



Parenting with Love

Lesson Plan

Objectives:

1. Participants will develop skills to positively discipline their child.
2. Participants will talk about how they will discipline their child.
3. Participants will discuss how their disciplining will affect their child.
4. Participants will commit to working with their child's other parent to positively discipline their child.
5. Participants will learn that building a good relationship with their child as well as with their partner has a great impact on effective disciplining.
6. Participants will access community resources necessary to help them positively discipline their child.
7. Participants will develop a vision and a plan for positively disciplining their child.
8. Participants will commit to utilizing their support network to help them carry out their positive discipline plan.

Materials:

- DVD – *Everybody Hates Chris*, Season 1, Disc 1, “Everybody Hates Sausage” – Advance forward and show from 10:28 – 12:00
- DVD player and television or a computer with a DVD drive and a projector
- Participant binder pockets with handouts:
 - Discipline that Works handout
 - Experiences with Discipline & Setting Goals for Parenting with Love worksheet
 - *For expecting and new parents:*
 - Colicky Babies handout
 - Blank paper
 - Resource list for your area (see Preparation note #1)
- MU Extension guidesheets (have available for participants, if interested)
 - *Positive Discipline and Child Guidance*, GH 6119
 - *Development During the First Three Years*, GH 6121
 - *How Children Develop During the Preschool Years*, GH 6122 (for parents of toddlers and older children)
- Flip chart, dry erase board, etc.
- SPEAK/HEAR skills cards
- Pens
- Attendance sheet
- Name tags
- Materials for participant tables:
 - Play dough
 - Pipe cleaners
 - Paper and markers, etc.
- Participant incentives

Session Overview:

Welcome and introductions	(10-15 minutes)
Video clip and discussion	(5 minutes)
Activity: Experiences with punishment	(5 minutes)
Discussion: Punishment versus discipline	(2-3 minutes)
Discussion: Definition of discipline	(5 minutes)
Discussion:	(10-12 minutes)
<u>For expecting or new parents</u> , refer to the Parenting with Love: Discussion for Expecting and New Parents.	
○ Common reasons newborns cry	(5-7 minutes)
○ Dealing with crying babies	(5 minutes)
<u>For parents of toddlers and older children</u> , refer to the Parenting with Love: Discussion for Parents of Toddlers and Older Children.	
○ Common reasons children misbehave	(5-7 minutes)
○ Teaching your expectations	(5 minutes)
Activity: Agree/Disagree game	(10 minutes)
Discussion: Focus on the positives	(5 minutes)
Discussion: To spank or not to spank	(5 minutes)
Discussion: What should a parent do when...	(5 minutes)
Activity: Hot and Cold game	(10 minutes)
Discussion: Getting to know your child	(5-10 minutes)
Talking about it: Setting goals for parenting with love	(10 minutes)
Community resources	(5 minutes)
Optional closing activity	(2-3 minutes)
Introduce take home activity	(1 minute)
Wrap-Up	(10 minutes)

Session total (2 hours)

Preparation:

1. Create a list of resources for your area related to this topic. Include this list in participant packets.
2. You may want to write out questions ahead of time on flip chart paper, or a dry erase board, etc.

Procedure:

1. Welcome participants to the session and reconnect (10 minutes).

- Introduce yourself to the group and the title of today's lesson, "Parenting with Love."
- Welcome participants to the session and, especially if you have new participants, go around the room and have everyone briefly introduce themselves.
- Ask about the take home activity from the previous session (if applicable).
- Open with a question.

Ask: *"How do you think your relationship with your partner affects the way you parent?"*

Say: *"Some parents take out their frustrations on their children, or children may be put in the middle of an argument between parents. Healthy couple relationships are important for healthy parent-child relationships. To be able to teach and guide your children effectively and for your children to trust you, you need establish a strong relationship with your partner as well as with your children."*

2. Video clip and discussion (1:30 minute video; 3-5 minute discussion).

- Tell participants to think about the discipline the parents use in the clip.
- Show a clip from the *Everybody Hates Chris* episode titled, "Everybody Hates Sausage." Advance forward and show **10:28 – 12:00**

Ask: *"What were some good discipline strategies the parents used in this clip?"*

Examples:

- Leading by example (Julius ate some sausage)
- Consistency (Rochelle did not back down from her rule)

"Were there things you would have done differently?"

3. Activity: Experiences with punishment (5 minutes).

Note: Depending on group size and makeup, this activity can either be done as a partner activity or as a whole group discussion.

- Ask participants to reflect on their childhood experiences with physical punishment and share their responses to the following questions (display questions on a flip chart or dry erase board).
 - *“What types of things did you do to be punished?”*
 - *“How were you punished?”*
 - *“How did it make you feel?”*
 - *“Did you ever repeat the behavior? Why or why not?”*
 - *“Do you plan to discipline your children the same way? Why or why not?”*
- Explain that the reason you wanted them to think about how they were disciplined was to help them think about how their own kids feel when disciplined.
- Emphasize that parents can better relate to their children when they think about how they felt in similar situations.

4. Discussion: Punishment versus discipline (2-3 minutes).

- Have participants take out a blank sheet of paper from their packets and briefly write down their answers to these two questions.

Ask: *“What is punishment?” “What is discipline?” “What is the difference between punishment and discipline?”*

5. Define discipline (5 minutes).

Say: *“Discipline means to teach and guide. Punishment is one type of discipline, but it is only a very small piece. While punishment is a reaction to bad behavior, discipline can be a reaction to both good and bad behavior. You already use positive discipline every day when you praise your child for doing good things. When you thank your child for picking up her toys or when you compliment your child for remembering to wash his hands after using the bathroom, you are using positive discipline. The more positive guidance we can give young children, the better they will behave.*

*Earlier I asked you to think about how you were punished. Now I want you to **think about the good ways your parents or caregivers treated you.** Take a moment to consider things your parents did that made you feel especially good about yourself and made you feel loved.*

You may not have realized it at the time, but this positive treatment was also part of your parents' method of discipline."

- Have a few participants share stories.

6. Discussion (10-12 minutes).

For expecting and new parents, go to the Parenting with Love: Discussion for use with Expecting or New Parents.

For parents with older children, go to the Parenting with Love: Discussion for use with Parents of Toddlers and Older Children.

7. Activity: Agree/Disagree game (10 minutes).

- Identify one end of the room as Agree and the other as Disagree. Have participants move back and forth in response to each of the following statements, then ask several participants why they feel that way.
 1. Building a good relationship with my child is a key part of positive discipline.
 2. It is very important to catch my child being good.
 3. There is a time and a place for everything, including spanking a child.
 4. When I see my young child getting ready to do something he's not supposed to do, the best thing I can do is distract him.
 5. Parents should childproof their homes so children will not get into things they are supposed to leave alone.
 6. When we are out in public, it is okay for me to expect my child to act more mature than he or she is.
 7. It is important to give my child choices.
(Statements continue on page 7)
 8. The more rules I can establish, the better.
 9. My child should know what I expect from him without me saying.
- To close this activity, briefly read through the "Discipline that Works" handout in participants' packets.

8. Discussion: Focus on the positives (5 minutes).

🗨️ Say: *"Children respond well to positive reinforcement. When you see them doing something good, tell them that you liked what they did. For example, if they put their toys away, helped comfort another child, or helped you with laundry, be sure to thank them. Try to have more positive interactions with your child than negative. For every one negative interaction you have with your child (for example, an argument or criticism), try to have at least 4 positive*

interactions with your child (such as praising your child for picking up his or her toys, or complimenting your child for taking turns).

Building a strong, healthy relationship with your child is important for being able to effectively teach your child. Whether or not your child listens to you or follows your directions when asked depends on the quality of the relationship you have with your child. If you have a good relationship, they will be more likely to do good things when you are not looking, too.”

Ask: “What are some positive interactions you’ve had with your child recently?”

9. Discussion: “To spank or not to spank” (5 minutes).

Ask: “Do you and your partner agree on how your children are disciplined?” “How do you decide what discipline is right?” “What happens if one person believes in spanking and the other does not?”

Say: “We have probably all heard people say, ‘I was spanked and I turned out okay.’ While this may be true, it doesn’t mean that spanking is the best way to discipline.

One thing to keep in mind is that no matter how angry you are or how bad your child misbehaves, abusing a child is never ok. Spanking that causes bruising, swelling, sprains, fractures, or other serious injuries is not ok.

I am not here to tell you that spanking is bad, but instead I want to help you think about ways you can prevent situations from getting bad enough that spanking might seem necessary. I also want to talk about other things you can do when your child misbehaves that can work just as well or even better.”

10. Discussion: What should a parent do when. . . (5-7 minutes).

- Read each of the following statements aloud.
- Ask how participants would respond and what could have been done to prevent the situation.
- When applicable, encourage participants to practice using their SPEAK/HEAR skills. If you have them use SPEAK/HEAR skills, briefly review

each skill on the SPEAK/HEAR skills card and make the cards available for participants during the discussion.

- Possible responses are given below each statement.
 - a. *“Your six-month-old baby grabs your hair and pulls. What do you do?”*

🗨️ Say: *“When your baby pulls your hair, drops toys, wakes up during the night, or puts things in his or her mouth, it is not to frustrate you. Babies do not need to be punished for doing these things because they don’t know any better.”*

- b. *“You are cooking supper and your two-year-old comes in and reaches for the hot skillet. How do you react?”*
- Allow participants to respond.

Ask: *“What could you say that would teach your child not to reach for things on the stove?”*

Example using skills: *“The stove is hot! I know you are curious, but when I’m cooking, I need for you to stay back so you won’t get burned.”*

- c. *“You walk into the kitchen and see that your 1 ½ year old has just reached up to the kitchen counter and dumped a brand new box of cereal all over the floor. How do you react?”*

🗨️ Say: *“Remember that a sense of humor is important. Take a moment to consider how the mess could have been avoided. Have your child help you clean it up.”*

Example using skills: *“I understand that you are hungry, but until you are older I need to be the one getting the food.”*

- d. *“Your son is misbehaving and your mom says, ‘Why don’t you just spank him?’ How do you respond?”*

🗨️ Say: *“It is not only important for you to talk as a couple about discipline, but it’s also important to let family members and other caregivers know how you want your child to be disciplined.”*

Example using skills: *“I understand that when you raised me, spanking was a common way to make kids behave, but we have different ideas about disciplining our kids and we don’t plan to spank them.”*

11. Activity: Hot and Cold game (10 minutes).

- Ask one participant to volunteer to leave the room for a moment while you hide an object in the room.
- When he or she returns, have the other participants give hints like “Hot” or “Cold” or “Right” or “Wrong” to help him or her find the hidden object.
- Next, have another participant leave the room while you hide something else.
- After he or she leaves the room, instruct other participants to only say “No” or “Wrong” or “Cold” when the participant is away from the object. Tell them *not* to give any hints when the participant approaches or is close to the hidden object.
- When the participant returns, have him or her try to find the item.

Ask: “What was the purpose of this activity?”

Say: “Children hear their parents say ‘No’ or ‘Don’t’ much more often than they hear ‘Yes.’ It is easier to follow instructions when we know what we are expected to do, so try to focus on the positive.”

Follow-Up Activity: To reinforce these ideas, say each of the following statements and ask participants to restate them so we focus on what we want children to do.

- a. “Don’t write on the wall!”
“We only write on paper.”
- b. “Don’t run out in the street!”
“It’s not safe for you to go in the street. Stay in the yard.” or
“Come get me if your ball goes in the street.”
- c. “Don’t pull the cat’s tail!”
“Kitties don’t like to have their tails pulled.” or “Pat her gently.”

12. Discussion: Getting to know your child (5-10 minutes).

Say: “Get to know your child and how he or she is developing and growing. Learn what children can do at different ages so you have realistic expectations. The more you know about your child’s development, the better you will be able to understand your child’s behaviors and how you can best parent your child.”

- Distribute information on child development based on the ages of participants’ children. If parents seem interested, you may want to go through some of the child development information with them.

- Refer participants to other parenting programs in your area for more parenting information.

13. Talking about it (10 minutes).

- Have participants work in groups of 2 or 3 and find a place in the room where they can start working on their goals for using positive discipline.
- Have them refer to the “Experiences with Discipline & Setting Goals for Parenting with Love” sheet in their packets.
- Ask them to discuss new discipline techniques they learned and how they would like to use those strategies with their children. Have them consider how these techniques will affect their child.
- Instruct them to use their SPEAK/HEAR skills as they discuss their discipline plan.

14. Resources in the community (2 minutes).

Some resources you could mention:

- www.ncfamilies.com parenting guide sheets
- <http://ncfamilies.com/jitp/> Just in Time Parenting
- Cooperative Extension or eXtension.org
- Head Start
- Parents as Teachers
- Books and other resources on positive discipline can be found in bookstores and libraries
- Other parenting resources or classes in your area

15. Optional closing activity (2-3 minutes) – Select one of the following questions and ask each participant to respond:

“One trait my partner has that I really hope our child will also have is...”

“I believe my partner is going to be a good parent because...”

“I am excited to have a child with my partner because...”

16. Introduce take home activity (1 minute).

- Have participants complete their action plan for using positive discipline.

17. Wrap up the session and give out incentives (10 minutes).

- Ask if anyone has any general questions.
- Thank participants for coming and participating in the lesson.
- Make sure everyone knows the day and location of the next session.

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