**

# Referee Characteristics

Losing emotional control when parenting is like driving when drunk. If you don't pull over and sober up, you run the risk of crashing and causing harm. The best way to circumvent frustration is to adopt the characteristics of a referee and learn how to non-emotionally uphold the rules of the game. Rather the referee concentrates on controlling him or herself.

## 01 UNITY

In most games, there's more than one referee overseeing the state of play (i.e. mother, father, grandparent, youth pastor, friend, teacher). These referees always back each other up.

Referees maintain emotional control and composure. To uphold the rules requires emotional neutrality. You never see a referee losing their temper or shouting at players! A loss of composure results in a loss of respect.

## 02 COMPOSURE

## 03 FOLLOW THROUGH

When a call has been made (to award or penalise) the referees always follow through. You never see a referee change his/her mind once a decision has been made (despite player-pleading or manipulation attempts).

Referees methodically uphold the rules of the game. Given that both the rules and the consequences are pre-established, you never see a referee making up the rules or the consequences on the spot!

## 04 METHODOICAL

## 05 SELF-CONTROL

Referees exercise self-control over what they say. You never see referees giving lectures about poor performance or arguing when players disagree. Referees have whistles to make decisive calls and limit their dialogue.

Referees run with the players on the field and are actively involved in the state of play. You never see referees trying to call the game from the grandstand or while watching it on TV!

## 06 ACTIVELY INVOLVED

**Q:** Which of the above referee characteristics do you think you could learn from and adopt into your own parenting style?

# Respect is the HOLY GRAIL of parenting

REFEREES UNDERSTAND THAT WITHOUT RESPECT, THEY HAVE NO AUTHORITY OR JURISDICTION OVER THE GAME. HOWEVER, AUTHENTIC RESPECT IS NOT SOMETHING THAT CAN BE DEMANDED; IT'S SOMETHING THAT NEEDS TO BE CULTIVATED. SO HOW DO REFEREES (AND PARENTS) CULTIVATE RESPECT?

01

When referees respect themselves and their fellow referees, players by default, develop respect and learn to have confidence in them.

02

When referees respect the players, players will by default respect themselves and the referee.

03

When referees respect the rules and do not allow them to be stretched, bent or broken, players will also respect the rules.



# Balanced Authority

In managing both your family team and their state of play, it's important to have a healthy balance between the different parental authority hats you wear (e.g. Director/Conductor/Referee/Coach).



Parents who **DIRECT** their family, yet never **CONDUCT**, are parents with good intentions but who will struggle to follow through.



Parents who **CONDUCT** their players but don't take the time to **DIRECT** them will spend time managing behaviour, not transforming it.



Parents who **REFEREE** well, but fail to **COACH**, focus too much on the rules. This results in fractured relationships and low motivation.



Parents who **COACH** well but fail to **REFEREE** the game, find their players will push boundaries and break rules - throwing the game into chaos.

**Q:** Which authority role do you find the easiest, and why?

**Q:** Which authority role do you find the hardest, and why?

**Q:** Which role(s) need further development to help balance your parental authority?

# Key Positions

In order to have a successful family team, it is important to recognise that everyone is equally valuable. Your child(ren) make up various positions on your family team - according to individual strengths. Each position comes with its own unique roles and responsibilities. Consider the following sporting and music team analogies.



## SPORTING TEAM ROLES

### DEFENDER

Supportive and helpful

### GOALIE

Stops negative interactions

### STRIKER

Scores family fun and excitement



## MUSIC TEAM ROLES

### MELODY

Promotes good times

### RHYTHM

Consistency and structure

### HARMONY

Gets along well with others

**Introduce the sporting or music team analogy to your child. Based on what they perceive their strengths and interests to be, ask each family member what position they believe they play on your team. For older children, you may also wish to appoint them as Team Captain - a position of responsibility over a particular household function (e.g. looking after/playing with a sibling, de-escalating sibling rivalry or overseeing clean-up).**

### PLAYER 1

### PLAYER 2

### PLAYER 3

### PLAYER 1

### PLAYER 2

### PLAYER 3

# Defining Roles

**Q:** If you were to describe your child to someone who'd never met him/her, what type of things would you say?

**Q:** What are your child's natural gifts and abilities?

*HINT: Musical, artistic, academic, athletic*

**Q:** What are your child's core character-strengths?

**Q:** What are your child's main interests and passions?

*HINT: Socially confident, playful, kind, caring, inquisitive, resilient, polite, affectionate, respectful, brave, considerate of others*

*HINT: Friendships, sports, computer games, music, faith, designing, hobbies, creative arts, dance, reading, inventing, learning*

# Team Player Profiles

Together with your children, create a fun family poster – profiling each player’s position, responsibility and strengths. Identify how each player contributes to your family’s mission.



Consider the following examples:

POSITION	RESPONSIBILITY	STRENGTHS	MISSION
Coach & Referee 1	Build relationship, establish rules, implement consequences	Emotionally calm, consistent, loving, firm, supportive	Instruct, encourage, and correct players; evaluate family goals
Coach & Referee 2	Establish goals, organise the team, back-up support and reward	Gentle, firm, friendly, committed, organised	Teach, equip, empower, uphold, reinforce family mission statement
No.1 Striker (Captain)	Helps organise other players and score goals for the team	Mature, thoughtful, playful	Actively score for family fun and excitement
Top Goalie	Stop goals from being scored against the family team	Good mediator and problem solver	Stop negative emotions from affecting the team’s performance
Key Defender	Help score and save goals	Helpful, funny, organised	Support the goalie to stop negative emotions

POSITION	RESPONSIBILITY	STRENGTHS	MISSION
Conductor & Director 1	Sharpen notes and produce great music for all to enjoy	Informed, conscientious, reliable, loving	Train, instruct, love refine and adjudicate performance
Conductor & Director 2	Produce memorable performances and keep players in tune	Hard worker, self- disciplined, caring, attention to detail	Develop/execute strategy and fine tune players performance
Bass Guitarist	Maintains rhythm	Gets along well with others	Create harmony in the home
Little Drummer	Provides a steady pace for others to follow	Determined, strong minded (potential for future leadership)	Contributes to consistency and structure (routine)
Flute Player	Adding nuance and distinction to the tone of the team	Fun-loving, talented, creative, generous	In pursuit of pleasant melody (good times)