



A Family Learning Programme

FAMILY WORKBOOK AND HOMEWORK

Brought to you by the Centre for Social Development in Africa (CSDA),
University of Johannesburg (UJ)

This workbook belongs to:



sihleng'imizi
we care for families



**science
& technology**

Department:
Science and Technology
REPUBLIC OF SOUTH AFRICA



**National
Research
Foundation**

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Contact sheet

My Sihleng'imizi programme group's day and time

Day of the week

--

Group starting time

--

My group leader

Name

Contact information

My Sihleng'imizi Buddy

Name

Contact information

Other new contacts

Name

Contact information

Programme summary

Family groups

- We meet once every week at the same time.
- It is important that we come every week.
- Children are not allowed to come on their own.
- We will talk about our families, what we do well, how we can improve, how we do things, and how to help children succeed in school, with friends, and in life.
- We will learn from each other, and we will learn new skills and new ways of doing things, such as giving children Special Time and using constructive discipline methods.

Homework practise

- It is important to try out new skills in our everyday life.
- Every week we will get activities to practise at home.
- My group leader will contact me by phone sms text message, or with a phone call between each session.
- Part of our homework is always to connect with our Sihleng'imizi Buddy.

Evaluation

We will be asked to fill in evaluation forms. The University of Johannesburg (UJ) wants to hear what we think about the Sihleng'imizi Family Programme so they can find out what works well and what doesn't. This will help the programme to be made stronger.

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Activity to do during the session



Information note



Activity for the children's session with childcare worker



Homework activity



Summary of homework for the week



Reflections

Session / Week 1

Identify your family's strengths

In Session 1, we:

- Learnt more about the programme and its goals.
- Identified our family's goals.
- Identified our family's strengths.
- Looked at the importance of praise.
- Understood what Special Time is, and the benefits of having Special Time with children.



GOAL!

Worksheet during the session: Our family goals

We have talked and decided together as a family that these are the four most important goals we want to achieve during this Sihleng'imizi Family Programme.

1	
2	
3	
4	



Information note

Special Time

Play is very important for children. It helps them develop healthy minds. When you show them that what your child is doing is important to you too, it improves your relationship with your child. We call this Special Time with your child.

Special Time lets children know that we are watching them and interested in what they are doing when they are doing something they have chosen to do. Special Time is about showing your interest in a child for their sake.

Many parents / caregivers with children with difficult behaviour do not get much pleasure from their relationships with their children. Parents of children who display difficult behaviour spend a lot of time trying to stop them from misbehaving.

When children are playing or occupying themselves quietly, parents / caregivers usually have a sigh of relief and leave them alone. But this is a good opportunity to pay attention to the children, and to show an interest in what they are doing. Special Time helps your children to feel valued and appreciated.

We all appreciate feeling valued

When someone really listens to you and notices what you are doing it makes you feel good because you feel valued.



Think of the people who seem to care about you. You know they care because they show an interest in you. They let you know that your views matter to them.

When a relationship between a parent / caregiver and child is going well, this happens naturally. Children notice their parents / caregivers' attention and, in return, respond more positively to it.

The benefits of Special Time with your child

Special Time:

- improves bonding between you and your child.
- builds your child's self-esteem.
- helps your child feel that they are valuable and loved.
- builds learning skills and problem solving.
- encourages your child to become more willing to help around the house.
- helps to develop your child's creativity and understanding of the world especially during play.
- is an essential step in teaching your child to want to do what you ask, and for building a good relationship with each other.
- gives you a chance to learn a lot about your child's interests and abilities.



What other benefits do you think there are for spending Special Time with your child? Chat about them and write them down:

Ideas for Special Time activities to do with your child

- Remember, **your child gets to choose** what to do during Special Time.
- The most important thing about Special Time is that you **allow your child to take the lead** when deciding what to do during the activity.
- Try not to make too many suggestions, ask too many questions, or tell what your child should do. Instead, for these five minutes, let your child lead the activity.



Here are some examples of activities you could do with your child this week:

- play with a ball, a doll or another toy
- dress up in fun clothes
- skipping rope in the yard
- shopping game in the house
- jigsaw puzzles
- house cleaning side by side
- sing a song together (this could include making up a new special group song)
- eat a meal together
- story-telling:
 - encourage your child to tell a story
 - you tell a story
 - have regular story times.



What are other activities you can do with your child?

Spending Special Time with your child: A summary

- 1) Set aside a Special Time to attend to your child each day – at least 5 minutes.
- 2) Make sure that your child knows that you are watching them.
- 3) Let things go at your child's pace.
- 4) During Special Time, give as few instructions or directions as possible.
- 5) Try not to ask questions unless the questions clearly still leave the child in charge.
- 6) Listen to what your child is saying and watch them.
- 7) Give just enough help to let it be the child's achievement.
- 8) Make only positive comments. Avoid critical comments.
- 9) During Special Time, try to ignore the things that you do not like your child to do.
- 10) You are in charge of how long the session lasts.
- 11) When you get skilled at paying attention to your child during Special Time, start to do it at other times as well.



Summary of homework for the week

The homework for this week is to:

- 1) Identify with your child what they would like to do for their Special Time with you.
- 2) Have Special Time with your child.
- 3) Be in touch with your Sihleng'imizi Buddy.
- 4) Write your reflections about Special Time.



Reflections

Session 1: Special Time

These questions are to help you reflect on your week. A good time to answer them is the day before your next session. There will be an opportunity to share your experiences with the whole group at the beginning of the next session.

- 1) Were you able to spend Special Time with your child this week?
How often? What did you do? What was your experience like?

- 2) How did your child behave during Special Time?

- 4) Did you have any challenges in spending Special Time with your child?

- 5) What can you do this week to help overcome these challenges?

Notes

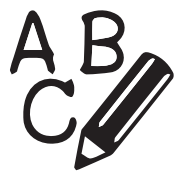
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Session / Week 2

At home: Helping children do their best at school

In Session 2, we:

- Learnt that it is important to be involved in helping our children succeed in their school life.
- Used a Solution Plan method to look at how to help children succeed in their school life.
- Identified things that parents and caregivers can do to help their children succeed at school.
- Looked at ways to structure life at home to help children succeed in their school life, especially with homework.



Activity during Session 2: Solution Plans

Messy Mandla



Forgetful Fikile



Last Minute Lindiwe





Information note

What the research says about parent / caregiver involvement in children's education

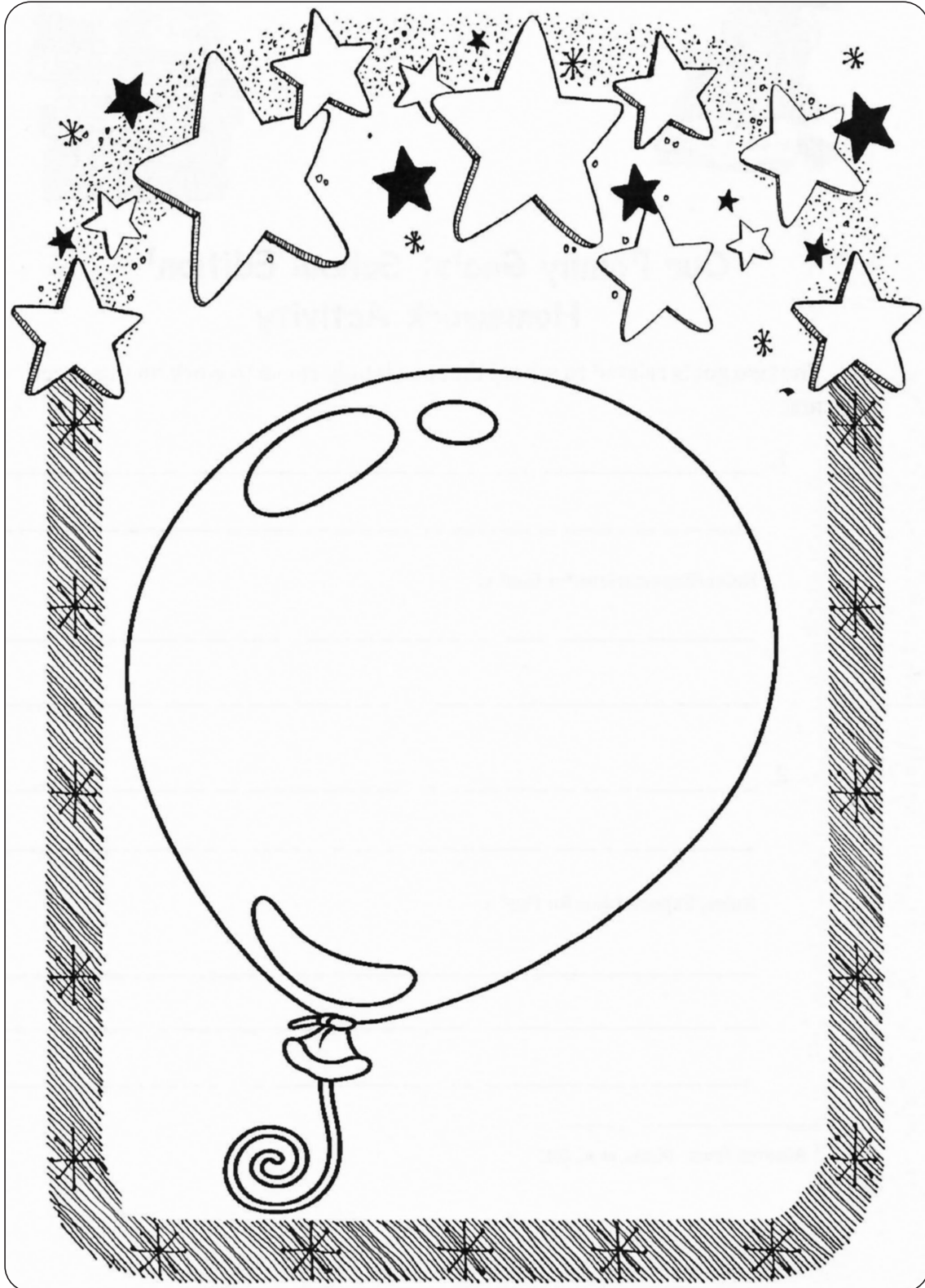
For many years researchers have looked at how life at home helps success at school. This is what the research has found:

- 1) Learners whose parents are involved in their schooling are more likely to:
 - have better marks and do better in tests.
 - attend school regularly.
 - complete matric and do some kind of tertiary education.
 - have better social skills.
 - have better motivation and self-confidence.
 - have less use of drinking and drugs.
 - have less violent behaviour.
- 2) The best ways to know whether a learner will be successful at school is:
 - by knowing how much the family makes sure the home environment encourages learning, and expects good marks and hard work from the child.
 - when families become involved in the child's education at school.
- 3) The earlier the parent gets involved, the more powerful the effects.



Children's activity for Session 2

My hopes, dreams & goals





Homework activity for Session 2



Our family goals to help our child to do their best at school⁵

The two goals related to school that our family chose to work on this week are:

1) Our rules / expectations for Goal 1 are:

2) Our rules / expectations for Goal 2 are:



Summary of homework for the week

The homework for this week is to:

- 1) Goals:
 - Go back to what you did in the *A typical day in our family life* activity during the session to help you identify two goals to practise consistently.
 - Try to make one goal something that the child in your family is responsible for, and one goal something that the parent / caregiver is responsible for.
- 2) Write your reflections about family goals to help with school.
- 3) Be in touch with your Sihleng'imizi Buddy.

⁵ Adapted from: McKay, M., Gonzales, J., & Kim, L. (2012). 4 Rs and 2 Ss *for strengthening families: Multiple family groups to manage child behavioral problems*. New York, NY: McSilver Institute for Poverty Policy and Research.



Reflections

Week 2: Family goals to help our child to do their best at school

These questions are to help you reflect on your week. A good time to answer these is the day before your next session. There will be an opportunity to share your experiences with the whole group at the beginning of each session.

- 1) Were you able to work on the family goals you set together? How often?
What did you do? What was your experience like?

- 2) How did your child behave during the new "goal times"?
For example, when doing homework at the table and not on the bed?

- 3) Did you have any challenges in trying to achieve these family goals?

- 4) What can you do this week to help overcome these challenges?

Notes

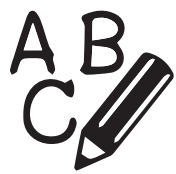
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Session / Week 3

How to work in a cooperative way with your child's school

In Session 3, we:

- Looked at reasons why parents / caregivers could have negative feelings about school and why it is important not to transfer negative feels onto your children.
- Spoke about ways children and parents / caregivers can communicate about what is happening in school life.
- Explored ways to be more involved in your child's school life.



Children's activity during the children's meeting in Session 3



We love school!

My favourite part about school is...

My least favourite part about school is...

What can make a positive difference in my school life?

The person or people who help me with my homework are...

School is very important because...

1)
2)
3)

We love school!



Parent / caregiver's activity during Session 3: Adult's form



My favourite part about school was...

My least favourite part about school was...

The things that would have made a positive difference are...

The person or people who helped me with my homework were...

School is very important because:

1)	
2)	
3)	



Summary of homework for the week

- 1) Put into action one of the suggestions that came up during the session for how to be more involved at your child's school.
- 2) Write your reflections about being more involved in your child's school.
- 3) Bring for children's sessions that are coming up:
 - a cardboard box about the size of a shoebox; you will need one box for each child
 - one or two empty 1 or 2 litre plastic drinks bottles.
- 3) Be in touch with your Sihleng'imizi Buddy.



Reflections

Week 3: Ways for parents to be more involved at school

These questions are to help you reflect on your week. A good time to answer them is the day before your next session. There will be an opportunity to share your experiences with the whole group at the beginning of the next session.

- 1) Were you able to implement the suggested way of being more involved with your child's school this week? How often? What did you do? What was your experience like?

- 2) How did you feel during and after this time?

- 3) Did you have any challenges in doing these new things?

Session / Week 4

Healthy eating and healthy lifestyle

In Session 4, we:

- Learnt about the South African Food Based Dietary Guidelines, portion sizes and the importance of exercise.
- Learnt more about nutritious meals and planned one.
- Reminded ourselves about how to stay healthy through good hygiene practices.





Information note

Healthy eating and healthy lifestyle⁷

We can all:

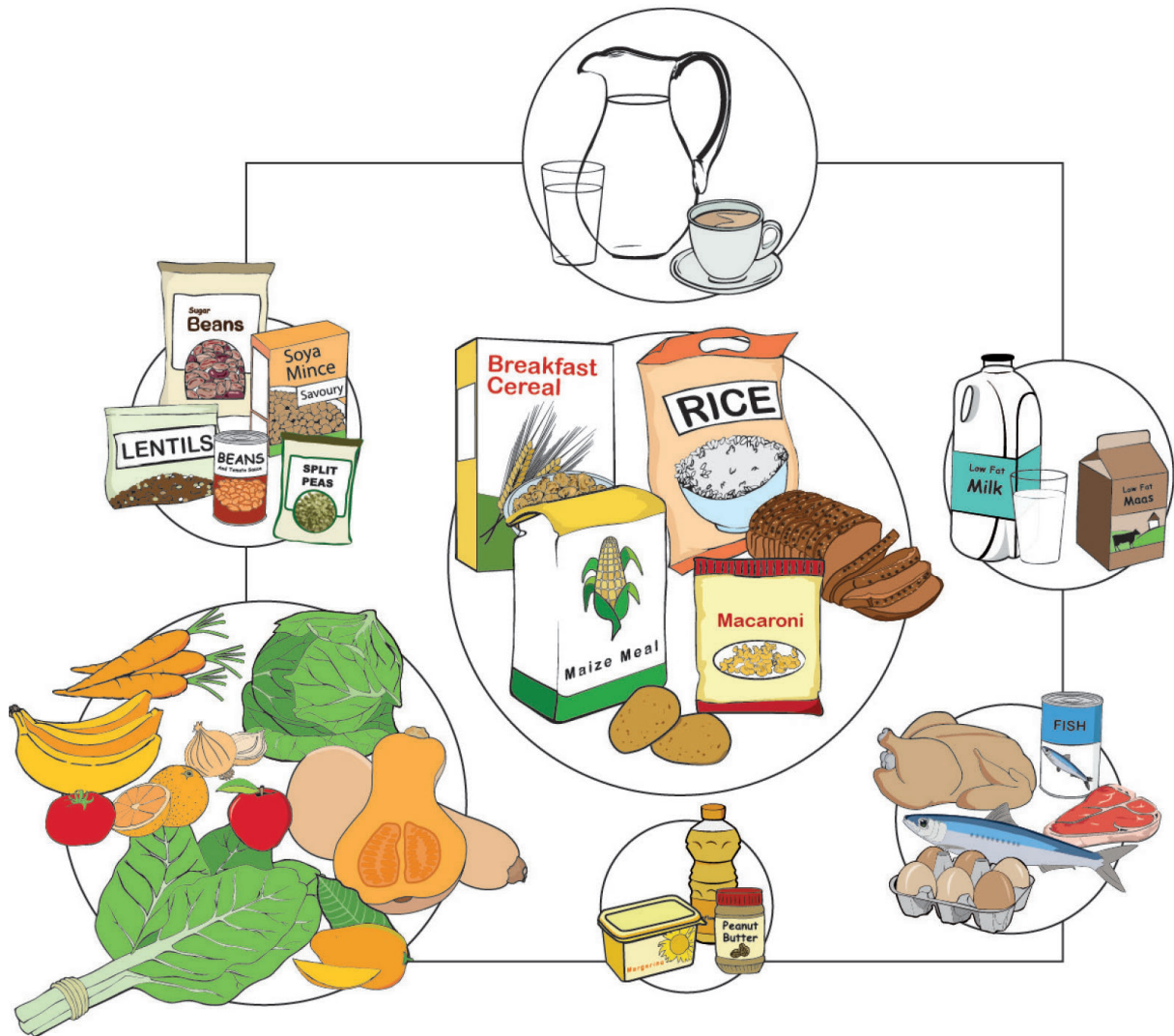
- learn and understand more about nutrition and how to continuously eat healthily.
- discuss what we learn with our family.
- share recipes with each other for delicious and nutritious meals (something you can do with your Sihleng'imizi Buddy).

Discussing nutritious meals and preparing them together can be a great way to bond. Healthy food choices are not more expensive but they do sometimes take adjusting to. They are a lifestyle choice. The Healthy Food Guide shows cost effective healthy food options.

- **Breakfast** is the most important meal of the day.
- You have a **healthy eating plan** when you eat a variety of three mixed meals each day. A mixed meal includes food from each circle in the Healthy Food Guide picture on the next page.
- It is healthier to eat **unprocessed food**. Unprocessed food is or has not been processed much. For example, wholemeal bread is healthier than white bread. This is because it contains more fibre from the wheat grains. We need fibre to prevent constipation. Fibre is removed when white bread is processed.

⁷ Acknowledgement: we have used some information from the National Department of Health's publication called Healthy Meal Provisioning in the Workplace (2016) [https://www.google.com/search?q=healthy+meal+provisioning+in+the+workplace+\(2016\)+department+of+health&oq=Healthy+Meal+Provisioning+in+the+Workplace+\(2016\)&aqs=chrome..69i57j35i39j69i59.3998j0j7&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=healthy+meal+provisioning+in+the+workplace+(2016)+department+of+health&oq=Healthy+Meal+Provisioning+in+the+Workplace+(2016)&aqs=chrome..69i57j35i39j69i59.3998j0j7&sourceid=chrome&ie=UTF-8) [Accessed 15.08.2020]

Healthy Food Guide⁸



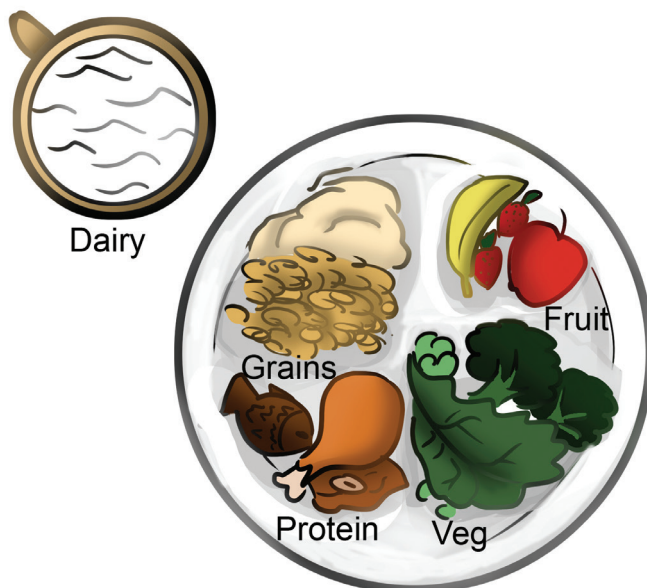
⁸ Ibid Healthy Food Guide illustration is from National Department of Health's publication called Healthy Meal Provisioning in the Workplace (2016). Front cover image: Reprinted with permission from the National Department of Health, South Africa. www.sajcn.co.za. South African Journal of Clinical Nutrition, 2013; 26(3) (Supplement).

The South African Food Based Dietary Guidelines⁹

- Enjoy a variety of foods.
- Be active!
- Make starchy foods part of most of your meals.
- Eat plenty of vegetables and fruit every day.
- Eat dry beans, split peas, lentils and soya regularly.
- Have milk, maas or yoghurt every day.
- Fish, chicken, lean meat or eggs can be eaten every day.
- Drink lots of clean, safe water.
- Use fats sparingly. Choose vegetable oils, rather than hard fats.
- Use sugar and foods and drinks high in sugar sparingly.
- Use salt and food high in salt sparingly. Sparingly means don't use much of it.
- We should all aim to eat meals and snacks that only have a little fats, sugar and salt in them.
- Some cooking methods are healthier than others. It is healthier to eat less animal fat. One way to eat less animal fat is to remove the skin from the chicken and cut the fat off meat. Other methods include:
 - Keep the skin on vegetables when you cook them. The skin contains nutrients.
 - Steam vegetables instead of boiling them. Steamed vegetables keep in more nutrients than boiled vegetables.
 - Eat washed raw vegetables and fruit. Some nutrients are lost when they are cooked.
 - Eat lots of fruit and vegetables, and eat nuts, beans and lentils when you can.
 - Make your own delicious sauces. Use ingredients such as vegetables, herbs, flour, and spices that don't have salt.

A guide for portion sizes

Eating the correct portions of different foods helps you stay healthy, including with weight. You can see the guide for portion sizes for different foods on this plate.



⁹ Source: Food-Based Dietary Guidelines for South Africa © SAJCN 2013, www.sajcn.co.za Published under a Creative Commons Attribution-Noncommercial-No Derivative Works 2.5 South Africa License, by Medpharm Publications (Pty) Ltd. Citation: Vorster, H.H., Badham, J.B., and Venter, C.S. (2013). An introduction to the revised food-based dietary guidelines for South Africa. *South African Journal of Clinical Nutrition*, 26(3): S1-S164. Available <http://sajcn.co.za/index.php/SAJCN/article/view/740>.



Summary of homework for the week

- 1) Make at least one new nutritious and delicious family meal this week using the Healthy Food Guide.
- 2) Use the *Reflections* sheet to capture some of your family's thoughts on:
 - what they learnt about in Session 4.
 - any food choices and cooking methods you might like to try out.
- 3) Put your exercise plan into action.
- 4) Bring:
 - a cardboard box about the size of a shoebox
 - one or two empty 1 or 2 litre plastic cool drinks bottles.
- 5) Be in touch with your Sihleng'imizi Buddy.



Reflections

Week 4: Healthy eating and healthy lifestyle

These questions are to help you reflect on your week. A good time to answer them is the day before your next session. There will be an opportunity to share your experiences with the whole group at the beginning of the next session.

- 1) Were you able to make meals using the Healthy Food Guide? How often? What did you do? What was your experience? Were you able to put your exercise plan into action? How often? What did you do? What was your experience?

- 2) How did you feel during and after this time? Reflect on the meal and exercise.

- 3) Did you have any challenges in doing these new things? Reflect on the meal and exercise.

- 4) What can you do this week to help overcome these challenges? Reflect on the meal and exercise.

Notes

[illegible]

Session / Week 5

Developmental expectations of Grade R and Grade 1 children



In Session 5, we:

- Learnt the *Say what you see Method* for praise and practised it.
- Learnt how children are different and develop individually, and how to have realistic expectations of our young children.
- Worked further at how to introduce more structure and routine to help children succeed at home and school.
- Explored the concept of consequences and a problem solving method.



Information note

All children are different and develop individually

- We all have things we do well, and things we don't do as well. Children are no different. For example, one six-year-old may be totally different from another. And they are both developing normally.
- As parents and caregivers, we must keep in mind the range of expected behaviours of children of this age group. This helps us to have realistic expectations of a child.

Young children and physical activity

Physically, 6-year-old children are quite active. They are able to do things which require motor coordination. This includes skills such as catching a ball with both hands, opening a lock with a key, tying their shoe laces or shoe straps, and washing themselves.

It is not easy for Grade R and Grade 1 children to sit still. This may sometimes cause problems in school where they have to sit still, or when they can't go out and play as much as they like to at home.

Parents / caregivers and teachers should give children the time they need to play and do other physical activities during the day. This helps these young ones to settle down for schoolwork or do chores.



Information note

Tips on structuring the day for your child

- Have a routine each day. Do things at the same time and the same way each day. This helps children to be organised, work hard and do better in their lives.
- Make sure the child has a regular daily homework routine.
- Getting homework done as soon as possible gives the child enough time for rest, play, and do other important activities. At first, young children may not understand that homework must be done by, say, six o'clock in the evening. However, they will become used to the way an organised day happens in the home.
- After they have done their homework, they will eat dinner, bath, watch a half-hour of TV, brush their teeth, read a story (or have a story read to them), and go to bed.

Children do better when there is realistic time to do everything they have to do.

Parents / caregivers must make sure their child has time for homework, play, relax, and for their chores. There must not be too many chores – and the chores must be age appropriate. For Grade R and Grade 1 children, parents / caregivers have to help their children by waking them up on time to do everything they need to do before school starts. At the end of the day, parents / caregivers have to help children go to bed on time to get a good night's sleep. Children between the ages of 5 and 13 need between 9 and 11 hours of uninterrupted sleep each night.

- Children do better when you praise them for their work at home and school one, two or more times every day.
- Always find one or two things your child has done well. Praise them for the things they have done well, even if your child has done some things that were not done well.



Information note

The *Say what you see Method*

This method will help you:

- practise being responsive to the developmental stage of your child.
- reinforce your child's learning as they play.
- build up your child's vocabulary.
- communicate with your child – and they with you – in a positive way.
- have Special Time with your child.



If you want to make playing with your child a Special Time, one way is to use the *Say what you see Method*. To do this, you sit watching your child play. Then describe what they are doing. It can be helpful to think of yourself as a radio reporter who is describing the action for someone who cannot see what is happening.

Give positive feedback while you do this. For example, you could say, “You are sharing the toy very nicely. I see that you are taking turns playing with it.”

Remember to describe using specific details

Remember, you are looking for details to describe what your child is doing. You are not making comments about how the activity or game is being played. For example, don’t focus on a rule. You are especially looking for things that your child is doing to praise. Here are some examples:

“Lonwabo, you are drawing such a nice butterfly.”

“Sophie, I can see you are being so careful with your baby brother not to hurt him.”

“Thandile, you have become so good at catching the ball.”

Then you ask a question to show your interest and support. Think of some questions you could follow up the examples with.

When you practise the technique, it will begin to feel natural

Using the technique may feel strange at first. Many parents are not used to talking to their children during playtime. However, with practise it becomes easier, just like everything else!

Say your child’s name

It is important to use your child’s name when speaking to them. When you say things like, “You are putting the red block on the blue block very well, Thabo.” Or, “You are singing a beautiful song, Thandie.” This shows that you are giving support and attention to your child.

During Special Time, your job is to show an interest and say something nice. This is a new technique and takes time to learn! The more you practise it, the more it will become a natural way of showing an interest in your child.



Summary of homework for the week

- 1) Practise *Say what you see* with your child during the coming week.
- 2) Think about:
 - how your child’s day is structured.
 - whether you could introduce more structure and routine to help your child succeed at home and school.
 - what the structure and routine could be if you want to do the above, and try it out.
- 3) Use the *Reflections* sheet to capture some of your thoughts on the *Say what you see Method*, and also about structure and routine of your family’s days.
- 4) Bring:
 - a cardboard box about the size of a shoebox
 - one or two empty 1 or 2 litre plastic cool drinks bottles.
- 5) Be in touch with your Sihleng’imizi Buddy.



Reflections

Week 5: Say what you see

These questions are to help you reflect on your week. A good time to answer them is the day before your next session. There will be an opportunity to share your experiences with the whole group at the beginning of the next session.

- 1) Were you able to use the *Say what you see Method* with your child this week? How often? What did you do? What was your experience like? Were you able to think about the structure of your family's day? What did you do? What was your experience like?

- 2) How did you feel during and after this time? (for both)

- 3) Did you have any challenges in doing these new things? (for both)

- 4) What can you do this week to help overcome these challenges? (for both)

Notes

[illegible]

Session / Week 6

Strengthening communication and problem solving within the family

In Session 6, we:

- Discussed tips for communicating effectively with children.
- Looked at the importance of effective communication when you do problem solving.
- Explored ways to effectively communicate rules and consequences with your child.
- Discussed the importance of praise for your child's self-esteem and encouragement to pursue positive behaviour.
- Looked at examples of how to praise your child.
- Discussed the challenges of when there are different views between a child's parents / caregivers.
- Went through steps for problem solving and tips for resolving disagreements.



Homework activity

(you and your family also worked with it in the session)

The problem

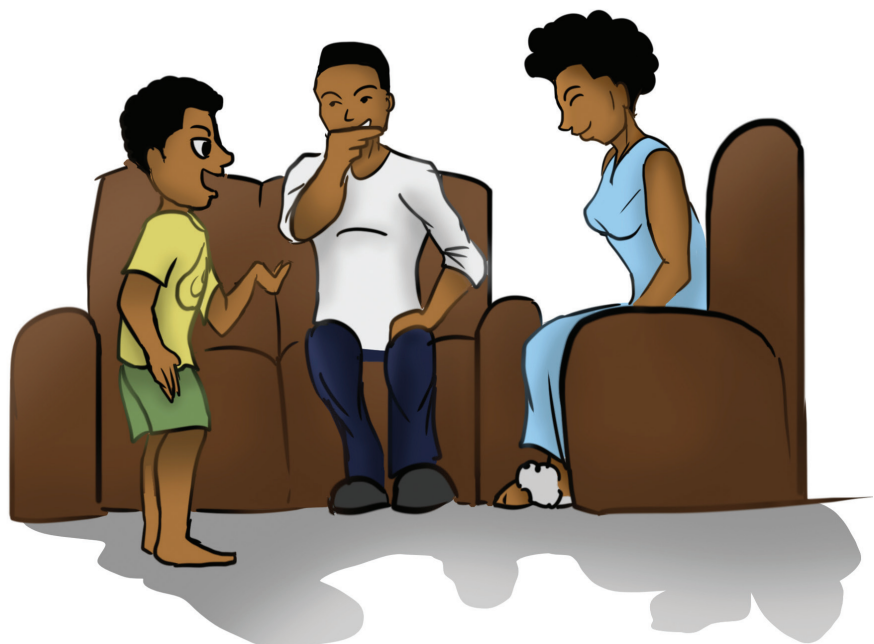
You are experiencing difficulty in managing your child's negative behaviour. Use the three steps to identify the problem and to involve the child in finding a solution that is acceptable to everyone. Remember that praising helpful inputs and behaviour, and communicating in a constructive way throughout, helps a family reach a solution that everyone can agree to.

Problem-solving steps for working with children at home

Step 1: What is the problem?

Step 2: Brainstorm solutions and consequences.

Step 3: Choose an acceptable solution for everyone involved.





Information note

Tips for praising your child

Here are some tips to help you praise your child in a way that works!

- **Give praise straight away.** Do not wait until later on to praise them when your child behaves in a way that you like.
- Give praise for a **specific** thing that your child has done, or for a specific way your child has behaved. Tell them what it was.
- Give your child your **undivided attention** when you are praising them.
- **Name your child** when you speak to them. Look them in the eye. This way your child will know that you are talking to them and giving them the praise.
- **Smile** at your child so they know they are pleasing you.
- Give your child a **hug**. It will make them feel good about themselves.
- Praise your child **in front of other adults**. They will know that you are proud of them and not ashamed to tell the world.
- **Never praise and then criticise** in the same breath. Praise should be nothing but good.

Types of behaviours to praise

Here are some behaviours that you might want to praise your child for:

- sharing
- talking nicely
- listening to requests
- eating nicely at dinner
- playing quietly
- doing chores
- picking up toys, clothes
- making their bed
- getting dressed on time
- being patient
- sharing toys
- coming home on time.

Ways of giving praise

When you give praise, make sure that it is **clear, specific, and enthusiastic**.

Here are some examples of ways that you can praise your child.

"Thank you for....." (...putting the toys away; ...not interrupting when I was talking; ...laying the table.)

"I like it when you...." (...tidy up when I ask you to; ...eat tidily.)

"You've done a good job of....." (...putting your socks on; ...building the bricks.)

"Well done for....." (...sitting down when I asked you to; ...fetching the baby wipes.)

"I'm very happy that you....." (...had fun doing that jig-saw; ...did as I asked you.)

"Look how well you...."

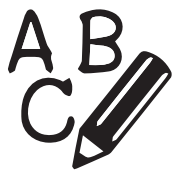
"I am really proud of you for....."

"I'm really pleased that you....."

"I like playing with you."

"That [sharing your toys] was a very friendly thing to do."

"That was difficult and you were so patient."



Activity to do during the session

Stories about praising a child

We will discuss these stories during the session. You can re-visit them at home. You can show them to other family members to help explain ways to give praise.

Story 1: Lonwabo plays quietly so that his father can listen to his favourite radio programme. Lonwabo's father praises him for doing this. This is likely to make Lonwabo feel proud of himself and behave constructively more often.



Discussion points

- How does Lonwabo's father encourage Lonwabo to play quietly?
- How does Lonwabo's father specifically describe Lonwabo's good behaviour?
- What might have happened if the father totally ignored Lonwabo?

Key messages from this story

- Pay attention to behaviour you want more of.
- Praise your child for good behaviour, even when you expect this of them.

Story 2: Lindiwe's mom takes her praise away from Lindiwe. This is not constructive and is unlikely to lead to more positive behaviour. Remember not to take praise away from your child.



Story 2: Lindiwe's mom takes her praise away from Lindiwe

- How does Lindiwe's mother's praise get spoilt?
- How does Lindiwe feel when her mother criticises her?
- Do you think how her mother responded by taking away praise might affect Lindiwe in the future? If yes, how?
- How could Lindiwe's mother have handled the situation differently?

Key message from this story

- Do not use the word BUT after you have praised your child. This means you are taking the praise away.





Activity that was done during the session

Family communication game

Child's questions about a parent / caregiver

Answer these questions about the one main person who looks after you. It could be your mom, dad, granny, aunt, uncle or another caregiver.

What is their favourite food?	Who is their best friend?
What is their favourite thing to do as a family?	What is something they do well that you can praise them for?



Activity for the children's session with childcare worker

Family communication game

Parents / caregivers questions about their child

Answer these questions about your child. If you have other children taking part in this group you can fill in more forms for them.

What is your child's favourite food?	Who is your child's best friend?
What is your child's favourite thing to do as a family?	Is there a place your child goes where there are no adults?



Information note

Communication tips

Be available for your child

- Notice times when your children are most likely to talk. This might be at bedtime, before dinner, or walking home with you. Be available to them during those 'talking times'.
- Start a conversation. This lets your children know you care about what's happening in their lives.
- Find time each week for a one-on-one activity with each child. Don't do other things during this one-on-one time.
- Learn about your children's interests. For example, their music and friends. Show an interest in what your children are interested in.

Let your children know you're listening

- When your child is talking about worries, stop whatever you are doing and listen.
- Show them you are interested in what they are saying, that you care, and that you are happy they told you.
- Listen to them, even if you don't like what they are telling you.
- Let them finish their point before you respond.
- Repeat what you heard them say to ensure that you understand them correctly.

Respond in a way your children will hear

- Be careful not to be too strong in your response straight away. If you are very angry or upset they will stop listening to you.
- Say what you think but don't tell them their opinion is wrong. You can say that it is OK to disagree.
- Don't argue about who is right. Instead say, "I know you disagree with me, but this is what I think."
- Focus on your child's feelings rather than your own during your conversation.

Remember

- Ask your children what they may want, or need, from you in a conversation. They might want or need things such as advice, for you to simply listen, to have help in dealing with feelings, or help with solving a problem.
- Children learn by doing what they see you do. If you get violent when you are angry, or you spoil everyone's day when you are upset, they will do the same. They need to learn the right way of doing things from YOU.
- Talk with your children. Don't lecture, criticise, threaten, or say hurtful things.
- Children learn from their own choices. As long as the consequences are not dangerous, don't feel you have to step in if they are doing something you think might fail.
- Your children may test you by telling you a small part of what is bothering them. Listen carefully to what they say, encourage them to talk, and they might share the rest of the story.

Parenting is hard work.

Listening and talking is the key to a healthy connection between you and your children. But parenting is hard work and maintaining a good connection with teens can be challenging, especially since parents / caregivers are dealing with many other pressures.



Summary of homework for the week

- 1) Read the tips for giving praise and communicating effectively that are in your workbook for this session. Practise using them when you do.
- 2) Choose a topic where there are different opinions between parents / caregivers / family members about a problem / challenge linked to your child. It could be school, community, or behaviour-related. Pick one that is not the toughest nor the easiest, so the exercise is useful for you but not impossible.
 - Practise praising family members who handled solving, even if only part of the problem, well.
 - Practise encouraging each other to continue addressing the challenge.
- 3) Use the *Reflections* sheet to capture some of your thoughts on effective communication, giving praise and problem solving.
- 4) Bring:
 - a cardboard box about the size of a shoebox for next week's session
 - one or two empty 1 or 2 litre plastic cool drinks bottles for Session 12.
- 5) Be in touch with your Sihleng'imizi Buddy.



Reflections

Week 6: Problem solving, communication and giving praise

These questions are to help you reflect on your week. A good time to answer them is the day before your next session. There will be an opportunity to share your experiences with the whole group at the beginning of the next session.

- 1) Did you (adults) practise (a) giving praise, (b) using effective communication tips and (c) problem solving? Answer the questions for all three. How often? What did you do? What was your experience like?

2) How did you feel during and after this time?

3) Did you have any challenges in doing these new things?

4) What can you do this week to help overcome these challenges?

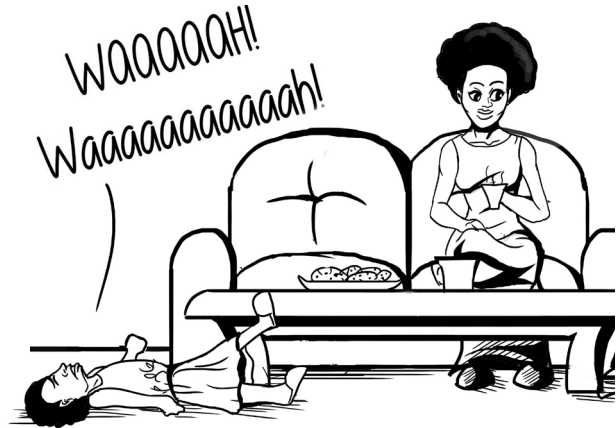
Notes

Session / Week 7

How to manage difficult behaviour

In this session, we learnt about and practiced the following skills:

- Constructive methods to manage children's negative behaviour, including:
 - distracting and redirecting children's negative behaviour.
 - ignoring low risk negative behaviour.
 - keeping calm during tantrums.
 - how not to reinforce negative behaviour.
- Using a Calm Down Box and Mood Ball to help a child calm down
- Self-care in the family.



Information note

Ways to calm down

All these calm down techniques are to help you release angry thoughts. Don't use the time to hold on to angry thoughts.

Take a time out: It works for children, teenagers and adults – for everyone!

- Walk away from the situation to cool down. It is better to walk away from a situation when you feel out of control than doing something you might regret.
- Take a time out again when you feel your anger start to rise before you say or do anything you will regret.
- When you get back, check in with the other person. Approach them with a positive attitude and willingness to work through the problem.

Do something physical for about an hour

Do something physical to let go of stress and anger. This could be walking fast, stretching, bouncing or throwing a ball while you are away from the situation.

Breathe deeply in and out

Breathe deeply in and out. You could count up to eight both ways.

Listen to calm or happy music

Listen to calm or happy music. Dance to it, if you feel like it. It helps you to empty your mind.

Use positive self-talk

Use positive self-talk. Say things like, "I care about this person, and I'd really like to solve this problem together."



Activity to do during the session



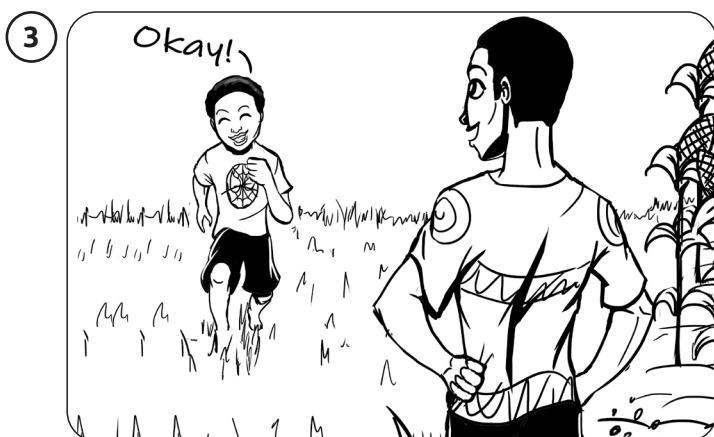
Constructive methods to manage children's negative behaviour

In Story 1, Lonwabo's father used the *Distract and redirect Method*. The method helps Lonwabo shift from doing something destructive to doing something helpful and fulfilling.



Discussion for Story 1

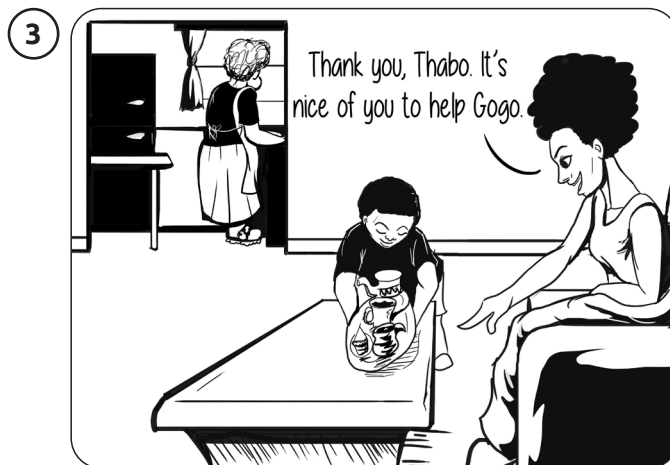
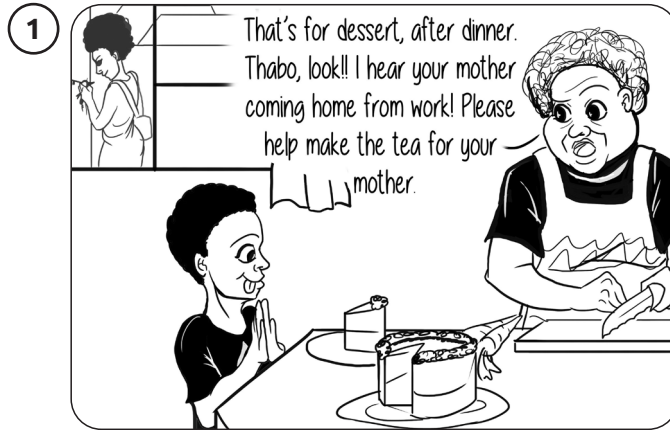
- Read the story and say how it made you feel, and what you thought about. For example, did the story trigger any memories or reflections?
- How did Lonwabo's father redirect Lonwabo's attention?
- What might happen if Lonwabo's father ignored Lonwabo's behaviour without redirecting him to an alternative and constructive activity?
- How did Lonwabo's father ignore his son's behaviour after giving the instruction?
- How do you think Lonwabo felt when his father acknowledged, appreciated and encouraged him?



Remember!

Ignore the behaviour, not the child. Children are good. Behaviours can be negative. Redirecting younger children can help them find a positive behaviour.

Story 2: Thabo's grandmother uses the *Distract and redirect Method*. She distracts Thabo from potential negative behaviour and redirects it towards doing something positive. Thabo's mother reinforces this positive behaviour with praise.



Discussion for Story 2

- How does Thabo's grandmother distract Thabo from taking and eating a piece of cake before supper?
- How does Thabo's mother support Thabo's positive behaviour?
- Identify where Thabo's grandmother and mother apply the steps for *Distract, redirect and praise*.
- When would a distraction be useful in your household?
- Why is it important that different caregivers in the home know and use the same steps for promoting positive behaviours?

Story 3: Here we see how the family works together well to use the *Ignore Method* for Nosipho's negative behaviour during her tantrum.

Discussion for Story 3

- Read the story and say how it made you feel, and what you thought about. For example, did the story trigger any memories or reflections?
- How do Thabo and Nosipho's grandmother and mother work together to ignore Nosipho?
- What do you think would have happened if Nosipho's mother had argued with Nosipho?
- How does Nosipho's mother reinforce good behaviour during Nosipho's tantrum?
- How does Nosipho's mother respond when Nosipho stops her tantrum?
- In what way do Nosipho's mother, grandmother and Thabo work as a team?

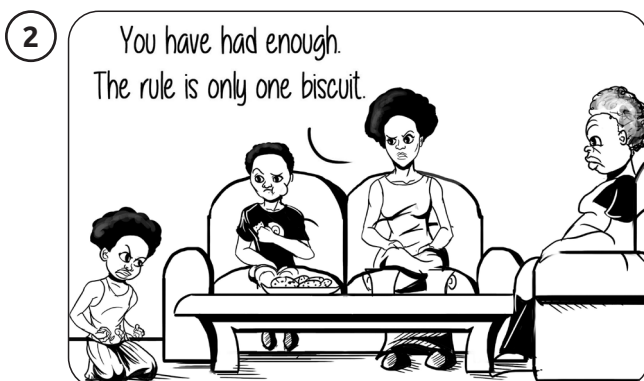
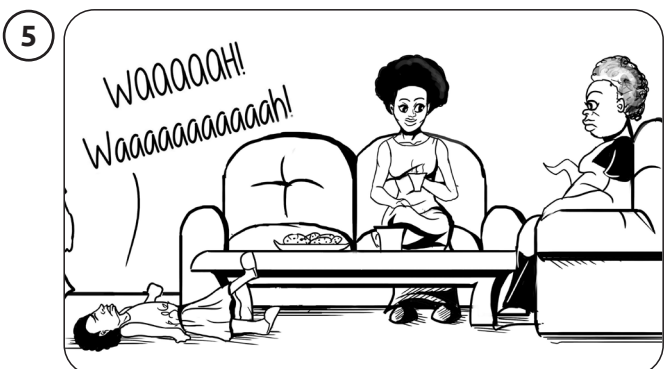
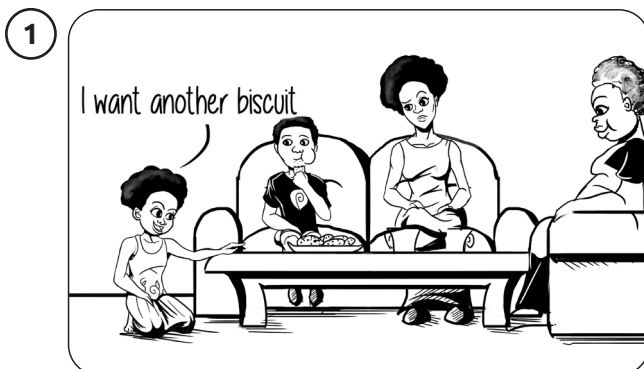
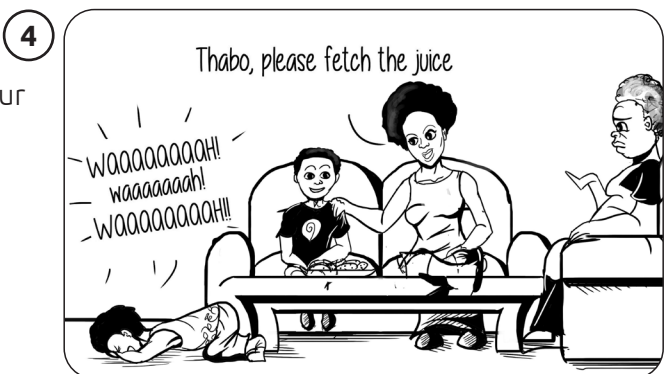
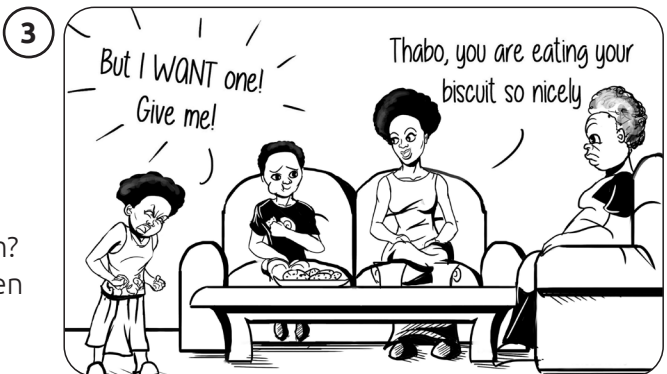
It's a team effort!

Ignoring a tantrum or other negative behaviour is a team effort.

Everyone in the family must help.

When the negative behaviour ends, give immediate positive attention with praise.

Help your child to live in the sunshine of positive attention!



Story 4: Lindiwe's mother makes the mistake of reinforcing negative behaviour.



Discussion for Story 4

- What does Lindiwe do to get her mother's attention? Does it work? Why do you say this?
- What type of behaviour is Lindiwe's mother rewarding?
- Why might it be a problem to say, "I will tell your father"?

Give attention to positive behaviour

- Children want attention. Positive or negative.
- They will do anything to get attention.
- When we only respond to negative behaviour, our children learn that such behaviour will get them our attention.
- Give attention to the child who is behaving well and not to the child who is misbehaving.





Information note

Tips for distracting and redirecting children's negative behaviour

- 1) Try to redirect your child's behaviour before they start behaving negatively.
- 2) Get your child's attention: use their name, go to child's level and establish eye contact.
- 3) Give your child a positive instruction to do something else in an enthusiastic way.
For example: "Lonwabo, bring the ball here so we can play together!"
Or, distract your child: "Listen, Lindiwe! I hear the train whistle!"
- 4) Praise your child for the next positive behaviour they do instead of revisiting the negative one. For example:
Do say: "Such a wonderful throw, Lonwabo!"
Do not say: "I am glad you didn't whine for that sweetie."

Tips for staying calm when you need to ignore behaviour

Emotions

- 1) Check in with yourself to take note of how you are feeling.
- 2) Try to name your emotions. You might be feeling any of these, or others: angry, scared, overwhelmed, sad and confused.
- 3) Feel the emotion, or emotions, in your body.
- 4) Remind yourself that although it is okay to feel these emotions, you don't have to react to them in a negative way towards your child.

Your calm down

To calm down so that you don't say or do anything you might regret, you can:

- take deep breaths in and out (count up to ten and down from eight or ten).
- take a short time out.
- tell yourself, "It is okay; I can handle this".
- walk to another place and keep moving if your child follows.
- distract yourself with things like preparing a meal, singing a song – doing something you find joy in.

Be kind to yourself. These things are not easy. Try to treat yourself to something nice afterwards for your effort!



Homework activity

My Calm Down Box



A Calm Down Box is a perfect way to help your child to calm down. They can use it:

- to calm down from a tantrum.
- to keep them busy while waiting for something.
- anytime they feel difficult emotions such as when they feel frustrated, angry or sad.

Everything that is placed in their Calm Down Box should help your child feel less angry or upset. A Calm Down Box should contain things that are nice to look at, touch, smell, or listen to. Here are some ideas:

- a smooth stone
- a soft cloth
- a pretty smelling flower
- a special photograph.

Other ideas that can work well are things that need concentration such as books, colouring pencils, Play-Do and puzzles. Also, anything a child can blow, such as bubbles, helps them breathe deeply. Parents / caregivers and children can think about a list of things for the child's Calm Down Box. Part of your homework will be to fill the box with these things.

Things for my Calm Down Box



Homework activity

Our family self-care plan¹⁰



Write two ways to have less stress at home.

What can you do to feel better when you are stressed out?

Parents / caregivers	
Children	

Write three things you can do as a family to have fun together.

¹⁰ Adapted from: McKay, M., Gonzales, J., & Kim, L. (2012). 4 Rs and 2 Ss for strengthening families: Multiple family groups to manage child behavioral problems. New York, NY: McSilver Institute for Poverty Policy and Research.



Summary of homework for the week

- 1) In Session 7, we looked at two key methods for handling negative behaviour:
 - Method: Distract, redirect, praise.
 - Method: Ignore low risk negative behaviour.
 - Practise one of the methods only. Remember: try to work on one behavior at a time. Doing more would be too much at once for your child.
- 2) Practise taking a time out whenever you feel stressed.
- 3) Use a couple of the tips for calming down.
- 4) Write in your *Reflections* sheet about how it went using a new method for managing negative behaviour.
- 5) Complete the *Family self-care plan*.
 - a) Fill in two ways to have less stress at home.
 - b) Write something you can do to feel better when you are stressed out.
 - c) Come up with three things you can do as a family to have fun together.
- 6) Work together with your child on their Calm Down Box.
- 7) Encourage children to use their Mood Balls when they experience anger or other overwhelming feelings.
- 8) Bring one or two empty 1 or 2 litre plastic drinks bottles to the next session (this is needed for Session 12).
- 9) Connect with your Sihleng'imizi Buddy.



Reflections

Week 7: Using a method to manage one type of your child's negative behaviour

These questions are to help you reflect on your week. A good time to answer them is the day before your next session. There will be an opportunity to share your experiences with the whole group at the beginning of the next session.

- 1) Did you (adults) practise the *Ignore Method* and / or the *Distract and redirect Method*? How often? What did you do? What was your experience like?

- 2) How did you feel during and after this time?

- 3) Did you have any challenges in doing these new things? How did your child react?

- 4) What can you do this week to help overcome these challenges?

Notes

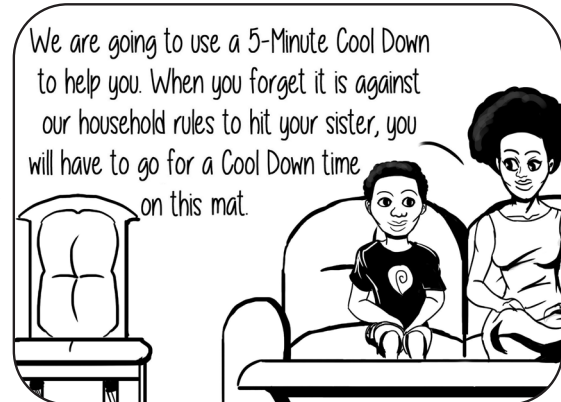
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Session / Week 8

Managing negative behaviour using the Cool Down Corner

In Session 8, we:

- Learnt about and discussed what the research says about different discipline methods.
- Learnt about the Cool Down Corner and Cool Downs as a constructive discipline method for particular behaviours.
- Understood and practised how to explain the Cool Down Corner to a child for breaking a rule.



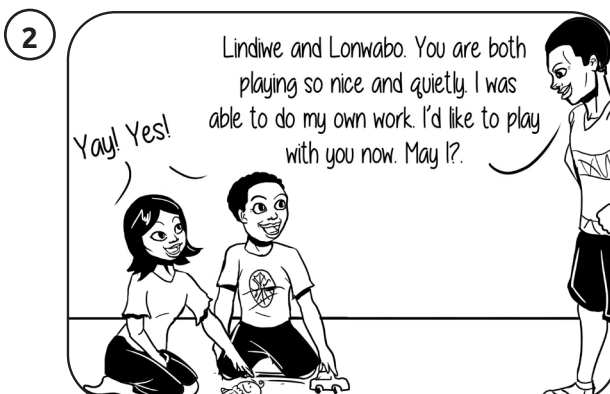
Activity to do during the session

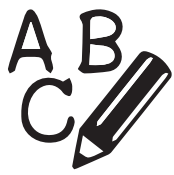
Use constructive methods for negative behaviour management

We learnt in Session 8 that physical and verbal violence do not work in the long term to increase positive behaviour. Constructive, nonviolent methods of discipline do work both in the short and long term.

Always praise good behaviour – and you can also reward it

In this story, Lonwabo and Lindiwe are playing nicely by themselves and their father rewards their positive behaviour with some Special Time.





Activity to do during the session

How to explain the 5 minute - Cool Down Corner to your child

This story shows how Thabo's mother explained how a Cool Down Corner works to Thabo before he broke a household rule. In this case, the rule was not to hit his sister.

1

Thabo and his mother are just finished reading a story together...
.... The end.

4

That's a wonderful idea, Thabo. We can call it the cool down chair.

It could be on the big chair.

2

Thabo, I really enjoyed reading that story with you. Now, I would like to talk with you about how sometimes you hit your sister. You are doing such a good job controlling your anger. I know it is sometimes difficult. But we can work together to help you remember this household rule of no hitting.

5

When you go to the Cool Down Chair, you will have to go for about 5 minutes to think about how you could behave differently. You will have to be quiet before you can come off the chair.

3

We are going to use a 5-Minute Cool Down to help you. When you forget it is against our household rules to hit your sister, you will have to go for a Cool Down time on this mat.

6

It won't be easy to take a 5 Minute Cool Down but I know you can do it. Would you like to practice?

Okay!

7

After practicing

That was fun! You know, I don't think you will do this very often because you are a great child.

Story: How to explain the Cool Down Corner to your child

- Explain what is happening in each frame of the story, one by one.
- Analyse the process and think about why each step is important to follow in the order that Thabo's mother explained.



Information note

Tips to explain the Cool Down Corner to your child before you use the method

- It is important to *explain* the Cool Down Corner to your child *before* you use it.
 - Your child needs to know which *specific* types of behaviours you will use the Cool Down Corner for.
- Do not use the Cool Down Corner with children under 3 years' old. You can use the methods we learnt about in Session 7, which are:
 - Distract, redirect, praise.
 - Ignore low risk negative behaviour.

How to explain the Cool Down Corner

Step 1

Find a time when your child is calm. This should not be when your child is misbehaving.

Step 2

Explain to your child that you can see they are having difficulty with a specific household rule. Tell your child that you can work together to manage this in a different way.

Step 3

Explain to your child that you and he or she will use the Cool Down Corner as a consequence for a specific negative behaviour or breaking a household rule. You will state what that behaviour is. Explain what a consequence is in a way that your child will understand, and the specific negative behaviour it is for. It could, for example, be for deliberately damaging property, or for hitting a member of the family.

Step 4

Discuss with your child where the Cool Down Corner will be. Cool Down Corners should not be in a separate room to where you will be. They do not need to actually be in a corner. Often a chair, or a mat on the floor, or a stool in the corner of the room works best. You can decide this together.

What to tell your child

Before you use the Cool Down Corner, explain what it is for. You do this so that they know what will happen for specific negative behaviours. Tell your child:

- How long the Cool Down Corner will be (not longer than 5 minutes).
- It will not be easy to do the Cool Down Corner but together you will get there.
- The Cool Down Corner is not punishment.
- You will have some time together to practise using the Cool Down Corner now so that they know what to expect for that behaviour in future.
- You do not think the Cool Down Corner will be used often because they are doing such a good job of behaving well.
- You are proud of them for listening and working hard to behave well.
- Remember, praise encourages positive behaviour going forward.

Summary: How to do the 5-Minute Cool Down

- Remind your child that the 5-Minute Cool Down is a consequence of not following a household rule. Do this before you tell them that they must take a Cool Down.
- "The rule is You broke the rule. Take a 5-Minute Cool Down."
- The child must go to the Cool Down place. It could be a step into a room, a chair in the corner, or a mat in the room. This you would have already decided on together. Parents / caregivers should stay calm when putting a child in a 5-Minute Cool Down.
- The Cool Down ends for the parent / caregiver only after praising the child for their next positive behaviour.
- Children are not naughty. It is their behaviour that is inappropriate.
- Cool Downs only work if your child receives lots of positive affirmations / praise for positive behaviours.

This story shows how Lonwabo's mother puts the 5-Minute Cool Down Corner into action.



Story: Lonwabo breaks a house rule and his mother uses a Cool Down Corner

Discussion

- Read the story. Say how it made you feel, and what you thought about. For example, did the story trigger any memories or reflections?
- How would you describe Lonwabo's behaviour?
- Do you think Lonwabo's mother could ignore Lonwabo's behaviour?
- How does Lonwabo's mother explain a Cool Down Corner to Lonwabo?
- What is effective about Lonwabo's mother's use of the Cool Down Corner?
- What does Lonwabo's mother do to keep herself calm?
- Imagine yourself in a situation where you need to use a Cool Down Corner. What could you do to ignore your child during Cool Down Corner time?



Information note

Tips for using a 5-Minute Cool Down for breaking a rule

A 5-Minute Cool Down for breaking a household rule is only for behaviours that are **dangerous** for the child or others, or are **destructive or aggressive**.

Problems with other rules, such as forgetting to use friendly words, or asking for something politely, can often be dealt with by ignoring the problem behaviour, or with a gentle reminder. For example, you can say, "Remember to use friendly words." Naturally, you will praise the child when they remember to do it. Here are tips for the 5-minute Cool Down.

- 1) If a child hits a sibling, or breaks another important rule, they must be told immediately, "You forgot the rule. You need to take a 5-Minute Cool Down."
- 2) They do not get a warning.
- 3) Once the child is in a 5-Minute Cool Down, parents should ignore the child for no more than 5 minutes unless the child is not being quiet.
- 4) Your child must be calm before leaving Cool Down. If the child is not quiet, the 5-Minute Cool Down continues until they are quiet for at least a full 30 seconds.
- 5) When the 5-Minute Cool Down is over, engage the child in a positive activity. Praise their first positive behaviour! This will then end the Cool Down Corner.
- 6) Only use a 5-Minute Cool Down for children 4 years of age or older. Younger children can usually be managed by redirecting or distracting or, if necessary for them to calm down, they can be given a shorter 1-Minute Cool Down.
- 7) Do not remind them why they were taking a 5-Minute Cool Down.



Summary of homework for the week

- 1) Homework for parents / caregivers:
 - a) Discuss the Cool Down Corner strategy with other adults in the house.
 - b) Introduce the Cool Down Corner to your child.
 - c) Do a practice of the Cool Down Corner for the specific type of behaviour appropriate for it.
 - d) Spend at least 5 minutes Special Time with your child.
- 2) Write in your *Reflections* sheet about how it went with the Cool Down Corner.
- 3) Homework for the children:

Use your Mood Balls and Calm Down Boxes when you feel angry, or have other difficult feelings that seem to overwhelm you.
- 4) Bring one or two empty 1 or 2 litre plastic drinks bottles to the next session (this is needed for Session 12).
- 5) Connect with your Sihleng'imizi Buddy.



Reflections

Week 8: The Five-minute Cool Down Corner

These questions are to help you reflect on your week. A good time to answer them is the day before your next session. There will be an opportunity to share your experiences with the whole group at the beginning of the next session.

- 1) Did you try out the 5-minute Cool Down when there was unwanted behaviour? How often? What did you do? What was your experience like?

- 2) How did you feel during and after this time?

- 3) Did you have any challenges in doing these new things? How did your child react?

- 4) What can you do this week to help overcome these challenges?

Notes

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Session / Week 9

Ways to promote positive behaviour using the Consequence Method



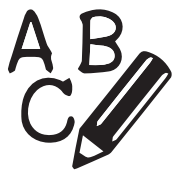
In Session 9, we:

- Discussed why consequences are a constructive way to manage a child's difficult behaviour.
- Learnt how to use the Consequences Method.
- Were introduced to the Behaviour Chart to encourage a child to behave positively.



Activity that was used for the children's session with childcare worker





Activity to do during the session

Using the Consequences Method

How to give a warning of a consequence for negative behaviour

This story shows a positive way that a parent / caregiver used a warning of a consequence to help children avoid problems.



Story 1: Warning of a consequence

Discussion for Story 1

The story shows how a parent / caregiver can use a warning of a consequence to help a child choose to avoid getting the consequence.

- How could Lindiwe's mother have avoided this situation?
- If Lindiwe had difficulties with coordination (it was difficult for her to keep drawing only on the paper), what could her mother do?
- If Lindiwe was 4 years old, how long do you take away the crayons for?

How to try to avoid giving consequences

- Try to avoid having to give your child consequences. You can do this by making it easier for them to follow your instructions.
- State clearly what the unwanted behaviour is and what the consequence will be.
- Try to give your child a warning before using the consequence when possible.

Examples for using the Consequence Method

Here is an example for how to explain what behaviour is expected, and how to praise and reward for following a household rule.



Story 2: Giving a logical consequence for not following a household rule

Discussion for Story 2

- What did Thabo's mother start with to introduce the consequence for not sticking to the household rule?
- How do you think Thabo felt?
- What do you think of the reason she gave for the household rule?
- Discuss how Thabo's mother applied a specific consequence to breaking a specific household rule.
- What do you think of the reward she offered?

In this story, Thabo's mother explained Thabo's problem behaviour in a negative way. And the consequence she gave was unrealistic and too difficult.



Story 3: Using unrealistic consequences

Discussion

- Read the story and say how it made you feel.
- Did Thabo's mother give Thabo a realistic consequence for coming home late? Why do you say so?
- What do you think Thabo might have felt and thought about the consequence his mother gave him?
- What effect do you think taking away a reward as a consequence could have on your child?
- How could Thabo's mother have stated her instruction in a different way so that it was more realistic?



Information note

How to handle consequences

- Be consistent when you give consequences.
- Be prepared to follow through with your warning.
- Do not take away rewards you gave for positive behaviour as a consequence.

This story shows a constructive explanation of consequence – and of then following through with a realistic consequence.



Story 4: Reinforcing a household rule with a consequence

Discussion for Story 4

- Read the story and compare it with how Thabo's mother handled Thabo's difficult behaviour in Story 3.
- Would you agree that Thabo's mother takes a more helpful and realistic approach to reinforcing the household rule with a consequence than in Story 3? Explain why you think so.



Information note

Explain so the child understands

- Connect the consequence to the specific behaviour.
- Give a reason for the consequence.
- It is okay to show your disappointment when your child misbehaves.

Examples of consequences

Important! Do not use a consequence that removes something your child has earned as a reward. Examples of consequences:

- If you are late for dinner, your food will be cold.
- When you eat your dinner, then you can have dessert.
- If you continue splashing water, bath time will be over.
- If you break your toy, you will have no toy to play with.
- If you can't play close to home outside, then you will have to come inside.
- If you do not turn off the television now, you will not be allowed to watch it tomorrow.
- If you do not come home straight from school, you cannot play with your friend after school.
- If you do not put away your toys then you cannot play with them tomorrow.
- If you do not get out of bed and get dressed, you will have an early bedtime tomorrow.

Tips for using the Consequences Method

Important! Consequences are not punishments. When you use consequences for negative behaviour, you teach your child to take responsibility for their actions.

- Identify the specific consequence to use with a specific behaviour.
- Choose a consequence that is connected to the behaviour.
- Make sure the consequence will work for your child's age. It must not be too severe.
- Make sure you can follow through with the consequence.
- Ideally, tell your child of the consequence beforehand.
- In some situations you can give your child the choice to comply, or to receive the consequence.
- Use a friendly voice and try to stay calm when giving a consequence.
- A consequence should happen immediately, or as soon as possible, after the specific negative behaviour. This works the same way as with praise and rewards that we covered in a previous session.

Consequences are not punishments. They teach your child responsibility for their actions.





Homework activity



Daily Behaviour Chart¹¹



Instructions

Make a daily chart of behaviours that your child needs help with. Stick up the Behaviour Chart where you can all see it at home. Every night before bed, your child draws a sad face if they did not do the required behaviour and a happy face if they did. If there are more happy faces than sad faces at the end of the week, your child gets to choose a reward. For example, they could choose a weekend activity, or choose what the family will eat for dinner.

An example Behaviour Chart on the next page. There is also a blank Behaviour Chart for you to fill in and put up in your home.

Choosing rewards

Ask your child the following questions to come up with some good rewards together. Here are some ideas for how you could start the conversation.

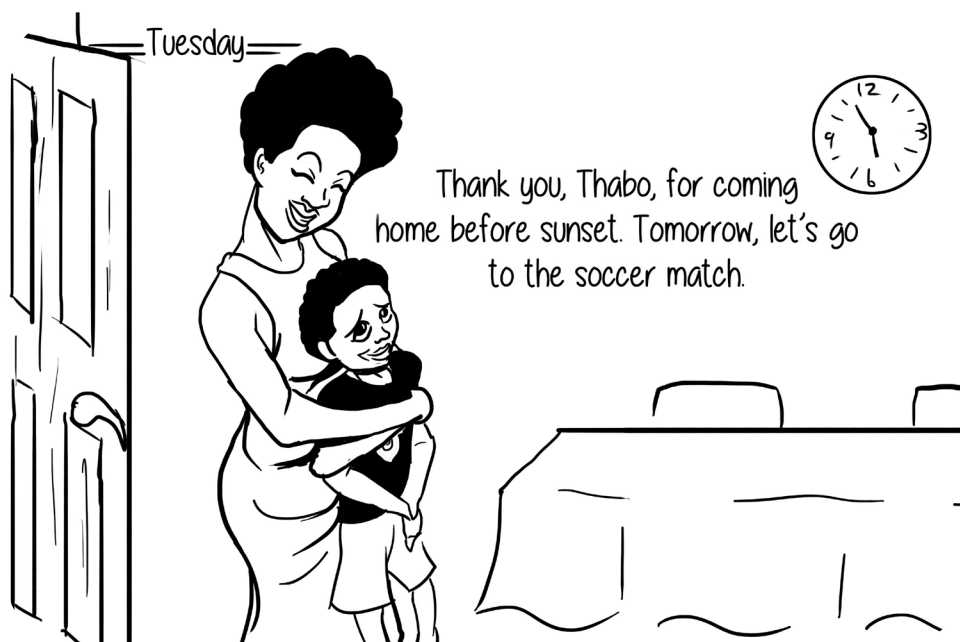
"If you could do some special things with mom / dad / caregiver, what would they be?"

"If you could go somewhere with a friend, where would you like to go?"

"If you had extra time to play, what would you want to do?"

Remember

A rule is only as good as what happens afterwards!



¹¹ McKay, M., Gonzales, J., & Kim, L. (2012). *4 Rs and 2 Ss for strengthening families: Multiple family groups to manage child behavioral problems*. New York, NY: McSilver Institute for Poverty Policy and Research.

Behaviour Chart example

Taking care of me	M	Tu	W	Th	F	Sa	Su
I brushed my teeth in the morning and before bed.							
I washed my hands before meals.							
I took a bath / washed on my own.							
I went to bed on time.							
I came home when I was supposed to.							
My manners							
I listened to my parents / caregivers.							
I used good manners when I ate.							
I was respectful to my elders.							
I was nice to my siblings.							
At school							
I arrived at school on time.							
I listened to my teachers.							
I finished my homework.							
Playing and fun							
I put away my toys / school books.							
I played games nicely (no fighting).							
I shared my toys with my siblings.							
Home sweet home							
I made my bed / folded my blankets.							
I put my dirty clothes where they belong.							
I put away my clean clothes.							
I helped with washing the dishes.							
I swept the yard.							

This is my reward for having more happy faces than sad faces at the end of the week:

My Behaviour Chart

Taking care of me	M	Tu	W	Th	F	Sa	Su
My manners							
At school							
Playing and fun							
Home sweet home							

Reward for having more happy faces than sad faces at the end of the week:



Summary of homework for the week

- 1) Choose and practice one specific behaviour to apply a specific consequence to a specific negative behaviour with your child.
- 2) Discuss how to try to solve a problem in your child's school life. This could include any aspect of school life, such as academic, social or sport. Identify any concern and try to resolve it together.
- 3) Make a list of any concerns or worries about your child's school experience to bring for discussion during Session 10.
- 4) Write in your *Reflections* sheet about how using the Consequence Method went.
- 5) Fill in the Behaviour Chart and worksheets.
- 6) Encourage your child to use their Mood Ball and Calm Down Box.
- 7) Bring one or two empty 1 or 2 litre plastic drinks bottles for Session 12.
- 8) Connect with your Sihleng'imizi Buddy.



Reflections

Week 9: Use the Consequence Method

These questions are to help you reflect on your week. A good time to answer them is the day before your next session. There will be an opportunity to share your experiences with the whole group at the beginning of the next session.

- 1) Did you try out the skill of creating and using consequences when there was negative behaviour? How often? What did you do? What was your experience like?

- 2) Did you have any challenges in doing these new things? How did your child react?
Any ideas to deal with the challenges in the future?

- 3) Did you choose one day to discuss school life and resolve problems together?
What did you do? What was your experience like?

- 4) Did you have any challenges in doing these new things? How did your child react?
Any ideas to deal with the challenges in the future?

Notes

Session / Week 10

Setting and putting family rules into practise

In Session 10, we:

- Went into more detail about family rules, consequences, communication and problem solving.
- Practised making a rule that will work.
- Came up with effective consequences.
- Identified five most important family rules.



Information note

Reminders of tips for setting rules that work

- Involve children in rule setting: The more children take part in this process, the better they understand, and the more likely they are to follow the rules.
- Make sure everyone understands the family rules. The goal is to have rules that:
 - fit your family
 - are clear
 - are the same for everyone and don't always change
 - family members can understand.
- Have very clear family rules: help children to have rules which support their learning how to behave consistently both in and out of the home.

Age appropriate rules work best for older children:

e.g. for a 7-year-old, cleaning messes might be:

"Put your dirty plate in the sink when you have finished eating."

Or:

"Put your dirty clothes in the basket when you take them off."

Or:

"Wash your socks every day."

For a 12-year-old, cleaning messes might be:

"Wash your plate when you're done eating."

Or:

"Wash your clothes every Wednesday and Saturday, and wash your socks and underwear every day."

Reminders of tips for developing consequences that work

Here are some reminders about consequences with some examples.

- Identify the behaviour to use with a consequence. Ideally, tell your child of the consequence beforehand.
- Use a friendly voice, and try to stay calm, when you give a consequence.
- Remember! Consequences are not punishments. Consequences teach your child responsibility for their actions.
- Choose a consequence that is connected to the behaviour.
- An example that should work is: "If you don't turn off the TV when you are asked to, then tomorrow there is no TV." An example that is unlikely to work is: "If you don't turn off the TV when you are asked to, then I won't bake a cake for your birthday like I promised." This is a threat to remove something you promised that is very special for the child and should not be used. A promise is a promise. Use a different consequence.
- Make sure the consequence you choose will work for your child's age, and that it is not too severe.
- Consequences should happen immediately, or as soon as possible after the child has not obeyed the rule. Note: do not give something like this as a consequence: "Then you can't visit Gogo next Christmas." Because this type of consequence is too far away and is therefore ineffective. Depending on the relationships in the family, it might also be too harsh.
- Just like praise and rewards are given straight after positive behaviour, so should consequences be given as immediately as possible after negative behaviour.
- Make sure you can follow through with the consequence you have given.
- An example of an ineffective consequence is: "If you can't stop crying while we are in the taxi, I will make the driver stop and leave you behind."
- In some situations, you can give your child the choice of complying with your instruction or receiving the consequence.



Homework activity



Our five most important family rules

	Family rule	Why is this rule important?	Positive consequences related to the rule	Negative consequences related to the rule
1)				
2)				
3)				
4)				
5)				



Summary of homework for the week

- 1) Put up your *Our five most important family rules* sheet on the previous page in a place at home where everyone can see it.
- 2) Choose at least one rule to work on in the upcoming week and put it into practice.
- 3) Write in your *Reflections* sheet about how practising a family rule went. Include:
 - Monitoring whether or not rules were followed.
 - If rules weren't followed, what happened?
 - Keeping track of how consistently (or inconsistently) your family was able to stick to the list of rules you came up with.Remember to acknowledge and affirm when children follow the rules on their own. And to praise them for positive behaviour.
- 4) Encourage your child to use their Mood Balls and Calm Down Boxes for stress management, and the Behaviour Chart.
- 5) Bring one or two empty 1 or 2 litre plastic drinks bottles for Session 12.
- 6) Connect with your Sihleng'imizi Buddy.



Reflections

Week 10: Family rules and consequences

These questions are to help you reflect on your week. A good time to answer them is the day before your next session. There will be an opportunity to share your experiences with the whole group at the beginning of the next session.

- 1) Did you stick up your family rules in the home? Were the rules followed? If not, what happened? What was your experience like?

- 2) Did the children follow the rules on their own? Were they praised?

- 3) Did you have any challenges in doing these new things?
What can you do this week to help overcome these challenges?

- 4) Are you still using your stress relief methods such as Mood Balls and Calm Down Boxes? Do they work?

Notes

[illegible]

Session / Week 11

Do a household budget

In Session 11, we:

- Learnt more about family budgeting.
- Discussed the topic of money, stress and budgeting.
- Identified the difference between wants, needs and obligations.
- Did a budgeting activity.



Information note

Needs, wants and obligations

Needs: What you must have to survive, such as basic food and water.

Wants: What you really would LIKE to have, but you don't need this to survive, such as new clothes.

Obligations: Payments you have to make because other people expect you to, or you expect yourself to. This could include things like church contributions, or sending money to your sick auntie.

When you think about and discuss needs, wants and obligations, there are no right or wrong answers. Every family will have different opinions on whether something fits into a need, want or obligation.

The important thing is for your family members to discuss these categories and agree. If you do not agree, you will all need to compromise.



Summary of homework for the week

- 1) Think about (a) your own budget for each month, and (b) the need for saving money.
 - Look at how you allocated the stones and sticks.
 - Would it be possible for you to save some stones each month?
 - Why might it be important to put away some stones each month? Think of things you might need those savings for, such as emergencies, the future, events like a wedding or a funeral.
- 2) Use the stones and sticks and try to make a budget together with your whole family. Ask your family members to think about:
 - How much money does your family have available each month?
 - Where does this money come from?
 - How can this money cover all of your family's needs for the whole month?
 - How to include savings in your budget.
- 3) Write in your *Reflections* sheet about how it went with trying to do a budget at home with the sticks and stones, or on paper.
- 4) Encourage your child to use their Mood Balls and Calm Down Boxes for stress management, and the Behaviour Chart.
- 5) Bring one or two empty 1 or 2 litre plastic drinks bottles for Session 12.
- 6) Connect with your Sihleng'imizi Buddy.



Reflections

Week 11: Doing a budget

These questions are to help you reflect on your week. A good time to answer them is the day before your next session. There will be an opportunity to share your experiences with the whole group at the beginning of the next session.

- 1) Did you try and make a budget at home with the sticks and stones or on paper?
What was your experience like?

2) Explain how this felt for everyone.

3) Did you have any challenges in doing these new things?

4) What can you do this week to help overcome these challenges?

Notes

Session / Week 12

Ways to save money and make a family savings plan

In Session 12, we:

- Thought about and discussed the importance of saving.
- Explored choices around how to save.
- Understood the dangers of borrowing.
- Got to understand the SASSA card system better.
- Started to make a family savings plan.



Activity you did during the session

Know your SASSA Card!

True or False?

Read each of these statements below. Some are true and some are false. When you have done the exercise with the group, write down the correct answer in the column on the right. SASSA stands for South African Social Security Agency.

Statement	True or false? Answer and give a reason
You can use your SASSA bank account to save.	
Even if you save a lot of money in your SASSA bank account, your grant will still continue.	
Anyone is allowed to take deductions off your SASSA card.	
If a deduction is taken from your card and you don't remember what it is for, you are not allowed to go and ask at a SASSA office.	
If you don't draw all your money out at once you will lose the rest of the money.	
SASSA cards have no bank charges.	
You can give your SASSA card and pin to someone if they promise to look after it.	



Homework activity

Our family saving plan

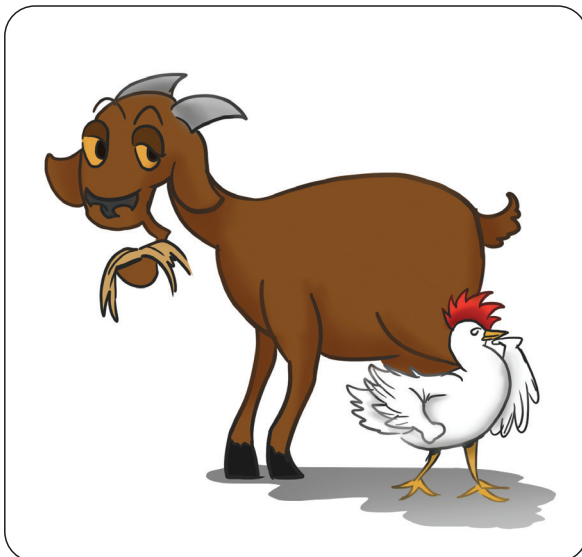
- 1) Which saving choice is best for my family?
- 2) How much money do we want to save each week?



Saving at home in a money box



Saving in the bank



Saving by buying things that we can then sell, such as goats or chickens, or making things to sell



Saving in a saving group

[illegible]

- 81 Family Programme
- Family Workbook**



Reflections

Week 12: Make a savings plan

These questions are to help you reflect on your week. A good time to answer them is the day before your next session. There will be an opportunity to share your experiences with the whole group at the beginning of the next session.

- 1) Did you and your family make a savings plan? What was your experience like?

- 2) Explain how this felt for everyone.

- 3) Did you have any challenges in doing these new things?

- 4) What can you do this week to help overcome these challenges?

Notes

Session / Week 13

How to get and use social support services

In Session 13, we:

- identified different types of social support services.
- explored how to make use of social support services.



Information note

Reminders about help seeking

- It is not easy to ask for help for many reasons such as 'I don't want others to know my problems'; 'I feel ashamed'; 'I feel vulnerable'; or because 'there is tension between me and my family.'
- Many people feel more comfortable to speak to a family member, a friend, a neighbour or someone from their church.
- Sharing your worries or problems with someone that you trust can make you feel less isolated and help you find solutions.
- In the session, you learnt about using the resources in your community to seek help from.
- Review your family social support map that you made in the session and what support you and your family identified.

Examples of places for your social support services map

- schools
- aftercare / daycare mother / early childhood development
- clinic / hospital / doctor
- library
- park
- SASSA office
- police station
- social worker office
- church
- people such as those who you have a good relationship with
 - friends
 - relatives
 - child's friend
 - neighbours
 - someone from your church
 - Sihleng'imizi Buddy
- teacher's classroom
- ward councillor's office
- advice office in the community
- housing office
- employment and labour office
- stokvel meeting place
- street committee.



Homework activity

An example of a support services map: Places, who to contact, and where to find them

Add in your own support services places in your community.

Service office	Support provided	Address	Phone number / other contact details
Nearest SASSA Office	<ul style="list-style-type: none"> Child Support Grant Disability Grant Old Age Grant 		
Nearest Department of Social Development office	<ul style="list-style-type: none"> Social workers Foster care Police station 		
Nearest family service office e.g. FAMSA, SANCA, Child Welfare	Counselling		
Nearest child abuse service office e.g. Childline	Counsellors help with: <ul style="list-style-type: none"> issues relating to children / neglect trauma counselling 		
Nearest educational or psychological assessments for children e.g. Department of Education, psychologists / educational psychologists	For children who have learning difficulties		
Advice offices	Legal advice; employment and labour matters; public works jobs		



Summary of homework for the week

- 1) Together with your family, fill in as much information as you can on the information table on the previous page. You may add new places and contacts to this list of people who may be helpful to you and your family.
- 2) Discuss and identify one thing you think you need help with in your family. Discuss how to ask for this help, and then approach the person / organisation during the course of the week to get help.
- 3) Write in your *Reflections* sheet about how it went with getting help for your family.
- 4) Encourage your child to use their Mood Ball and Calm Down Box for stress management and the Behaviour Chart.
- 5) Connect with your Sihleng'imizi Buddy.



Reflections

Week 13: Getting help for the family

These questions are to help you reflect on your week. A good time to answer them is the day before your next session. There will be an opportunity to share your experiences with the whole group at the beginning of the next session.

- 1) Did you and your family seek or get some help that you identified you needed?
What was your experience like?

- 2) Explain how this felt for everyone.

- 3) Did you have any challenges in doing this?

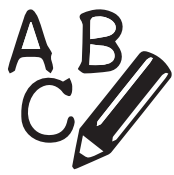
Session / Week 14

Social support and Evaluate the programme



In Session 14, we:

- Re-visited accessing social support services.
- Recapped on the topics covered in the Sihleng'imizi Family Programme.
- Reminded ourselves of the importance of staying in touch with our Sihleng'imizi Buddy and other families for encouragement and support.
- Evaluated the programme.
- Celebrated our participation and learnings from the Sihleng'imizi Family Programme.



Activity you did during the session

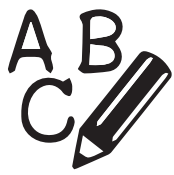
Write the
names of
everyone in
the family

Letter to my family

Dear

This letter is to say how we have changed after coming to the Sihleng'imizi Family Programme and to **CELEBRATE** our achievements! These are the five most important things that have **CHANGED** for the **BETTER** in our family:

1	
2	
3	
4	
5	



Activity to do during the session

This family is **GREAT!** Each person has made an effort and has been part of the **SOLUTION**.
This is what we love about each member of our family:

		is	
		is	
		is	
		is	

We all commit to continue to improve and keep trying when things go wrong.
We want this family to be a SUCCESS!



Activity to do during the session

Celebrate family rewards: Record of reward stickers

Week													
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Number of family reward stickers													

