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Session 1 Home Activities

**12-
WEEK
COURSE**

**SESSION
1A**

1. Read Chapters 1 and 2 in your *Parent's Guide*.
(**12-WEEK COURSE:** Session 1A, read Chapter 1
Session 1B, read Chapter 2)

2. Think about what you hope to achieve in this course and answer the questions under "Put It in Writing" on page 4.
3. Think about the style of parenting you use with your kids and the style your parents used with you. Answer the questions under "Parenting Style" on page 4.

**SESSION
1B**

4. Practice giving choices and complete the guide sheet on page 5.
5. Have a family meeting to plan a fun activity. Complete the "Taking Time for Fun" guide sheet on pages 6-7.
6. Practice "Taking Care of the Caregiver" and use the guide sheet on page 8 to keep track of your self-care habits.
7. Spend some quiet time with God this week. Journal your thoughts on page 9. Complete the guide sheet on page 10.
8. Do not expect your kids to change this week.

Session 2 Review Slides

The following slides from the *Christian Active Parenting* slide presentation contain most of the key points of Session 2. Use them to review and remind yourself of what you learned.

The Word of God

**“For where two or three gather in my name,
there am I with them.”**

Matthew 18:20 (NIV)

Leader's Guide: page 66 SLIDE # 30

Cooperation

*Two or more people working together
in a mutually supportive manner
for a common goal*

Dictators **DEMAND** cooperation.
Doormats **HOPE** for cooperation.
Christian Active parents **TEACH** cooperation.

Mutual
Respect

Participation


Leader's Guide: page 66 SLIDE # 31a-b

The Jelly Bean Problem

How many jelly beans are in our jar?

Group answer: (Average of guesses)

Actual number:



Leader's Guide: page 68 SLIDE # 32

Problems

SUCCESSFUL FAMILIES

⇒

Handle their problems and learn from them

UNSUCCESSFUL FAMILIES

⇒

Make their problems worse and don't learn how to improve

Problems can help teach:

- Dependence upon God
- Creativity
- Problem-solving skills
- Empathy
- Communication skills
- Responsibility
- Teamwork
- Courage

Leader's Guide: page 69 SLIDE # 33a-b

The Problem-Handling Model

Who Owns the Problem?

PARENT

↓

Provide Discipline

CHILD

↓

Provide Support

↓

Avoid communication blocks

↓

Let child handle, but offer support using Active Communication

Leader's Guide: pages 73-74 SLIDE # 36a-b

Who Owns the Problem?

- Who is the problem behavior directly affecting?
- Does the problem involve health, safety, or family values?
- Is the problem one that you can reasonably expect your child to solve?

Leader's Guide: page 71 SLIDE # 35

Video Practice: Logical Consequences

In-Class Activity

As you watch each scene in video #8, "Video Practice: Logical Consequences," refer to the list of eight Logical Consequences Guidelines. After each scene, when the video is paused, fill in the chart below with the number(s) of the Guideline(s) that the parent violated and write a better logical consequence for the situation. Then return to the video to see how your responses compare to the example that is given. Keep in mind that there are many possible logical consequences for each situation.

Logical Consequences Guidelines

1. Ask the child to help set the consequence.
2. Put the consequence in the form of a choice.
3. Make sure the consequence is logically connected to the misbehavior.
4. Only give choices that you can live with.
5. Keep tone of voice firm and calm.
6. Give the choice one time, then act to enforce the consequence.
7. Expect testing.
8. Allow the child to try again.

Scene	Guideline Violated	Possible Logical Consequences
#1. Mrs. Moore		
#2. Mrs. Chandler		
#3. Ms. Han		
#4. Mrs. Alvarez		

Family Enrichment Activity: Catch 'em Being Good

Home Activity

Look for opportunities to catch your children behaving responsibly, cooperatively, or making an effort to improve—especially for behavior that you have used discipline to improve—and offer encouragement in words or actions when they do. Use the chart below to record your progress.

Child's Positive Behavior	My Encouraging Words or Actions	How Child Responded

Positive "I" Messages

Try using a positive "I" message to express your encouragement. Fill in the blanks below to build your message, then give it to your child this week.

I like the way you (or I noticed that you...)

I feel

because

How about if I

?

Evaluation

What did you like about using your positive "I" message?

What, if anything, would you do differently next time?

Using the FLAC Method to Reduce the Flak

Home Activity

There are times when we are on the other end of anger—when someone is angry at us (or at someone else) and we need to help them handle their problem effectively. One way to do this is to use the FLAC method to defuse the power struggle and handle the problem. Look for an opportunity this week to use the four steps of FLAC to reduce a conflict and solve a problem. Then answer the following questions.

1. What was the other person angry or upset about? (What was the person’s trigger?)

2. Describe how you handled each step of the FLAC method:

F for Feelings: What did you say to empathize with them? (How did you “listen and respond to their feelings?”)

L for Limits: How did you let them know your limits or the limits of the situation in a firm, but calm way, without blocking communication?

A for Alternatives: What possible solutions did the two of you come up with that would be acceptable to both?

C for Consequences: If this step was necessary, how did you let them know what would happen if they continued to violate the limits?

3. Were you successful at reducing the other person’s anger (or other painful feelings) and solving the problem?

4. What did you like about how you handled the situation?

5. What, if anything, would you do differently next time?
