

## **HELP & SHELTER**

### **TRAINING & CAPACITY BUILDING TO ENHANCE SERVICE DELIVERY PROJECT** **(FUNDED BY THE USAID GOVERNANCE ENHANCEMENT PROJECT BY AGREEMENT** **WITH PROJECT IMPLEMENTER TETRA TECH ARD)**

#### **ARD Activity Report - Training Workshop on Parenting - Day 3 (29 July 2011)**

##### **1. Introduction/ Background**

This session completed the programme for the capacity building parenting workshop. Introduction and background are the same as for Days 1 & 2

##### **2. Methodology**

The methodologies used were a combination of group discussions and small group activities and role plays. The session was participatory and interactive

##### **3. Topics and Participant Feedback**

After welcome and introductions the facilitator started off with sharing this quote “Good parents give their children roots to know where home is and they give them wings to fly away and try out what they have been taught” Participants were then asked to reflect and give their thoughts about what the quote meant. Some responses were as follows:

- A wise man leave inheritance for his children
- Value of imparting life skills to children so that they can become independent but always know where home is.
- Give children the right guidance and be prepared that at some point in life they will have to fly away. Some parents hold on to their children unnecessarily.
- I am thankful for the things that I share with the children. Ensure that they know that home is always there for them to come home to whenever they want
- Importance of giving them a good foundation and to be there for them and listen to them. Giving wings remind me of the last session when we discussed letting go of our children, whether it be the first day of school or marriage.
- Good parenting is not an easy task. If the children want something they tell mommy and if mommy can't get it done, mommy knows how to get to daddy for his support. Mommy is the person for resources. Good parenting means fighting that battle to ensure everything is going good in the home.
- Lesson about the bank account – what you put in is what you will get out. Being proud of what you put out and be welcoming to when they return whether it be to cry etc. God is always there in our lives and so parents should be the same.
- To let children have good values and belief systems in place. Ask yourself how do you really want them to be? Parenting is difficult; you may mould them your way but when they socialize all sorts of things happen to them.
- Recognize your value on planet earth and understand that value is not reduced with time, it improves with time. First with your household and others as you age, your knowledge increases. We need to deal with some security issues.

##### **Thoughts for parents to reflect on:**

The facilitator then shared this thought-provoking set of statements: If a dog were your teacher -

- When loved ones come home, always run to greet them
- Never pass up an opportunity for a joy ride
- Allow the experiences of fresh air and wind in your face to be pure ecstasy
- When it's in your best interest, practice obedience
- Let others know when they are invading your territory
- Take naps and stretch before rising
- Avoid biting when a simple growl will do
- Strive on attention and let people touch you

- On sunny days, lie on your back and relax on your back

### **Group Activity- Security of the Child**

The facilitator indicated that the topic to discuss was issues about security. Participants were split into 4 groups reflecting concerns of parents of children from different age groups and asked to address the following questions:

- What worries you as a parent? (All Groups)
- What dangers are you most concerned about? (All Groups)

Responses from the groups were as follows:

#### 2-5 Years Group

##### Worries

- Physical fitness (disabilities)
- Death of parents (serious illnesses)
- Daycare
- Midnight sickness
- Doing a good job as a parent

##### Dangers

- When children hurt themselves
- Being exposed to various forms of abuse
- Exposure to lethal substances/weapons

#### 6-12 Years Group

##### Worries

- The environment of school, what they are exposed to
- Child spending too much time in front of the TV, computer and cell phone
- Child walking dangerous paths
- Child fighting with peers at school
- Child spending too little time on books/homework

##### Dangers

- The child is exposed to aggression/information that is not age related.
- The child can be attacked, robbed and raped
- The child will not take responsibilities seriously or be committed as an adult
- The child can get seriously hurt

#### 13-15 Years Group

##### Worries & Dangers

- Choice of friends
- Peer influence, sex, drugs and gangs
- TV influence
- Safety – sexual molestation, school environment
- Decision making
- The dangers of hurting self
- Constant fatigue
- Injuries

#### 17-20 Years Group

##### Worries

- Safety in terms of going out and returning home safely
- Bad influence of friends
- Constant change of mind in terms of career path

- Not wanting a relationship, getting married and not wanting children

#### Dangers

- Choosing a good partner (not abusive)
- Violence in the community (rape)
- Joining gangs
- Use of alcohol, drugs and cigarettes
- Concerned that child becomes abusive

#### **Group Discussions - Bullying**

Participants were asked to identify what they would do if their child between the ages of 13-15 was being bullied. Responses included that some children may be bullied but they are not disclosing this to their parent(s) however as a parent you may notice or hear them saying that they don't want to go to a certain place or travel with a certain vehicle or bus. In this case the parent should ask the child to identify or share who is or who are the bullies.

Participants shared their own experiences of being bullied as children and how they dealt with this. If the child is being bullied they should complain to an adult; they felt that children need to learn how to handle their own situations; if a child is calling another child names then the child who is being bullied can in turn call the bully the same name first and this would make everyone laugh so the bully would feel embarrassed himself or herself and would stop the name calling; Persons who are fearful also give off body chemicals that let other persons know they are easy targets; children should be taught to be assertive and when having a problem work out a plan to make it end; giving a child lots of love allows them to develop high self esteem;

Participants then discussed what to do if their child was a bully. Responses included that children who are prone to bullying need to work on their own negative behaviour in terms of restructuring their thinking; they need to be informed about the consequences which will result from these negative actions and they need to seek and get help to overcome their problem(s)

#### **How You Can Help Your Child to be Street Wise**

Participant responses to this question included: give them a certain amount of freedom within limits; allow them to join peer groups to play games indoors and out doors; communicate with your child on different issues and provide your children with education on social issues such as drugs, alcohol, sex, STIs, peer pressure, domestic violence, gang violence; encourage them to become young volunteers; taking them out on different occasions helps to build their self esteem; encourage them to participate in age related competitions; have open communication with them and be prepared to listen to some of the things they relate to and try and understand their point of view; give advice and at the same time remind them about their values; try not to be intimidating so they will not open up to you; teach and help them to make the right decisions rather than being easily influenced.

#### **How You Can Protect the Minds of Children**

Participants felt that this needs to start from the time of inception; Monitoring media exposure-TV, music etc was also seen as very important; communication among family members; spiritual moulding; keeping their emotional bank account topped up and effective discipline were some other key aspects that needed to be inculcated.

#### **Evaluation**

In their evaluation participants said the workshop would help them to relate better with children of various ages and demonstrated that there are ways of helping your child/children to deal with issues that affects them negatively such as bullying and learning to be street wise; that there are effects to failing to address problems early and parenting is a skill that is learnt day by day and what you do as a parent impacts your child; participants also said that they learnt various ways of providing protection for children and received added parenting skills; importantly they learnt that parents need to more open and encouraging of their children and it is an ongoing learning process; that investing in the spiritual needs of children was another important facet to good parenting; one participant said she learnt about

the roots and wings you need to give to your children; participants also felt that the workshop overall helped them to be better individual parents.

Participants also singled out the group session as being very useful as each group was able to brainstorm and come up with different suggestions which widened learning; participants identified the information on bullying, security and protection issues for parents and children as being of great use; the dangers, concerns and challenges that parents face at different ages and development of their children were also very much appreciated; participants also felt that the sharing of personal experiences enriched the workshop session.

Participants said they would use the knowledge gained in their work with children and families in communities, among different groups at awareness and workshop sessions, PTAs, in schools and with their clients in the work environment; participants also said they information would also be used for their own personal development and to better their own individual parenting of their children.

**4. Follow-up sessions**

This session completed the workshop on parenting

**5. Qualitative Reporting Techniques**

Qualitative information was gathered through the use of group evaluation reports. Qualitative information was also gathered during the course of the workshop from feedback sessions, small group reports, role plays and discussions involving participants.

**6. Quantitative Reporting Techniques/Methodologies**

Quantitative information was gathered through the use of tools such as ARD-required attendance sheets and registration forms.

Participants were given registration forms in their file folders to fill out and return by the end of the workshop. As participants arrived they were directed to fill out required information on the attendance sheet.