

# CROSS-CULTURAL PARENTING PROGRAM

## FACILITATOR'S GUIDE AND PARTICIPANT'S NOTES

Calgary Immigrant Women's Association



CIWA

Calgary Immigrant Women's Association

# Cross Cultural Parenting Program

## Facilitator's Guide & Participant's Notes

Second Edition 2005



**CIWA**

*Calgary Immigrant Women's Association*

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## FOREWORD

The Calgary Immigrant Women's Association (CIWA) is proud to present this revised Cross Cultural Parenting Manual with new chapters, new updated information and a new look. The Cross Cultural Parenting Program (CCPP) began in 1986 and was the first of its kind in Calgary for the emerging immigrant population. The Cross Cultural Parenting Manual was the first publication in Canada that addressed cross cultural issues related to parenting for new immigrants. The manual was developed with the vision of the Calgary Immigrant Women's Association in mind, which is: "Empower immigrant women. Enrich Canadian society."

This second edition includes new chapters on Child Development, Teenage Parenting, Bullying, Racism, and Technology. Information on the Child Welfare laws and aspects of the Child, Youth, and Family Enhancement Act of Alberta's Children Services has also been included. Although the manual is in English, a glossary of terms translated in different languages is included in the compact disc attached at the end of the manual.

The Cross Cultural Parenting Manual is a practical guide that helps parents build positive parenting skills required to parent children in a Canadian context and understand the Canadian laws and rights of a child without losing the essence of their own cultural backgrounds.

CIWA is proud of this publication and we encourage everyone who uses it to take full advantage of all the wonderful information in these pages.

Beba Svigir  
Executive Director

Rekha Gadhia  
Manager, Family Services Department





## **CALGARY IMMIGRANT WOMEN'S ASSOCIATION VISION, MISSION AND VALUES**

### **Vision**

Empower Immigrant Women. Enrich Canadian Society.

### **Mission**

To engage and integrate immigrant women and their families in the community.

### **Values**

Equality. Innovation. Empathy. Collaboration.



## ACKNOWLEDGEMENTS

The re-writing in 2005 of CIWA's Cross Cultural Parenting Manual is the result of the collective efforts of many Calgarians. Many hours of hard work has resulted in a manual full of new information, insights, examples, and suggestions.

The Calgary Immigrant Women's Association recognizes the many people who have been involved in the long and successful history of the Cross Cultural Parenting Program. We are thankful to all the staff and volunteers who were involved in the creation of this new edition. CIWA wishes to acknowledge and thank the following people and organizations:

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*CIWA's original Cross Cultural Parenting Manual was published in 1989 with the assistance of many staff and volunteers. The value of their contributions lives on in this second edition.*



Citizenship and  
Immigration Canada

Citoyenneté et  
Immigration Canada

**Government of Alberta** ■  
Human Services



**United Way**  
Calgary and Area





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## INTRODUCTION

For many immigrant parents, cross-cultural parenting can be both challenging and highly rewarding. In addition to the general issues that are common in all families, such as parent-child communication and child discipline, immigrant parents have to deal with some unique challenges, some of which include helping their children to deal with racism, or dealing with different rates of acculturation among family members, all of which are influenced by their relationships to the community at large.

For many years, the Calgary Immigrant Women's Association has worked with immigrant parents to achieve empowerment and effectiveness in their parenting. Notably, our Cross Cultural Parenting Program has specialized in *cross-cultural* parenting. Through a series of practical and interactive sessions, immigrant parents reflect on how they can use their prior knowledge and experiences in their new environment, as well as develop additional learning and skills to be effective parents in Canada. They work together in a supportive environment to share their stories, make cross-cultural comparisons, and develop strategies to deal with their respective issues within a cross cultural context.

Drawing on the rich learning from the long history of the Cross Cultural Parenting Program, we offer this practical *Cross Cultural Parenting Program Manual* to help organizations to plan and implement an empowering parenting program for immigrant families. This manual is structured as follows:

- Part I, **Program Background**, provides an overview of the Cross Cultural Parenting Program in terms of its history, objectives, and program content.
- Part II, **Getting Ready**, focuses on the planning and preparation for the Cross-Cultural Parenting Program in terms of the target group, course materials, funding, program staff, publicity and outreach, selection of group members, location, duration, format, and childcare.
- Part III, **Facilitation Guide and Handouts**, familiarizes facilitators with the organization of the sessions, session structure, and participatory facilitation techniques. It then provides a series of 14 sessions with a complete guide to facilitation as well as handouts for participants.

This Guide itself is a living document. While it is comprehensive in scope and content, the facilitator is encouraged to work with the group participants to modify the structure and contents of the sessions to suit their needs. Our experienced personnel at the Calgary Immigrant Women's Association are also available to support groups in their planning and implementation of the Cross Cultural Parenting Program.

We wish groups great success in their collective learning.

## BACKGROUND

### PROGRAM HISTORY

Early in the 1980s, a participant of the Making Changes Program which is an employment and skills training program for immigrant women, shared with other women in her group the difficulties she was experiencing as a parent in Canada. She expressed her struggles to discipline her children, to teach them their mother tongue, and to pass on the family traditions. She recounted how her children, and sometimes, other community members criticized her traditional parenting methods. To her surprise, she learned that other parents shared her struggles and felt the same need to develop skills to deal with their changing family dynamics in Canada.

The experience of the immigrant women, along with the observations of similar parenting challenges facing immigrant families by settlement agency counselors, social workers and school teachers, prompted the facilitators of the Making Changes Program, Amal Umar and Barb Smith (also founding members of the Calgary Immigrant Women's Association) to establish a special committee in 1983 to address these concerns. The committee consisted of a group of professionals from various organizations, such as the Arusha International Resource Centre, the Department of Social Services of the City of Calgary, and the Alberta Children's Hospital. For the next two years, the committee members volunteered their time to develop a toolkit for the Cross-Cultural Parenting Program. They met once a week for three hours to brainstorm, discuss, and develop a consensus on topics, exercises, and handouts for the course. By the end of 1985, the committee completed a first draft of the toolkit. They then piloted the course with a group of 12 to 16 immigrant parents and achieved encouraging results.

In 1986, the Calgary Immigrant Women's Association officially offered the first Cross-Cultural Parenting Program in Calgary. Consequently, the Calgary Immigrant Women's Association, is the pioneer and leader of the development of this program in Canada. The toolkit continued to be a living document in order to accommodate the new learning, emerging needs, and feedback from the participants and facilitators. It was finally printed in 1989 with updated and revised materials.

Since then, groups and organizations across Canada have requested information about the Cross-Cultural Parenting Program. The Calgary Immigrant Women's Association has offered facilitator training workshops to train facilitators in delivering the Cross-Cultural Parenting Program, and to assist them to set up similar programs in their organizations and communities.

## **PROGRAM GOALS and OBJECTIVES**

The goals of the Cross-Cultural Parenting Program are to facilitate positive *cross cultural* parenting, promote healthy family life, and active participation of immigrant families in Canadian society. More specifically, program staff work with immigrant parents towards the following objectives:

- Develop critical awareness about cultural values and expectations, family and community issues, parenting practices, and community resources.
- Achieve confidence and a positive attitude towards family and community interactions in cross-cultural contexts.
- Develop practical skills for positive cross-cultural parenting and participation in Canadian society.

## **PROGRAM CONTENT**

The Cross-Cultural Parenting Program provides immigrant parents with practical knowledge and skills to examine parent/child relationships and to explore the positive future of their family units. With its focus on *cross cultural* parenting, the program consists of the following components:

### **Information Sharing**

This component involves information sharing through group discussions, printed and audio-visual materials, and resource people. It further emphasizes on developing English language skills and practical strategies that assist immigrant parents to access information in person or over the phone.

### **Development of Critical Awareness**

Institutions, such as the media, the education system, and religious institutions, have a tremendous impact on the lives of immigrant parents and their children. For example, the mainstream media has pervasively promoted “preferred” lifestyles and values that overly focus on materialism, individualism, and explicit sexuality. Such narrowly defined outlooks on life may create confusion and pressure among immigrant families, particularly for those who do not come from countries with these similar institutions. The Cross-Cultural Parenting Program, therefore, focuses on developing critical awareness skills of immigrant parents to analyze and strategize when dealing with social and institutional pressures.

### **Acquisition of Skills**

This program promotes a commitment to life-long learning among individuals. In addition to the skills immigrants have already acquired in their home country, they will acquire new skills to function well in Canadian society.



The skill development component of this course focuses on effective communication, assertiveness, effective parenting, and problem solving.

**English as a Second Language (ESL) Component**

The Cross-Cultural Parenting Program recognizes the uniqueness in both the parenting issues confronting immigrant parents and the practical barriers such as English language proficiency. In addition to the list of key terms in various languages to explain words and concepts in Appendix 1, the program integrates the English as a Second Language component in all of the activities to help immigrant parents develop and practice their English. The program provides immigrant parents with encouragement and support to participate in ESL friendly role playing, group discussions, story telling, and journal writing activities. It also requires facilitators to have training in English language development, and to develop curricula that address emerging language needs of immigrant participants.

## GETTING READY!

Successful programs require thoughtful, explicit planning. This session guides groups through their planning process, which involves identifying target groups and selecting participants, publicity and outreach, an intake process, development of a course outline and materials, program budgeting, staffing, an evaluation plan, considerations of location, time, format, and childcare services.

### IDENTIFICATION OF THE TARGET GROUP AND SELECTION OF PARTICIPANTS

The Cross-Cultural Parenting Program promotes accessibility for immigrant parents. It is therefore designed for immigrant parents of diverse ethno-specific communities, who have varied educational and socioeconomic backgrounds, ages, and length of time in Canada. The program is offered to both parents, one of two parents, single parents, and extended family caregivers such as grandparents. To date, the program participants have represented diverse cultures such as : Japan, Vietnam, Colombia, China, Taiwan, Malaysia, Philippines, Germany, Lebanon, Turkey, Chile, Honduras, El Salvador, India, Kenya, Tanzania, Norway, Guyana, Ethiopia, Pakistan, Nigeria, Hong Kong, Indonesia, Sudan, Bangladesh, Korea, Libya, Afghanistan, Iran, Somalia, Syria, Iraq, Guatemala, and France.

The program works best when there are between 10 to 14 participants in the class. The criteria for the program participants may include:

- A minimum of intermediate level of English competency.
- A demonstrated need or interest to deal with cross cultural parenting issues.
- A commitment to lifelong learning in group settings.
- A desire to build confidence, and develop knowledge and skills relevant to cross cultural parenting.

### PUBLICITY AND OUTREACH

Many immigrant parents do not have access to information due to language barriers, isolation, and a lack of exposure to community services and resources. The following suggests some publicity and outreach activities to prospective program participants:

- Prepare multi-lingual promotional materials that are written in jargon-free, accessible language.
- Compile a comprehensive mailing list of alternative community and ethno-specific contacts.
- Post information at places of community gatherings, such as churches, mosques, temples, community associations, grocery stores, and cultural venues.
- Carry out intensive outreach activities, such as presentations to groups, displays at community events, and active outreach (one on one).

In the past, the program staff developed mailing lists that included graduates of past programs, social and health service agencies, libraries, legal services, doctor's offices, laundromats, members of service or community associations, public and educational institutions, ethnic food stores, ethnic community centres, apartment buildings, day care centres, and ethnic media (radio stations, television programs, and newspapers). They prepared brochures in various languages such as English, Spanish, Cambodian, Vietnamese, Chinese, Hindi, Punjabi, Farsi, Arabic, and Albanian (Please refer to Appendix 2 for a sample brochure). Program staff made presentations to immigrant parents at ESL classes at several educational and community centres, such as the Calgary Board of Education, Bow Valley College, the Y.W.C.A., and the Calgary Immigrant Women's Association. They further advertised their programs in community newsletters, newspapers, and TV programs.

### **INTAKE PROCESS**

In response to the publicity of the program, immigrant parents often make telephone inquiries about the program, or come in person to the program. Program personnel are expected to determine if prospective applicants understand the nature of the program and the time commitment required.

Following initial contact, program staff work with immigrant parents to do the following:

- Obtain background information of the applicant.
- Enable the facilitator and applicant to clarify their expectations.
- Clarify the nature of the program.
- Determine if the program activities would address the participant's expectations and needs.

- Learn about the concerns and strengths of the applicant.
- Inform the applicant of the program outline (please refer to Appendix 3 for a program outline) and program activities.
- Clarify the commitment entailed in terms of time and learning effort.

Staff may refer those parents whose needs can not be met in the program to other existing services in the community.

### **DEVELOPMENT OF COURSE OUTLINE AND MATERIALS**

Selection of the session topics for the program need to reflect the learning needs identified by the participants. In the first session, program staff present participants with the tentative course outline and seek feedback and further input directly from the participants.

The accompanied Facilitation Guide and Handouts toolkit provides many topic choices. The program, however, needs to stay open to other unexplored topics in order to address the unique needs of each group. The program would benefit from the input of parents, ongoing collection and updating of materials, and the use of diverse resource materials such as books, articles, films, slides, and audiotapes.

### **PROGRAM BUDGETING**

The Cross Cultural Parenting Program is a comprehensive program that requires competent staff with specialized knowledge and skills. It requires thorough planning, implementation, and evaluation. The actual cost of the program depends on the number of participants and their needs, availability of in-kind contributions, and the use of volunteers. The following list outlines the anticipated expenditures for the program:

- Coordinator(s)
- Facilitator(s)
- Childcare worker(s)
- Administrative and clerical support (grant writing, reporting, typing, book keeping)
- Honoraria for resource persons
- Professional development for staff
- Practical support for participants (bus tickets, bursary, etc.)
- Facility rental
- Equipment (VCR, projectors, flipchart stand, etc).

- Stationary (flipchart papers, papers, pens, markers, binders, name tags, etc.)
- Refreshments (snacks and drinks)
- Publicity (flyers, brochures, advertisements, mail outs)
- Telephone
- One time printing cost of the Cross Cultural Parenting Program Manual (for participants)
- Ongoing photocopying and printing
- Travel allowance (for outreach)

## **STAFFING**

The program requires a coordinator, a facilitator, and childcare workers. In programs with a limited number of participants, one staff can function both as the coordinator and the facilitator. In large groups, the number of staff should be adjusted accordingly to ensure a quality program. The following outlines the suggested roles of each staff who are involved in the program:

### **The Coordinator**

The coordinator is responsible for the overall organization of the program. The key coordinating activities include: facility booking, arrangement of dates and time, publicity, outreach services, recruitment of participants, hiring of childcare workers, staff training and briefing, and coordination of course and resource materials.

### **The Facilitator**

The facilitator is responsible for the day to day implementation of the program. The facilitator may be a male or female who is culturally competent in working with immigrant parents. A team of co-facilitators who contribute diverse skills, facilitation styles, and backgrounds would enrich the program. A team of an immigrant and a native born Canadian sensitive to immigrant issues, might provide the most credibility and effectiveness. Bilingual facilitators are particularly effective in groups with lower levels of English language proficiency. The key activities include: joint registration, facilitating sessions, planning and implementing class activities, selecting audio-visual materials, and selecting resource people.

### **The Childcare Worker**

The childcare worker is responsible for the caretaking of the children who accompany their parents to the program. The worker must be trained and experienced in first aid and play activities for young children. A minimum of two adults are required for safety purposes.

## **EVALUATION PLAN**

An effective program evaluation requires careful monitoring. It helps assess the ongoing implementation of program activities and the progress made by participants in meeting the program goals. The organizational evaluation questions may include:

- Are the appropriate participants selected and involved in the program?
- Do the activities and strategies match those described in the plan? If not, are the changes in activities justified and described?
- Are the appropriate staff members hired and trained, and are they working in accordance with the proposed plan? Are the appropriate materials and equipment obtained?
- Are activities conducted according to the proposed timeline and by the appropriate personnel?
- Are the participants moving toward the anticipated goals of the program?
- Which of the activities and strategies are supporting the participants to move toward the goals?

The program evaluation further helps to determine the extent to which the program has met its objectives. The evaluation questions may include:

- Was the program successful?
- Did the program meet the overall goals and objectives?
- Did the participants benefit from the program?
- What components were most effective?
- Were the results worth the program's cost?
- Is the program replicable and transportable?

Effective evaluation is often integrated throughout the program. Some useful evaluation tools include: pre- and post-tests, an observation log, journal writing (from both facilitators and participants), surveys, stories, etc. Please refer to Appendix 4 for an end of session evaluation and Appendix 5 for a final program evaluation which could be incorporated into the overall evaluation process.

## **CONSIDERATIONS FOR LOCATION, DURATION, AND FORMAT**

The program should be held at locations that are easily accessible by public and private transportation. The facility itself should be comfortable, informal, and welcoming. Organizations/Groups may want to ask ethno-specific leaders to sponsor the use of facilities such as churches, temples, mosques, and community associations to maximize the use of the natural setting where community members gather. A medium sized room as opposed to large room is welcoming. For example, the sitting area of a small community centre would provide a welcoming, relaxing environment for the group participants.

The program can be offered once a week for a minimum of 14 to 15 two-hour sessions, or twice a week for 7 to 8 weeks for two-hour sessions. The duration of the program can be easily increased, depending on the funding available and the specific needs of the target group as facilitator's can pick and choose modules. Longer programs would allow participants to have extra time to practice their English, their newly acquired skills, and more opportunities to meet resource people. The basic materials of the program outlined in the facilitation notes and handouts are sufficient for at least 30 to 32 hours of program delivery, however, this will depend on how many exercises the facilitator decides to select. Occasionally, some programs add extra sessions in consensus with the participants, in order to satisfactorily address all of the emerging issues. All programs have traditionally ended with informal celebrations and potlucks.

The program can be scheduled to accommodate the participants. Quite often, morning sessions are popular among parents who are working at home. Evening sessions, however, are more convenient for those who are working outside of the home during the day. In order to honor the commitment of the participants, the program staff works with the participants to establish a firm start and finish date. During each session, it is important that the physical environment and group process enable group building, problem solving, and active participation of all participants. Circle or semicircle sitting arrangements allow participants to have face to face contact with the facilitator and other participants. However, other participants prefer to have a table, as they consistently take notes during the course.

## **CHILDCARE SERVICES**

Many parents have to bring their young children to the program. The program needs to have on-site childcare services or have access to a nearby daycare program. The program budget should include childcare expenses, day care staff wages, toys, games, and snacks. To ensure for the adequate staffing for childcare, participants need to be asked ahead of time if they will be bringing their children to the program. If so, the number of children and their ages must be recorded. The program staff then need to consult with the local authorities on

licensing and standards to ensure the safety of all children. They may want to collaborate with existing community programs to provide early literacy, literacy or homework activities to young children while their parents are in the parenting program.



## OVERVIEW OF THE FACILITATION GUIDE AND HANDOUTS TOOLKIT

This Facilitation Guide and Handouts toolkit offers session resources to both the facilitator and the participants. Facilitators' notes and participants' notes are numbered separately with the former having "FAC" in front of each page number. The following session presents an overview of the sessions, the structure of each session, use of the Facilitation Guide and Handouts toolkit, and facilitation techniques.

### OVERVIEW OF THE SESSIONS

There are a total of 14 sessions in the Facilitation Guide and Handouts toolkit. The 14 sessions are as follows:

- Session #1: Introduction
- Session #2: Social and Institutional Pressures, and Parental Expectations
- Session #3: Parenting Styles and Values
- Session #4: Child Development
- Session #5: Self-Esteem, Criticism, and Encouragement
- Session #6: Child Discipline
- Session #7: Creating a Positive Family Climate
- Session #8: Effective Communication
- Session #9: Preventing Problems and Problem Solving
- Session #10: Racism
- Session #11: Bullying
- Session #12: Parenting Teenagers
- Session #13: Technology
- Session #14: Information and Services

### STRUCTURE OF EACH SESSION

Each session is designed to achieve consistency and structure while at the same time allowing flexibility and the ability to modify the plan. The facilitator can either implement the sessions as proposed, or modify them to suit the unique needs of the group. The structure of a typical session includes the session goals, objectives, an update/review, session content, a break, exercises/activities, and an end of session evaluation.

#### Goals/Objectives

The objectives indicate what the group sets out to achieve in a particular session. Because the sessions need to reflect the learning needs of the group,

the facilitator may want to ask for input from the participants at the onset of each session.

### **Update/Review**

The facilitator usually spends approximately 10 minutes at the beginning of each session for an update and review. The update and review of activities serves to reinforce and summarize the learning of the previous session. The participants will have an opportunity to reflect on their learning, to ask for clarification and additional information, and to share their news, concerns, and feelings. They further participate in the ongoing evaluation process by providing their feedback on the group activities.

In addition to referring to visual aids, such as flip charts with key information, the facilitator may ask participants to discuss the following questions:

- What do you remember from the last session?
- What did we do or talk about during the last session?
- Do you have feelings or concerns about the last session that you would like to share?
- Did you get a chance to practice or apply what we learned in class?

### **Materials**

The Facilitation Guide and Handouts toolkit provides basic information for each session. Community resources, such as guest speakers, audiovisual aids, and publications provide additional information. The participants themselves are resources given their knowledge, experience, and skills. It is important that the facilitator consult with the participants about what is of interest to them. Content generated during group discussions could be documented and distributed in the next session.

### **Breaks**

Breaks offer the participants some free time to stretch, chat, and have some refreshments. They also provide a smooth transition between topics. The group needs to agree on the time and length of the breaks at the beginning of the session.

### **Homework**

Participants are encouraged to digest information and ideas, and to practice their skills at home and in the community. Homework encourages participants to not only reflect and internalize their learning, but to also share and discuss program materials with their families.

## **Resources**

Resources refer to program supplies, equipments, and other considerations such as stationery items (flip chart papers, markers, etc.), an overhead projector, VCR, cassettes, information displays, snacks, and refreshments.

## **Evaluation**

At the end of each session, the facilitator asks for feedback from the participants with regards to the activities, learning, and facilitation. The facilitator documents observations, assessment of group activities and their effectiveness, progress among the participants, and ideas to improve following sessions. Documentation of all sessions will then be integrated into the overall program evaluation report at the end. (Please refer to Appendix 4 for the session evaluation form that is to be distributed at the end of each session, and to Appendix 5 for the final program evaluation that is to be distributed at the end of the program).

## **USING THE FACILITATION GUIDE AND HANDOUTS TOOLKIT**

The Facilitation Guide and Handouts toolkit offers 14 sessions that deal with a wide range of parenting topics relevant to immigrant families. For each session, there are two parts. The first part is the Facilitator's Guide that provides step-by-step instructions for facilitators to facilitate the session. The outline of the facilitator's guide is as follows:

- Title (session number and topic name)
- Session Goals
- Session Objectives
- Session Overview
- Materials
- Preparation
- Facilitation Notes

The facilitation notes are meant to provide choices and suggested activities for implementing the program. The facilitator is encouraged to select or create new activities that are appropriate for the group dynamics.

The second part is the Participant's Notes. The outline of the handouts is as follows:

- Title (session number and topic name)
- Session Objectives

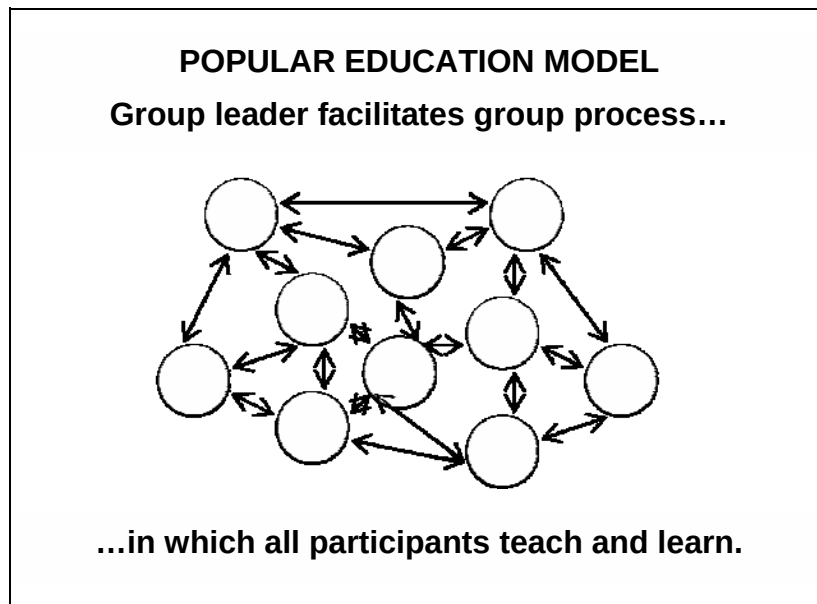
- Background Information and Key Words
- Exercises
- Practical Strategies
- Homework

On the inner back cover in a pocket, the facilitator will find the accompanying CD disk which contains both the facilitator's guide and the participant's handouts. The facilitator can readily print materials in preparation for the session and can also update, revise, and modify both the structure and content of the session activities and handouts to address the unique learning needs of the group. Depending on the group needs identified, the facilitator may choose to deliver all of the sessions or selected ones.

## **FACILITATION**

### **Methodology & Guiding Principles**

The Cross Cultural Parenting Program draws upon the strengths of the popular education approach that encourages participants to teach and learn from each other. The following figure provides an illustration of the popular education model of group process:



The Cross Cultural Parenting Program does not aim to assimilate immigrant parents into Canadian society. Rather, it hopes to work with immigrant parents in an egalitarian environment to reflect and maintain their positive cultural values and parenting practices, and at the same time to acquire knowledge and

skills in order to effectively interact with their children and the community in their changing environment. The program embraces the following principles:

- Program activities validate and celebrate cultural values and practices, prior learning, and home country experience.
- Program activities draw upon the real life situations and experiences of the participants.
- Program activities cultivate and nurture an empowering, participatory process in which immigrant parents together reflect on their shared experience, incorporate cultural strengths and life experiences, acquire new knowledge and skills, and take individual and collective actions to address their issues.
- Program activities promote an egalitarian, mutual learning environment in which the facilitator and the participants are both reflective learners and teachers, and together experience positive growth and enrichment.
- Program activities encourage dynamic, multi-directional communication in which the facilitator and the participants both talk and listen to each other.
- Program activities build empowerment of the participants through self-reliance, equal participation, and cooperation among the participants.

### **Basic Facilitation Techniques**

Rooted in the popular education approach, the program requires the facilitator to possess group skills that facilitate reflective learning, empowerment, and action. Dynamic facilitation also involves creativity and a diversity of skills and activities. The following elaborates some of the effective tools that are found to enhance participatory learning.

### ***Use of Flipcharts and Visual Aids***

The use of flipcharts can facilitate a number of group activities. The facilitator can present information, list the planned activities of each session, and record the input of participants during brainstorming activities or group analyses. The participants can also explain their ideas and record small group learning for later large group sharing. Please refer to Appendix 6 for a sample of a program flipchart.

Other visual aids, such as pictures, maps, films, and slideshows, are effective in enhancing the learning of the participants, particularly those with limited English. They may serve to illustrate specific points, establish a central focus, jumpstart or summarize group discussions, or simply provide entertaining breaks. The facilitator, therefore, has to be intentional and selective in using various visual aids in group activities.

### ***Circle of Sharing***

Circle of sharing is a structured exercise borrowed from the First Nations Peoples in which participants take turns to express their thoughts and feelings without interruption from each other. The exercise gives all the participants an equal opportunity to speak. The participants may take turns to speak in the order of their seating arrangements, or volunteer at random.

### ***Brainstorming***

Brainstorming exercises serve as an effective tool to gather input from the participants and to engage them in group discussions. In a brainstorming exercise, participants first generate as many ideas on a particular topic as possible in a prescribed time limit. They then discuss their generated ideas and work with the facilitator to organize the information.

### ***Cross Cultural Comparison***

Cross-cultural comparison encourages the participants to explicitly deal with *cross-cultural* issues in parenting. The participants are asked to compare how parents in different cultural contexts deal with a particular parenting issue. Cross-cultural comparison exercises provide participants with opportunities to share and validate their past experiences, to examine their understanding and perceptions of cultural practices in Canadian society, and to develop strategies to deal with parenting issues in various cultural contexts. In facilitating cross-cultural comparisons, it is important to stress that there are many right ways of doing things, and that different strategies are appropriate within different cultural contexts.

### ***Group Work***

Groups are effective in setting the pace and introducing diverse activities into the session. Participants can work in large groups, small groups, or in pairs. Large groups are most effective when the facilitator introduces topics, gives instructions, explains new information, facilitates brainstorming exercises, and receives reports from smaller groups. Small groups or pairs, on the other hand, allow all group members, particularly those who are less vocal, to express themselves, to practice language and leadership skills, and to role-play specific situations.

### ***Individual Work***

Individual, independent tasks allow group members to take time to reflect on their issues, and to take turns to share their individual experience or input. Individual works can be incorporated in the sessions. For example, in Session One, the exercise “What We Hope to Gain From this Program” asks each participant to write down and prioritize their expectations for the program, and then share their ideas with the larger group.

### ***Role Playing***

Role playing is particularly conducive to experiential, participant-centred, and problem-solving-focused learning. In role playing exercises, the participants are asked to take on the roles of other people and act out the identified situations. They are useful for demonstrating situations or behaviours, strategy building, and language practice. They also provide participants with the means to try out different solutions to work out difficult situations. Quite often, participants present realistic dimensions in their portraits of issues and responses. Through group activities, they develop assertiveness, and receive suggestions, validation, and moral support to deal with individual and collective issues.

### ***Use of Resource People***

The use of resource people facilitates both information exchange and meaningful interaction between the participants and representatives of community groups and institutions. The participants receive up-to-date, reliable information from people who are knowledgeable about specific issues. They further experience positive exchanges that help de-mystify their perception or fear of institutions among the participants, and enable them to develop a better understanding about structures and functions of various groups and institutions.

The selection of resource people has to take into consideration the relevance to the topics, the objectives of the session, and has to be done in consultation with the group participants. Resource people also have to demonstrate a good understanding about the issues, services or institutions, cross cultural skills, respect and empathy to the immigrant communities, and a willingness for follow up contacts by the participants. Resource persons can be invited to join the group at their regular meeting location, or they can help to host meetings at their organizations. The latter option will require some coordination in terms of time, date, transportation, direction, and other logistics. Possible resource people could include school Principals, child psychologists, a public health nurse, a teacher, or a community organization.

### ***Use of Games and Exercises***

Exercises often involve physical, muscular (respiratory, motor, vocal) movements that help participants to build a better awareness of their bodies and their mechanism, and allow participants to reflect on their wellbeing. Games, on the other hand, are dialogues that involve expressivity of the body to communicate with others.

In group facilitation, the use of games and exercises can be very effective to communicate issues in an interactive, experiential fashion. There are games and exercises that help the participants to see what they look at, listen to what they hear, feel all that they touch, use several senses, build trust, or just have fun. Many games and exercises serve as metaphors to situations and enable participants to make connections to their lives. However, the use of games and

exercises is left to the discretion of the facilitators based on the individual likes and dislikes of each group.

Diverse games and exercises are introduced throughout the facilitation guide. The following resources also offer many practical games for group facilitation:

- Boal, Augusto (2002). *Games for Actors and Non-Actors* (Second Edition)(Translated by Adrian Jackson). New York: Routledge. ISBN# 0-415-26708-0.
- Johnston, Chris (1998). *House of Games: Making Theater from Everyday Life*. New York: Routledge. ISBN# 0-87830-089-9.
- Diamond, David (1991). *A Joker's Guide: Theater for Living*. A copy can be ordered at [www.headlinestheatre.com](http://www.headlinestheatre.com).





# SESSION ONE

## PROGRAM INTRODUCTION

- Facilitators notes
- Participants notes
- Welcome
- Ground rules for positive participation and learning
- Rationale and goals of the program
- What we hope to gain from this program
- Concerns of parents



**C I W A**

*Calgary Immigrant Women's Association*



## SESSION 1 – PROGRAM INTRODUCTION FACILITATOR'S GUIDE

### SESSION GOALS

- To allow the facilitator and participants to get to know each other.
- To work with participants to develop ground rules for participation and learning.
- To introduce participants to the cross cultural parenting program in terms of its rationale, goals, and structure.
- To encourage participants to voice their expectations for the program, as well as parenting issues they would like to learn about.

### SESSION OBJECTIVES

In this session, participants will:

- Get to know each other.
- Work together to agree on the ground rules which they will follow during this program.
- Discuss why we have a Cross Cultural parenting program, as well as the goals for this program.
- Share what each participant hopes to gain from this program.
- Share concerns and issues that we face as immigrant parents.

### SESSION OVERVIEW

1. Welcome
2. Introductions- Getting to Know Each Other
3. Ground Rules for Positive Participation and Learning
4. Rationale and Goals of the Program
5. What We Hope to Gain From This Program
6. Issues and Concerns
7. Wrap-up and Preview of Next Session

### MATERIALS

- Flipchart and paper
- Handouts and blank papers
- Markers, pens, and pencils
- Name tags
- Snacks and refreshments (recommended)
- Other considerations: Childcare, transportation, and translation
- Soft balls (for ball game)
- World map and pins (for world map group activity)

### PREPARATION

- Familiarize yourself with the Facilitation Notes.

- See Appendix 6 for sample flip chart sheets for Session 1.
- Familiarize yourself with the Participants' Notes.
- Prepare flipcharts containing session agenda, content, and exercises/activities.
- Access the following websites that provide many interactive games and activities:
  - <http://www.kimskorner4teachertalk.com/classmanagement/icebreakers.html>
  - <http://www.wilderdom.com/games/Icebreakers.html>
  - Go to [www.google.ca](http://www.google.ca), type "icebreakers," click on search, then follow links.

## **FACILITATION NOTES**

### **1. Welcome**

- 1.1. Welcome participants to the Cross Cultural Parenting Program.
- 1.2. Explain the objectives of this session.
- 1.3. Introduce the facilitators.
  - Name
  - Phone number
- 1.4. Introduce the child care workers.
  - Name
  - Phone number

### **2. Getting to Know Each Other**

- 2.1. Ask participants to form a circle.
- 2.2. Introduce yourself as the group facilitator. Share with participants relevant information, such as:
  - Cultural background
  - Family
  - Qualifications
  - Experience in parent education and cross cultural work
  - Your work with immigrants
- 2.3. Ask participants to take turns to introduce themselves.
  - Name
  - Family (number of children, gender, ages, etc.)
  - Country of origin
  - Something they like about their country of origin
  - Something they like about Canada

### **Suggested Ice-breakers**

#### **Ball Game:**

Form a circle. Have participants throw a (soft) ball to group members and learn each others names. In the first round, have them throw the ball to someone and say, "Hi, my name is....What's your name?" Make sure all participants have an opportunity to say their name. In the second round, have participants throw the ball and say, "Hi....Welcome to the group." Ask participants to go faster.

#### **People Bingo:**

Make a 5 x 5 grid, like a bingo grid. Write "FREE" in the center space. In all the other spaces, write items relevant to individuals such as "Born in India," "Is the youngest child in family," or "Speak three or more languages." Fill in all the grids with items of interest to participants. Run a copy for each person. Participants are to get the name of a person who meets the criteria for each section. You may want to implement a rule that a person can only sign another person's paper in two spots. The first person with a completed card wins.

#### **Animal Sound:**

Blind fold participants and assign an animal to them. The challenge is to use animal noises in order to meet up with other animals of the same species.

#### **World Map:**

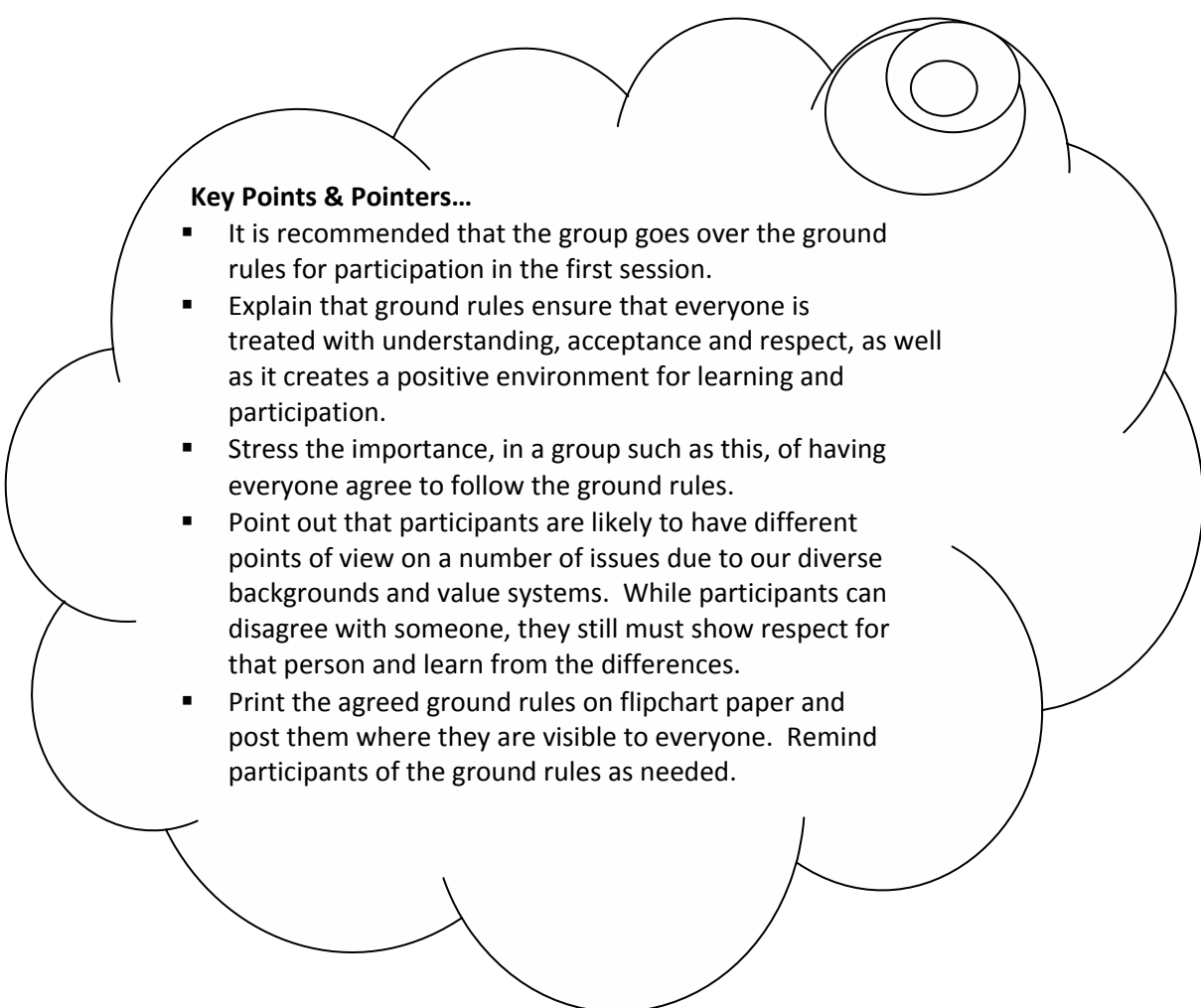
Post a map of the world. While participants introduce themselves, locate their countries of origin on the map.

#### **Key Points & Pointers...**

- While sharing information, go slow, repeat in more than one way, write key words on the board, give definitions or meaning, and give simple examples from every day life.
- Remind participants that English is a second language for most people in the group. Acknowledge that it is common to feel nervous about speaking in front of a group. Encourage participants to use this program to practice their public speaking to decrease their nervousness.
- Encourage even the slightest effort to participate.
- Never force participants to contribute when they would rather pass.

### 3. Group Rules for Positive Participation and Learning

- 3.1. Explain the purpose of ground rules.
- 3.2. Share with participants the suggested group rules that have been used by similar groups.
- 3.3. Invite participants to provide their feedback or suggestions for changes.



#### Key Points & Pointers...

- It is recommended that the group goes over the ground rules for participation in the first session.
- Explain that ground rules ensure that everyone is treated with understanding, acceptance and respect, as well as it creates a positive environment for learning and participation.
- Stress the importance, in a group such as this, of having everyone agree to follow the ground rules.
- Point out that participants are likely to have different points of view on a number of issues due to our diverse backgrounds and value systems. While participants can disagree with someone, they still must show respect for that person and learn from the differences.
- Print the agreed ground rules on flipchart paper and post them where they are visible to everyone. Remind participants of the ground rules as needed.

### 4. Rationale and Goals of the Program – Why Do We Need Parenting Programs

- 4.1. Explain why there is a need for parent education.
  - Our changing world brings many challenges to all families in Canada. However, we as immigrant parents often face additional challenges due to changes. The next page provides a list of some of these challenges.

### List of Challenges That Immigrant Parents Face

- **Language** - Lack of English and/or not having a Canadian accent causes major trouble and obstacles for immigrants.
- **Culture and Values** – The following examples could be shared:
  - Eye Contact: For some cultures, it is considered disrespectful to look those that are in positions of “authority” in the eye. Yet at school, children are expected to look at their teachers in the eye to show that they are paying attention.
  - Addressing a person that is older than you by first name is considered disrespectful in some cultures, however, here in Canada it is considered acceptable.
  - Many parents socialize their children to be “obedient” and not to ask questions. However, at school, they are encouraged to ask questions.
- **Food** – Immigrant parents who belong to various ethno-specific groups, continue to cook and serve foods from their own culture in Canada. One parent shared an example of how her son was teased at school for eating rice for lunch. Although he took his lunch to school, he would not eat it. The teacher realized what was happening and decided to eat rice for lunch to support this student. After observing the teacher eat rice for lunch, the children stopped teasing the young boy.
- **School System** – In Canada, the school and parents are partners each with equal responsibility for their child’s education. To understand the school system, it is recommended that parents volunteer in the child’s classroom as a class mom, or on field trips as a volunteer parent. The advantages are, you can observe (1) your own child, (2) how Canadian teachers interact with students, (3) other children and how they treat your child. If you ask any parent “why did you come to this country?” almost always the answer is “so our children can have a good education and a good future.” That’s the bottom line. However, research has shown that approximately 61 to 74% of ESL children do not finish high school and typically drop out of school due to a lack of proficiency in the English language. Yet one notices that several immigrant students receive awards and scholarships for their accomplishments and hard work. This clearly shows that immigrant children do not lack intelligence. Research has shown that parental involvement in their children’s education has a positive effect. Therefore, in order to keep the goal of why you came to Canada, as parents you can do the following:
  - Understand and work with the school system.
  - Volunteer and get involved in your child’s school.
  - Talk to your children in positive terms about school and their teacher.



### List of Challenges That Immigrant Parents Face (continued)

- Keep in touch with your child's teacher. Call the teacher in between parent teacher interviews and ask how you can help your child at home.
  - Be active in providing "education" to your child's teacher about your cultural beliefs and practices, such as giving eye contact and the impoliteness of asking questions, etc.
- **Unemployment/Underemployment** – Due to a lack of recognition of foreign qualifications, and (consequently) a lack of Canadian experience, many immigrants are either underemployed or unemployed. Qualifications can be assessed by The Government of Alberta's International Qualification Assessment Service. Call the Rite #310-0000 to get more information, or you can go directly to the website at:  
<http://www.advancededucation.gov.ab.ca/iqas/iqas.asp>.
- **Lack of Information** – Unlike possessing an awareness of their societal, cultural, economical, political, and communal values, beliefs, ways, procedures, norms, practices, systems, etc in their own country, many immigrants find they lack much of this information in Canada. This becomes further complicated for those who have either no, or minimal English.
- **Services** – Methods for accessing services (doctor's appointment, applying for jobs, etc) are different. Also, services/help provided by family and friends back home, are generally provided by strangers and service providers; e.g., counseling.
- **Lack of Support** – Some immigrants do not have any (extended) family members and/or friends. As a result, they are socially isolated, and feel they have no support.
- **Racism** – Racism is a social crime and against Human Rights. One immigrant mother shared an example of how she took her 5 year old to the park. Upon arrival, the 2 parents that were already there, immediately packed up their stuff and left. March 21<sup>st</sup> is the International Day for the Elimination of Racial Discrimination. It is funded by the Federal Government to educate and inform the public that racism has no place in Canada and the world.
- **TV Shows** - Are more explicit for some immigrant parents. Family members (grand-parents, grandchildren, parents, and children) are uncomfortable in each others presence when scenes of kissing and/or nudity are on the screen. Immigrant parents feel that it is easy for their children to pick up undesirable behaviour from the media.

- 4.2. Emphasize commonalities, as well as differences between immigrant and “mainstream” Canadian parents.
- 4.3. Explain the goals of the program.

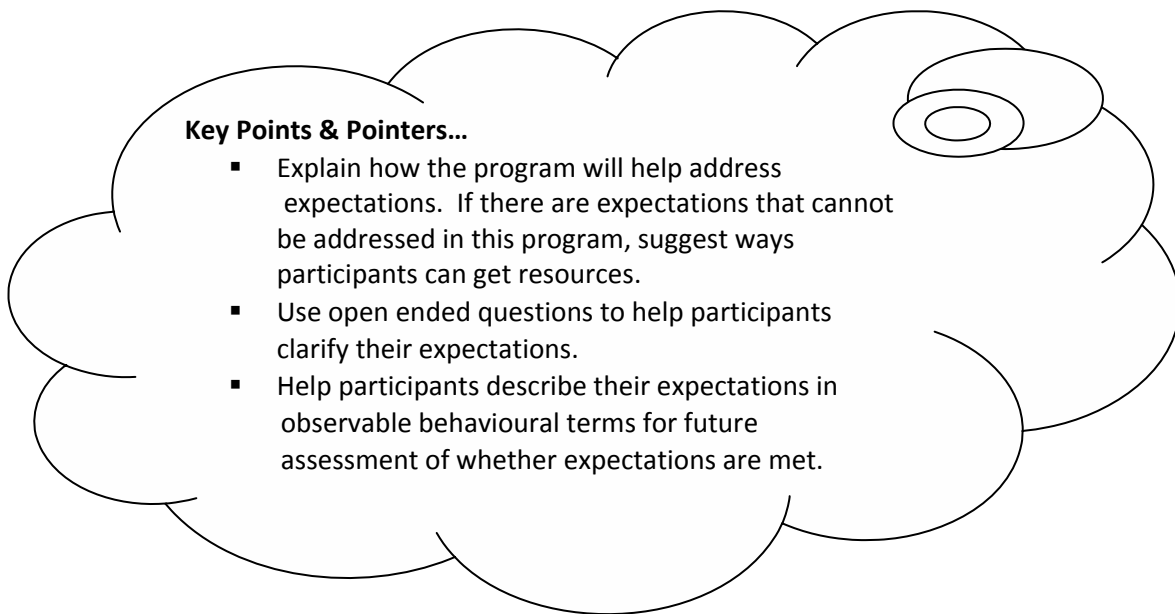


**Key Points & Pointers...**

- Emphasize that society is changing and parents need to develop skills and attitudes to best help their children live their full potential.
- Emphasize that the skills participants learn and practice in this program can be used in all areas of their lives, and are applicable beyond the parent/child relationship.
- Invite participants to brainstorm or give examples of concerns which immigrant and “mainstream” Canadian parents have in common to help immigrant parents to feel that they are not alone and are not necessarily worse off than their “mainstream” Canadian counterparts.
- Use examples to elaborate on the goals of the program. Copy the goals of the program on flipchart paper, post them at every session, and refer to them to keep the group on track.

**5. What We Hope to Gain From This Program**

- 5.1. Ask participants to work independently to complete Section A of **Exercise 1.1** in the Participant's Notes.
- 5.2. Ask participants to work in small groups of 2 (for small groups), or 3 or 4 (for groups with more than 12 people).
  - Discuss their expectations for the program.
  - Select the 3 most important expectations for the program and write them on a flipchart paper.
- 5.3. Ask groups to take turns to share and clarify their expectations in a large group.



## 6. Concerns of Parents

- 6.1. Ask participants to work individually to fill out Section A of **Exercise 1.2** in the Participant's Notes.
- 6.2. Ask participants to work in small groups of 2 (for small group), or 3 or 4 (for groups with more than 12 people) for Section B.
  - Discuss their issues and concerns.
  - Write their issues and concerns on a flipchart paper.
- 6.3. Ask groups to take turns to share and clarify their issues and concerns within the larger group.

### Examples of Concerns and Issues

- Teaching mother tongue
- Lack of knowledge about Canada
- Differences/changes encountered in Canada, such as TV shows, food, pace of life, dating, pornography, drugs, body piercing and tattoos, etc.
- Relationship between children and elders
- Handling a sensitive child
- Too much television
- How to discipline their child
- Teaching religion to children
- Helping children to feel cultural pride
- Employment
- Peer pressure
- Children not having friends, or too many friends



**Key Points & Pointers...**

- Skip Section A in **Exercise 1.2** if many participants seem to struggle with writing
- Encourage participants to share their ideas and give suggestions to each other regarding specific concerns. This is an excellent opportunity for participants to identify their skills and to share with others what works for them.
- Encourage participants to share personal experiences of their country of origin or in Canada, as well as their traditions and customs.

**7. Wrap-up and Preview of Next Session**

- 7.1. Recap what participants have learned today.
- 7.2. Invite participants to share their thoughts about the session.
- 7.3. Invite participants to provide input in ways to improve future sessions.
- 7.4. Explain to participants what they can expect in the next session.



## SESSION 1 – PROGRAM INTRODUCTION

### PARTICIPANT'S NOTES

#### WHAT TO EXPECT IN TODAY'S SESSION

WELCOME to the Cross Cultural Parenting Program! In this session, we will:

- Get to know each other.
- Work together to agree on the ground rules which we will follow during this program.
- Discuss why we have a Cross Cultural Parenting Program, as well as the goals for this program.
- Share what each one of us hopes to gain from this program.
- Share concerns and issues that we face as immigrant parents.

#### Your Facilitators Are:

Name \_\_\_\_\_ Phone: \_\_\_\_\_

Name \_\_\_\_\_ Phone: \_\_\_\_\_

#### Your Child Care Workers Are:

Name \_\_\_\_\_ Phone: \_\_\_\_\_

Name \_\_\_\_\_ Phone: \_\_\_\_\_

#### GETTING TO KNOW EACH OTHER

All of us in this group come from different countries and cultures. We bring with us our own experiences and family traditions which we value. As we get to know each other, we will realize that as immigrant parents, we have many things in common. During this program, we will have lots of opportunities to get to know each other and learn from each other.



## GROUP RULES FOR POSITIVE PARTICIPATION AND LEARNING

In this program, we will be sharing information about ourselves and our families, as well as practicing new skills. We ask that everyone agree upon some basic rules which will make this an inviting place where everyone can feel accepted and respected. Below are some rules that have been used by previous groups. We can accept these just as they are or we can change them if we all agree.

### SUGGESTED GROUP RULES

- **Respect our own level of English and that of others** - Many of the words will be new to us or used in new ways. This is a good opportunity to improve and practice our English language skills.
- **Confidentiality** - We will not share personal information that we learn from other group members to people outside of this group.
- **Equal opportunity to participate** - We all can share our experiences, concerns, and ideas.
- **Right to pass** - We can choose not to share, discuss, or do something if we so wish.
- **Respect others values and opinions** - While we can have different values and opinions, we need to respect individual differences.
- **We can set our own pace** By mutual consent, we can decide to work at a faster or slower pace for any section of the program. If the pace is too fast for anyone, facilitators are prepared to work with that person outside of class time.
- **Punctuality and attendance** - The classes will start and finish on time.
- There will be a 10 to 15 minute coffee break about half way through each session. Participants should advise one of the facilitator's ahead of time if they are not coming to a class, or if they plan to bring more or less children to the child care centre.
- **It's o.k. to have fun!** - We can enjoy ourselves and have some fun while we are learning.

## **RATIONALE AND GOALS OF THE PROGRAM: WHY DO WE NEED PARENTING PROGRAMS?**

As parents, some of us may ask, “why is there a need for a parenting program now that we are in Canada?” After all, our parents and grandparents did not go to classes to learn how to raise their children.

It has been only in recent years that service groups in Canada have started to offer parenting classes to families. Rapid changes in our world, such as technology, education, immigration, consumerism, work demand, and expanded city life all have a great impact on our family. As parents, we can no longer rely on traditional child raising methods to develop and maintain satisfying family relationships. Rather, we need to learn new skills and methods so that we can support our children to deal with complex issues and to be the best they can be. For example, with new technology, parents and children receive new information everyday. We need to know both how to use technology and how to guide our children to choose good information. Our task is no longer to teach our children WHAT to think, but rather HOW to think.

The Calgary Immigrant Women's Association's Cross-Cultural Parenting Program's mandate is to “assist and empower immigrant parents to face the challenge of parenting in a new country and new culture, and to have a happy family life.” The program rationale stems from the fact that most “immigrant parents face many changes when they come to a new country, and this program helps parents to address these changes.”





## **WHAT CAN WE EXPECT IN THIS PROGRAM?**

Through this program, we learn from each other through our sharing of experiences, concerns, and ideas, as well as support one another with encouragement and understanding. We will learn a variety of ideas and practical parenting techniques that are based on our experiences, as well as in current research. We will not learn one right way of parenting, but rather explore various options and then choose those that are suitable to our own families. Though we will explore many issues and concerns that are common to both Canadian and immigrant parents, we will pay more attention to those that are unique to immigrant families.

## **PROGRAM GOALS**

Through group learning, we will aim to achieve the following goals of the program:

- To look at concerns and issues related to raising our children in a modern, multicultural society.
- To examine our parental value systems and how they have an impact on our parenting methods.
- To learn techniques for building and maintaining our self-esteem, so that we feel more secure and competent in our relationships with our children.
- To explore cross-cultural methods that help build and strengthen our family relationships through effective communication and problem solving skills, and a positive approach to discipline.
- To learn how to get information on Canadian laws, and gain support from institutions that affect parenting in Canada.



## WHAT WE HOPE TO GAIN FROM THIS PROGRAM

### Exercise 1.1 Expectations

#### A. Individual Expectations

The following list helps us to think about or to clarify what we hope to gain from this program. Please check 5 items that are most important to you.

I would like this course to help me to:

- ☐ Meet people and share ideas.
- ☐ Learn what to expect of children at different ages.
- ☐ Learn how to handle peer pressure.
- ☐ Teach my language and culture to my child.
- ☐ Handle differences with spouse about child raising.
- ☐ Learn effective ways to discipline children.
- ☐ Handle sibling rivalry.
- ☐ Learn how to get children to listen to me.
- ☐ Learn how to deal with problems and cultural differences as an immigrant parent.
- ☐ Find more time to spend with children.
- ☐ Learn about school system.
- ☐ Practice English
- ☐ Improve my self-confidence.
- ☐ Help my child develop confidence.

Other: ☐

#### B. Group Expectations

Share with the group the 5 items that are most important to you. We will write these on the flip chart to give us a record of what we all want to gain from this program.

## CONCERNS OF PARENTS

As immigrant parents, we have hopes of building better lives for ourselves and our families here in Canada. We may also have concerns about keeping some of our traditions while raising our children in a new and different society. We may feel isolated, and even think that we are alone in having these concerns. However, when we share our experiences with one another, we realize that many of our concerns and challenges are common to other immigrant parents, and together we can help each other find satisfactory solutions.

It is common for parents to be concerned about the behaviour of their children, and how pressures in our community affect our families. At times, we are unsure what to do in some situations, and sometimes we have doubts about ourselves as parents. Since we are new to Canada, we are faced with many new situations and standards and are not sure what to do. Take the school system as an example, we may find that schools work differently in Canada. We may not know what to expect from teachers or how involved we should be in our children's education. Another example is how our children are often in between two cultures. They may find that our expectations of their behaviours at home is very different from what is expected at school or in the wider community. Our children sometimes try to reject our home culture by refusing to eat traditional foods, speak our language, participate in family functions, and may behave in ways which we find unacceptable.



## Exercise 1.2 Concerns and Issues

### A. Individual Concerns

In the space below, list the concerns you have about raising children in Canada.

MY CONCERNS AS A PARENT

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### B. Group Concerns

Let us share our concerns with the group. We will write them on the flip chart, and you can add more to your own list if you wish.

GROUP CONCERNS AND ISSUES

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# SESSION TWO

## INSTITUTIONAL AND SOCIAL PRESSURES

- Facilitators guide
- Participants notes
- Institutional Pressures
- Social Pressures
- Expectations



**CIWA**

*Calgary Immigrant Women's Association*



## SESSION 2 —INSTITUTIONAL AND SOCIAL PRESSURES, AND PARENTAL EXPECTATIONS FACILITATOR'S GUIDE

### SESSION GOALS

- To provide information about major Canadian institutions in terms of their functions, services, and access.
- To raise awareness among participants of how social and institutional pressures exert influences on parenting practices.
- To provide opportunities for dialogue between participants and those working for institutions.
- To help parents understand how parental expectations influence/modify a child's behaviour.

### SESSION OBJECTIVES

In this session participants will:

- Review what we they learned in the last session and provide an update.
- Discuss how institutional and social pressures have influences on our parenting.
- Decide as a group from which institutions participants wish to invite representatives as guest speakers for later sessions.
- Identify and examine the expectations parents have of themselves as parents and of their children.

### SESSION OVERVIEW

1. Welcome and Update
2. Institutional and Social Pressures
3. Expectations
4. Wrap-up and Preview of Next Session

### MATERIALS

- Flipchart and paper
- Handouts and blank papers
- Markers, pens, and pencils
- Name tags
- Snacks and refreshments (recommended)
- Other considerations: Childcare, transportation, and translation
- Video clips or pictures (for visual aids exercises)
- Props (for role playing exercises - optional)



## PREPARATION

- Familiarize yourself with the Facilitation Notes.
- Familiarize yourself with the Participants' Notes.
- Prepare flipcharts containing session agenda, content, and exercises/activities.
- Access the following websites that provide many interactive games and activities:
  - o <http://www.rcn.org.uk/resources/transcultural/politics/sectionthree.php>
  - o [http://www.pch.gc.ca/progs/multi/societal/intro\\_e.cfm](http://www.pch.gc.ca/progs/multi/societal/intro_e.cfm)
  - o Go to [www.google.ca](http://www.google.ca), type key words "social pressures" "institutional pressures", "social expectations" "immigrants," click on search, and then follow the links.

## FACILITATION NOTES

### 1. Welcome and Update

- 1.1. Welcome participants to the session.
- 1.2. Explain the objectives of this session.
- 1.3. Review the last session and invite an update from participants.

### 2. Institutional and Social Pressures

- 2.1. Discuss the information in the Participant's Notes.
  - Clarify terms and concepts.
  - Summarize the main ideas.
  - Invite follow up questions.

#### Key Points & Pointers

- Stress that some influences are undesirable and are avoidable.
- Encourage participants to think about, and make conscious decisions that suit them and their families, and not to get carried away under these influences.
- In explaining terms and concepts, use plenty of examples and paraphrase in various ways.

### Examples of Institutional and Social Pressures from Past CIWA Programs

- Community- Being fluent in English.
- School system- Paying extra money for public schools.
- Media -Violence, advertisements.
- Insurance – House, car, health, city taxes.
- Workplace – Power structure, dependence on employers.
- Education levels – Foreign credentials not recognized here.
- Employment- Lack of Canadian work experience.
- City/ Neighborhood- Keeping lawn free of dandelions/weeds, keep side walk clean of snow/ having limited choices of colours for houses/ no smoking in public places.
- Religion – Media influences through Christmas/Easter, no teaching of other religions.
- Society – A meeting at 9AM = 9AM!
- School – Peer pressure, pressure to wear and have latest styles, no uniforms.
- Marriage- High divorce, extra-marital sexual relationships.
- Renting – Landlords allow pets but not children in apartment buildings.
- Housing – Cap on the number of people that can reside in a house.

#### 2.2. Ask participants to do **Exercise 2.1**

- Divide participants into small groups of 3 or 4.
- Ask participants to discuss (1) incidences in which they, as parents, have experienced institutional and social situations, and (2) the positive and negative effects from those situations.
- Bring participants back to the large group and invite them to share their small group discussions.
- Work with participants to reflect on their needs and priorities, and select 3 or 4 institutions from which representatives could be invited as guest speakers to the group in the following weeks.

#### Key Points and Pointers

- Facilitators can also narrate their own experiences with institutions to promote the "give and take" between facilitators and participants.
- Encourage participants to compare the institutions and social situations they have experienced in Canada with those in their country of origin.
- Take requests from participants for information about various institutions and assist participants to obtain information.

### **Suggested Alternative Activities for Exercise 2.1**

#### **Visual Aids:**

Show participants selected video clips or pictures that demonstrate interactions between immigrants and institutions. Invite them to analyze the dynamics involved in those interactions (i.e.: level of comfort, power relationship, etc.)

#### **Role-Playing:**

Have participants work in small groups to re-enact a situation in which they have experienced institutional and social pressures.

#### **Image Building:**

Ask participants to work in pairs with 1s taking on the role of an immigrant, and 2s the role of an institution. Instruct participants to work in silence. Ask 2s to think about an institution and its relationship to immigrants, then use their body to form a real image to describe that particular institution. Ask 1s to look at 2s, and form an image in response to the image of the institution. Ask pairs to present their real images and invite others to discuss what they see. Now, ask participants to go back to their pairs, form their initial real images and again work in silence. This time, ask 1s to look at 2s, and think about the ideal relationship they would like to have with the institution. Instruct 1s to gently mold and move 2s in ways they would like to see in an ideal world. Ask 1s to adjust their own image in response to the newly formed image of the institution. Ask pairs to take turns to present their ideal images. Invite others to discuss what they see and what strategies they can use to achieve such ideal images.

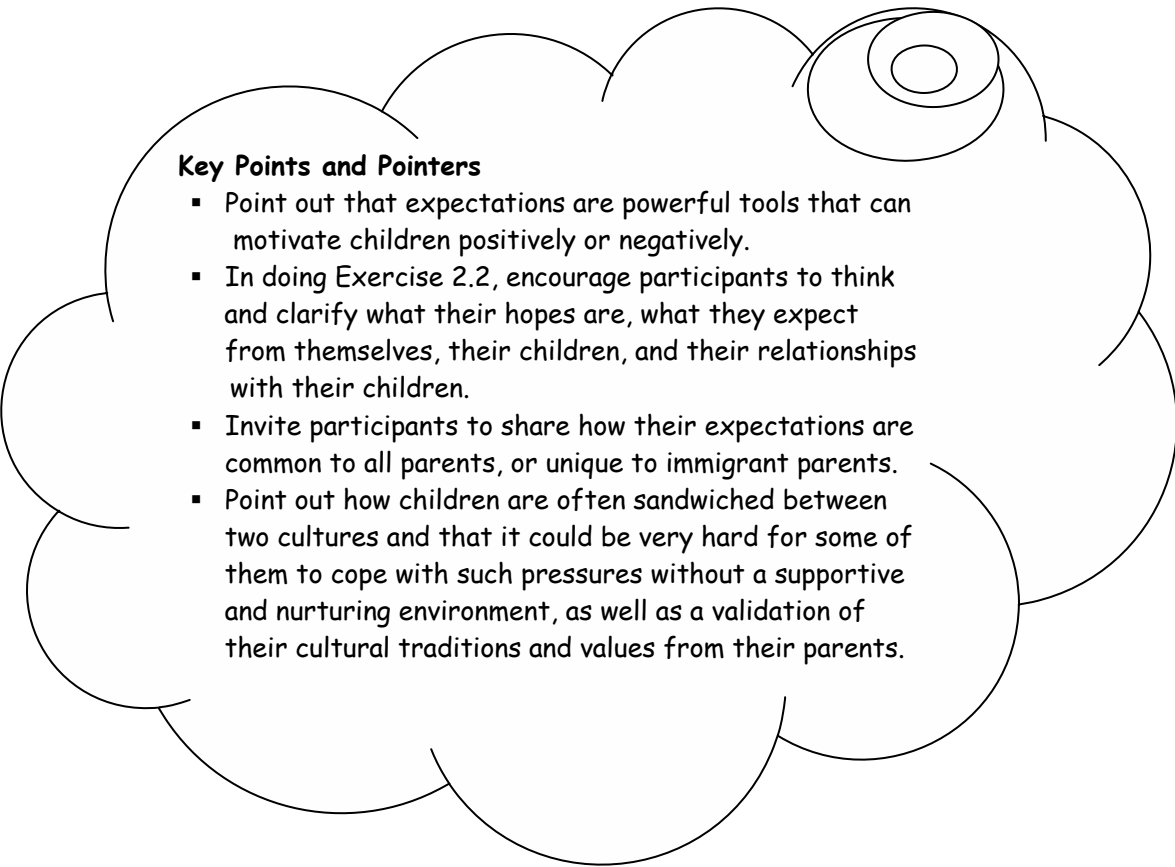
### **3. Expectations**

#### **3.1. Discuss the information in the Participant's Notes.**

- Clarify terms and concepts.
- Summarize main ideas.
- Invite follow up questions.

#### **3.2. Ask participants to do **Exercise 2.2****

- Ask participants to reflect on their experiences and write on the paper: (1) the 3 most important expectations that they have for themselves as parents, and (2) the 3 most important expectations that they have for their children.
- Invite participants to discuss their expectations with others.



### **Key Points and Pointers**

- Point out that expectations are powerful tools that can motivate children positively or negatively.
- In doing Exercise 2.2, encourage participants to think and clarify what their hopes are, what they expect from themselves, their children, and their relationships with their children.
- Invite participants to share how their expectations are common to all parents, or unique to immigrant parents.
- Point out how children are often sandwiched between two cultures and that it could be very hard for some of them to cope with such pressures without a supportive and nurturing environment, as well as a validation of their cultural traditions and values from their parents.

### **Examples of Expectations**

As a parent, I expect myself

- To be a bridge between my culture and Canadian cultures to reduce social pressures on my children.
- To be a friend to my child.
- To be able to guide my children when necessary.

As a parent, I expect my children

- To learn their heritage language and culture.
- To be a hard working, successful contributing member of society.
- To develop high self-esteem and be happy.

### **Suggested Alternative Activities for Exercise 2.2**

#### **Visual Aids:**

Show participants selected video clips or pictures that demonstrate interactions between immigrant parents and their children. Invite them to analyze dynamics involved in those interactions.

#### **Role-Playing:**

Have participants work in small groups to re-enact a situation in which they deal with the gap between their expectations for their children and how their children would like to be.

#### **Image Building:**

Ask participants to work in pairs with 1s taking on the role of an immigrant child, and 2s the role of an immigrant parent. Instruct participants to work in silence. Ask 2s to think about the expectations of an immigrant parent for his/her children and how such expectations have an impact in their parent-child relationship, then use the body to form a real image to describe how the parent looks like or behaves in such a parent-child relationship. Ask 1s to look at 2s, and form an image in response to the image of the parent. Ask pairs to present their real images and invite others to discuss what they see. Now, ask participants to go back to their pairs, form their initial real images and again work in silence. This time, ask 1s to look at 2s, and think about the ideal relationship they would like to have with the parent. Instruct 1s to gently mold and move 2s in ways they would like to see in an ideal world. Ask 1s to adjust their own image in response to the newly formed image of the parent. Ask pairs to take turns to present their ideal images. Invite others to discuss what they see and what strategies they can use to achieve healthy expectations that promote ideal parent-child relationships.

## **4. Wrap-up and Preview of Next Session**

- 4.1. Recap what participants have learned today.
- 4.2. Invite participants to share their thoughts about the session.
- 4.3. Invite participants to provide input in ways to improve future sessions.
- 4.4. Explain to participants what they can expect in the next session.

## SESSION 2 – SOCIAL AND INSTITUTIONAL PRESSURES, AND PARENTAL EXPECTATIONS

### PARTICIPANT'S NOTES

#### WHAT TO EXPECT IN TODAY'S SESSION

In this session we will:

- Review what we have learned in the last session and provide an update.
- Discuss how institutional and social pressures have influences on our parenting.
- Decide as a group from which institutions we wish to invite representatives as guest speakers for our later sessions.
- Identify and examine the expectations we have of ourselves as parents and of our children.

#### REVIEW AND UPDATE

In our last session, we worked on three things. First, we agreed on some rules for this group. Second, we discussed what we hope to gain from this program. And third, we shared our common concerns about raising our children in Canada.

##### Questions for Review

- What did you find useful from our last session?
- Which one of our group rules makes this an inviting place for you to share your ideas and concerns?
- What is the most important concern you have as a parent?
- What do you want to learn from this program to help you handle this concern?
- Do you have further comments or questions you would like to share with the group?

## INSTITUTIONAL PRESSURES

**Institution** means many things.

- a) It can be an organization such as:
  - a school
  - a hospital
  - a police department
  - a social service agency

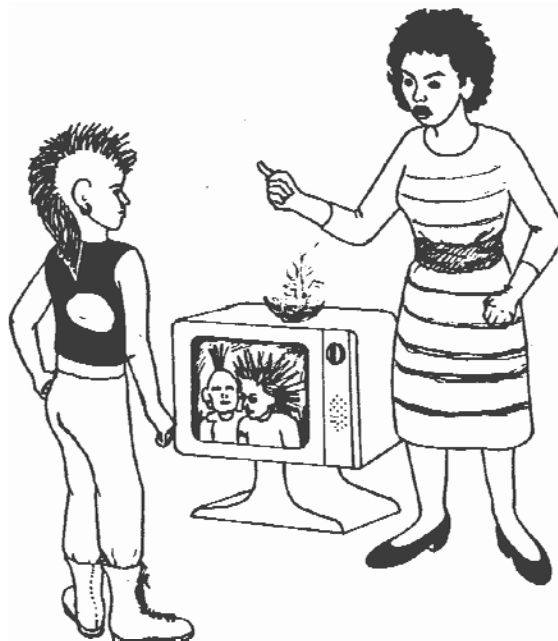
It can be a custom or practice that has been an important feature of some group or society for a long time, such as the institution of marriage.

- b) It can also refer to an established law, such as the Canadian Charter of Rights and Freedom.

**Institutional pressures**, therefore, refer to how organizations work, and how the customs and laws in Canada may cause tension, stress, and difficulties in our daily lives.

When we arrive in Canada as first generation immigrants, we often face many unfamiliar institutions. We may not know what they are, or understand how their roles are different from our countries of origin. Throughout this program, we will have opportunities to learn about the roles of various institutions, and discuss social situations that we find similar or different to those “back home.” We will also discuss the ways institutions and social situations affect us and our families.

In later sessions, we will look more closely at institutions and learn how we can work with them. We will have guests from different institutions of our choice to speak to us about their services, and answer any questions we may have. For now, let's consider some institutions and social systems and discuss the effects they have on our families.



### Examples of Institutions that Affect Our Families

- Educational systems – Schools, college, university.
- Religious institutions – Church, temple, mosque, synagogue.
- Social services.
- Community associations.
- Legal systems – Police, law, courts.
- Daycare centres.
- Health systems – Alberta health care, hospitals, dental and health clinics.
- Media – TV., movies, newspapers, magazines, internet.
- Parenting courses, books.
- Place of employment.

### Some Questions

- Are there other examples that you wish to add?
- From which institutions would you like us to invite representatives to talk to us later in this program? If you can not think of any right now, think about it and we will talk more before we leave today.
- We will set up an information display later in the program, so feel free to take information that is useful to you. Also, if you would like information which is not there, please let the facilitator's know. If you have something you think would be useful to others, please bring it in for the display.





## **SOCIAL PRESSURES**

**Social structures** refer to *social* norms, customs, and situations in our daily lives. People behave and interact with others based on what is considered appropriate within their social structures. People experience **social pressures** when they feel they have to behave differently from what they are used to. They may experience tension, stress, and other emotional difficulties.

Being new in Canada, immigrant families are often affected by social structures. Many of us may not understand how people are supposed to behave or interact with each other in certain social situations. We may struggle with basic questions, such as “Should I go to my child’s school and talk to the teacher about my concern?” “How do I deal with police officers here?” “Is it okay for my child to have sleepovers at his/her friend’s place?” “How do I introduce myself to my neighbours?” In some social situations, we may feel awkward or at a loss. Quite often, we feel social pressures to make changes. As we live longer in Canada, we begin to understand the social structures better and are able to behave and interact with others accordingly.

Adapting and changing to new social structures is not easy for many of us. Our families are often torn by different social expectations. One example is our relationship to our extended family members, such as our in-laws. Generally, Canadian families do not consult their extended families in their daily living. However, many of us keep close relationships or live with our extended family members. Sometimes our parents or other relatives may pressure us to comply with their wishes and conform to family traditions. Perhaps our parents and/or in-laws disapprove of how their grandchildren dress, and expect us to do something about it. In other cases, we may be pressured by our families, friends, neighbours, or colleagues to behave in certain ways, to make/not make certain purchases, observe festivals, discipline our children in certain ways, teach/not teach our children certain skills, and decide how much freedom we give our children in their language or choice of clothes.

One form of social pressure that our children often experience is **peer pressure**. Peer pressure happens when friends and classmates influence the way our children behave. Our children may feel pressured to copy how their friends dress, use language, and behave in order to fit into the group.

### **Sources of Social Pressure & Examples of Social Pressure**

Family (Parents, grandparents, aunts, uncles, cousins, and so forth)

- Marry someone from same culture
- Obey parents and elders

Close Friends From the Community

- Decide what careers are best for our children
- Advise us how to discipline our children

Close Acquaintances (Neighbours, peers and school friends, co-workers and colleagues)

- Influence how we address issues, such as dating or premarital sex
- Influence what to buy

General Public

- Violence and advertisement in media
- Being fluent in English

### **Exercise 2.1 Institutional and Social Pressures**

#### **A. Small Group Discussion**

In groups of 3 or 4, discuss institutional and social situations which have influenced you as parents. Discuss both the positive and negative aspects of such situations. For example: What advice would you think the community health nurse would give to a new mother? How would it be similar or different from the way people take care of babies in your home countries?

#### **B. Group Sharing**

Share some examples from each small group with the whole group.



## EXPECTATIONS

Immigrant parents, like all parents have many expectations for their children. Some of our expectations, however, are different due to our cultural backgrounds and life experiences. For example, we may expect our children to speak, read, and write in our first language, develop certain value systems, and follow particular traditions and customs. These value systems, traditions, and customs, in turn, influence how we dress, our use of language, what we eat, and how we express our cultural beliefs.

**Expectations** are a very powerful tool and can modify or influence behaviours. Even without being told, our children can sense our expectations and may try to keep up to such expectations. As parents, we need to be *fair, realistic, and reasonable* in our expectations in order to maximize the physical and mental development of our children. We need to avoid imposing our unrealized dreams on our children, be aware of where our children are at in their growth and maturity, and avoid comparing our children with their siblings. Instead, we need to think about our children's abilities and uniqueness, and encourage them to be their best in a supportive environment.

What expectations do our children face? Our young people face different sets of expectations in different environments. At home, they are expected to follow their religious, cultural, traditional values, and behaviours. Take one simple social situation such as greeting family and friends. People of different cultures may greet each other in different ways, including:

- Folding hands in front of guests (Hindus in India)
- Bowing three times (Japanese)
- Shaking hands (Westerners and Chinese)
- Kissing on cheek (Lebanese and Chileans)
- Raising the right hand to the forehead or touching it (Muslims in India)

Within the wider community, our children are expected to understand the "mainstream" culture to adapt and compete with their peers, and to conform with societal values. For example, it is quite common in Canada that young people may move out of their family homes after high school. However, in some of our cultures we expect our children to live with us until they get married.

Beside home and societal expectations, our children also have their own aspirations and ambitions. They hope to fit into society, be accepted by friends and teachers, and to succeed academically, socially, and economically.

Finally, immigrant parents also have expectations for themselves. For example, we might expect ourselves to always be patient and understanding, be

in control of situations, and to be consistent in our child-rearing. Again, we also need to be fair, realistic, and reasonable in our expectations to ourselves in order to realize our potential.



## Exercise 2.2 Expectations We Have for Ourselves and Our Children

### A. Individual Task

Write the 3 most important expectations you have of yourself as a parent.

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Write the 3 most important expectations you have for your children.

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### B. Group Discussion

Ask yourself (or you can work in pairs) the following questions, and share with the group:

- Does my child do what I expect? Why or why not?
- Are the expectations I have of my child fair, realistic, and reasonable for his/her age, ability, and interest?
- How do my expectations of my child fit with my child's own expectations?
- How closely do I live up to my expectations of myself?

As parents, we want to do the best for our children. We can all become better parents through understanding the expectations we have for ourselves, for our children, and the expectations our children have for themselves.

# SESSION THREE

## PARENTING STYLES AND VALUES

- Facilitators guide
- Participants notes
- Parenting styles
- Values
- How to help children develop a sound system of values



**CIWA**

*Calgary Immigrant Women's Association*



## SESSION 3 – PARENTING STYLES AND VALUES FACILITATOR’S GUIDE

### SESSION GOALS

- To raise awareness of cross cultural parenting.
- To promote critical examination of various parenting styles.
- To empower parents to recognize and appreciate their own positive parenting styles and practices.
- To examine the role of values in parenting.
- To examine changing values in cross cultural contexts.

### SESSION OBJECTIVES

In this session participants will:

- Review what we they learned in the last session and provide an update.
- Learn about various parenting styles and think about their own parenting practice.
- Identify values which are most important to them, and think about how to implement these values in their daily life.
- Learn effective methods to help children develop their own value system.

### SESSION OVERVIEW

1. Welcome and Update
2. Parenting Styles
3. Values
4. Wrap-up and Preview of Next Session

### MATERIALS

- Flipchart and paper
- Handouts and blank papers
- Markers, pens, and pencils
- Name tags
- Snacks and refreshments (recommended)
- Other considerations: Childcare, transportation, and translation
- Video clips or pictures (for visual aids exercises)
- Props (for role playing exercises - optional)

### PREPARATION

- Familiarize yourself with the Facilitation Notes.
- Familiarize yourself with the Participants’ Notes.
- Prepare flipcharts containing session agenda, content, and exercises/activities.
- Access the following websites that provide many interactive games and activities:



- o <http://www.kidsource.com/better.world.press/parenting.html>
- o <http://parentingtoolbox.com/pstyle1.html>
- o [http://www.international.metropolis.net/events/rotterdam/papers/60\\_Ochocka.htm](http://www.international.metropolis.net/events/rotterdam/papers/60_Ochocka.htm)
- o Go to [www.google.ca](http://www.google.ca), type key words “parenting styles,” “cross cultural,” click on search, and then follow links.

## **FACILITATION NOTES**

### **1. Welcome and Update**

- 1.1. Welcome participants to the session.
- 1.2. Explain the objectives of this session.
- 1.3. Review the last session and invite an update from participants.

### **2. Parenting Styles**

- 2.1. Ask participants to do **Exercise 3.1**.
  - Ask participants to individually do Section A.
  - Invite participants to participate in a group discussion in Part B.
    - o Select a few incidents from parents and write them on the flipchart.
    - o Ask participants to discuss their parenting practices.
    - o Ask participants to make cross-cultural comparisons.

## **Examples**

The following examples are from group discussions in previous parenting programs.

| <b>Child's Behaviour</b>                                                                     | <b>How I dealt with it in Canada</b>                                                                                             | <b>How I would have dealt with it in country of origin</b>                     |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1. Son wants to go outside without wearing a hat in -25 degrees Celsius.                     | Allow him to go outside and feel the cold for a few seconds. He will return and wear a hat. If he still refuses, just force him. | Same way as in Canada.                                                         |
| 2. Child refuses to learn to read the language of the holy book (important religious value). | Explain to him why it is necessary for him to learn this language. If he still resists, he may be disciplined.                   | Same way as in Canada. Have other people talk to him using peer pressure, etc. |

### Examples

The following examples are from group discussions in previous parenting programs.

| Child's Behaviour                                                    | How I dealt with it in Canada                                                                                                                                                                        | How I would have dealt with it in country of origin                                                                   |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 3. Child does not want to learn to read and write the mother tongue. | a. Take him to a language school, allowing him to play and make friends with other children there.<br>b. Explain to him the value of knowing many languages.<br>c. Just leave him alone for a while. | The child would not have resisted in the first place because everyone already speaks, reads, and writes the language. |

### Key Points and Pointers

- Exercise 3.1 helps parents to stop and think about their parenting practices in Canada and compare them with the ones they practiced in their country of origin. Note if there are differences.
- Note that methods of parenting are directly related to situations, individual opinions, and underlying values.
- Emphasize that various parenting styles presented in the participant's notes have been identified in practice; they are not necessarily superior to those participants are using.

**Suggested Alternative Activities for Exercise 3.1**

**Visual Aids:**

Show participants selected video clips or pictures that demonstrate how parents handle a child's behaviour in various situations. Invite them to analyze the dynamics involved in these interactions, and discuss how they would deal with those situations in Canada and in their own country of origin.

**Role-Playing:**

Have participants work in pairs. Have them first select an incident in which a parent has to deal with their child's behaviour. Taking on the roles of parent and child, have them act out (1) how the parent deals with the child's behaviour in Canada, and (2) how the parent deals with the child's behaviour in his/her country of origin. Allow participants adequate time for practice. Then ask pairs to take turns to showcase their scenario. Invite participants to provide feedback and further suggestions.

**2.2. Discuss the information in the Participant's Notes.**

- Clarify terms and concepts.
- Summarize the main ideas.
- Invite follow up questions.

**2.3. Ask participants to do **Exercise 3.2.****

- Invite participants to identify the parenting styles they had used in Exercise 3.1.
- Invite participants to discuss:
  - o Similarities and differences between their parenting styles in Canada and in their country of origin.
  - o Factors that affect their parenting styles.

**Examples**

The following examples are from group discussions in previous parenting programs.

| <b>Examples from Exercise 3.1</b> | <b>Parenting Style in Canada</b>                  | <b>Parenting Style in Country of Origin</b> |
|-----------------------------------|---------------------------------------------------|---------------------------------------------|
| Example 1                         | Democratic                                        | Democratic                                  |
| Example 2                         | Cross-cultural style (democratic & authoritarian) | Democratic and authoritarian                |
| Example 3                         | Cross-cultural style (democratic)                 | Authoritarian                               |

Note that example 3 shows a change. The problem is dealt with differently in Canada due to society's values and changed priorities of the immigrant family. In the country of origin, it was necessary for the child to learn the mother tongue in order to function there. Parents therefore selected the authoritarian style to ensure that the child learned the language.

**Suggested Alternative Activities for Exercise 3.2****Visual Aids:**

Show participants selected video clips or pictures that demonstrate how parents use various parenting styles. Invite groups to discuss the pros and cons of various parenting styles. Invite participants to compare how these situations would be handled in their country of origin similarly or differently.

**Role-Playing:**

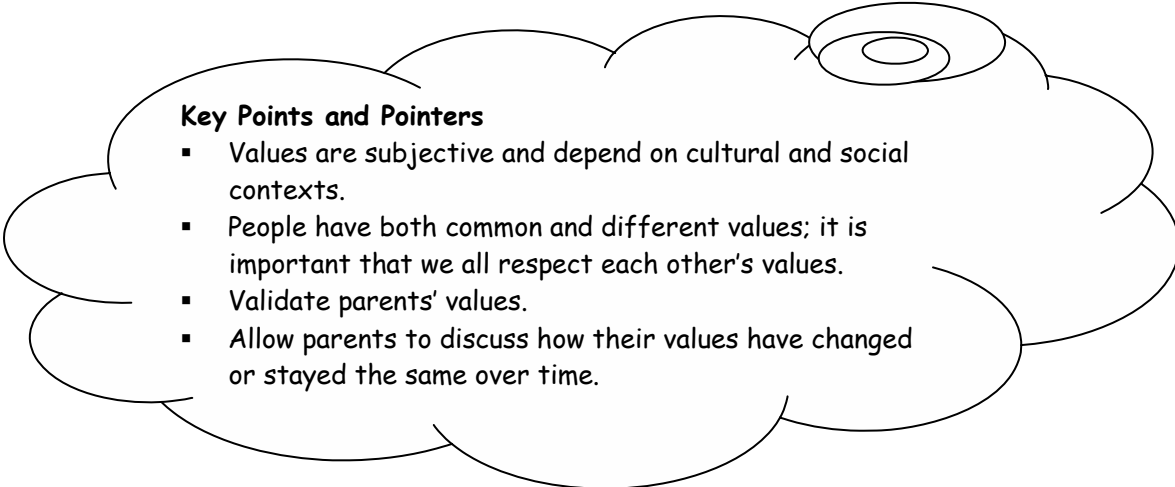
As a group, ask participants to select a scenario in which a parent has to deal with a child's difficult behaviour. Now, ask participants to work in pairs. Assign different parenting styles to pairs. Ask participants to take on the roles of a parent and a child, and act out how parent handles the situation. Allow participants adequate time for practice. Then ask pairs to take turns to showcase their scenario. Invite participants to provide feedback and further suggestions.

### 3. Values

3.1 Invite participants to brainstorm on the meaning of the term “value.”

3.2 Ask participants to do **Exercise 3.3**.

- Ask participants to individually write down values that are most important to them.
- Invite participants to share their values with the group.
- Write down all values on the flipchart and identify common values.
- Ask participants to reflect on the values they have listed.



#### Key Points and Pointers

- Values are subjective and depend on cultural and social contexts.
- People have both common and different values; it is important that we all respect each other's values.
- Validate parents' values.
- Allow parents to discuss how their values have changed or stayed the same over time.



#### Examples of Common Values

- Health
- Knowledge
- Wealth
- Honesty
- Peace
- Cultural traditions
- Loyalty
- Love
- Friendship

3.3 Ask participants to do **Exercise 3.4**.

- Ask participants to individually do Section A.
- Invite participants to share their examples with the group (Section B).

### Examples of How Values Are Implemented in Daily Life

| <u>VALUES</u>               | <u>IMPLEMENTATION</u>                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Religion and its Symbols | <ul style="list-style-type: none"> <li>a. Attend services regularly.</li> <li>b. Practice religious beliefs.</li> <li>c. Child expected to participate in ceremonies.</li> </ul>                                                                                                                                                                                                                              |
| 2. Freedom                  | <ul style="list-style-type: none"> <li>a. Allow children to make choices appropriate to their age</li> <li>b. Teach them to respect the rights of others.</li> </ul>                                                                                                                                                                                                                                          |
| 3. Peace                    | <ul style="list-style-type: none"> <li>a. Avoid violence through media, books, and toys.</li> <li>b. Open communication regarding controlled/uncontrolled input.</li> <li>c. Passive resolution of conflict.</li> <li>d. Maintain relationships with family, friends, society.</li> </ul>                                                                                                                     |
| 4. Childhood                | <ul style="list-style-type: none"> <li>a. Safe environment</li> <li>b. Recognize/respect children's rights.</li> <li>c. Discipline and the methods used for it.</li> </ul>                                                                                                                                                                                                                                    |
| 5. Discipline               | <ul style="list-style-type: none"> <li>a. Open communication.</li> <li>b. Set ground rules in the family.</li> <li>c. Clarify expectations you have for your child.</li> <li>d. Love and discipline go together.</li> </ul>                                                                                                                                                                                   |
| 6. Cultural Background      | <ul style="list-style-type: none"> <li>a. Lifestyle (e.g. Food, beliefs you came with and the new ways you have adapted them).</li> <li>b. Language (tied with culture).</li> <li>c. Retain priorities (e.g. Respect for certain cultural values like elders, industry, etc).</li> <li>d. Provide information, past and current, from own culture in the form of films, festivals, literature etc.</li> </ul> |
| 7. Privacy                  | <ul style="list-style-type: none"> <li>a. Physical space</li> <li>b. Mental space</li> <li>c. Respect for the rights of others</li> </ul>                                                                                                                                                                                                                                                                     |
| 8. Respect                  | <ul style="list-style-type: none"> <li>a. Use of language.</li> <li>b. Addressing elder.</li> <li>c. Eye contact and use of body language.</li> <li>d. Equality.</li> <li>e. Ground rules, status in family structure, allowing specific behaviour (e.g. Response of child to parent).</li> </ul>                                                                                                             |

3.4 Ask participants to do **Exercise 3.5**

- Present the scenarios to participants.
- Ask participants to select preferred ways of dealing with the identified situations.
- Discuss the pros and cons of various ways of dealing with the identified situations.

3.5 Explain to participants the information on “**How to help children develop a sound value system**” in the Participant’s Notes.

3.6 Ask participants to do **Exercise 3.6**

- Ask participants to individually do Section A.
- Invite participants to share their examples with the group in Section B.



**Key Points and Pointers**

- Exercises 3.5 and 3.6 can be done in class if time permits, or as homework, followed by a brief discussion in class, depending on the language skills of the participants.
- Highlight positive ways to deal with conflicting values between parents and children in Exercise 3.5
- Encourage participants to identify their own positive values and to think about how they can teach their children those values in Exercise 3.6

**4. Wrap-up and Preview of Next Session**

- 4.1. Recap what participants have learned today.
- 4.2. Invite participants to share their thoughts about the session.
- 4.3. Invite participants to provide input in ways to improve future sessions.
- 4.4. Explain to participants what they can expect in the next session.

## SESSION 3 – PARENTING STYLES AND VALUES

### PARTICIPANT'S NOTES

#### WHAT TO EXPECT IN TODAY'S SESSION

In this session we will:

- Review what we have learned in the last session and provide an update.
- Learn about various parenting styles and think about our own parenting practice.
- Identify values which are most important to us, and think about how we implement these values in our daily life.
- Learn effective methods to help our children develop their own value system.

#### REVIEW AND UPDATE

In our last session, we discussed how institutional and social pressures affect our families. We also talked about the importance of the expectations we have of ourselves and of our children.

##### Questions for Review

- What are some examples of how institutions have an impact on our families?
- In what ways are parents and families affected by social pressures?
- How do your expectations influence yourself and your children?
- Do you have any comments or questions to share with the group?



### Exercise 3.1 How Do We Relate To Our Children?

#### A. Individual Task

Write down 3 examples of your child's recent behaviour. How did you deal with each incident in Canada, and how would you have dealt with it in your country of origin.

| Child's Behaviour | How I Dealt With My Child's Behaviour in Canada | How I Dealt With My Child's Behaviour in My Home Country |
|-------------------|-------------------------------------------------|----------------------------------------------------------|
|                   |                                                 |                                                          |
|                   |                                                 |                                                          |
|                   |                                                 |                                                          |

#### B. Group Sharing

Share your examples with the whole group.

### PARENTING STYLES

**Parenting** is a complex activity that we as parents do to influence, socialize, teach, and control our children. Our parenting serves two purposes. First, it communicates our expectations of how our children develop their best potential. For example, we teach our children to feel special about who they are, or to think about what they are good at and work for it. Second, it responds to our children's behaviours. For example, we may use different discipline methods to correct our children when they do something that we as parents find unacceptable.

**Parenting styles** are ways we influence, teach, and control our children. Quite often our parenting styles are influenced by our own values, cultural practices and upbringing. In Canada, people often talk about three parenting styles: authoritarian style, permissive style, and democratic style.

#### **Authoritarian Style**

When parents use an authoritarian style, they expect their children to obey their orders. They expect their children to behave according to their standards, and impose their knowledge and experience on their children. For example, after coming home from school, a parent advises their child to finish their homework

right away. Yet the child may want to relax for a while or eat a snack first and then settle down with their homework. If the parent insists on his/her way and orders the child to complete their homework immediately, he/she is using an authoritarian parenting style. Here are some advantages and disadvantages of authoritarian style:

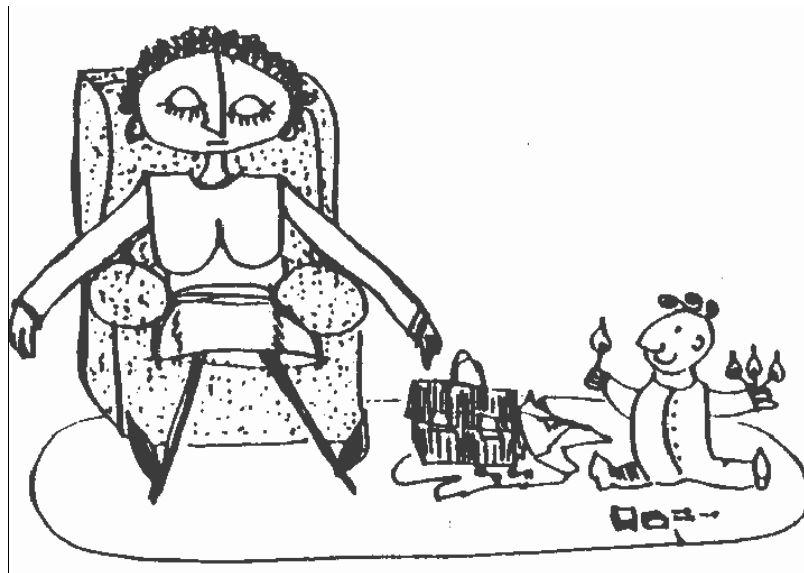
| ADVANTAGES                                                                                                                                                                                                                                                                      | DISADVANTAGES                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ Parents can ensure that children follow rules for health and safety.</li> <li>▪ Parents can ensure that children maintain important family and cultural traditions.</li> <li>▪ Children may learn to respect their parents.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Parents can use their authority to “bully” children.</li> <li>▪ Children might learn to fear parents, and do things as their parents wish only out of fear.</li> <li>▪ Children might not learn self-control, self-discipline, and responsibility.</li> </ul> |



### ***Permissive Style***

When parents use a permissive parenting style, they give little direction to their children. They can be too lenient and in some cases, children appear to have control over their parents. In the homework example, the parent advises the child to do his/her homework after he/she has had a chance to snack and rest. This child, however, does not take what the parent has said seriously and keeps playing and watching TV. By the time the child sits down to do his/her homework, they are too tired and ready for bed. The parent says to themselves, “Well, he/she is only in Grade 2. When he/she grows older, he/she will take their homework more seriously.”

| ADVANTAGES                                                                                                                                                                                                                                | DISADVANTAGES                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>▪ Children may learn to think for themselves and make decisions.</li><li>▪ Children can develop creativity.</li><li>▪ Parents may feel freed of some responsibilities for their children.</li></ul> | <ul style="list-style-type: none"><li>▪ Children may feel insecure and unsure of what their parents expect of them, and may therefore constantly test parents to find out the limits.</li><li>▪ Children might not learn consideration for others.</li><li>▪ Children often learn to be manipulative.</li><li>▪ Parents may feel angry, resentful and powerless as their needs are not being met.</li></ul> |



### ***Democratic Style***

When parents use a democratic parenting style, they invite their children to cooperate and build a trusting and respectful relationship. Both parents and children show respect for each other and deal with conflicts and disagreements through open communication and problem solving techniques. Though parents can be assertive, they are not intrusive and restrictive. When their children do things they find unacceptable, they use supportive disciplinary methods rather

than punishments. They support their children to be assertive, socially responsible, self-regulated, and cooperative. In our homework example, the parent suggests to the child to finish their homework right away so that he/she will have plenty of time later in the evening to play with his/her siblings. The child agrees, but first would like to have a snack and relax for a short time. The parent respects the child's needs and agrees to this plan. Later on, when the child seems to be too involved with watching TV, the parent reminds him/her of the agreement and offers to support him/her with his/her homework. The child cooperates and is ready to sit down to do his/her homework.

| <b>ADVANTAGES</b>                                                                                                                                                                                                                                                                                                    | <b>DISADVANTAGES</b>                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>▪ Parents and children learn to trust and respect themselves and each other.</li><li>▪ Family members learn decision making and negotiating skills.</li><li>▪ Children learn self-control, self-discipline and responsibility.</li><li>▪ The family works as a team.</li></ul> | <ul style="list-style-type: none"><li>▪ Children might not learn to work independently of others unless parents make an effort and encourage children to gain independence.</li><li>▪ Parents are required to invest more time and patience to negotiate and solve problems.</li></ul> |

In raising our children, we generally use different parenting styles at different times as each style is useful in certain situations. In selecting our parenting style, we need to consider each situation, each child, and evaluate a given situation to determine what strategy is most useful. The key message here is that we as parents are aware of our own behaviours and need to think through the different situations as they surface. We need to give our children both structure and flexibility so that they receive guidance and at the same time feel free to explore new things.

### **Some Interesting Findings about Parenting Styles and Their Consequences on Children**

- Children from authoritarian families tend to do moderately well in school and have less behaviour problems. They, however, have poorer social skills, lower self-esteem, and higher levels of depression.
- Children and adolescents whose parents are permissive to the point of not being involved mostly perform poorly in different areas in their lives.
- Children whose parents are more likely to use a democratic style rate themselves or are rated by others as more socially competent.
- Children and adolescents from democratic homes are more likely to be involved in problem behavior and perform less well in school, but they have higher self-esteem, better social skills, and lower levels of depression.

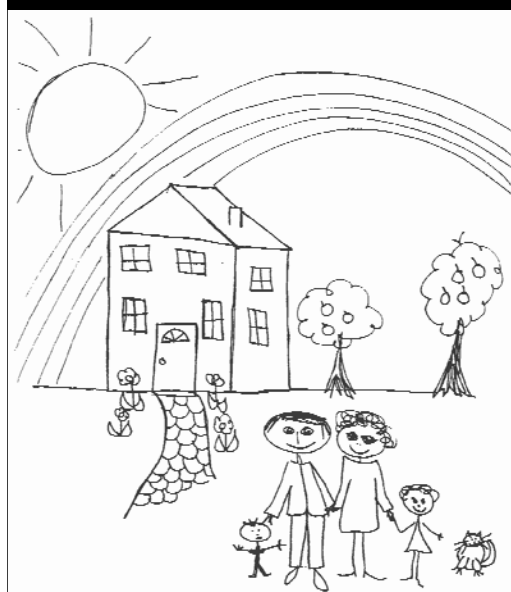
Source: <http://www.vtaide.com/png/ERIC/Parenting-Styles.htm>

These results show that parents need to be supportive and provide clear structure and guidance to help their children develop their best potential!

Immigrant parents may bring other parenting styles that are unique to specific cultures. As we adapt cross cultural parenting styles, we need to keep the following in mind:

- Everyday we make decisions to resolve situations where our values and beliefs are sometimes different from others. We find that things are not fixed and do not stay the same all the time. Living in Canada, we are in the process of both maintaining our cultural traditions and adapting to new values and practices. We therefore need to examine our own values and practices, and at the same time, be open to learn new traditions.
- As parents, we have to prioritize our values, and develop our own unique ways of dealing with situations. Again, while it is important for us to have clear values and ways of doing things, we can benefit from thinking through our values and practices.
- Our families live in two worlds together. At times, our children may struggle to come to terms with conflicting values at home and in the community. They may experience degrees of pressure to bridge the two

cultures. As parents, we have an important role in helping our children to function well in both cultures. This involves having open communication and understanding between us and our children.



### Exercise 3.2 Discussion on Parenting Styles

#### Group Discussion

We have learned the three basic parenting styles (authoritarian, permissive, and democratic styles). We have found that no parent ever uses only one style all the time. We are more likely to use all three, depending on the situation, our mood, the child's age, etc.

1. What parenting styles did you use in **Example 3.1**?

| Example Number | Parenting Style in Canada | Parenting Style in Home Country |
|----------------|---------------------------|---------------------------------|
|                |                           |                                 |
|                |                           |                                 |
|                |                           |                                 |

2. What similarities and differences do you notice between your parenting style in Canada and in your home country?

3. What factors have affected your parenting style?

4. How do your cross cultural parenting styles compare with other families in Canada?

## VALUES

A **value** is something that has great importance to us. It is often related to our ideals, life priorities, needs, and wants. For example, we may place great importance (value) on our cultural traditions in order to maintain contact with our past and a sense of continuity in our lives (our needs and wants). As parents, our parenting styles and expectations for ourselves and our children reflect our values. A parent who values interdependence is more likely to teach her child to learn to share and live with other people.

### Exercise 3.3 Common Values

#### Group Brainstorm

1. Give some examples of what you value most ...

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2. How do we know how important a value is to us?
3. Ask yourself the following questions:
  - a. Do I only talk about it?
  - b. Do I defend it?

Our value system is our internal guideline, but implementing our values requires us to transfer our ideals into practice. For example, if we value peace, we may implement our values in our daily living by (a) avoiding exposure to children of the violence in the media, books, and toys, (b) talking openly to our children about how to relate to others peacefully, (c) using and teaching our children non-violent ways to deal with conflicts, and (d) building peaceful relationships with family members and friends. When we teach our children values and show them how to apply these values into our lives, we help our children to develop consistency in their ways of thinking and actual behaviours.

### Exercise 3.4 Implementation of Values

#### A. Individual Task

Write 5 values that are most important to you. Describe how you act upon (implement) them.

| I Value... | I Implement My Value By.... |
|------------|-----------------------------|
|            |                             |
|            |                             |
|            |                             |
|            |                             |
|            |                             |

#### B. Group Discussion

Share your examples with the group. What are some of the different ways in which we can implement the same value?

### Exercise 3.5 What Would You Do...?

#### Scenarios

Indicate how you would deal with the following situations. Please note, you can pick more than one choice if need be, or think of other solutions:

1. "My twelve year old daughter was caught smoking in the washroom at school. She was already kept for a detention at school."
  - a) Discuss all the disadvantages of smoking.
  - b) Discuss the school situation [e.g. peer pressure] that has influenced her smoking habit.
  - c) Order her not to smoke.
  - d) Withdraw privileges for a week.
  - e) Explain to her that her culture does not allow smoking.
  - f) Tell her girls do not smoke.
2. "My three year old came home from his day-care swearing. He does not know what the words mean, but I can't just ignore it."
  - a) Put chilies in his mouth/wash his mouth.
  - b) Tell him that you do not like those words in your house.
  - c) Send the child to his room and ask him to swear there.
  - d) Talk to the daycare teacher to find out where the swearing is coming from
  - e) Spank the child.
  - f) Yell at the child.
  - g) Talk to the child and explain why he should not swear.

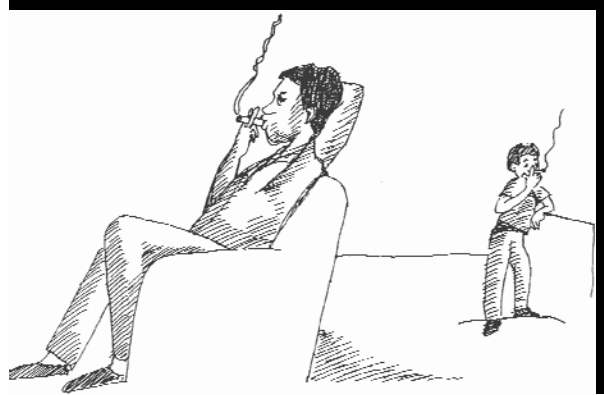


3. "I found my sixteen year old daughter kissing with a boy in the parking lot, when I went to pick her up at school. I think she is too young for this kind of relationship, and do not approve of public displays like this under any circumstances."
  - a) Send the girl back to my country of origin.
  - b) Arrange a marriage.
  - c) Ground her and cut all of her extra-curricular activities .
  - d) Punish her and tell her to stay away from boys.
  - e) Go and speak to her school teacher and Principal to explain my cultural beliefs.
  - f) Talk to her about positive relationships and set mutually agreeable rules for dating.
  - g) Enroll her in extra-curricular activities to focus her attention elsewhere.
  - h) This is not a problem in my culture.
  - i) Go with her to the library and look for books that deal with teen dating.
4. "When I threatened to spank my six year old son for being disrespectful, he snapped back at me and said that the laws in Canada don't allow parents to hit their children."
  - a) Tell him that as a parent you have a right to discipline him.
  - b) Arrange for a foster home.
  - c) Tell him to go and call the police.
  - d) Tell him that you were spanked until you were fifteen years old and you are going to treat him in the same way.
  - e) Discuss with him ways you can help him to take responsibilities and face consequences for his behaviours.
  - f) Give in to his threat and promise never to spank him.
5. "The people at the day-care say my four year old is hitting other children. At the day-care, they make him sit alone when this happens. They tell me I must do something at home to teach him not to do this, but what can I do?"
  - a) Tell him that smart people do not hit and set an example by not hitting him yourself.
  - b) Do not let him watch violence on television.
  - c) Try and find out the cause of the hitting.
  - d) Spank him at home /remove him from the day-care.
  - e) Set up a reward system/have a contract with the child.
  - f) Make him sit alone when he hits other kids at home.
  - g) Threaten him.
6. "My nine year old daughter sneaked some money from her piggy-bank and spent it on candy at the store with her friends. She knew she was not to take money out of it because we discussed it."
  - a) Put the piggy-bank away so that it is out of her reach.
  - b) Discuss with her that she has broken your trust.
  - c) Ground her for a week.
  - d) Stop giving her an allowance.
  - e) Spank her.
  - f) Search her room.

7. "My eight year old daughter asked me if she could sleep over at her friend's house as it was her birthday. I found it difficult to resolve the situation as we do not have the concept of sleeping over at a friends house."
  - a) Tell her, no daughter of mine will sleep outside of her home unless it's at her relatives place.
  - b) Tell her I will let her go this time but will tell her not to ask me next time.
  - c) Ask her to invite her friend here after the party.
  - d) I will meet the parents to find out who else is attending and then decide what to do.
  - e) Tell her she can go but to not watch television beyond 9:00 p.m.
  - f) Tell her she can go as long as there are no boys there.
8. "My twelve year old daughter wants to wear ridiculous clothes to school and insists that everyone is wearing them. I, however, do not approve of them."
  - a) Tell her that she will dress decently when she goes to school.
  - b) Tell her that she goes to school to learn and not to show off her clothes.
  - c) Contact her school and petition for a uniform in school.
  - d) Tell her that you are not paying for any of those clothes, and she can buy them when she starts to earn her own money.
  - e) Discuss with her before going to the store, what kind of things you are going to buy her.
  - f) Accept that it is a stage she is going through and she will get out of it eventually and buy her the clothes so that she will be like all of her peers.
9. "My child does not want me to speak to his teacher as I have a funny accent".
  - a) Tell him that you do not care if you have a funny accent, you are still going to talk to his teacher.
  - b) Ridicule his Canadian accent.
  - c) Explain that Canadian people have different accents, and that is a great part of living in Canada.
  - d) Say you are smart because you speak more than one language.
  - e) Tell him some prominent people also have accents.
  - f) Tell him that even with your accent, the teacher will understand you.
  - g) If he is ashamed of you, you will not go.
10. "My twelve year old wants to cut his hair short but my cultural and religious values do not allow it."
  - a) Discuss the religious and cultural traditions with the child.
  - b) Have him meet other children who have long hair and take pride in it.
  - c) Let him cut his hair.
  - d) Spank him and tell him that if he wants to cut his hair he better leave home.
  - e) Threaten to send him/her to a boarding school in country of origin.
  - f) Discuss the reasons for wanting to cut his hair [peer pressure, etc].

## HOW TO HELP CHILDREN DEVELOP A SOUND VALUE SYSTEM

We often say “values are caught, not taught.” This means that children will rarely accept our values just because we tell them that they must. To help our children understand and accept our values, we need to express these values in a variety of different ways.



### **Modeling**

Be the kind of person you would want your child to be. Your child needs positive and consistent modeling to develop their values. For example, if you value education, you express your value by regularly visiting the library, asking your child how their day at school was, what they learned, offer to help them with their homework, volunteer and get involved in their school, and attend all parent teacher interviews.

### **Explanation**

Let your child know what you value and why. For example, you may want to explain to your child why you do not eat certain foods such as pork or meat (religious value).

### **Discussion**

Involve your child in discussion about daily events. Select topics of discussion from newspapers, TV programs, sporting events, storybooks, etc. For example, when your family views a TV program, spend some time afterward to discuss how you agree or disagree with certain events in the program. This is a good way to teach what we value.

### **Reinforcement**

Praise your child for demonstrating desired values. For example, when a child finds his friend's toys lying on the sidewalk, he initiates to return those toys to his friend. He is expressing his values of honesty and friendship, and therefore deserves positive regards for his behaviour.

## **Listening**

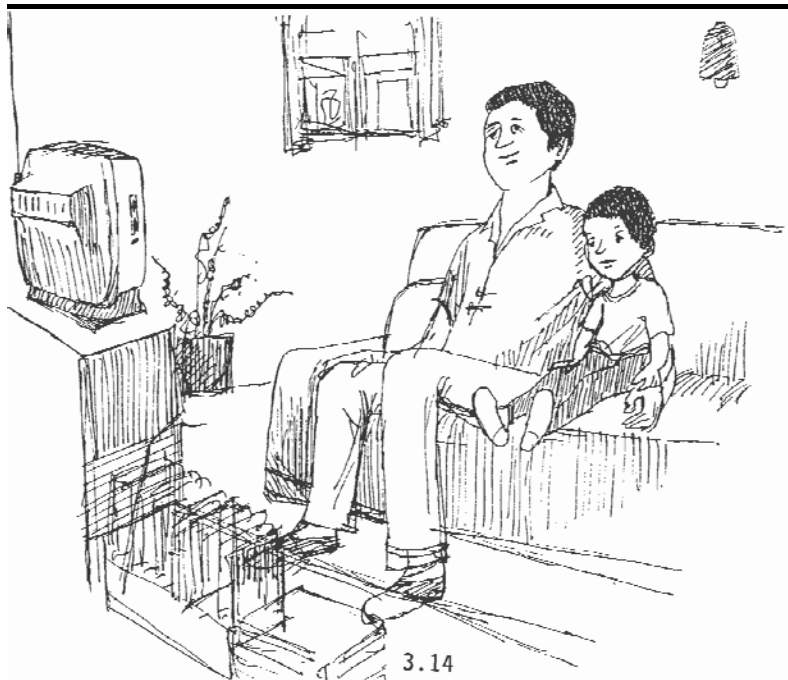
Be open to hearing your child's point of view. Be patient as your child searches for values which are important and meaningful to him or her. Listening itself communicates values of understanding, cooperation, and perhaps affection. Children absorb these values by copying parents.

## **Self-Examination**

Clarify your own values on an ongoing basis through self-reflection and discussion with friends, colleagues, and other parents.

## **Challenging**

This is harder to do as adults, but we do need to question own values and those of our children. Quite often, when we challenge our values, we understand why certain values are important to us and whether we are living according to our values. We may want to ask ourselves and our children these questions: "How will you follow through on them?", "What would happen if.....?", or "Do we behave according to our values?"



### Exercise 3.6 How I Express my Values to my Children

#### A. Individual Task

Choose a value which you want your child to develop, and describe how you encourage your child to understand that value.

SOMETHING WHICH I VALUE HIGHLY IS: \_\_\_\_\_

1. How do I model it?

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2. How do I tell/discuss it with my child?

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3. How do I reinforce the appropriate behaviour of my child?

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4. How do I encourage my child to tell me his or her point of view? How well do I listen when my child has a different opinion from my own?

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5. How do I go about examining my values?

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6. In what ways do I challenge my own values, and those of my child?

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#### B. Group Discussion

- f* Share examples with the group.
- f* Any feedback or suggestion from other people in the group to promote those values?
- f* Share with the group something you plan to do before our next meeting to examine your own values, or to help your child develop a specific value.

# SESSION FOUR

## CHILD DEVELOPMENT

- Facilitators notes
- Participants notes
- Child development
- The role of culture in child development
- Helping your children achieve healthy development



**CIWA**

*Calgary Immigrant Women's Association*



## SESSION 4 – CHILD DEVELOPMENT FACILITATOR'S GUIDE

### SESSION GOALS

- To learn and discuss developmental milestones.
- To examine the role of culture in child development.
- To explore strategies to help children achieve healthy development.

### SESSION OBJECTIVES

In this session participants will:

- Familiarize themselves with the stages of child development.
- Explore the influence of cultural values, beliefs, and practices on child development.
- Explore ways they as parents can help their children achieve healthy development.

### SESSION OVERVIEW

1. Welcome and Update
2. Child Development
3. The Role of Culture in Child Development
4. Helping Our Children to Achieve Healthy Development
5. Wrap-up and Preview of Next Session

### MATERIALS

- Flipchart and paper
- Handouts and blank papers
- Construction papers
- Markers, pens, and pencils
- Name tags
- Snacks and refreshments (recommended)
- Educational videos related to child development (check your local libraries or visit the online store at [http://www.childdevmedia.com/highlight.cfm?highlight\\_id=3](http://www.childdevmedia.com/highlight.cfm?highlight_id=3))
- Other considerations: Childcare, transportation, and translation
- Props (for role playing exercises - optional)

### PREPARATION

- Familiarize yourself with the Facilitation Notes.
- Familiarize yourself with the Participants' Notes.
- Prepare flipcharts containing session agenda, content, and exercises/activities.



- Access the following websites that provide useful information related to child development and parenting:
  - o [www.hc-sc.gc.ca/dca-dea/allchildren\\_touslesenfants/centres\\_main\\_e.html](http://www.hc-sc.gc.ca/dca-dea/allchildren_touslesenfants/centres_main_e.html)
  - o [www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com)
  - o [www.search-institute.org](http://www.search-institute.org)
  - o [www.cwla.org/positiveparenting](http://www.cwla.org/positiveparenting)
  - o [www.state.sc.us/dmh/schoolbased/school\\_resources.htm](http://www.state.sc.us/dmh/schoolbased/school_resources.htm)
  - o Go to [www.google.ca](http://www.google.ca), type key words “child development,” click on search, and then follow links.

## **FACILITATION NOTES**

### **1. Welcome and Update**

- 1.1. Welcome participants to the session.
- 1.2. Explain the objectives of this session.
- 1.3. Review the last session and invite an update from participants.

### **2. Child Development**

- 2.1. Discuss the information about child development in the Participant's Notes.
  - Define child development.
  - Explain the three key important areas of child development: physical development, cognitive development, and psychosocial development.
  - Discuss the four states of growth in the table provided in the Participant's Notes.
  - Discuss the role of culture in child development.
  - Encourage questions and clarifications.

#### **Key Points and Pointers**

- Provide illustrative, culturally relevant examples throughout the discussion.
- Use pictures and drawings to show changes in child development.
- Validate cultural uniqueness in all aspects of development.
- Encourage participants to provide additional strategies or practices that have worked for their children.

## 2.2. Ask participants to do **Exercise 4.1**

- Explain Exercise 4.1 which involves small group discussions and large group sharing.
- Ask participants to work in small groups of 3 or 4 to examine
  - a) common traits of physical, cognitive, and psychosocial development among all children, regardless of their cultural backgrounds.
  - b) unique traits of physical, cognitive and psychosocial development of their children due to the influence of their cultural values, beliefs and practices.
  - c) unique traits of physical, cognitive and psychosocial development of their children due to their socioeconomic statuses.
- Invite groups to take turn to share their main points of discussion to all participants in the larger group.
- Encourage others to ask questions for clarification, and to provide their perspectives and feedback.
- Record the main points of discussion on the flipchart.

### **Suggested Alternative Activities for Exercise 4.1**

#### **Educational Videos:**

Show educational videos about child development (check local libraries or on-line stores at [http://www.childdevmedia.com/highlight.cfm?highlight\\_id=3](http://www.childdevmedia.com/highlight.cfm?highlight_id=3)). Discuss various topics related to child development after viewing the videos.

#### **Critical Analysis:**

Ask participants to work in small groups. Each group draws a picture of a child in the centre. From there, have them expand and demonstrate how the child interacts with people and their surroundings. Discuss how various factors and people have a positive or negative influence on the child's development.

#### **Brainstorm of Developmental Map:**

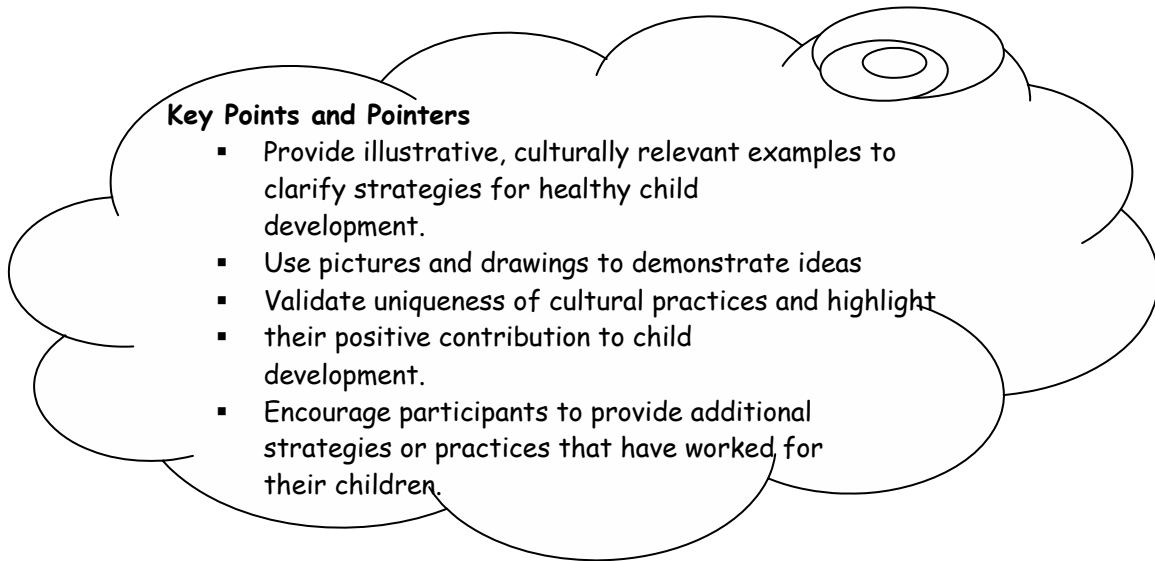
Ask participants to work in small groups. Together, have them create a "map" of how a child develops from a new born to an adulthood. They can draw, sketch, or cut and paste pictures from magazines or newspapers. Discuss the various stages of child development.

## **3. Helping Your Children to Achieve Healthy Development**

### 3.1. Discuss the information related to healthy child development in the Participant's Notes

- Identify the eight essential ingredients for building developmental assets for children.

- Discuss positive ways that parents can help their children to achieve healthy development.
- Invite follow up questions and suggestions.



### 3.2 Ask participants to do Exercise 4.2

- Explain Exercise 4.2 which involves small group discussions and large group sharing.
- Ask participants to work in small groups of 3 or 4 to:
  - a) As a group, select an item of interest that symbolizes their vision for raising their children to become healthy, caring and confident people.
  - b) Discuss how their item of interest represents their vision for healthy child development.
  - c) Physically construct the item of interest using construction paper, drawing, or any other creative means.
  - d) Identify different parts that contribute to the beauty and uniqueness of the item as a whole.
  - e) Make the connections between the identified parts and the factors that would help their children achieve healthy development.
  - f) Discuss how they as parents can help their children experience healthy development.
- Ask groups to take turns and share the main points of their discussion and encourage feedback and further suggestions.
- Record the main points of discussion on the flipchart.

**Suggested Alternative Activities for Exercise 4.2**

**Role Play:**

Ask participants to work in pairs or small groups. Each group identifies an area of child development that is important to them, and then create a scenario that demonstrates how parents can encourage positive child development in the identified area. Groups then take turns to role-play in front of the whole group, followed by feedback and questions.

**Image Building:**

Standing together in the centre in silence and with their eyes closed, ask participants to think of their visions for their child's development. Then, ask participants to use their body to form an image that describes their vision. When everyone has had a chance to form an image, instruct participants to open their eyes and look around (without talking or changing their images). Ask participants to move closer to the people that they feel have similar images to theirs. In the group, discuss what the different groups of images mean in terms of positive child development, and ways to help children achieve positive development.

**4. Wrap-up and Preview of Next Session**

- 4.1. Recap what participants have learned today.
- 4.2. Invite participants to share their thoughts about the session.
- 4.3. Invite participants to provide input in ways to improve future sessions.
- 4.4. Explain to participants what they can expect in the next session.



## SESSION 4 – CHILD DEVELOPMENT PARTICIPANT’S NOTES

### WHAT TO EXPECT IN TODAY’S SESSION

In this session we will:

- Review what we have learned in the last session and provide an update
- Familiarize ourselves with the stages of child development.
- Explore the influence of cultural values, beliefs and practices on child development.
- Explore ways we as parents can help our children achieve healthy development.

### REVIEW AND UPDATE

In our last session, we discussed parenting styles and values. We examined how we can help our children to develop positive values.

#### Questions for Review

- Since our last session, what have you noticed about your parenting style?
- What have you done to examine your own values?
- In what way(s) have you helped your children to develop their values?

### CHILD DEVELOPMENT

**Child development** refers to stages or specific steps that our children go through before becoming adults. Our children go through four such stages of growth where they learn and develop certain things. These stages are:

- Infancy (birth to age two),
- Early childhood (ages 2 to 6),
- Later childhood (ages 7 to 11), and
- Adolescence (ages 12 to 18).



There are three major areas of child development: Physical development, Cognitive Development, and Psychosocial Development.

***Physical development***

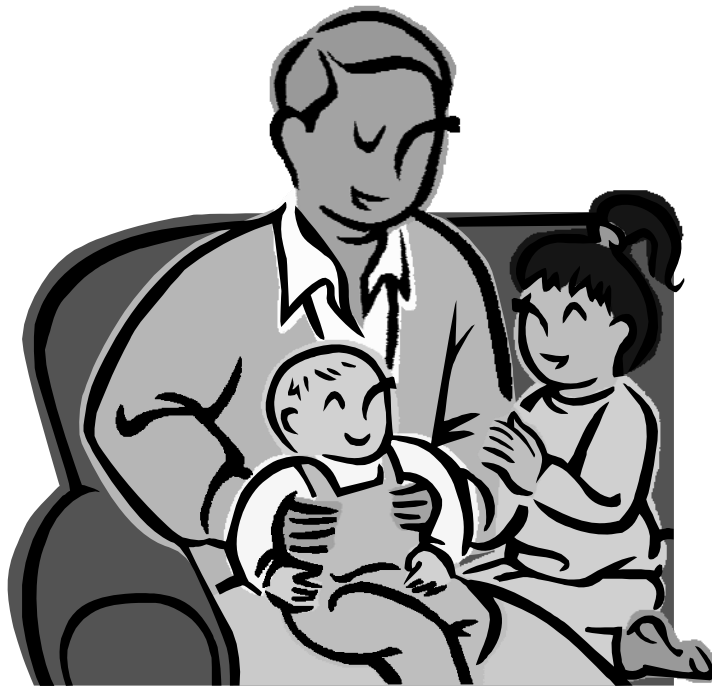
Involves how children change in their body size, weight, and ability. Though not visible, children also experience growth in their brain and nervous system.

***Cognitive development***

Involves how children think, reason, communicate, use language, and receive and understand information.

***Psychosocial development***

Involves personality, perception, and interactions with family members, friends, and others in the community.



The following table summarizes some common characteristics that children of different age groups experience in their physical, cognitive, and psychosocial development.

Cross Cultural Parenting Program

|                                           | PHYSICAL DEVELOPMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | COGNITIVE DEVELOPMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | PSYCHOSOCIAL DEVELOPMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INFANCY:<br/>(Birth to Age 2)</b>      | <ul style="list-style-type: none"> <li>• Have brain tripled in weight.</li> <li>• Continue to develop nervous system.</li> <li>• Be able to do simple <b>motor skills</b> such as: sitting up without support, crawling, pulling themselves up for standing position, starting to walk, waving bye-bye, feeding themselves small pieces of food by age 1.</li> <li>• Be able to do coordinated activities such as: walking well (constantly on the go), jumping and throwing a ball by age 2.</li> </ul> | <ul style="list-style-type: none"> <li>• Move from knowing/responding to things through touching and seeing to using mental abilities to recognize things and respond to environment.</li> <li>• Be able to identify and react to the emotions of others, play game like peek-a-boo, saying “mama,” “dada,” or imitating sounds, and recognizing own name by age 1.</li> <li>• Be able to feel cautious, learn many new words (“no” as a favourite word), talking two-word sentences by age 2.</li> </ul>            | <ul style="list-style-type: none"> <li>• Develop trust, security, and basic optimism through love and nurturing.</li> <li>• Experience transition from total dependence in the first year (i.e.: depending on parents for cues) to asserting independence (i.e., explore things independently) by age 2.</li> <li>• Develop self-awareness between ages 1 and 2 and becoming more self-centered and possessive.</li> <li>• Show interest in other children, though do not really play with them for long periods</li> </ul> |
| <b>EARLY CHILDHOOD:<br/>(Ages 2 to 6)</b> | <ul style="list-style-type: none"> <li>• Continue to have brain develop faster than any other part of their body, developing 90 percent of its adult weight by age 5.</li> <li>• Grow stronger, with body proportions more adult like.</li> <li>• Improve body movements, such as running and jumping.</li> <li>• Develop small motor skills such as writing and drawing.</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>• Increase use of mental thinking.</li> <li>• Be able to develop longer attention span, have active imagination, repeat short nursery rhymes, understand simple stories, speak in short sentences, asking favourite word “why” by age 3.</li> <li>• Be able to ask constant questions, have longer attention span, be imaginative, recognize and match colors, sizes, and shapes, develop fear of the dark, thunder, animals, enjoy dramatic plays (puppet, dolls,</li> </ul> | <ul style="list-style-type: none"> <li>• Develop independence and self-control.</li> <li>• Boldly and enthusiastically initiate new activities.</li> <li>• Develop a sense of self.</li> <li>• Engage in increasingly complex and imaginative types of play either by themselves, or increasingly, with others.</li> </ul>                                                                                                                                                                                                  |



|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EARLY CHILDHOOD:<br/>(Ages 2 to 6)<br/>(Continued)</b> | <ul style="list-style-type: none"> <li>• Be able to build blocks, stay neat, wash and dry hands and face by age 3.</li> <li>• Be able to go up and down a short ladder, throw balls overhand, develop balance, dress alone, manage buttons and shoelaces, and cut with scissors by age 4.</li> <li>• Be able to have good balance and physical coordination, tie shoelaces, and work with tools by age 5.</li> </ul> | <p>dress up, cars), learn right from left, and form letters by age 4.</p> <ul style="list-style-type: none"> <li>• Be able to speak clearly, memorize things, have longer attention span, count well, learn phone number and address, print own name, retell or make up stories by age 5.</li> <li>• Be able to develop language skills rapidly, understanding of grammar and adjusting communication to audience by age 6.</li> </ul>                                                    | <ul style="list-style-type: none"> <li>• Become more cooperative, begin to play with other children, learn to share and wait for turn, imitate others, and wants to please parents by age 3.</li> <li>• Play well with other children, and boss and criticize others by age 4.</li> <li>• Show interest in helping others, play cooperatively with friends, want to fit in and feel accepted, gain self-control by age 5.</li> </ul>                                                                    |
| <b>LATER CHILDHOOD:<br/>(Ages 7 to 11)</b>                | <ul style="list-style-type: none"> <li>• Grow more slowly than during infancy, toddlerhood, or adolescence.</li> <li>• Increase strength in heart and lung capacity to do activities such as swimming and running.</li> <li>• Increase a sense of control over motor skills.</li> <li>• Take twice as long as an adult to respond to things since brain has not completely developed.</li> </ul>                     | <ul style="list-style-type: none"> <li>• Develop ability to understand logical principles by age 7 or 8.</li> <li>• Develop ability to understand mathematics and measurement.</li> <li>• Develop ability to process information (learning, understanding and organizing knowledge).</li> <li>• Increased ability to understand structures of language.</li> <li>• Become more analytical in their use of vocabulary and enjoy word-play involved in puns, jokes, and riddles.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop greater understanding of cause and effect.</li> <li>• Develop awareness of actions and attitudes of others.</li> <li>• Become more perceptive to reinforcement and modeling.</li> <li>• Become more aware of the importance of friendship.</li> <li>• Become less dependent on parents and more dependent on friends for help, loyalty, and sharing of mutual interests.</li> <li>• Become more aware of family life and the world outside.</li> </ul> |

*Cross Cultural Parenting Program*

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ADOLESCENCE:<br/>Ages 12 to 18)</b> | <ul style="list-style-type: none"> <li>• Experience puberty between the ages of 9 and 14 (increases in male and female hormone levels, enlargement of breasts in girls and testes in boys, growth spurt, external appearance changing).</li> <li>• Gain height, weight and muscles.</li> <li>• Develop potential reproductive abilities at the end of puberty (period/ menstruation in girls and ejaculation in boys).</li> <li>• Grow taller and develop deeper voices in boys.</li> <li>• Develop facial and body hair (boys).</li> <li>• Develop wider hips and breasts (girls).</li> <li>• Have lung and heart develop to adult sizes.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand abstract concepts and use scientific reasoning by the end of adolescence.</li> <li>• Develop ability to reason morally.</li> <li>• Become more intensely curious and growing in mental ability.</li> <li>• Prefer active learning activities.</li> <li>• Develop egocentrism (feeling invincible, underestimate risks).</li> </ul> | <ul style="list-style-type: none"> <li>• Develop a strong sense of identity or self (with influence from family, peers and society).</li> <li>• Learn to love, care and develop wisdom.</li> <li>• Rely more on friends to “try out” new behaviours, explore different aspects of personality, and interact with people they are attracted to.</li> <li>• May find themselves at odds with parents over issues such as self-discipline, self-control, independence.</li> </ul> |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## THE ROLE OF CULTURE IN CHILD DEVELOPMENT

Parents of all cultural backgrounds share some basic goals for their children.

1. They want their children to be physically healthy.
2. They want their children to develop skills and abilities so that they can take care of themselves as adults.
3. They want their children to develop cultural values, such as morality, spirituality, and achievement.

While parents share these basic goals for their children, their cultural values, beliefs, and practices produce different child-rearing practices, which also influence the development of their children.

Parents, family, and community members can influence various aspects of child development. They can influence **social and moral aspects** of child development through setting social norms and behavioural standards. For example, those parents who come from **individualistic** cultures regard helping the child to build “a sense of self” as an important goal. They tend to encourage their children to develop independence, assertiveness, and self-expression. On the other hand, parents who come from **collectivist** cultures may consider helping their children develop “a sense of connectedness” as an important goal. They tend to encourage their children to develop interdependence, obedience, reliability, social obligation, group achievement, and self-restraint.



Parents can further influence the **emotional aspects** of child development by communicating their cultural expectations in expression of feelings, empathy, and social interactions. For example, parents who come from individualistic cultures tend to encourage their children to express their feelings to meet their individual emotional needs. On the other hand, those parents who come from collectivist traditions tend to encourage their children to be more attentive to others' feelings, or “read” others' feelings and thoughts without being told. They may also encourage their children to show restraint in their expressions of

emotion (especially in frustrating situations), which is viewed as good manners and important for group harmony.

Parents can further influence **cognitive aspects** of child development through encouraging various ways of thinking and reasoning. For example, people from Western cultures tend to focus on internal attributes of a person or object, analyze individual components, and isolate behaviour from its environment. Those who come from collectivist societies, however, tend to think more about situations surrounding an event, and focus on relations between people and the environment.

### Exercise 4.1 Child Development

#### Small Groups

In groups of 3 or 4, think about your experience of raising your own children or your observation of child-rearing practices in your community. Discuss the following questions:

- What characteristics or traits does your child share with other children in their development, regardless of their cultural background(s)?
- What characteristics or traits set your child apart from other children in their development, because of their different cultural upbringing and practices?
- Within children of the same cultural groups, what characteristics or traits do you notice as being different among children living in families with low income, single parents, etc.

#### Group Discussion

Share some of the main points of discussion in your groups with the other participants. Make sure that your group has covered all aspects of physical, cognitive, and psychosocial development. Encourage other people to ask questions and share their thoughts.

## **HELPING YOUR CHILDREN TO ACHIEVE HEALTHY DEVELOPMENT**

Your vision and priorities have a great influence on who your children are and what they become. Just as a carpenter needs a saw, hammer, drill, nails, lumber, and shingles to build a strong house, we as parents need tools and materials to support our children in their development. There are eight essential ingredients to build developmental assets for children. These include:

- a) Nutrition
- b) Love and support
- c) Boundaries and expectations
- d) Positive and structured activities
- e) Commitment to education and learning
- f) Positive values
- g) Social competency
- h) Positive identity and empowerment.

The following provides some ideas to build these important developmental assets. Some of the ideas below focus on what parents can do within their families, and other ideas deal with getting community members involved in their children's lives.

### **a) Nutrition**

Nutrition has far reaching consequences for physical, cognitive, and social development of children. It is important that children are introduced to a balanced diet and a healthy lifestyle. Parents may consider the following strategies to help their children with good nutrition:

- Learn and discuss with children about the Canadian food guide and healthy food choices.
- Breastfeed young infants.
- Provide children with nutritious meals.
- Model healthy eating habits.



- Avoid serving children fast foods and limit their access to junk food (chips, candy, pop, etc.).

### **b) Love and Support**

Children need consistent love and support from those around them. Love and support can be nurtured through positive family support, communication, relationships with adults, neighborhood, school and community climate, and parental involvement. Here are some ideas parents can use to build love and support for their children:

- Provide high levels of love and support in family life.
- Communicate with children in positive ways.
- Encourage children to seek advice and counsel from family members.
- Create opportunities for children to develop meaningful relationships with other adults.
- Work with neighbours to create a caring neighbourhood.
- Work with your child's school to create a caring, encouraging, and inclusive environment.
- Be involved in your child's school and community programs.



### **c) Boundaries and Expectations**

Children need to have appropriate boundaries and discipline for appropriate behaviours. Positive boundaries and expectations can be achieved through family boundaries, school boundaries, neighborhood boundaries, adult role models, positive peer influences, and high but realistic expectations. Parents may consider the following strategies to facilitate positive boundaries and expectations:

- Establish family boundaries with clear rules, consequences, and supportive supervision.
- Work with your child's school to establish school boundaries with clear rules and consequences.

- Work with neighbours to establish neighborhood boundaries with supportive supervision.
- Create opportunities for children to have meaningful relationships with positive adult role models.
- Support children to develop positive friendships.
- Have high but realistic expectations for growth and behaviours.

#### **d) Positive, Structured Activities**

Children need opportunities to be involved in positive, structured activities to explore and develop their skills and talents. Positive, structured activities can be incorporated into creative work, children and youth programs, spiritual activities, and family life. Parents may consider the following strategies to create positive, structured activities:

- Create opportunities for children to have lessons or practice in music, theatre, and other arts.
- Enroll children in community and school programs, such as sports, clubs, cultural activities.
- Help children to develop their spirituality through religious activities, environmental activities, meditation, etc.
- Spend quality time with children, doing enjoyable activities.



#### **e) Commitment to Learning**

Children need to be prepared for personal growth and life long learning. They develop their commitment to learning through motivation for achievement, bonding to and active involvement in school, homework, and reading. Parents may consider the following strategies to promote their children's commitment to learning:

- Model your own commitment to life long learning by taking classes, training in the community, and reading.
- Motivate children to do well in school.

- Engage children in stimulating learning activities both at school and at home.
- Help children with homework.
- Help children care about their school.
- Read with your children and encourage them to read for pleasure.
- Introduce your children to local libraries and educational settings such as the Calgary Zoo, Calgary Science Centre, and Cultural Centres.



#### **f) Positive Values**

Children need values to guide their priorities and choices in life. They need to acquire some important personal characters, such as integrity, honesty, caring, commitment to equality and social justice, responsibility, and restraint. Parents may consider the following strategies to help their children develop positive values:

- Model and encourage children to develop and express empathy for others.
- Model and encourage children to help others.
- Model and encourage children to care for social justice issues such as poverty, equality, racism, etc.
- Model and encourage children to act on their convictions and stand up for their beliefs.
- Model and encourage children to tell the truth even when it is not easy.
- Model and encourage children to accept and take personal responsibility.
- Model and encourage children to show respect for others, regardless of their backgrounds.

#### **g) Social Competency**

Children need social skills to function and negotiate through life. They develop social competency in the areas of planning and decision making, interpersonal skills, cross-cultural interactions, resistance skills, and peaceful



conflict resolution. Parents may consider the following strategies to help their children develop social competency:

- Help children plan ahead and make choices,
- Prepare children to develop empathy, sensitivity, and friendship skills.
- Introduce children to friends and people from different cultural, racial and ethnic backgrounds.
- Prepare children with skills to resist negative peer pressure and dangerous situations.
- Support children to learn and practice non-violent ways of resolving conflicts and dealing with frustrating situations.

#### **h) Positive Identity & Empowerment**

Children need to have a positive identity and a sense of empowerment to grow as unique, dignified individuals. They demonstrate positive identity and empowerment through their self-esteem, personal power, sense of purpose, positive view of their future, contributions to community, and positive cultural identity. Parents may consider the following strategies to help their children develop a positive identity:

- Create opportunities for children to shine with their skills and talents.
- Support children to develop self-esteem.
- Praise children's talents and contributions to family or community life.
- Model and guide children to develop a sense of purpose in life.
- Model and support children to feel hopeful and optimistic about their personal future.
- Involve children in meaningful community activities.
- Work with people in the community to show that the community puts children first.
- Support children to learn about their culture and feel proud of their heritage.

## **Exercise 4.2 Helping our Children to Achieve Healthy Development**

### **Small Groups**

In groups of 3 or 4, together, select an item of interest that symbolizes your vision for healthy child development. This item could be a house, a tree, a car, a musical instrument, a shape, a toy, an animal, a cultural artifact or any other thing. Do the following:

- Discuss how the item of interest represents your vision for raising your children to become caring, healthy, and confident people.
- Physically construct the item of interest using construction paper, drawing, or any other creative means.
- Identify different parts that contribute to the beauty and uniqueness of the item as a whole.
- Make the connections between the identified parts and the factors that would help your children achieve healthy development.
- Discuss how you as parents can help your children experience healthy development.

### **Group Discussion**

Take turns to share in the large group both the product of the group activity and the discussion. Encourage feedback and input from others.



# SESSION FIVE

## SELF ESTEEM AND ENCOURAGEMENT

- Facilitators guide
- Participants notes
- Self esteem
- Building Self Esteem: Encouragement vs Criticism



**CIWA**

*Calgary Immigrant Women's Association*



## SESSION 5 – SELF-ESTEEM, CRITICISM, AND ENCOURAGEMENT FACILITATOR'S GUIDE

### SESSION GOALS

- To reflect on how the process of immigration impacts the self-esteem of immigrant parents and children.
- To raise awareness about the importance of self-esteem among participants.
- To develop strategies and techniques, including encouragement and self-praise, that help build the self-esteem of immigrant parents and their children.

### SESSION OBJECTIVES

In this session participants will:

- Review what they have learned in the last session and provide an update.
- Examine the importance of self-esteem.
- Identify factors which raise and lower self-esteem.
- Look at ways to raise our own self-esteem.
- Learn techniques to help our children develop high self-esteem.

### SESSION OVERVIEW

1. Welcome and Update
2. Self-Esteem
3. Building Self-Esteem: Encouragement and Criticism
4. Wrap-up and Preview of Next Session

### MATERIALS

- Flipchart and paper
- Handouts and blank papers
- Markers, pens, and pencils
- Name tags
- Snacks and refreshments (recommended)
- Other considerations: Childcare, transportation, and translation
- DVD clips from the movie “The Parents Guide to Growing Pains- Self-Esteem Series,” can also be viewed. The movie helps parents teach children to like themselves, as well as others, and to handle negative feelings about themselves, such as feeling lonely or different. The DVD can be purchased at <http://www.bestprices.com/cgi-bin/vlink/798694185102BT.html>.
- Props (for role playing exercises - optional)

## PREPARATION

- Familiarize yourself with the Facilitation Notes.
- Familiarize yourself with the Participants' Notes.
- Prepare flipcharts containing session agenda, content, and exercises/activities.
- Access the following websites that provide useful information related to self-esteem and parenting:
  - o [http://www.keepkidshealthy.com/parenting\\_tips/self\\_esteem.html](http://www.keepkidshealthy.com/parenting_tips/self_esteem.html)
  - o [http://www.childdevelopmentinfo.com/parenting/self\\_esteem.shtml](http://www.childdevelopmentinfo.com/parenting/self_esteem.shtml)
  - o <http://www.parenting-ed.org/handout3/General%20Parenting%20Information/self%20esteem.htm>
  - o <http://www.nncc.org/Parent/esteem.parent.child.html>
  - o Go to [www.google.ca](http://www.google.ca), type key words "self-esteem," click on search, and then follow links.

## FACILITATION NOTES

### 1. Welcome and Update

- 1.1. Welcome participants to the session.
- 1.2. Explain the objectives of this session.
- 1.3. Review the last session and invite an update from participants.

### 2. Self-Esteem

- 2.1. Discuss the information about self-esteem in the Participant's Notes.
  - Explain what self-esteem is and how it is important to one's physical and emotional wellbeing.
  - Invite follow up questions.
- 2.2. Ask participants to do **Exercise 5.1**.
  - Invite participants to discuss the identified questions.
  - Record the main points of discussion on the flipchart.

#### Key Points and Pointers

- Emphasize that Exercise 5.1 provides participants with an opportunity to focus on their own self-esteem and raise their awareness of how their life circumstances (such as their adaptation to the immigrant process) have an impact on their self-esteem.
- Exercise 5.1 can be done collectively or individually. If participants do the exercise individually, they can be invited to share their analyses with other people in the group.

**Suggested Alternative Activities for Exercise 5.1**

**Story Telling:**

Have participants work in pairs or small groups. Together, have them reflect on their experiences, and create a collective story that describes the immigration journey of an immigrant family, and how they deal with issues that affect their self-esteem. Ask participants to share their stories afterward.

**Role-Playing:**

Have participants work in pairs or small groups. Together as a group, have them create a scenario in which as immigrants, they have to deal with issues that affect their self-esteem. Participants will practice their role plays in small groups, and then share with the large group afterward.

**Visual Aid/DVD:**

Show some clips from the DVD, *A Parent's Guide to Growing Pains- Self-esteem* (available for purchase at <http://www.bestprices.com/cgi-bin/vlink/798694185102BT.html> ). After viewing, invite participants to discuss the situations, particularly how they are similar or different to the issues facing immigrant families.

**2.3. Ask participants to do Exercise 5.2**

- Provide examples of things that may raise or lower self-esteem.
- Invite participants to brainstorm ideas about things that raise their self-esteem.
- Invite participants to brainstorm ideas about things that lower their self-esteem.
- Invite participants to brainstorm ideas to change or avoid things that lower their self-esteem.
- Invite participants to brainstorm ideas to keep or build their self-esteem.
- Record participants' ideas on the flipchart.



**Key Points and Pointers**

- Emphasize that there are no right or wrong answers.
- Point out that people do things differently.

**Some Examples from Previous Programs**

| THINGS THAT RAISE SELF-ESTEEM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | THINGS THAT LOWER SELF-ESTEEM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>▪ Compliments from husband or friends.</li><li>▪ Being understood by others.</li><li>▪ Doing a good job.</li><li>▪ Doing volunteer work, like joining a committee.</li><li>▪ Landing a good job.</li><li>▪ Being a successful parent.</li><li>▪ Encouragement, praises, and patience from others.</li><li>▪ Being able to communicate in English.</li><li>▪ Meeting nice people, making friends.</li><li>▪ Doing something you could not do before.</li><li>▪ Taking care of things outside of the home.</li><li>▪ Being around positive people/atmosphere.</li><li>▪ Feeling a sense of belonging.</li><li>▪ Receiving letters from family and friends back home.</li></ul> | <ul style="list-style-type: none"><li>▪ Having weight or health problems.</li><li>▪ Not being able to understand English or speak English well.</li><li>▪ Not feeling welcomed by people.</li><li>▪ Not having many friends.</li><li>▪ Feeling homesick.</li><li>▪ Not being respected or listened to by children.</li><li>▪ Being unemployed or underemployed.</li><li>▪ Facing criticism or disregard of opinion.</li><li>▪ Failing a driving test.</li><li>▪ Having language problems at job interviews.</li><li>▪ Having financial problems.</li><li>▪ Experiencing discrimination and racism.</li><li>▪ Having a sick child.</li><li>▪ Not having money to entertain friends.</li></ul> |

### **Suggested Alternative Activities for Exercise 5.2**

#### **Image Building:**

Participants work in pairs, assigning 1s and 2s to each pair. Ask each pair to select a situation that has negatively affected their self-esteem. Instruct 1s to take on the role of an immigrant, and 2s the role of a person(s) the immigrant has interacted with in a particular situation. Instruct participants to work in silence. Ask 2s to think about how the person(s) has interacted with the immigrant, then use their body to form a real image to describe that particular situation. Ask 1s to look at 2s, and form an image in response to the image of how the immigrant has responded to the person(s). Ask pairs to present their real images and invite others to discuss what they see. Now, ask participants to go back to their pairs, form their initial real images and again work in silence. This time, ask 1s to look at 2s, and think about the ideal relationship the immigrant would like to have with the person(s). Instruct 1s to gently mold and move 2s in ways they would like to see in an ideal world. Ask 1s to adjust their own image in response to the newly formed image. Ask pairs to take turns to present their ideal images. Invite others to discuss what they see and what strategies they can use to achieve such ideal images.

#### **Role-Playing:**

Have participants work in pairs or small groups. Together as a group, have them create a scenario in which as immigrants, they have encountered situations which either lower or raise their self-esteem. Have participants practice their role playing in small groups, and then share with the large group afterwards.

### **3. Encouragement and Criticism**

3.1. Discuss the information about encouragement and criticism in the Participant's Notes.

- Clarify key terms and concepts.
- Invite participants to point out differences between encouragement and criticism.
- Invite follow up questions.

3.2. Ask participants to do Exercise 5.3

- Instruct participants to do their individual task.
  - Ask participants to individually write down 3 examples of their child's behaviour and how they have responded to such behaviours with criticism and encouragement.
  - Invite participants to share their examples with the group.
  - Record the key points on the flipchart.

| Child's Behaviour                                                     | Criticism                          | Encouragement                                                      |
|-----------------------------------------------------------------------|------------------------------------|--------------------------------------------------------------------|
| Drops milk on the carpet.                                             | You dumb kid, why did you do that? | Oh dear, well take a sponge and clean it up. Be careful next time. |
| A high school student's final report card showed 85% overall average. | Where is the other 15%?            | Good for you. Well done. You seemed to have worked very hard.      |

- Invite participants to work in pairs and role play the situations they have used encouragement or criticism with their children. Alternatively, participants can select and role play the presented incidents.
- Invite participants to share their examples with the group and ask for feedback and suggestions from the group.



**Key Points and Pointers**

- Allow participants enough time to practice their role play.
- Encourage the "child" to express their feelings while listening to criticism.
- Encourage the "parent" to explore their feelings when using criticism.
- Encourage the "child" to express their feelings when listening to encouragement.
- Encourage the "parent" to explore their feelings when using encouragement.

**Suggested Alternative Activities for Exercise 5.3**

**Image Building:**

Have participants work in pairs, assigning 1s and 2s to each pair. Ask each pair to select a situation that involves a parent-child interaction. Instruct 1s to take on the role of a child, and 2s the role of a parent. Instruct participants to work in silence. Ask 2s to think about the parent using criticism, then use their body to form an image to describe that particular parent. Ask 1s to look at 2s, and form an image in response to the image of how the child has responded to the parent. Ask pairs to present their images and invite others to discuss what they see. Now, ask participants to go back to their pairs, form their initial images and again work in silence. This time, ask 2s to think about the parent using encouragement, then use their body to form an image to describe that particular parent. Ask 1s to look at 2s, and form an image in response to the image of how the child has responded to the parent. Ask pairs to present their images and invite others to discuss what they see. Invite others to discuss different ways they can use encouragement in those situations.

**Drawing:**

Have participants work in pairs or small groups. In their small groups, select a situation that involves an interaction between a child and a parent. Participants are asked to use drawings to describe a situation in which the parent uses criticism, and another situation in which the parent uses encouragement. Participants take turns to share their small group works, analyzing behaviours, and exploring feelings of the child and parent in those situations.

**3.3. Ask participants to do Exercise 5.4**

- Instruct participants to do their individual task.
  - Ask participants to individually write down 3 examples of self-praise.
- Invite participants to share their examples to the group.
- Record the key points on the flipchart.

**4. Wrap-up and Preview of Next Session**

- 4.1. Recap what participants have learned today.
- 4.2. Invite participants to share their thoughts about the session.
- 4.3. Invite participants to provide input in ways to improve future sessions.
- 4.4. Explain to participants what they can expect in the next session.



## SESSION 5 – SELF-ESTEEM, CRITICISM, AND ENCOURAGEMENT PARTICIPANT’S NOTES

### WHAT TO EXPECT IN TODAY’S SESSION

In this session we will:

- Review what we have learned in the last session and provide an update.
- Examine the importance of self-esteem.
- Identify factors which raise and lower self-esteem.
- Look at ways to raise our own self-esteem.
- Learn techniques to help our children develop high self-esteem.

### REVIEW AND UPDATE

In our last session, we discussed the four stages of child development, and the three major areas of child development. We also examined the role of culture in child development, and how to help your child to achieve healthy development.

#### Questions for Review

- How has your knowledge about the various stages of child development impacted your parenting?
- Have you noticed any cultural values, beliefs, and practices that have an impact on your child's development?

### SELF-ESTEEM

**Self-esteem** is how we feel about ourselves. Our self-esteem is high when we have control over things, or feel valuable, important, capable and useful. Our self-esteem is low when we feel that nobody cares about us, or believes that we can not do anything right.

As newcomers to Canada, we may not understand how things work in Canada at first. We may not understand Canadian laws, social customs, and traditions. Many of us experience culture shock, and feel out of place and

confused by how different things are in Canada. Because of our (limited) English or a lack of recognition of our education and experiences, some of us cannot find work, or work in low paying jobs that are not related to our training, or work at jobs that are at a lower skill than what we have been trained for such as a medical doctor operating an ice-cream machine, an architect driving a cab, or an engineer doing cleaning jobs. Being new in Canada, many of us do not have friends and feel isolated. Sometimes, we experience discrimination at work or in the community. Under such circumstances, we sometimes question our own abilities, feel rejected, not appreciated, and even lose faith in ourselves. These are some of the signs telling us that we are losing our self-esteem. Fortunately, when we are aware of things that affect our self-esteem and get support and learn ways to build our self-esteem, we are able to gain control over our lives and feel worthy again.



### Exercise 5.1 How Immigration Affects Self-Esteem

It is very common that our self-esteem suffers when we experience major changes in our lives, such as moving to a new country. The following exercise helps us think about how our experiences as an immigrant affects our self-esteem, so that we can work together to think of ways to improve our self-esteem.

#### Group Discussion

Discuss the following questions with the group:

1. In what ways has moving to Canada affected your self-esteem?
2. How do you feel when you are having trouble communicating in English?
3. How do you feel facing new situations and new ways of doing things in Canada?
4. Can you think of other factors related to moving to Canada that have affected your self-esteem?

### Exercise 5.2 Things that Lower and Raise Our Self-Esteem

Self-esteem is extremely important because it affects everything we do. As parents, we learn ways to build high self-esteem for ourselves and our children. In this exercise, we will first identify things that raise or lower our self-esteem. We will then come up with ways to change or avoid things that lower our self-esteem, as well as ways to nurture things that raise our self-esteem.

Keep in mind that each one of us needs to decide for ourselves what works for us. Quite often, different people have different needs and respond to things differently. For example, some people feel high esteem when they are involved in community activities such as doing volunteer work. One immigrant lady who participated in the past program worked hard and eventually became the Chairperson of the Board of Directors of the Calgary Immigrant Women's Association. She said that her achievement helped her self-esteem a lot. She offered these words to other immigrants: "As you finish things, you build self-esteem. At first you feel uncomfortable and shy. But push yourself. Don't be afraid. Take one step at a time. There is nothing to lose, so try. Once you finish something you feel better."



### A. Group Brainstorm on Things that Lower or Raise our Self-Esteem

Keep in mind that there are no right or wrong answers. Different people respond differently to things.

| THINGS THAT LOWER OUR SELF-ESTEEM | THINGS THAT RAISE OUR SELF-ESTEEM |
|-----------------------------------|-----------------------------------|
|                                   |                                   |
|                                   |                                   |
|                                   |                                   |
|                                   |                                   |
|                                   |                                   |
|                                   |                                   |

### B. Group Brainstorm on Ways to Change / Avoid Things that Lower Self-Esteem, and Things that Encourage and Build Things that Raise our Self-Esteem.

| HOW TO AVOID OR CHANGE THINGS THAT LOWER OUR SELF-ESTEEM | HOW WE ENCOURAGE OR BUILD THINGS THAT RAISE OUR SELF-ESTEEM                |
|----------------------------------------------------------|----------------------------------------------------------------------------|
| Example: Stay away from negative people                  | Example: Do things that we enjoy and share our accomplishments with others |
|                                                          |                                                                            |
|                                                          |                                                                            |
|                                                          |                                                                            |
|                                                          |                                                                            |
|                                                          |                                                                            |
|                                                          |                                                                            |

### BUILDING SELF-ESTEEM: ENCOURAGEMENT VERSUS CRITICISM

Because self-esteem is important to the wellbeing of our children and ourselves, we can learn techniques to build self-esteem for ourselves and our children. Here, we look at the practice of giving encouragement and avoid being critical of ourselves and our children.

We will begin our discussion by looking at an example. A student brought home 85% on her report card. Her parents asked “where is the other 15%?” Like many parents, we are sometimes guilty of focusing too much on faults and weaknesses of our children. We may spend a bit too much time trying to correct “bad” behaviours. We may sometimes forget to notice our children’s strengths, talents and positive behaviours. The problem is that when we constantly criticize or find faults and then try to correct our children, our children will over time believe that they are “bad,” “stupid” or “can not do anything right.” Anyone, child or adult, who believes that she or he is no good, will often give up trying to do anything well.

As parents we take pride in our unconditional love for our children. Even when our children do things we find unacceptable, we love and accept them for who they are, and at the same time, support them to develop good behaviours. Our focus on the strengths and good qualities of our children will help them build self-confidence and feel worthy. After all, children who feel good about themselves are more likely to behave well.

Let’s go over one example in which a parent tries to avoid being critical of her child and instead focuses on encouragement. The child is working very hard on his homework without being told or reminded. However, the child has left such a big mess, scattering papers in one part of the room. Even though the parent was not pleased with the mess, she has decided to praise her child for his hard work and commitment to his study. She also offers to help him organize his room afterwards. The child was happy with both the encouragement and the support he received. As parents, we need to remember that children are our equal in terms of human worth. Adults expect children to respect them, but we need to respect our children too. When parents respect children, they learn to respect themselves.



## **Ways to Encourage Children**

The previous example showed how a parent encourages her child to do well in his/her school work, and at the same time support him to overcome his tendency to make a big mess in his room. The following provides some practical ways that you can encourage your children and help them develop positive self-esteem:

### ***Use affection and approval***

When you show your affection and approval to your children, your children will feel loved, accepted, and understood. Parents who use heritage languages to show love and affection will also encourage their children to learn their mother tongue. Children will more likely think of their heritage language as a language of love and encouragement, rather than of criticism.

### ***Focus on positive qualities in the child and the situation***

Even when your child makes mistakes, there are positive things in the child or the situation that you can pay attention to. For example, if your child makes several mistakes speaking your language, instead of getting frustrated or worried that he/she will never learn the language, you can get excited that your child is trying. When your child uses some words and grammar correctly, you can celebrate his/her achievement.

### ***Faith in your child***

Children need to know that their parents believe in them. Tell your children often, especially when they are in doubt, that you believe in their goodness and abilities. Remember that each child is a unique individual and needs opportunities to do things his or her own way, in his or her own time.

### ***Recognize effort and improvement***

Your children are success in progress. Do not wait until your child completes things successfully, and then show your encouragement and approval. Celebrate every effort and improvement that your child shows. Although your excitement when your child completes a task means you are rewarding them, your encouraging words while the child is working on his or her task means that you are being part of his or her journey to success. As a result of your encouragement, your child will feel motivated to complete the task and build his or her self-esteem.

### ***Power of expectations***

This strategy needs to be used with care. Though your child needs high expectations to grow to their fullest, you need to make sure that your expectations are fair, reasonable, and realistic. When expectations are beyond a child's ability, you are setting your child up for failure.

### ***Avoid name calling and labeling***

When your child does "bad" things, separate the "deed from the doer." Avoid labeling him/her or calling him/her names, such as "bad boy" or "rude child." Instead, identify his/her "bad" behaviour, explain why it is not appropriate and offer alternative ways to behave.

### ***Listen***

When you listen to your child, your child feels understood, respected, and worthy. You will also understand your child's point of view better.

### ***Avoid comparing***

When you compare your child to his or her siblings, you are encouraging competition and sibling rivalry, and discouraging cooperation. Your child needs to be told that she or he is a unique individual.

### ***Use of Positive Language***

Many children hear words of disapproval, such as "no," "don't," and "can't" too often that they do not feel validated or encouraged. As parents we can re-word our messages so that we are pointing out what our children can or may do. Here are some examples of how we can re-word our phrases:

| <i>Instead of saying</i>                             | <i>Do say</i>                                           |
|------------------------------------------------------|---------------------------------------------------------|
| ▪ Don't forget to thank Aunty...                     | ▪ Remember to thank Aunty...                            |
| ▪ You can't play until you have cleaned your room... | ▪ You can play as soon as you have cleaned your room... |
| ▪ Don't stay outside too long...                     | ▪ Come back in when you get cold...                     |

### ***Use positive methods to correct behaviours***

Children do need guidance to identify and un-learn behaviours you consider unacceptable. They also need support to explore alternative, positive ways to behave in different situations. In helping your child to correct his or her behaviour, you may want to:

- Focus on the one specific behaviour you wish to correct, not all of the behaviours you would like to see improved.
- Focus on the present moment, not on what the child did yesterday or last week, or will likely do tomorrow.
- Focus on what you like or dislike, want or don't want. For example, you may want to say "I don't like being interrupted when I'm talking" instead of "You should never interrupt me when I am talking."

### Exercise 5.3 Encouragement Versus Criticism

#### A. Individual Task

Write down 3 examples of your child's behaviours, and how you could respond to those behaviours with criticism and with encouragement. Use ideas from the list on the previous page – Ways to Encourage Children, or other ways you know to encourage your children.

| Child's Behaviour | Criticism | Encouragement |
|-------------------|-----------|---------------|
|                   |           |               |
|                   |           |               |
|                   |           |               |

#### B. Role Play

With a partner, role play each example, or you can choose from the examples below. Pretend you are the child as you listen to the criticism, and then to the encouragement.

INCIDENT #1 Your child has spilt his milk on your new rug. You told him to finish his milk at the table and not bring it into the living room.

INCIDENT #2 Your child comes home with a 60% average on his report card. You realize that this is an improvement from his last report card but you feel that this is not good enough.

INCIDENT #3 Your child does not like speaking your language but she tries to do so just to please you. She makes a lot of grammatical mistakes and this annoys you.

INCIDENT #4 Your son is not very good at academic subjects but is very good with his hands. He can virtually mend anything broken around the house. You want him to become a doctor, but his marks indicate that he does not have the aptitude for medicine.

**C. Group Discussion**

Share your examples with the group, and discuss how you felt in your role. How do you think your children feel when you criticize them? How do you think your children feel when you encourage them?

**Exercise 5.4 Self-Praise**

Sometimes we find it hard to say good things about ourselves. We may think it is wrong, or selfish to praise ourselves. However, when we apply for a job, a question which is usually asked is, “what do you do well?” Also, if we want our children to like us, and to be proud of us, we need to show them that we like and are proud of ourselves.

**A. Individual Task**

Write down 3 things which you have done of which you are proud.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**B. Group Discussion**

Share your examples with the group, and we will write them on the flip chart.



# SESSION SIX

## CHILD DISCIPLINE

- Facilitators guide
- Participants notes
- Misbehaviour
- Dealing with misbehaviour
- Discipline methods
- Child abuse



**CIWA**

*Calgary Immigrant Women's Association*





## SESSION 6 – CHILD DISCIPLINE FACILITATOR'S GUIDE

### SESSION GOALS

- To work with participants to raise their awareness about and explore issues involved in child misbehaviour and discipline.
- To work with participants to explore effective methods of child discipline.
- To enhance knowledge and skills to deal with domestic violence and child abuse.

### SESSION OBJECTIVES

In this session participants will:

- Review what they have learned in the last session and provide an update.
- Explore what misbehaviour means from both the child's and parent's point of view.
- Explore reasons why our children misbehave.
- Compare what are considered misbehaviours in different cultures.
- Examine ways of dealing with misbehaviour, with a focus on punishment and discipline.
- Understand what child abuse is.

### SESSION OVERVIEW

1. Welcome and Update
2. Misbehaviour
3. Dealing With Misbehaviour
4. Child Abuse
5. Wrap-up and Preview of Next Session

### MATERIALS

- Flipchart and papers
- Handouts and blank papers
- Markers, pens, and pencils
- Name tags
- Snacks and refreshments (recommended)
- Other considerations: Childcare, transportation, and translation
- Clips from the video, *Active Parenting Now Video 3: Discipline*, as alternative activities for the exercises. This video resource presents various situations in which children misbehave and present nonviolent discipline techniques for parents. The video can be purchased at:  
[http://www.activeparenting.com/acb5lic/showdetl.cfm?&DID=8&Product\\_ID=11037&CATID=46](http://www.activeparenting.com/acb5lic/showdetl.cfm?&DID=8&Product_ID=11037&CATID=46)
- Props (for role playing exercises - optional)

## PREPARATION

- Familiarize yourself with the Facilitation Notes.
- Familiarize yourself with the Participants' Notes.
- Prepare flipcharts containing session agenda, content, and exercises/activities.
- Access the following websites that provide useful information related to child discipline and parenting:
  - o <http://www.happychildren.com>
  - o <http://www.ksu.edu/wwwparent/courses/rd/rd4.htm>
  - o [http://topics-az.parenthood.com/articles.html?article\\_id=1005](http://topics-az.parenthood.com/articles.html?article_id=1005)
  - o Go to [www.google.ca](http://www.google.ca), type key words "child discipline" or "child misbehaviour," click on search, and then follow links.

## FACILITATION NOTES

### 1. Welcome and Update

- 1.1. Welcome participants to the session.
- 1.2. Explain the objectives of this session.
- 1.3. Review the last session and invite an update from participants.

### 2. Misbehaviour

- 2.1. Discuss the information about misbehaviour in the Participant's Notes
  - Discuss what misbehaviour means to a child and a parent.
  - Discuss why children misbehave.
  - Invite questions, opinions, and cross cultural comparisons from participants.

#### Key Points and Pointers

- Make sure to discuss with participants what misbehaviour means from the points of view of the child and the parent. The following example highlights the differences in perceptions of what misbehaviour is for a parent and what misbehaviour is for a child. A freshly bathed and dressed child starts playing in the mud. From the point of view of the child, he may think that he had done what his mom wanted him to do (bathe) and now he can do something that he likes (play in the mud). From the child's point of view, he may not think that he was misbehaving, but from the mother's point of view, this could be extreme misbehaviour, especially if she is short of time, expecting guests, or planning to go out for an appointment.



**Key Points and Pointers (continued)**

- Make sure that parents understand the reasons behind their child's behaviours. This will help parents to help their child change their behaviour(s) while at the same time staying supportive and understanding.
- Invite participants to compare how parents of different cultures may view the same child's behaviour differently. For example, a child who speaks assertively to adults in North American culture is considered to be a confident, articulate child. However, a child who speaks assertively to adults in Chinese culture may be considered to be displaying disrespectful behaviour.

**2.2. Ask participants to do Exercise 6.1**

- Invite participants to give examples of how their children misbehave.
- Invite participants to explore reasons why their children misbehave.
- Record main points of discussion on the flipchart.



**Key Points and Pointers**

- Reassure participants that it is normal that children misbehave. It does not mean their children are bad children.
- Encourage participants to think from both the child's and parent's perspective.
- Explore how children's behaviours are perceived in different cultural contexts.

### **Suggested Alternative Activities for Exercise 6.1**

#### **Story Telling:**

Have participants work in pairs or small groups. Encourage participants to think about their daily interactions with their children. Together, participants create a story about how a child misbehaves, exploring what led to his/her misbehaviour, how he/she expressed himself/herself, what his/her behaviour means to him/her, and how he/she impacts other. Groups then take turns to share their stories with others, followed by a group discussion.

#### **Role-Playing:**

Have participants work in pairs or small groups. Each pair or small group creates a scenario in which a child misbehaves. Encourage participants to present both the child's and parent's perspective. Groups take turns to role play, followed by a large group discussion.

#### **Visual Aid/DVD:**

Show some clips from the video resource, Active Parenting Now Video 3: Discipline. Invite participants to discuss the situations and explore reasons why children misbehave.

### **2.3. Ask participants to do Exercise 6.2**

- Ask participants to brainstorm on behaviours which are considered "inappropriate" in some cultures.
- Ask participants to brainstorm on behaviours which are considered "inappropriate" in most cultures.
- Write the main points of discussion on the flipchart.

#### **Key Points and Pointers**

- While it is important to point out similarities and differences in cultural practices, avoid judging various ways of thinking or doing things as "superior" or "inferior."
- Point out how religious and cultural values and norms define what are good or bad behaviours. Sometimes those values or norms may not apply to, or be considered of interest to certain groups of people in society.

### Some Examples from Previous Programs

| BEHAVIOURS WHICH ARE CONSIDERED "INAPPROPRIATE" IN SOME CULTURES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | BEHAVIOURS WHICH ARE CONSIDERED "INAPPROPRIATE" IN MOST CULTURES                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ Children are not allowed to talk when elders are talking</li> <li>▪ Girls are not allowed to go outside, unless accompanied by father or brother</li> <li>▪ People show affection (such as kissing, holding hands, body contact, etc.) in public</li> <li>▪ Girls dress scantily</li> <li>▪ Children have eye contact with elders or authority figures</li> <li>▪ Children call older people by their first names</li> <li>▪ People use left hand in giving or receiving things</li> <li>▪ People touch other people's heads</li> <li>▪ People make noise while having soup or tea, or belch loudly to show appreciation of the meal</li> <li>▪ Parents hit or slap their children</li> <li>▪ Children have sleepovers</li> <li>▪ People cut their hair (religious value)</li> <li>▪ People live together before marriage</li> <li>▪ Parents arrange marriage for children</li> </ul> | <ul style="list-style-type: none"> <li>▪ Children use bad language</li> <li>▪ Children steal</li> <li>▪ Children get violent with others</li> <li>▪ Children lie</li> <li>▪ People do not help others who are in need</li> <li>▪ People do not take responsibilities</li> <li>▪ People drink excessively or take drugs</li> <li>▪ People yell at or bother others</li> </ul> |

#### 2.4 Ask participants to do **Exercise 6.3**

- Ask participants to form small groups.
- Ask each group to select one of the case studies.
- Ask participants to brainstorm answers for each case study.
- Bring participants back to the larger group and ask groups to take turns to share their answers.
- Invite others to provide feedback and further suggestions.
- Write the main points of discussion on the flipchart.

### **Suggested Alternative Activities for Exercise 6.3**

#### **Role-Playing:**

Have participants work in pairs or small groups. In their small groups, have participants create their own case studies based on their experiences. Each group creates a scenario that involves a child misbehaving, and explore the questions presented in Exercise 6.3. Groups take turns to present, followed by a discussion and feedback from others in the larger group.

#### **Visual Aid/ DVD:**

Show some clips from the video resource, Active Parenting Now Video 3: Discipline. Invite participants to discuss the situations and answer the questions presented in Exercise 6.3.

#### **Story Telling:**

Have participants work in pairs or small groups. Each group creates a story and explores the questions presented in Exercise 6.3. Groups take turns to share their stories to the large group, followed by a discussion and feedback from others.

### **3. Discipline versus Punishment**

#### **3.1. Discuss the information related to discipline and punishment in the Participant's Notes**

- Clarify key terms and concepts.
- Invite participants to point out the differences between discipline and punishment and how parents see misbehaviour and strategies to address misbehaviour.
- Invite follow up questions and suggestions.

#### **3.2. Ask participants to do **Exercise 6.4****

- Instruct participants to do Section A.
  - Ask participants to individually write down 3 examples of child's misbehaviour and how they have responded to misbehaviour.
  - Invite participants to share their examples with the group.
  - Record the key points on the flipchart.
- Instruct participants to participate in a small group discussion (Section B)
  - Invite participants to answer the 5 questions.
  - Ask each small group to take turns to share their discussion with the larger group, followed by feedback and suggestions from other participants.
  - Write the key points of discussion on the flipchart.
- Instruct participants to participate in a group discussion (Section C).

- o Invite participants to share examples of how their responses to their child's misbehaviour has resulted in cooperation and an improvement in their behaviour.
- o Invite participants to share what they are planning to do differently to see cooperation and an improvement in their child's behaviour.



**Key Points and Pointers**

- Emphasize from time to time that participants need to test new ideas and techniques and find out what works for them, and not to follow ideas blindly.
- Point out to participants that they probably have already been using many of these techniques.

**Suggested Alternative Activities for Exercise 6.4**

**Image Building :**

Have participants work in pairs, assigning 1s and 2s to each pair. Ask each pair to select a situation that involves a parent-child interaction. Instruct 1s to take on the role of a child, and 2s the role of a parent. Instruct participants to work in silence. Ask 2s to think about the parent using punishment, then use their body to form an image to describe that particular parent. Ask 1s to look at 2s, and form an image in response to the image of how the child has responded to the parent. Ask pairs to present their images and invite others to discuss what they see. Now, ask participants to go back to their pairs, form their initial images and again work in silence. This time, ask 2s to think about the parent using discipline, then use their body to form an image to describe that particular parent. Ask 1s to look at 2s, and form an image in response to the image of how the child has responded to the parent. Ask pairs to present their images and invite others to discuss what they see. Invite others to discuss different ways they can use positive discipline strategies in those situations.

**Drawing:**

Have participants work in pairs or small groups. In their small groups, select a situation that involves an interaction between a child and a parent. Participants are asked to use drawings to describe a situation in which the parent uses punishment, and another situation in which the parent uses positive discipline. Participants take turns to share their small group works, analyzing behaviours and exploring feelings of the child and the parent in those particular situations.



#### **4. Child Abuse**

- 4.1 Discuss the information on child abuse in the Participant's Notes.
  - Clarify key terms and concepts.
  - Invite participants to discuss the similarities or differences in how child abuse is perceived here in Canada, and in their country of origin.
  - Invite follow up questions and suggestions.
- 4.2 Facilitator's may want to invite a guest speaker to discuss what is domestic violence, assault, the Canadian laws, its impact on family life, and the resources and help available to abused women.

#### **5. Wrap-up and Preview of Next Session**

- 5.1. Recap what participants have learned today.
- 5.2. Invite participants to share their thoughts about the session.
- 5.3. Invite participants to provide input in ways to improve future sessions.
- 5.4. Explain to participants what they can expect in the next session.

## SESSION 6 – CHILD DISCIPLINE

### PARTICIPANT'S NOTES

#### WHAT TO EXPECT IN TODAY'S SESSION

In this session we will:

- Review what we have learned in the last session and provide an update.
- Explore what misbehaviour means from both the child's and parent's point of view.
- Explore reasons why children misbehave.
- Compare what are considered misbehaviours in different cultures.
- Examine ways of dealing with misbehaviour, with a focus on punishment and discipline.
- Understand what child abuse is.

#### REVIEW AND UPDATE

In our last session, we discussed self-esteem. We examined how we can build self-esteem in ourselves and in our children.

##### Questions for Review

- Share with the group something you like about yourself, or something you have done and feel proud of.
- Share with the group something you have done for yourself since our last session that has raised your self-esteem.

#### MISBEHAVIOUR

**Misbehaviour** refers to things that people do that are considered “bad,” “inappropriate,” or “undesirable.” In a parent-child relationship, parents and children may look at misbehaviour differently. For example, a freshly bathed and dressed child starts playing in the mud. From the point of view of the parent, the child seems to ignore her hard work to get him/her cleaned. In the child's mind, however, he/she may think that he/she has done what her mother wanted him/her to do (bathe and get dressed), and now he/she can do something he/she

likes. In considering whether our children have misbehaved, we need to keep two things in mind:

- Do our children (especially younger children) know or remember what appropriate behaviours are?
- Are our expectations for their behaviours fair, realistic, and reasonable? For example, a two year old child has not fully developed his ability to coordinate his body movements, and therefore cannot be expected to eat rice without spilling some.

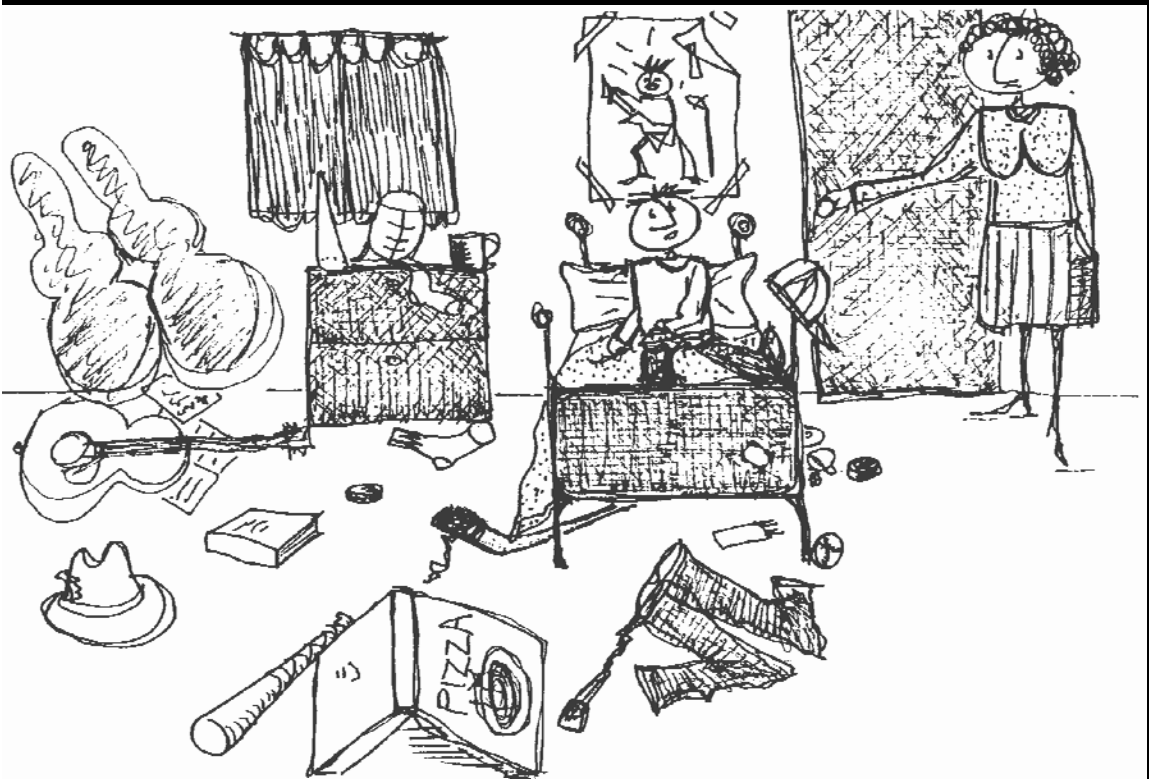
Sometimes, our children do misbehave even when they fully understand what is considered good behaviour. They may try to bring our attention to something. As parents, we need to be aware of what we think about our children's behaviours and how they affect our feelings. At the same time, we need to try to learn the reasons behind our children's misbehaviours. Some of the reasons children misbehave include:

- They have been rewarded for their misbehaviour. For example, a mother is very busy with her work. Her child acts out and screams in the background. The mother bribes her child to be quiet by giving him/her candy. The child learns that he/she will get rewarded next time by misbehaving.
- They have copied what their parents do. For example, a child has seen his mother and father raise their voices abruptly several times to get what they want. The child learns that to get what he/she wants, they need to raise their voice and be abrupt.
- They are testing whether their parents will enforce rules. For example, a child is not convinced that she has to go to bed at 8:00p.m. in order to have enough sleep for school the next day. She tries to watch TV beyond 8:00p.m. to see whether her parents are serious about her bed time. When her parents seem not to make a big deal of her staying up past 8:00p.m., she has determined that she will stay up as late as she wants.
- They are asserting themselves and their independence. Children constantly learn to develop their own ideas and values. Sometimes, their ideas and values are not the same as their parents.
- They are protecting themselves. Sometimes children try to defend themselves when they feel threatened. For example, other children have

been calling a child of Indian background a “Paki.” This child feels violated and frustrated, and hits one of those kids.

- They feel bad about themselves. When children do not feel good about themselves, they may do things to fulfill their expectations that they are in fact no good. For example, a child is struggling with his English because he does not receive help from his school. He feels stupid and decides not to try learning anything at school. Instead, he starts bothering other kids, and this makes others believe that he is a “bad” kid.

When we understand why our children misbehave, we are more likely to be able to find effective ways to support our children to reduce misbehaviours and develop good behaviours.



### Exercise 6.1 Misbehaviour and Reasons for Misbehaviour

#### Group Sharing

Give examples of your child's behaviour that you do not like, and the reasons why you think your child is misbehaving this way.

| EXAMPLES OF MISBEHAVIOUR                                                                       | REASONS FOR MISBEHAVIOUR                   |
|------------------------------------------------------------------------------------------------|--------------------------------------------|
| Child interrupts mother's conversation when her friend visits her or when she is on the phone. | Child is trying to get mothers' attention. |
|                                                                                                |                                            |
|                                                                                                |                                            |
|                                                                                                |                                            |

Behaviours are often judged according to cultural (and religious) values, as well as what are considered norms of society. For example, in some cultures calling an elder by her or his first name might be considered as being disrespectful, rude, cheeky, or defiant. In other cultures, however, people may consider the child's behaviour as being confident and attentive. Cultural differences, therefore, influence what we consider to be "appropriate" and "inappropriate" behaviours.

### Exercise 6.2 Cultural Similarities and Differences

#### Group Brainstorm

| BEHAVIOURS WHICH ARE CONSIDERED "INAPPROPRIATE" IN SOME CULTURES | BEHAVIOURS WHICH ARE CONSIDERED "INAPPROPRIATE" IN MOST CULTURES |
|------------------------------------------------------------------|------------------------------------------------------------------|
|                                                                  |                                                                  |
|                                                                  |                                                                  |
|                                                                  |                                                                  |
|                                                                  |                                                                  |
|                                                                  |                                                                  |

Because of cultural differences, sometimes it is difficult for our children to deal with what is considered appropriate behaviour at home and in school. For example, some of us come from cultures where it is not acceptable for children to talk back or voice their opinions to adults. We may expect our children to listen and obey adults at home. However, at school, teachers may expect our children to behave differently. They may expect students to ask questions and to voice their opinions. If our children keep quiet at school, their teachers, who are not aware of this cultural value, might think that our children are withdrawing, not sociable, and not motivated. Such differences in expectations of behaviours may cause confusion, stress, and pressure for our children. They get caught in a difficult situation in which they struggle to find the best way to behave, to meet the expectations at home and in school. Some children might start feeling lost and not in control, and their self-esteem and self-confidence might also be affected.

As parents, we can play a role in reducing tension in our children. First, we need to think about our own cultural behaviours and try to understand why we behave in certain ways. Next, we need to make a list or a mental note of our cultural traditions and practices that are most important to us, as well as those that we are willing to compromise. When we are sure of our priorities and willing to learn about how our children and teachers think, we can invite our children and teachers to discuss our values and beliefs. We can look at those conversations as opportunities for learning and cultural understanding. While it is important that we prepare our children to maintain their cultural identities, we need to have faith in our children that they are capable of having their own feelings, values, and priorities.

### **Exercise 6.3 Case Studies**

#### **Discussion- Analysis of Behaviours**

In small groups, read and discuss one case study and answer the following questions:

**CASE STUDY 1** The Principal's office called the mother of 11 year old Aiysha, asking her to come to school immediately. When she arrived at the school, she learned that her daughter had threatened to "kill" another student in her class. The mother was very upset and started to spank her daughter. The Principal showed his dismay when he saw how the mother disciplined the child. The mother also later learned that the parents of the other girl pulled her out of school for three days because they were worried.

CASE STUDY 2 Ten year old Hans was caught stealing at school. The Principal informed Han's father of the situation. The next day, he went to school with visible bruises from physical discipline. A week later, a social worker visited Han's parents and warned them that Child Services would take Hans from the home if they repeat such physical discipline.

CASE STUDY 3 Nine year old Nadia asked her mother to allow her to go to a slumber party (sleep over) at her girlfriend's house. The father overheard the conversation, and said "No!" When the girl protested, the father stated, "no daughter of ours is sleeping outside of our home."

CASE STUDY 4 At 8:00pm on a school night, seventeen year old Maurice told his mother (who is a single parent) that he is going to a friend's house. When his mother expressed her concern that it was late and that he had school tomorrow, he agreed not to go out and told his mother that he is going to go to sleep. Before going to bed, Maurice's mother checked on him at 10:30pm. She realized he was not in his room. She searched the house and found him in the basement with his girlfriend (who was not of the same cultural background) drinking alcohol, smoking, and behaving inappropriately with one another in her home. She told his girlfriend to leave immediately and told him she would deal with him in the morning.

1. What is the child's behaviour that is being considered as wrong?

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2. How serious do you consider the misbehaviour?

---

3. How do you think the child felt before and while behaving in this way?

---

4. What are some of the reasons why the child might have behaved in this way?

---

5. How do you think the child felt about himself/herself after the incident?

---

6. How do you think the child felt toward the adults after the incident?

---

7. From the way the incident was handled by the adult(s), what do you think the child has learned about how to behave in the future?

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8. How do you think the situation should have been dealt with?

---

## DEALING WITH MISBEHAVIOUR

### Discipline versus Punishment

Before we look at ways to deal with misbehaviour, let's first look at the differences between punishment and discipline. **Discipline** means to teach with guidance and is regarded as a positive approach to parenting. When we guide our children towards positive behaviours and learnings, we are promoting a healthy attitude. Positive guidance encourages our children to think before they act and promotes self-control. Discipline requires thought, planning, and patience.

**Punishment**, on the other hand, is usually harsh and entails scolding, spanking, warning, or any other type of control behaviour and is regarded as a negative approach to parenting. Basically there are four kinds of punishment:

1. Physical (slapping, spanking, using a belt or hair brush, and so on).
2. With words (shaming, ridiculing, or using cruel words).
3. Holding back rewards (for example, "You can't watch TV if your chores aren't done.").
4. Penalizing the child (for example: "Because you told a lie, you can't have your allowance.").

Punishment is usually used because:

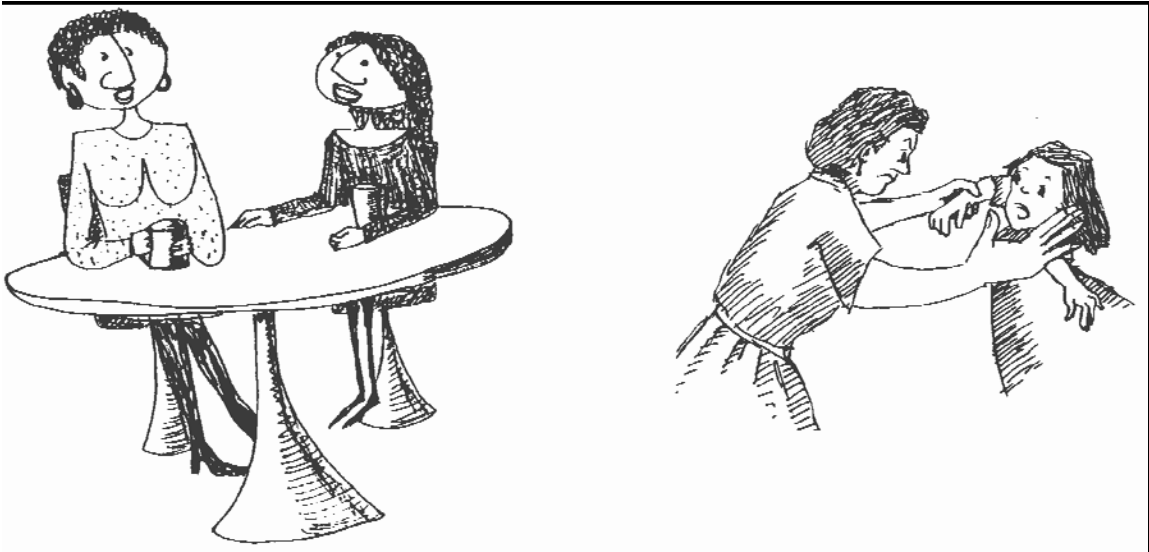
- (1) It is quick and easy.
- (2) Parents are not aware of other methods.
- (3) Punishment asserts adult power.
- (4) It releases adult frustration.



Punishment does not promote self discipline. It only stops misbehavior for that moment. Punishment may fulfill a short-term goal, but it actually interferes with your long-term goal of ensuring your child has self control. Sometimes when parents use punishment to discourage certain behaviours, children may still continue to misbehave for the following reasons:

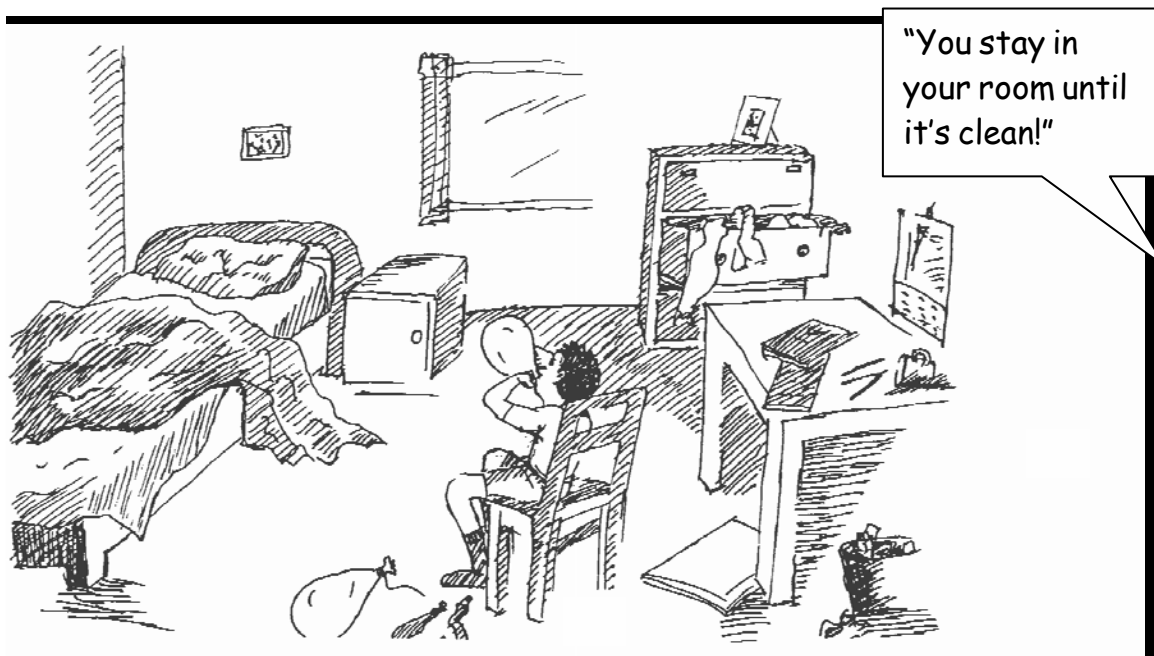
When a child wants attention. Any attention (including punishment) is better than none. The child will often continue to misbehave to get our attention.

- Children resent punishment to such a degree that they will purposely repeat their “bad” behaviours (or do something worse) as a way of showing their own power, or getting back at the parent.
- Children feel so discouraged by being punished that they give up trying to be good.



The following table provides some basic differences between discipline and punishment.

| Discipline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Punishment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ Is a positive way of dealing with misbehaviour.</li> <li>▪ Emphasizes what a child should do.</li> <li>▪ Is an ongoing process which requires parents to think when encouraging and supporting their child to learn good behaviours.</li> <li>▪ Sets an example to follow.</li> <li>▪ Leads to child's self-control.</li> <li>▪ Helps child change.</li> <li>▪ Accepts the child's need to be assertive.</li> <li>▪ Helps the child develop the ability to think.</li> <li>▪ Increases the child's self-esteem.</li> <li>▪ Helps the child develop good behaviours.</li> <li>▪ Makes the child feel cared for.</li> <li>▪ Emphasizes on helping the child.</li> <li>▪ Concern for the child's feelings and the parent-child relationship.</li> <li>▪ Encourages mutual trust and respect between parent and child.</li> <li>▪ Is pro-active.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Is a negative way of dealing with misbehaviour.</li> <li>▪ Emphasizes what a child should not do.</li> <li>▪ Happens in the moment with the parent being carried away with their anger and offering no support for the child to learn good behaviour.</li> <li>▪ Demands obedience.</li> <li>▪ Produces dependency and insecurity in the child.</li> <li>▪ Is a way that an adult releases his/her anger.</li> <li>▪ Makes the child misbehave.</li> <li>▪ Parent thinks for the child.</li> <li>▪ Harms the child's self-esteem.</li> <li>▪ Discourages the child from behaving appropriately.</li> <li>▪ Makes the child feel humiliated.</li> <li>▪ Has no concern for the child's feelings.</li> <li>▪ Encourages feelings of fear, distrust, and hostility in the parent- child relationship.</li> <li>▪ Is reactive.</li> </ul> |



## DISCIPLINE METHODS

### 1. Use of "I" Statements

The "I" statement begins a sentence with "I..." Whereas "You" statements often sound accusing and can lead to arguing. "I" statements tell our children our needs, feelings, and expectations of behaviours. For example, a parent says, "I am upset that you didn't clean your room," instead of "You made me upset because you didn't clean your room."

### 2. Apply Logical and Natural Consequences

Consequences are results that follow behaviour. As parents, we can teach our children about the consequences of their behaviours. Natural consequences are the direct result of the child's behaviour, whereas logical consequences are decided by the parents and are logical and direct outcomes of the child's behaviour. We also need to keep in mind that consequences have to be predictable for our children. For example, our children should know that if

they sit and watch TV too close, the TV will be turned off immediately as agreed upon earlier..

### **3. Use of Positive Reinforcement**

Children learn at an early age that certain kinds of behaviours will help them get what they want. When we reward our children for their good behaviours, they tend to repeat those positive behaviours. Therefore, if a parent focuses on a child's positive behaviour and shows appreciation, the child will want to repeat that behaviour and thus a positive behaviour is encouraged.

### **4. Give Encouragement Instead of Criticism**

When we notice even the slightest effort or attempt by our children to learn something, regardless of whether they manage to master or complete their tasks or not, we can certainly show appreciation for their efforts. Our encouragement will help them build self-esteem and make them feel like working harder. Criticism is finding fault and it has the opposite effect on children.

### **5. Have Fair, Reasonable, and Realistic Expectations**

Healthy expectations are powerful in influencing behaviours of our children. We need to keep in mind the developmental stage our child is at, and their ability and aptitude when we set our expectations. Unfair, unrealistic, and unreasonable expectations will create resentment in our children, as well as set them up for failure.

### **6. Listen**

When we actively listen to our children, we try to understand what they are saying and feeling, and are showing our understanding and acceptance. As parents, we may want to avoid preaching to our children. Instead, we give our feedback and advice to our children after we have given them an opportunity to express themselves.

### **7. Model Behaviours**

We first have to practice and show what we want our children to do. For example, when our children see us speaking respectfully to our spouses or parents, our children will learn the lesson of respect in communication.



### **8. Give Choices**

When we give our children choices, we help them to fulfill their needs to take control of their decisions. Our children feel that we trust them and have confidence in them.

### **9. Discuss and Talk**

We often want our children to talk things out when they have conflicts. We can give our children opportunities to talk and discuss issues with us. Through discussion, we are able to learn about how our children see things, and provide support and guidance to them as needed.

### **10. Establish a Routine and Be Consistent**

Our children feel a sense of security by following a routine. They do not have to think about what to expect as they already know. We can help our children set up a daily routine and try to stick to it each day. This relieves parents of the responsibility of having to remind their children to brush their teeth, when to eat dinner, go to bed at a certain time, etc. We also need to be consistent in our expectations and disciplines.

### **11. Lay the Ground Rules**

Along with establishing a routine, we can set up some ground rules and limits in their behaviours. This way, our children know what is acceptable and unacceptable in terms of behaviour, vocabulary, routine tasks, etc. We may want to invite our children to set up the ground rules together. They are more likely to “buy in” when they have a say in those ground rules.

### **12. Create a Positive Climate**

We can create a positive climate at home which promotes healthy physical and mental growth and wellbeing in our children, and at the same time minimize

misbehaviours. We can give our children lots of stimuli to learn and to be creative. For example, we may want to have educational, fun toys, puzzles, tools, an appropriate study environment (desk), etc. around the house. We can also create an environment in which family members are not shy about expressing their love or apology to each other.

### **13. Ignore**

We have to allow our children to be imperfect. Although sometimes it can be difficult, sometimes we need to learn to ignore minor, harmless, or unimportant misbehaviors, such as fidgeting and temper tantrums.

### **14. Separate the Behaviour from the Personality**

When our children do bad things, we need to separate their behaviour from their personality. Rather than saying, "You are a bad child," we may want to say, "I don't appreciate your disrespectful behaviour." Therefore, we need to separate the "deed from the doer."

### **15. Cool off Before Punishing**

Discipline is always more positive than punishment. However, if we must punish our children, we need to give our children and ourselves a chance to cool down. When we punish our children immediately, we risk venting our frustrations on the child, rather than trying to teach our child something about their behaviour.

### **16. Use Kind Language**

While it is important that we are firm in our discipline, we need to always use kind, respectful language. When we ridicule, use sarcastic language, or call our children mean names, we are punishing them with our words. We need to use a firm yet concerned tone.

### **17. Time out**

Time out could mean the removal of the parent or the child from the immediate situation. When we use time out, we remove positive reinforcements or attention from our children. We can remove our children from the immediate situation by giving them time alone to think about their behaviour. Timeout is most effective when we explain why they need to spend time alone, and what we expect them to think about.



### Exercise 6.4: Punishment versus Discipline

#### A. Individual Task

Give three incidents of misbehavior and state how you as a parent dealt with them

| BEHAVIOUR | HOW I DEALT WITH IT... | WHAT I TRIED TO TEACH MY CHILD.... | HOW I FELT... | HOW MY CHILD FELT... |
|-----------|------------------------|------------------------------------|---------------|----------------------|
|           |                        |                                    |               |                      |
|           |                        |                                    |               |                      |
|           |                        |                                    |               |                      |

#### B. Small Group Discussion

1. Do I consider my response to my child's behaviour as punishment or discipline?  
\_\_\_\_\_
2. What did I want my child to learn?  
\_\_\_\_\_
3. What else might my child have learned from the way I responded to his/her behaviour?  
\_\_\_\_\_

4. What other ways could my child have learned what I want?

---

5. What are the differences in how dealt with my child's behaviour in Canada and in my country of origin?

---

### **C. Group Exercise**

1. Share examples of how your responses to your child's misbehaviour has resulted in co-operation and improved behaviours.

---

2. Share examples of a situation where your child has misbehaved and how you plan to deal with it differently in order to achieve co-operation and an improvement in your child's behaviour.

---

3. Give examples of how you deal with children misbehaving in Canada and in your home country.

---

## **CHILD ABUSE**

Child abuse is an extreme form of punishment. Some practices that were once considered acceptable are now generally believed to be abusive. Some practices that are common in some countries are also viewed as child abuse in Canada. Alberta's Child, Youth and Family Enhancement Act and Canada's Criminal Code define what behaviours and conditions might be so harmful that it is necessary to stop them. There are four main kinds of abuse: physical abuse, emotional abuse, sexual abuse, and neglect.

**Physical abuse** is intentional use of force that causes serious injuries on a child's body. Physical punishments that leave bruises, injuries, marks, or burn marks are not allowed in Canada.

**Emotional Abuse** refers to verbal attacks on a child's sense of self, repeated humiliation, putdowns, or rejection. It may also involve exposing a child



to alcohol or drug abuse, violence or severe conflict in the home, or forced isolation. Emotional abuse rarely happens only once. It is often an ongoing way of treating a child badly.

**Sexual Abuse** is committed when someone (a parent, relative, friend, or stranger) exposes a child to sexual contact, activity, or behaviour. It includes any sexual touching, intercourse, exploitation, or exposure. Sexual abuse of a child is a criminal offence.

**Neglect** is any lack of care that causes serious harm to a child's development or endangers the child in any way. Physical neglect happens when a child's physical needs are not met. It can be inadequate nutrition, clothing, shelter, healthcare, and protection from harm. Emotional neglect happens when caregivers fail to meet the child's emotional needs for affection and a sense of belonging.

Under the new Child, Youth, and Family Enhancement Act, which came out in 2004, it states that a child over the age of 2 years but under the age of 12 years, can be spanked (as a disciplinary method) anywhere on the body (the back, the bum, on the shoulder) but not on the face and head. If the spanking leaves any finger marks, it would then be a child welfare concern. Spanking with the use of any kind of weapon (belt, spoon, broomstick) which causes bruising or marks, would also be considered child abuse and anyone outside of the family who is a witness to such behaviours is obligated to report to Children's Services. The spanking law is in agreement with the Supreme Court of Canada.

The following may indicate the possibility of child abuse:

- Unexplained bruises or injuries, especially in places of the body that children do not normally injure during regular play or movement.
- Burns which leave a pattern outlining the object which was used to make the burn, such as a cigarette, an iron, or an electric stove burner, burns on the hands, feet or buttocks caused by scalding water; and rope burns caused by being tied.
- A child who is continually hungry, unsuitably dressed for the weather, or always dirty.
- A young child who is often left alone.
- A child who is usually aggressive, angry, and hostile to other people.
- A child who shows withdrawn behavior, who refuses to participate or dress appropriately for physical activities.

- A child who shows unusual knowledge of sexual matters beyond their age of development, and shows sexualized behavior around adults or other children.
- A child who hints or talks out rightly about sexual abuse.
- A child or adolescent who repeatedly runs away from home.
- An adolescent who is extremely withdrawn or aggressive.

### **Reporting Child Abuse**

- If you suspect or have a “gut feeling” that a child is being abused or neglected, call your local Child and Family Services Authority Office or the Child Abuse Hotline at 1-800-387-5437. This line is available 24 hours a day, 7 days a week. In Calgary, call (403) 297-2995.
- The law requires you to report your concern if you have reasonable grounds and believe a child is at risk. If you fail to report child abuse or neglect, you could be charged with a fine, imprisonment, or both.
- When you make a report, your name will be kept confidential. No legal action will be taken against you unless you have made up the report to harm someone.

### **How Alberta’s Children Services Deal with Child Abuse**

- After a call is received and assessed, a case worker will meet with the child to determine if there are problems that may require support.
- Appropriate services may be offered to the parent, family, and/or a child which may include in-home support or professional counseling.
- If the caseworker determines that child abuse or neglect has happened and it is unsafe for a child to stay in the home, he or she will develop a plan for the child. If the removal of a child from the family is temporary, the plan will help not only the child, but also the family to overcome the difficulties they have for caring for the child. If the removal is permanent, a plan for adoption or other permanent arrangements must be made.
- In situations that involve confirmed sexual or physical abuse, the police are notified.

For more information, visit:

<http://www.child.gov.ab.ca/whatwedo/childwelfare/page.cfm?pg=index>

## Exercise 6.5: Child Abuse

### **A. Small Group**

In a group of 3 or 4 people, choose one of the following case studies and discuss what you should do in the situation. Alternatively, your group can discuss a situation or experience that is common to families you know.

**Case Study #1** The Svoboda family arrived in Canada as refugees. For several years, they experienced war and violence in Kosovo. In fact, many of their friends and relatives were killed. Lately, Mr. & Mrs. Svoboda have been drinking quite heavily. They often yell loudly at the children. Sometimes the children look scared when they leave the house.

**Case Study #2** Mr. Tueck was surprised that a child protection worker showed up at his door one day. Apparently, the child's Principal called Alberta's Child Services after he saw a bruise mark on his leg. Though Mr. Tueck admitted that he disciplined the child with a stick the night before, he did not see why his physical discipline would be considered as child abuse.

**Case Study #3** Mr. Mohamed and Mr. Chow have known each other for many years. During a recent visit, Mr. Chow's 5 year old son showed Mr. Mohamed some very sexual drawings. Mr. Mohamed felt unsettled after he left.

### **B. Large Group**

Take turns to share in the large group the main points of discussion in your group. Ask for further suggestions and input from others.

# SESSION SEVEN

## CREATING A POSITIVE FAMILY CLIMATE

- Facilitators guide
- Participants notes
- Creating a positive family climate
- natural and logical consequences



**CIWA**

*Calgary Immigrant Women's Association*



## SESSION 7 – CREATING A POSITIVE FAMILY CLIMATE FACILITATOR'S GUIDE

### SESSION GOALS

- To describe a positive family climate that promotes positive child behaviours.
- To explore ways to create a positive climate at home.
- To understand the concepts of natural and logical consequences.
- To explore ways to use natural and logical consequences as a method of discipline.

### SESSION OBJECTIVES

In this session participants will:

- Review what they have learned in the last session and provide an update.
- Explore how to create a positive family climate to encourage good behaviour in our children.
- Explore how to use natural and logical consequences to help children learn to take responsibility.

### SESSION OVERVIEW

1. Welcome and Update
2. Creating a Positive Family Climate
3. Natural and Logical Consequences
4. Wrap-up and Preview of Next Session

### MATERIALS

- Flipchart and papers
- Handouts and blank papers
- Markers, pens, and pencils
- Name tags
- Snacks and refreshments (recommended)
- Other considerations: Childcare, transportation, and translation
- Props (for role playing exercises - optional)

### PREPARATION

- Familiarize yourself with the Facilitation Notes.
- Familiarize yourself with the Participants' Notes.
- Prepare flipcharts containing session agenda, content, and exercises/activities.
- Access the following websites that provide useful information related to creating a positive family climate and parenting:
  - o <http://www.kidsource.com/kidsource/content/positive.discipline.html>

- o <http://www.athealth.com/Consumer/issues/discipline.html>
- o <http://www.ericdigests.org/pre-9218/positive.htm>
- o Go to [www.google.ca](http://www.google.ca), type key words “create positive climate” or “positive family atmosphere,” click on search, and then follow links.

## **FACILITATION NOTES**

### **1. Welcome and Update**

- 1.1. Welcome participants to the session.
- 1.2. Explain the objectives of this session.
- 1.3. Review the last session and invite an update from participants.

### **2. Creating a Positive Family Climate**

- 2.1. Discuss the information about positive family climate in the Participant's Notes.
  - Discuss what a positive family climate is like.
  - Discuss ways to create a positive family climate.
  - Invite questions, opinions, and cross cultural comparisons from participants.

#### **Key Points and Pointers**

- Point out that a positive home environment promotes both physical and emotional growth in children.
- Invite participants to compare how parents of different cultures create a positive home environment for their children.
- Encourage participants to think of themselves as cross-cultural parents, and think about ways they can draw the best from the Canadian culture as well as their own culture.

### Examples of How Parents Create a Positive Home Climate for Toddlers

- Remove all extra tables so that young toddlers do not bump into them, and have lots of room to move around freely, and can learn to walk easily.
- Put breakable items in places which are out of reach for toddlers. This way, parents do not have to say “no, no” when their child tries to touch them. When young children hear “no” too many times, they may feel discouraged or hesitate to touch or learn new things even later in life. Some may also learn the opposite, ignoring their parents’ requests and going ahead touching things.
- Provide young children with puzzles or soft woods so they can create things. Unlike video games which make children passive consumers of entertainment, fun educational toys allow children to grow mentally, as well as to develop self-confidence and self-esteem.
- Provide story books.
- Provide crayons and paper for drawing.

#### 2.2. Ask participants to do **Exercise 7.1**

- Invite participants to give 3 examples of how parents can create a positive family climate that encourages desirable behaviours in children. (Section A).
- Invite participants to share their examples with other participants in the large group (Section B).
- Encourage questions for clarification and further suggestions from participants.
- Record the main points of discussion on the flipchart.

#### **Key Points and Pointers**

- Encourage participants to be creative in their ideas to create a positive home climate.
- Encourage participants to explore how parents of different cultures may have different ideas of what desirable behaviours are, as well as the different ways parents create a positive home climate.
- In doing cross-cultural comparisons, it is important to encourage participants to appreciate and learn from various practices, rather than passing judgements.



## Examples

| DESIRED BEHAVIOUR                                                                                                                  | WHAT I CAN DO TO ENCOURAGE IT                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>▪ Child puts toys away after playing.</li><li>▪ Child develops a love for reading.</li></ul> | <ul style="list-style-type: none"><li>▪ Provide child with boxes and easy storage nearby.</li><li>▪ Have books available at home, read to child, appreciate child's effort to read.</li></ul> |

### **Suggested Alternative Activities for Exercise 7.1**

#### **Story Telling:**

Have participants work in pairs or small groups. Encourage participants to think about their daily interactions with their children. Together, participants can create a story about how parents can create a positive home environment for their children and how children behave in such an environment. Groups then take turns to share their stories to others, followed by a group discussion.

#### **Drawing:**

Have participants work in pairs or small groups. Instruct participants to draw pictures that describe various aspects of a positive home climate for positive behaviours and parent-child interactions.

#### **Image Building:**

Have participants work in groups of 6 to 8. Without talking, have participants use their bodies to create images that describe positive home climates. Note that participants can take on roles of persons, things, etc.

### **3. Natural and Logical Consequences**

3.1. Discuss the information related to natural and logical consequences in the Participant's Notes.

Clarify key terms and concepts.

Discuss the rules for using consequences.

Invite follow up questions and suggestions.



**Key Points and Pointers**

- Encourage participants to explore how parents of different cultures may have different ideas of what natural and logical consequences are.
- In doing cross-cultural comparisons, it is important to encourage participants to appreciate and learn from various practices, rather than passing judgements.

**3.2. Ask participants to do Exercise 7.2**

- Invite participants to think of 3 examples of their child's behaviours and the consequences (Section A).
- Ask participants to share their examples with the larger group (Section B).
- Encourage questions for clarification and further suggestions from participants.
- Record main points of discussion on the flipchart.

**Suggested Alternative Activities for Exercise 7.2**

**Role Play:**

Have participants work in pairs or small groups. Encourage participants to think about their daily interactions with their children. Together, have participants create a scenario that demonstrates how a parent uses natural and logical consequences with her/his child. Make sure groups have enough time to think about various aspects of the situation, and have time to practice. Groups will then take turns to role play in front of others, followed by a group discussion of common themes and techniques.

**Video Clips:**

Have participants view video clips that show childrens' behaviours in various situations. At the end of each clip, invite participants to discuss how to best use natural and logical consequences to see the desired behaviour in the child.

**4. Wrap-up and Preview of Next Session**

- 4.1. Recap what participants have learned today.
- 4.2. Invite participants to share their thoughts about the session.
- 4.3. Invite participants to provide input in ways to improve future sessions.
- 4.4. Explain to participants what they can expect in the next session.



## SESSION 7– CREATING A POSITIVE FAMILY CLIMATE

### PARTICIPANT'S NOTES

#### WHAT TO EXPECT IN TODAY'S SESSION

In this session we will:

- Review what we have learned in the last session and provide an update.
- Explore how we can create a positive family climate to encourage good behaviours in our children.
- Explore how we can use natural and logical consequences to help our children learn to take responsibility.

#### REVIEW AND UPDATE

In our last session, we discussed child misbehaviour. We looked at the differences between punishment and discipline, and learned positive discipline methods to deal with misbehaviour in our children.

##### Questions for Review

- Since our last session, what reasons you have noticed that caused your child(s) to misbehave?
- How did you deal with your child's misbehaviour? What discipline strategies did you use and feel were effective with your child?
- Did the way you dealt with your child's behaviour improve your relationship with your child? How do you feel about yourself?

## CREATING A POSITIVE FAMILY CLIMATE

When we create a **positive family climate**, we are doing more than just trying to prevent misbehaviours in our children. We are creating a social environment at home which allows our children to:

- develop high self esteem
- be creative and imaginative
- learn to respect others
- develop good relationships with others
- make good choices
- expect stability in rules and decisions
- cope well with changes and uncertainties.

In creating an effective positive family climate, we need to think about when our children have misbehaved and why, what makes our children happy and behave well, and lastly, we need to be open to exploring new ways that will help our children to behave better.

Our children can help us to understand what a positive family climate may look like for them. As parents, we need to talk to our children, and sometimes, compromise a little on what we believe is a positive home climate for our family. By talking to our children and recognizing things that work for them, we can create a home environment which meets the needs of our children to behave well. Here are some things that parents from our past parenting programs did to create a positive family climate:

- Involve our children in setting routines and family rules regarding meals, bed-time, TV time, showers, etc.
- Teach our children organizational skills such as putting their toys away, making their bed, and setting and clearing the table.
- Provide equipments, toys and activities that are age appropriate for children to avoid too much frustration for them. For example, a parent adjusted the coat hook so that it was within the child's reach.
- Provide toys and activities that are stimulating and challenging to discourage children from misbehaving out of boredom.
- Provide children with alternatives so they can make their own choices within a range that is acceptable by the parent. For example, when a

parent was buying a jacket for her child, she let him select the one he liked from the 3 that she had picked out for him.

- Eliminate noise and other stimulation at certain times of the day to allow children quiet times and privacy. For example, a parent regulated the amount of time that her children could watch TV, and set 5:00pm to 6:00pm for her children to do other things or just spend quiet time on their own.
- Offer suggestions for appropriate behaviour when our children misbehave. For example, when two siblings were fighting over a toy, a parent suggested that they should take turns.
- Plan activities that allow our children to spend time with all family members, as well as time with individual family members. For example, a child goes to the the library with her family every Saturday morning, and every other Tuesday night is spent only with her father, going to the movies, getting a treat at a local store, etc.
- Give our children opportunities to get to know us as individual persons and not just as parents. For example, a parent shares his childhood, likes and dislikes, his day, feelings, fears, joys, hopes, and dreams with his children.



## Exercise 7.1 Creating a Positive Family Climate

### A. Individual Task

Give three examples of how you can create a climate to encourage your child to behave well.

| DESIREABLE BEHAVIOUR | WAYS I CAN ENCOURAGE MY CHILD TO ACHIEVE THE DESIREABLE BEHAVIOUR |
|----------------------|-------------------------------------------------------------------|
|                      |                                                                   |
|                      |                                                                   |
|                      |                                                                   |

### B. Group Discussion

Share your examples with the group. Other group members are encouraged to provide suggestions on how we can encourage desirable behaviours.

## NATURAL AND LOGICAL CONSEQUENCES

### Natural Consequences

Children learn valuable lessons when they experience the outcome of their own behaviour. **Natural consequences** happen when we do not try to stop our children from their bad behaviours but allow such situations to teach our children. They are the direct result of the child's behaviour and follow the natural law of cause and effect. They are based on the idea that "every generation must learn that the stove is hot." Some examples of natural consequences are:

If a child leaves their ice cream on a counter, it melts.

When a child refuses to eat, he/she becomes hungry.

If a child stays awake too late at night, he/she will be tired the next day.

If a child refuses to wear gloves to school, they will soon learn that their hands will be cold.

When a child loses his/her portable CD player, he/she will not listen to music on his/her way to school.

If, despite warnings from the lifeguard, a child runs beside the pool, he/she may fall and skin his/her knees.

When a child spends too much time watching TV instead of studying for their test, they will receive a bad mark on their test.

As you see in the cases above, our children learn from the natural consequences of their behaviour. Those experiences become their teachers. We do not intervene as parents. We simply avoid saying anything, particularly “I told you so!” If we try to lecture our children or punish our children, we stop such natural learning situations by creating unnecessary power struggles.

Natural consequences work well in many situations, and are not appropriate in other situations. For example, we can not allow our children to run across the street to learn that they may get hit by cars. Or we can not let our children brush their teeth poorly for a few months until they get cavities to learn natural consequences. Can you think of other examples when natural consequences are appropriate or not appropriate?

### **Logical Consequences**

**Logical consequences** on the other hand, happen when we teach our children that our discipline is directly and logically related to their misbehaviours. The goal is to help our children to accept responsibility for their mistakes and misbehaviours. For example, when a child breaks a window, it is not logical for her to lose her television rights, listen to a speech, or receive spanking. None of these responses are related to her misbehaviour. Making the child pay for a new window from her savings, or by deducting it from her weekly allowance, or by making her do extra chores around the house, are both logical and educational.

When our children are raised to accept the natural and logical consequences of their behaviours, they will first ask themselves: “What will be the outcomes of my decision or behaviour?”, “Is it worth it to face the consequences?”, “Am I willing to accept these consequences?” and “What logical responsibilities do I take?”. Consequences work best when we involve our children and have agreements for those consequences in advance. We can discuss the consequences for failing to do chores, swearing, missing curfews, fighting, or breaking important family rules with our children. As our children get older, we as parents need to take one step back and trust that our children will learn the consequences of their behaviours. Our warnings, threats or speeches only create unnecessary power struggles and do not allow our children to learn and take responsibility for their misbehaviours.



## **Rules for Using Consequences**

- Say what we mean and do what we say, so that our children know that the consequences are consistent.
- Tell our children ahead of time what the consequences of given actions will be. Involve and encourage older children to help decide the logical consequences for their misbehaviours.
- Be pleasant and friendly.
- Avoid explanations or an “I told you so” attitude.
- When we give our children choices, we need to accept their decisions. For example, when a parent says, “If you don’t put your bicycle away, you can’t have it again until Saturday”. The child decides not to put the bicycle away. This parent respects the fact that his child has decided not to have the bicycle until Saturday.
- Be sure to choose alternatives that we can live with. For example, don’t tell our children, “If you don’t eat your dinner, you will have to wait until the next meal.” Obviously, as parents, we will be worrying all the time about our children being hungry, and at some point before the next meal, we will ask our children to eat.
- We should not view consequences as ways to punish our children. If our children do not like the consequences of their behaviours, they will choose to behave differently next time. We do not have to explain, apologize or argue with our children. We need to show our children that they can expect less talk from us and more action.

## Exercise 7.2 Consequences

### A. Individual Task

Think of three examples of your child's behaviour and suggest some logical or natural consequences of these behaviours.

| BEHAVIOUR | CONSEQUENCES |
|-----------|--------------|
|           |              |
|           |              |
|           |              |

### B. Group Discussion

Share your examples with the group. Does anyone have any additional suggestions for consequences we can use in a particular situation?



# SESSION EIGHT

## EFFECTIVE COMMUNICATION

- Facilitators guide
- Participants notes
- Methods of communication
- Communication styles
- Effective communication in parenting



**CIWA**  
*Calgary Immigrant Women's Association*



## SESSION 8 – EFFECTIVE COMMUNICATION FACILITATOR'S GUIDE

### SESSION GOALS

- To explore different styles and methods of communication.
- To support parents to develop assertiveness in cross cultural communication.
- To support parents to develop effective communication with their children.

### SESSION OBJECTIVES

In this session participants will:

- Review what they have learned in the last session and provide an update.
- Learn about different methods and styles of communication.
- Explore assertive communication in cross-cultural situations.
- Learn how to communicate with their children effectively.

### SESSION OVERVIEW

1. Welcome and Update
2. Methods of Communication: Verbal and Non-Verbal Communication
3. Communication Styles
4. Assertive Communication
5. Effective Communication In Parenting
6. Wrap-up and Preview of Next Session

### MATERIALS

- Flipchart and paper
- Handouts and blank papers
- Markers, pens, and pencils
- Name tags
- Snacks and refreshments (recommended)
- Other considerations: Childcare, transportation, and translation
- Props (for role playing exercises - optional)

### PREPARATION

- Familiarize yourself with the Facilitation Notes.
- Familiarize yourself with the Participants' Notes.
- Prepare flipcharts containing session agenda, content, and exercises/activities.
- Access the following websites that provide useful information related to effective communication and parenting:
  - o <http://www.hodu.com/default.htm>
  - o <http://www.childdevelopmentinfo.com/parenting/communication.shtml>

- o <http://www.extension.umn.edu/distribution/familydevelopment/DE7309.html>
- o [http://www.kidsource.com/kidsource/content/communication\\_tips.3.19.html](http://www.kidsource.com/kidsource/content/communication_tips.3.19.html)
- o Go to [www.google.ca](http://www.google.ca), type key words “effective communication” or “communication and parenting,” click on search, and then follow links.

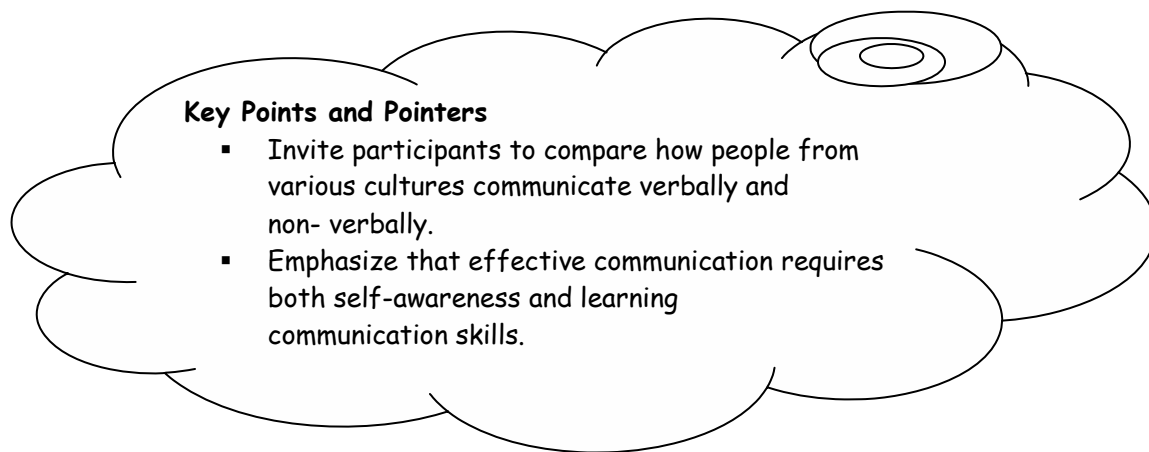
## **FACILITATION NOTES**

### **1. Welcome and Update**

- 1.1. Welcome participants to the session.
- 1.2. Explain the objectives of this session.
- 1.3. Review the last session and invite an update from participants.

### **2. Methods of Communication**

- 2.1. Discuss the information about communication in the Participant's Notes.
  - Discuss ways people communicate verbally.
  - Discuss ways people communicate non-verbally.
  - Invite questions, opinions, and cross cultural comparisons from participants.



### **2.2. Ask participants to do Exercise 8.1**

- Invite participants to work in pairs to demonstrate verbal and non-verbal communication (Section A).
- Invite participants to role play in front of the larger group, followed by a group discussion (Section B).
- Record the main points of discussion on the flipchart.



**Key Points and Pointers**

- Encourage participants to be creative in their ideas to create different situations for effective communication.
- Encourage participants to explore how parents of different cultures may have different ways of communicating.
- In doing cross-cultural comparisons, it is important to encourage participants to appreciate and learn from various practices, rather than passing judgments.

**Suggested Alternative Activities for Exercise 8.1**

**Verbal/ Nonverbal Incongruence:**

Have participants work in pairs or in small groups. Together they select a situation that involves interaction with other people (i.e. parent-teacher interviews, a job interview, etc.). Together they role-play the situation. However, they make sure to incorporate some incongruence between their verbal and non-verbal communication. After their performance in front of the larger group, ask participants to identify the moments of incongruence.

**Words Only:**

Place some cards in a hat or a box, each with a name of a place, a public person, a movie, a book, a song, a sport, etc. Ask participants to take turns to draw a card. Without showing the other group members what is on the card, have them use different ways to verbally communicate to group participants what is written on the card, until someone in the group can come up with the name that is on the card.

**Non-Verbal Only:**

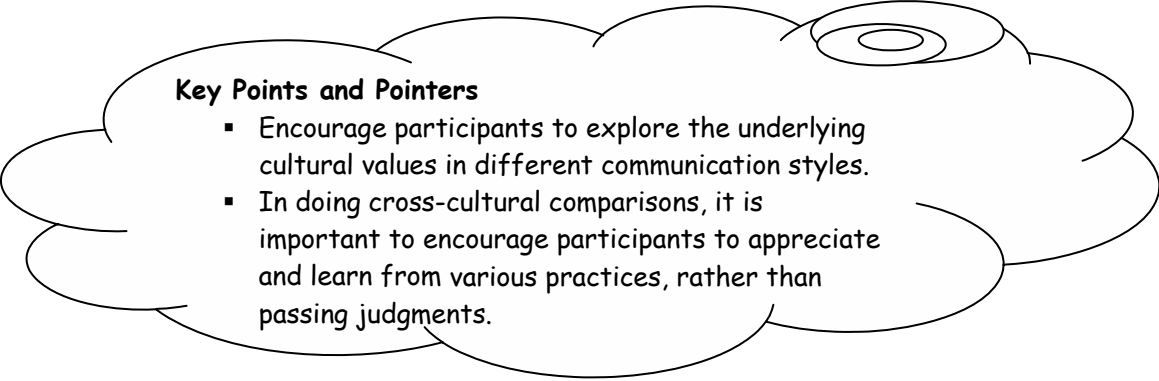
Place some cards in a hat or a box, each with a name of a place, a public person, a movie, a book, a song, a sport, etc. Ask participants to take turns to draw a card. Without showing the other group members what is on the card, have them use different ways to non-verbally communicate to group participants what is written on the card, until someone in the group can come up with the name that is on the card.



### 3. Communication Styles

3.1. Discuss the information related to communication styles in the Participant's Notes.

- Clarify the key terms and concepts (passive, aggressive, and assertive communication).
- Invite follow up questions and suggestions.



#### Key Points and Pointers

- Encourage participants to explore the underlying cultural values in different communication styles.
- In doing cross-cultural comparisons, it is important to encourage participants to appreciate and learn from various practices, rather than passing judgments.

3.2. Ask participants to do **Exercise 8.2**

- Ask for volunteers to role play the three suggested situations (Section A).
- Ask participants to analyze the three different communication styles using the questions outlined in the analysis chart (Section B).
- Record the main points of discussion on the flipchart.

#### **Suggested Alternative Activities for Exercise 8.2**

##### **Video Clips:**

Have participants view video clips that show how people interact with each other in various situations. At the end of each clip, invite participants to discuss the different styles of communication.

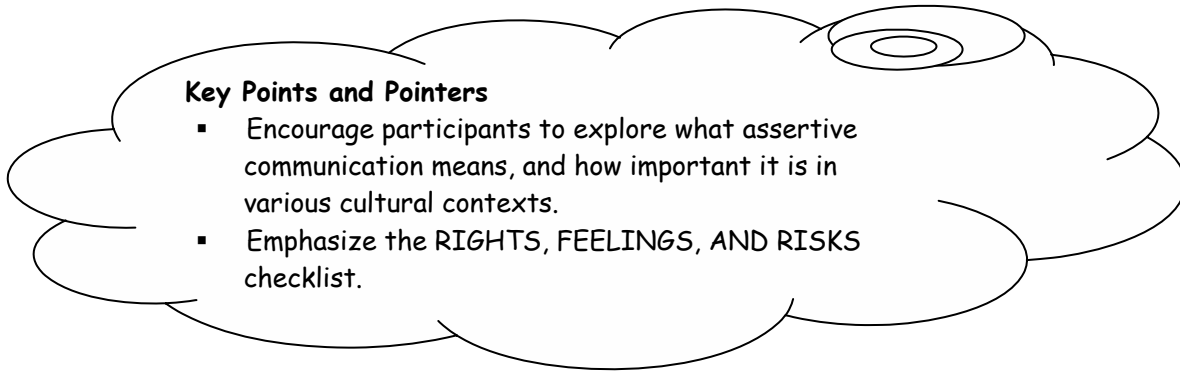
##### **Interactive Play:**

Ask for 3 or 4 volunteer "actors." Together, have them come up with a short play (3-5 minutes) that demonstrates a situation in which a conflict occurs due to different styles in communicating. Once the volunteers have performed their short play in front of their peers, have them perform the play again. This time, audience members yell out "STOP" when they identify moments that they can help prevent or resolve further conflicts. The person who yells "STOP" will come up and substitute the volunteer "actor" and try out his/her strategy for effective communication.

#### 4. Assertive Communication

4.1. Discuss the information related to assertive communication in the Participant's Notes.

- Clarify what assertive communication means.
- Go over various strategies for assertive communication.
- Invite follow up questions and suggestions.



4.2. Ask participants to do **Exercise 8.3**

- Ask participants to work in pairs to select and role play difficult situations that require immigrant parents to communicate assertively (Section A).
- Ask participants to role play in front of others, followed by observations and feedback from peers (Section B).
- Record the main points of discussion on the flipchart.
- Alternatively, use the alternative activities suggested in **Exercise 8.2.** below.

### **Suggested Alternative Activities for Exercise 8.2**

#### **Image Building:**

Have participants work in pairs, assigning 1s and 2s to each pair. Ask participants to think about parent-child communication in immigrant families (including themselves) they know. Instruct 1s to take on the role of a child, and 2s the role of a parent. Instruct participants to work in silence. Ask 2s to think about how the parent has interacted with the child, then use their body to form a real image to describe that particular situation. Ask 1s to look at 2s, and form an image in response to the image of how the child has responded to the parent. Ask pairs to present their real images and invite others to discuss what they see. Now, ask participants to go back to their pairs, form their initial real images and again work in silence. This time, ask 1s to look at 2s, and think about the ideal relationship the child would like to have with the parent. Instruct 1s to gently mold and move 2s in ways they would like to see in an ideal world. Ask 1s to adjust their own image in response to the newly formed image. Ask pairs to take turns to present their ideal images. Invite others to discuss what they see and what strategies they can use to achieve such ideal images.

#### **Interactive Play:**

Ask for 2 volunteer "actors." Together, have them come up with a short play (3-5 minutes) that demonstrates a parent-child interaction in which a conflict occurs due to ineffective communication. Once the volunteers have performed their short play in front of their peers, have them perform the play again. This time, audience members yell out "STOP" when they identify moments that they can help improve communication and prevent or resolve conflict. The person who yells "STOP" will come up and substitute the volunteer "actor" and will try out his/her strategy for effective communication.

## **5. Effective Communication in Parenting**

5.1. Discuss the information related to effective communication in parenting, as outlined in the Participant's Notes.

- Clarify concepts and strategies.
- Invite cross cultural comparisons in parent-child communication.
- Invite follow up questions and suggestions.

5.2. Ask participants to do **Exercise 8.4**

- Ask participants to work in pairs and take turns to practice effective listening (Section A).
- Facilitate the group discussion by using the guided questions (Section B).
- Record the main points of discussion on the flipchart.

**6. Wrap-up and Preview of Next Session**

- 6.1. Recap what participants have learned today.
- 6.2. Invite participants to share their thoughts about the session.
- 6.3. Invite participants to provide input in ways to improve future sessions.
- 6.4. Explain to participants what they can expect in the next session.



## SESSION 8– EFFECTIVE COMMUNICATION

### PARTICIPANT’S NOTES

#### WHAT TO EXPECT IN TODAY’S SESSION

In this session we will:

- Review what we have learned in the last session and provide an update.
- Learn about different methods and styles of communication.
- Explore assertive communication in cross-cultural situations.
- Learn how we can communicate with our children effectively.

#### REVIEW AND UPDATE

In our last session, we discussed “how to” create a positive family climate and why it is important. We also looked at natural and logical consequences, and learned positive methods to teach our children about the consequences of their behaviours.

##### Questions for Review

- Since our last session, what strategies have you used to create a positive family climate at home to encourage positive behaviours in your child(s)?
- Have you been able to apply some of the methods related to natural and logical consequences? If so, how? What were the results?

#### METHODS OF COMMUNICATION

**Communication** is the sharing of information, feelings, opinions, and knowledge between people. In our daily lives, we use different methods of communication to express ourselves. We may use **verbal communication** that involves our use of language or words, or we may also use **non-verbal communication** which involves the use of body language such as eye contact, tone of voice, posture, and touch.

## Verbal Communication

When we talk to people, we may often want to invite them to talk with us. Consider the following examples which show an individual using different techniques to try to learn about someone's family:

- **OPEN:** Tell me about your family. How are they doing?
- **CLOSED:** How many people are there in your family? Are your children in school? Is your husband working?

Clearly, open comments give people more of an opportunity to express themselves freely, whereas closed comments only allow for a limited exchange of comments and information. We learn much more from others through open questions.



Our verbal communication also requires active listening responses such as: "door openers," non-committal responses, paraphrasing, focusing on feelings or pointing out non-verbal behaviours and silence. Here are some examples of these responses:

- **Door Openers:** "Would you like to share more about that?", "I am interested in what you have to say," or "Do you want to talk about it?"
- **Non-Committal:** "Uh-huh," "Yeah," "Really," or "I see"
- **Paraphrasing:** "What I hear you saying is," "Let me make sure I am hearing this correctly- you are saying," or "In other words."
- **Focusing on Feelings/Non-Verbal Behaviours:** "You sound," "You seem," or "You look."

- **Silence:** Try not to feel uncomfortable where there is silence. Sometimes people need time to think about what they are saying. Sometimes silence can be all we need to communicate.

### **Non-Verbal Communication**

Non-verbal communication is very important. When we say one thing with words and something different nonverbally, people are more likely to believe the non-verbal message. This can lead to misunderstandings particularly in cross cultural situations where some non-verbal ways of communicating have different meanings in different cultures. Here are some examples:

- In some cultures it is disrespectful to look at someone straight in the eye. In other cultures, however, a person who avoids eye contact might be thought of as being unassertive or untrustworthy.
- Beckoning someone with the palm of the hand facing upwards is considered to be very rude in some cultures, while it is appropriate and acceptable in others.

Non-verbal communication also involves our tone of voice, facial expressions, hand movements, mannerisms, postures, and general appearance. The following are some ways that people express themselves non-verbally:

- **Tone of Voice:** High, low, clear, firm, whispering, loud, soft, etc.
- **Facial Expressions:** Anxious, sad, eager, impassive, friendly, surprised, confused, etc.
- **Hand Movements:** Gesturing, wringing, folded, biting nails, playing with hair, etc.
- **Eye Expressions:** Staring, being attentive, making eye contact, avoiding eye contact, etc.
- **Mannerisms:** Relaxed, anxious, nervous, aggressive, shy, etc.
- **Postures:** Standing-straight, bent shoulders, slouching in chair, on edge of chair, etc.
- **General Appearance:** Carefully groomed, overdressed, untidy, too casually dressed, etc.





### Exercise 8.1 Methods of Communication & Cross-Cultural Communication

#### A. Role Play

Work in pairs. With your partner, choose a situation in which both of you communicate to each other. It may happen at home, work, school, or in the community. Keep in mind of what we have discussed about verbal and non-verbal communication. Role play the situation. Give each other feedback on your verbal and non-verbal communication skills.

#### B. Group Discussion

Discuss the following questions:

- How do people of various cultures communicate similarly or differently in verbal communication?
- How do people of various cultures communicate similarly or differently in non-verbal communication?
- How can we best avoid judgments and misunderstandings of people who are of a different culture?
- How can we best communicate effectively in cross-cultural situations?

## COMMUNICATION STYLES

There are three communication styles: passive communication, aggressive communication, and assertive communication.

- In **passive communication**, we easily give in to others and let other people take advantage of us or control the situation. We may believe “I am not as important as other people.”
- In **aggressive communication**, we overpower, hurt, or humiliate other people. We may think “I am right and you are wrong. I am more important than you.”
- In **assertive communication**, we express ourselves freely while respecting the rights and feelings of others. We may say, “This is how I feel and what I think. What do you think?”

### Exercise 8.2 Communication Styles

#### A. Role Play

Form groups of two. With your partner, try out the following situation that involves a parent meeting a school Principal to express his/her concerns about the lack of ESL support for his/her child. Your group may want to use your own situation that involves an interaction between a parent and someone in the community, such as in parent-teacher interviews, a job interview, customer service, etc.

##### **Situation #1**

Parent: (Knock timidly on the door). Can I come in?  
Principal: Yes, how can I help you?  
Parent: I would like to talk about ESL support for my child...  
Principal: Your child was born in Canada. She speaks English just fine.  
Parent: But...  
Principal: I assure you your child is just fine. Children learn differently. She doesn't have to do as well as other kids.

##### **Situation #2**

Parent: (Knock loudly). Can I come in? (Walks right in and sits down on a chair)  
Principal: Yes, how can I help you?  
Parent: I want ESL support for my child...  
Principal: Your child was born in Canada. She speaks English just fine.

Parent: What do you mean doing just fine? I want you to teach her English, alright?

Principal: I assure...

Parent: (Interrupt) Assure what? You are wasting my time. It is obvious that you need to teach my child English. You are not doing your job right (voice gets louder).

Principal: You need to calm down. Come back when you are ready to talk. Good bye.

Parent: Huh! (Stomps out.)

**Situation #3**

Parent: (Knock gently on the door). May I come in?

Principal: Yes, how can I help you?

Parent: Can I sit down?

Principal: Please do.

Parent: I am concerned about the lack of ESL support for my child.

Principal: Your child was born in Canada. She speaks English just fine.

Parent: Yes, she was born in Canada. But, at home, we speak only Korean. I have noticed that sometimes she can speak well, but does not understand what she is reading.

Principal: Don't worry, I think she is doing just fine.

Parent: I would like her to do well too. But, here is some of her class work. She was not able to answer a lot of the questions about what she read. I would like to have her English assessed by an ESL Specialist.

Principal: (Look at samples of work). It does look like your child needs some help here. Let me arrange for your child to meet with an ESL Specialist. I will get back to you by next Wednesday.

Parent: Thank you. Here is the phone number you can call me at for the appointment.

Principal: Thank you.

Parent: Thank you. Bye for now.

Principal: Good bye.

## B. Group Discussion

| QUESTIONS                                                                          | SITUATION #1 | SITUATION #2 | SITUATION #3 |
|------------------------------------------------------------------------------------|--------------|--------------|--------------|
| 1. Did the parent get what he/she came for?                                        |              |              |              |
| 2. How do you think he/she felt?                                                   |              |              |              |
| 3. How do you know he/she felt this way?                                           |              |              |              |
| 4. Did he/she have enough information? Was he/she prepared?                        |              |              |              |
| 5. What were his/her rights in this situation?                                     |              |              |              |
| 6. How did the Principal behave? Did his behaviour change during the conversation? |              |              |              |
| 7. How did the parent react to the Principal's behaviour?                          |              |              |              |

## Assertive Communication

Since assertiveness is very important for both immigrant and non-immigrant parents, we will spend some time to explore assertive communication. When we assert ourselves, we show that we are equal to other people. We are not aggressive nor do we look down on other people. We are not timid and think other people are better than us. We simply express our thoughts, needs,

feelings, and desires with confidence. Here are some practical tips for behaving assertively:

- Know your rights and the rights of the other person(s).
- Consider your feelings and the feelings of the other person(s).
- Consider the risks of speaking and not speaking out.
- Be prepared with information. The more information you have, the better control you will have of the situation.
- Begin with low risk situations.
- Assess each situation and act accordingly. You can choose when you want to be assertive.
- Allow things to not always work out as expected but do feel satisfied for having the courage to express yourself.
- Expect some people to dislike your assertive behaviour, particularly if you have always been a passive communicator.
- Learn to reward and praise yourself.
- Keep practicing.
- Always keep in mind that being assertive is different from being aggressive.



### Exercise 8.3 Assertive Communication

#### A. Role Play

Form groups of two. With your partner, select a situation that you both agree is difficult for many immigrant parents (either at home, at school, at work or in the community). Discuss with your partner:

- Who is involved in the situation.
- What are their relationships.
- What are the issues or things that they are dealing with?  
Then role play the situation.

#### B. Group Discussion

Take turns to role play in front of others. Discuss the following questions:

- What is your right in the situation?
- How do you feel?
- What do you want to say?
- What is stopping you from saying what you want to say?
- What are the risks involved in speaking your mind?
- What are the risks involved in not speaking your mind?

### EFFECTIVE COMMUNICATION IN PARENTING

Communication with our children involves sending and receiving messages. Ideally, our messages are understood by others as they are intended to be. Effective communication is the basis for a loving and respectful relationship. It involves both our expressions of thoughts and feelings, and listening to the thoughts and feelings of our children. As parents, we do not just simply communicate to our children, we model effective ways to communicate with other people. Many of the strategies we have discussed earlier in verbal and non-verbal communication can be applied into our communication with our children. To communicate effectively with our children, we can take responsibility for our own thoughts and feelings by sending clear “I” messages. For example, “I think...I feel...I would like....” By using “I” messages, we avoid blaming types of “you” messages such as “you always...you never...you are...” which block open

communication. In certain cultures, the concept of “I” messages are not used because the focus is primarily on the collective family/group and not the individual. To encourage our children to communicate openly with us, we need to be able to listen effectively to them which is an important communication skill. We have listed some techniques for you to use while communicating with your child to ensure that you are listening effectively.

- Be genuinely interested and want to understand what your child is saying. For example, if your child refuses to wear a certain piece of clothing, try to understand from the child’s point of view why he/she dislikes those clothes.
- Show interest through body language (i.e., eye contact, leaning forward, warm look, etc.).
- Use “door openers” such as ‘tell me about it....’
- Listen for the feelings that are being expressed by the non-verbal communication.
- Check with your child that you have correctly understood them. Do not assume that you know.
- Accept all feelings, even when they appear irrational to you.
- See your children as unique people with their own thoughts and feelings.
- Remember to use “I” statements.
- Avoid using “you” messages.

#### **Exercise 8.4 Effective Listening**

##### **A. Role Play**

With a partner, take turns to role play the “talker” and the “listener”. The “talker” will share something of interest to him/her. The “listener” will use effective listening skills and avoid any communication blocks. Make sure that you and your partner have a chance to take on both roles of the “talker” and the “listener”.

##### **B. Group Discussion**

Discuss the following with the group:

- How does it feel when someone really listens to you?
- How would effective listening affect your child’s self-esteem?
- How do you think effective listening will affect your child’s behaviour?

# SESSION NINE

## PREVENTION OF PROBLEMS AND PROBLEM SOLVING

- Facilitators guide
- Participants notes
- Prevention of problems
- Problem solving



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## SESSION 9– PREVENTION OF PROBLEMS AND PROBLEM SOLVING FACILITATOR'S GUIDE

### SESSION GOALS

- To explore ways to prevent problems.
- To learn and apply a six step process to solve problems.

### SESSION OBJECTIVES

In this session participants will:

- Review what they have learned in the last session and provide an update.
- Identify ways to prevent problems from happening.
- Learn ways to solve problems.

### SESSION OVERVIEW

1. Welcome and Update
2. Prevention of Problems
3. Problem Solving
4. Wrap-up and Preview of Next Session

### MATERIALS

- Flipchart and papers
- Handouts and blank papers
- Markers, pens, and pencils
- Name tags
- Snacks and refreshments (recommended)
- Other considerations: Childcare, transportation, and translation
- Props (for role playing exercises - optional)

### PREPARATION

- Familiarize yourself with the Facilitation Notes.
- Familiarize yourself with the Participants' Notes.
- Prepare flipcharts containing session agenda, content, and exercises/activities.
- Access the following websites that provide useful information related to problem solving and parenting:
  - o [http://www.siscom.net/~direct/parenting\\_healing/](http://www.siscom.net/~direct/parenting_healing/)
  - o <http://library.adoption.com/Parenting-Teenagers/Decision-Making-Problem-Solving-With-Teens/article/2708/1.html>
  - o [http://www.parentingpress.com/bk\\_problem.html](http://www.parentingpress.com/bk_problem.html)

- o Go to [www.google.ca](http://www.google.ca), type key words “problem solving and parenting” or “prevention of problems and parenting,” click on search, and then follow links.

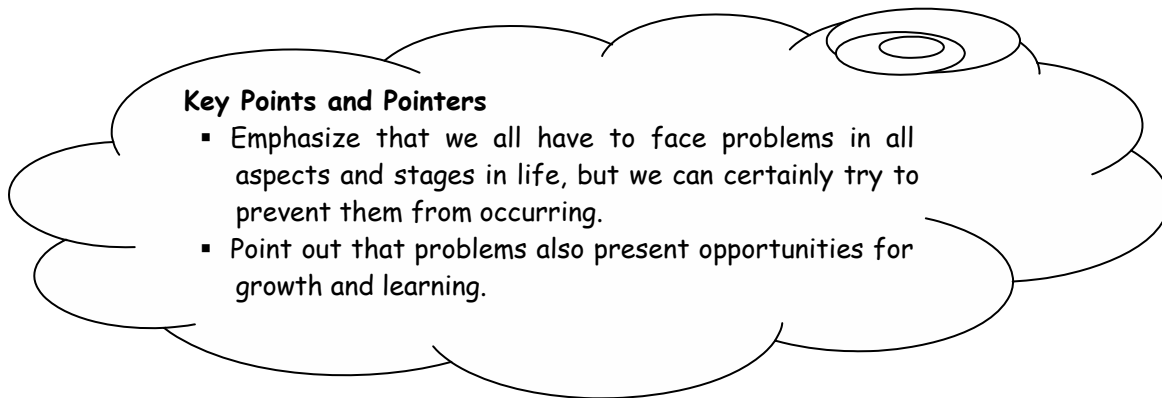
## **FACILITATION NOTES**

### **1. Welcome and Update**

- 1.1. Welcome participants to the session.
- 1.2. Explain the objectives of this session.
- 1.3. Review the last session and invite an update from participants.

### **2. Prevention of Problems**

- 2.1. Discuss the information about preventing problems in the Participant's Notes.
  - Define problems in parenting.
  - Discuss ways parents can prevent problems.



### **2.2. Ask participants to do Exercise 9.1**

- Invite participants to brainstorm on common problems that they have experienced in their parent-child relationship(s).
- Invite participants to share how immigrant parents can prevent some of the identified problems.
- Record the main points of discussion on the flipchart.
- From the discussion, draw out the common ways that people prevent problems.

### **Suggested Alternative Activities for Exercise 9.1**

#### **Video Clips:**

Select video clips that demonstrate potential conflicts between parents and children. Ask participants to discuss ways to prevent such problems.

#### **Role Play:**

Ask participants to work in pairs or small groups. Together, have them create a scenario that demonstrates potential problems between immigrant parents and their children and how parents and children can work together to prevent problems.

#### **Critical Analysis:**

Ask participants to work in small groups. Have each group identify a particular problem that is unique to immigrant families. Write the problem in the middle of the flipchart. Have participants identify and connect the problem to various contributing problems (at the personal, family, and societal levels). Have them discuss ways to prevent the problem.

### **3. Problem Solving**

#### **3.1. Ask participants to do Exercise 9.2**

- Ask participants to brainstorm ways and techniques they have used to solve problems.
- Validate their approaches and but at the same time, invite them to explore a systematic approach to problem solving.

#### **3.2. Discuss the information related to the problem solving process in the Participant's Notes.**

- Identify and explain the six steps in the problem solving approach.
- Invite follow up questions and suggestions.

#### **Key Points and Pointers**

- Encourage participants to explore how the problem solving approach works in cross-cultural contexts, and modify them in ways that will work best for them.
- Use plenty of examples to demonstrate how different steps of problem solving work.

### 3.3. Ask participants to do **Exercise 9.3**

- Ask participants to work in small groups to (1) identify a common problem to immigrant families, and (2) apply the six step process to solve the problem (Section A).
- Ask groups to take turns and share the main points of their discussion and encourage feedback and further suggestions (Section B).
- Record the main points of discussion on the flipchart.

#### **Suggested Alternative Activities for Exercise 9.3**

##### **Video Clips:**

Show participants video clips that show various problems in parent-child interactions. At the end of each clip, invite participants to use the six step process to solve the identified problems.

##### **Role Play:**

Ask participants to work in pairs or small groups. Each group creates a scenario that demonstrates a common problem to immigrant families. Using the six step process, have participants demonstrate how family members work together to solve the problem.

##### **Interactive Play:**

Ask for 3 or 4 volunteer "actors." Together, have them come up with a short play (3-5 minutes) that demonstrate a problem that is common to many immigrant families. The volunteers perform their short play in front of the group once. They then perform the play again. This time, audience members yell out "STOP" when they identify moments that they can help solve the conflict. The person who yells "STOP" will come up and substitute a member of the volunteer "actors." This new "actor" will continue the play by trying out his/her strategy to deal with the problem.

## **4. Wrap-up and Preview of Next Session**

- 4.1. Recap what participants have learned today.
- 4.2. Invite participants to share their thoughts about the session.
- 4.3. Invite participants to provide input in ways to improve future sessions.
- 4.4. Explain to participants what they can expect in the next session.

## SESSION 9 – PREVENTION OF PROBLEMS AND PROBLEM SOLVING

### PARTICIPANT'S NOTES

#### WHAT TO EXPECT IN TODAY'S SESSION

In this session we will:

- Review what we have learned in the last session and provide an update.
- Identify ways to prevent problems from happening.
- Learn ways to solve problems.

#### REVIEW AND UPDATE

In our last session, we discussed the different methods of communication as well as three styles of communication. We also looked at communicating assertively as well as effectively with our children, family members, friends, colleagues, community members, and so forth.

##### Questions for Review

- How have you used techniques for effective verbal and non-verbal communication with your families and people in the community since we last met? What were the results? How did you feel?
- Have you had opportunities to practice your assertive communication? What happened? What were the results? How did you feel?

#### PREVENTION OF PROBLEMS

**Problems** are troubles, difficulties, or issues that may cause us distress. They are gaps between what we would like to see or experience, and what is actually happening. Usually, they raise questions and need our efforts to resolve out a difficult situation. In our relationships with our children, problems may arise when our needs and wants are in conflict with the needs and wants of our children.

As parents, we need to be involved in our children's lives to know how they think, feel, and act. Our ongoing involvement with them will help us notice when things are off. Preventing problems involves not only saying no or stop, but recognizing possible problems before they arise, and knowing how to work through them. Here are some practical tips to prevent problems:

- Have reasonable expectations of ourselves and our children. For example, a child who attends heritage language school once a week can not be expected to become proficient in that language in a short period of time.
- Work with our children to clearly define and set clear family rules and limits.
- Keep honest communication open with our children. Share your values, beliefs, hopes, plans, and expectations with them, and in turn, listen to their thoughts and feelings.
- Maintain routines such as homework time, time to do chores, family time for 1 to 2 hours after supper, etc.
- Listen to your children to learn about and understand their needs.
- Seek opportunities to meet your own needs, as well as those of your children.
- Use positive approaches to teaching children.
- Encourage children to be involved in household activities and decisions.
- Have faith that children are able to solve their own problems.
- Use the principles of natural and logical consequences to avoid getting into problems.

### **Exercise 9.1 Prevention of Problems**

#### **Group Brainstorm**

As a group, let's brainstorm the following:

1. What are some of the common problems that we often experience in our relationship with our children?
2. How can we prevent the problems identified?

#### **PROBLEM SOLVING**

Sometimes we are not able to prevent difficult situations from developing into problems even when we have used good prevention techniques. As

parents, we can learn about and use decision making and problem solving methods to improve our situations.

### Exercise 9.2 How We Solve Problems

#### Group Brainstorm

We all have ways in which we approach different problems. Let us share some of the things we do to solve a problem.

#### HOW WE SOLVE PROBLEMS

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Some of our ideas in the last exercise are part of what we call the “SIX STEP” method to decision making/problem solving. The “six step” problem solving technique is a systematic approach to problem solving mentioned in many of the parenting books. The six steps are:

- 1) Identify and define the problem
- 2) List possible options
- 3) Evaluate the options
- 4) Choose the best option
- 5) Make a plan and carry out the option
- 6) Evaluate the problem and situation



Let's see how the six step problem solving method works in an example that involves a child getting up late in the morning resulting in him being late for school and the parent being late for work.



### 1. Identify and Define the Problem

The parent lets the child know that there is a problem related to the child getting to school late and her being late for work as well. The parent chooses a time that is convenient for both her and the child. She has made the choice of not bringing up the topic when she is in bad mood, or during the heat of an argument. The parent invites the child to brainstorm and identify and help solve the problem. Together, they identify the problem clearly in specific terms. After brainstorming why they both are late for school or work, the parent and the child agree that the problem is they both have limited time in the morning.

### 2. Brainstorm Possible Solutions/Options.

At this point, the parent and the child try to come up with as many solutions as possible. Both agree that they do not want to judge or evaluate these solutions right away. Here are some of the solutions they came up with:

- a. Change to a different school that starts later in the day.
- b. Change to a different job that has a later start time.
- c. Keep the same routine in the morning and continue to be late.
- d. Have a competition to see who wakes up earlier in the morning.
- e. Wake up earlier to allow more time to get ready for school and work.

### 3. Evaluate the Options

The parent and the child then go through the list of ideas and decide which ones would or would not work. The child does not think option “a” would work for him since he likes his friends and will miss them if he changes to a new school. The parent feels the same way about option “b” because she really likes the people she works with. Both the parent and the child agree that option “c” will get them either suspended from school or fired from work. They then decide that option “d” and “e” may help them solve their problems of being late in the morning. Here is their chart:

|          | Yes | No |
|----------|-----|----|
| Option a |     | x  |
| Option b |     | x  |
| Option c |     | x  |
| Option d | ✓   |    |
| Option e | ✓   |    |

#### **4. Choose the Best Option**

Though both the parent and the child think it is fun to have a competition to see who will wake up first in the morning, they feel this option does not guarantee that they will have enough time to get ready for school or work. They then agree that option “e” will work best to solve their problem.

#### **5. Make a Plan and Carry Out the Option**

Together, the parent and the child make the following plan to carry out option “e”, which is to allow more time to get ready for work and school. Here is their plan:

- a. Go to bed early. 8:30p.m. for the child and 10:00p.m. for the parent.
- b. Take out their clothes for school or work the night before.
- c. Finish all homework in the evening.
- d. Wake up 2 hours before leaving the house.

Both the parent and the child are then committed to carry out their plan. They post their plan up on the fridge and decide they will evaluate the outcome in 1 week.

#### **6. Evaluate the Problem and the Situation**

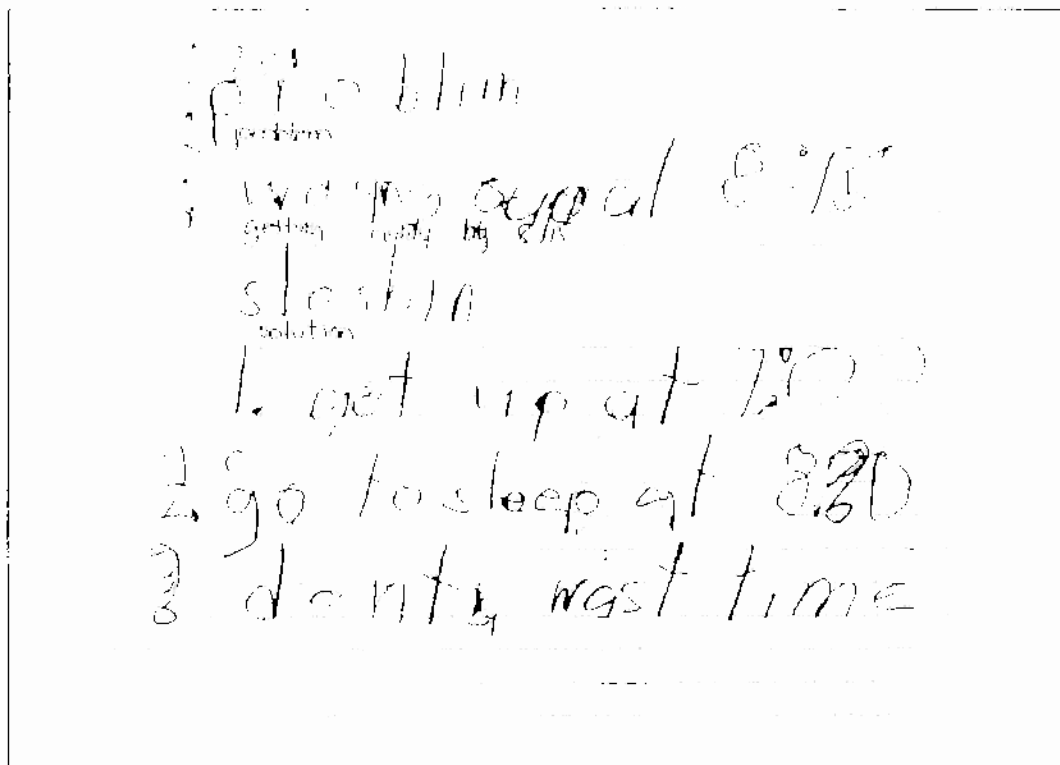
After 1 week, both the parent and the child sit down together to evaluate the problem. Both have arrived at school and work on time. They, however, feel that they need only 1.5 hours to get ready in the morning. They agree to modify their plan.

It is important to note that in this example, the parent has involved his/her child in the whole process of solving their problem. Involvement of both the parent and the child helps to:

- Build and strengthen their relationship because they both show that they care for each other and are willing to find a solution which will suit them both.
- Prevent resentment that may occur if the parent or the child imposes solutions on each other without any consideration for their feelings and opinion.

- Teach the child to learn important negotiation skills, understanding, and respect for another person's point of view.

Below is an actual example of a parent who faced a similar situation with her son. She sat down with him and discussed the problem and possible solutions. She then asked him to take a paper and a pencil and write down the problem and possible solutions. The following is the child's attempt at problem solving.



### Exercise 9.3 Six Steps to Problem Solving

#### A. Small Groups

Work in groups of 3 or 4. Together, suggest a problem that is common to many immigrant families. Work through the six steps for solving a problem, by getting suggestions and ideas from each other.

#### B. Group Discussion

Share with the whole group how your group has solved the problem.

# SESSION TEN

## RACISM

- Facilitators guide
- Participants notes
- Racism
- Dealing with racism
- Helping your children deal with racism



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## SESSION 10 – RACISM FACILITATOR'S GUIDE

### SESSION GOALS

- To learn and discuss various forms of racism, as well as their expressions and impact.
- To explore strategies to deal with racism.
- To explore strategies to help children deal with racism.
- To validate and empower participants.

### SESSION OBJECTIVES

In this session participants will:

- Review what they have learned in the last session and provide an update.
- Explore various expressions of racism.
- Evaluate the impact of racism.
- Strategize to deal with racist behaviours.
- Strategize to help children deal with racist behaviours.

### SESSION OVERVIEW

1. Welcome and Update
2. Racism
3. Dealing with Racism
4. Helping Your Children Deal With Racism
5. Wrap-up and Preview of Next Session

### MATERIALS

- Flipchart and paper
- Handouts and blank papers
- Construction papers
- Markers, pens, and pencils
- Name tags
- Snacks and refreshments (recommended)
- Educational videos related to racism and antiracism (check your local libraries; visit [http://www.pch.gc.ca/march-21-mars/hands-mains/10videos\\_e.cfm](http://www.pch.gc.ca/march-21-mars/hands-mains/10videos_e.cfm) , [http://www.unac.org/yfar/resource\\_e.htm#educational](http://www.unac.org/yfar/resource_e.htm#educational); also consider the video “Call Me a Paki,” available at <http://www.nutv.ca/html/video.htm> )
- Other considerations: Childcare, transportation, and translation
- Props (for role playing exercises - optional)

### PREPARATION

- Familiarize yourself with the Facilitation Notes.

- Familiarize yourself with the Participants' Notes.
- Prepare flipcharts containing session agenda, content, and exercises/activities.
- Access the following websites that provide useful information related to racism, ethnicity, empowerment, conflict resolution, and strategies to deal with racism:
  - o <http://www.crr.ca/EN/default.htm>
  - o [http://www.pch.gc.ca/march-21-mars/index\\_e.cfm](http://www.pch.gc.ca/march-21-mars/index_e.cfm)
  - o [http://www.unac.org/yfar/education\\_e.htm](http://www.unac.org/yfar/education_e.htm)
  - o <http://www.alri.org/pubs/antiracism.html>
  - o <http://www.chrc-ccdp.ca/publications>
  - o [http://www.albertahumanrights.ab.ca/publications/Information\\_Sheets/Info\\_INDEX.asp](http://www.albertahumanrights.ab.ca/publications/Information_Sheets/Info_INDEX.asp)
  - o <http://www.cbe.ab.ca/ch%5Fsupt/admin%5Freg/policies/AR4027-3.pdf>
  - o Go to [www.google.ca](http://www.google.ca), type key words “antiracism and racism,” and “antiracism and parenting,” click on search, and then follow links.
- The facilitator might want to provide additional materials to participants. The Calgary Police Services has multi-lingual brochures that explain hate and bias crimes and guidelines to deal with hate and bias crimes. The information can be obtained from the Calgary Policy Services, or downloaded at <http://www.gov.calgary.ab.ca/police/inside/hate-bias-brochure.pdf>. The Canadian Human Rights Commission also offers resources in multi-languages that outline discriminatory grounds under the Canadian Human Rights Act, as well as the process of filing a complaint. These multilingual materials can be downloaded at <http://www.chrc-ccdp.ca/publications>.

## **FACILITATION NOTES**

### **1. Welcome and Update**

- 1.1. Welcome participants to the session.
- 1.2. Explain the objectives of this session.
- 1.3. Review the last session and invite update from participants.

### **2. Racism**

- 2.1. Discuss the information about racism in the Participant's Notes.
  - Discuss what racism means.
  - Discuss three types of racism: individual racism, systemic or institutional racism, and cultural racism.
  - Discuss the expressions of racism: overt and covert racism.
  - Discuss the impacts of racism.
  - Encourage questions and clarifications.



**Key Points and Pointers**

- Create a safe environment for participants to share and express their emotions.
- Make sure to validate the experiences and feelings of participants.
- Be prepared to deal with the strong emotions triggered by a recollection of painful racist incidents.
- Provide illustrative examples that are relevant to both parents and children.
- Use empowering language throughout the workshop such as "dealing with racism" instead of "coping with racism", or "individuals who have experienced racism" rather than "victims of racism."

**2.2. Ask participants to do Exercise 10.1**

- Explain Exercise 10.1 which involves a small group discussion and large group sharing.
- Ask participants to work in small groups of 3 or 4 to (a) share racist incidents they or someone they know has experienced, (b) determine whether they are individual, systemic or cultural racism, (c) whether they are overt or covert racist practices, and (d) examine the impact of such incidents (Section A).
- Invite groups to take turns to share selected incidents to all participants (Section B).
- Encourage others to ask questions for clarification, and to provide their perspectives and feedback.
- Record the main points of discussion on the flipchart.



### **Suggested Alternative Activities for Exercise 10.1**

#### **Educational Videos:**

Show educational videos about racism (check local libraries or on-line resources at [http://www.pch.gc.ca/march-21-mars/hands-mains/10videos\\_e.cfm](http://www.pch.gc.ca/march-21-mars/hands-mains/10videos_e.cfm) , [http://www.unac.org/yfar/resource\\_e.htm#educational](http://www.unac.org/yfar/resource_e.htm#educational); also consider the video "Call Me a Paki," available at <http://www.nutv.ca/html/video.htm>). Discuss the issues presented in the videos in terms of the types of racism, expression of racism, and impact of racism).

#### **Critical Analysis:**

Ask participants to work in small groups. Each group writes the word "racism" in the centre. From there, expand and demonstrate how racism has developed and affected all aspects of immigrants' lives and Canadian society.

### **3. Dealing with Racism**

3.1. Discuss the information related to dealing with racist incidents in the Participant's Notes.

- Discuss strategies to deal with racist incidents.
- Provide illustrative examples to clarify strategies.
- Invite follow up questions and suggestions for additional strategies.

#### **Key Points and Pointers**

- Provide participants with opportunities to try out the strategies.
- Connect these strategies to the real life experiences discussed earlier.
- Emphasize on the empowerment of parents to deal with, rather than be victims of racist incidents.
- Also consider using the problem solving model to address racist incidents.

3.2. Ask participants to do **Exercise 10.2**

- Explain exercise 10.2 which involves a small group discussion and large group sharing.
- Ask participants to work in small groups of 3 or 4 to (a) create a scenario that involves a racist incident, (b) role play positive ways to deal with the racist incident (Section A).

- Ask groups to take turns to role play and share the highlights of their discussions, followed by feedback and suggestions from other participants (Section B).
- Record the main points of discussion on the flipchart.

### **Suggested Alternative Activities for Exercise 10.2**

#### **Image Building:**

Ask participants to work in pairs with 1s taking on the role of someone who has committed a racist behaviour, and 2s the person who has been subjected to the racist behaviours. Instruct participants to work in silence. Ask 2s to think about the person who has committed the racist behaviours, then use body to form a real image to describe that particular person. Ask 1s to look at 2s, and form an image in response to the image of the person who has committed the racist behaviours. Ask pairs to present their real images and invite others to discuss what they see. Now ask participants to go back to their pairs, form their initial real images and again work in silence. This time, ask 1s to look at 2s, and think about the ideal relationship they would like to see between the one who has committed the racist behaviours and the one who has been subjected to the racist behaviours. Instruct 1s to gently mold and move 2s in ways they would like to see in an ideal world. Ask 1s to adjust their own image in response to the newly formed image. Ask pairs to take turns to present their ideal images. Invite others to discuss what they see and what strategies they can use to achieve such ideal images.

#### **Interactive Play:**

Ask for 3 or 4 volunteer "actors." Together, they come up with a short play (3-5 minutes) that demonstrates a situation in which conflicts arise due to racist behaviours. The volunteers perform their short play in front of the group once. They then perform the play again. This time, audience members yell out "STOP" when they identify moments that they can help prevent or resolve further conflicts. The person who yells "STOP" will come up and substitute a member of the volunteer "actors." This new "actor" will continue the play, trying out his or her effective strategies for dealing with racist incidents.

## **4. Helping Your Children Deal With Racism**

4.1. Discuss the information related to helping children to deal with racist incidents in the Participant's Notes.

- Discuss strategies to recognize whether children have experienced racism.
- Discuss strategies to help children to deal with racist incidents.
- Provide illustrative examples to clarify strategies.
- Invite follow up questions and suggestions for additional strategies.



**Key Points and Pointers**

- Emphasize that parents can help their children prepare for racist incidents.
- Provide participants with opportunities to try out the strategies.
- Connect these strategies to real life experiences.
- Emphasize on the empowerment of children to deal with, rather than be victims of, racist incidents.
- Also consider using the problem solving model to address racist incidents.

**4.2 Ask participants to do Exercise 10.3**

- Explain Exercise 10.3 which involves small group activities and large group sharing.
- Ask participants to work in small groups of 2 to (a) select a particular racist incident that a child has encountered, and (b) role play how the parent can help the child to deal with the racist incident (Section A).
- Ask groups to take turns to role play and share the highlights of their discussions, followed by feedback and suggestions from other participants (Section B).
- Record the main points of discussion on the flipchart.

**Suggested Alternative Activities for Exercise 10.3**

**Interactive Play:**

Ask for 3 or 4 volunteer "actors." Together, have them come up with a short play (3-5 minutes) that demonstrates a situation in which a parent is not effective in helping his/her child to deal with racism. For example, the parent may get angry or use violence as a way to resolve the racist incident, etc. The volunteers perform their short play in front of the group once. They then perform the play again. This time, audience members yell out "STOP" when they identify moments that they can be more effective in helping the child deal with the racist incident. The person who yells "STOP" will come up and substitute a member of the volunteer "actors." This new "actor" will continue the play, trying out his/her effective strategies to help the child deal with the racist incident.

**Story Telling:**

Ask participants to work in groups of 3 or 4. Together, have them create a story that describes an incident in which an immigrant child has experienced racism. Groups explore the impact of the racist incident, and describe how his/her parents have helped him/her effectively deal with the racist incident.

**5. Wrap-up and Preview of Next Session**

- 5.1. Recap what participants have learned today.
- 5.2. Invite participants to share their thoughts about the session.
- 5.3. Invite participants to provide input in ways to improve future sessions.
- 5.4. Explain to participants what they can expect in the next session.



## SESSION 10 – RACISM

### PARTICIPANT'S NOTES

#### WHAT TO EXPECT IN TODAY'S SESSION

In this session we will:

- Review what we have learned in the last session and provide an update.
- Get familiarized with the definition of racism and the three types of racism.
- Explore various expressions of racism.
- Evaluate the impact of racism.
- Strategize to deal with racist behaviours.
- Strategize to help our children deal with racist behaviours.

#### REVIEW AND UPDATE

In our last session, we discussed how to prevent and solve problems effectively.

##### Questions for Review

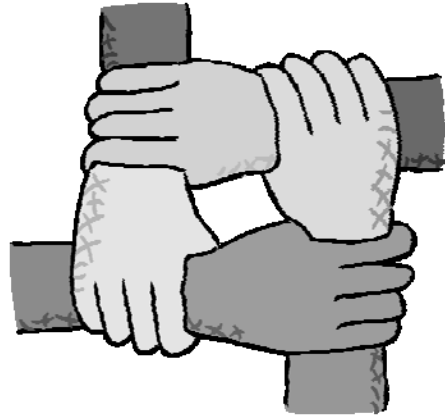
- Have you had opportunities to prevent some problems from happening? How did you handle those situations?
- Have you had opportunities to use the six step process to solve any problems since we last met?

#### RACISM

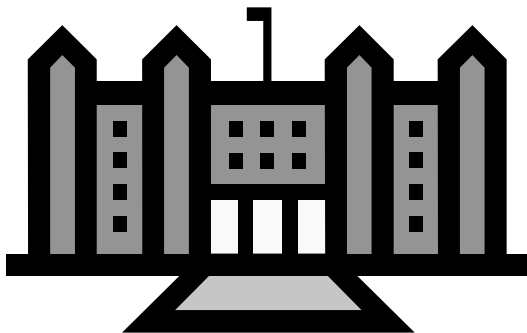
##### Types of Racism

**Racism** is a social crime. It occurs when someone believes or assumes that other people are inferior because of their skin colour or cultural background, or when someone treats other people unfairly because of their cultural or ethnic origins. As immigrants with visible minority backgrounds or distinct accents, we may face racism and discrimination in employment, housing, justice, education, health, recreation, etc.

We may experience **individual racism**, which is shown in individual attitudes and behaviours. For example, some African Canadians are not able to work for a company because the employer believes that black people are lazy. In another example, a child has bullied his schoolmate because of his Indian background. He often intimidates and shouts “Paki, go home” to his schoolmate after school.



We may encounter **systemic** or **institutional racism**, which exists when an organization or institution sets up policies, rules, and regulations that disadvantage people of certain racial or cultural groups. For example, a company made it a requirement for its job applicants to take a series of examinations that are based on European standards. Such requirements would then systemically exclude Canadians of non-European backgrounds from having



the equal opportunity to employment. In another example, a school has used a social studies curriculum that only emphasizes European Canadian history. Such curriculum would ignore the important contributions and histories of other non-European ethnic groups in Canada.

We may also encounter cultural racism, which is the basis of individual racism and institutional racism. Cultural racism involves the value system embedded in society that makes it acceptable for people to believe and assume racial superiority and inferiority, as well as to discriminate people because of their skin colour or cultural background. For example, the media has provided an unrealistic and stereotypical portrayal of ethnic minorities in Canada. Such portrayal has helped to shape and perpetuate an inaccurate and stereotypical understanding of ethnic minorities, and therefore created a hostile environment for ethnic minorities.

## Expressions of Racism

Expressions of racism can be either overt or covert. **Overt racism** involves direct racist opinions or behaviours. For example, a gym teacher believes that most Asian kids cannot play hockey, and decided to exclude her students of Asian Canadian background from the hockey team. Other examples of overt racist opinions and behaviours include:

- Define people in terms of stereotypes (i.e.: All Black people are good dancers, or all Chinese students are good in math).
- Blaming minorities for social and economic problems (i.e., Immigrants take jobs away from Canadians).
- Belief that immigrants cause overcrowding.
- Commit verbal abuse, including name calling, insults, jokes, and mockery.
- Rejecting or excluding people of certain ethnic backgrounds from groups.
- Committing physical violence and abuse, such as bullying, intimidation, or fighting.
- Denying positions or rewards.
- Expressing anger and resentment (both verbal and non-verbal).
- Showing an attitude of superiority toward a particular group.
- Vandalizing personal property.

**Covert racism**, on the other hand, is more subtle, yet occurs more often than overt racism, and is more easily hidden, denied, or discounted. It is the kind of racism that often leaves those who experience it doubting their own perceptions or judgement. For example, an employer has decided not to hire an African Canadian applicant because he believes that the applicant might drive away his business. Rather than telling the applicant his real thought, he tells the applicant that he has no job for him. Other examples of covert racism include:

- Require newcomers to have Canadian education or work experience.
- Have no culturally competent staff to provide culturally appropriate services to minorities.
- Provide inadequate ESL training.
- Reject people of certain ethnic groups politely.
- Have limited translation and interpretation services in court.



- Have an academic curriculum that only emphasizes European Canadian history and does not address the history and contribution of other ethnic and cultural groups in Canada both presently and historically.

### **Impact of Racism**

When we experience racism, we may feel frustrated, uncomfortable, hurt, angry, and offended. We may develop low self-esteem, depression, anxiety, and physical illness. We may internalize racism by accepting the myth of racial inferiority and begin looking at our own cultural and racial background as undesirable. We may have limited freedom and access to necessary and desired resources. We may also be denied opportunities to develop, to learn, to share, and to contribute to Canadian society.

Racism also costs our community a great deal both socially and economically. It prevents our community from benefiting from talented people with multi-language and cross cultural skills in the global economy. It requires our community to put more resources into services to address social issues. Racism, in short, hurts everyone!



### **Exercise 10.1 Racism**

#### **A. Small Groups**

In groups of 3 or 4, take turns to share the racist incidents that you, your children, and people you know have experienced. Explain whether those incidents were individual, institutional, or cultural racism. Discuss whether those incidents were overt or covert racism. Share your thoughts and feelings resulting from such racist incidents.

#### **B. Group Discussion**

Share the main points of discussion in your group with other participants. Make sure that the group discussion covers covert and overt, individual, institutional, and cultural racism.

## **DEALING WITH RACISM**

We will shortly discuss how we can help our children deal with racism. Let's focus on how we can positively deal with racist incidents. When we are treated unfairly on the basis of our skin colour or cultural background, it is important that we deal with those racist incidents, as well as their impact on our well-being. The following suggests various ways to deal with racist incidents:

### **Confront Racism**

Do not ignore racism! Racism does not go away by itself. People in our community, including ourselves, need to work together to confront, deal with, and eliminate racism. If you do not make an effort to confront and stop racism, the person who has treated you unfairly will continue to do so to other people.

### ***Assert Our Rights***

Make it clear to individuals with racist opinions or behaviours that their opinions or actions are hurtful and not welcomed. Canadian laws, including the Canadian Charter of Rights and Freedom, the Canadian Human Rights Act, the Canadian Multiculturalism Act, and the Alberta Human Rights, Citizenship and Multiculturalism Act, protect human rights and promote the full and equal participation of all Canadians regardless of their race, national and ethnic origin, colour, religion, sex, age, or mental or physical disability. Our families are guaranteed the right to dignity and equality in all aspects of Canadian life, including schooling, housing, employment, education, health, etc. Make it clear that we have the right to respect, dignity, and equality!

### ***Document Our Case***

Record the details of the incident, including the time, date, place, circumstances, description of the perpetrator(s), and the contact information of any witnesses. This information will be useful when we decide to take action to resolve the incident.

### ***Report the Incident***

If the incident involved physical harassment, violence or damage of property, report it to the police. The Calgary Police Services has a Cultural Resource Unit that helps us deal with hate or bias crime. The contact number of the Cultural Resource Unit (403) 266 - 1234.

If the incident occurred at work, contact the person responsible for employer's harassment policy (if one exists) or any other authorized individual at work.

If the incident occurred when dealing with a service provider, such as a social service agency or a store, complain to the management.

### ***File a Complaint***

If the four steps outlined above do not get appropriate results, you may want to file a complaint with the human rights commissions. There are federal and provincial bodies that are responsible for protecting equal rights. The Canadian Human Rights Commission is responsible for processing complaints related to federal Crown corporations like CN Rail and Canada Post, federal government departments, federally-regulated private sector organizations such as chartered banks, airlines, railways, interprovincial transportation, and trucking, and broadcasting and telecommunications companies. The Alberta Human Rights Commission is responsible for all other businesses. The contact information of the Canadian Human Rights Commission and Alberta Human Rights Commission are:

#### **Canadian Human Rights Commission**

Suite 308, 10010 – 106 Street  
Edmonton, Alberta T5J 3L8  
[www.chrc-ccdp.ca](http://www.chrc-ccdp.ca)  
Phone: (403) 297 - 6571  
Fax: (780) 495-4044

#### **Alberta Human Rights Commission**

310, 525 – 11 Avenue SW  
Calgary, Alberta, T2R 0C9  
Phone: (780) 495-4040  
[www.albertahumanrights.ab.ca](http://www.albertahumanrights.ab.ca)  
Fax: (403) 297 - 6567

### **Dealing With the Impact of Racism**

Racism is undeniably hurtful. When we experience racism, we may feel or think negatively about ourselves and other people. It is important that we talk to someone and allow ourselves time to deal with the negative thoughts and emotions resulting from such an incident(s). Some suggestions to deal with the negative thoughts and feelings include:

- Recognize that we are not responsible for other people's ignorance and behaviours.
- Acknowledge our negative thoughts and emotions, but do not hold on to them.
- Remind ourselves we are equal, dignified, and a unique individual.

- Remind ourselves of the positive experiences where we have felt we belonged, and were appreciated and accepted.
- Refuse to internalize the myth of racial inferiority and the negative feelings about ourselves and our cultural backgrounds.
- Remember that although we can not avoid experiencing racism, we can ultimately decide whether we want to allow the individuals with racist behaviours and attitudes to make us “victims.”
- Remember that when we allow ourselves to feel inferior due to racist incidents, we have fulfilled what the racist individuals have set out to do which is make other people feel small and inferior.
- Allow ourselves to heal and to continue to have faith in ourselves and others.
- Turn our experiences into positive opportunities in which we can talk to other people about racism to promote knowledge, an awareness, and understanding in our community.

### **Be a Witness**

We may not experience racism ourselves, but we may witness racist incidents. Do not walk by and pretend nothing has happened. As witnesses, we can assist individuals who have been subjected to racist opinions or behaviours by:

- Offering assurance until they are calm again.
- Offering to provide evidence.
- Assisting the individual(s) to contact the police.
- Offering to help the individual(s) seek support in recovering from the incident(s).

### **Work With Others to Proactively Eliminate Racism**

Racism hurts everyone! We do not have to wait until we experience racism ourselves to be proactive. Each of us can work collaboratively with other people in the community to address all forms of racism. The following provides some suggestions that we can do to proactively address racism:

- Help organize a public forum in our community to talk about racism, and what you and others can do to eliminate it.
- Share our cultural heritage with others and discuss what we have in common and discuss our differences.

- Meet with the police and community organizations to explore ways we can work with others to promote good race relations.
- Write editorials, letters, or short stories to local newspapers, or an organization's newsletter to express your experience with racial discrimination and what action can be taken to stop it.
- Work with community members to work with institutions to develop and implement clear policies, programs, and practices that address all forms of discrimination and promote inclusion.
- Help educate people about racism, its expressions, and impact at all levels.
- Hold ourselves and others accountable for recognizing and countering racial beliefs and practices.
- Engage in cross-cultural friendships and relationships.
- Participate in the political system.
- Contact your elected representatives such as City Councillors, Members of Parliament, Members of Legislative Assembly, to join other lawmakers to act upon their commitment to eliminate racism.
- Provide school boards with feedback and input into developing educational curriculum and practices that recognize ethnically diverse contributions, values, and perspectives.
- Work with the media to provide a realistic, non-stereotypical portrayal of racial minorities.

### **Exercise 10.2 Dealing with Racist Incidents**

#### **A. Role play:**

In groups of 3 or 4, create a scenario that involves a racist incident. Role play positive ways to deal with the racist incident.

#### **B. Group Discussion:**

Take turns to role play and share the main points of discussion in small groups. Encourage feedback and input from others.

## **HELPING YOUR CHILDREN DEAL WITH RACISM**

### **Recognize Racism**

Our children, due to their appearances, behaviours, and cultural backgrounds, can be vulnerable to racism. As parents, you can talk openly about racism with your children and encourage them to express their feelings and experiences. Do not wait until your children come home in tears to talk about racism, as they may react very quietly to racist incidents, or just appear to be tired or withdrawn. The following indications may suggest that your children have been subjected to racist behaviours.

- Receiving nasty comments and notes.
- Being left out of activities or being isolated.
- Being threatened.
- Being made to feel uncomfortable or scared.
- Having items stolen or damaged.
- Being hit or kicked or bullied.
- Being pressured to do things that he or she does not want to do.
- Being teased.

When your children are subjected to racist behaviours, they may show some of the following signs:

- Reluctance to go to school.
- Drop in grades.
- Lack of confidence.
- Feeling ashamed of own cultural background, and physical appearance.
- Withdrawing from friends, family, and the community.
- Signs of irritability and moodiness.
- Attempt to change personality and/or appearance to try to gain acceptance from others.

## **How to Help Your Children**

Depending on the developmental stage your child(s) is at, they may find it difficult to share their experiences with others. Children need a safe, supportive, and understanding environment to share their fear. The following suggests some strategies you can use to help your children to deal with racist incidents.

### ***Listen***

Racism is hurtful. It is important that you encourage your children to talk about their experiences and feelings. When your child(s) experience racism, they need your support to vent anger, frustration, and feelings of injustice. You may want to refrain from lecturing and instead ask questions, listen, and validate their experiences. Do not tell your child(s) to stop talking about it, or to just forget about the racist incident(s).

### ***Provide Emotional Support***

Though it is important that you help your child(s) logically address the racist incident(s), you first need to provide your child(s) with emotional support. Hold them. Tell them that they are loved and that you will do every thing you can to protect them. This can be helpful even to children who are normally self-reliant. Children need the safety of love when they are confronted with hatred or injustice.

### ***Validate Your Child's Experience***

When children experience racism, they may feel like no one is taking their problem to heart. Take your child's words seriously. Make sure they know you are there to sympathize and are prepared to help them sort out the situation. Quite often, people who have experienced subtle racism question their own perceptions and judgments. You need to reassure your children that their perceptions and judgments are valid.

### ***Explain Children Their Rights***

When children experience racism, they may be overwhelmed by fear. It is important that you explain and reassure your child(s) that they are protected under the law and school regulations, and that they are guaranteed with their rights of freedom and safety. Also point out to your children that they are not the ones with the problem.

### ***Work With Your Child to Resolve Racist Incidents***

It is important that you work with your child to develop strategies to deal with racist incidents. Reassure your child(s) that you will discuss things with them before taking any action. If you do not do this, you might damage your relationship with your child(s). By involving your child(s) in developing solutions to address the racist incident(s), you help them to regain their sense of control and to feel empowered. Explain to them that racism will not go away by itself and that you are willing to work with them and other people to positively resolve racist incidents. The following suggests how you can use the problem solving model that we discussed in Session 9, to work with your child(s) to resolve racist incidents:

- Identify and recognize the racist incident to be addressed.
- Think of different ways to resolve the situation, with the emphasis on non-violent ways to resolve conflicts.
- Support children to consider the pros and cons of the various solutions.
- Provide guidance and support to children to select the solution(s) that they feel most comfortable with while resolving the situation.
- Offer to role play with children to practice the strategies.
- Offer support to help children carry out the solution(s) to address the situations.
- Provide support to children to evaluate their actions and discuss further follow up strategies if necessary

### ***Work With the School to Resolve Racist Incidents***

Most schools have an anti-racism policy which guarantees a teaching, learning, language, employment, and school environment free of cultural biases. When we are concerned that our children have experienced racism in school, we can make a formal complaint immediately. It is important that we remain calm and courteous at all times. We can work with senior school officials (i.e., Principals, etc.) to ensure the following steps are taken to resolve our complaints:

- File a Concerns and Complaints form, which should include a detailed description of the racist incident (time, place, people, events, witnesses, etc.).
- Set timelines for the steps into the inquiry of the racist incident.



- Set an agenda and time frame for all meetings with those who are involved in the inquiry of the racist incident.
- Meet those who are involved in the racist incident.
- Establish the ground rules for appropriate behaviour, including the use of respectful language.
- Review the Concerns and Complaints form.
- Reach a consensual agreement about the solutions.
- Ask for a copy of the record of communication of the meeting .
- Proceed with a formal complaint with the district leadership if you are not happy with how the incident is resolved at the school level.

### **Help Children Unlearn Internalized Racism**

Racism is damaging to our children's self-esteem and confidence. Children may internalize the myth of racial inferiority and start looking at themselves and their cultural heritage negatively. The following suggests ways you can help your children unlearn internalized racism:

- Help your children feel proud of their heritage by teaching them the history, cultural practices, and meaning.
- Share the contributions of ethnic minorities in Canada, both historically and presently with your children. This will help to provide them with a sense of belonging in Canada.
- Encourage children to see themselves as unique individuals.

### **Provide Proactive Support**

You do not have to wait until your child(s) experiences a racist incident(s) before dealing with racism. The following suggests some proactive strategies parents can do to proactively prepare their children to deal with racism:

- Talk about racism in age-appropriate language.
- Teach children to understand and appreciate their heritage.
- Encourage children to feel proud of their common heritage and at the same time value themselves as unique individuals.
- Encourage children to feel proud of their external appearance and identity, and to be equally respectful of others' appearances.
- Explain to children what their rights are.

- Share with children the contributions of ethnic minorities in Canada both historically and presently.
- Work with children to develop strategies to deal with various racist situations and role play them with children.
- Work with schools to develop school policies and procedures to address racism and to educate school personnel and students about racism and ethno-specific issues.
- Set examples by being aware of your own prejudice, attitude, and language toward groups with different cultural and racial backgrounds.
- Remind children to be respectful of other groups and not to draw negative conclusions about specific religious, racial, or ethnic individuals.
- Teach children never to defend themselves by hitting back or using guns or other weapons.



### **Exercise 10.3 Helping Children to Deal with Racist Incidents**

#### **A. Role play**

With a partner, one takes on the role of a child and the other the parent. Select a particular racist incident that your child or other children have encountered. Practice how you can help the child to deal with that particular incident.

#### **B. Group Discussion**

Take turns to role play and share with others how your partner and you have resolved the situation. Encourage feedback and input from others.



# SESSION ELEVEN

## BULLYING

- Facilitators guide
- Participants notes
- Bullying
- Helping children deal with bullying
- Helping children who bully



**CIWA**

*Calgary Immigrant Women's Association*



## SESSION 11– BULLYING FACILITATOR'S GUIDE

### SESSION GOALS

- To learn and discuss issues related to bullying, including types of bullying, dynamics in bullying, and the causes and impact of bullying.
- To explore strategies to help children who are bullied by other children.
- To explore strategies to help children who bully other children.

### SESSION OBJECTIVES

In this session participants will:

- Review what they have learned in the last session and provide an update.
- Get familiarized with the definition of bullying and the various forms of bullying.
- Explore dynamics in bullying.
- Explore the causes of bullying and evaluate the impact of bullying.
- Strategize to help children deal with bullying.
- Strategize to help children who bully deal with their bullying behaviours.

### SESSION OVERVIEW

1. Welcome and Update
2. Bullying
3. Helping Children Deal With Bullying
4. Helping Children Who Bully
5. Wrap-up and Preview of Next Session

### MATERIALS

- Flipchart and paper
- Handouts and blank papers
- Construction paper
- Markers, pens, and pencils
- Name tags
- Snacks and refreshments (recommended)
- Educational videos related to bullying (check your local libraries; visit <http://www.bullying.org>, <http://www.kidscape.org.uk>, <http://www.bullybeware.com>)
- Other considerations: Childcare, transportation, and translation
- Props (for role playing exercises - optional)

### PREPARATION

- Familiarize yourself with the Facilitation Notes.
- Familiarize yourself with the Participants' Notes.

- Prepare flipcharts containing session agenda, content, and exercises/activities.
- Access the following websites that provide useful information related to bullying:
  - o <http://www.bullying.org>
  - o <http://www.kidscape.org.uk>
  - o <http://www.bullybeware.com>
  - o Go to [www.google.ca](http://www.google.ca), type key words “bullying,” and “bullying and parenting,” click on search, and then follow links.

## **FACILITATION NOTES**

### **1. Welcome and Update**

- 1.1. Welcome participants to the session.
- 1.2. Explain the objectives of this session.
- 1.3. Review the last session and invite an update from participants.

### **2. Bullying**

- 2.1. Discuss the information about bullying in the Participant's Notes.
  - Discuss what bullying means.
  - Discuss various types of bullying: physical, verbal, emotional, racial, and sexual bullying.
  - Discuss dynamics involved in bullying, causes of bullying, and consequences of bullying.
  - Provide plenty of examples to illustrate concepts.
  - Encourage questions and clarifications.

#### **Key Points and Pointers**

- Create a safe environment for participants to share and express their emotions.
- Some participants might have children who have bullied or been bullied by other children. While it is important to discuss bullying issues, the facilitators should encourage participants to use respectful, non-judgmental language throughout the workshop.
- Provide illustrative examples that are culturally relevant.
- Use empowering language, such as “children who have experienced bullying” rather than “victims of bullying”, or “dealing with bullying” rather than “coping with bullying.”

## 2.2. Ask participants to do **Exercise 11.1**

- Explain Exercise 11.1 which involves a small group discussion and large group sharing.
- Ask participants to work in small groups of 3 or 4 to (a) share bullying incidents their children or children they know have experienced, (b) identify various types of bullying and explore dynamics, causes, and consequences of bullying, (c) draw from their group discussions and build a short play that illustrates bullying (Section A).
- Remind participants to use respectful and non-judgmental language.
- Invite groups to take turns to share selected incidents to all participants (Section B).
- Encourage others to ask questions for clarification, and to provide their perspectives and feedback.
- Record the main points of discussion on the flipchart.

### **Suggested Alternative Activities for Exercise 11.1**

#### **Educational Videos:**

Show educational videos about bullying (check local libraries or on-line resources at <http://www.bullying.org>, <http://www.kidscape.org.uk>, <http://www.bullybeware.com>). Discuss the issues presented in the videos in terms of the types of bullying, dynamics involved, and the causes and impact of bullying.

#### **Critical Analysis:**

Ask participants to work in small groups. Each group writes the word "bullying" in the centre. From there, expand and demonstrate how bullying has developed and affected children and Canadian society.

## **3. Helping Children Deal with Bullying**

3.1. Discuss the information related to helping children deal with bullying in the Participant's Notes.

- Discuss strategies to recognize possible signs of bullying, and ways to help children deal with bullying.
- Provide illustrative examples to clarify strategies.
- Invite follow up questions and suggestions for additional strategies.





**Key Points and Pointers**

- Provide participants with opportunities to try out the strategies.
- Make sure to encourage parents to involve children in dealing with bullying.
- Emphasize on the empowerment of children to deal with, rather than be victims of bullying incidents.
- Also consider using the problem solving model to address bullying incidents.
- Make sure that parents feel safe to share their stories.
- Emphasize the use of non-judgmental language.
- Since children of immigrant and visible minority backgrounds often face racial bullying, make a connection between bullying and racism.
- Point out that many issues and techniques outlined in the workshop on racism are also relevant to bullying.

**3.2. Ask participants to do Exercise 11.2**

- Explain Exercise 11.2 which involves small group activities and large group sharing.
- Instruct participants to return to their small groups and review the scenarios they have developed earlier.
- Ask groups to create another mini-play (5 minutes or less) that focuses on strategies and deals with only ONE of these possibilities: (a) how a child who has been bullied deals with the bullying child; (b) how a parent helps her child who has been bullied deal with the situation; (c) how a parent helps a bullying child deal with his or her aggressive behaviours; or (d) how a parent works with school staff to deal with a bullying incident. Help coordinate groups to cover all possibilities. (Section A).
- Ask groups to take turns to role play and share the highlights of their discussions, followed by feedback and suggestions from other participants (Section B).
- Record the main points of discussion on the flipchart.

### **Suggested Alternative Activities for Exercise 11.2**

#### **Image Building:**

Ask participants to work in pairs with 1s taking on the role of a bullying child, and 2s the person who has been bullied. Instruct participants to work in silence. Ask 2s to think about the child who has bullied other kids, then use the body to form a real image to describe that particular person. Ask 1s to look at 2s, and form an image in response to the image of the bullying child. Ask pairs to present their real images and invite others to discuss what they see. Now, ask participants to go back to their pairs, form their initial real images and again work in silence. This time, ask 1s to look at 2s, and think about the ideal relationship they would like to see between the bullying child and the bullied child. Instruct 1s to gently mold and move 2s in ways they would like to see in an ideal world. Ask 1s to adjust their own image in response to newly formed image. Ask pairs to take turns to present their ideal images. Invite others to discuss what they see and what strategies they can use to help children to achieve such ideal images.

#### **Interactive Play:**

Ask for 3 or 4 volunteer "actors." Together, they come up with a short play (3-5 minutes) that demonstrates a situation in which a conflict arises due to bullying. The volunteers perform their short play in front of the group once. They then perform the play again. This time, audience members yell out "STOP" when they identify moments that they can help prevent or resolve bullying. The person who yells "STOP" will come up and substitute a member of the volunteer "actors." This new "actor" will continue the play, trying out his/her effective strategies for dealing with bullying.

## **4. Helping Children Who Bully**

4.1. Discuss the information in the Participant's Notes related to helping children who bully.

- Discuss strategies to recognize the possible signs of children who bully, and ways to help children who bully.
- Provide illustrative examples to clarify strategies.
- Invite follow up questions and suggestions for additional strategies.

## **5. Wrap-up and Preview of Next Session**

- 5.1. Recap what participants have learned today.
- 5.2. Invite participants to share their thoughts about the session.
- 5.3. Invite participants to provide input in ways to improve future sessions.
- 5.4. Explain to participants what they can expect in the next session.



## SESSION 11– BULLYING

### PARTICIPANT’S NOTES

#### WHAT TO EXPECT IN TODAY’S SESSION

In this session we will:

- Review what we have learned in the last session and provide an update.
- Get familiarized with the definition of bullying and the various forms of bullying.
- Explore dynamics in bullying.
- Explore the causes of bullying and evaluate the impact of bullying.
- Strategize to help children deal with bullying.
- Strategize to help children who bully deal with their bullying behaviours.

#### REVIEW AND UPDATE

In our last session we discussed racism. We also explored effective strategies to deal with racist incidents ourselves, as well as to help our children deal with racist incidents.

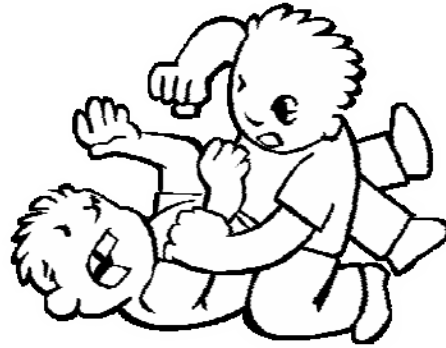
##### Questions for Review

- How has your knowledge about racism helped you to deal with racist incidents?
- How has your knowledge about racism helped you to help your children prepare or deal with racist incidents?
- Have you had opportunities to try out some of the strategies for dealing with racist incidents? What were the outcomes?

#### BULLYING

**Bullying** is a form of violence and aggression. It is something that a child or a group of children repeatedly do or say to gain power and control over another child. It can be an action such as kicking someone, or an implied action such as threats. Bullying is the willful, conscious desire to hurt another child and

put him or her under stress. Most bullying occurs in school. Both boys and girls *can* bully other children.



There are several types of bullying.

- a) **Physical bullying** involves pushing, kicking, spitting, hitting, and pinching.
- b) **Verbal bullying** involves name-calling, sarcasm, threats, spreading rumors, or persistent teasing.
- c) **Emotional bullying** involves social exclusion, tormenting (i.e., hiding books, threatening gestures), ridicule, or humiliation.
- d) **Racial bullying** involves racial taunts, graffiti, or gestures.
- e) **Sexual bullying** involves unwanted physical contact or verbally abusive comments.

There are some key dynamics in bullying.

- 1. There is a power imbalance between the bully and the bullied.
- 2. Children who bully tend to be confident and aggressive, and lack empathy for others.
- 3. Children who bully usually come from homes where there is poor supervision and modeling, and a tolerance for aggressive behaviours.
- 4. Children who are bullied tend to be quiet and passive, have few friends, and lack effective skills to respond to aggressive actions.
- 5. Bullying is often done so that adults are not aware of it.
- 6. Children who are bullied are quite often ashamed and do not tell adults about the bullying incidents.

There are many reasons why children bully others.

- They may come from families that have poor family interactions and child-rearing practices, such as excessive pampering, neglect, or use of control and coercion as methods of discipline.
- They may be victims of abuse and take out their humiliation and anger on others.
- They may have difficulties adapting to a new situation or coping with a difficult situation such as the death of a relative or their parents' divorce.
- They may be active and impulsive in temperament.
- They have been exposed to negative influences in their environment, including violence on television or in movies, and in the home.

Bullying can have devastating, life-long effects on those who are involved. Children who are bullied by others may experience anxiety, depression, insecurity, low self-esteem, loneliness, poor academic achievement, higher rates of school skipping, and other negative physical and mental symptoms. When children are bullied on a regular basis, they may become depressed and hopeless, even suicidal or homicidal.

Children who bully also face a bleak future if they do not receive help. They tend to become aggressive adults who stand a much higher chance of having multiple criminal convictions. They also tend to struggle in forming meaningful social relationships in their adult years.

### **Exercise 11.1 Bullying**

#### **A. Small Groups:**

In groups of 3 or 4, think about the experiences of your children or children you know well. Take turns to share the specific bullying incidents that your children or others have experienced. Discuss those incidents with respect to the types of bullying, and the causes and consequences of bullying. It is important to discuss the issues and not pass judgments on others. Based on the group discussion, create a short illustrative scenario of bullying (5 minutes or less). Make sure that you have used your earlier discussion in the short play.

#### **B. Group Discussion:**

Take turns to show your scenarios. Have a group discussion at the end of each presentation. Provide feedback and suggestions.

## **HELPING CHILDREN DEAL WITH BULLYING**



### **Recognizing the Possible Signs of Bullying**

Children can be afraid of telling other people that they are being bullied. Some are good at hiding their feelings. The following signs may suggest that our children have been subjected to bullying:

- Come home with torn or missing clothing, books, or belongings.
- Have unexplained cuts, bruises, or scratches.
- Asking for stolen possessions to be replaced.
- “Lose” lunch money.
- Ask for money or steal money.
- Fall out with previously good friends, or have few, if any, friends.
- Are moody and bad tempered.
- Are quiet, passive, or withdrawn.
- Are anxious and have poor self-esteem.
- Avoid leaving the house or feel afraid of going to school.
- Change their usual route to school.
- Want you to go on the school bus or beg you to drive them to school.
- Show aggression towards their brothers and sisters.
- Lose interest in, or do poorly in their schoolwork.
- Have troubles sleeping or frequent nightmares.
- Feel ill in the mornings.

If you are worried that your child is being bullied, ask them directly. Quite often, children who are bullied are frightened to tell what is happening and will even deny at first that there is anything wrong. You may want to encourage them by showing your concern and reassuring them that you want to help and support them whatever the problem is.

### **How to Help Children Who Are Bullied**

Finding out that your child has been bullied can be a stressful and distressing experience for you. It is natural for you to feel anger, confusion, and guilt. However, you need to remain calm to help your child(s) deal with bullying. The following suggests some strategies for you to help your child(s):

#### ***Listen***

Your child(s) needs time and support to express their feelings and experience. Listen to what they are saying. Take whatever your child is saying seriously and find out exactly what has been going on. Avoid telling them to “just ignore the bully.”

#### ***Provide Emotional Support and Reassurance***

Your child(s) needs the opportunity to vent their feelings. You can reassure your child(s) that they are not responsible for the bullying, and that you love them and are on their side 100%. Your child(s) deserves praise for having the courage to tell you about the bullying.

#### ***Help Your Children Develop Skills to Deal with Bullying***

Children who are bullied require support to regain their sense of control and empowerment, and to develop skills to deal with bullying incidents. Here are some practical strategies you can use to help your child(s) develop assertiveness in dealing with bullying:

- Help your child(s) understand that bullying is not right.
- Help your child(s) not to believe in what the bullies have said to them.
- Encourage your child(s) to walk away with confidence or stay in a group.
- Encourage your child(s) not to show anger, get upset, or fight back.
- Encourage your child(s) to tell adults when they are bullied.
- Role play with your child(s) to try out non-violent strategies to deal with bullying.



- Help your child(s) practice saying “no” or “leave me alone.”
- Support your child(s) to believe in themselves.
- Arrange for your child(s) to participate in positive social groups to develop special skills and confidence if they are timid and lack friends.

### ***Help Your Children Heal***

Bullying can have a negative impact on the psychological, emotional wellbeing of children. It is important that you help your child(s) rebuild their confidence and strength. Some useful techniques include:

- Highlight their outstanding qualities.
- Provide reassurance and encouragement.
- Praise your child(s) for what they are doing well.
- Create opportunities for your child(s) to shine.
- Set realistic goals and provide the necessary support to help your child(s) achieve these goals.
- Help your child(s) take pride in their rich heritage, multilingual, and cultural skills.

### ***Work With the School***

You can work with the school immediately to make sure that your children are safe, that effective consequences are applied toward those children who have bullied others, and that monitoring at the school is adequate. It is important that you do not over-react or storm into the school and demand action. Since school staff can not have constant supervision of your children, they may not be aware of the situations. You can help present all of the facts to the school staff by keeping a diary of incidents and making notes of all injuries with photographs and details of doctor or hospital visits. It is also important that you talk to your child(s) about your communication with the school.

Schools are responsible for the safety and security of all children. Many schools have an anti-bullying policy that outlines procedures and guidelines to deal with bullying incidents. If schools do not have an anti-bullying policy in place, you can work with members of the school council and administrators to develop appropriate guidelines to deal with bullying

### ***Dealing With Bullying in the Community***

Sometimes, bullying takes place outside of the school, such as on the way to and from school. The following are some strategies to deal with bullying in the community:

- Arrange for your child(s) to get to school with older, supportive children, or take them to school yourself until other interventions can take place.
- Keep written records of all incidents and of all the people you have talked to.
- Try and find out who is bullying your child.
- If those who have bullied your child are from other schools, contact and work with their schools to resolve the bullying issues.
- Try talking to the parents of those who have bullied your child.
- Consider enrolling your child in local self-assertiveness courses.
- Talk to local youth leaders who may know all the children involved.
- Seek advice from local religious and community leaders.
- Talk to the community liaison police officers and ask for help.
- Talk to witnesses, and if possible, video, photograph, or tape-record incidents.
- Take pictures of all injuries.



## **HELPING CHILDREN WHO BULLY**

### **Recognizing Possible Signs of Children Who Bully**

Children who bully often struggle later in their adult years. Parents can help recognize early signs of bullying and help their children accordingly. The following signs may suggest that your child is/has bullied/bullying others:

- Being overly confident.
- Showing signs of aggression towards others.
- Being active and impulsive in temperament.
- Showing a lack of empathy for others.
- Talking about violence.
- Showing interests in violent movies, toys, video games, etc.
- Coming home with new things.
- Purchasing expensive toys or other items that are not affordable for a normal allowance.
- Mentioning of violent action heroes as models.
- Hanging out with friends who are aggressive.
- Having no friends.
- Showing signs of resentment and anger.

### **How to Help Children Who Bully**

It can be a great disappointment to learn that your child has bullied others. However, it is important that you stay calm, learn exactly what your child has been doing, and help them deal with their bullying behaviours. The following outlines some strategies you can use to help your child:

#### ***Listen***

It is unlikely that your child bullies others for the sake of doing it. Give them a chance to explain the reasons why they bully others and what they think might help them stop. Find out if there are things that trouble them.

### ***Provide Reassurance***

Even when your child is doing a bad thing, they still need your love and attention. Reassure your child that you still love them and it is their behaviour(s) you do not like, and will work with him/her to change them for the better.

### ***Help Children Develop Empathy and Positive Social Skills***

Children who bully others need support to develop empathy for others, to deal with their aggressive behaviours and impulses, and to develop positive social skills. Here are some practical strategies you can use to help your child:

- Make it clear to your child that you will not tolerate bullying behaviours.
- Help your child understand the negative impact bullying has on other children.
- Arrange for effective, non-violent consequences, which are appropriate for their actions, ages, and stages of development.
- Increase supervision of your child's activities , whereabouts, and who they are associating with.
- Spend time with your child and set reasonable rules for their activities and curfews.
- Teach your child the difference between assertive and aggressive behaviours.
- Explain to your child that getting away from situations where they can feel themselves losing their temper, or when things are getting out of hand is not a weakness.
- Stop aggressive actions immediately and help your child find other non-aggressive ways of reacting.
- Help your child work out and practice alternative ways of behaving to deal with specific situations that make them resort to bullying.
- Praise your child when they do things well and create opportunities for them to shine.
- Give your child positive rewards for good behaviours.
- Work with the school staff to monitor your child and provide them with the support to develop positive social skills and behaviours.
- Work with the school staff to set realistic goals for your child and provide psychological support.

- Seek help from a school psychologist, social worker, or children's mental health centre in the community to support your child.
- Change habits of TV viewing to non-violent shows.
- Set examples and model to your child that aggression and violence are not acceptable.



### **Exercise 11.2 Helping Children Deal with Bullying**

#### **A. Role play**

Return to your small groups. Review the scenario you had developed earlier. This time, work with your group members to create a mini-play (5 minutes or less) that focuses on strategies and deals with only ONE of the following possibilities:

- How the child who has been bullied deals with the other bullying child.
- How the parent helps the child who has been bullied deal with the situation.
- How the parent helps the bullying child deal with his/her aggressive behaviours.
- How the parent works with the school staff to deal with the bullying incident.

Your group may want to coordinate with the other groups to make sure that all possibilities are addressed.

#### **B. Group Discussion**

Take turns to present to other participants. Encourage feedback and input from others.

# SESSION TWELVE

## PARNETING TEENAGERS

- Facilitators guide
- Participants notes
- Teenage issues
- Parenting teenagers



**CIWA**  
*Calgary Immigrant Women's Association*



## SESSION 12 – PARENTING TEENAGERS FACILITATOR'S GUIDE

### SESSION GOALS

- To discuss and learn about the issues facing teenagers.
- To examine the role of culture in the development and wellbeing of teenagers.
- To explore effective strategies for parenting teenagers.

### SESSION OBJECTIVES

In this session participants will:

- Review what they have learned in the last session and provide an update.
- Explore and discuss issues facing teenagers.
- Explore the unique experiences of immigrant teenagers.
- Discuss effective strategies for parenting teenagers.

### SESSION OVERVIEW

1. Welcome and Update
2. Teenage Issues
3. Parenting Teenagers
4. Wrap-up and Preview of Next Session

### MATERIALS

- Flipchart and paper
- Handouts and blank papers
- Construction paper
- Markers, pens, and pencils
- Name tags
- Snacks and refreshments (recommended)
- Educational videos related to parenting teens - check your local libraries or visit:  
<http://www.extension.umn.edu/distribution/familydevelopment/DE7237.html>;
- [http://www.catchdaflava.com/Kids\\_20Video\\_20Library](http://www.catchdaflava.com/Kids_20Video_20Library);
- <http://www.helpseries.com/>;
- <http://www.agsnet.com/Group.asp?nGroupInfoID=a12750> )
- Other considerations: Childcare, transportation, and translation
- Props (for role playing exercises - optional)

### PREPARATION

- Familiarize yourself with the Facilitation Notes.
- Familiarize yourself with the Participants' Notes.



- Prepare flipcharts containing session agenda, content, and exercises/activities.
- Access the following websites that provide useful information related to parenting teens:
  - o <http://www.ccsd.ca/subsites/cd/docs/iy/>
  - o <http://www.youthlinks.org/students/activity.do?lessonID=88>
  - o <http://www.cpyu.org/>
  - o <http://family.samhsa.gov/teach/peerpressure.aspx>
  - o <http://www.parentingyouths.com/>
  - o Go to [www.google.ca](http://www.google.ca), type key words “parenting teens,” and “immigrant youth,” click on search, and then follow links.

## **FACILITATION NOTES**

### **1. Welcome and Update**

- 1.1. Welcome participants to the session.
- 1.2. Explain the objectives of this session.
- 1.3. Review the last session and invite an update from participants.

### **2. Teenage Issues**

- 2.1. Discuss the information about teenage issues in the Participant's Notes
  - Explain how teenagers experience changes in their physical appearances, and emotional and intellectual abilities.
  - Discuss issues that are common to teenagers of all cultures.
  - Discuss issues that are unique to immigrant teenagers.
  - Encourage questions and clarifications.

#### **Key Points and Pointers**

- Validate the challenges parents are facing in their relationships with teenagers, but at the same time point out the rewards in parenting teenagers effectively.
- Encourage parents to remember how they were like growing up and how youth today may face different or additional challenges.
- Provide illustrative, culturally relevant examples to demonstrate youth issues.
- Validate the cultural uniqueness in the development of immigrant youth.
- Holistically examine issues facing immigrant teenagers in relation to their relationships with themselves.

## 2.2. Ask participants to do **Exercise 12.1**

- Explain exercise 12.1 which involves a small group discussion and large group sharing.
- Ask participants to work in small groups of 3 or 4 to examine (a) teen issues that are common to all teenagers, as well as those that are unique to immigrant youth, and (b) how those issues impact parent-child relationship (Section A).
- Invite groups to take turns to share the main points of discussion with all participants (Section B).
- Encourage others to ask questions for clarification, provide their perspectives, and feedback.
- Record the main points of discussion on the flipchart.

### **Suggested Alternative Activities for Exercise 12.1**

#### **Educational Videos:**

Show educational videos about teenage development (check local libraries or on-line resources at

<http://www.extension.umn.edu/distribution/familydevelopment/DE7237.html>;

[http://www.catchdaflava.com/Kids\\_20Video\\_20Library](http://www.catchdaflava.com/Kids_20Video_20Library);

<http://www.helpseries.com/>;

<http://www.agsnet.com/Group.asp?nGroupInfoID=a12750>,

[http://www.childdevmedia.com/highlight.cfm?highlight\\_id=3](http://www.childdevmedia.com/highlight.cfm?highlight_id=3)). Discuss the teenage issues presented in the videos. Compare how these issues are common or unique to immigrant teenagers. Discuss how those issues impact parent-teenager relationships.

#### **Critical Analysis:**

Ask participants to work in small groups. Each group draws a picture of a teenager in the centre. From there, expand and demonstrate how teenagers interact with people and their surroundings. Discuss how various factors and people have positive or negative influences on the young person.

#### **We Were Once Teenagers...:**

Ask participants to work in small groups. Together, have them share how they were in their teenage years. Compare the issues they experienced in their teen years to those young people are experiencing today. What has changed? How do these issues impact immigrant families?

## **3. Parenting Teenagers**

3.1. Discuss the information related to parenting teenagers in the Participant's Notes.

- Identify the three important aspects of parent-teenager relationship: connection, monitoring, and psychological autonomy.

- Discuss positive ways for parenting teenagers.
- Invite follow up questions and suggestions.



**Key Points and Pointers**

- Emphasize that an ongoing healthy parent-child relationship is more likely to make things easier during the teenager years.
- Consider using the problem solving approach to deal with teenage issues.
- Redirect venting of parental frustration to problem solving.
- Provide culturally relevant examples to clarify strategies for parenting teenagers.
- Validate the uniqueness of cultural practices and highlight their contribution to the well being of teenagers.

**3.2 Ask participants to do Exercise 12.2**

- Explain Exercise 12.2 which involves small group discussion and large group sharing.
- Ask participants to work in small groups of 3 or 4 to (a) identify teenage issues that may cause parent-teenager conflict in immigrant families, (b) discuss effective strategies to address these issues, and (c) role play these situations using their suggested strategies (Section A).
- Ask groups to take turns to role play and share highlights of their discussions, followed by feedback and suggestions from other participants (Section B).
- Record the main points of discussion on the flipchart.

**Suggested Alternative Activities for Exercise 12.2**

**Image Building:**

Ask participants to work in pairs with 1s taking on the role of a teenager, and 2s of the parent. Instruct participants to work in silence. Ask 2s to think about parent-teenager relationships in immigrant families, then use the body to form a real image to describe the parent. Ask 1s to look at 2s, and form an image in response to the image of the parent. Ask pairs to present their real images and invite others to discuss what they see. Now, ask participants to go back to their pairs, form their initial real images and again work in silence. This time, ask the 1s to look at the 2s, and think about the ideal relationship they would like to have with the parent. Instruct 1s to gently mold and move 2s in ways they would like to see in an ideal world. Ask 1s to adjust their own image in response to newly formed image of the parent. Ask pairs to take turns to present their ideal images. Invite others to discuss what they see and what strategies they can use to achieve such ideal images.

**Interactive Play:**

Ask for 3 or 4 volunteer "actors." Together, they come up with a short play (3-5 minutes) that demonstrates a situation in which a conflict occurs in a parent-teenager relationship. The volunteers perform their short play in front of the group once. They then perform the play again. This time, audience members can yell out "STOP" when they identify moments that they can help prevent or resolve further conflicts. The person who yells "STOP" will come up and substitute a member of the volunteer "actors." This new "actor" will continue the play, trying out his/her effective strategies for parenting teens.

**4. Wrap-up and Preview of Next Session**

- 4.1. Recap what participants have learned today.
- 4.2. Invite participants to share their thoughts about the session.
- 4.3. Invite participants to provide input in ways to improve future sessions.
- 4.4. Explain to participants what they can expect in the next session.



## SESSION 12 – PARENTING TEENAGERS

### PARTICIPANT'S NOTES

#### WHAT TO EXPECT IN TODAY'S SESSION

In this session we will:

- Review what we have learned in the ast session and provide an update.
- Explore and discuss issues facing teenagers.
- Explore the unique experiences of immigrant teenagers.
- Discuss effective strategies for parenting teenagers.

#### REVIEW AND UPDATE

In our last session, we discussed bullying. We explored ways to help children who are bullied by other children, ways to help children who bully other children.

##### Questions for Review

- How has your knowledge about bullying helped you prepare to deal with bullying?
- Have you had opportunities to try out some of the strategies to help your children deal with bullying? What were the outcomes?

#### TEENAGE ISSUES

Parenting teenagers is often a challenge, but we certainly can find great joy in it. During the teenage years, our children must deal with changes to their bodies (known as **puberty**). They also develop sexual, emotional, intellectual, and social identities. At this stage of development, our teens are more concerned with having their identity and individuality. They may try new ideas which can be strange, extreme, or radical to us.



They may work hard to be successful in sports or artistic works. They may wear clothes that raise our eyebrows. They often seem to pay more attention to their peers than their parents.

In their transition from childhood to adulthood, teenage children clearly face many difficult issues, some of which include:

- Coping with peer pressure in order to “fit in.”
- Experiencing social isolation.
- Feeling confused about, or pressured into dating.
- Feeling confused about sexual development and desire.
- Coping with sexual orientation.
- Coping with violence and assault.
- Trouble with the law.
- Feeling pressured into sexual behaviour.
- Feeling restricted because of a lack of money.
- Coping with pressure for school success.
- Feeling pressured to make decisions about their future education and career.
- Having difficulties finding employment because of their lack of experience.
- Dealing with family responsibilities.
- Coping with pressures to use tobacco, alcohol, and/or drugs.
- Feeling depressed because of social pressures and hormonal changes.
- Feeling pressured to participate and do well in sports.
- Balancing between partying and studying.

Coming from an immigrant background, our children also have to deal with additional challenges. They may experience:

- Language barriers due to limited English.
- Separation from friends and families.
- Social isolation.
- Racial discrimination.

- Confusion about cultural practices due to some of the different practices at home, at school, and in the community.
- Confusion about cultural identity due to the label society puts on them. In particular, for visible minority youth who are born and raised in Canada, or, for those visible minority youth born outside of Canada but came to Canada at a young age, they will typically be labelled as something other than Canadian by the wider society due to their physical appearance.
- Trauma or post-trauma due to difficult experiences before coming to Canada.
- Different expectations from family about gender role and cultural practices.

### Exercise 12.1 Teenage Issues

#### **A. Small Groups:**

In groups of 3 or 4, discuss the following questions:

- What issues have you noticed your teenagers deal with? How are their issues common to all teenagers of different cultural backgrounds? How are their issues different from teenagers of other cultural backgrounds?
- How has your relationship with your teenager changed because of those issues? How do you cope with those changes?

#### **B. Group Discussion:**

Share the main points of discussion in your groups with other participants.  
Encourage other people to ask questions and share their thoughts.

### **PARENTING TEENAGERS**

Our teenagers both want and need greater independence to develop their own identity and individuality. However, that does not mean that as parents we do not have a role in supporting our older children in their transition into adulthood. Our challenge is how we can best support and guide our children while at the same time give them room to live their lives and learn their own lessons.



In parenting teens, there are three important aspects in the parent-teenager relationship to keep in mind. They are: **connection**, **monitoring**, and **psychological autonomy** (or independence).

### **Connection**

When we have warm, loving, and stable relationships with our children, they are more likely to flourish socially. A positive parent-child connection helps our children to develop self-esteem and learn to develop positive social relationships. Some ideas for connecting positively with our teenagers include:

- Spend quality time with our children well before they reach their teenage years.
- Choose fun leisure activities of common interest that allow our teenagers to develop sportsmanship, community service, creativity, honesty, intellectual development, and respect for others.
- Build good communication with our children by using active listening, bringing issues into the open, acknowledging and validating their feelings and thoughts, and by using “I” statements.
- Helping our teenagers to feel connected and proud of their heritage.

### **Monitoring**

When we have a genuine interest in the activities of our children, they are more likely to avoid trouble. As parents, we need to know who our children befriend and what they do in their free time. The aspect of monitoring is closely related to our connection to our children. With a loving positive connection, monitoring teen activities comes across as caring rather than as intrusive or controlling. Some of the strategies for monitoring include:

- Cut down on the amount of free time our children spend without supervision.
- Discuss the activities of your teenager and their friends with them.
- Get involved in school activities by attending school or team performances, talking to teachers, and/or volunteering in schools.
- Ask our teenagers to invite their friends along on family outings.
- Avoid power struggles by involving teenagers in setting clear family rules and boundaries which include both appropriate behaviours and consequences.

- Stay calm when disciplining teenagers.
- Remember that discipline is not psychological control (by using guilt, withdrawing love, or invalidating feelings or beliefs).

### **Psychological autonomy**

Children need to develop independence so that they can take care of themselves in adulthood. We nurture the psychological autonomy of our children when we respect their ideas, encourage their independent thinking, original ideas and beliefs, and express our unconditional love. Here are some tips to encourage psychological autonomy in your teenagers:

- Encourage your teenagers to express their ideas, thoughts, and beliefs.
- Respect your teenagers' opinions even when you disagree with them.
- Engage your teenager(s) in healthy debates about issues.
- Avoid psychological control, such as changing the subject, making personal attacks, withdrawing love, and inducing guilt.
- Allow your teenager(s) to learn from their own mistakes.
- Assure your teenager(s) that we have faith in them.



## **Exercise 12.2 Parenting Teenagers**

### **A. Small Groups**

In groups of 3 or 4, select an issue that may cause a parent-teenager conflict in immigrant families. Discuss ways to resolve the identified issue. Role play the situation, using the strategies you have come up with.

### **B. Group Discussion**

Take turns to role play and share the main points of discussion in small groups. Encourage feedback and input from others.



# SESSION THIRTEEN

## TECHNOLOGY

- Facilitators guide
- Participants notes
- Technology
- Helping children use technology effectively





## SESSION 13 – TECHNOLOGY FACILITATOR'S GUIDE

### SESSION GOALS

- To discuss and learn about the issues related to technology, particularly TV viewing, the use of computers, and the Internet.
- Explore strategies to help children make positive use of technology.

### SESSION OBJECTIVES

In this session participants will:

- Review what they have learned in the last session and provide an update.
- Discuss the role of technology and the issues related to television viewing, the use of computers, and the Internet.
- Explore strategies to help children develop positive use of technology in general.
- Explore strategies to help children develop positive television viewing habits.
- Explore strategies to help children develop positive use of computers and the Internet.

### SESSION OVERVIEW

1. Welcome and Update
2. Technology
3. Helping Children Use Technology Effectively
4. Wrap-up and Preview of Next Session

### MATERIALS

- Flipchart and paper
- Handouts and blank papers
- Construction paper
- Markers, pens, pencils
- Name tags
- Snacks and refreshments (recommended)
- Other considerations: Childcare, transportation and translation
- Props (for role playing exercises - optional)

### PREPARATION

- Familiarize yourself with the Facilitation Notes.
- Familiarize yourself with the Participants' Notes.
- Prepare flipcharts containing session agenda, content, and exercises/activities.

- Access the following websites that provide useful information related to technology, particularly TV viewing and the Internet:
  - o <http://www.familyresource.com>
  - o <http://www.globalchange.com>
  - o <http://www.fbi.gov/publications/pguide/pguidee.htm>
  - o <http://www.indianchild.com>
  - o Go to [www.google.ca](http://www.google.ca), type key words “technology and kids,” and “technology and parenting,” click on search, and then follow links.

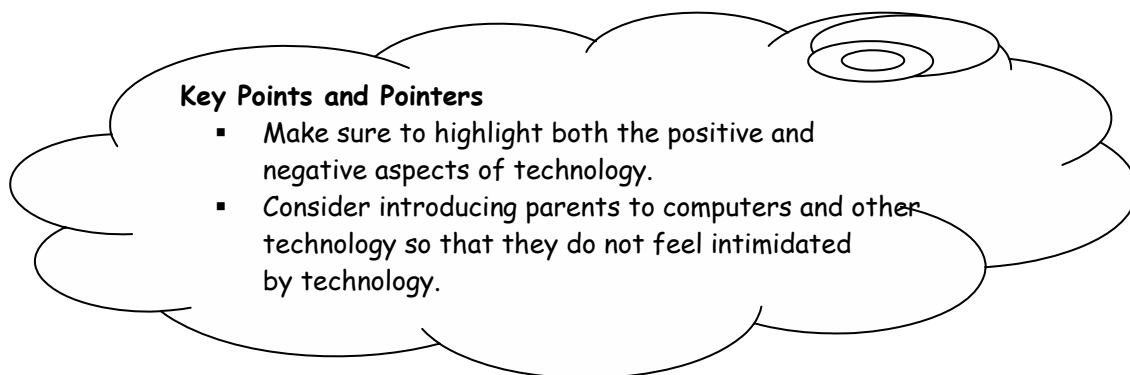
## **FACILITATION NOTES**

### **1. Welcome and Update**

- 1.1. Welcome participants to the session.
- 1.2. Explain the objectives of this session.
- 1.3. Review the last session and invite update from participants.

### **2. Technology**

- 2.1. Discuss the information about technology in the Participant's Notes.
  - Explain concepts such as technology, internet, chat, instant messages, chat rooms.
  - Discuss issues related to TV viewing.
  - Discuss issues related to computers and the Internet.
  - Provide plenty of examples to illustrate concepts.
  - Encourage questions and clarifications.



- 2.2. Ask participants to do **Exercise 13.1**

- Explain exercise 13.1 which involves a small group discussion and large group sharing.
- Ask participants to work in small groups of 3 or 4 to (a) describe family and community life in a city or village before the age of technology, (b) describe family and community life in a city or village after the introduction of technology (Section A).
- Encourage participants to use creative means to tell their stories.

- Remind participants to consider daily activities, social interactions, and relationships between villagers and community members and the environment.
- Invite groups to take turns to share their stories with all participants (Section B).
- Invite groups to identify and discuss in depth the common themes.
- Record the main points of discussion on the flipchart.

**Suggested Alternative Activities for Exercise 13.1**

**Educational Displays:**

Bring, or ask participants to bring with them any outdated technologies they may have to the session. Together, track the evolution of technology. Discuss its impact on family's lives, focusing on immigrant families.

**Critical Analysis:**

Ask participants to work in small groups. Each group writes the word "technology" in the centre. From there, expand and demonstrate how technology is linked to various aspects of life and its impact on modern life and family life.

**3. Helping Children Use Technology Effectively**

3.1. Discuss the information related to helping children use technology effectively in the Participant's Notes.

- Discuss strategies to help children develop positive use of technology in general.
- Discuss strategies to help children develop positive television viewing habits.
- Discuss strategies to help children make positive use of computers and the Internet.
- Provide illustrative examples to clarify strategies.
- Invite follow up questions and suggestions for additional strategies.

**Key Points and Pointers**

- Provide parents with opportunities to practice strategies.
- Discuss cultural contexts for those strategies.
- Emphasize again that parents need to take into account both the positive and negative aspects of technology when supporting the use of technology by their children.



### 3.2. Ask participants to do **Exercise 13.2**

- Explain exercise 13.2 which involves small group activities and large group sharing.
- Instruct participants to return to their small groups and review the 4 presented scenarios (Offer groups alternative options of developing their own scenarios).
- Help groups coordinate and select various scenarios.
- Ask participants to role play how they will resolve these scenarios (Section A).
- Ask groups to take turns to role play and share the highlights of their discussions, followed by feedback and suggestions from other participants(Section B).
- Record the main points of discussion on the flipchart.

#### **Suggested Alternative Activity for Exercise 13.2**

##### **Interactive Play:**

Ask for 3 or 4 volunteer "actors." Together, have them come up with a short play (3-5 minutes) that demonstrates a situation in which a conflict arises due to the child's excessive use of technology (i.e.: excessive use of the internet, too much TV, etc). The volunteers perform their short play in front of the group once. They then perform the play again. This time, audience members yell out "STOP" when they identify moments that they can help the child to develop better use of technology. The person who yells "STOP" will come up and substitute a member of the volunteer "actors." This new "actor" will continue with the play, trying out his/her effective strategies to help the child make positive use of technology.

## **4. Wrap-up and Preview of Next Session**

- 4.1. Recap what participants have learned today.
- 4.2. Invite participants to share their thoughts about the session.
- 4.3. Invite participants to provide input in ways to improve future sessions.
- 4.4. Explain to participants what they can expect in the next session.

## SESSION 13– TECHNOLOGY PARTICIPANT’S NOTES

### WHAT TO EXPECT IN TODAY’S SESSION

In this session we will:

- Review what we have learned in the last session and provide an update.
- Discuss the role of technology and the issues related to television viewing, the use of computers, and the Internet.
- Explore strategies to help children develop positive use of technology in general.
- Explore strategies to help children develop positive television viewing habits.
- Explore strategies to help children develop positive use of computers and the Internet.

### REVIEW AND UPDATE

In our last session, we discussed parenting teenagers. We explored and discussed issues facing teenagers, the unique experience of immigrant teenagers, and effective strategies for parenting teenagers.

#### Questions for Review

- How has your knowledge about parenting teenagers helped you with your teenager, or prepared you to deal with your child once he or she is a teenager?
- Have you had opportunities to try out some of the strategies in parenting your teenager? What were the outcomes?

### TECHNOLOGY

**Technology** refers to created tools, devices, programs, or systems. It may include, but is not limited to, computers, televisions, VCRs and DVDs, audio or visual devices, cell-phones, machines, etc. Technology serves many

purposes in our living, learning, and working environments, including: improving surroundings, doing tasks efficiently, making more and better products, improving our ability to work, enhancing our communication, making traveling faster and more comfortable, etc. Technology is indeed everywhere and consequently has a great deal of influence on families and children.



In this session, we examine in-depth the impact of TV viewing, computers, and the Internet on the development and well-being of children and families. Here are some other terms that you will find in the discussion:

- **Internet** refers to an immense, global network that connects computers via telephone lines and/or fiber networks to storehouses of electronic information. With only a computer, a modem, a telephone line and a service provider, people from all over the world can communicate and share information with little more than a few keystrokes.
- **Chat** refers to real-time text conversation between users in a chat room with no expectations of privacy. All chat conversations are accessible by all individuals in the chat room while the conversation is taking place.
- **Instant Messages** refer to private, real time text conversations between two users in a chat room.
- **Chat Rooms** refer to places on the Internet where people can communicate to each other through instant messaging. These chat rooms cover a wide range of topics such as entertainment, sports, game rooms, etc.



## **TV Viewing**

Television viewing is a major activity that has a significant influence on children and adolescents. In Canada, children watch an average of 15 hours of television per week. While television can entertain, inform, and keep our children company, it can influence them in undesirable ways. Children who watch a lot of television are likely to have lower grades in school, read few books, exercise less and be overweight. Some other negative influences include:

- Keeps children away from important activities such as reading, school work, playing, family interaction, and social development.
- Provides inappropriate or incorrect information.
- Confuses children between fantasy and reality.
- Influences children with thousands of commercials each year, many of which are for alcohol, junk food (candy and sugared cereal), fast foods, and toys.
- Glamorize violence and cause greater aggressiveness among children as they become “immune” to the horror of violence. They gradually accept violence as a way to solve problems, imitate the violence they observe on television, or identify with certain characters, victims, and/or victimizers.
- Present explicit sexuality, race and gender stereotypes, and drug and alcohol abuse as common themes.

## **Computers and the Internet**

The rapid growth of technology and online services has made computers and the Internet powerful tools for families and children. Children can use computers for all sorts of educational and entertainment activities. Through a computer modem and phone line or cable services, children have access to an almost endless supply of information and opportunity for interactions. Most online services give children resources such as encyclopedias, current events coverage, and access to libraries and other valuable material. They can also play games and communicate with friends.

However, many computer technology products, such as games and software programs, do not encourage children to be creative or imaginative. They can be highly addictive and take children away from social activities. Online services also pose real risks and dangers for children, including:

- Accessing areas that are inappropriate or overwhelming.

- Accessing information that promotes hate, violence, and pornography.
- Being misled or bombarded with intense advertising.
- Being targeted by child predators who pretend to be children or teenagers.
- Being subjected to Internet bullying that involves name-calling, threats, spreading rumours, or persistent teasing online.
- Being invited to register for prizes or to join a club when they are providing personal or household information to an unknown source.
- Developing internet addiction that takes time from developing real social skills.

### **Exercise 13.1 Technology**

#### **A. Small Groups**

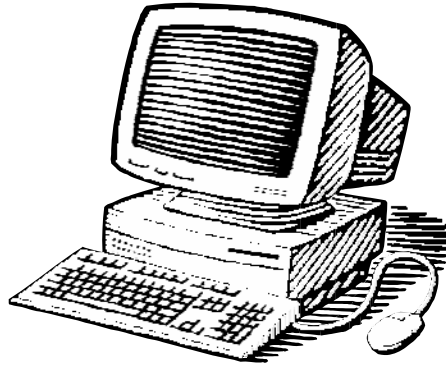
In groups of 3 or 4, create a collective story about a city or a village by the sea (or another location). As a group, you can write up the story or use drawings and other creative means to tell the story. Work together as a group to describe family and community life in the village/city before modern technologies. Describe the daily activities, social interactions, relationships with the environment, etc. Now, introduce all of the technologies that you can think of into the story. Describe the changes in the family and community life that result with technology.

#### **B. Group Discussion**

Take turns to share stories. What are some of the common themes you have learned from all of the groups?

### **HELPING CHILDREN USE TECHNOLOGY EFFECTIVELY**

With the continued growth in technology, there are always new tools and products on the market. This section will provide some general strategies that parents can use to help their children make positive use of technology. Also, since television and computers have a tremendous influence over child development and family interactions, this section will provide additional strategies to help children develop positive TV viewing, computer, and online habits.



### **Overall Strategies to Help Children Develop Positive Use of Technology** ***Help Your Children Become Analytical, Active Users***

Technology has become an integrated part of North American culture. Many technological products are affordable and can be used with such ease and convenience that we may not think about how they have enhanced or diminished our family and community lives. Rather than teaching your children to become passive consumers of technology, you may want to help them explore the social, cultural, and financial impacts of technology, and take control of technological use. Here are some useful questions that you may want to discuss with your children:

- What are the positive things about technology?
- What are the negative things about technology?
- How can we make the best use of technology?

### ***Help Your Children Set Restrictions and Maintain a Healthy Balance***

Some parents, due to their unfamiliarity with technology, find technology intimidating, and discourage or prevent their children's access to technology. Others are overly enthusiastic about technology and buy their children the latest piece of technology. Neither approaches help children achieve a healthy balance of technological use. Parents may want to help their children embrace technology and at the same time set clear restrictions in terms of time, content, and developmental appropriateness. You may want to involve your children in identifying the boundary issues and setting agreeable guidelines for all family members.

### ***Nourish Your Children's Creativity and Social Skills***

While technology makes communication, learning, and entertainment more convenient and fun, it does not always encourage your children to use their

creativity or develop positive social skills. In the age of excessive consumerism, you may want to encourage your children make use of their natural gift of imagination, and experience the joy of creating things. Also, your children will more likely be successful in their adult years when they learn to get along and work with other people.

### ***Set Examples***

As parents, your attitude and use of technology have a tremendous influence on your children. You may want to lead by example in your positive choices of technology, your conscious effort to balance your use of technology with other family and community activities, and your commitment to respect family guidelines for technology use. Remember, it is not effective to teach your children to set a time limit on their television viewing or online activities when you spend more time on the computer or watching TV.

### **Help Your Children Develop Positive Television Viewing Habits** ***View Programs with Your Children***

Rather than making television viewing a passive, lonesome activity for your children, you may want to watch some selected programs with them. Here are some practical strategies that you can use to encourage discussions with your children about what they are seeing on television:

- Point out positive behaviours, such as cooperation, friendship, and concern for others.
- While watching, make connections to history, books, places of interest, and personal events.
- Talk about your personal and family values as they relate to the show.
- Ask children to compare what they are watching with real events.
- Talk about the realistic consequences of violence.
- Discuss how people of diverse cultural backgrounds and genders are portrayed on television.
- Discuss the role of advertising and its influence on buying.

### ***Select Developmentally Appropriate Shows***

Your children need guidance to make informed choices in their selection of television programs. Choose programs that meet their developmental needs.

Children's shows on public TV are appropriate, but soap operas, adult sitcoms, and adult talk shows are not. To help your children develop a sense of control over their television viewing habits, you may want to help them select individual programs, and not to watch long blocks of TV.

### ***Set Time Limit & Restrictions***

The amount of time children watch TV, regardless of content, should be controlled because it decreases time spent on more beneficial activities such as reading, playing with friends, and developing hobbies. Television viewing can be addictive and many television programs exploit sex, violence, consumerism, and reality shows. You may want to discuss with your children the amount of television viewing they are allowed per day and per week. You may also want to set clear restrictions on viewing with your children. Here are some practical strategies that you can use to set restrictions on TV viewing:

- Set certain periods when the television will be off.
- Turn the TV off during study or homework time.
- Turn the TV off during meal time.
- Do not allow your children to watch long blocks of TV.
- Turn off the TV or change the channel when offensive programs come on, and discuss with your children what is wrong with those programs.

### ***Help Your Children Use Computers and Online Services in Positive Ways*** ***Discuss the Pros and Cons of Computer and Internet Use***

Computers and the Internet have achieved such popularity and importance in North American cultures. It is easy to just use computers and the Internet without thinking about how they have enhanced or diminished family and community life, socially, and financially. You may want to support your children to develop analytical thinking toward the use of computers and the Internet, and to critically assess sources of information.

### ***Set Time Limit & Restrictions***

The Internet is undoubtedly informative, convenient, and fun. However, many children may become addicted to the point that they use the online services everyday, lose track of time after making a connection, go out less and less, spend less and less time on meals at home or eat in front of the monitor, and check emails too many times a day. You may want to discuss with your



children how much time can be spent online per day and per week. You may also want to set clear guidelines that prevent your children from accessing games and websites that are not age appropriate, and promote hatred, violence, pornography, etc.

### ***Discuss Safety Issues with Your Children***

Though the Internet opens a world of possibilities for children by expanding their horizons and exposing them to different cultures and ways of life, it can also expose them to dangers. Children, especially those who crave attention and affection, or are curious about sexuality as a natural part of their development, are open to adults who attempt to sexually exploit children through the use of on-line services. Some children also experience internet bullying which involves rumors, threats, humiliation, gossips, and unflattering images made through emails, chat groups, instant messages and websites. Here are some practical strategies that you can use to ensure your child's safety:

- Discuss online safety issues, including: chatting with strangers and internet bullying with your children.
- Install parental control software and programs which can help block access to adult sites, block usage after a particular time, and keep track of online activities.
- Spend time with your child(s) online and have them teach you about their favorite on-line destinations.
- Keep the computer in a common room in the house, not in your child's bedroom.
- Always maintain access to your children's online accounts and randomly check their emails. Be up front with your child(s) about their access and reasons why.
- Teach your child(s) about responsibly using the resources online.
- Work with schools, public libraries, and families of your child's friends to install safeguard programs.
- Report offensive activities that involve sexual exploitation, internet bullying, and other dangers to the police.
- Instruct your children to **NEVER:**
  - Arrange a face-to-face meeting with someone they met online.

- Upload pictures of themselves onto the Internet.
- Download pictures or documents from unknown sources.
- Respond to messages or bulletin boards that are suggestive, obscene, or harassing.
- Give out identifying information such as name, home address, school name or telephone number.

### ***Discuss Ethical Issues with Your Children***

In recent years, many websites have provided accessible means for children to illegally download music, movies, games, and other soft-ware. In addition to the moral issues, there are also serious legal implications of such behaviours. It is important that you support your children to appreciate and give credit for other people's work, and to show respect for copyrights and intellectual property.

### ***Make Good Use of Computers and the Internet***

Not all websites, computer programs, or games are "bad." Good use of computers and the Internet certainly can enrich your children's educational experience. The following provides some open-ended soft-wares and websites that can be beneficial to your children and families:

- Inspiration
- Adobe Photoshop Elements
- Pinnacle Video Software or Final Cut Express
- Adobe Illustrator or Macromedia Freehand
- Macromedia Studio MX
- Bryce 3D Software
- Maya 3D Software
- Sibelius, Reason or Garageband Music Software
- Public Broadcasting Services: <http://pbskids.org>
- Pew Internet and Family Life: <http://www.pewinternet.org>

- Safe Kids Website: <http://www.safekids.com>
- Kid Information Website: <http://www.kidinfo.com>

## Exercise 13.2 Helping Your Child Use Technology Effectively

### **A. Small Groups:**

Return to your small groups. Use one of the following scenarios to discuss and role-play how you will help your child to resolve various issues. Your group may want to coordinate with the other groups to make sure that various scenarios are addressed. Alternatively, your group can create your own scenario or present an incident you have experienced.

#### **Scenario #1**

Lately, your child becomes withdrawn from the family, and spends a large amount of time on-line, especially at night. She turns the computer monitor off or quickly changes the screen on the monitor when you come into the room. You also find pornography on your child's computer. Sometimes, your child receives phone calls from men you do not know or is making calls, sometimes long distance, to numbers you do not recognize.

#### **Scenario #2**

Your child has done extremely well in school. As promised, you reward him with a computer with full access to the Internet. Since this is his first on-line experience, you would like to discuss using the computer and the Internet positively and to set some guidelines.

#### **Scenario #3**

You are watching the news with your family. It is rather depressing tonight watching all sorts of natural disasters, catastrophic events, and crime reports. You notice that your child looks rather anxious and sits a bit closer to you when she sees a violent act.

#### **Scenario #4**

Your child looks upset when he arrives home today. After trying many times to get him to talk about what has upset him, he finally tells you that someone has spread a bad rumor about him through emails, and his schoolmates have been teasing him all week.

### **B. Group Discussion:**

In the large group, take turns to present your role plays. Invite other people to provide feedback at the end of each presentation.

# SESSION FOURTEEN

## PARENTING TEENAGERS

- Facilitators guide
- Participants notes
- Information and services
- How to get information
- Services at CIWA



**CIWA**

*Calgary Immigrant Women's Association*



## SESSION 14 – SERVICES AND INFORMATION FACILITATOR'S GUIDE

### SESSION GOALS

- To clarify the various types of information and services.
- To explore effective strategies to get information.
- To provide an overview of services at CIWA.
- To evaluate the effectiveness of the program through feedback from participants.

### SESSION OBJECTIVES

In this session participants will:

- Review what they have learned in the last session and provide an update.
- Identify individual needs for services and information.
- Learn how to get information.
- Discuss the services of the Calgary Immigrant Women's Association.
- Evaluate the program.

### SESSION OVERVIEW

1. Welcome and Update
2. Information and Services
3. How to Get Information
4. Services at CIWA
5. Final Program Evaluation
6. Wrap-Up Party

### MATERIALS

- Flipchart and paper
- Handouts and blank papers
- Construction paper
- Markers, pens, and pencils
- Name tags
- Snacks and refreshments (recommended)
- Other considerations: Childcare, transportation, and translation
- Props (for role playing exercises - optional)

### PREPARATION

- Familiarize yourself with the Facilitation Notes.
- Familiarize yourself with the Participants' Notes.

- Set up special tables that display pamphlets, brochures, newsletter etc., from various agencies and provide participants with information about the services.
- Prepare flipcharts containing session agenda, content, and exercises/activities.
- Access the following website for the Calgary Immigrant Women's Association: [www.ciwa-online.com](http://www.ciwa-online.com)

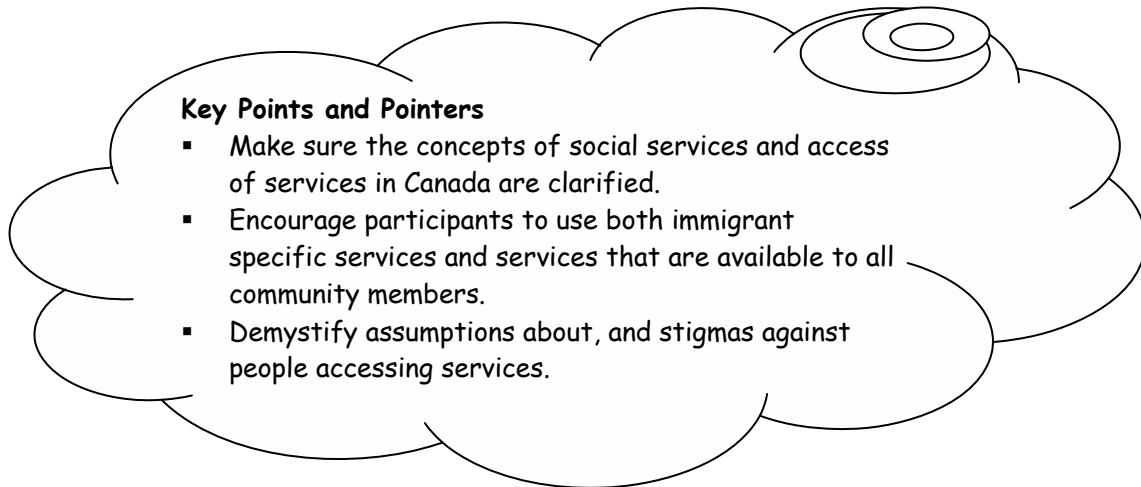
## **FACILITATION NOTES**

### **1. Welcome & Update**

- 1.1. Welcome participants to the session.
- 1.2. Explain the objectives of this session.
- 1.3. Review the last session and invite update from participants.

### **2. Information and Services**

- 2.1. Discuss the content about information and services in the Participant's Notes.
  - Discuss different types of information.
  - Discuss different types of services.
  - Encourage questions and clarifications.



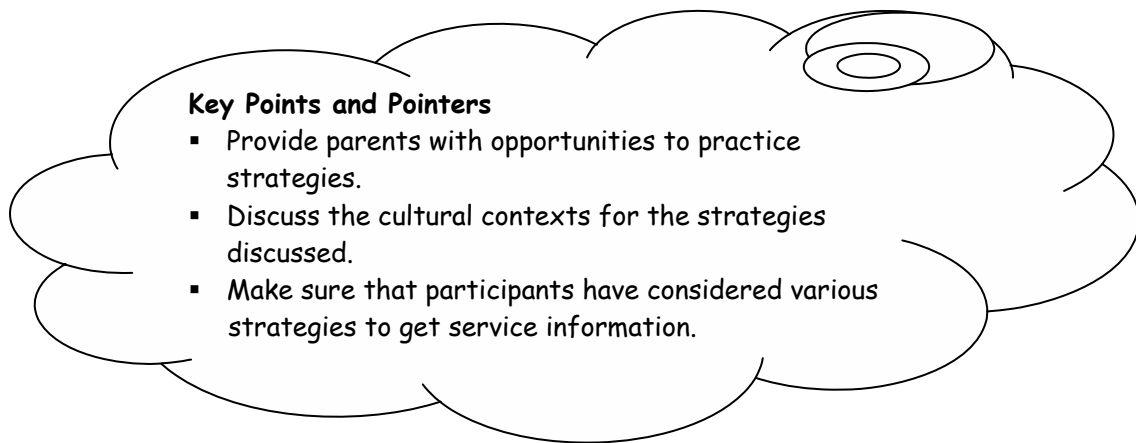
### **2.2. Ask participants to do Exercise 14.1**

- Explain Exercise 14.1 which involves group brainstorming.
- Ask participants to share the types information they need and have received.
- Ask participants to share how they get information.
- Invite participants to share services they have used and how they first learned about those services.

### 3. How to Get Information

3.1. Discuss the information related to how to gather information in the Participant's Notes

- Discuss ways participants can get service information.
- Discuss strategies to deal with people and institutions .
- Provide illustrative examples to clarify strategies.
- Invite follow up questions and suggestions for additional strategies.



3.1. Ask participants to do **Exercise 14.2**

- Explain Exercise 14.2 which involves small group activities and large group sharing.
- Instruct participants to form groups of 3 or 4, and discuss strategies to gather service information in one of the identified areas.
- Ask participants to come up with a scenario based on their discussion and role play (Section A).
- Ask groups to take turns to role play and then share the highlights of their discussions, followed by feedback and suggestions from other participants (Section B).
- Record the main points of discussion on the flipchart.

### 4. Services at CIWA

- 4.1. Explain the programs and services at CIWA.
- 4.2. Provide examples of other community services such as libraries, health clinics, services, etc.
- 4.3. Ask for clarification and questions.

### 5. Final Program Evaluation

- 5.1. Explain the purpose of the final evaluation to participants.
- 5.2. Ask participants to fill out the evaluation form.
- 5.3. Collect the evaluation forms



**6. Wrap-up**

- 6.1. Recap what participants have learned throughout the program.
- 6.2. Invite participants to share their final thoughts about the parenting program.
- 6.3. Acknowledge the participation and contribution of all participants.
- 6.4. Provide certificates of participation to parents (optional).
- 6.5. Have a graduation celebration, such as a luncheon, potluck, etc., (optional).

## SESSION 14 – SERVICES AND INFORMATION

### PARTICIPANT'S NOTES

#### WHAT TO EXPECT IN TODAY'S SESSION

In this session we will:

- Review what we have learned in the last session and provide an update.
- Identify individual needs for services and information.
- Learn how to get information.
- Discuss the services of the Calgary Immigrant Women's Association.
- Evaluate the program.
- Program wrap-up.

#### REVIEW AND UPDATE

In our last session, we discussed technology and explored effective strategies to help our children use technology positively.

##### Questions for Review

- How has your knowledge about technology, TV viewing, and the internet supported your parenting?
- Have you had opportunities to try out some of the strategies to help your children work towards positive TV viewing, and use of the internet? What were the outcomes?

#### INFORMATION AND SERVICES

Immigrant families from time to time need information and services to address their needs. As immigrants, you can probably recall all sorts of information that you need to know when arriving in Canada. You might need information about how institutions work in Canada, such as education, health, transportation and justice. You might need information about particular issues, such as racism and discrimination, your rights as residents, employment, parent-teacher relationships, cultural identity, child discipline, and nutrition. You might

also need information about the availability of services, such as parenting programs, employment training program, and pre-natal classes.

In addition to information, our families may also need services. Some of the services that we need may be common to other Canadians, such as health services, education, family literacy, access to lawyers, and financial assistance. Some services that we need may be unique to immigrant families, such as ESL classes, counseling for families who have experienced torture and trauma in their home countries, or orientation to Canadian employment. Also, our needs for services may change over time. At the beginning, we may focus more on the basic needs, such as renting houses, finding work, applying for financial assistance, looking for information about our city and its services, and registering for ESL classes. As we are more established in our communities, we may need services that focus more on our participation in Canadian society, such as parenting courses, leadership training, citizenship classes, continuing education, volunteering, etc.



### **Exercise 14.1 Information and Services**

#### **Group Sharing:**

- What types of information do you need?
- What information have you received?
- How do you get information?
- What services have you used? How did you learn about services?

## HOW TO GET INFORMATION



### Ways to Get Information

In order to use services that help us deal with our specific needs, we first need to know how to get information. Here are some of the different ways we can get information about services:

- Look in the phone books (yellow pages, white pages).
- Ask friends, teachers, doctors, social workers, and other professionals.
- Read newspapers, information packages, or public notices.
- Use the Internet.
- Research for information at local libraries.

We all have preferences for different ways of getting information. Sometimes, we can combine different ways to get all the information we need. We also need to keep in mind that we have to decide what information is most useful and important to us. For example, a parent is looking for a day care centre for her child. She looks for day care centres in the yellow pages. Her friends have recommended a few places. She also uses the Internet to find out

more information about different day care centres. With all the information she has gathered, she then needs to find out what centre has space for her child, and what centre would be most suitable for her child.

### **Getting Information**

Once we have done our research, we are then ready to get more specific information from a specific person or institution. We need to be clear about what we need or want, as well as know our rights and responsibilities. When we deal with workers from public institutions or service organizations, either by telephone or in person, keep the following check list in mind:



- ☐ [ ] State the purpose of the visit or call
- ☐ [ ] State your name
- ☐ [ ] Have all of the necessary information ready
- ☐ [ ] Give precise information
- ☐ [ ] Take the initiative to ask questions and give further information
- ☐ [ ] Speak clearly, slowly, and loudly enough
- ☐ [ ] Smile
- ☐ [ ] Say greetings/goodbye
- ☐ [ ] Use respectful language
- ☐ [ ] Be prepared to spell out certain information i.e., name and address?
- ☐ [ ] Take a pen and paper to make notes of the information gathered.



We need to develop language skills and vocabulary to express ourselves and to ask appropriate questions in order to access information and services. Go through and discuss the information given in “What do I use language for” below.



| WHAT DO I USE LANGUAGE FOR        | HOW TO SAY IT                                                                                                                                                                                                        |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Asking for a person            | <ul style="list-style-type: none"> <li>May I speak to ____?</li> <li>Can I speak to ____?</li> <li>Could I speak to ____?</li> <li>Is Mr. ____ there?</li> <li>I'd like to speak to ____ please?</li> </ul>          |
| 2. Asking for information         | <ul style="list-style-type: none"> <li>Can you please tell me when...?</li> <li>I'd like some more information about...</li> <li>Could you please tell me about...?</li> <li>Would you please tell me...?</li> </ul> |
| 3. Asking for something           | <ul style="list-style-type: none"> <li>May I have ...?</li> <li>Would you mind if I have...?</li> </ul>                                                                                                              |
| 4. Offering to do something       | <ul style="list-style-type: none"> <li>May I help you?</li> <li>How can I help you?</li> <li>What can I do for you?</li> </ul>                                                                                       |
| 5. Asking for clarification       | <ul style="list-style-type: none"> <li>Could you please give me more details about...?</li> <li>Does “working independently” mean working alone?</li> <li>Would you please tell me more about...?</li> </ul>         |
| 6. Asking someone to do something | <ul style="list-style-type: none"> <li>Could you come tomorrow?</li> <li>Would you please...?</li> </ul>                                                                                                             |

|                                                       |                                                                                                                                                                                                           |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7. Offering something                                 | <ul style="list-style-type: none"> <li>▪ Would you like...?</li> <li>▪ May I offer to help you to...?</li> </ul>                                                                                          |
| 8. Stating or giving reason for a call or visit       | <ul style="list-style-type: none"> <li>▪ I'm calling about the ad in the paper</li> <li>▪ I have an appointment with...</li> <li>▪ I'm here to meet with...</li> </ul>                                    |
| 9. Telling someone what your abilities and skills are | <ul style="list-style-type: none"> <li>▪ I'm able to...</li> <li>▪ I can...</li> <li>▪ I did similar work in my country...</li> </ul>                                                                     |
| 10. Introducing self                                  | <ul style="list-style-type: none"> <li>▪ My name is...</li> </ul>                                                                                                                                         |
| 11. Giving reasons for actions                        | <ul style="list-style-type: none"> <li>▪ I'm interested because...</li> <li>▪ Because we moved...</li> </ul>                                                                                              |
| 12. Giving assurance                                  | <ul style="list-style-type: none"> <li>▪ Caring for the children is not a problem</li> <li>▪ I know I can apply my skills...</li> <li>▪ I assure you that...</li> <li>▪ I am confident that...</li> </ul> |
| 13. Giving examples/asking for examples               | <ul style="list-style-type: none"> <li>▪ For example, I can do...</li> <li>▪ I have done....before...</li> <li>▪ In my experience, I have done....</li> </ul>                                             |
| 14. Expressing feelings, thoughts, interests          | <ul style="list-style-type: none"> <li>▪ What I have found interesting...</li> <li>▪ I enjoy...</li> <li>▪ I'm interested in...</li> <li>▪ I like...</li> <li>▪ In my opinion...</li> </ul>               |
| 15. Asking for permission                             | <ul style="list-style-type: none"> <li>▪ May I ...?</li> <li>▪ Would you mind...?</li> <li>▪ Would it be ok for me...?</li> </ul>                                                                         |

## Exercise 14.2 Getting Service Information

### **A. Small Groups:**

In groups of 3 or 4, discuss strategies to get service information in the following areas:

- Social services (i.e., employment training, language training, parenting program, family literacy program, etc.).
- Education (i.e., information about the Canadian education system, parent-teacher interviews, etc.).
- Health (i.e., how to apply for health care card, finding family physicians, etc.).
- Justice (i.e., looking for a lawyer, seeking for legal advice, etc.).
- Community participation (i.e., voting, volunteering, etc.).

Use suggested strategies to create a scenario and role play it.

### **Group Discussion:**

In the large group, members of small groups take turns to present their role plays. Invite other people to provide feedback at the end of each presentation.

## **SERVICES AT THE CALGARY IMMIGRANT WOMEN'S ASSOCIATION**

The Calgary Immigrant Women's Association (CIWA) is a non-profit community organization. It was established in 1982. Over the years, CIWA has identified the unmet needs of immigrant women and their families, and developed programs to help them address their needs. As of 2005, CIWA has five departments with 29 programs to help immigrant women and their families.

### **1. SETTLEMENT AND INTEGRATION DEPARTMENT**

Intake, Settlement and Referral Services: We offer needs assessment, information, referrals, and supportive counseling. Group orientations and workshops are also offered.

New Friends and Neighborhood Groups: Through this program, immigrant women from diverse cultural backgrounds come together in their neighborhood to make friends, share experiences, practice conversational English, and learn



about resources available in their community. By participating in these weekly meetings, women increase their level of self-sufficiency, confidence, and create a support network.

Integration Program: This program assists immigrant women who experience family conflict or other barriers with basic necessities such as: housing, social services, food, legal assistance, etc.

In-Home Support: This program provides direct in-home preventative services and crisis response support to high need ethnic groups such as Sudanese and Somalis.

Legal Clinic: A weekly legal clinic is offered through a partnership with Calgary Legal Guidance. Immigrant/refugee women and their families receive free legal advice on family or immigration issues.

## **2. LANGUAGE TRAINING AND CHILDCARE DEPARTMENT**

Language Instruction for Newcomers to Canada (LINC): This program offers a variety of English classes (ESL) to immigrant women who have lived in Canada for less than three years. Currently, 7 part-time classes are available. Free child care is provided.

Pebbles in the Sand: This program provides literacy classes to assist women who face multiple barriers accessing mainstream programs and services. Eligible participants have 0-6 years of education in their native country and are not already accessing ESL classes. A companion program for ESL, literacy, and school readiness is offered for children 0-6 years.

Canadian Pronunciation: This eight-week program helps immigrant women with good English skills to further improve their pronunciation.

SMILES Childcare (Small Multicultural Immigrants Learning Early Strategies): This program provides early childhood development and alternative parenting to promote life-long learning. Free childcare is provided for all CIWA programs. This service is available for participants with children 6months to 6 years of age at all locations.

### **3. SKILLS TRAINING AND EMPLOYMENT SERVICES DEPARTMENT**

Individual Employment Counseling: This service helps immigrant to identify, create, and implement an employment plan.

Lifting The Bar Phase II: This project works with corporations and companies to improve immigrant women's access to employment.

Networking Breakfast: This service provides unemployed professional immigrant women with opportunities to network with potential employers.

Receptionist Training: This program provides administration and customer services skills to immigrant and refugee women in partnership with the Making Changes Employment Association.

Making Changes: This pre-employment, life skills orientation program is designed to assist immigrant women to become more familiar with the current labour market, and feel more self-confident and knowledgeable in finding work.

Workshops: Are provided related to employment and skills training.

### **4. FAMILY SERVICES DEPARTMENT**

Family Conflict Program: This program provides help for immigrant and refugee women and families who are experiencing abuse and problems in their marital/family life. Free professional cross-cultural counseling is provided during flexible hours in many first languages at CIWA and off-site locations. Assistance is also available for legal issues and social services

Cross-Cultural Parenting: This is a unique "cross-cultural" parent education program that assists immigrant parents to gain knowledge and skills to provide effective parenting to their children. This program is delivered at various locations throughout the city to groups and individual families free of charge. Free childcare is also available. Training workshops are also offered to those who are interested in facilitating sessions for the Cross-Cultural Parenting Program.

In-Home Support: Through referrals from Child Welfare, this program recognizes the unique needs and challenges in immigrant families, and provides culturally appropriate counseling and family support.

Healthy Families: A Home Visitation Program: This program provides long-term support to families with newborns and very young children. It provides information and connects families to community support services. Program delivery is throughout the Calgary area covering over 35 different communities.

Best Beginning (in Partnership with the Calgary Health Region): This program provides multicultural outreach support to pregnant women and supports them in areas such as health, social, or financial concerns.

Youth Program: This program addresses the needs and concerns of culturally diverse women between the ages of 12-19 years in a supportive group environment. Participants are able to discuss issues and brainstorm solutions. They also increase awareness of resources available in the larger community. Individual support and counseling are available. Youth leadership council also provides leadership training opportunities.

Baby Club: This program offers a series of 8 weekly workshops that help immigrant parents gain knowledge about child development at various stages between 0-18 months.

## **5. Volunteer and Community Development Department**

Volunteer Training: This training is specifically designed to help immigrant and refugee women become familiar with volunteerism in Canada, and have opportunities to meet Canadian born and immigrant and refugee women in the community. This program also facilitates volunteer placements.

Volunteer Cooperative: This program is designed to increase small business opportunities for immigrant women and CIWA.

Small Business Development (SBD): This program offers immigrant women links to workshops and volunteer experiences in the community to learn, develop, and build small-business skills.

The Toy Lending and Interactive Book Bag Library: This program encourages childhood development through sharing of educational books, toys and CD-ROMS at our onsite library.

Cultural Wonders Diversity Resource Library: This program provides information and research that promotes cultural diversity in our community.

The Craft Market: A craft group meets weekly to make products CIWA sells. Profits from sales support activities at CIWA to support immigrant and refugee women.

Workshops: Check out workshops currently being offered through the Volunteer and Community Development Department

Details of all CIWA programs are included in the display of pamphlets. Please help yourself to the information. Take extra copies and share them with your friends.

Remember, you are welcome to visit CIWA at any time.

# APPENDICES

- App. 1: Glossary of key terms
- App. 2: Sample program brochure
- App. 3: Sample Program outline
- App. 4: Sample end of session evaluation
- App. 5: Sample final program evaluation
- App. 6: Sample program flipchart



## APPENDIX 1

### CROSS CULTURAL PARENTING PROGRAM GLOSSARY OF KEY TERMS

*(Translations in different languages are available in the compact disc attached at the back of the manual.)*

| WORD                         | MEANING                                                                                                                                                             |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <i>Accomplishment</i>     | To achieve something.                                                                                                                                               |
| 2. <i>Adequacy</i>           | Sufficiency, enough                                                                                                                                                 |
| 3. <i>Aggressive</i>         | Attacking, quarrelling, forceful.                                                                                                                                   |
| 4. <i>Alternative</i>        | Substitute, another.                                                                                                                                                |
| 5. <i>Analysis</i>           | Examine, discuss, think about in-depth.                                                                                                                             |
| 6. <i>Assertive</i>          | Firm but positive, self-assured, self-confident.                                                                                                                    |
| 7. <i>Authoritarian</i>      | Strict, controlling, demanding.                                                                                                                                     |
| 8. <i>Body-language</i>      | Non-verbal communication.                                                                                                                                           |
| 9. <i>Bullying</i>           | Form of willful repeated violence and aggression to gain power and control over another person. Bullying can be physical, verbal, emotional, racial, and/or sexual. |
| 10. <i>Child Development</i> | Stages, steps children go through before becoming adults. The three major areas of development include: physical, cognitive, and psychosocial.                      |
| 11. <i>Communication</i>     | Method of sending or receiving a message.                                                                                                                           |
| 12. <i>Competition</i>       | Rivalry, contest.                                                                                                                                                   |
| 13. <i>Concept</i>           | Idea, belief, theory.                                                                                                                                               |
| 14. <i>Confidence</i>        | Self-assurance, self-belief, sureness.                                                                                                                              |
| 15. <i>Confidentiality</i>   | Privacy, personal information is held in trust                                                                                                                      |
| 16. <i>Conflict</i>          | Disagreement, clash.                                                                                                                                                |
| 17. <i>Context</i>           | Background, the circumstances that surround an event or situation, etc.                                                                                             |
| 18. <i>Consequence</i>       | Results, outcome, penalty.                                                                                                                                          |
| 19. <i>Cooperation</i>       | Assist, help, support, team work, working together.                                                                                                                 |
| 20. <i>Criticize</i>         | Disapprove, put down.                                                                                                                                               |

|                              |                                                                                                               |
|------------------------------|---------------------------------------------------------------------------------------------------------------|
| 21. <i>Cross-Cultural</i>    | From different cultures.                                                                                      |
| 22. <i>Democratic</i>        | Characterized by social equality.                                                                             |
| 23. <i>Discipline</i>        | To teach someone to do something appropriate with guidance.                                                   |
| 24. <i>Discrimination</i>    | Treat differently due to one's race, colour, age, religion, socio-economic background, ethnicity, and gender. |
| 25. <i>Effective</i>         | Useful, helpful. Something that brings the desired result.                                                    |
| 26. <i>Effort</i>            | Try, attempt.                                                                                                 |
| 27. <i>Encouragement</i>     | To give support.                                                                                              |
| 28. <i>Ethical</i>           | Moral, principled, fair.                                                                                      |
| 29. <i>Expectation</i>       | Something you would like to have happen. Something you want.                                                  |
| 30. <i>Feeling</i>           | Emotion, mood.                                                                                                |
| 31. <i>Institutional</i>     | An organization, establishment, group, society.                                                               |
| 32. <i>Judgmental</i>        | Critical.                                                                                                     |
| 33. <i>Listening</i>         | Hear and pay attention to others while they explain, say something.                                           |
| 34. <i>Misbehaviour</i>      | Being naughty. Act in an unacceptable manner.                                                                 |
| 35. <i>Modeling</i>          | Behaving, showing, as an example of what you expect.                                                          |
| 36. <i>Multi-Culturalism</i> | Many cultures within one nation.                                                                              |
| 37. <i>Needs</i>             | Wants, requirements.                                                                                          |
| 38. <i>Negative</i>          | Looking at the bad side of things. Going against. Opposite of positive.                                       |
| 39. <i>Nurture</i>           | Bring up with care.                                                                                           |
| 40. <i>Parenting</i>         | Method of bring up children.                                                                                  |
| 41. <i>Passive</i>           | Submissive and shy.                                                                                           |
| 42. <i>Peer-Pressure</i>     | Influence, stress from people of the same age.                                                                |
| 43. <i>Positive</i>          | Looking at the good side of things. Acceptable, agreeable. Opposite of negative.                              |
| 44. <i>Power</i>             | Authority, control.                                                                                           |
| 45. <i>Praise</i>            | Reward for something well done. Congratulate.                                                                 |



|                             |                                                                                                                                                                                                                                                |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 46. <i>Prejudice</i>        | Pre-judge. Preference for.                                                                                                                                                                                                                     |
| 47. <i>Punishment</i>       | Penalty, result for unacceptable behaviour. Opposite of discipline.                                                                                                                                                                            |
| 48. <i>Racism</i>           | Discrimination due to a person's colour, religion, country of origin, culture, etc. Based on a belief of superiority and inferiority. Types of racism include: Individual, systemic or institutional, and cultural. Can be overt and/or covert |
| 49. <i>Relationships</i>    | Relations, dealings. Could be with family, marriage, friends, colleagues, community, etc.                                                                                                                                                      |
| 50. <i>Responsibilities</i> | Duties.                                                                                                                                                                                                                                        |
| 51. <i>Revenge</i>          | Payback. To strike back at somebody you believed harmed you.                                                                                                                                                                                   |
| 52. <i>Rights</i>           | What is justifiably yours.                                                                                                                                                                                                                     |
| 53. <i>Role</i>             | Position, function.                                                                                                                                                                                                                            |
| 54. <i>Self-Concept</i>     | One's view or opinion of themselves.                                                                                                                                                                                                           |
| 55. <i>Self-Esteem</i>      | How we feel about ourselves. Could be high or low.                                                                                                                                                                                             |
| 56. <i>Sibling Rivalry</i>  | Fighting, competition between brothers and sisters.                                                                                                                                                                                            |
| 57. <i>Skill</i>            | An ability to do something.                                                                                                                                                                                                                    |
| 58. <i>Stereotyping</i>     | Inaccurately generalizing and labeling all people of the same colour, race, and sex.                                                                                                                                                           |
| 59. <i>Values</i>           | Principles, standards, morals that you believe in and base your lifestyle on.                                                                                                                                                                  |



## APPENDIX 2

### SAMPLE PROGRAM BROCHURE

#### CROSS-CULTURAL PARENTING PROGRAM

The Cross-Cultural Parenting Program provides practical information on parenting, examines parent/child relationships and assists immigrant parents in addressing the challenges they face in parenting in a new country and culture.

**The objectives of this program are:**

1. To raise awareness of parents and help them to clarify their values in a new culture.
2. To assist parents in the development and maintenance of positive parenting skills.
3. To make parents more assertive and sure in their roles as parents.
4. To provide parents with information about Canadian Institutions.
5. To help parents face the challenges of parenting in a new country.

Through interaction, parents will have the opportunity to discuss and share their concerns and offer support and encouragement to each other.

The course is free, childcare is provided on-site free of charge and free parking is available. This program is being offered by the Calgary Immigrant Women's Association which is a Community Organization that provides support, identifies unmet needs of immigrant women, and develops programs to help meet these needs.

**Course and Childcare are provided FREE of charge.**



Citizenship and  
Immigration Canada

Citoyenneté et  
Immigration Canada

**Government of Alberta** ■  
Human Services



**United Way**  
Calgary and Area



## APPENDIX 3

### SAMPLE PROGRAM OUTLINE

#### **SESSION 1:**

- Welcome - Introduction
- Getting to Know Each Other
- Ground Rules for Positive Participation and Learning
- Rationale and Goals of the Program
- What We Hope to Gain From This Program
- Issues and Concerns Immigrant Parents Face
- Session Evaluation

#### **SESSION 2:**

- Institutional Pressures
- Social Pressures
- Parental Expectations
- Session Evaluation

#### **SESSION 3:**

- Parenting Styles – Advantages and Disadvantages
- Cross Cultural Comparison
- Values and Implementation of Values
- How to Help Your Children Develop a Sound Value System
- Session Evaluation

#### **SESSION 4:**

- Child Development: Stages and Ages of Development
- The Role of Culture in Child Development
- Helping Your Children to Achieve Healthy Development
- Session Evaluation

**SESSION 5:**

- What is Self-Esteem?
- The Effects of Change/Immigration on Self-Esteem
- Building Self-Esteem: Encouragement versus Criticism
- Session Evaluation

**SESSION 6:**

- Misbehaviour
- Dealing With Misbehaviour
- Discipline Methods
- Punishment versus Discipline
- Child Abuse and Canadian Laws
- Session Evaluation

**SESSION 7:**

- Discussion on Creating a Positive Family Climate
- Natural and Logical Consequences
- Session Evaluation

**SESSION 8:**

- Methods of Communication
- Communication Styles
- Role Play Situations
- Assertiveness in a Cross Cultural Context
- Effective Communication in Parenting
- Session Evaluation

**SESSION 9:**

- How to Prevent Problems
- Techniques to Solve Problems
- Session Evaluation

**SESSION 10:**

- Defining and Examining Racism
- How to Address and Deal With Racism
- How to Help Your Children Deal With Racism
- Session Evaluation

**SESSION 11:**

- Defining and Examining Bullying
- How to Address and Deal With Bullying
- How to Help Your Children Deal With Bullying
- How to Help Children Who Bully
- Session Evaluation

**SESSION 12:**

- Issues Common to All Teenagers
- Issues Specific to Immigrant Teenagers
- How to Effectively Parent Teenagers
- Session Evaluation

**SESSION 13:**

- Defining and Examining Technology
- How to Help Children to Use Technology Effectively
- Session Evaluation

**SESSION 14:**

- Information and Services
- Techniques to Retrieve Information
- Services at the Calgary Immigrant Women's Association
- Review and Overview of the Program
- Final Thoughts, Comments, and/or Feedback.
- Final Program Evaluation
- Potluck





## APPENDIX 4

### SAMPLE END OF SESSION EVALUATION



CIWA

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## CROSS-CULTURAL PARENTING PROGRAM

### SESSION # \_\_\_\_\_ EVALUATION

|                                             |     |   |   |   |  |    |
|---------------------------------------------|-----|---|---|---|--|----|
| 1. Was it interesting?                      | Yes |   |   |   |  | No |
|                                             | 5   | 4 | 3 | 2 |  | 1  |
| 2. Was the information useful?              | Yes |   |   |   |  | No |
|                                             | 5   | 4 | 3 | 2 |  | 1  |
| 3. Did you learn anything new today?        | Yes |   |   |   |  | No |
|                                             | 5   | 4 | 3 | 2 |  | 1  |
| 4. Did you understand?                      | Yes |   |   |   |  | No |
|                                             | 5   | 4 | 3 | 2 |  | 1  |
| 5. Were you satisfied with the facilitator? | Yes |   |   |   |  | No |
|                                             | 5   | 4 | 3 | 2 |  | 1  |

Comments:

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## APPENDIX 5

### SAMPLE FINAL PROGRAM EVALUATION



### CROSS-CULTURAL PARENTING PROGRAM FINAL PROGRAM EVALUATION

Please complete the provided program evaluation sheet. We appreciate your comments and suggestions as they will help us to make changes in order to improve the program to meet the needs of immigrant parents.

1. What did you like best about this program?

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---

2. Did you receive information that is helpful to your family? Please explain.

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3. What changes would you like to see in the course?

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---

4. Was this course:

☐ too long  
☐ too short  
☐ just right in length

Were the sessions:

☐ too long  
☐ too short  
☐ just right in length

5. What other topics would you like to have discussed related to parenting?

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---

---

6. Would you recommend this course to others?

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---

7. What do you plan to do to continue getting support for effective parenting?

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8. Were you happy with the facilities?

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9. Were you satisfied with the facilitator?

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10. Additional Comments:

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## APPENDIX 6

## SAMPLE PROGRAM FLIPCHARTS



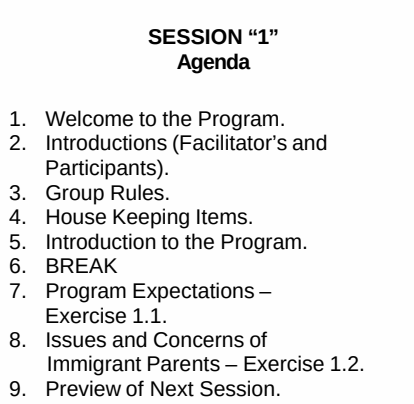
Welcome to the  
 Cross-Cultural Parenting Program


  
 C I W A  
 Calgary Immigrant Women's Association



**SESSION "1"**  
**Agenda**

1. Welcome to the Program.
2. Introductions (Facilitator's and Participants).
3. Group Rules.
4. House Keeping Items.
5. Introduction to the Program.
6. BREAK
7. Program Expectations – Exercise 1.1.
8. Issues and Concerns of Immigrant Parents – Exercise 1.2.
9. Preview of Next Session.
10. Session Evaluation

- 
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  9. Preview of Next Session.
  10. Session Evaluation

[illegible]

### **SUGGESTED GROUP RULES✓**

- ✓ Respect our own level of English and that of others.
- ✓ Confidentiality
- ✓ Equal opportunity to participate
- ✓ Right to pass
- ✓ Respect others values and opinions
- ✓ We can set our own pace
- ✓ Punctuality and attendance
- ✓ It's o.k. to have fun!

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  - ✓ Respect others values and opinions
  - ✓ We can set our own pace
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  - ✓ It's o.k. to have fun!

**PROGRAM RATIONAL**

**List of Challenges That Immigrants Face:**

- Language
- Culture and Values
- Food
- School System
- Underemployment, unemployment
- Lack of Information
- Services
- Lack of Support
- Racism
- TV shows

**PROGRAM RATIONAL**

**List of Challenges That Immigrants Face:**

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- List of Challenges That Immigrants Face:**
- Language
  - Culture and Values
  - Food
  - School System
  - Underemployment, unemployment
  - Lack of Information
  - Services
  - Lack of Support
  - Racism
  - TV shows

## **PROGRAM EXPECTATIONS**

**I Would Like This Course to Help Me to:**

- ☐ Meet people and Share Ideas.
- ☐ Learn what to expect of children at different ages.
- ☐ Learn how to handle peer pressure.
- ☐ Teach my language and culture to my child.
- ☐ Handle differences with spouse about child raising.
- ☐ Learn effective ways to discipline children.
- ☐ Handle sibling rivalry.
- ☐ Learn how to get children to listen to me.
- ☐ Find more time to spend with children.
- ☐ Practice English

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  - ☐ Practice English





## CROSS CULTURAL PARENTING PROGRAM

### **Insights from Former Program Participants**

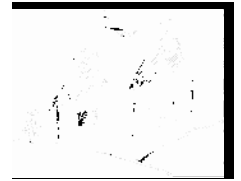
- “This course is very important for me as a newcomer, got to know about new things.”
- “This course was very helpful to me, because it makes me think about several ways to be a better mother, in order to share it with my husband, and to be better parents together.”
- “I like this program. It can help me about how to teach children and understand Canada’s culture, different from my own country.”
- “Learnt to be more patient, how to discipline, and to communicate.”
- “This program gives me the opportunity to learn about Canadian culture, to practice English, and to learn new parenting skills.”
- “I shared and discussed with my husband what I learned about parenting and now we try to understand our children more.”
- “The program helped me to feel less alone in a new country because we are all in the same situation.”
- “My children are facing two cultures Korean and Canadian. I need to know how to handle that with my children. Thank you for reminding me.”
- “Now I pay much more attention to my children.”
- “In the program I learned how to relate to my children and how to help them when they have problems at school and in life.”
- “I learned that I need to show love to my children even if they misbehave. ( unconditional love)”
- “Now, when my children misbehave, I try to use some of the techniques that I have learned in this program to discipline them.”
- “I practice my new learned parenting skills every day with my children.”
- “This Program helped me a lot to understand my children better.”

- “Course was very beneficial and interesting. Good speakers, opportunity to share experiences.”
- “I have learned so much and hopefully, I can apply it all in life.”
- “Everything was good, but I would like to recommend topics about:
  - o drugs, smoking, school violence and sex.”
- “The program has helped me learn how to solve the problems we have. The techniques of problem solving is not only for parenting but also for all relationships in our daily life.”
- “I would like this program to keep going, because we really can get a lot from it.”
- “Praise children for their good things.”
- “Good info on domestic violence (guest speaker).”
- “I summarize and translate the handouts in Spanish and the class discussion and email the contents through Internet to my family in Colombia in order to share with them.”





# CROSS CULTURAL PARENTING PROGRAM



The Calgary Immigrant Women's Association (CIWA) is proud to present the second edition of the Cross Cultural Parenting Manual which contains new chapters, updated information, and a new look. The Cross Cultural Parenting Program (CCPP) began in 1986 and was the first of its kind in Calgary for the emerging immigrant population. The Cross Cultural Parenting Manual was also the first publication in Canada that addressed cross cultural issues related to parenting for new immigrants. The manual content is rich and will be interesting, relevant, and practical for professionals working with immigrant population and for parents participating in the program

The Cross-Cultural Parenting Program provides immigrant parents with practical knowledge and skills to examine parent/child relationships and to explore the positive future of their family units. The program consists of the following components:

- Information Sharing through group discussions, printed and audio-visual materials, and resource persons.
- Development of Critical Awareness skills of immigrant parents to analyze and strategize to deal with social and institutional pressures.
- Acquisition of Skills for effective communication, assertiveness, effective parenting, and problem solving.
- English as a Second Language (ESL) Component. The program provides immigrant parents with encouragement and support to participate in ESL friendly role playing, group discussions, storytelling, and journal writing activities.

It also requires facilitators to have training in English language development, and to develop curricula that address emerging language needs of immigrant participants.

## Insights from Former Program Participants

*"This program gives me the opportunity to learn about Canadian culture, to practice English, and to learn new parenting skills."*

*"I learned that I need to show love to my children even if they misbehave. (Unconditional love)"*

*"The program has helped me learn how to solve the problems we have. The techniques of problem solving is not only for parenting but also for all relationships in our daily life."*

## Calgary Immigrant Women's Association

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