

Parenting Revolution

Children Edition

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ACTIVITY SHEET



It's not your role to 'make' your child obey you or solve their problems. That's your child's responsibility. Your responsibility is simply to set up the ground rules, establish and communicate clear consequences and follow through on your pre-established game plan. However, to achieve your family's mission, you're also required to establish important physiological foundations and empower your children with strategies for success. Modelling to your child how they should conduct themselves and problem solve takes great discipline. This session will encourage you to effectively manage your own emotions and establish a blueprint for your family to follow.



PROGRAM DESIGN AND OBJECTIVES SUMMARY

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

- (a)** learn how to cultivate (instead of demand) respect
- (b)** manage your own emotions in the face of frustrating behaviours or even oppositional defiance
- (c)** establish physiological foundations that set children up for success

Keep it on The Level

Parents who feel insecure or threatened by their kid's manipulation or defiance tactics often think they need to force their children to obey. Unfortunately, as frustration levels rise, these parents have a tendency to break that which does not bend. Parenting with authority requires a level head. The term 'level' describes the balance between your rational mind and emotional disposition. When frustration creeps in, wisdom sneaks and leaks out. To be effective, you need to manage your own emotions and master your reactive habits.



For each of the following scenarios, which is the most 'level-headed' parental response?

You give your child an instruction but 5 minutes later the child has still not obeyed: ✓

- Yell at your child to gain their attention and let them know you're serious
- Threaten to punish your child if they don't obey you right away
- Remind them 'delayed obedience is disobedience'. Highlight the consequence

You give your child an instruction, but they protest and complain 'it's not fair': ✓

- Remind them that "yes mum" or "yes dad" is the only thing that should say right now
- Argue by saying 'life is not fair'; highlight the 'unfair' things that you've encountered
- Tell them you don't care if they think it's unfair; all you care about is that they obey

You give your child an instruction but they refuse, giving you that 'make me' look: ✓

- Take them by the arm and make them do what you have instructed
- Issue a yellow card; when their time is up, have them explain the core-value violation
- Realise you can't actually make them, so ignore the child's defiance and do it yourself

WHEN YOU CALMLY COMMUNICATE "IT IS NOT MY ROLE TO MAKE YOU, IT'S YOUR RESPONSIBILITY TO OBEY", YOU'RE NOT JUST COMMUNICATING A 'PRINCIPLE', YOU'RE COMMUNICATING A 'POSITION'. BY REMINDING THE CHILD OF THE CONSEQUENCES OF THEIR ACTIONS, YOU REASSERT YOUR POSITION OF AUTHORITY.



**THE MORE
EMOTIONAL YOU
GET, THE LESS
INTELLIGENT
YOU BECOME.**

**FRUSTRATION
IS FUELLED BY
ANXIETY; ANXIETY,
IN TURN, IS
EXACERBATED WHEN
YOU'RE UNABLE TO
MAINTAIN CONTROL.
THE RAW EMOTION
OF UNREGULATED
FRUSTRATION
HIJACKS YOUR
SPEECH AND
BEHAVIOUR AND
IMPACTS YOUR
CAPACITY TO
PARENT WITH
WISDOM.**

**Don't follow your
feelings; INFORM
your feelings!**

Revolution comes through Revelation

Whenever your child does something that is obstinate, rebellious or wilfully defiant, you may find yourself reacting without even thinking. Unfortunately, feeling upset, intimidated or frustrated, typically results in a breakdown of level-headed parenting. Be reassured, you would not be the first (or the last) parent to struggle in this area. The good news, however, is that there are ways to effectively manage your own emotions and master your reactive habits.



Parent the intent, not the outcome.

UNINTENDED.

Your pause gives you cause to respond calmly, keeping your relationship intact.

INTENDED.

Your pause gives you cause to calmly consider appropriate and effective disciplinary measures.

When Lucy accidentally spilled a glass of water over her Mum's work documents, it was quite an inconvenience. Lucy's Mum was less upset about the mess and more distressed by the potential loss of important documents. However, before reacting, she took a few moments to calm herself and consider Lucy's intent. Because the spillage was a genuine accident, Lucy's Mum paused to consider her response. She recognised the mistake was unintended, and therefore requested Lucy be more careful with the water from now on. Apart from being responsible to help clean up the mess she had made, Lucy experienced no further consequences. However, if Lucy goes on to wilfully defy her Mum's request to be careful and rudely threatens (or pretends) to spill the water, Lucy will be issued a Yellow Card and sent to the penalty box. Even if not a single drop of water is spilled (outcome), Lucy's Mum will be correcting her attitude (intent) and breach of honour (core value).

Action – Reaction

(Parent the Intent, not the outcome)

Q: Your child spills their dinner on the carpet:

What's your typical reaction?

How could you STOP, ENQUIRE, PAUSE, and RESPOND more effectively?

Q: Your child woke the sleeping baby:

What's your typical reaction?

How could you STOP, ENQUIRE, PAUSE, and RESPOND more effectively?

Q: Your child has left their hat behind, again:

What's your typical reaction?

How could you STOP, ENQUIRE, PAUSE, and RESPOND more effectively?

Q: Your child poured his/her own glass of milk, which, of course, overflowed:

What's your typical reaction?

How could you STOP, ENQUIRE, PAUSE, and RESPOND more effectively?

Hat Swapping Dance

If your child's enthusiastic willingness to honour you has been replaced by a begrudging or foul attitude, you're no longer dealing with a behavioural issue, you're dealing with a heart issue. To bring about transformation, you need to get to the heart of the matter. Being able to understand what's going on inside your child's heart is not only a skill, it's a dance – a hat swapping dance that requires you to embrace a broad range of parental roles. Making a heart connection puts you in a better position to shape your child's attitude and transform their conduct.



Match the following scenarios with the best fitting hat (parental role):

While sitting at the dinner table you ask, 'what's one thing you're thankful for today?'

You find out your child will be receiving a 'student of the week' award at school this week.

You ask your child after school how their day was. They hang their head and say, "OK, I guess."

Your child informs you that they are being teased and excluded by other children at school.

Your child is afraid to eat in case their wobbly tooth falls out and they accidentally swallow it.

You catch your child eating sweets, but they lie and deny that they've had any.

Your child is struggling with their homework. Their school assignment is due tomorrow.



NURTURER



COACH



DIRECTOR / CORRECTOR



SPIRITUAL MENTOR



CHEER SQUAD

All I want for Christmas IS YOU!

For children, there's no such thing as quality time, apart from quantity time. Families need to have time together to practice healthy habits and successfully operate as a team. In every team environment (ranging from the school class or sporting team, through to the dance squad, orchestra or choir), children are always training, practicing or rehearsing for something. When is it your family practice time?

SET ASIDE A REGULAR WEEKLY TIME TO:

- Build relationship
- Establish new goals
- Give encouragement
- Review progress
- Rehearse core values
- Provide feedback
- Practice social courtesy
- Play games
- Have fun

AS A FAMILY, WE COMMIT TO:

Meeting every week on:

(specify day)

From:

(specify time)

To do:

(specify activities)

Billy loves Christmas morning. In the days leading up to THE BIG DAY, his parents frequently remind him that Santa only brings presents to children who have been good. Billy's parents love to sing "He's making a list and checking it twice; He's going to find out who's naughty and nice. Santa Clause is coming to town." While the song seems to have good intentions, Billy's already worked out that Santa doesn't exist and it doesn't really matter if he's been 'bad or good', he'll be getting presents anyway! On the eventful morning, Billy races for the Christmas tree to see what gifts have arrived for him. He spies the largest box that has his name on it and proceeds to tear it open. To Billy's excitement, under the colourfully designed wrapping paper is a big battery-operated truck that has a loud siren. He turns the siren on, speeds it across the lounge room floor, and watches as it crashes into Dad's big toe. "Thank you!" says Billy. With the siren still blaring and the truck now resting on the other side of the room, Billy's attention turns to the next box under the tree that bears his name. In all, 30 seconds of excitement was clocked for the noise-producing-truck. Record time! While Billy may go on to play with the truck a few more times later that morning, eventually it will end up broken or in the cupboard with all his other toys. In the years to come, it is unlikely that Billy will even remember receiving this gift. Despite the many days of looking forward to Christmas morning, the gifts Billy receives only ever produce temporary excitement. There is, however, another type of gift that creates a long-term impact. That gift is something that makes a heart connection. That gift is you. In the words of Jesse Jackson, "your children need your presence more than your presents".

Detective Work

Teaching your child requires both correction and encouragement. It's easy to spot negative behaviours in need of correction, however, it requires ongoing discipline to spot and encourage the positives. In the same way a detective gathers clues, formulates conclusions and submits their report, one of the most effective ways to encourage positive learning is through regular use of the WHAT, WHY, HOW praise sandwich that you learned in the last session.



How could you reinforce, rehearse and help replicate the following core-values?

SELF-DISCIPLINE

Child (picky eater) has eaten their food up without reminders to 'have another bite':

WHAT?

WHY?

HOW?

CONSCIENCIOUSNESS

Child completes their school homework without having to be asked:

WHAT?

WHY?

HOW?



HONOUR/RESPECT

When asked to clean up their toys, child responds by saying “yes mum/dad”:

WHAT?

WHY?

HOW?

GENEROSITY

Child breaks a cookie in half and offers their sibling the larger piece:

WHAT?

WHY?

HOW?

WE PRAISE OR CHASTISE THE BEHAVIOUR, BUT WE ALWAYS LOVE THE CHILD

Shanice’s Dad was playing on his daughter’s Rubik’s cube, and completed one side of colour. The next morning, Shanice took the Rubik’s cube to her Mum and said, “Look what I did... a whole side of colour” (obviously trying to impress her). As we would expect, Shanice’s mum responded with excited praise. Upon seeing this, Shanice’s Dad pulled her aside and quietly said, “Hey Sweetheart, you don’t have to exaggerate to impress your mum, she already thinks you are great! But you want to know something super impressive? Always telling the truth. Instead of bending the truth about your ability, what could you tell mum about the Rubik’s cube that would be both really cool and truthful?” Shanice responded sheepishly saying, “Look mum, one whole side is complete. I really want to be able to learn how to do this.” Shanice’s Dad quickly encouraged her highlighting, “I like your honesty (WHAT). It will probably even prompt Mum to teach you how to do it (WHY). By telling the truth, Shanice, you’ll not only learn new skills, you’ll make me really proud” (HOW). Shanice’s walked over to her mum and apologised to for not telling the truth...

**MAKING A WISE
CHOICE IS THE
RESPONSIBILITY
OF THE CHILD.
TEACHING A CHILD
HOW TO CHOOSE
WISELY IS THE
RESPONSIBILITY
OF THE PARENT.**

Foundations Checklist

Your child's engine is a metaphor for healthy functioning. If your child doesn't seem to be progressing, it may be wise to look under the hood. A healthy engine has good sleep hygiene, regular exercise, a healthy diet, socialisation and mental activation. With a healthy constitution, your child's engine can take them places.

WRITE 1, 2, 3, or 4 in the box that best matches your answer

	Never	Sometimes	Often	Always
	1	2	3	4
My child eats green vegetables with their evening meal				
My child enjoys solving challenging problems				
My child enjoys learning new physical skills				
My child has an undisturbed night's sleep				
My child enjoys playing sports				
When people are sleeping, my child plays quietly				
I read to my child (or my child reads) before bed				
My child expends lots of energy in physical play				
My child is interested in learning new things				
My child goes to bed between 6:30pm-8:30pm				
My child daily eats at least 1-2 serves of fruit				
My child spends time playing non-electronic games				
If they wake in the night, my child puts themselves back to sleep				
My child respects their elders				
My child is able to play well with younger and older kids				
When upset, my child is able to calm themselves down				
My child enjoys healthy food				
My child is keen to participate in physical activity				
My child asks permission before eating junk food				
When put to bed, my child doesn't get back out				

TOTAL SCORE: _____/80



NOTE:

Add up the column numbers and record your total score out of 80. The higher your score, the more secure your child's foundation for health development.

Score Interpretation

Ideally, you want to your child to fall in the range of 50 to 80. A score in the range of 30 to 50 may represents a vulnerable foundation that warrants fortification. A score under 30 may represent a fragmented foundation that requires your immediate attention. Consider the following recommendations.

FOUNDATION	RECOMMENDATION
Sleep Hygiene	4-5 years = 12-13 hours of sleep per night 6-11 years = 10-11 hours of sleep per night
Regular Exercise	Physical play to non-physical play = 2:1 ratio (e.g. 1-hour physical play = 30 minutes screen time)
Healthy Diet	4-7 years = 1-2 serves fruit, 2-4 serves vegetables 8-11 years = 1-2 serves fruit; 3-5 serves vegetables
Social Engagement	Develop friendship networks, engaging well with siblings, peers, parents & grandparents
Cognitive Stimulation	Academic learning, problem solving, creative play, use of imagination, regular reading



In what areas could you help sure up your child's developmental foundations? ✓

	Sleep Hygiene	<i>I commit to...</i>
	Regular Exercise	
	Healthy Diet	
	Social Engagement	
	Cognitive Stimulation	