



4Children
Coordinating Comprehensive Care for Children

BETTER PARENTING CURRICULUM NIGERIA

4Children Nigeria



Community Discussion Guide



Coordinating Comprehensive Care for Children (4Children) a five-year USAID-funded project is a consortium of six organizations, including Catholic Relief Services, Maestral International, Westat, Intrahealth International, Pact and Plan International USA designed to improve health and well-being outcomes for orphans and vulnerable children (OVC) affected by HIV and AIDS and other adversities.



ACKNOWLEDGEMENTS

Better Parenting Training for Caregivers of Highly Vulnerable Children (Facilitator's Manual) and **Better Parenting Training (Job Aid)** were developed in July 2014 by FHI360, Pact Ethiopia and REPSSI through the Yekokeb Berhan Programme for Highly Vulnerable Children (HVC) for volunteers, parents, caregivers and others who work closely with vulnerable children and their families. For more information on these early versions contact:

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The *Better Parenting Plus: Community Discussion Guide* was an adaptation of Better Parenting done by CRS Uganda and intended to facilitate guided discussions and learning by parents, caregivers and others, all of whom are members of SILC (Savings and Internal Lending Communities). For more information on this version contact:

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The Uganda version was adapted for use by PEPFAR partners in Nigeria. In September 2016, 4Children Nigeria further adapted **The Better Parenting Curriculum Nigeria**. After testing **Better Parenting Nigeria**, further revisions were made in this present 2018 version. The team was led by Ruth Haruna with support from 4Children technical specialists, and Praise Fewowe, Yahaya Umar Namahe, Atabo John, Luter Orkar, Adedoyin Shittu, Opeyemi Elijah, Pricilla Benjamin, and Benjamin Ukpoju. The illustrations and design were done by Godwin Ondoma. The 2018 revised version was further informed by the CRS Compendium of Tools for Integrating Early Childhood Development into CRS Programs (2015), the WHO and UNICEF, Care for child development: Improving the care for young children and The Amazing Teen Brain: What Parents Need to Know by Chamberlain and Burgess. For more information:

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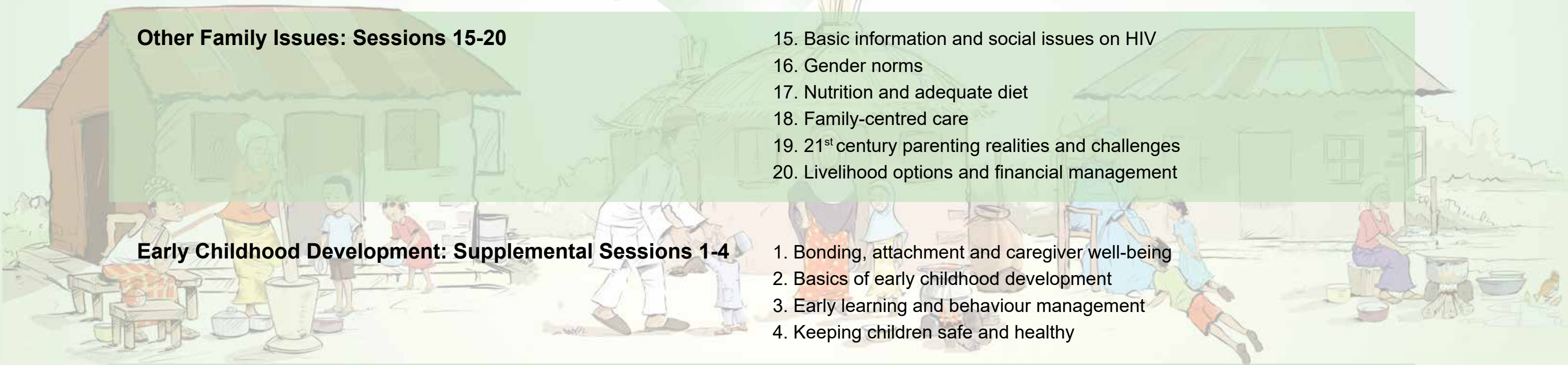
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BACKGROUND

Better Parenting Nigeria is a parenting education curriculum for building caregiver protective factors in order to help parents to provide better support to children. It has three basic strategic objectives:

- Children and parents experience fewer conflicts;
- Parents make better decisions about the care of their children and are better able to solve problems; and
- Children feel more supported by their families to further their education and make good decisions and healthy life choices.

Better Parenting Nigeria is intended to **facilitate discussion and peer learning**, during which participants can learn from each other's experiences and support each other.

Better Parenting is designed for **group session discussions**, as well as for **one-on-one guidance** in the home.

This guide should be used together with the

Better Parenting Nigeria Facilitator's Manual

INSTRUCTIONS

Sessions should begin with a **recap of the previous session, including a discussion of how participants put into practice** what they learned in previous sessions (10 minutes).

Focus on the new session, starting with the question prompts, puzzles or ice breakers. This should be planned ahead (40 minutes).

Participants should discuss how they plan to **implement and practice** what they learned, like “Homework” (10 minutes).

**SEE FACILITATOR’S MANUAL FOR
ADDITIONAL INSTRUCTIONS!**

DELIVERY METHODS

TRADITIONAL METHOD: Using the Information Page to address the day’s topic

All participants should sit in a circle. Show the Illustration Page so all can see. Follow the instructions on the Facilitator Table that corresponds, posing the discussion questions, followed by a short discussion with reference to additional information.

SMALL GROUP DISCUSSIONS: Discussion Questions for small group presentations

Show the Illustration Page so all can see. Divide the participants into several smaller groups, and assign each group one or two of the discussion questions on the left of the text page. Give the groups 10 minutes to plan a presentation on their topic. Note that each group will need a copy of the text from the Facilitator Table.

SMALL GROUP DRAMAS: Using the Discussion Questions as topics for dramas

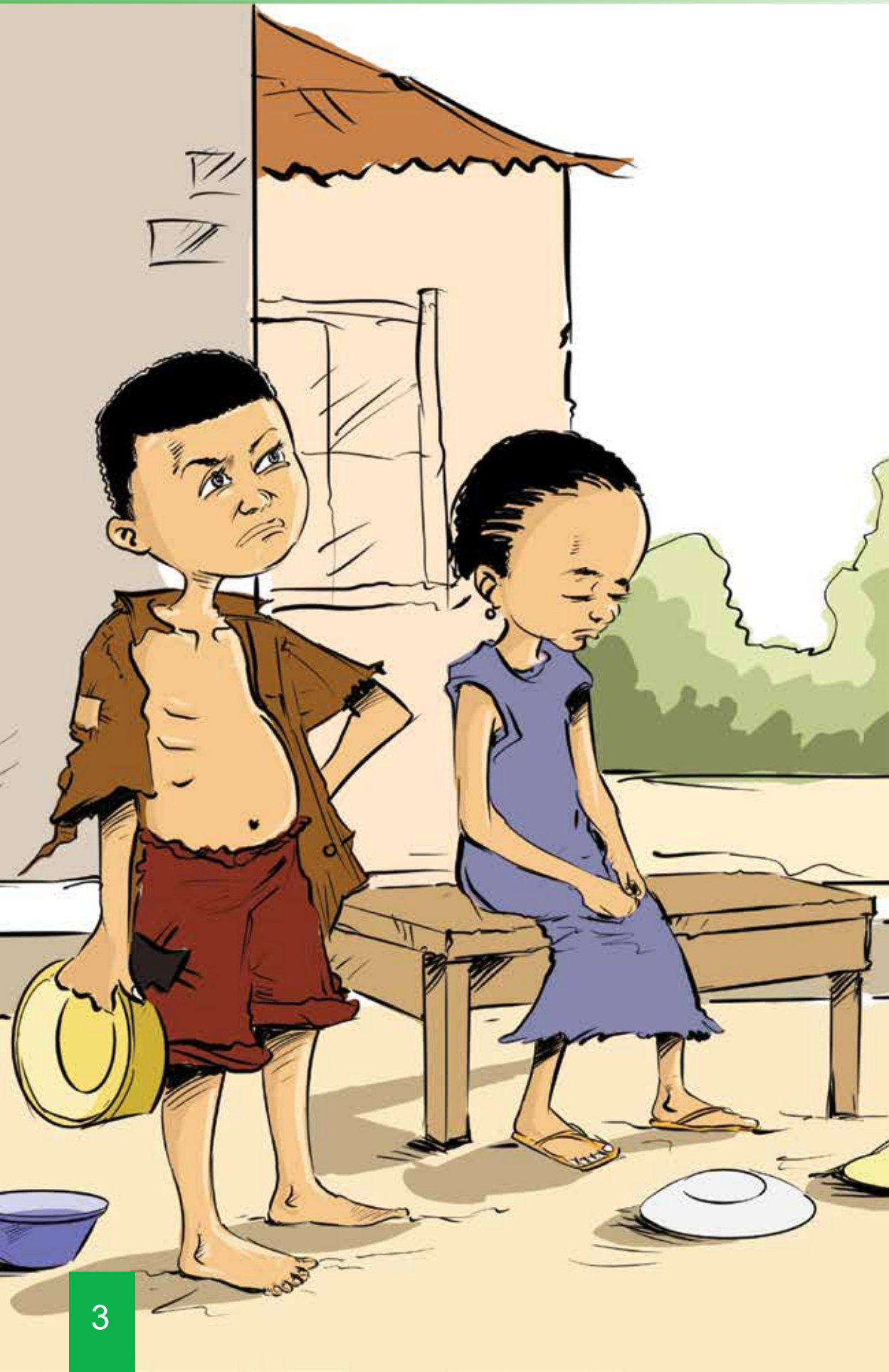
Same as above, but each small group should act out a short informational drama or role-play, rather than present the material orally.

CASE STUDY PRESENTATIONS: Use a case example or real-life story to discuss topic

A participant or the facilitator begins by presenting a true-life example (changing names to ensure confidentiality) that illustrates the topic. Then the facilitator should modify the discussion questions accordingly, but still make sure that all of the key information is shared among the group.

End all sessions by reinforcing the key messages through the review questions and identifying ways that participants can immediately put into practice what they have learned.

Session 1: UNDERSTANDING PARENTING





Session 1: UNDERSTANDING PARENTING

OBJECTIVE: To gain an understanding of what it means to be a parent and to introduce the Better Parenting Program.

Puzzle: You have been given three children and the three of them are capable of becoming wealthy, but inside one of them is the code called 'The richest person that ever lived' which is only going to be revealed at age 21.

How will you raise these three children, and what will you do differently in your parenting?

- Parenting is about helping the child to become a valuable member in his or her family and community.
- Creating a healthy and safe environment is essential. Our relationships with our children are essential.
- Mothers and fathers are important, and so are others who help to take care of children – aunts, uncles, grandparents, neighbors.
- Parenting begins during pregnancy and continues all through adulthood.
- Parenting responsibilities include:
 - Building a loving and caring relationship with your child.
 - Discovering who your child is and supporting his/her individuality.
 - Providing for basic needs like feeding, education and protection.
 - Providing a safe and healthy environment.
 - Parents are a very important influence in the child's life.

SEE ALSO SEED ACTIVITY IN SUPPLEMENT.

START: Discussion questions

- What do you think is going on in the picture?
- What is 'parenting'?
- What responsibilities do you have in raising children?
- Why are these responsibilities so important?
- What do you want to learn through these Better Parenting discussions?

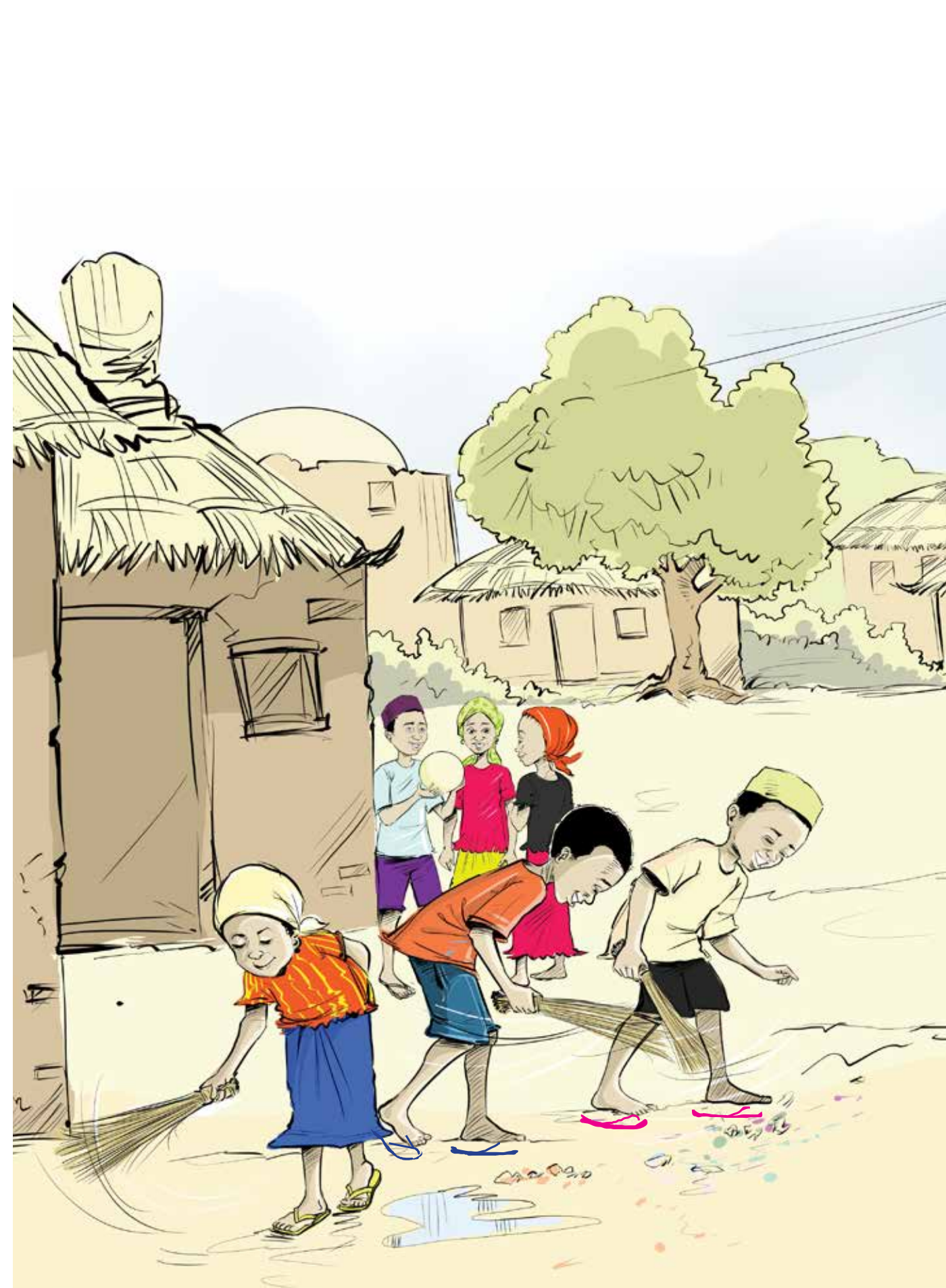
Better Parenting goes beyond meeting basic needs. It means that you will:

- Know your children well, and strive for a close relationship with them.
- Provide love, support and encouragement at all times.
- Be respectful and trust them as much as possible.
- Understand that each child is different and unique.
- Set appropriate limits and rules for behaviour
- Discipline your children in positive ways and without physical punishment.
- Understand and accept that your children change as they grow older.
- Be good role models for your children.
- Create the environment for children's potential to find expression, while also keeping them safe and protected.

END: Review questions

- What does parenting mean to you?
- What do you like the most about being a parent?
- What is the most challenging?
- Who is a child to you and what is your perceptual code for your child?
- If you suddenly discovered that your child is the future president of your country, what would you do differently after today?

Session 2: CULTURE AND SOCIAL NORMS





Session 2: CULTURE AND SOCIAL NORMS

OBJECTIVE: To examine our cultural and social norms and how they shape our children and us as parents.

Sensitive topic

START: Discussion questions

- What do you think is going on in the picture?
- How do you perceive the difference between boys and girls? Does everyone feel the same?
- Can you describe some positive (good) cultural practices?
- Can you describe some negative or harmful customs?
- How do culture and social.

SEE ADDITIONAL DISCUSSION QUESTIONS IN SUPPLEMENT.

- Culture is about the attitudes and patterns of behaviour of a group of persons.
- Cultural customs can either have a positive or negative effect on child growth and development.
- 'Norm' refers to attitudes and behaviours that are accepted by most everyone. They are unwritten rules!
- Children learn very young and throughout childhood about cultural and social norms from their parents, family and community.
- Each society has its own customs and norms for parenting children – positive and good, or negative and harmful. Culture can vary from community to community.

Sometimes negative or harmful social norms are accepted because we consider them traditions, for example:

- Early marriage.
- Child labor, or turning a child into a domestic servant (household help).
- Female genital mutilation and cutting.

Other times the harm in our beliefs is less easy to identify, like:

- Treating boys and girls unequally.
- Discriminating against or neglecting children living with a disability.

Apply social rules that have a positive influence; these include:

- Caring for others – everyone in the family helping to care for the children.
- Children helping with age-appropriate tasks as part of the family.
- Protecting children so they will be safe.

FACTS ABOUT CULTURE AND SOCIAL NORMS

- Culture is good if it protects the best interest of people.
- Culture is passed from one generation to the next.
- Culture is dependent on the exposure of the people that created it at that point and time.
- A culture may be good for one generation, but bad for another.
- Culture can change over time
- When a cultural practice restricts the potential and limits the ability of a human being, it needs to be reviewed.

Positive social rules are important for better parenting.

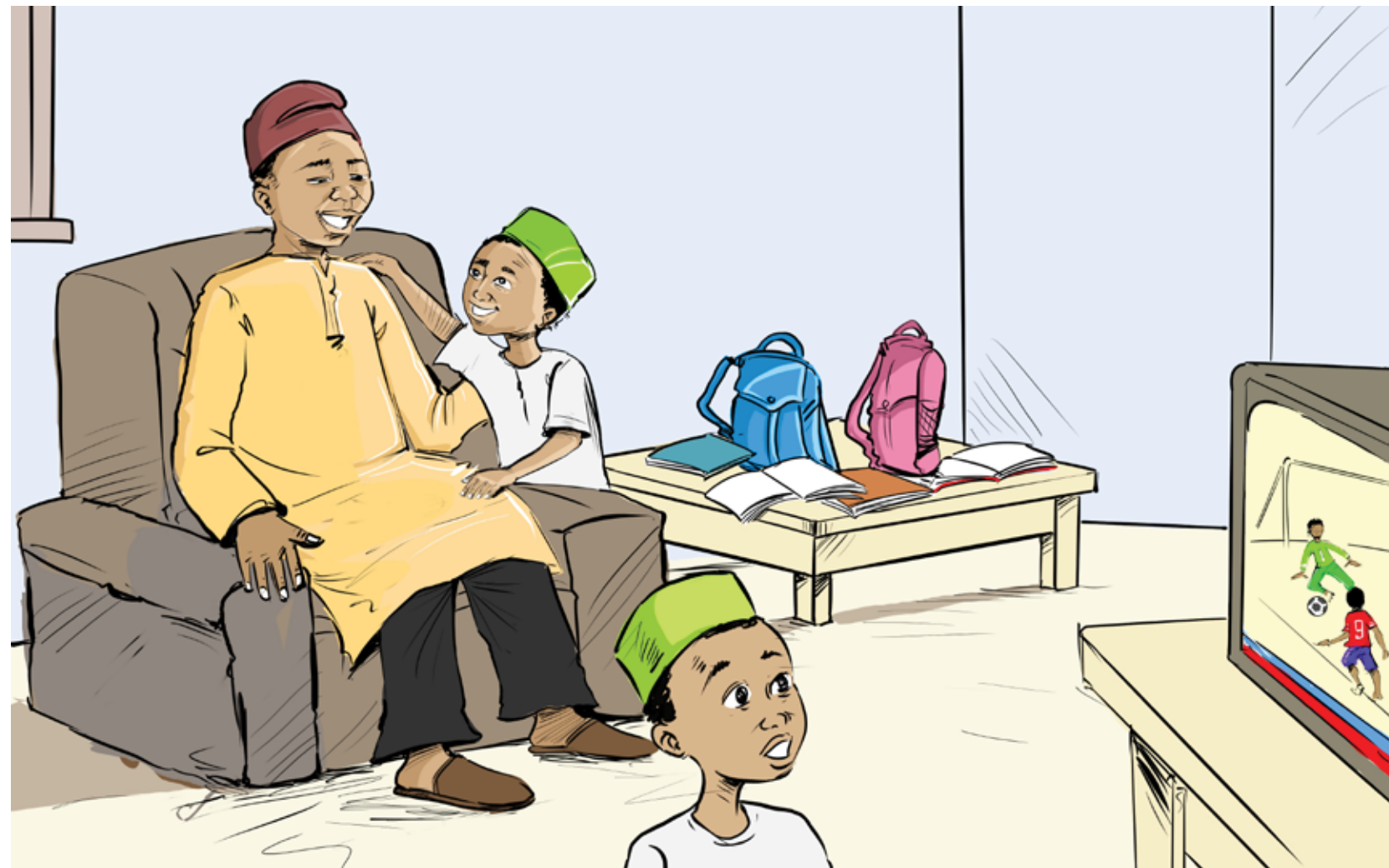
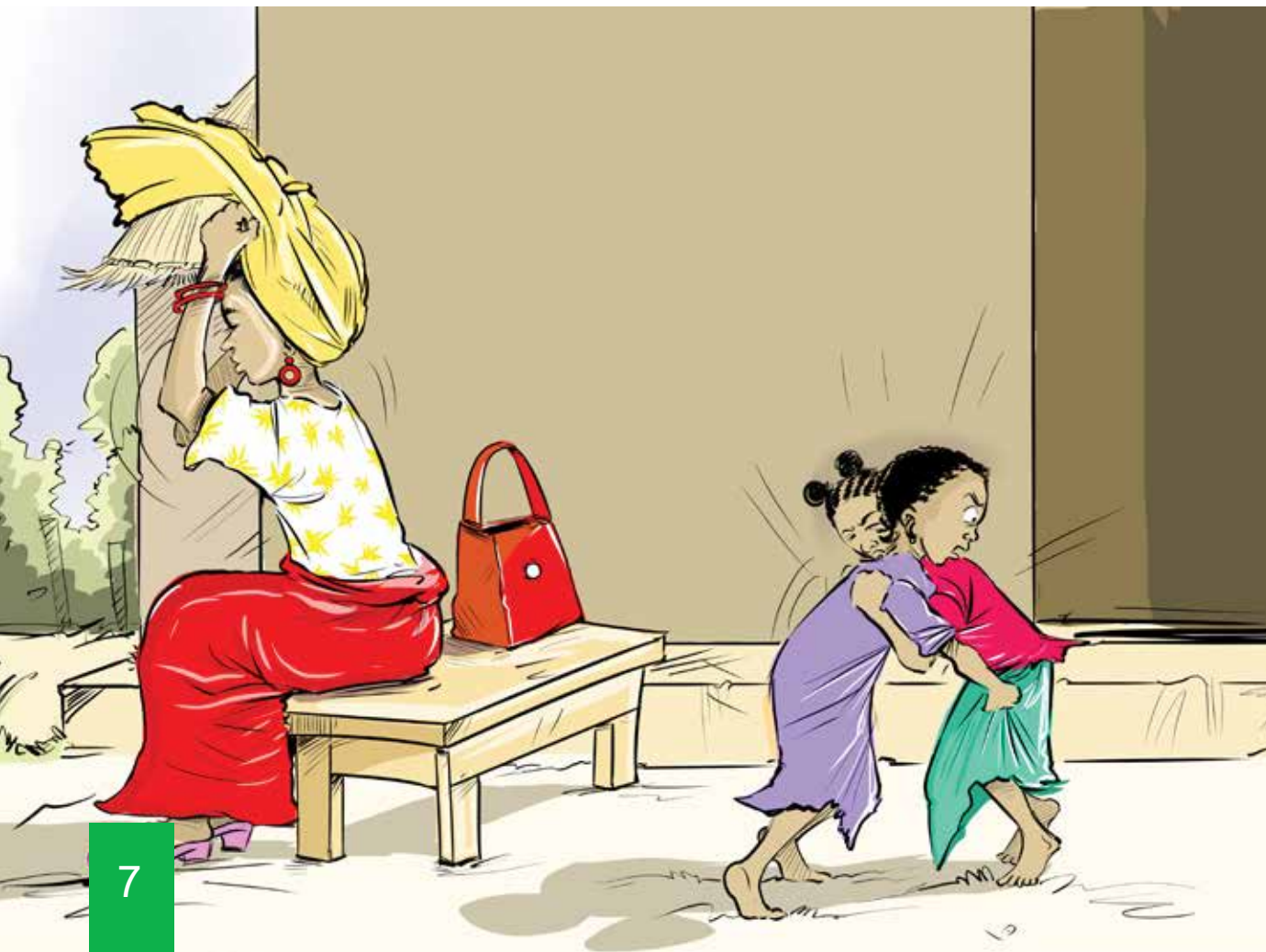
- Select and apply those customs and social norms that have a positive influence on your children's lives and promote better parenting.
- Avoid the social rules that are harmful and have negative effects on your children.
- Increase understanding and awareness about positive and negative social rules that affect your child's growth and development.

END: Review questions.

- What are the different ways that parents treat girls and boys? Should boys and girls be treated the same or differently? For example, who should go to school or do household chores? Do you agree with this, and why?
- How are the ideas of boys and girls different in different families?
- How do community or society ideas (or pressures) affect gender norms in families?
- Can you name one social norm we hold about babies? What about one for teenagers?

Cultural and Social norms influence parenting!

Session 3: PARENTING STYLES





Session 3: PARENTING STYLES

OBJECTIVE: To understand the different styles of parenting and appreciate different ways of raising our children.

START: Discussion questions

- What do you think is going on in the picture?
- If your parenting style were an animal, which animal would it be?
- What difference do these styles make in how children feel about themselves and how they grow up?
- If you ask children what parenting style they would prefer, what do you think they would say?

In most situations, the Role Model style is recommended, but sometimes parents need to be authoritative, too.

Can you think of an example?

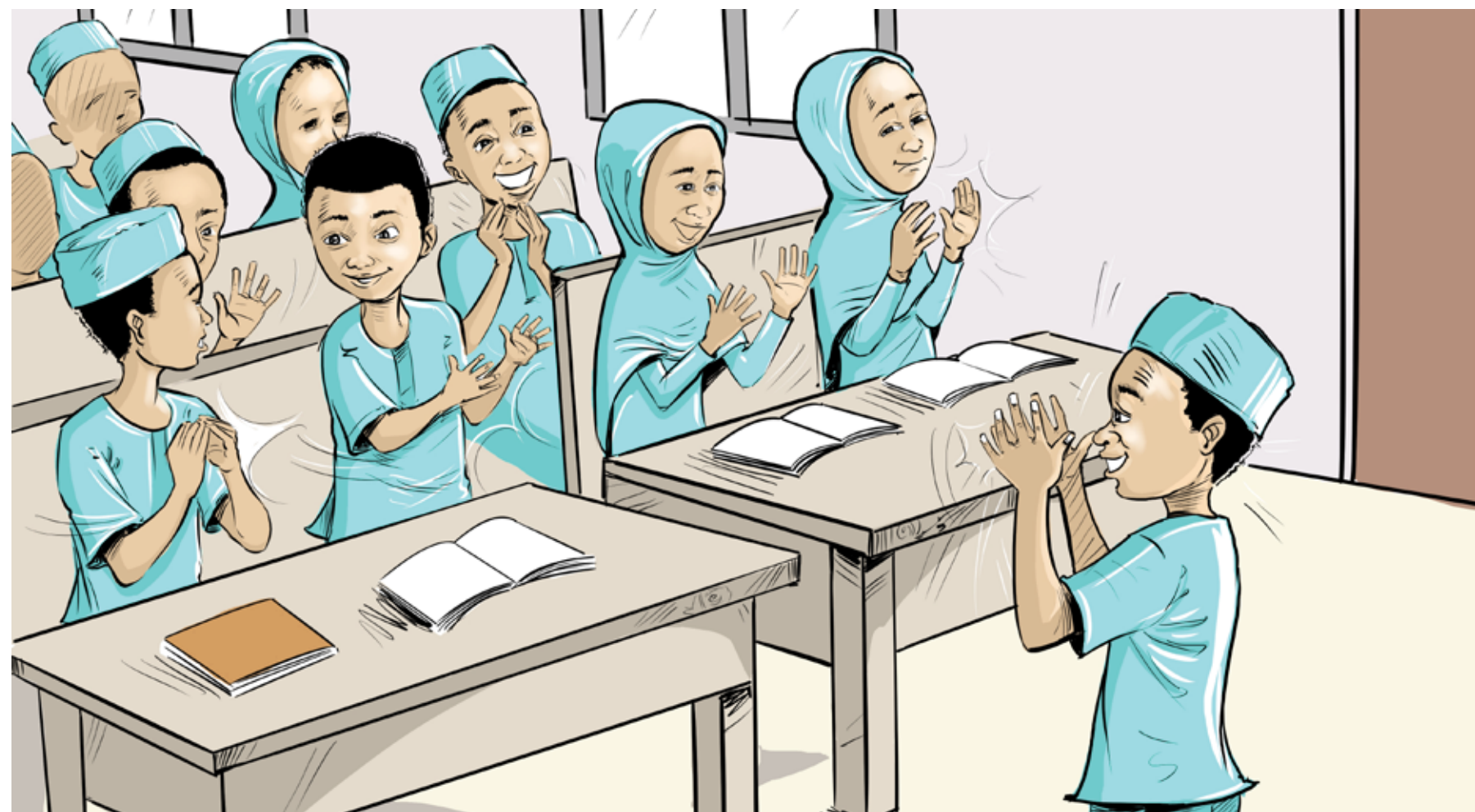
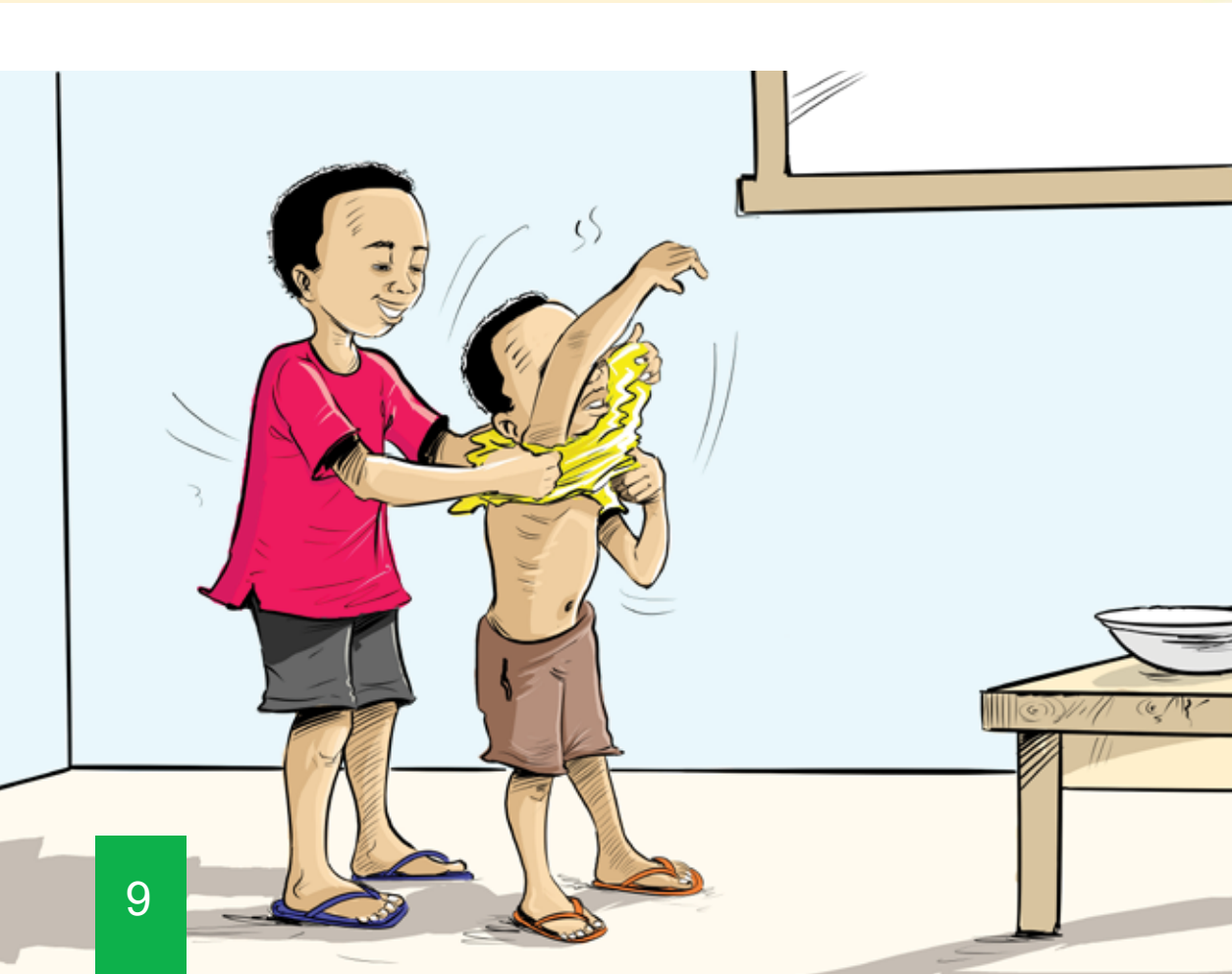
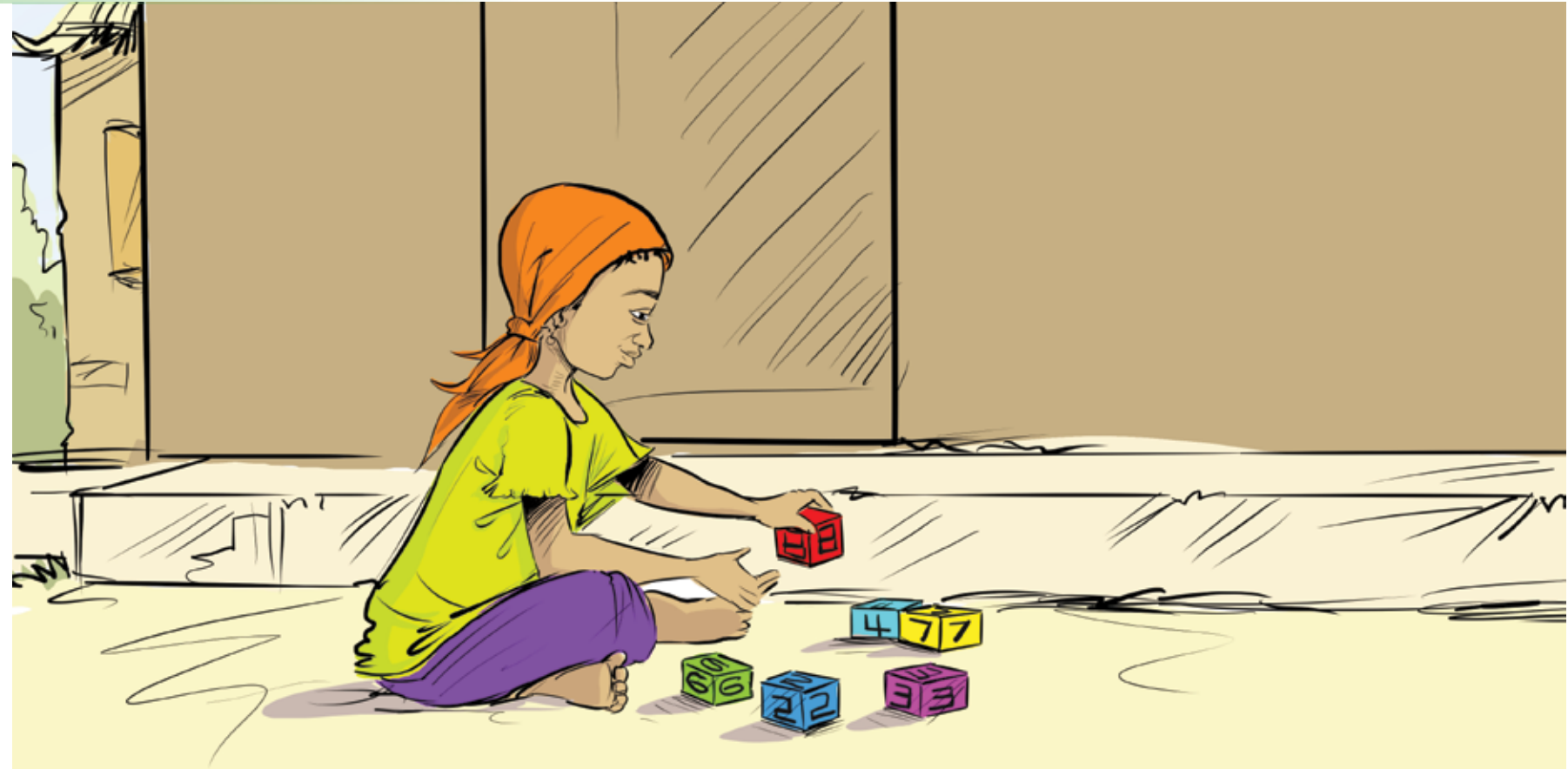
Styles may vary from time to time, depending on the situation. Be loving and caring, while maintaining clear, consistent expectations. Good parenting can be learned by practicing over and over. Do not worry if you make an occasional mistake, just try again.

STYLE	QUALITIES	OUTCOMES with the child
Authoritarian	Children don't get involved in problem solving, adult always makes rules, uses punishment and not discipline, not interested in negotiations.	May do well in school (is obedient), but because of frequent criticism, the child may have low self-esteem and become fearful. May have problems interacting with other people and/or difficulty coping with frustration. May have difficulty solving their own problems.
Role Model / Authoritative	Establishes clear rules but allows reasonable exceptions. Uses logical consequences to teach life lessons. Employs positive discipline to prevent behaviour problems and to reinforce good behaviour. Leads primarily by example rather than words, and child is inspired by how parent is living life.	Is lively and feels secure. Is self-confident and has good self-esteem. Learns to control his or her emotions and develop good social skills. Able to solve problems – including more complex problems as she/he get older.
Permissive	Often only steps up when there's a serious problem. Quite forgiving and adopts an attitude of 'kids will be kids'. Takes on more of a friend role than a parent role, and may not discourage a lot of bad behaviours. When consequences do result, parent often gives in if a child begs or promises to be good.	May enjoy the freedom in the short-term, but cannot properly control her or his emotions. May become rebellious, impulsive and defiant. May be fearful and unable to make decisions. Is likely to have problems with authority and in school.
Neglectful	Basically expects children to raise themselves. Usually doesn't devote much time or energy to meet children's basic needs. Often neglectful, even if unintentionally. Lacks knowledge about child development, and has few rules. May be overwhelmed by work at times, and has little knowledge of what child is doing.	Feels neglected and unhappy. As a baby, does not trust those around to provide for needs. Has problems controlling him or herself. Has low self-esteem and lacks confidence. Has problems in school and with peers.

END: Review questions

- Which parenting style do tend to use, and why? Would you sometimes like to use a different style?
- What do we need to know to improve or change our parenting style?
- What is one thing you can do better in your parenting?
- What is one thing you already do well?
- Do you think different children (for example at different ages) might need different kinds of parenting? Can you give an example?

All parents are different – be the best parent you can be!





Session 4:

TEMPERAMENT

OBJECTIVE: To understand ourselves and our children, and better appreciate different temperaments and personalities.

START: Discussion questions

- What do you think is going on in the picture?
- What different temperaments are shown in the picture?
- What different ways of parenting might be needed for different temperaments?
- What is the difference between temperament and personality?

The Goal Getter

He is a natural leader who loves to question everything and everyone. He is bold, competitive and loves to take risks. Very outspoken and determined, but can sometimes overstep authority. We must never kill his leadership spirit, but must help him understand how to treat others with respect and honor.

The Promoter

She is loved by all and very impulsive and spontaneous. She often looks disorganized and may forget to do what is most important because of play, but she is a sweet soul who loves to talk at all times and must be well nurtured to transfer talk to action. She doesn't want forceful / judgmental leaders, but will respond to love and praise.

The Supporter

He is a peacemaker who loves to work in silence, but is very loyal and dependable. He doesn't start so fast, but finishes what he starts. If you rush or shout at him, he may withdraw. He is loyal and patient and may not say a lot of things, but knows so much. You must celebrate his inner strength; don't compare him with others.

The Enforcer

She is the perfectionist who wants a perfect world. She may not have too many friends, but wants to be considered first in all things. She loves 'my space' and hates to be rushed or shouted at. She doesn't naturally take risks and may not smile a lot. You need to help her move from judgement to empathy.

SEE INFORMATION ON TEMPERAMENT AND PERSONALITY IN SUPPLEMENT.

- Parents and caregivers should recognize and celebrate the different personalities of their children.
- All children have different reactions to the same situation because they are not the same and don't have same personalities.
- Every child may display a mixture of these temperaments and personalities.

END: Review questions.

- What can happen if you don't understand the uniqueness of every child?
- How should you respond to the positive aspects of a child's temperament?
- How should you respond to the challenging aspects that can negatively affect the child and other children?
- What do you think is the best way to teach a child given their personality type?
- Think about your youngest child – what do you already notice about her/his temperament?
- How does temperament and personality affect when we do not feel well, or when our child does not feel well?

Every child is unique because they are each born with their own temperament, and understanding them is key in getting the best out of them. Just like each of us is different too! Imagine if our community was made up of all the same types of people!







Session 5:

CHILD DEVELOPMENTAL STAGES

OBJECTIVE: To learn about the different developmental stages in a child's life and how to provide appropriate care.

STORY: Little Adamu, age 5, is trying to take water from the water pot when he slips and spills water on his father's new and expensive phone. In anger, his father slaps him for being so careless

- *What do you think about this, and how would you have handled it?*
- *What might be wrong with the way the father handled the case?*
- *What would you do differently?*
- *Has anyone had a similar experience they would like to share?*

Child development is about the changing and growth in human beings between birth (and even beginning in the womb) and the end of adolescence and early adulthood. It includes physical and motor abilities and emotional, cognitive (thinking) and social changes.

START: Discussion questions

Today we shall go back to our past and produce a movie on how we were raised.

Imagine yourself at ages 0-1 year, 2-3, 4-6, 7-12 and 13-17. Act like you acted, and walk like you walked.

- What was most important to you at these different stages?
- Did you like the way you were handled at these different stages?
- What don't you like about how you were handled?
- What is the difference between what your parents/caregivers did and how you are raising your child?
- Do you think you understand the different developmental stages in your child, and have you been handling your child based on the changes in these different stages?

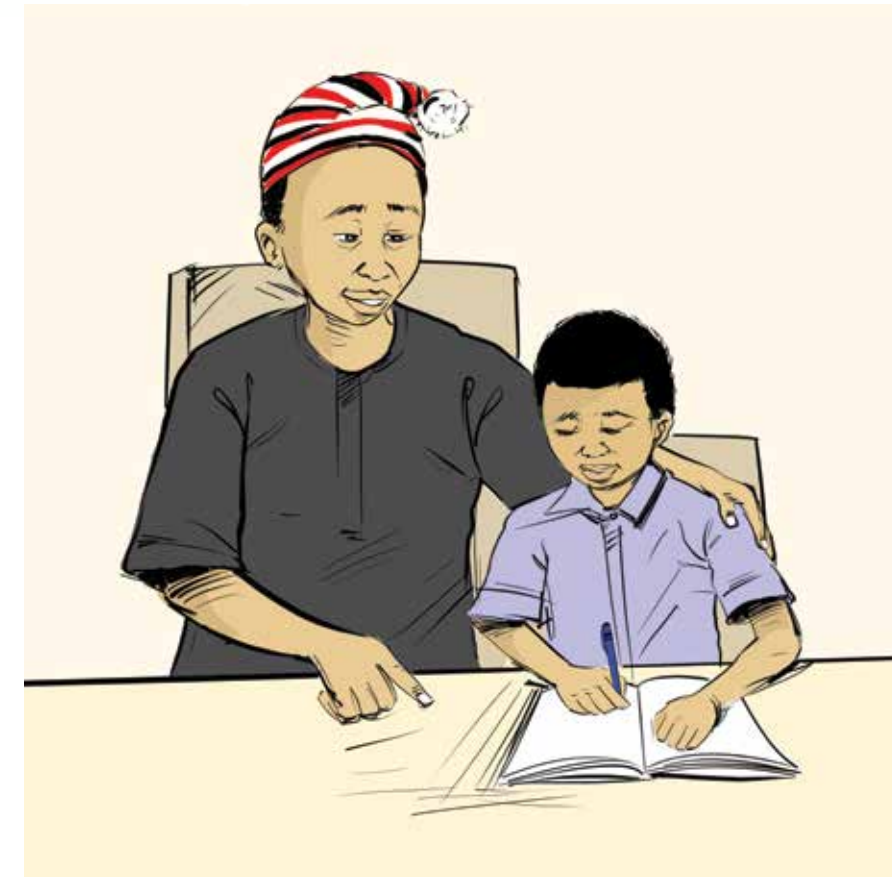
- **Physical development** – Changes in size and shape, as well as in physical abilities and coordination.
- **Mental development** – Ability to think, use language, reason, organise ideas, memorise and solve problems.
- **Social development** – Ability to positively interact with other children and adults. Also ability to discover the value that he/she creates and adds to our world.
- **Emotional development** – Ability to express feelings and emotions according to age and about specific situations; the development of esteem and identity.
- **Spiritual development** – Awareness of moral upbringing, life purpose, strong social values and self control. Above all how actions and lifestyles bring glory to all and help humanity.

- There are different developmental stages in a child's life
- We punish in a way that hurts the child because we don't understand their developmental stages
- There are different levels of expectations from a child based on his age & understanding these helps us to provide appropriate care
- Parents /caregivers must closely observe a child's development to be able to provide appropriate care.

END: Review questions.

- In what ways do you think you understand your child's developmental stages better now?
- What will you do differently after today to get the best out of your child based on what you know of their development?
- What ages or stages might be easier than others? Where might you get help when a child's age is more difficult to parent?

Children develop in their bodies, in their minds and in their relationships!





Session 6: CHANGING NEEDS AS CHILDREN GROW

OBJECTIVE: To learn how to respond to the changing needs of our children as the grow.



START: Discussion questions

- What do you think is going on in the picture?
- What different needs do you think the children in the picture have?
- What different ways of parenting might be needed for different stages of development?
- Do all children develop the same? Can you give some examples of how children of the same age might develop differently (for example, one might walk sooner than the other)?

SEE SUPPLEMENT FOR ROLE PLAY ACTIVITY

The basic needs of a child at different stages change, and how to respond and what to teach should also change. It is our responsibility as parents to understand our children's needs, and learn the most appropriate response for each of their developmental stages.

You may refer to the supplements for the basic needs and age-appropriate responses.

Infant 0–24 months

0–6 months: Will smile, babble and cry to attract the parent's/ caregiver's attention. Gazes at faces and patterns. Verbalises. Begins to sit up.

6–11 months: Will cling to the parent/caregiver, especially when feeling insecure or frightened. Does not want to be away from caregiver. Begins to crawl and walk. Beginning words.

12–24 months: Begins to walk and talk; will explore his/her surroundings.

Toddler 2–3

- Becomes more independent and continues to explore his/her surroundings.
- Starts speaking sentences and building vocabulary.
- Does not like to lose or take turns, but sharing can be taught.
- May express feelings in dramatic ways. Can begin to learn how to manage emotions.
- Finds it difficult to separate fantasy from reality. Expresses feelings in dramatic ways.

Early childhood 4–6

- May talk a lot; asks many questions. The child may ask again if not clear or if she or he wants more information.
- Does not like to lose, share or take turns, but losing and taking turns can be taught.
- Very physically active – needs to be able to move and channel physical energy.
- Can invent all sorts of stories filled with exaggerations.

Middle childhood (7–12)

- May answer back to adults to show that he/she 'knows'.
- Can be very self-conscious and sensitive. May be very active. (The child's unique temperament emerges clearly.)
- At the end of middle childhood hormones can cause mood swings and emotions, even if puberty is not yet evident.
- Able to learn to better manage anger and tolerate frustration – able to communicate needs and desires.

Late childhood/adolescence (13–17)

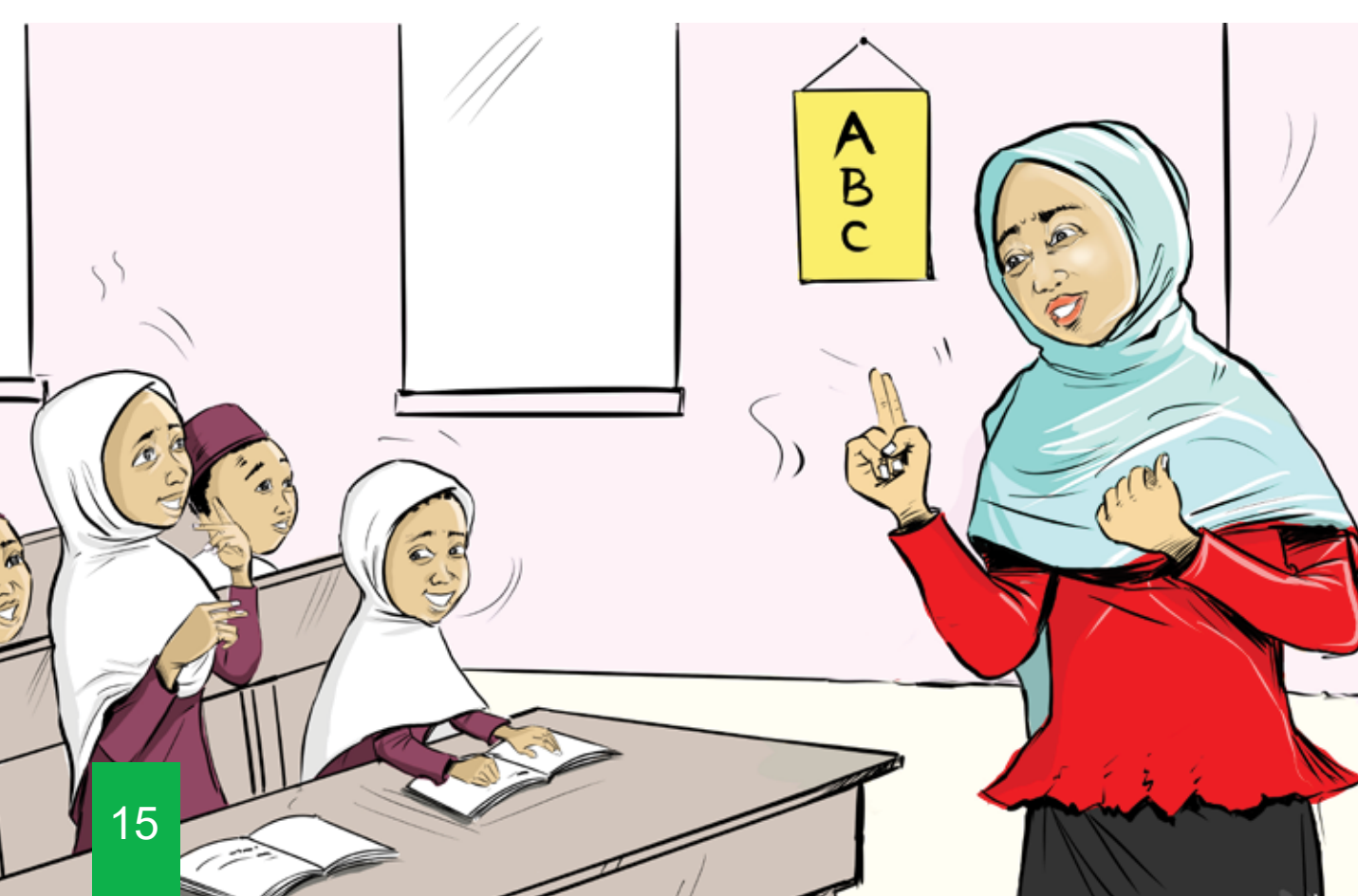
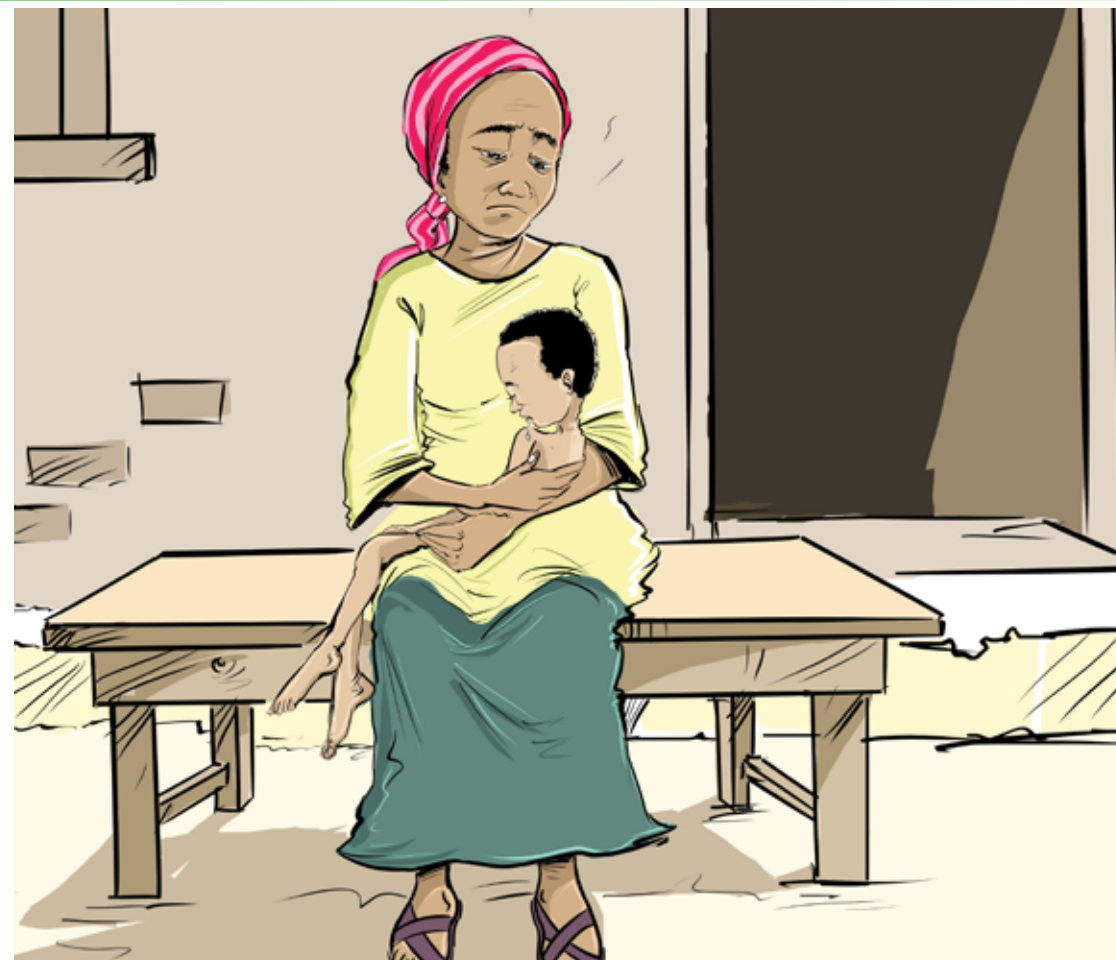
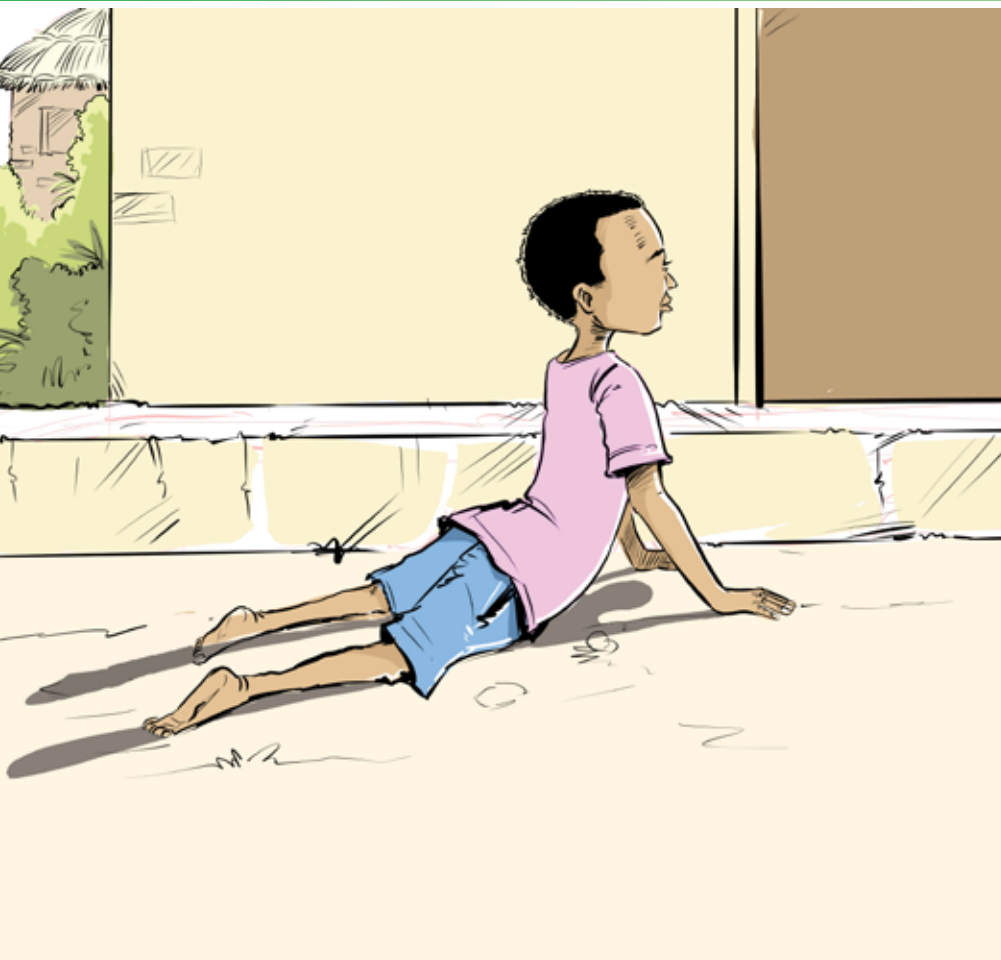
- Prefers more interaction with peers than parents.
- Becomes interested in sexual issues and possibly, in sexual relationships.
- May engage in risky behaviours.
- Frequent mood swings and independent attitude, in part from the changes and hormones of puberty, and a natural desire to be more independent.

END: Review questions.

- How does understanding your child's changing development and temperament change how you parent?
- What is one example of something that your child could not do when she/he was 5, that she/he is capable of doing now at age 15?
- Share some examples of how your parenting has changed as your child grew.
- Which stage of development do you think is easiest to parent? Why? Which stage is hardest? Why?

As children's needs and capacities change parenting changes too!







Session 7:

CHILDREN WITH SPECIAL NEEDS



OBJECTIVE: To appreciate that all children have strengths and abilities.

START: Discussion questions

What do you think is going on in the picture?

- What are some different kinds of disabilities or special needs?
- Do you think a child with a disability in one way can be quite able in other ways? Can you give an example?
- Whose fault is it when a child is born with a disability?
- What can be done to welcome and include all children, regardless of their different abilities?

The moment you have any question about your child's health or development, you don't need to panic. Take the child to a health care professional so that she/he can adequately counsel you, provide information and get an accurate view.

A person with a disability or special needs is someone who has a physical or mental impairment that substantially limits one or more major life activity.

Disabilities do not make a child less human, less individual or unique, or even any less capable in other areas of their life. Having special needs is not the end of the world.

Oftentimes people only talk about a physical disability, such as missing limbs, paralysis and cerebral palsy, but there are several other types of disabilities, including:

- Sensory – hearing or visual impairments like blindness;
- Impairments that impact thinking and reasoning – like Down syndrome, brain injuries, autism, learning disabilities.

Some disability is permanent and some is temporary – support and treatment can relieve and reduce – seek advice from professionals. Traditional healing is not always the right answer! Children with disabilities want to participate in daily age appropriate activities but may need special care and support.

Including children with special needs:

1. Recognise and emphasise the child's strengths, not limitations.
2. Don't define people or label them by their disability.
3. Let the child do or say things for him/herself as much as possible.
4. Avoid treating children with disabilities with pity; include them in all aspects of family, school and community life.
5. Parents should take time out to rest so they are not emotionally overwhelmed.

END: Review questions.

- How can a disability impact the time and attention that is given to each child in the family?
- How might a child with a sensory defects like blindness need to be parented differently?
- Do parents with children with disabilities love them any differently than they do children without disabilities? Why or why not?

All children have a right to family and community life!





Session 8: PARENT-CHILD COMMUNICATION

OBJECTIVE: To understand communication better and feel more confident in communicating within the family and with children.

START: Discussion questions

- What do you think is going on in the picture?
- What are the different ways that we communicate?
- Is what we say more important than what we do not say?
- What are some of the ways that babies communicate?
- Why can communication with adolescents be difficult? What can you do?

SEE SUPPLEMENT FOR IDEAS ON how to discuss these communication skills:

- LISTENING
- OBSERVING
- SPEAKING
- QUESTIONING
- ANALYSING
- EVALUATION

- Communication is a two-way process (two people or more!), and includes not just what we say or hear but also thoughts, feelings or ideas. It is never just one person talking to another.
- There are two types of communication: **verbal and nonverbal**
- Children's communication evolves along with their growth and development, from the newborn baby who communicates using cries, sounds, eye contact and body language, to the adolescent fully capable of both verbal and non-verbal communication and complex discussion.
- Communication is closely linked to behaviour, and is a critical part of parent-child and family relationships. Sometimes behaviour is a way of communicating. *What do you think a tantrum might be communicating?*

THINKING ABOUT COMMUNICATION:

Think about when you communicate and it works well.

What does it look like when your communication works well?

How does good communication feel?

Other times it can be hard to communicate, like when baby is crying and we don't know why, when a child seems to be unhappy at school but doesn't want to say why, or when a teenager becomes uncommunicative at home.

What does bad communication look and feel like?

END: Review questions.

- Why is it important to communicate regularly and openly with your children?
- How is communication part of the parent-child relationship?
- What are some ways we show that we are *actively listening*?
- What are some ways of positive communication?
- What can you do in your family to increase good communication?
- What are some reasons to change the way you listen and talk with your child?
- Think about one situation where listening to your children may have helped you better understand them.
- How can you improve your listening skills with your children?

Good communication is very important to good relationships!



Session 9: FAMILY RULES, BOUNDARIES AND ROLES



OBJECTIVE: To understand how each family functions with rules, boundaries and roles, and discover how understanding all three can help us to be better parents and have better relationships with our children and within our families.

START: Discussion questions

- What do you think is going on in the picture?
- Why make family rules known to children?
- What benefits will setting family rules create in the family?
- Should rules change as children grow older?
- Is there a need to set boundaries for the family? Why or why not?
- What are some ways that children can be part of family decision-making?

SEE SUPPLEMENT FOR DISCUSSION ON:

- What is meant by the phrase “Where there is no law, there is no sin?”

Every great nation has a constitution which helps in good governance and to regulate excesses. The family, too, has boundaries, rules and roles for its members; communication styles and patterns; and ways of making decisions.

Boundaries: Families have boundaries, or ‘invisible lines’, that define who or what is inside the family, and who or what is outside.

Rules: Over time, families develop rules about how they relate to each other and the outside world.

Roles: Every family works out things like who does the chores, who handles the money, and who cares for the children.

Decision-making: All families have ways of making decisions and resolving conflicts.

Communication styles: Families have ways of communicating that range from open to closed.

HOW TO SET FAMILY RULES:

- Explain that rules are needed within every home.
- Identify the rules based on what the family wants.
- Ensure that the rules reflect family values.
- Look for ways for children to participate in making the rules.
- Keep the rules simple and clear.
- Make a poster and display it to serve as a reminder.
- Use positive language.
- State the consequences of not following the rules.
- Clarify when needed.
- Continually review the rules and change if needed.
- Remember – rules are for everyone, parents too!

BENEFITS OF COMMUNICATING FAMILY RULES:

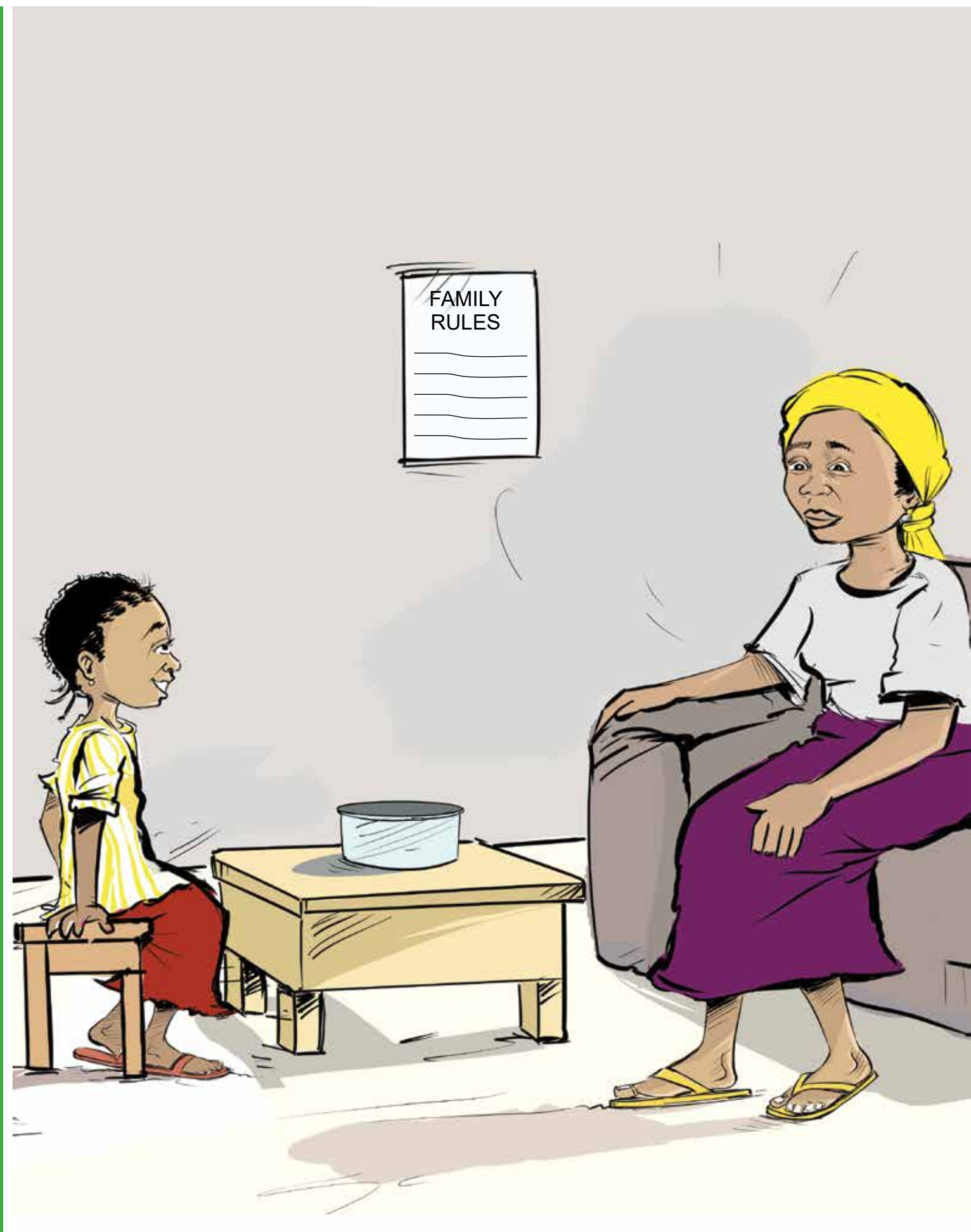
- Aids in child participation in the home.
- Gives parents the opportunity to model positive behaviour to the child.
- Helps the child develop decision-making skills, which in turn teaches them to face the consequences of their actions.
- Family rules teach discipline.
- Helps show clearly what the family stands for, and gives them the opportunity to keep the family name in good light.
- Serves as family contribution to society, because the society is made up of individuals from various families.

END: Review questions.

- What are the rules in your family?
- How does everyone in the family know them?
- What happens when someone breaks a rule? Are consequences different for children and adults when rules are broken?
- Do you agree with the rules, or are there some that you would like to add or change?

Setting and modeling rules and boundaries makes parenting easier!

Session 10: DISCIPLINE





Session 10: DISCIPLINE

OBJECTIVE: To learn about different ways of encouraging the behaviour we want from our child, and learn about different ways of discouraging the behaviours we do not want.

START: Discussion questions

- What do you think is going on in the picture?
- How did you feel as a child when you were rewarded for good behaviour?
- What are different ways that a child can be rewarded (not just with material things)?
- Does a child continue with good behaviour when you continue to motivate him/her?
- How do you think rewards for good behaviour boost the esteem of a child?
- What are the negative effects of physical punishment?

As parents, we want our children be disciplined, but oftentimes we punish our children until they lose their confidence. We can, however, right the wrong and help our children. Positive reinforcement, negative reinforcement and punishment are some of the methods used in discipline.

BENEFITS OF POSITIVE REINFORCEMENT AND REWARDING GOOD BEHAVIOUR

- Boosts self esteem and improves social acceptance. Helps a child embrace and appreciate his/her own uniqueness.
- Plays a major role in helping a parent to accept the identity of the child. Allows room to show the ability of the child to model good behaviour to others, especially because the acceptable behaviour has been rewarded continuously. Motivates the child to want to do more.
- Serves as an opportunity to promote positive communication, and improve the atmosphere in the home. It discourages comparison, which in turn, discourages sibling rivalry.
- Creates an enabling environment for healthy competition, as children try to outdo one another in being on their best behaviour. It serves as a good opportunity for creating good childhood memories, and makes you proud to tell others about your children.

ICEBREAKER:

Ask parents to agree or disagree with these beliefs:

- Parents own their children.
- Parents have the right to do anything they please with their children.
- Children are the same as any other property the parent owns.
- Children should be seen not heard.

Forms of Discipline

- **Positive reinforcement:** Gifts, verbal affirmation, extra privileges, public approval.
- **Negative reinforcement:** Grounding, withholding privileges, age-appropriate timeouts.
- **Encouragement:** Redirection, negotiation and compromise.
- **Physical punishment (not recommended):** Flogging, slapping, kicking, withholding food, made to carry heavy objects.

END: Review questions.

- What way of disciplining feels most natural to you? Why?
- What new ways of getting desired behaviours from your child would you like to try? Why?
- What are some positive things that can come from using positive reinforcement or encouragement?



Discipline does not have to be negative!

Session 11: MANAGING YOUR CHILD'S BEHAVIOR





Session 11:

MANAGING YOUR CHILD'S BEHAVIOR

OBJECTIVE: To understand some of the reasons for children's behaviours and how to minimize unwanted behaviours and encourage positive behaviours.

START: Discussion questions

- What do you think is going on in the picture?
- Why do some children show behaviour we do not like?
- What behaviours are most unpleasant to you? Is that the same for other people?
- What are the most effective methods when handling such behaviours?
- What methods tend to strain parent-child relationship?
- Can conflict in child-parent relationship affect the outcome of discipline?

YOUR CHILDREN WILL BECOME WHAT YOU CONSISTENTLY CALL THEM.

REASONS CHILDREN SOMETIMES EXHIBIT BEHAVIOUR WE DON'T LIKE

- When the child's physical or emotional needs are not met.
- When the child wants attention or feels misunderstood.
- When there are no rules in the family regarding expected behaviour.
- When the rules are unclear or not complied to by either parents or other family members.
- Media exposure and peer influence.
- Modelling behaviour learned from parents

REASONS WE SOMETIMES FIND CHILDREN'S BEHAVIOUR DIFFICULT

- When our physical or emotional needs are not met – maybe we are tired or hungry or upset.
- We are busy with something else and do not have patience or time to deal with the child's behavior.
- When we are confused about the behavior, or feel we cannot understand or help the child.

*What are some other reasons we might find behaviour difficult?
What are some ways we behave when things are not quite right?*

How to deal with inappropriate behaviour:

- Review the behaviour to see if it's a reaction to smething.
- If the behaviour will have safety consequences, act immediately to make sure the child is safe from physical harm.
- Evaluate the intentions of the child and what he or she might be aiming to achieve. Remember – a young child is unlikely to be able to tell you with words!
- Always watch for triggers (these are beliefs, interpretations, feelings, situations, places or people that might influence a particular behaviour).
- Do not assume that the child knows what is expected of him/her. State family rules clearly, and reiterate consequences.
- If the child is old enough, discuss with the child what the consequence should be.
- Do not address the child when you are still angry or upset; wait until you are calm.
- Take a moment to get your own behaviour and emotions under control.
- Focus on the good. Acknowledge and celebrate desired behaviour.
- Employ positive communication: do not yell at the child from a distance.
- Take a second look at your role modelling as a parent.
- Re-direct the child's attention – distraction can work very well with young children.

END: Review questions.

There is a reason behind every behaviour. What might be the reasons behind the following?

- Baby crying even though he/she has already been fed.
- Young child throwing stones into the water bucket and laughing, even when told to stop.
- Child speaking disrespectfully to grandmother when asked to fetch water.
- Teenager always staying in own room when at home.



Session 12: UNDERSTANDING AND MANAGING YOUR EMOTIONS





Session 12: UNDERSTANDING AND MANAGING YOUR EMOTIONS

OBJECTIVE: To become more aware of our own emotions and how they can impact parenting our children and our relationships.

START: Discussion questions

- What do you think is going on in the picture?
- What are some of the different emotions that people experience?
- In what ways do you think emotions affect the following areas:
 - Physical health
 - Mental health
 - Social relationships
 - Work
- What are some ways that you manage your emotions?

**SEE SUPPLEMENT FOR
ADDITIONAL EXERCISE.**

Emotions are from our circumstances, mood, past experiences, thoughts and relationships with others, and include anger, disgust, fear, happiness, sadness and surprise. Many people are not aware of how they feel, and how these feelings impact their parenting and relationships.

Joy/Happiness	Anger
Love/Trust	Worry
Hope	Anxiety
Calm/Peace	Envy/Jealousy
<i>What are some other emotions/feelings?</i>	

Managing Your Emotions:

- Manage stress.
- Engage in breathing exercises.
- Identify when you are starting to feel emotionally exhausted.
- If you are feeling stressed, seek someone to talk to or join a support group.
- Make lifestyle changes that promote sleeping and eating better.
- Give yourself a break from the stressful situation.
- Pay more attention to your thoughts.
- Consider alternatives to situations...
 - How do I feel about this situation?
 - What do I think I should do about it?
 - What effect would this solution have on me and on other people?
 - Is there anyone else that I could ask about this who might help me?

Understanding Your Emotions:

- Emotions affect our thoughts, which then affect how we feel about ourselves
- Emotions affect our physical responses to situations, which in turn determine how people react to us and this cycle continues.
- Emotions determine our decision-making abilities and our actions/reactions
- Emotions affect how good you feel, i.e., your physical health. Negative emotion can cause physical illness.
- Emotions can affect your thoughts and your ability to sleep or make good decisions.
- Emotions determine the atmosphere in the home.
- Positive emotions affect the father-mother relationship, which in turn affects how the children react to others.
- Positive emotions attract people to us, while negative emotions repel them.

END: Review questions.

- Can you list one positive thing that you could do when feeling very angry with someone in your family in order to have a positive reaction to the emotion of anger?
- What emotions feel most positive to you? Why?
- What emotions do you experience as negative? Why?
- What is one thing you could teach your child or adolescent to help them manage their emotions better?

Understanding your emotions is the first step to managing them!

Session 13: ROLE MODELLING





Session 13: ROLE MODELLING

OBJECTIVE: To help parents understand how children see them as models, and encourage parents to teach positive behaviour through their own actions.

START: Discussion questions

- What do you think is going on in the picture?
- Would you want your child to behave like you?
- Would your child say 'amen' if you pray 'May you become like me'?
- Which of your habits would you want your child to copy, and which ones would you not want him/her to copy?
- What family values do you would want to pass from generation to generation?
- What behaviours should parents and other adults avoid so that children around don't copy?

As parents, we want our children be disciplined, but oftentimes we punish our children until they lose their confidence. We can, however, right the wrong and help our children. Positive reinforcement, negative reinforcement and punishment are some of the methods used in discipline.

Have you ever asked yourself where children learn tantrums, yelling, shouting and gossip? Or how do they learn how to sweep, carry water, or use the phone? Everything we do can be mirrored by children. Think of the baby who imitates talking on a phone or yelling at her dolly.

A good role model is someone who demonstrates positive qualities and good behaviours, and makes others want to be like them. **Role modelling is a powerful tool for teaching and passing on behaviours, knowledge, skills and values.**

- Act the way you want your children to act.
- Be honest and consistent in what you say and what you do.
- Admit your mistakes and apologize – always do the best that you can, but nobody expects you to be perfect.
- Demonstrate respect for others.
- Choose your friends well.
- Examine your actions; always try to improve and communicate your progress.
- Avoid bad behaviours and negative influences.
- Facing a challenge or crisis is an excellent 'teachable moment': your children are watching you closely, and will learn a lot from the way you respond.
- Be willing to take feedback from your children.
- If you recognise that you have self-sabotaging habits, kindly talk to a professional so that you can get support and learn how to change that behavior.

ACTIVITY: What are our traditional sayings about modelling?

The apple does not fall far from the tree.
Like father, like son.
She is definitely her mother's daughter.

END: Review questions.

- Who was one of your role models when you were a child, and why?
- What makes a good role model?
- In what ways do you want to be a good role model for your children?
- What qualities and behaviours do you want them to copy?
- Do you have qualities or model behaviours that you DON'T want your children to imitate when they grow up?

Children learn the most from copying people around them!

Session 14:

CHILD RIGHTS, PROTECTION AND RESPONSIBILITY





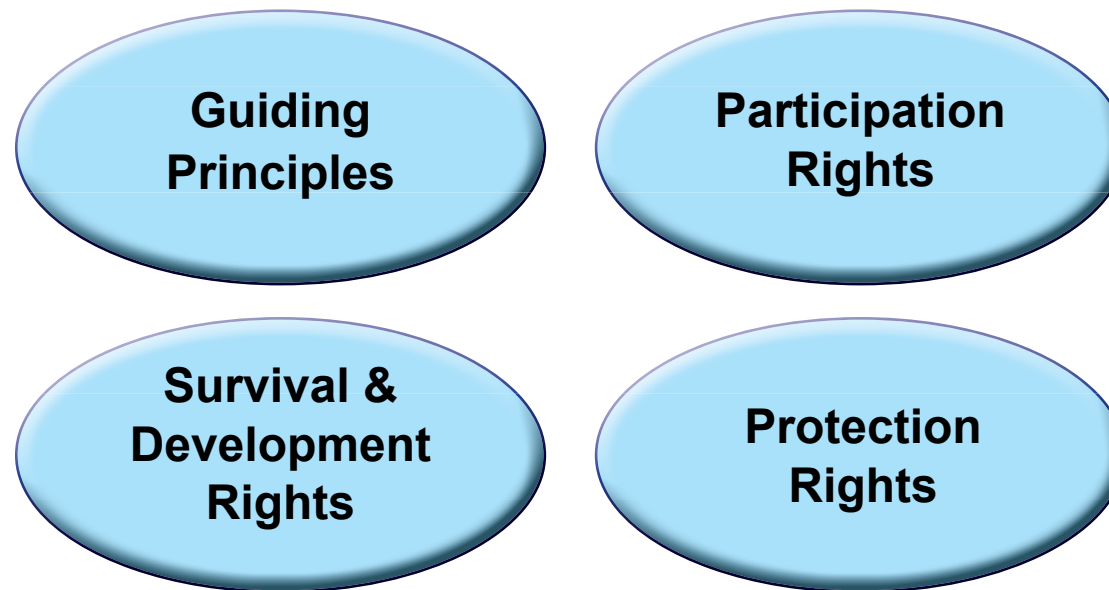
Session 14: CHILD RIGHTS, PROTECTION AND RESPONSIBILITY

OBJECTIVE: To understand what child rights and responsibilities are and how to protect and respect them.

Guiding principles and categories of children’s rights

START: Discussion questions

- What do you think is going on in the picture?
- Do children have rights? What are they?
- What are the responsibilities of a child?
- How can children be supported to be responsible?
- How can you protect the rights of the child?
- What are our rights and responsibilities as parents?
- What do children learn about rights in school?



- The rights of the child exist because they help the child survive, grow and develop. These rights exist for each and every child! Insert child right content
- Children can face violations of their rights and harm from people, both within and outside of families.
- It is important for caregivers to understand children’s rights and how to protect them.
- It is every adult’s responsibility to act if a child may be at harm – it’s never a family’s private business.
- It is also important for caregivers to ensure that children have the freedom to become adults safely.

SEE SUPPLEMENT FOR REVIEW OF SIGNS OF ABUSE, NEGLECT AND EXPLOITATION – REVIEW WITH PARENTS AND CAREGIVERS.

Child protection refers to preventing and responding to violence, exploitation and abuse against children. **Common forms of abuse** include:

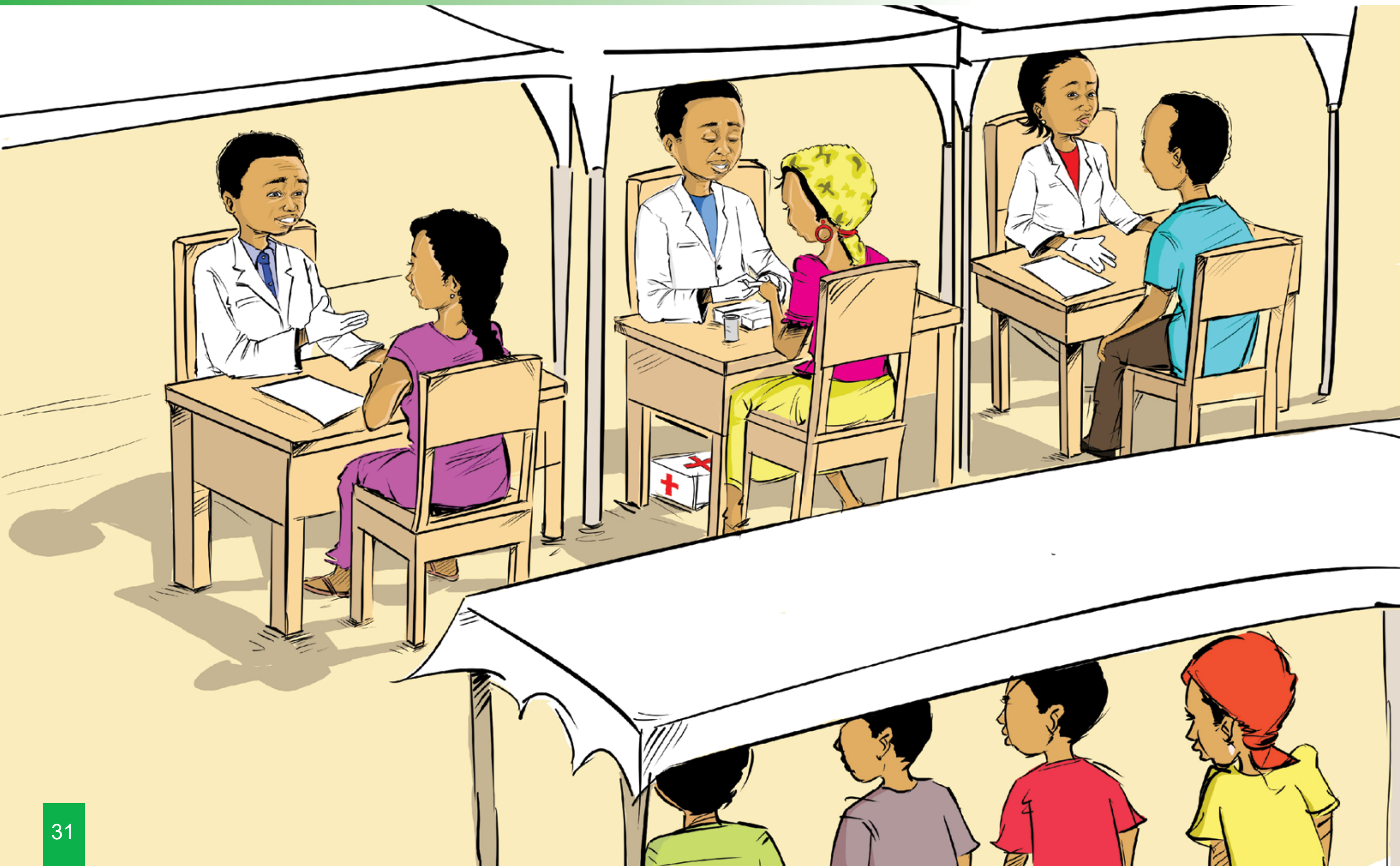
- Physical abuse like beating, slapping, use of hot objects on the child
- Emotional/psychological abuse
- Sexual abuse
- Neglect

Child abuse can result in immediate adverse physical effects, but it is also strongly associated with developmental problems.

END: Review questions.

- Why are children’s rights important? What are some of the rights children have?
- What is the difference between a child’s right and a child’s responsibility?
- Can you identify ways in which the right of a child is being violated in your community?
- What can we all do if we think that a child is being badly treated at home, or if they are in a bad work or school situation?







Session 15: BASIC INFORMATION AND SOCIAL ISSUES ON HIV

OBJECTIVE: To help caregivers understand basic information on HIV, including how to reduce stigma and discrimination.

START: Discussion questions

- What do you think is going on in the picture?
- What is HIV?
- What is the difference between HIV and AIDS?
- How do people contract HIV?
- Who is at risk of contracting HIV?
- How can we prevent HIV transmission?
- Is it important to know your HIV status? Why?
- Where can you go for care and treatment for yourself and your children?

KEY MESSAGES ON HIV

- HIV is a virus and no one knows exactly where it came from.
- Once HIV is inside your body, it attacks the body's defences.
- You can be HIV positive and still remain healthy for years.
- Without treatment, HIV will progress to AIDS, which makes your body weak.
- Once there is 'too much' HIV in your body, you can become sick if you are not taking treatment.
- Anyone can get HIV, and people living with HIV can be cared for and treated.
- People living with HIV need support from everyone around them to live healthily.
- Discrimination and stigma are major challenges faced by people living with HIV.

KEY MESSAGES PREVENTION

- There are many ways to prevent HIV.
- Abstinence – not having sex – is the only 100% effective way to prevent HIV.
- Stay faithful to one partner when married.
- Preventing HIV transmission is just as important for people already living with HIV to protect other people and to protect themselves.
- For more advice or support on preventing HIV, it is important to go to someone who can give you accurate information and support.

KEY MESSAGES TREATMENT

- Testing for HIV is the only way to know if you have an HIV infection.
- Anyone who has a positive HIV test starts immediately on treatment and remain consistent, in order to stay as healthy as possible for as long as possible.
- It is important to take an HIV test if you have possibly been at risk of getting HIV, and repeat the test three months later because there is a 'window period' after getting HIV before the body develops antibodies.

SEE SUPPLEMENT FOR MUCH MORE INFORMATION ON HIV and STIGMA.

- Any person, especially any young person, who is living with HIV needs a lot of support to disclose safely and confidently.
- A person living with HIV, especially a teenager, may be worried about how to cope with the negative reactions from family and friends. The most important thing is to be there for the person, and be available to talk and listen.
- Talking to children about their HIV status is hard. Once a child is old enough to ask questions and understand simple explanations and is curious about the pills he or she is taking, it is good to slowly start disclosing (usually around ages 8-10 years).

DENIAL OF HIV POSITIVE STATUS DOES NOT MAKE IT GO AWAY.

- END: Review questions.**
- How can someone become HIV positive?
 - What are some of the reasons that people should get an HIV test?
 - Why is it important to get an HIV test?
 - Where can you treatment for HIV if you find out you or a child in your care is HIV-positive?
 - How can you help children understand the impact HIV has on them and their families?
 - What are ways that children can address or prevent negative attitudes and stigma about HIV at school?







Session 16: GENDER NORMS

OBJECTIVE: To promote positive gender norms, roles and relations for the well-being of children.

START: Discussion questions

- What do you think is going on in the picture?
- Are boys better than girls? Are girls better than boys?
- How are girls and boys the same?
- How are boys and girls different?
- Is it possible to treat boys and girls differently – but still EQUALLY? How can we do that?
- How have gender roles changed in your community?
- What is gender-based violence?
- What are some behaviours that might promote or prevent gender-based violence ?
- How do children learn about gender-related behaviour and roles?

When both men and women share parenting, the whole family benefits. This is role modelling for children. Fathers and other male relatives are equally important in the lives of children and adolescents!

Gender Concepts defined:

- Sex identifies the biological differences between males and females (boys and girls).
- Gender also refers to the relationships between men and women and boys and girls.
- ‘Gender norms’ refers to what society considers male and female behaviours, characteristics, roles, relationships and rules should be, and it leads to the formation of gender roles, which are the roles males and females are expected to take in society. *What are some of the different roles here in this community?*
- Gender equality means **women (girls) and men (boys) have equal rights and status and equal access to resource and opportunities, and are treated fairly and equitably.**
- Gender-based violence (GBV) is violence inflicted or suffered on the basis of gender differences. Examples of gender-based violence include female genital mutilation, humiliation, degrading treatment, sexual abuse, forced pregnancy, acid attacks and forced abortion among others.

SEE SUPPLEMENT FOR AN OPTIONAL GENDER EXERCISE.

Helping children understand gender

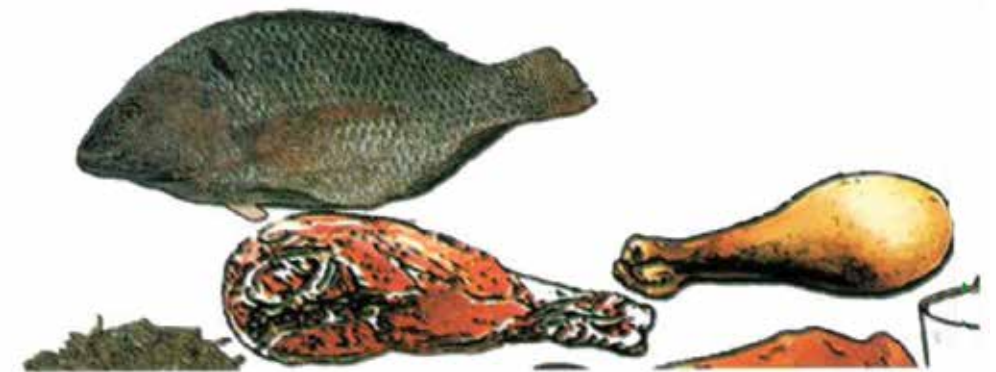
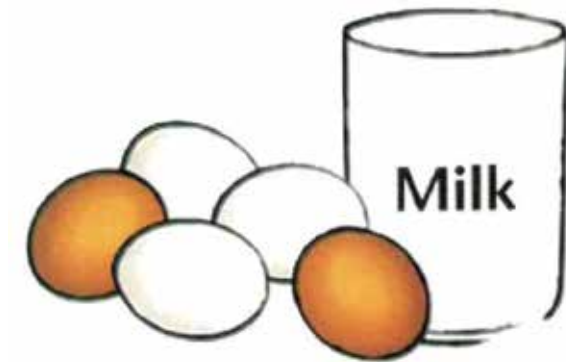
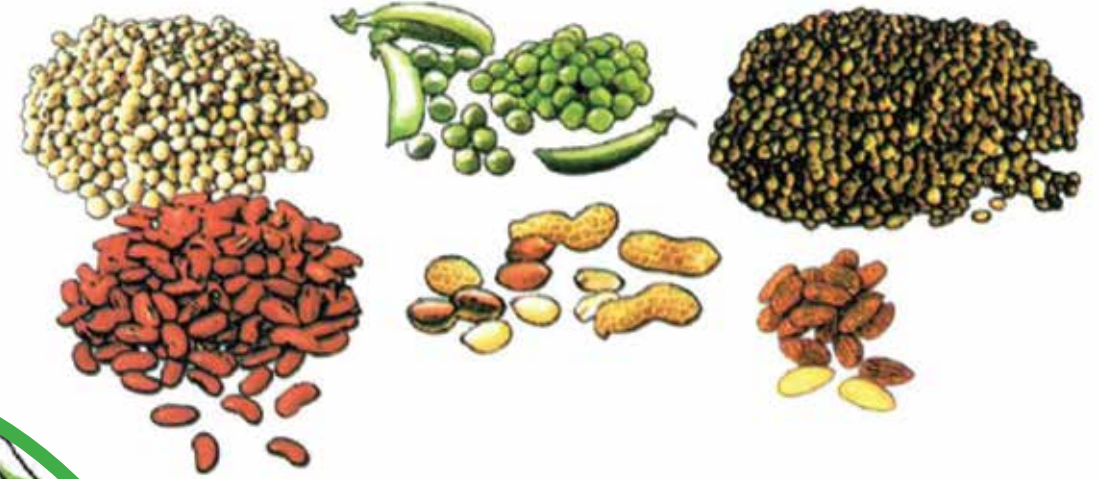
- Talk to your children about their thoughts and feelings regarding the different roles of boys and girls within your family, the school and the community.
- In some ways, girls and boys are different, but they should both have the same opportunities to learn and explore in order to develop their special talents.
- Make a list of all of the different family chores. Ensure that boys and girls share equal responsibilities for carrying out family tasks and chores.
- Encourage fathers to become more involved in sharing the tasks of child rearing. Find time to spend together as a family, and encourage father’s involvement with both boys and girls.

Stereotypes are oversimplified characteristics projected onto groups of people. *What stereotypes do we have about men/boys and women/girls in Nigeria?*

END: Review questions.

- How are gender roles determined in your family?
- Do you have different expectations for the roles of boys and girls?
- Are these expectations respectful of each child’s own talents and strengths?
- What are the gender norms in your community?
- Are some of these harmful and some of them positive?
- What can you do to help boys and girls in your community be treated more equally?

Girls and boys are not the same, but they have the same rights!





Session 17: NUTRITION AND ADEQUATE DIET

OBJECTIVE: To learn basic nutrition and ways to get adequate nutrition using locally available food to ensure good child health and development from baby to teenager!

START: Discussion questions

- What do you think is going on in the picture?
- What foods do you think make up a healthy diet?
- What local foods do you have that are...
- Energy-giving foods (carbohydrates & fats)
- Body-building foods (proteins)
- Protective foods (vitamins & minerals)
- Why is good, clean drinking water important?
- How does a healthy diet help the growth and development of a child?
- How does a child's nutritional/dietary needs change as they grow?

SEE SUPPLEMENT FOR AN OPTIONAL ACTIVITY LOCAL, HEALTHY FOODS.

HEALTHY LIVING THROUGH GOOD, LOCAL NUTRITION

- Healthy food and a nutritious diet are needed for child development and disease prevention.
- Nutrition is what our bodies need for growth, energy, reproduction and protection.
- Healthy foods that make up a well-rounded diet using locally sourced items help children do well in school, at home, and later at work.
- Nutrients and needs change as children grow and change.
- Infants need the special nutrients found only in breast milk.
- Adolescents require additional nutrients for rapid growth.
- Good nutrition is critical to prevent stunting, wasting, delayed puberty, nutrient deficiencies, dehydration, menstrual disorders, poor bone health, etc.
- Nutrition is vital to early brain growth.

What is in a healthy meal?

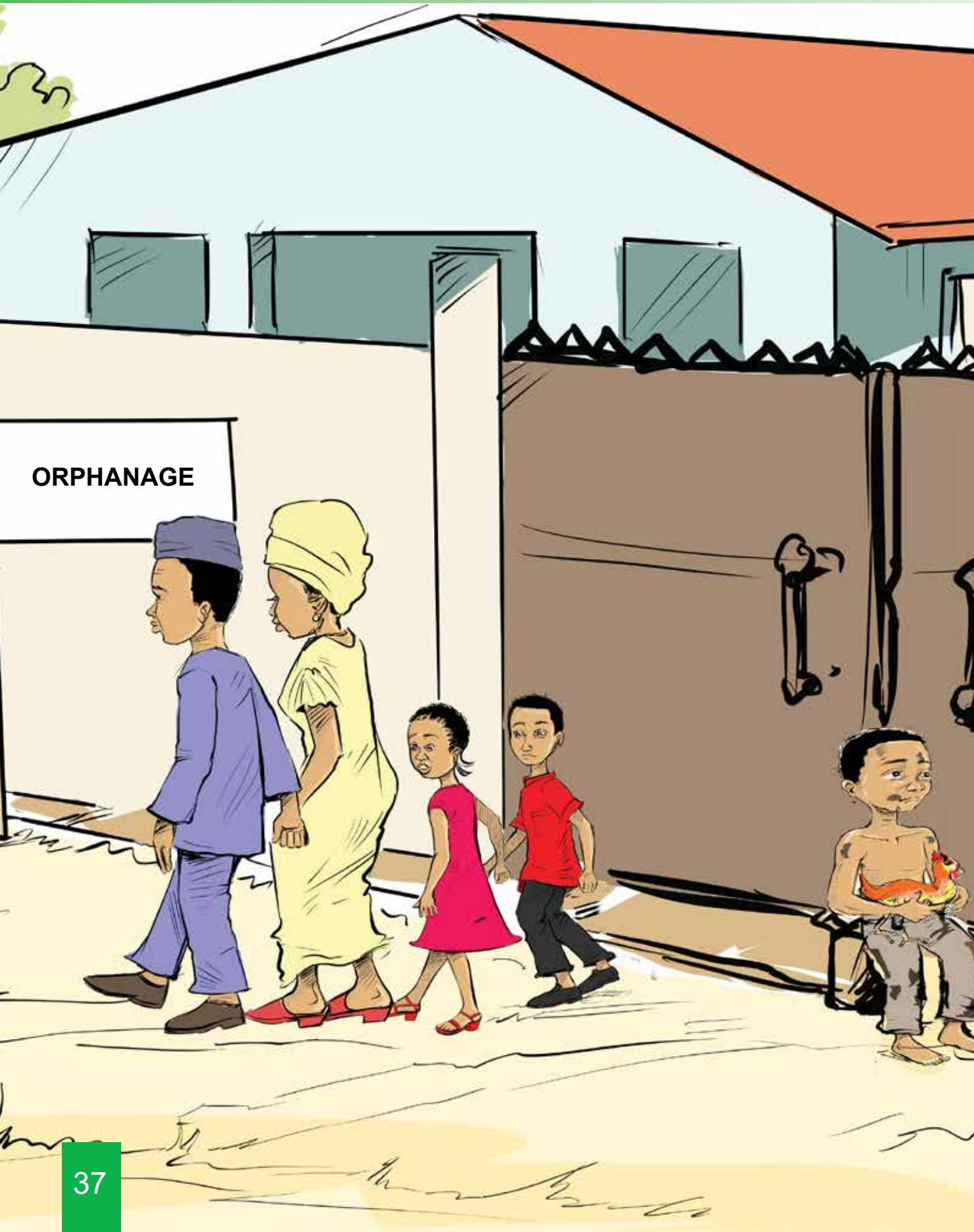
- Energy foods should make up 40% of our diet – twice a day – grains, yam, Irish/sweet potatoes, cassava, rice.
- Body-building foods for strength should make up 20% – once in a day – beans, crayfish, beef, chicken, ground nuts.
- Protective foods should make up 40% – twice a day – oranges, pawpaw, mangoes, pineapple, greens, pumpkin, tomatoes, melon seeds. Vegetables should not be overcooked,
- Water helps organs and tissues to regulate temperature and maintain other bodily functions.
- Remember: Babies should be only breastfed (no other food or drink) during the first six months of life. Breast milk provides all the nutrition that a young baby needs, including water. Children, especially under two years, should eat more snacks (small meals) and more body-building food to help them grow strong.
- Adolescents are growing rapidly, and have their own needs for rich foods as well.

Always observe good hygiene in food preparation!

END: Review questions.

- What foods do you need to make a healthy meal for yourself and for your children?
- How might you ensure that your adolescent continues to eat a healthy meal, especially teenage girls?
- What would you need to make sure you and your family have access to healthy foods as part of good nutrition?
- What can you do to make sure you and your family eat different varieties of healthy foods?

Session 18: FAMILY-CENTRED CARE





Session 18: FAMILY-CENTRED CARE FOR CHILDREN APART FROM PARENTS

OBJECTIVE: To understand the importance of family care for all children and help prevent children from going to orphanages.

START: Discussion questions

- What do you think is going on in the picture?
- Why might a family send their child to live with non-family members, like religious leaders or richer families in cities, or in an orphanage?
- Is this a good idea or a bad idea? Why?
- What could be done instead?
- Imagine that a widowed mother tells her daughter that she cannot take care of her anymore, and that she may have to live in an orphanage. How do you think the child feels? How might the mother feel? What could you say?

SEE SUPPLEMENT FOR AN OPTIONAL EXERCISE.

Note: If it is not possible for a child to stay at home, then he/she should be cared for by another family. But best of all is to help families care for their own children. The government of Nigeria strongly discourages the placement of children in orphanages!

A children's home or orphanage is a place where a group of children are cared for – sometimes well, and sometimes not so well. Children that cannot be with their families sometimes go there, often because of poverty or because the family believes the child will get his/her needs better met there. Sometimes children go because their parents die, and it is not known if other family members can care for them. Children in these homes can suffer from being apart from families; they can also be abused, neglected or prevented from attending school. This kind of care is not good for children. Children grow best in families!

Sometimes it is not possible for a child to stay at home with their parents or to be cared for by their immediate relatives. This can happen because of serious illness or death, or because of abuse, neglect or other reasons impacting a family's ability to provide care and protection for the child. In that situation it is always best for a child to be cared for within a safe and nurturing family – a relative or in foster care. But best of all is to help families care for their own children!

Some homes may provide material support, such as food or school fees, but do not provide children with emotional/social support. This can lead to...

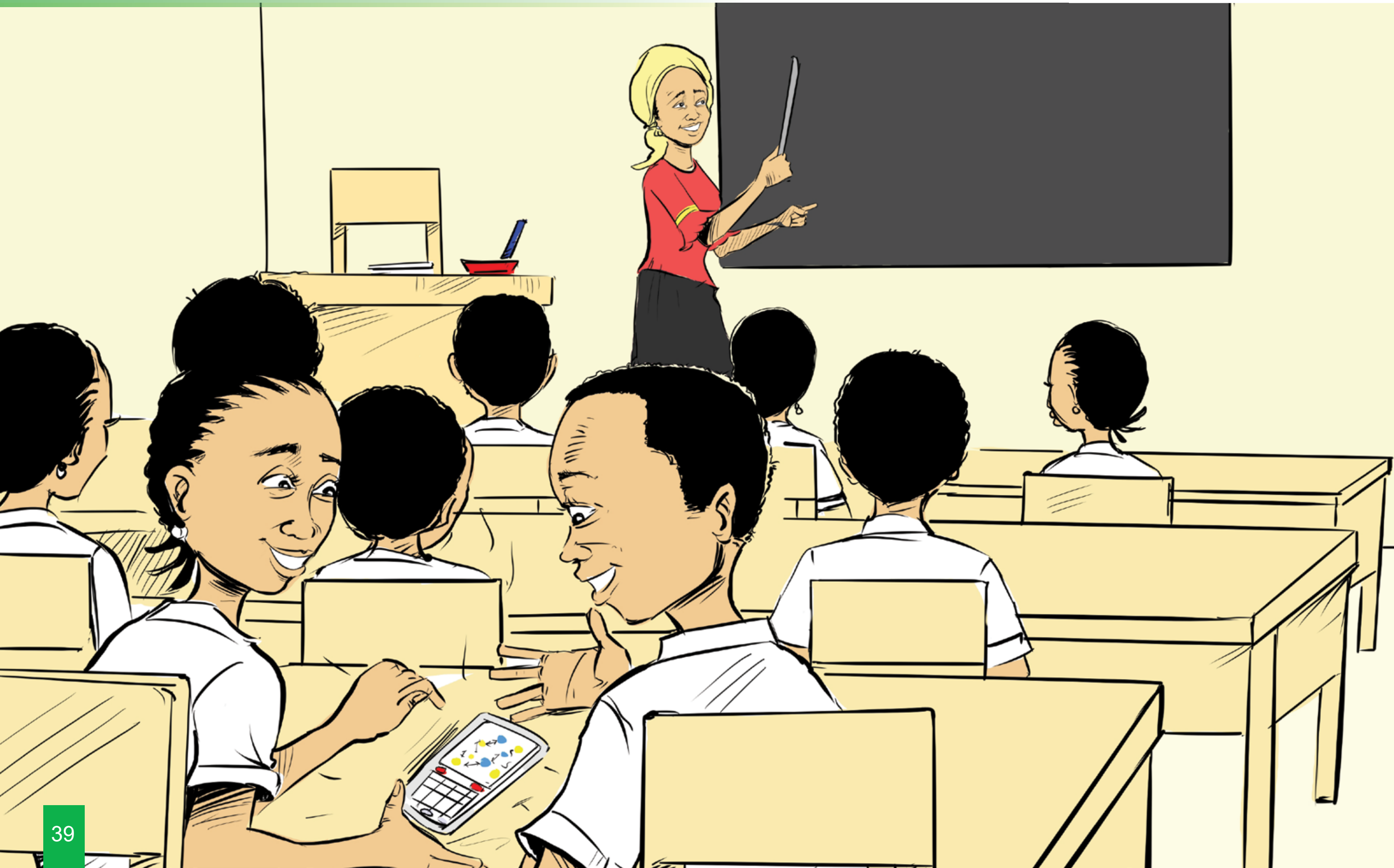
- Long-term (sometimes permanent) physical or emotional harm
- Lack of life skills necessary to achieve independence
- Breakdown of cultural practices and traditions
- Absence of guidance and support
- Struggles with unemployment, homelessness, conflict with the law, etc.

Children who grow up in nurturing families, whether it be their own biological family, foster or an adoptive family, are more likely to do better socially, emotionally and intellectually than children who grow up in a children's home (orphanage). Children who come home after being away take a long time to gain trust in their families again, and it can be difficult for everyone!

END: Review questions.

- What have you learned about caring for children who cannot be with their parents?
- Why do you think orphanages can be harmful for children?
- Where do you think that children should grow up? Why?
- If you could not care for your children, where would you want them cared for?







Session 19: 21ST CENTURY PARENTING REALITIES AND CHALLENGES

OBJECTIVE: To help parents recognize and navigate the current realities and challenges they face, and help them support their children as they face risks – and opportunities.

START: Discussion questions

- What do you think is going on in the picture?
- How do traditions shape what we think a child should do or be at certain ages?
- What might be some risks faced by children who marry early?
- How important is it for all children to go to school?
- How do you think your own life would be different if you received more education as a child?
- What can you do to make sure that all your children attend school – and succeed?
- What is the Internet? Can you think.

SEE SUPPLEMENT FOR AN OPTIONAL EXERCISE ON NAVIGATING SOCIAL MEDIA CONCERNS AND TALKING WITH CHILDREN.

Raising children can be challenging in this age and time, and it is ever-changing. The challenges and realities of raising children change from generation to generation.

- What are some of the challenges of these times in your community?

Why educating your children is important

- More children are attending primary school than ever before – but there is still a gap, especially for girls attending secondary school.
- Educating BOTH boys and girls is the law.
- Girls and boys who stay in school earn higher incomes, get out of poverty, are better able to take care of their families, delay marriage and childbirth, and reduce their risks of getting HIV/AIDS.

Child marriage is the marriage of a girl or boy under 18 years of age. The Child's Rights Act prohibits the practice of child marriage in Nigeria. Child marriage leads to...

- Higher teen pregnancy rates. Immature boys who marry and become fathers have few parenting skills and little sense of responsibility.
- Increased risk to mother and baby in teen pregnancy.
- Increased exposure to HIV/AIDS and other sexually transmitted infections.
- End to education: married children usually need to quit school to support their new family.
- Lower income: children with less education and skills may struggle to support a family, and their opportunities are more limited.

Internet and social media

- Opportunities to learn from other people and cultures and share information, experiences and ideas.
- Increased exposure to explicit material, opportunities for exploitation and bullying, and risk of social media addiction.

Online Safety

- Ask your children to tell you about the sites they like to visit, and what they enjoy doing online.
- Ask children how they stay safe online. What tips do they have for you, and where did they learn them? What is okay to share – and not okay?
- Ask children if they know where to go for help, and where to find safety advice, privacy settings and how to report or block other users online.
- Encourage your children to help you learn more; perhaps they can show you how to do something. Think about how you use the Internet as a family.

END: Review questions.

- What are some of the 21st challenges you notice in your family or neighbourhood?
- How can you help children to make good choices in the face of these challenges?
- What is one thing that you would like to learn from your child? Why?
- Is education a right or a privilege?
- Is having access to Internet a right or a privilege?
- What can we do to end cultural beliefs that can threaten the future of a child? Can you give an example?
- What are some alternatives to harmful beliefs and practices?



Parents need to keep up with trends that affect children!





Session 20: LIVELIHOOD OPTIONS AND FINANCIAL MANAGEMENT

START: Discussion questions

- What do you think is going on in the picture?
- How many people are spending more than they are earning?
- Does lack of income affect parenting?
- What risky behaviour can a child be exposed to as a result of the caregiver's inability to provide for the child?
- How can lack of income affect the communication and positive relationship between a parent and child.
- Are there any parenting risks associated with participation of older children in livelihood activities?
- What are some extra livelihood options for parents and caregivers?

OBJECTIVE: To assist parents in creating alternative sources of livelihood to increase income and to model the importance of financial management to their children.

- Parenting is hard enough without the worry about household income.
- It takes an income to raise healthy, educated and safe children.
- We all want to provide good nutrition, clean clothing and schooling for our children!
- We all want our children to have a good future!
- Lack of income can make it hard to provide for the basic needs of children, which can lead to negative relationships and psychological effects.
- This affects how you respond, communicate and present to your children.
- Worry about income can lead to risky behaviours, like children going to work in unsafe situations or leaving school, people becoming depressed, and taking our worry out on others in negative ways.
- Livelihood interventions are activities and services that can improve family well-being. Do you know of any examples in this community?

- Spending more than you earn means borrowing from the future to serve the present. Increase earnings or reduce spending by:
 - Making a household a budget.
 - Creating financial goals.
 - Looking for healthy ways of earning extra income.
 - Planning ahead.
 - Involving children and adolescents in budgeting – but remember children should not be expected to earn income!

- What are some livelihood options for parents?
- Invest collaboratively with other people.
- Look for ways to learn new skills.
- Network and leverage your own trustworthiness to obtain goods and services on sale.
- Turn your passions into profits.
- Look at how you can use the talents you have.
- Avoid schemes and greed that trick people into losing money.
- Look for a mentor who can assist you to plan and earn.
- Look for simple ways to invest.

SEE SUPPLEMENT FOR AN OPTIONAL ACTIVITY

END: Review questions.

- What other income-generating options do you have in your family? Which are the most exciting to you?
- Do older children that participate in livelihood options become better prepared for parenting responsibilities?
- What livelihood interventions are most age appropriate, and for which age groups?
- How do you think your parenting might change if your income improves?
- Think about modelling, what do you think children learn when they see you earning income, saving money and spending wisely?

OPTIONAL MODULE



EARLY CHILDHOOD DEVELOPMENT

ECD-1: BONDING, ATTACHMENT AND CAREGIVER WELL-BEING





ECD-1: BONDING, ATTACHMENT AND CAREGIVER WELL-BEING

OBJECTIVE: To help caregivers build healthy and close relationships with their children from the start.

START: Discussion questions

- What do you think is going on in the picture?
- How do you know when baby is hungry? Tired? Bored?
- Can you tell who baby prefers to be with? How?
- What are some things about parenting a baby that are difficult?
- How do you feel when baby smiles at you, runs to you, or holds his/her arms out to you?

WHAT DOES ATTACHMENT LOOK LIKE:

- Knowing baby's different cries.
- Comforting baby.
- Making time to be with baby.
- Showing joy at being with baby.
- Responding to smiles and sounds.
- Baby preferring to be with you to strangers.
- Crawling baby looks back to know where you are.
- Walking baby comes to 'check in' often.

- Children need good care from the moment they are born – even before they are born!
- To feel safe, young children need to have a special relationship with at least one person who can give them love and attention.
- The sense that they belong to a family will help children get along well with others. It will also give them confidence to learn.
- Children's survival depends on adults who can meet their needs, keep them safe, love them, and provide learning opportunities.
- Children become especially close to the caregivers who feed them, spend time communicating with them, and give them love and affection.
- Adults – mothers and fathers! – are very, very important to children being healthy and safe!
- Care for babies and young children includes feeding and nutrition, and also stimulation and learning. All are equally important! A strong relationship or bond between the young child and caregiver is the base for all future parenting.
- During breastfeeding, a baby and mother are very close. They communicate by responding to the slightest movement and sound, even smell, of the other person. This special responsiveness is like a dance.
- Caregivers need to take good care of themselves in order to take good care of baby!

Good care of children includes developing a caring, nurturing, trusting and loving relationship – this process is called **bonding** and the relationship that forms is called **attachment**. Bonding starts before baby is born. *How do you bond with baby before he or she is born?*

The baby becomes 'attached' to the person who consistently holds her, loves her, and helps her feel safe. This connection or bond lasts a lifetime.

Early bonding and a healthy attachment help the brain to develop and provide a foundation for healthy relationships as the child grows. Young children who have secure relationships are better able to explore their world and learn from new experiences.

Preparing to be a parent and parenting or caregiving in the early weeks after a child is born and into the early years can be a rewarding and amazing experience. However, it can also present unique challenges and incredible stress for parents and caregivers.

How can you take good care of yourself?

END: Review questions.

- Even if your baby is very young, you can play together. What is your favourite game to play with baby?
- How can you tell that your child wants to be with you?
- Parents who care for themselves are better caregivers to their babies. Share two things that you can do to take care of yourself.



Responding to babies' needs for feeding, cleaning, holding and interacting teaches them trust!





ECD-2: BASICS OF EARLY CHILDHOOD DEVELOPMENT

OBJECTIVE: To give caregivers a general understanding of early childhood development.

START: Discussion questions

- What do you think is going on in the picture?
- Early childhood is from during pregnancy up to five years – what are some of the changes in child over that time?
- How does a baby communicate compared to a four year old?
- What are some ways that parenting changes as baby grows?

During early childhood children grow and change more rapidly than at any other time in their lives.

They go from being dependent to walking and talking to being ready to attend early childhood programs with other children.

There are several stages of development:

Birth to one week (newborn)	One week to six months (infant)
Six to nine months (infant)	Nine months to one year (infant)
One to two years (toddler)	Two years and up (young child)

- Children grow more capable and independent as they grow older.
- Development is not just physical growth, but also includes physical, social and language development, cognitive (or mental) development, and emotional development. Brain development is at its **most rapid during early childhood** – producing over a million neural connections per second. *Picture the 'wires' that connect all the parts of the brain.*
- The young child's brain is more open to learning and being enriched than adults, but it is also more vulnerable to developmental problems if not properly cared for and stimulated.
- The prenatal period is also important in early development – a baby can hear, recognize voices and see light even in the womb. Attachment and bonding, part of social development, start before baby is born!
- Parents experience both joy and frustration with the young child's rapidly changing behaviours, skills and feelings – understanding development can help them to know more about why their child is doing certain things and how they should respond.
- Parents are also the first people to notice when a child's development is different than that of other children – it's important that they are supported and understand when to be concerned and where to go for help.

Physical: learning to reach and grab for objects, to sit, stand and walk.

Social: learning to communicate what is needed, and use words to talk to another person. Becoming part of the family!

Cognitive: learning to think and solve problems, to compare sizes and shapes, and to recognize people and things.

Emotional: learning to calm oneself, be patient, be happy and make others happy, learning to trust.

END: Review questions.

- Think about babies you know: what is their physical development like from newborn until they are two years old?
- What about their language development?
- What is one new thing you learned about development in young children today?



Nutrition, stimulation, learning and growing are different at every stage!



ECD-3: EARLY LEARNING AND BEHAVIOUR MANAGEMENT

OBJECTIVE: To encourage caregivers to support their children's early learning and deal positively with the challenges of parenting young children.



START: Discussion questions

- What do you think is going on in the picture?
- How do young children learn?
- What can you do to support their learning?
- What are some behaviours in your young child that you find difficult?
- What can you do to get the desired behaviour from your young child?
- As your child grows, what kind of parent do you want to be (refer to Session 3: Parenting Styles)?

OPTIONAL ACTIVITY: Making simple toys...

- Colorful cups for stacking.
- Pots and pans for banging.
- Simple stuffed dolls or balls
- Cardboard books with magazine or drawn pictures

Young children learn by playing and interacting with the world around them: ***play is children's work!***

Families are children's first teachers and the most important people: ***you are the EXPERT on your baby!***

- Children learn by playing, copying, watching, listening and doing.
- Children are curious. They want to find out how they can change and affect people and things around them.
- Young children copy what they see around them – ***to learn to be polite, they need to be treated politely! To learn to not hit others, they need to not be hit or spanked!***
- Early experiences at home shape the adults they will become, and early skills prepare them for life.
- A child can recognize his/her name before he/she can say it. Hearing his/her name helps the child know that he/she is special!
- The most important factor in supporting learning and managing behaviour is providing a safe and stimulating environment!
- Young children can be distracted and redirected, or moved to safety, when their behaviour is not desired.

Even with very limited resources families give children special care for their development, including love, attention and opportunities to learn. By feeding, playing and communicating with children families help children to grow healthier and stronger, and children learn to communicate their needs, solve problems, and help and love others.

Children can see and hear at birth – they need opportunities to **use their eyes and ears.**

For their brains to develop, children also need to **move, touch explore and play.**

Children also need **love and affection.** People are actually the best toys! Simply by looking at and talking to baby, singing songs, and playing simple games like *peek-a-boo*, *you are reinforcing attachment and teaching her/him!*

END: Review questions.

- What games or play do your children like best? How do you know they like it?
- What is one new game or activity you will go home and try with your child?
- What is the best way to manage undesired behaviours in your young child? Why?



Babies learn so much every day!





ECD-4: KEEPING CHILDREN SAFE AND HEALTHY

OBJECTIVE: To help parents understand how to provide for the young child's safety and health needs.

START: Discussion questions

- What do you think is going on in the picture?
- What are some things at home that can be dangerous for young children?
- What can you do to make the home safer?
- How do young babies get their nutrition? When should other foods be introduced and how?
- What is important in keeping baby healthy?
- Where is the closest health service to your home?

Good care for young children includes meeting their needs for nutrition and health care, keeping them safe, and giving them love, attention and opportunities to learn.

Health and safety are paramount to children's growth and development. These include...

- Appropriate and healthy foods (including breastfeeding and introducing foods at the right time) and safe water.
- Breast milk plays a special role in brain development, and also helps keep babies free from illness.
- Nutritional needs that change as baby grows.
- Access to medical and health services (including timely immunizations and visits to wellness clinics).
- Caregivers who recognize when baby is sick and needs to visit clinic, or when baby is in distress.
- Feeding, dressing and other daily tasks that provide many opportunities for adults to play and communicate with their children.
- Paying attention to, playing with, talking to baby – mothers/females and fathers/males!
- Providing a safe environment for exploration, play and learning, and simple toys and learning materials
- **Caregivers who are healthy and take care of themselves!**

Care for illnesses like HIV:

- Access to quality testing and services
- Importance of medication, nutrition and diet
- Dealing with stigma and disclosure as they get older

Preventing mother-to-child HIV transmission:

- All pregnant women should be HIV tested, and all women are put onto HIV treatment if they have HIV.
- If the woman takes HIV treatment, the baby is delivered in a health facility and takes HIV treatment for the first 14 weeks.
- All women, including girls under age 18 years, who are pregnant are welcome in health clinics, to ensure a healthy pregnancy, and to get support before, during and after the baby is born.

SAFE PHYSICAL ENVIRONMENT

- Children are not exposed to harm or risk, or physical punishment.
- Children feel safe and comfortable.
- Children are stimulated in play and learning.
- Children can bond and attach to caregivers.
- Children can relax and sleep.

END: Review questions.

- Keeping young children safe and healthy is not only about nutrition, what else is it about?
- What things do you need to do in your home to make the physical environment safer for your growing baby?
- For how long should babies be breastfed, and what are some good first foods to introduce?

OPTIONAL MODULE



PARENTING ADOLESCENTS

Adolescents 1: BASICS OF ADOLESCENT DEVELOPMENT





Adolescents 1: BASICS OF ADOLESCENT DEVELOPMENT

OBJECTIVE: To give caregivers a general understanding of adolescent development.

Use footnotes to explain what red, blue and yellow colour means
Pictures without age should be labelled.

START: Discussion questions

- What do you think is going on in the picture?
- What are some of the changes you expect as your child enters adolescence?
- Think about physical development, communication and relationships and intellectual abilities.
- Does anyone remember what it was like to be an adolescent?
- What are some ways that parenting changes as your child grows into a young adult?

For healthy development, adolescents need secure and trusting relationships, healthy foods and good nutrition habits, good hygiene and sanitation habits, safe spaces to grow and learn, and access to education, health and psychosocial services.

Adolescence is a time of rapid growth and development.

- Adolescents (or teenagers/'teens) are NOT adults in smaller bodies, nor are they big children.
- Boys and girls develop differently – girls typically reach maturity sooner than boys.
- Physical growth is rapid and pronounced – bones lengthen, the adolescent grows taller and heavier, muscles develop, etc.
- Brain is rapidly growing and forming connections for decision-making, problem solving, identity and more complex ideas.
- Better able to identify and communicate feelings and develop a strong sense of right and wrong.
- Puberty brings changes. Girls grow pubic hair, breasts and wider hips. Boys grow facial and pubic hair, their voices deepen, and they develop more muscles; development in their penis and testicles.
- Teens learn about safety regarding their changing bodies, and they also learn about the risks of sexual violence.

Adolescence can be a hard time for parenting.

- Peer relationships becoming increasingly important, and children want more independence.
- Teens worry about fitting in – stigma, bullying and other peer issues can become serious problems.
- Hormone fluctuations can be challenging to emotional stability.
- Body image, looks and clothes and increasing interest in romance and sexuality mean harder conversations.
- There's a need to continue with schooling, and learning continues to progress.
- Older teens begin to develop work-related skills and habits, and begin to focus on the future.

END: Review questions.

- What are some of the different ways that adolescents are growing and developing, and how does this affect the way that we have to act as parents?
- How can we best allow adolescents to grow and develop, whilst keeping adolescents safe? How do you think that this happens as adolescence starts at the age of 10, and continues up until 19?
- What are the special issues that parents might face with adolescent girls and adolescent boys?
- What is your most useful tip to share with others about helping adolescents grow into young adults?
- What is your job in providing a safe and nurturing environment?



Adolescents grow and change quickly!

Adolescents 2: BUILDING RELATIONSHIPS WITH ADOLESCENTS





Adolescents 2: BUILDING RELATIONSHIPS WITH ADOLESCENTS

OBJECTIVE: To help parents understand the changing relationship and to build positive relationships with their older children.

A boy should be included in the picture, and both the boy and the girl should be busy with activities. E.g cutting vegetables, washing plates.

START: Discussion questions

- What do you think is going on in the picture?
- What do you think about this picture? Is it realistic?
- What changes do you think are going on in a teen's life, compared with a younger child?
- Do these changes make a difference to how you and your teens live together in your home? If so, how?
- What are some of the challenges in our relationship as parents of teenagers?

SEE SUPPLEMENT FOR MORE TIPS ON COMMUNICATING EFFECTIVELY WITH YOUR ADOLESCENT!

- The teen years involve a lot of change, which is both exciting and confusing.
- Teens ask questions and need support, but also privacy.
- **The teen brain is still growing!**
- Teens need greater independence and help finding their own sense of beliefs and values.
- Encourage teens, especially girls, to stay in school and maintain a healthy diet.
- Teens want to spend more time with friends and peers.
- They may need help to avoid harmful or violent situations (staying safe online and avoiding alcohol, drugs or unsafe relationships).
- Parenting teens requires open communication, understanding and respect.
- Show appreciation when your teen shows good judgment and responsibility, acts to help others in school or community, does well in school, or provides help to you and your family.

Positive parenting with your older child

- **Engage in discussions with your teen, rather than lectures. Ask questions; try to understand your teen's point of view. Talk less, listen more!**
- **Discuss with your teen how you can help her/him avoid risks in the community.**
- **Show interest in your teen's friends and activities outside the home.**
- **Look for things that your teen is doing right – be generous with praise and encouragement!**
- **Work with your teen to set consequences if he/she makes a mistake.**
- **Focus on your teen's strengths and unique qualities.**
- **Be clear in your expectations, and hand over some responsibility to your adolescent.**
- **Be there! Make it clear that you are still there as a parent to support and listen.**
- **Make time for your child – relationships take time!**

Older children want to learn things for themselves. They want respect – the same as you do. They don't see themselves as young children anymore, and usually want to make their own decisions, rather than be told what to do. How can they be part of decision-making in safe and appropriate ways?

END: Review questions.

- **Has your adolescent changed his/her behaviour in the home compared to when he/she was young? How?**
- **Can you think of the positive things about this change?**
- **What are some of the challenges, and how do you think you can tackle these?**
- **What are the opportunities that you have for making sure that you have open communication with your adolescent?**

Strive for a good relationship and communication!

Adolescents 3: ESTABLISHING RULES/ROUTINES, PROBLEM SOLVING AND CONFLICT RESOLUTION





Adolescents 3: ESTABLISHING RULES/ROUTINES, PROBLEM SOLVING AND CONFLICT RESOLUTION

OBJECTIVE: To learn effective and positive parenting during the adolescent years.

START: Discussion questions

- What do you think is going on in the picture?
- What are some behaviours in your adolescent that are new?
- Do you find them easy or difficult on you?
- What might be the reasons for these behaviours?
- What rules/routines do you have in your family? What rules/routines do you want to have?

- Adolescents often push boundaries and test rules.
- As adolescents learn to be independent young adults, they have to begin to solve their own problems, resolve conflicts, and make some of their own boundaries.
- Adolescents benefit from a household with clear rules and expectations and predictable routines (e.g., meals served at the same time).
- Stability allows them to learn how to problem solve and negotiate conflicts in a safe environment.
- Negotiation becomes a key parental skill, as does helping teens to identify their own natural consequences when they make mistakes.

What can parents do?

- Let adolescents know that they are loved unconditionally.
- Express your love for them in words, touch and time.
- Give them responsibilities and boundaries.
- Allow them to take part in decision-making.
- Don't be afraid to have tough conversations.
- Be a good listener.
- Recognise that they are unique, worthy and have a purpose!

What can adolescents do?

- Identify what they think their responsibilities are in the home.
- Help make a list of rules and routines.
- Discuss how they can have freedom to do schoolwork, see friends, and be part of the family!
- Be open about the information and support you give.
- Find other trusted adults to talk to, and don't keep secrets!

Positive discipline with your older child

Never hit your child

- Harsh punishment with teenagers may backfire, and negative behaviour may continue.
- They may take their hurt out on others.
- They may not come to you for support when they need it.
- Remember that teens are going through huge changes physically, emotionally and socially; remember that they are often confused and may be scared. Always offer love and patience.
- Try to understand your child's views
- Consider how their world may be different from when you were a teen.
- Remember that respect gets respect.
- Help your teen identify a positive or safe action to take the place of a negative or possibly risky action.
- Give them a chance to repair the harm they may have caused.
- Celebrate their achievements.
- Allow your older child to have input in setting some household rules and on consequences to their mistakes.

OPTIONAL DISCUSSION:

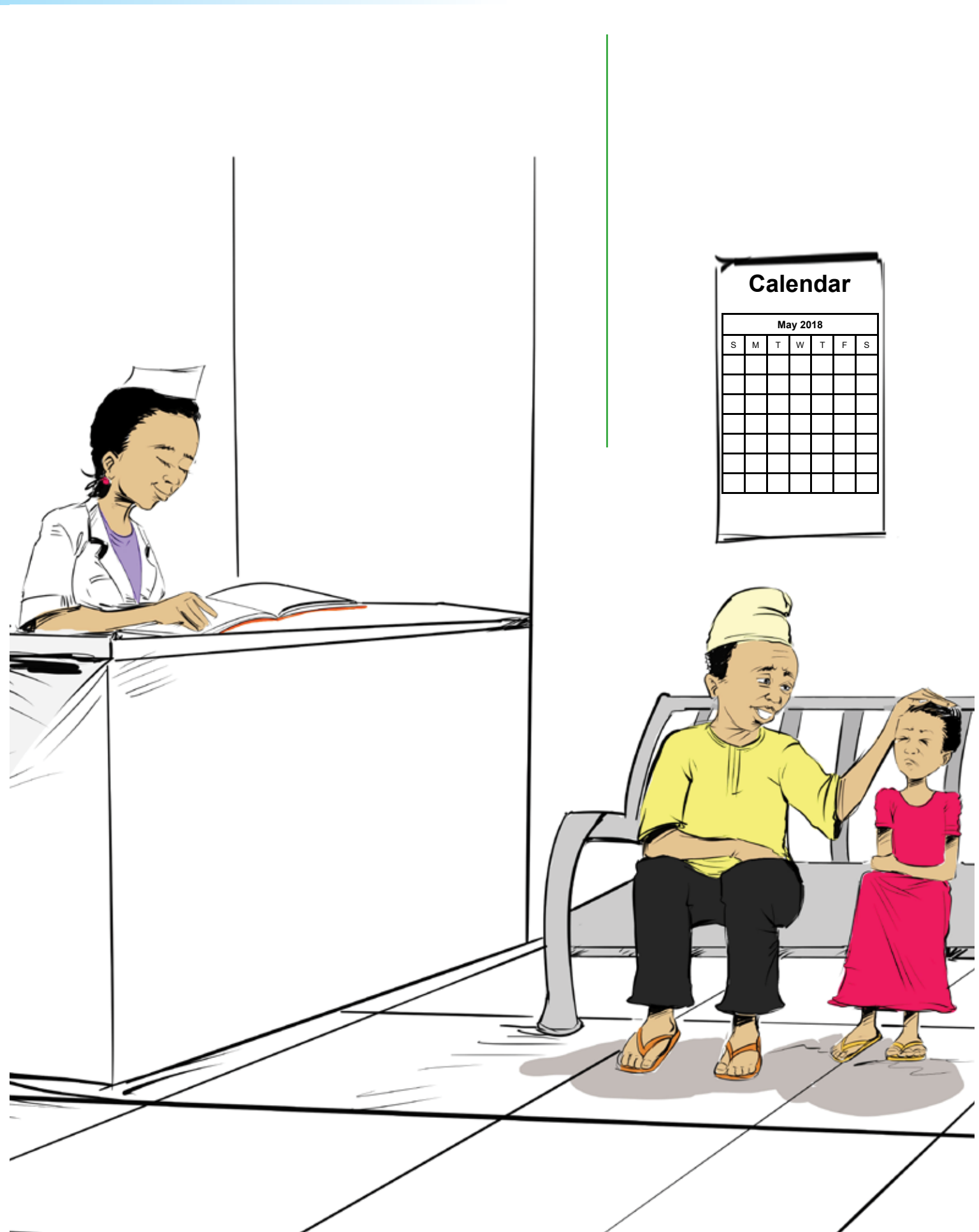
1. Help the group to think about some examples of when children broke rules or did something wrong.
2. Facilitate a discussion about the natural or logical consequences for each of these examples.

END: Review questions.

- Why are rules and routines important for teens?
- What are some ways to offer positive discipline to your teen?
- Talk about one situation in which you could have handled the discipline better with your teen. What will you do the next time?
- What might be a natural consequence for a teen that uses his/her phone to access inappropriate material on the Internet?



Parenting adolescents is hard work – being one is too!





Adolescents 4: KEEPING ADOLESCENTS SAFE AND HEALTHY

OBJECTIVE: To encourage parenting and parent – adolescent relationships to keep children safe and healthy.

START: Discussion questions

- What do you think is going on in the picture?
- What besides good nutrition is included in keeping your adolescent healthy?
- In what ways is adolescent health different than child health?
- What can parents do to help adolescents learn to be safe from sexual activity, drugs and other substances, and other community risks?

The most important way to prevent a child from becoming involved in risky or unhealthy behaviours is to be good role models!

Health and safety are paramount to adolescent growth and development, including:

- Appropriate and healthy foods and safe water to support growing and developing bodies.
- Access to medical and health services, including sexual and reproductive health.
- Information about staying free from the harmful lifestyle impacts of alcohol, drugs or risky sexual behaviour.
- An environment that is safe from harmful, abusive situations/substances.
- Settings that support healthy development of individual identity, like school.

Adolescents living with HIV...

- **Engage in discussions with your teen, rather than lectures. Address the same issues, concerns and positive aspects as all adolescents do.**
- **Deal with the added questions or challenges of HIV.**
- **Should participate in support groups to meet other adolescents living with HIV.**
- **Need access to all available support.**
- **Need strong support to engage in the important discussion to disclose to friends or others**

Adolescents need...

- Information about developing relationships.
- Information about staying safe and preventing HIV transmission.
- A healthy diet with good nutrition.
- HIV treatment.

Sexual health

- Talking about sexual and reproductive health can be difficult.
- Know where and how you can get information to give to your child.
- Children should know that they can get accurate and supportive information to keep themselves safe.
- Information should be safe, accurate and framed within our own values and morals.
- You don't need to have all the answers.
- Don't judge their question.
- Seek out accurate information you can bring back to them.
- Talking about sex and sexuality does not make them go out and experiment with sex.
- Children ask questions about sexuality or other health issues because they are curious.
- Accurate, age-appropriate and clear information about sexuality actually delays early sex or risky sex.
- Boys and girls should have access to the same information
- Raise the discussion in non-confrontation ways.

END: Review questions.

- What are some things that adolescents need to be and stay healthy and safe?
- Where can you go for more information on sexual reproductive health or other topics that may be more difficult to talk about with your adolescent?
- As parents, how do you feel that you can keep children safe and healthy as they face new challenges?



Good health and behaviours that start in adolescence last a lifetime!



4Children Project

Catholic Relief Services Nigeria

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www.crs.org