

# Parenting Revolution

Children Edition

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# The Game Plan

## ACTIVITY SHEET



A revolution is like a rebellion. As parents, we're rebelling against the daily grind of 'behaviour management' and we're fighting for sustainable transformation. This is no easy task, but it's a revolution worth joining. A true revolutionary takes up this cause for the long-term benefit of others (in this case, your child). The Parenting Revolution was designed to help parents create a family Game Plan not just to manage behaviour, but to transform it. This final session helps you put it all together.



### PROGRAM DESIGN AND OBJECTIVES SUMMARY

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

- (a)** understand the difference between discipline and punishment
- (b)** review and consolidate what you have learned so far in this program
- (c)** finalise your family game plan

# Discipline versus Punishment

Even the most well-behaved children require discipline. In fact, it is likely due to discipline that these children would be so well behaved in the first place. Children who are disciplined are like trees that are pruned. Ultimately, pruned trees develop a more abundant harvest and better-quality fruit. However, an undisciplined child, like an un-pruned tree, has a tendency to grow up on the wild side. However, discipline should not be confused with punishment. Although both discipline and punishment employ restrictions in response to unwanted behaviour, they are vastly different in both their approach and outcome. Consider the core difference between discipline and punishment.

**“A pat on the back is only a few vertebrae removed from a kick in the pants.”**

Ella Wheeler Wilcox

DISCIPLINE	PUNISHMENT
Discipline corrects.	Punishment condemns.
Discipline seeks to encourage appropriate social and emotional behaviour.	Punishment seeks to discourage inappropriate social and emotional behaviour.
Discipline uses established boundaries, putting the child in control of his or her actions.	Punishment uses established penalties, putting parents in control of their child's actions.
Discipline is used for growth and learning. It teaches the child how to behave.	Punishment is used to reprimand and restrict. It teaches the child how not to behave.
Discipline offers a choice how to behave and correct mistakes that have been made.	Punishment is the payment for poor choices and mistakes that have been made.
Discipline steers a child where and how to go. It's future focused.	Punishment is reprisal for what has been done. It's retrospective.
Discipline is planned ahead of time (pre-established rules and consequences)	Punishments are often decided on the spot (administered in the heat of the moment).
Discipline focuses on correcting behaviour (communicates the behaviour is bad).	Punishment focuses on correcting the child (communicates the child is bad).

**WHILE DISCIPLINE AND PUNISHMENT MAY APPEAR SIMILAR, DISCIPLINE IS LIGHT-YEARS AHEAD IN CULTIVATING POSITIVE BEHAVIOUR.**

### Scenario 1. Jerome is found to be drawing on the wall with crayon:

*His parent yell; “what are you thinking” (abstract question to a concrete mind), “what kind of idiot does that?” (emotionally reactive, condemning). Jerome’s crayons are promptly thrown in the rubbish bin (spontaneous reprisal, payment for mistake, future opportunity to draw in the right way is now disabled). Finally, Jerome is sent to his room (sentenced, inappropriate penalty box location). Jerome’s parent walks away saying, “that’ll teach him...” but what lesson has Jerome learned?*

*Is this punishment or discipline?*

### Scenario 2. Jerome is found to be drawing on the wall with crayon:

*His parent asks; “why did you do this Jerome?” (enquiring about intent/heart/attitude; Parent maintains emotional composure). Parent firmly communicates “it’s never OK to draw on walls” yet invites Jerome to brainstorm why it’s not OK (developing insight). Parent asks what he thinks should happen if he ever draws on the wall again (proactive; new future rule and consequence made with pre-established consequence attached). Parent requires Jerome to assist in cleaning the wall (logical consequence promoting responsibility). Jerome is then sat down at a table with paper and crayons (given an opportunity to behave in the correct way) and given encouragement to show the parent once when complete (heart connection). What lesson has Jerome learned?*

*Is this punishment or discipline?*



#### **NOTE:**

To some, this may seem like a long drawn out process to teach a lesson. Parents often comment “back in my day, if I drew on the wall, my parent would whack me and be done with it!” It’s true that engaging discipline requires more thought, strategy and self-control than emotionally reactive punishment. Yet, how you respond will determine the kind of result you generate (behaviour management versus behavioural influence). Young Jerome, who sees the wall as one big canvas and proceeds to creatively express himself with crayons, needs to understand how to express himself within appropriate boundaries. If boundaries and consequences are already in place, and he still wilfully does the wrong thing, only then should the ‘consequences’ take on a more serious orientation.

**“Discipline is the bridge  
between goals and  
accomplishments.”**

Jim Rohn

# Parental habits are often formed over years of managing behaviour.

They are especially hard to break when, out of frustration, old ways (that seem to work in the moment) are re-embraced.

A behavioural influence strategy is like an investment. Every parent wants to see immediate gains, yet investments take time to mature. However, the dividends, are totally worth it.

# Mission Impossible Challenge

Here is your mission... if you choose to accept it: Plan (in advance) a day where you can leave work earlier than normal to collect your child from school. Announce to your child you are taking them on an adventure simply because you wanted to spend some time with them. What could you imagine doing together? Creativity is king. The greater the effort, the more special it is.

## Plan it. Schedule it. Execute it.

WHEN?

WHERE?

WHAT?



### IDEAS:

Go to the skate park, get a milkshake, kick a ball in the park, collect shells at the beach, go 10-pin-bowling, take pictures and create your own story book, have a bite to eat, go for a swim in the river, cook pancakes on the BBQ, collect treasures for a scrapbook, go for a bush walk or enjoy a bike ride.

**The best time to do something special together, is when there is no specific reason... (other than you want to). Most activities costs little or no money, yet they are priceless in value.**

# Putting it all TOGETHER Mission

Most parents desire to see immediate gains. However, the process of planting, watering, pruning and harvesting takes time. The best time to parent a ten-year-old is when they are seven; and the best time to parent a seven-year-old when they are four. The parenting revolution is all about playing the long game. But with perseverance, it's well worth it.



**What are the most important lessons you have learned in each session?**

SESSIONS	THEMES/TOPICS COVERED	KEY LESSON
01. THE START	Examined your personal goals (not only what you'd like to achieve as a family, but importantly, who you'd like to become as a parent).	
02. THE HEART	Learned the importance of making a heart connection. Relationships before rules results in respect. If your child respects you, everyone wins.	
03. THE TEAM	Identified core values (superhero powers) and established responsibilities. With each team member understanding their role, it's game on.	
04. THE STRATEGY	Created your own family rulebook (dealing with both incidental and serious behaviours), to help you achieve your mission and enjoy the process.	
05. THE INFLUENCE	Learned to parent the intent (advancing emotional stability). Reviewed foundations for healthy development, established practice time.	

**Q:** What's been the most impacting or beneficial thing you've learnt so far (and why)?

**Q:** What's been the most challenging thing you've learnt so far (and why)?

# The Revolution STARTS NOW.

“The best way  
to predict the  
future is to  
create it.”

Jason Kaufmann



# Your Family Game Plan

(at a glance)

## 01. FAMILY MISSION (transcribe from session 1)

**Objective:** This month, our family will...

## 02. CORE VALUES (transcribe from session 3)

1.

2.

3.

4.

5.

## 03. KEY POSITIONS (transcribe from session 3)

**Name:**

**Strength:**

**Role:**

**Responsibility:**

**Name:**

**Strength:**

**Role:**

**Responsibility:**

**Name:**

**Strength:**

**Role:**

**Responsibility:**

**04. BEHAVIOUR TARGETED FOR TRANSFORMATION** (transcribe from session 4)



**INCIDENTAL behaviours to be DISCOURAGED**

- 1.
- 2.
- 3.

**Negative logical consequences**

- 1.
- 2.
- 3.

**INCIDENTAL behaviours to be ENCOURAGED**

- 1.
- 2.
- 3.

**Positive logical consequences**

- 1.
- 2.
- 3.



**SERIOUS behaviours to be DISCOURAGED**

- 1.
- 2.
- 3.

**YELLOW CARD:** Identify Core Value Breach  
**RED CARD:** Serious Restrictions Imposed

**SERIOUS behaviours to be ENCOURAGED**

- 1.
- 2.
- 3.

**GREEN CARD:** Intrinsic Time-Based Reward  
Communicating WHAT, WHY, HOW

**05. FAMILY PRACTICE TIME** (transcribe from session 5)

**We meet on:** (specify day)

**From** (specify time)

**To do:** (specify activities)



**Viva la  
revolución!**