

BETTER PARENTING PLUS

Community Discussion Guide



Sustainable Outcomes for Children and Youth is a five year (2015 – 2020) USAID-funded OVC project providing care and support services and linkages to health services for vulnerable children and families in 17 districts in Central and Western Uganda. It is implemented by Catholic Relief Services in coordination with local implementing partners, Action for Community Development (ACODEV), African Network for Prevention and Protection against Child Abuse and Neglect (ANPPCAN), and TPO Uganda.

Original cover, earlier version

YEKOKEB BERHAM PROGRAMME FOR HIGHLY
VULNERABLE CHILDREN

Better Parenting Training

Job Aid

2014



Acknowledgements

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Staff affiliated with FHI 360 drafted the original training Job Aid and Manual in conjunction with Pact, as part of Pact's Yekokeb Berhan Programme for Highly Vulnerable Children (HVC) in Ethiopia. We are grateful to the parents, guardians, volunteers and staff of Yekokeb Berhan's 39 implementing partners in Ethiopia who pioneered this work with 500,000 highly vulnerable children and their families, and who taught us what they know.

Lucy Y. Steinitz at Pact and Medhanit Wube at FHI 360 provided overall technical leadership for the original material, together with illustrator Wobhset Sehalu and layout artist Worknesh Kerata. Later revisions were provided for a broader distribution through REPSSI, the Regional Psychosocial Support Initiative and for the Sustainable Outcomes for Children and Youth project in Uganda. These revisions were led by Lucy Y. Steinitz (now of Catholic Relief Services) with support from Jonathan Morgan at REPSSI and by Francis Alumai and Rehema Kajungu of TPO Uganda. New illustrations were made for Uganda by Mango Tree, based in Kampala. It is noted that the latest adaptation has been retitled Better Parenting Plus: Community Discussion Guide in order to reflect its expanded contents and application.

March 2012 (original) July 2014 (revised for REPSSI) May 2016 (expanded for Uganda)

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Instructions

For whom is this Community Discussion Guide intended?

This Better Parenting Plus Community Discussion Guide is intended to facilitate guided discussions and learning by parents, caregivers and others, all of whom are members of SILC (Savings and Internal Lending Communities). The focus is on improving parenting knowledge, attitudes and skills. We believe that Better Parenting is a lifelong learning process from which all of us can benefit during different times in our lives.

How to use the Community Discussion Guide

The Community Discussion Guide has six basic parts. These are listed below with their session numbers:

- Understanding Parenting (parenting responsibility, social rules & parenting styles) - # 1-4
- Understanding Children (their differences and temperaments) - # 5-7
- Learning Parenting Skills #1: Communication and Setting Limits - # 8-10
- Learning Parenting Skills #2: Discipline and Supervision - #11-16
- Being a Good Example to Children - #17-18
- Additional Issues for Family Well-being (initiated by the Sustainable Outcomes for Children and Youth Project/ Uganda) - # 19-24

Under each topic, there is an illustration for discussion on the front panel, with an accompanying table on the back. The idea is that the facilitator should show the illustration to participants while following the back table as a guide, starting on the questions on the left in order to generate a discussion. As participants share their knowledge and experiences, the facilitator should interject information from the back table. Short role-plays may be introduced in the sessions, but it is important to keep the length of the sessions to one hour, total.

How each Information Page is designed

Better Parenting Plus is intended to facilitate discussion and peer learning, where participants can learn from each other's experience and advice as much as possible. The facilitator should promote this kind of interchange by posing the questions, guiding the discussion by emphasizing good practices, and gently correcting information if negative advice is shared (that is, if participants talk about experiences or guidance that is contrary to good parenting). In accordance with local culture, the facilitator should also emphasize that parenting is the responsibility of many adults in the family or community, not just a child's mother or father.

Follow the information that was written in relation to each picture

On the left side, ask the questions provided to trigger a discussion. Allow participants to share experiences and ideas, but be sure that they also learn from the information that is provided in the table, which you want them to learn and remember.

On the top portion of the table there are answers to some of these questions as well as definitions and/or basic information about the topic.

In the lower left box of the table, there are more detailed explanations to help the participants understand the key points and take away messages.

In the lower right box there are review questions that the facilitator can use to determine whether the participants understand the points.

At the very top and bottom are take away messages, which are a good way to end each session.

A large version (e.g., A-3 size) of the Community Discussion Guide is best for use in community settings with small groups – for example one topic per meeting. A smaller version (e.g., A-5 size) may be used for household based discussions, for example as a refresher during monitoring visits.

Instructions, cont.

Why was this Community Discussion Guide selected for Uganda?

In its original form, [Better Parenting Plus](#) was developed, pre-tested, implemented and evaluated in Ethiopia, with evidence of significant positive change regarding increased parenting knowledge, improved adult-child communication and a reduction in harsh discipline. REPSSI, the Regional Psychosocial Support Initiative (www.repssi.org) endorsed the original Job Aid and manual for all of Sub-Saharan Africa in 2014, following their own review and some minor changes. An additional analysis by USAID's 4Children project of all widely used parenting training curricula noted that the Better Parenting Job Aid was well designed for short-session discussions (e.g. following SILC meetings) as well as for one-on-one guidance in the home.

Most recently, several additional topics were added to the original Job Aid in accordance with the strategic objectives of Uganda's Sustainable Outcomes for Children and Youth project, most particularly Sessions 9, 10, 14, 15, and 19-24. The pictures have also been changed to fit the Ugandan context. The Job Aid is known in Uganda as the [Better Parenting Plus: Community Discussion Guide](#).

How to organise [Better Parenting Plus](#) discussion group sessions.

Guided community discussions should take place sequentially for all SILC members after the business meeting has concluded. Approximately one hour should be set aside for these discussions.

1. Sessions should begin with a **recap of the previous session, including a discussion of how participants implemented** (put into practice) what they learned (15-20 minutes).
2. Next, **focus on the new session**, starting with the question prompts on the left (30 minutes).
3. Finally, participants should discuss how they plan to implement what they learned during the upcoming week, as **"homework assignments" before the next meeting**. (10-15 minutes).

It is important for the discussion facilitator to guide the discussion in a way that ensures wide participation by all members of the group. Where possible, participants are welcome to teach each other by sharing their own experiences and lessons learned, but the facilitator must make sure that good practices – not bad or harmful practices – are reinforced. These messages are found on the information page for each picture and may be repeated several times in the session as a reinforcement.

After all sessions are completed or if there is a special request for a particular session, the sequence of sessions can be altered or one session can be repeated. In general, however, all 24 sessions should be completed within the course of 9 -10 months.

Training for [Better Parenting Plus](#).

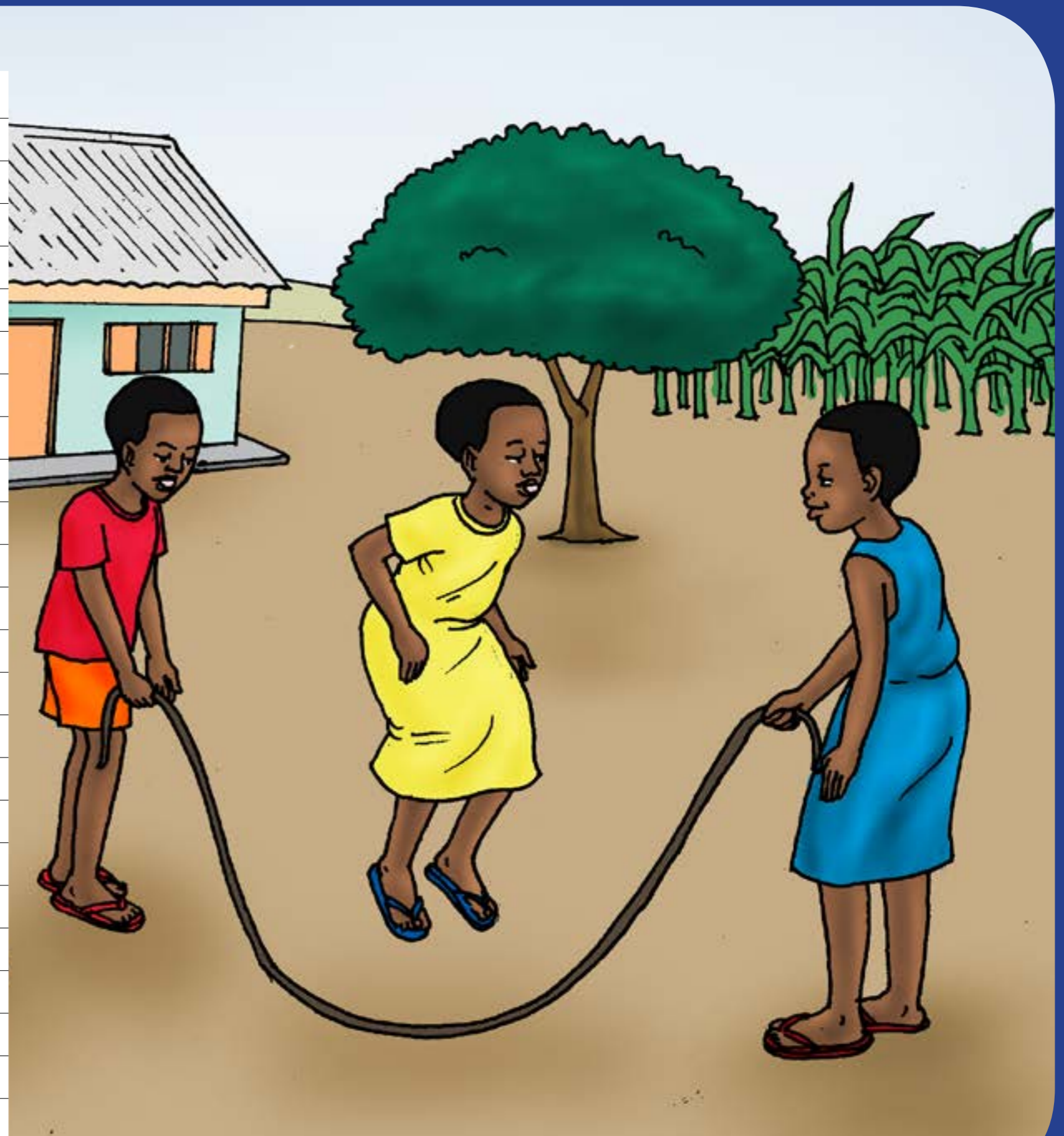
With Uganda's Sustainable Outcomes for Children and Youth, local staff are responsible for the implementation of [Better Parenting Plus](#) community discussions. They may directly facilitate discussions or – more commonly – supervise a SILC member who will guide the discussions. To learn how to facilitate [Better Parenting Plus](#), prospective facilitators should practice sessions on each other in a group – each person taking on one or two session topics in the same manner as they would do in the field. Everyone who facilitates [Better Parenting Plus](#) should first be trained, using that method.

SILC membership and parenting discussions are open to all enrollees, but there may be other persons (who are not part of the Sustainable Outcomes project) in these groups, as well. If a Uganda's Sustainable Outcomes for Children and Youth enrollee requires additional one-on-one support or a referral to a specialized service, the para-social worker should be informed and should follow-up. Other participants (who are not enrolled in Sustainable Outcomes) should be referred to the area's CDO (Community Development Officer).

[Better Parenting Plus](#) may also be implemented in other settings and by other organizations for non-commercial purposes, with full attribution.

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Parenting Responsibilities

Session 1



Discussion questions

What do you think is going on in the picture?

- What is “parenting”?
- What responsibilities do parents/ caregivers have in raising children?
- Why are these responsibilities so important?
- What do you want to learn through these Better Parenting Plus discussions?

PARENTS AND CAREGIVERS INFLUENCE ALL ASPECTS OF THEIR CHILDREN’S LIVES.

Parenting:

Refers to raising a child from infancy until adulthood. Many people can provide parenting, even if they didn’t give birth to the child. This includes grandparents and other relatives, foster parents and even neighbours and friends. Parenting involves many responsibilities. Many of these relate to meeting basic needs, such as:

- Feeding and protecting your children.
- Educating them (sending them to school and also providing education and life-skills at home).
- Helping your children stay healthy, including going to the clinic or doctor when a child is sick.

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

- Know your children well and be close to them.
- Provide love, support and encouragement at all times.
- Be respectful and trust them, as much as possible.
- Understand that each child is different and unique.
- Set appropriate limits and rules for behaviour according to their ages and situation.
- Discipline your children in positive ways.
- Understand and accept that your children change as they grow older.
- Be a good role model for your children.

Review questions

- What does parenting mean to you?
- What problems or challenges have you faced in parenting your children?
- How have you overcome these problems or challenges?
- What do you think you can do better in the future?



Session

1

Parenting Responsibilities



Culture and Social Roles

Session 2



Discussion questions

What do you think is going on in the picture?

- What influences do culture and social rules have on your children?
- Can you describe some positive (good) cultural customs?
- Can you describe some negative or harmful customs?
- How do culture and social rules affect your parenting?

**CHILDREN REFLECT THE WAY THEY ARE BROUGHT UP.
POSITIVE CUSTOMS HELP CHILDREN; NEGATIVE CUSTOMS HARM CHILDREN.**

Customs and Social Rules:

Each society has its own customs and rules for parenting children. These rules can be positive and good, or negative and harmful. Sometimes we don't understand the difference, so we apply negative or harmful social rules because we think they are important, for example:

- Early marriage.
- Child labour, or turning a child into a servant.
- Treating boys and girls unequally.
- Discriminating against children who have a disability.

Applying social rules that have a positive influence:

- Caring for others.
- Protecting children so they will be safe.
- Responding to children's needs.
- Looking after children who don't have a parent or caregiver.

Positive social rules are mandatory and important for better parenting

- Select and apply those customs and social rules that have a positive influence on your children's lives and promote better parenting.
- Avoid the social rules that are harmful and have negative effects on your children.
- Increase understanding and awareness about positive and negative social rules by educating others in your community.

Review questions

- In your community, what are the rules on how parents should treat girls and boys the same or differently, for example in going to school or doing household chores? Do you agree with this, and why?
- In your community, beginning at what age do female children get married? Do you agree with this and why?
- How do you know what is a positive social rule and what is a negative one, and how will this affect your children?



Session
2

Culture and Social Roles



Parenting Styles

Session 3



Discussion questions

What do you think is going on in the picture?

- In your household or community, what parenting styles are the most common?
- What difference do these styles make in how children feel about themselves and how they grow up?
- If you ask children what parenting style they would prefer, what do you think they would say?

A GOOD PARENTING STYLE ENHANCES THE CHILD'S WELL-BEING AND SELF-ESTEEM, AND HELPS THE CHILD BUILD GOOD RELATIONSHIPS WITH OTHERS.

There are four types of parenting styles:

- Very Strict • Firm-but-fair • Permissive • Indifferent/Uninvolved
- Styles may vary from time to time, depending on the situation. Overall, however, it is best to be loving and caring, while maintaining clear, consistent expectations. This is most often expressed in the “Firm-but-fair” style, which some people also call “tough love”. Good parenting can be learned by practicing over and over. Do not worry if you make an occasional mistake; just try again.

1. **Very Strict** usually means that the child...
 - May do well in school (is obedient) but because of frequent criticism, the child may have low self-esteem and become fearful.
 - May have problems interacting with other people and/or difficulty coping with frustration.
2. **Firm-but-fair** usually means that the child...
 - Is lively and feels secure.
 - Is self-confident and has high self-esteem.
 - Learns to control his or her emotions and develop good social skills.
3. **Permissive** usually means that the child...
 - May enjoy the freedom short-term but cannot properly control her or his emotions.
 - May become rebellious, impulsive and defiant.
 - Is likely to have problems with authority and in school.
4. **Indifferent/Uninvolved** usually means that the child...
 - Feels neglected and unhappy .
 - Has problems controlling him or herself. Has low self-esteem and lacks confidence.
 - Has problems in school and with peers.

In most situations, the firm-but-fair style is recommended

Review questions

- Which parenting style do you prefer, and why?
- What do we need to know to improve in our parenting style?
- What is one thing you can do better?

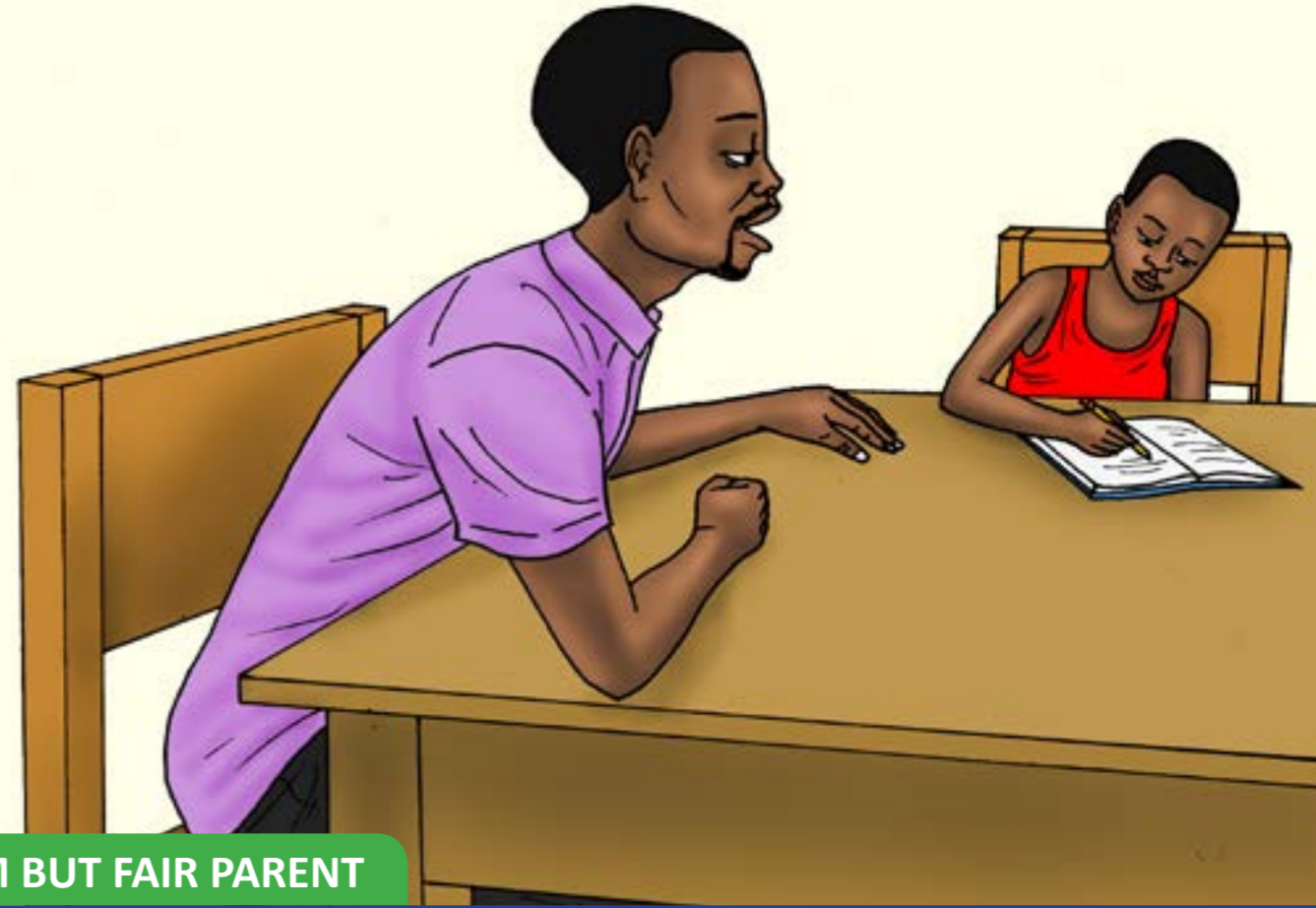


Session 3

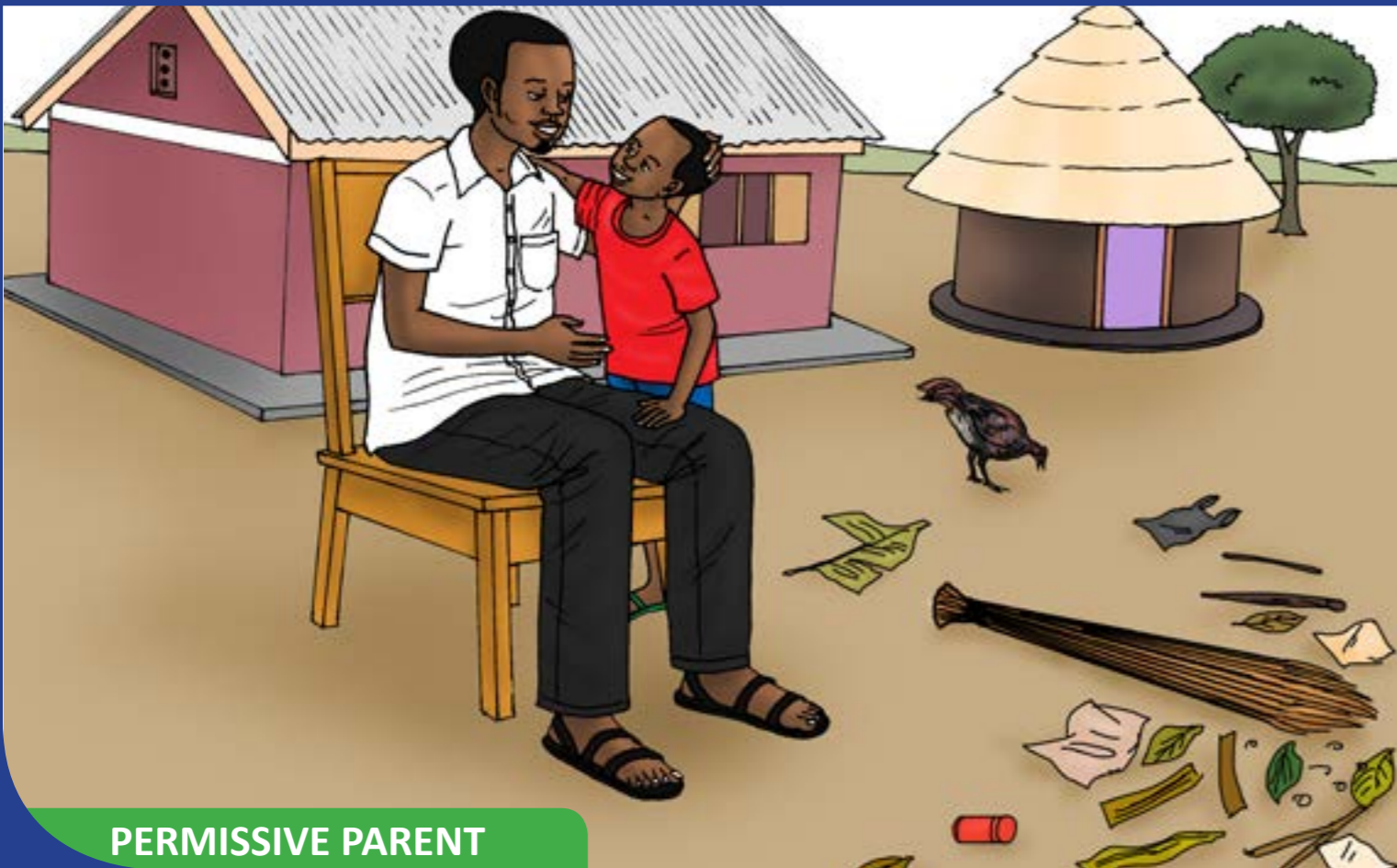
Parenting Styles



VERY STRICT PARENT



FIRM BUT FAIR PARENT



PERMISSIVE PARENT



INDIFFERENT/UNINVOLVED PARENT

Children's Temperament

Session 4



Discussion questions

What do you think is going on in the picture?

- How can you tell that children are different in their temperament – that is, in the way they see and react to things that are going on around them?
- What do you know about your children's temperaments?
- How are they the same or different from one another?
- Can temperament be changed? In what ways?

Note: Every temperament has its good (positive) and negative (challenging) aspects. For Better Parenting Plus discussions we are mainly focusing on the challenging aspects.

CHILDREN ARE BORN DIFFERENT AND THEY HAVE DIFFERENT TEMPERAMENTS (SOMETIMES CALLED "PERSONALITIES").

Temperament refers to the specific thoughts, feelings and behaviours that make every person – and every child – unique. Each child has his/her own unique way of seeing and reacting to things, and is a little different in relating to others. There are five basic temperament types among children. Each type has its positive aspects and its challenging aspects:

- The very active child.
- The impulsive child.
- The independent child.
- The sensitive or shy child.
- The dreamy child.

Can you identify some positive as well as challenging aspects for each type of temperament?

Parents/caregivers should recognise and accept the different personalities of their children. Their response should vary accordingly.

- All children may be friendly, happy, and kind to others some of the time. But at other times, their reaction may be different.
- Children will not always fit into one temperament type. They will display behaviours that fall under different types at different times. One temperament type will usually dominate, however.
- Some parts of a child's temperament can change as he or she gets older, but other parts are inborn and cannot be changed. These need to be understood, managed and accepted.
- Positive aspects of a child's temperament should be encouraged; negative aspects should be controlled or re-channeled (for example, into sports or creative activities).

Review questions

- What can happen if a parent/caregiver doesn't understand how each child is different and has a unique temperament?
- How should a parent/caregiver respond to the positive aspects of a child's temperament (those aspects we like) and how should a parent/caregiver respond to the challenging aspects (those parts we don't like)?



Understanding and accepting each child's unique temperament will improve that child's happiness and cooperation.

Session
4

Children's Temperament



VERY ACTIVE CHILD



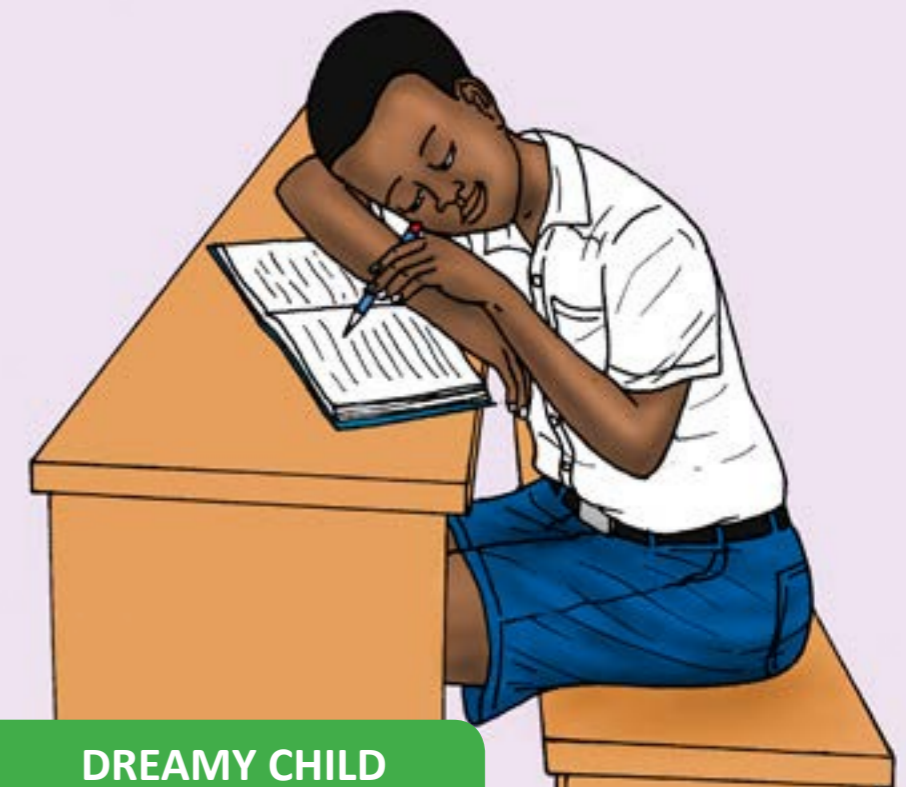
IMPULSIVE CHILD



INDEPENDENT CHILD



SENSITIVE/SHY CHILD



DREAMY CHILD

Stages of Development

Session 5



PARENTS/CAREGIVERS MUST CLOSELY OBSERVE THE DEVELOPMENT OF EACH CHILD IN ORDER TO PROVIDE APPROPRIATE CARE.

Children go through different stages of development as they get older:

- Infant (ages 0–1 year)
- Toddler (ages 2–3 years)
- Early childhood (ages 4–6 years)
- Middle childhood (ages 7–12 years)
- Late childhood/ Adolescent (ages 13–17 years)

Every child develops a little differently, over time. There are four dimensions or types of development: Physical, Mental, Social and Emotional (includes Spiritual).

Understanding the developmental stage of your child is important:

- **Physical development:** refers to the change in size and shape and changes in physical abilities and coordination.
- **Mental development:** refers to children's ability to think, use language, reason, organise their ideas, memorise and solve problems.
- **Social development:** refers children's ability to interact well with other children and with adults.
- **Emotional development:** refers to children's ability to express feelings and emotions that are appropriate to their age and to specific situations; the development of temperament, identity and self-esteem. (Note: Spiritual development is usually considered a part of emotional development.)

Review questions:

- In what ways can you observe the different developmental stages of your children?
- How do you respond differently to their needs at different stages – for example if they ask you a question?
- Do you focus only on the child's problems, or do you also focus on their achievements – on what they have learned and how they have grown and solved problems? Do you acknowledge or complement their maturity?

Discussion questions

What do you think is going on in the picture?

- Do you know the different stages of child development (how a child grows and changes as he or she gets older)?
- How would you communicate differently with a child who is very young, compared to a child who goes to primary school, or a child who is an adolescent (teenager)?
- How do your expectations change as a child goes through different developmental stages? Can you give examples, between a young child and an older child?



All children experience developmental changes but they do not develop in the same way at the same time.

Session
5

Stages of Development



Changing Needs as Children Grow Older

Session 6

Children's needs change as they grow older.



Stage/Age	Primary Needs	Common behaviours – Responses
Infant (0–1 year)	Food, sleep, cleaning, comfort and safety. Strong attachment (bonding) with parent/ caregiver. Stimulation and attention.	0–6 months: Will smile, babble and cry to attract the caregiver's attention. Caregiver should provide care, cuddling, caressing and protection. 6–11 months: Will cling to the parent/ caregiver, especially when feeling insecure or frightened. Will protest the caregiver's departure. Follows the caregiver when able. 12–23 months: Begins to walk and talk; will explore his or her surroundings. Distract your child from bad behavior; do not hit or physically punish.
Toddler (2–3 years)	Same as above, but also... Becomes more curious; wants to explore and become more independent. Wants to learn how to do new things (e.g. dress and undress) and wants to make own decisions. Seeks praise, approval.	Becomes more independent and continues to explore his or her surroundings. Starts speaking sentences and building vocabulary. Praise your child often. Scold for bad behavior but do not hit or physically punish. Should be given small choices (between two acceptable options, for example, choosing between two shirts to wear); and the opportunity to try new things. Does not like to lose or take turns, but sharing can be taught. May express feelings in dramatic ways. Can begin to learn how to manage emotions.
Early Childhood (4–6 years)	Same as above, but also... Learns through actions; play. Develops relationships with other children. (Play is important and can teach social values.) Has questions; seeks answers.	Finds it difficult to separate fantasy from reality. Expresses feelings in dramatic ways. May talk a lot; ask many questions. Answers can be short but should be honest. The child may ask again if not clear or if she or he wants more information. Does not like to lose, share or take turns, but losing and taking turns can be taught. Help your child solve her or his own problems. (You can learn a lot from a mistake!)
Middle Childhood (7–12 years)	Same as above, but also... Interested in learning in school. Starts to want independence and trust. Wants to spend time with other children. May express interest in religious matters, spirituality.	May answer back to adults to show that they "know". Give more trust and responsibility, but allow enough time for play, recreation with peers. Can be very self-conscious and sensitive. May be very active. (The child's unique temperament emerges clearly.) But can learn to better manage anger and tolerate frustration. Spend time together with your child, sharing experiences, listening to his or her concerns and worries. Offer praise. Show interest in his/her school.
Late Childhood/ Adolescence (13–17 years)	Same as above, but also... Wants even more independence and trust. Seeks acceptance from peers for self-esteem. Focused on forming her or his own identity. Eager to learn about sexuality; may also become interested in experimenting with alcohol and drugs. May worry about the future.	Prefers more interaction with peers than parents. Becomes interested in sexual issues and possibly, in sexual relationships. May engage in risky behaviours. Frequent mood swings and rebellious attitude. Wants to make own choices and decisions. Should be taught that all decisions have consequences. May become challenging, rebellious and aggressive. May seek guidance and role models outside the family. Can sometimes be helped to find "good friends" that are responsible and mature.

Session 6

Changing Needs as Children Grow Older



INFANT (0-1 YEAR)



TODDLER (2-3 YEARS)



EARLY CHILDHOOD (4-6 YEARS)



MIDDLE CHILDHOOD (7-12 YEARS)



LATE CHILDHOOD/ADOLESCENCE (13-17 YEARS)

Children with Disabilities

Session 7



Discussion questions

What do you think is going on in the picture?

- What special challenge is this child facing and how might it be overcome?
- What different kinds of special needs (disabilities) can you think of?
- As you look at this picture, is the child's disability the only thing you see? What about other things – that is, all the things the child can do, such as seeing, hearing, learning, playing, etc.?
- What can be done to welcome and include all children, regardless of their disabilities?

CHILDREN WITH DISABILITIES WANT TO BE INCLUDED BUT MAY REQUIRE SPECIAL CARE.

Barriers: Children with disabilities often face various barriers that prevent them from being fully included in family, school or community life:

- **Physical barriers** include the distance a child needs to walk if she or he has poor vision or has a disability that affects walking.
- **Communication barriers** are obstacles that get in the way of a child's ability to interact with others in the family, community or school. The reason may be due to language differences, disability or strong cultural differences.
- **Attitudinal barriers** relate to the attitudes of other people – e.g. focusing only on the disability and not on what the child CAN do; also not seeing value in the child's participation. For many, this is the biggest barrier of all.

With good will and effort, it is possible to overcome all barriers.

Including children with special needs:

1. **Recognise and emphasise the person's strengths, not limitations.**
2. **Don't define people or label them by their disability.**
3. **Let the child do or say things for him- or herself as much as possible.**
4. **Avoid treating children with disabilities as objects of pity. Instead, try to include them as much as possible. Like all other children, they want to participate in family, school and community life.**

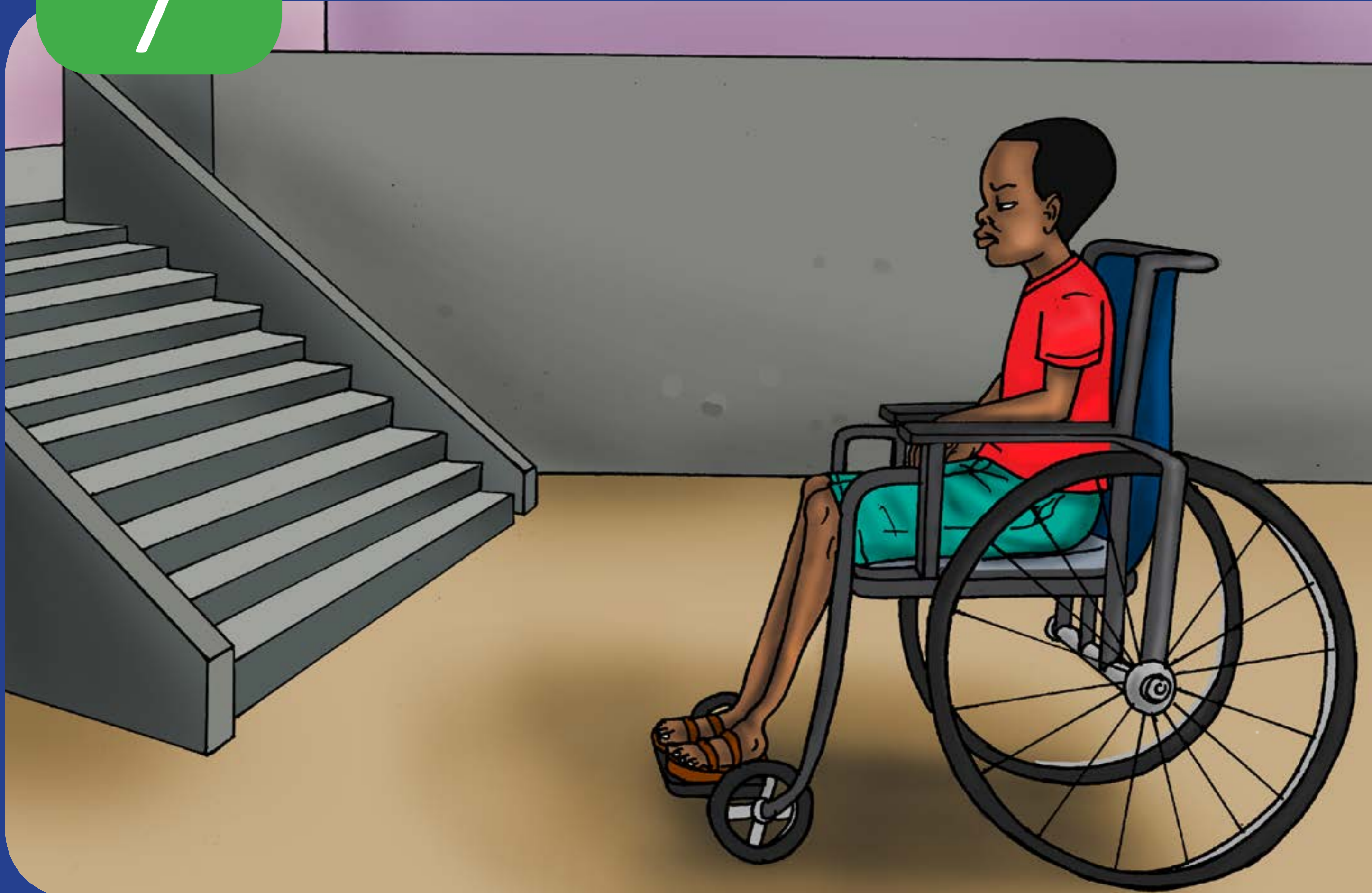
Review questions:

- In your community, how are children who have a disability treated?
- How can the community work together to welcome and include all children in community activities, educational opportunities, etc.?
- What else can you do in your life to respond positively to children with disabilities?



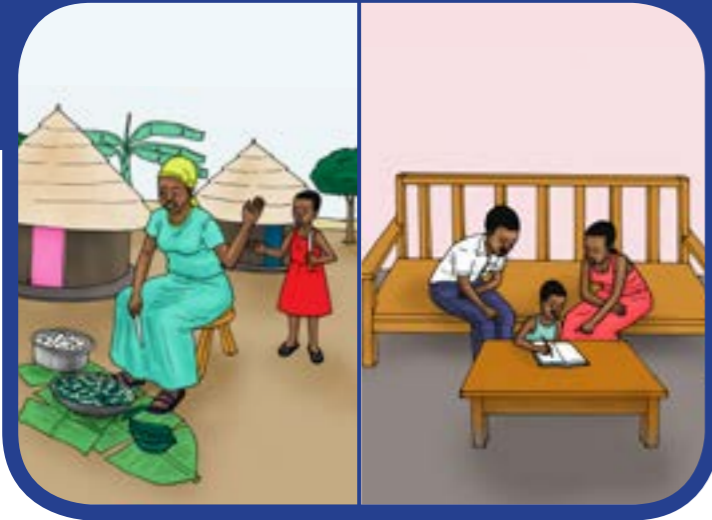
Session
7

Children with Disabilities



Parent - Child Communication

Session 8



Discussion questions

What do you think is going on in the picture?

- What behaviours can we see in the picture? What do you like? -don't like?
- What are the benefits of communicating with children?
- What can happen if there is no communication or poor communication?
- How does good communication begin? (Hint: it begins with actively listening to the other person.)

COMMUNICATE FREQUENTLY WITH YOUR CHILDREN! (COMMUNICATION SHOWS THAT YOU CARE.)

Good communication: means sharing information, ideas and feelings between people. It involves listening, observing the other person, and talking. (Listening always comes first.)

- Be an active listener, meaning pay attention with your whole body.
- Let the child speak and explain his or her concerns, thoughts and opinions. Ask for clarification if you don't understand something.
- Keep eye contact.
- Show interest in what the child is saying.
- Be honest but remain sensitive to the other person.
- Do not judge.
- Do not raise your voice or yell.
- Ask open-ended questions.
- Praise the child often.
- Keep your requests simple.

Why is it important to set aside regular “discussion time” with your children?

1. Both parents/caregivers and children learn to develop positive and healthy ways of listening and talking.
2. It increases awareness and understanding around age-appropriate rules of behaviour for your children.
3. It helps children feel valued and builds their self-esteem.
4. It builds cooperation, trust and caring among family members.
5. It is a good way to solve problems before they get too big.

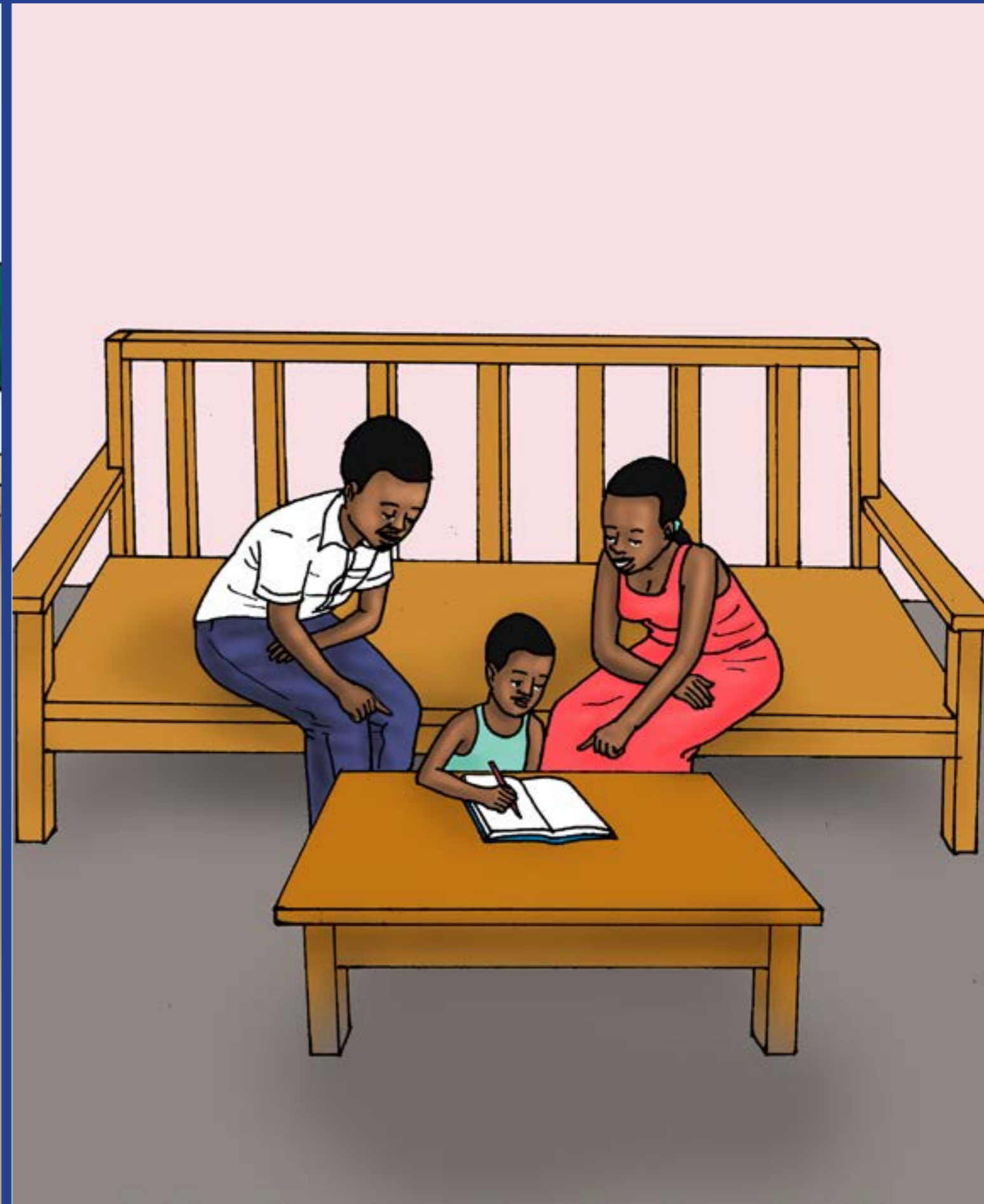
Review questions:

- Why is it important to communicate regularly and openly with your children?
- What are some good ways of communication?
- What can you do in your family to increase good communication?



Session
8

Parent - Child Communication



Good Listening Skills

Session 9



Discussion questions

What do you think is going on in the picture?

- How do you feel when someone is not listening to you?
- How is that different from how you feel when someone is listening to you?
- Take a moment to think about how you talk to children.
 - Do you look at your child when speaking? When listening?
 - Do you listen carefully and not do other things at the same time?
 - Do you often say that you are busy .. and then the conversation never happens later in the day?
 - What is the volume of your voice?
- Think of a time when you and your child had a good conversation..
 - How were you talking? Listening?
 - How was your child talking? Listening?
 - In your opinion, what made it a good conversation?

GOOD LISTENING SKILLS CAN CREATE A GOOD RELATIONSHIP BETWEEN PARENT AND CHILD.

Tips for Good Listening

- Stop doing other things; just listen.
- If possible, sit at the same level as the child.
- Look interested – and look at the child directly.
- Lean forward a little bit – show that you want to understand what the child is saying.
- Listen.
- Act interested – nod your head or make a soft sound to show that you are tuned in.
- Do not interrupt the child.
- Pay attention to body language.
- Ask questions for clarification.
- Think about what you heard before you say something in response.
- Make your own points in a gentle voice and ask if the child has any questions.
- Summarize the discussion at the end and highlight any decisions that were made, for example if there are any next steps to follow.

More information:

- A big part of parenting is communicating with your child. Positive two-way communication strengthens the relationship with your child.
- Remember that body language is a big part of communication, especially for children. Look at their movements, their faces, their expressions and you will learn a lot.
- Good listening skills teach your children how to express themselves and communicate with others respectfully.

Review questions:

- What are some reasons to change the way you listen and talk with your child?
- Think about one situation where listening to your child may have helped you better understand them.
- How can you improve your listening skills with your children?



Session
9

Good Listening Skills



Offering Praise

Session 10



CATCHING SOMEONE WHEN THEY ARE DOING SOMETHING GOOD – AND ACKNOWLEDGING IT THROUGH PRAISE.

More information:

- Offering praise means giving positive feedback. It means that you acknowledge something that the child has done well and you tell that to the child.
- Offering praise shows the child that you are noticing what she (or he) is doing, and that this pleases you. It helps the child feel valued.
- Praise can be a simple complement or it can be part of a long conversation.
- Praise can be shared directly with the child or with another person (for example, another relative or someone from the community). (Note: it is good to share positive feelings about a child with others, but not tell negative things unless it is for the purpose of getting help.)
- It is important to find something positive to say about all of your children, not one child more than others. (The praise you give can be different, however – depending what each child has done.)

Examples of Offering Praise

- Pay attention to what each child is doing.
- Tell the child what you have noticed he or she is doing right, and then how it makes you feel. Try to be specific about what you are praising.
- Here are some examples:
 - “You did a nice job cleaning up the yard today. I know that was hard work.”
 - “Thank you for watching your sister today. I am happy I can rely on you.”
 - “Your school uniform looks good. You did a nice job cleaning it.”
 - “I heard you did well in school this term. I am proud of you.”
 - “You are improving your behaviours at home. Keep it up!”

Review questions:

- What are the different ways that we can praise, or give positive feedback to a child?
- What difference can this make in the child’s behaviour and in the atmosphere within your home?
- At first, offering praise (positive feedback) may feel awkward and uncomfortable. It may take practice.
- Try to offer praise at least once to every one of your children (even very young ones) within the next few days. Gradually, make it a habit – it will get easier and feel good.

Discussion questions

What do you think is going on in the picture?

- When you were a child, was there an adult or older sibling who tried to understand your feelings and point-of-view?
- How did it make you feel when an adult praised you for something you did?
- Can praise motivate a child to maintain good behaviours?
- If you can motivate good behaviour, do you think that will reduce the need for discipline?
- What are some of the ways that you can offer praise to a child?



Session
10

Offering Praise



Setting Limits

Session 11



Discussion questions

What do you think is going on in the picture?

- What is meant by the phrase, “Teach rules and limits to your children”?
- How do we teach limits to children?
- What happens if children don’t have rules or limits to live by?
- Should limits change as children grow older? (Give examples.)

SETTING LIMITS: TEACH RULES AND LIMITS TO YOUR CHILDREN.

Why are children expected to learn and follow clear rules?

It is important to teach children the rules and limits that they are expected to follow. Limits protect children; they help them understand what they can and cannot do. Limits should be set and followed consistently; they must be clearly understood and must not change day by day.

The purpose of rules and limits are to:

- Protect children – keeping them safe and out of trouble.
- Teach children right from wrong.
- Show respect for others, especially for older people.
- Build responsibility and trust.
- Teach them good behaviours and increase cooperation between family members.

How can we teach rules and limits for children?

- Limit your limits: Having too many rules is being authoritarian and prevents children from learning on their own.
- Limits should be reasonable. Reasonable limits are realistic rules that children can meet.
- Limits and rules should take into consideration children’s age and abilities.
- Limits and rules should be clear and easy to understand for children.
- Limits should be consistent and not change from day-to-day.
- Limits should be stated positively: tell your child what you want him/her to do, instead of what not to do.
- Set the limit and also the consequences, for example what will happen if a child does not comply with the rule or limit.
- Get children’s input: Parents who involve their children in the discussion of limits and rules are more likely to gain their children’s cooperation and good behaviour.

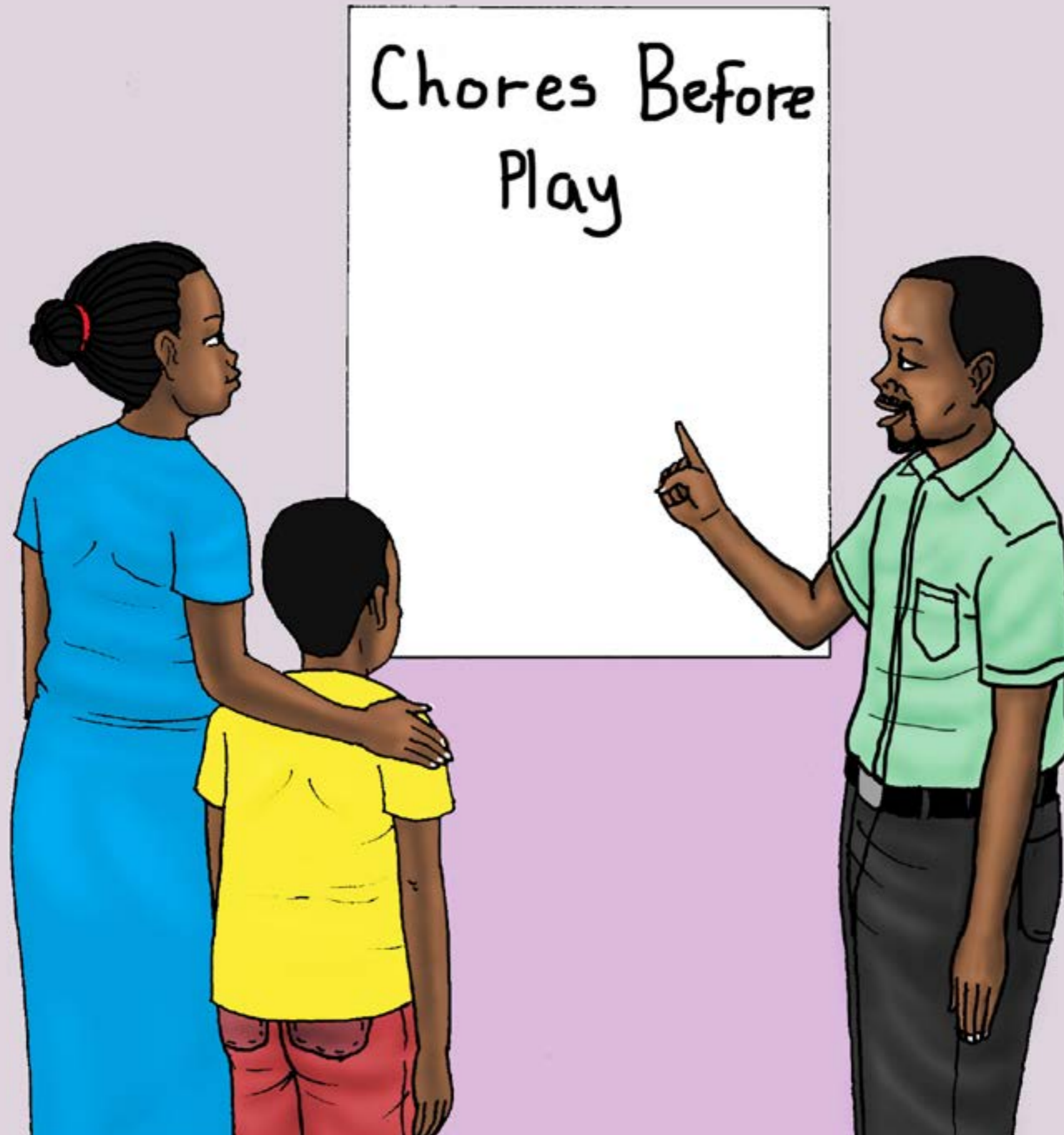
Review questions:

- Why do we teach rules and limits to children?
- How do we teach limits to children?
- How can we encourage children to obey the rules and limits?



Session
11

Setting Limits



Why Do Children Misbehave?

Session 12



Discussion questions

What do you think is going on in the picture?

- Why do children sometimes misbehave?
- What methods do you use to prevent children from misbehaving?
- How do you respond to children when they misbehave?

Note: Some misbehaviour is normal for all children. They may be testing your limits or expressing their frustration. Any time a child misbehaves it is important to respond. You may also ask, why is the child doing this? But the main concern is when misbehaviour becomes too frequent or becomes dangerous.

UNDERSTAND WHY CHILDREN SOMETIMES MISBEHAVE.

Why children sometimes misbehave:

- When the child's physical or emotional needs are not met.
- When a child feels misunderstood.
- When a child wants attention.
- When there are no rules or limits set by the family.
- When the rules are unclear or not followed by others.

Note: Children are not born knowing how to behave or what is expected from them. They must first be taught.

How can misbehaviour be prevented?

To prevent misbehaviour in children, parents/caregivers must try to meet their children's physical and emotional needs. Then the child has less cause for misbehaviour. This includes (but is not limited to):

- **Belonging:** children need to know that they are important; that they are loved and that they have an important place in the family.
- **Acceptance:** Children need acceptance of their thoughts and feelings.
- **Understanding:** Children need to be heard and understood.
- **Independence:** Children need to be given choices and independence, appropriate to their stage of development.

To respond to a child's misbehaviour, parents/caregivers should first find out the reason why. If you can respond to the underlying reason then the child is likely to improve his or her behaviour in the future.

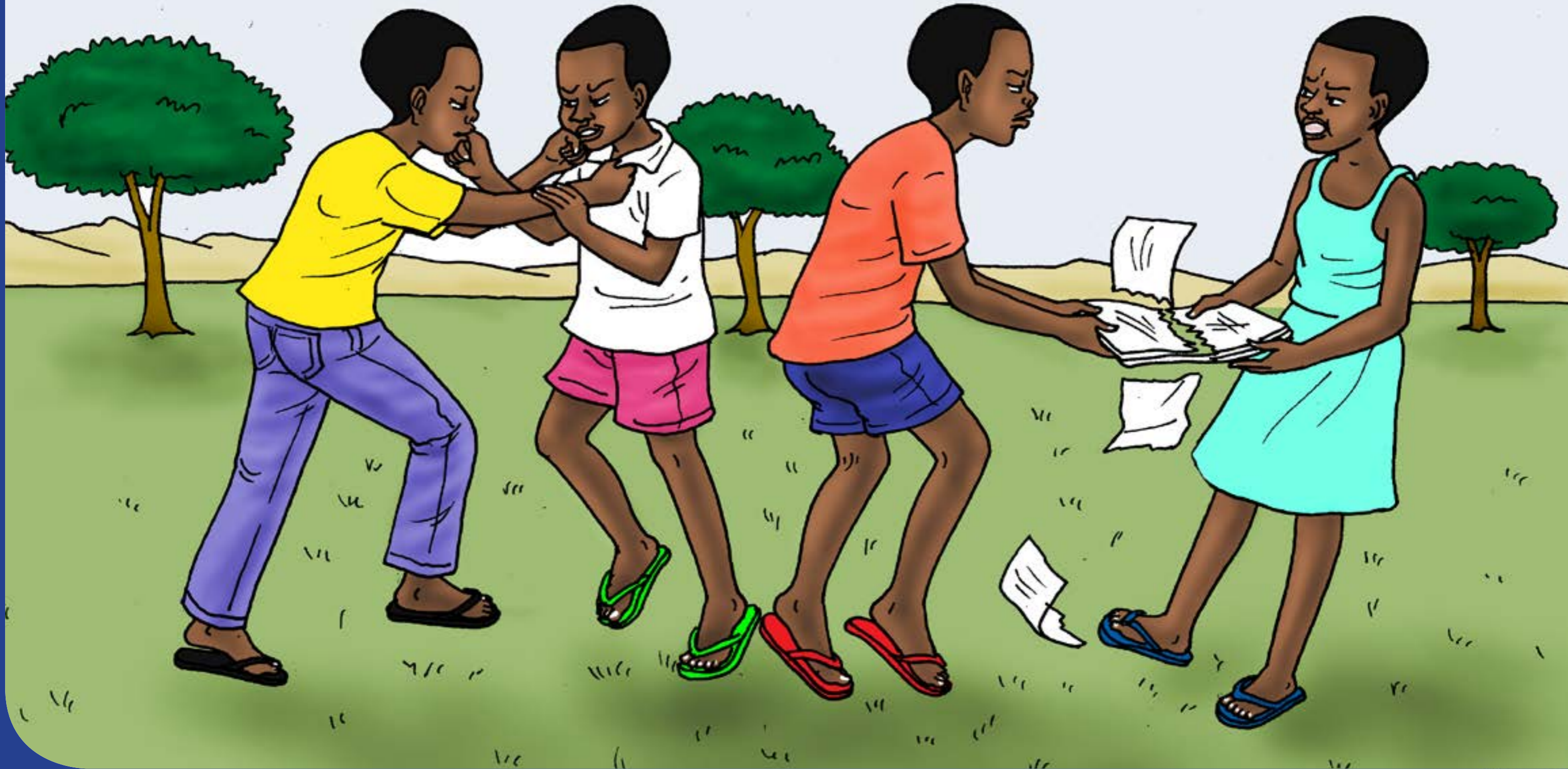
Review questions:

- Is there a child who frequently misbehaves in your family or community?
- Have you tried to understand the underlying reason why?
- How can you minimise or prevent misbehaviour in the future?



Session
12

Why Do Children Misbehave?



Good Discipline

Session 13



Discussion questions

What do you think is going on in the picture?

- What are the different methods parents and caregivers use to discipline their children?
- What methods have you tried?
- Should discipline methods change as children grow older?
- In your opinion, are some methods more effective than others? Which ones are more effective and why? (Give examples.)

THERE ARE MANY POSITIVE WAYS TO DISCIPLINE YOUR CHILD.

There are many positive methods to discipline your children:

Focus on the good: Acknowledge and celebrate good behaviour and try to focus less on bad behaviour.

Re-direct the child's attention: Stop the child's misbehaviour and show him/her the correct behaviour.

Withhold Privileges: Children should learn that privileges come with responsibility and they need to be earned. If a child misbehaves, reduce something that the child likes to do or have, for example less playtime on the weekend with friends.

Grounding: Not allowing the child to leave a certain space for a period of time, usually the home or his/her room.

Time-out: Send your child to the corner of the room with nothing to do and ignore the child until he/she is calm and quiet. (Note: The number of minutes in time-out should never be more than the child's age, e.g. 3 minutes for a 3 year-old; 15 minutes for a 15 year old.)

Be wise in your choice of discipline:

- Discipline should be applied according to the child's age. The methods that are used for young children may not apply for older children.
- Before the discipline is imposed, ask the child why he/she misbehaved. (Maybe there is a good reason.)
- Choose the appropriate "punishment to fit the crime". Older children may suggest what they think is a fair disciplinary response.
- After the discipline is over, ask the child what he or she learned.
- Remember that the goal is to prevent the same misbehaviour in the future.

Be sure that the amount of discipline fits the misbehaviour; also that it is appropriate for the child's age (generally less for a younger child, more for an older child).

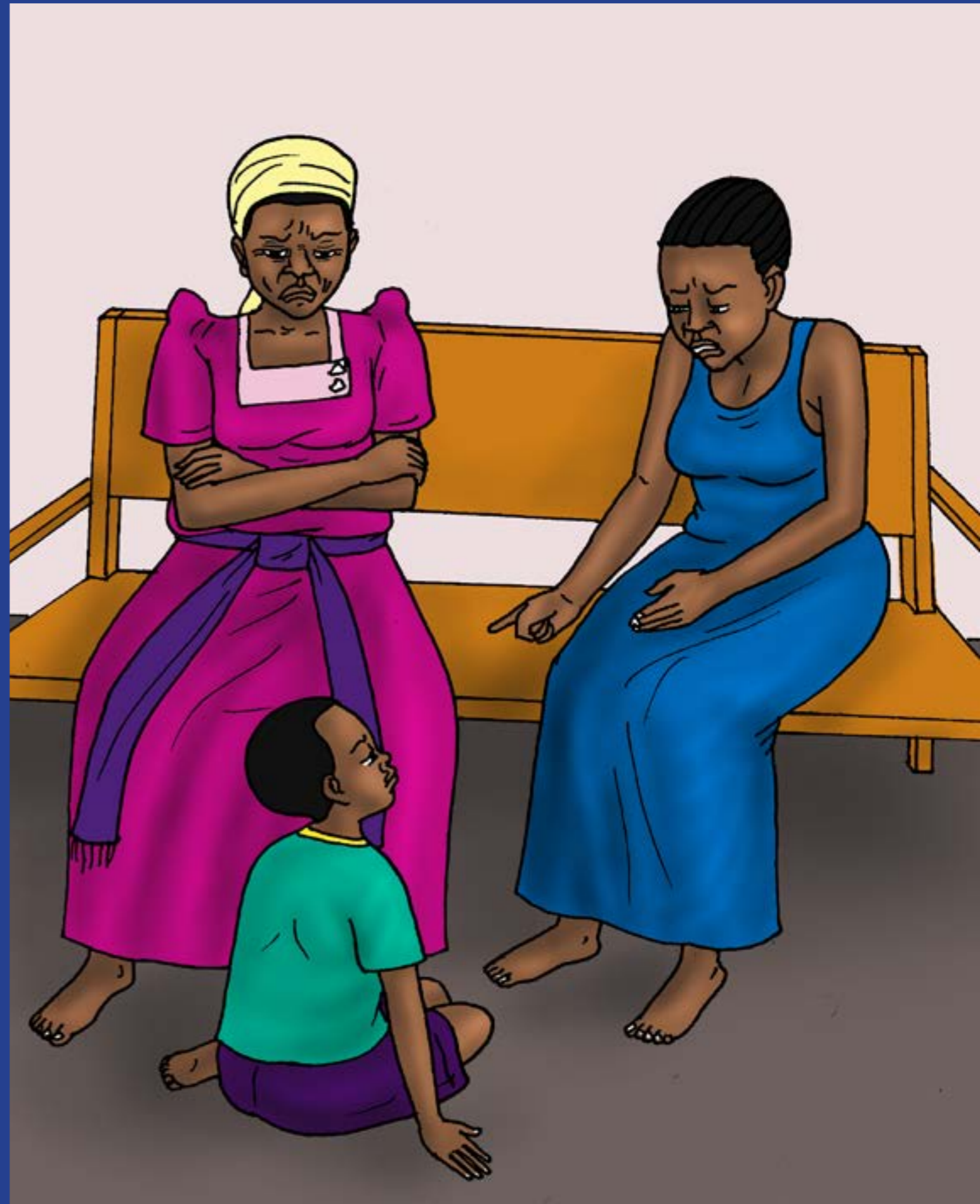
Review questions:

- What are examples of positive discipline methods?
- How might you change your own methods of discipline when responding to the misbehaviour of a young child versus an older child?
- How can you improve your own style of disciplining in the future?



Session
13

Good Discipline



Raising Teens Can Be Hard

Session 14



Discussion questions

What do you think is going on in the picture?

- What do you think about this picture? Is it realistic?
- How do you think being a teen is different than being a younger child?
- How should parents treat a teen compared to younger children?
- What are some of the challenges raising a teen?
- What type of discipline works and what doesn't work with a teen?

Note: Older children (teens) want to learn things for themselves. They want respect – same as you do. They don't see themselves as young children any more and often want to make their own decisions, rather than be told what to do.

RAISING TEENS (AGE 13+) REQUIRES OPEN COMMUNICATION, MUTUAL RESPECT AND POSITIVE DISCIPLINE.

More information:

- Parenting teens requires open communication and understanding.
- Never hit your child. Harsh punishment with teenagers may backfire. Even if they don't get angry in front of you, the bad behaviour will probably continue – and get worse.
- You can improve your relationship with your teen by showing appreciation when your teen shows good judgement, does well in school or provides help to you and your family.
- Showing respect and understanding to your teen, will improve his or her behaviour.

Positive Discipline with your older child

- Try to understand how your child views the situation.
- Ask your child to think about the results of their actions.
- Offer respect to your teen, as you expect to be respected back.
- Help your teen identify a positive action to take the place of a negative action.
- Talk with them about how the new action is better.
- Give them a chance to repair the harm they may have caused.
- Allow your older child to have input in setting some household rules.

Five more things you can do:

- Engage in discussions with your teen, rather than lectures. Ask questions; try to understand their point of view.
- Look for things that the teen is doing right, and offer praise (a complement).
- Work with them to set consequences – for example, spending more time at home for a week because they spent too much time with their friends and neglected some responsibilities).
- Focus on your teen's strengths (support and praise for the good things they do).
- You can show anger, but don't take away your love.

Review questions:

- How might you think and act differently about building your relationship with your teen?
- What are some ways to offer positive discipline your teen?
- Talk about one situation where you could have handled the discipline better with your teen. What will you do the next time?



Session
14

Raising Teens Can Be Hard



Treating Boys and Girls Equally

Session 15



Discussion questions

What do you think is going on in the picture?

- How are girls and boys the same?
- How are boys and girls different?
- How do we TREAT boys and girls the same? How do we treat them differently?
- Is it possible to treat boys and girls differently – but still EQUALLY? How can we do that? (Give examples.)

TREAT GIRLS AND BOYS EQUALLY.

We want all our children, both girls and boys, to be:

- **Equally healthy** – all children should have access to health and HIV services. Their needs may be different, but they are equally important.
- **Equally safe** – all children should be protected from violence, abuse and neglect. Girls and boys may be vulnerable in different ways, but both need equal protection.
- **Receive equal care** – all children should get love, care and basic support based on their own individual needs (not on whether they are a girl or boy).
- **Equally Schooled** – all children should receive an education, both primary and secondary. This is equally important for girls and boys. For example, the longer girls can stay in school, the better they can help themselves and their families in the future.

More Information

In some ways, girls and boys are different but both deserve equal rights and opportunities.

Both boys and girls have responsibilities to help their families. These responsibilities should also be shared equally between boys and girls, for example in the time needed for chores and tasks they are given.

Both girls and boys need their own birth certificate, which is every child's right and is important for their future.

Special note: When both men and women share parenting, this is good for everyone in the family. Fathers and other male relatives who spend a lot of time with their children also enjoy this very much and are important role models for **their children**.

Review questions:

- What concerns would one have about treating both boys and girls equally? How could you address those concerns?
- How can you treat female and male children more fairly and more equally?
- What effects do you think this will have and how can you model equal treatment for girls and boys?



Session
15

Treating Boys and Girls Equally



Better Monitoring

Session 16



Discussion questions

What do you think is going on in the picture?

- What does child monitoring mean?
- What can happen if you don't monitor your child's activities, especially a young child?
- Sometimes the parent or caregiver may not be available. Who else makes a good child-monitor and what should that person do?
- What kind of person should be avoided as a child monitor?

PROTECT YOUR CHILDREN FROM DANGER BY MONITORING THEIR ACTIVITIES.

Although the methods used in monitoring will change as a child gets older, it is an ongoing process from infancy until adulthood.

- Monitoring means paying attention to your child's behaviours and emotions, setting limits and ensuring that they are following the rules.
- Monitoring encourages your children to make positive choices about how they spend their time.
- Monitoring for a young child means being there and observing what is going on. It also means protecting the child from danger.
- Monitoring an older child involves asking some basic questions:
 - Where is my child?
 - With whom is my child?
 - What is my child doing? (Etc.)

Why monitoring is important:

- It can protect your children from harm and danger.
- It can re-direct their attention away from misbehaving or inappropriate behaviours.
- It helps parents/caregivers get to know what the children are doing and who their friends are. (This is especially important if you feel that the friends are a negative influence.)
- It shows your children that you care.

Review questions:

- In your community, what problems have you seen by children who have not been monitored appropriately? How can this be corrected?
- How should child monitoring differ depending on the child's age? For example, how should it be different for a young child versus an older child?



Session
16

Better Monitoring



Good Role Modeling

Session 17



Discussion questions

What do you think is going on in the picture?

- What does it mean to be a good role model?
- How can you be a good role model to your children?
- How can you avoid being a bad role model?
- What things should adults do to show children how we want them to behave?
- What things should adults avoid because we don't want children to do them?

BE THE KIND OF PERSON YOU WANT YOUR CHILDREN TO BE: BE A GOOD ROLE MODEL!

How can you be a good role model?

A good role model is someone who demonstrates positive qualities and good behaviours and makes others want to be like them. To be a good role model you should:

- Act the way you want your children to act.
- Be honest and consistent in what you say and what you do.
- Admit your mistakes.
- Demonstrate respect for others.
- Choose your friends well.
- Examine your actions; always try to improve.
- Avoid bad behaviours and negative qualities.

Tips on how to become a better role model for your children:

- Children are good observers. They will learn more from what you do than from what you say.
- Facing a challenge or crisis is an excellent “teachable moment”. This means that your children will be watching you closely and will learn a lot from the way you respond.
- Always do the best you can, but nobody expects you to be perfect.
- When you make mistakes, speak to your child about it and apologise (say, “I am sorry I did this”).

Review questions:

- Who was one of your role models when you were a child, and why?
- In what ways do you want to be a good role model for your children?
- What qualities and behaviours do you want them to copy?
- Are there behaviours and qualities that you have that you DON'T want your children to imitate when they grow up?
- What more can you do to become a better role model for your children, and less of a bad one?



Practice what you preach.

Children learn by observing you and then trying to do the same.

Session
17

Good Role Modeling



Managing Your Own Emotions

Session 18



Discussion questions

What do you think is going on in the picture?

The man on the left looks like he is feeling worried or anxious. The man on the right looks very angry.

- How do you think these men are managing their feelings?
- Think about anger, frustration, worry, loneliness, and fear. How do you usually react when you feel any of these negative emotions?

TAKE CARE OF YOURSELF TO MANAGE YOUR EMOTIONS.

Manage your anger:

What is causing you to be angry? If you are not sure, talk to a friend or spiritual leader to sort out your feelings.

- Before reacting, take a few moments to breathe deeply.
- Think before you speak. (Some people suggest counting to ten before saying something you might regret later.)
- Don't take your anger out on others who are not to blame.
- Instead of focusing on what made you angry or upset, focus on finding solutions to the problem.
- If you make a mistake, apologise and try very hard not to make the same mistake twice.

If we feel better about ourselves, then we will be better parents:

- Find ways to reduce your stress by giving yourself a few minutes every day for reflection, prayer and/or relaxation.
- If you feel anxious or worried, breathe deeply and think about positive things.
- Concentrate on what you can do to improve your situation. Small achievements will make you feel better.
- Try to get enough sleep and stay healthy.
- Avoid bad habits like drinking alcohol, chewing khat or taking drugs.

Manage your worry or anxiety:

- What is causing you to worry? If you are not sure, talk to a friend or spiritual leader to sort out your feelings.
- Do what you can do. Once you have done all you can, just try to forget about it.
- Get some exercise. Practice relaxation. Pray. Ask help from others if you think that will help.

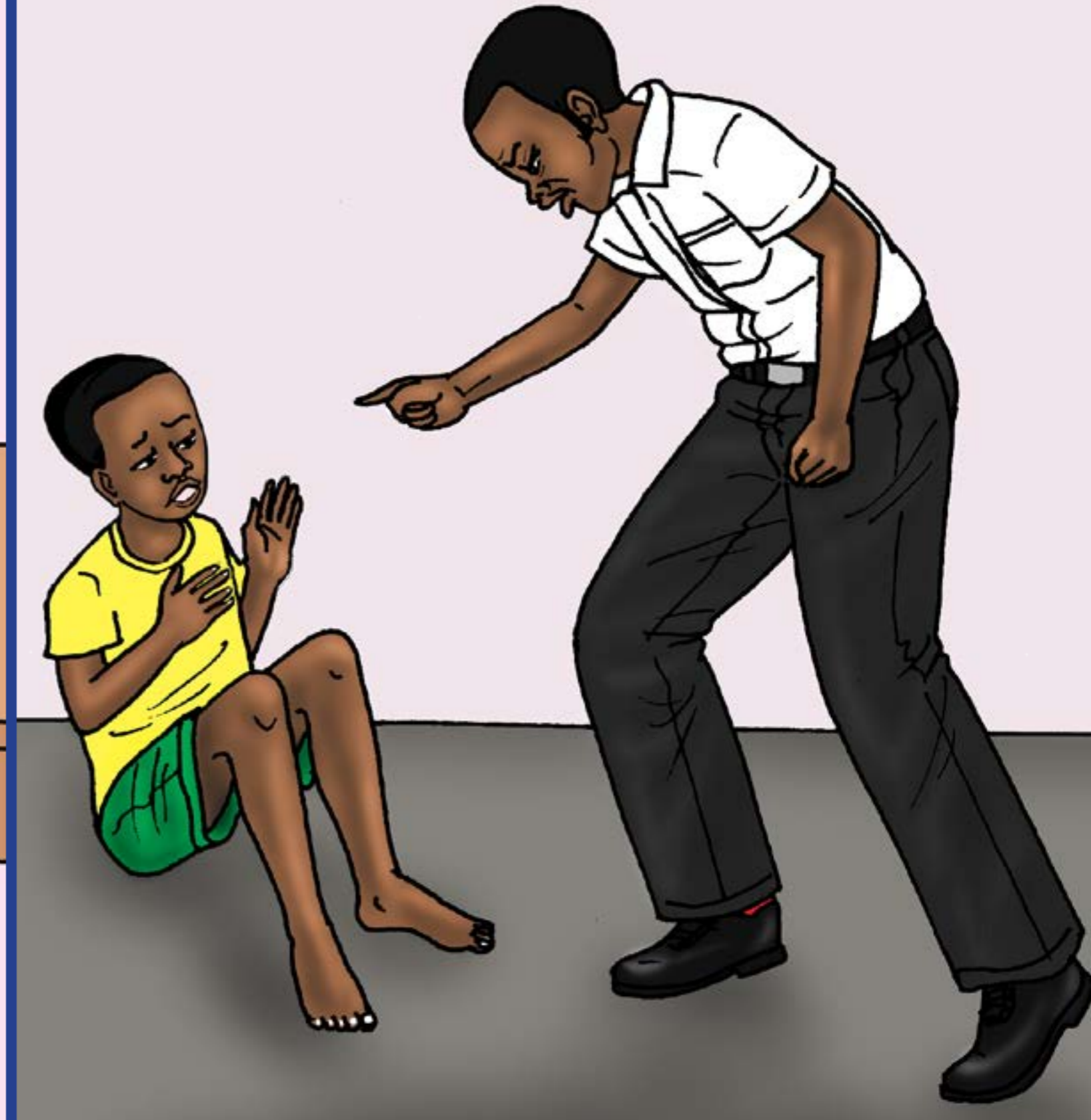
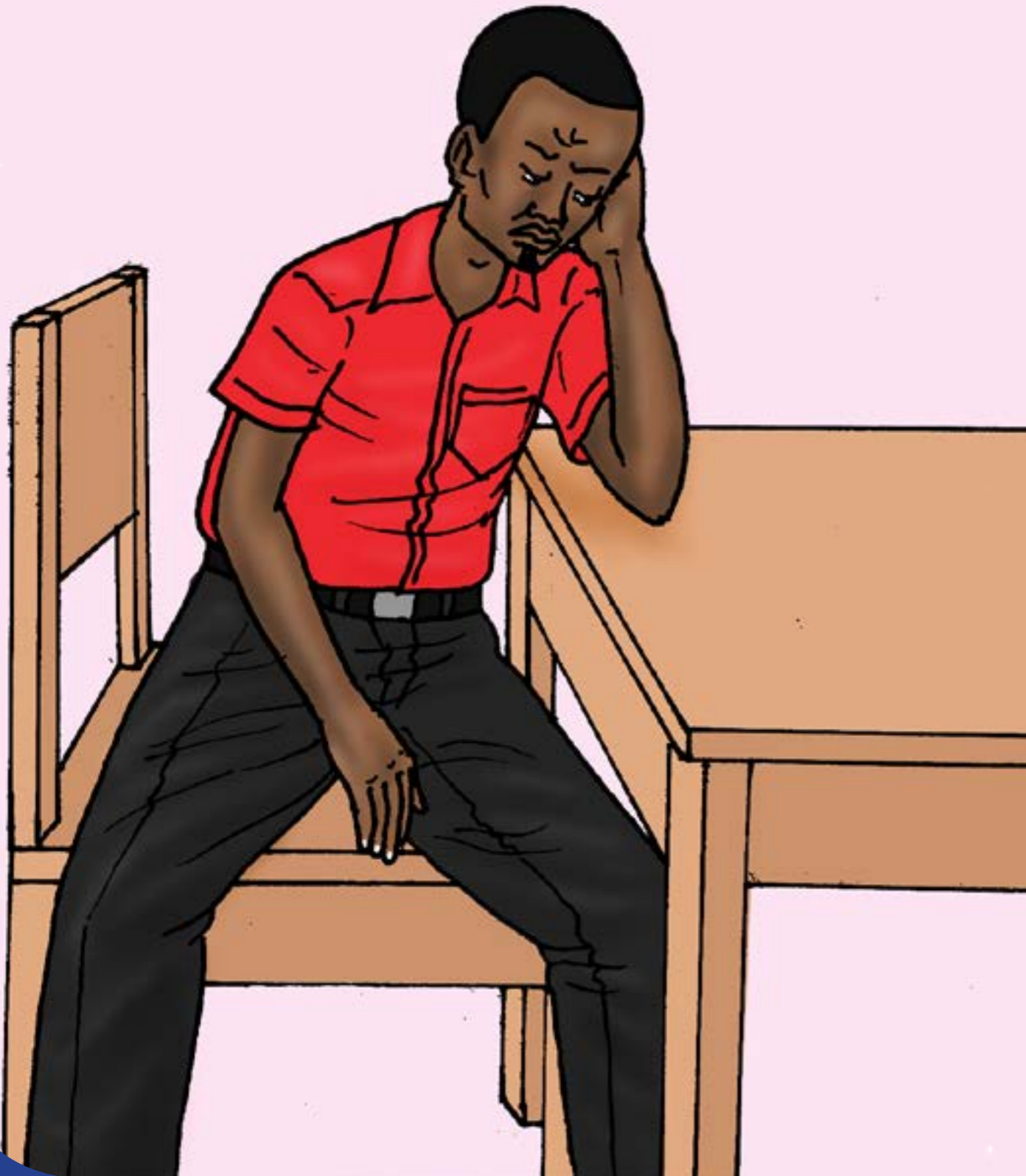
Review questions:

- It is normal to experience anger or worry (as well as other difficult emotions) at times. What are some good ways to manage these emotions when they come up?
- What are some negative or destructive ways people respond to difficult emotions?
- What can you do to better manage your own anger, worry and other difficult emotions?



Session
18

Managing Your Own Emotions



Healthy Living Through Good Local Nutrition

Session 19



Discussion questions

What do you think is going on in the picture?

- What do you picture when you think of a healthy meal?
- What foods do you think make up a healthy diet?
- What might be different in what food you would feed a baby, a child and an adult?
- What local foods do you have that would be...
 - Energy giving foods?
 - Body building foods?
 - Protective foods?

The picture on the front describes the different kinds of foods that, together, make up healthy eating:

- a. Energy giving foods (carbohydrates & fats)
- b. Body building foods (proteins)
- c. Protective foods (vitamins & minerals)

HEALTHY LIVING THROUGH GOOD, LOCAL NUTRITION

More information:

- Nutrition is the use of food by our bodies for growth, energy, reproduction and protection. We need good nutrition to have healthy bodies. To have good nutrition, we have to eat healthy foods.
- Poor nutrition – meaning an insufficient or unbalanced intake of food – can result in malnutrition, which can lead to illness and poor development – or even death.
- In Uganda, we are blessed that healthy foods are available locally and they are not expensive. Most can be grown locally, for example in “kitchen gardens”.

What is healthy eating?

- **Energy foods** should make up 40% of our diet. Eat these at least two times a day. These foods give our bodies energy to move, work and think. They also help keep us warm. The energy (carbohydrates) that are not used immediately by our bodies are stored as fat. Too much stored fat (and too little) can be unhealthy for the body. Energy foods include: potatoes, banana, oils, posho, millet, rice, maize, bread, cassava.
- **Body building foods** should make up 20% of our diet and give us strength. Eat some of this food once a day. This food can come from either plant sources or animal sources. Examples are: beans, meat, soya, peas, milk, eggs, chicken, fish.
- **Protective and regulative foods** should make up 40% of our diet and protect us against illness. Eat these at least two times a day. They give us the vitamins and minerals that can fight infections. These foods come from fruits such as tomatoes, oranges, pawpaw, mangoes and pineapple, and from green leafy vegetables like Spiderplant, African nightshade, pumpkin leaves, cowpea, vegetable amaranths, jute mallow, slenderleaf and African kale.

Remember: Babies should only be breast-fed (no other food or drink) during the first six months of life. Breast milk provides ALL the nutrition that a young baby needs.

- Children, especially under two years, should eat more snacks (small meals) and more body building foods to help them grow strong.

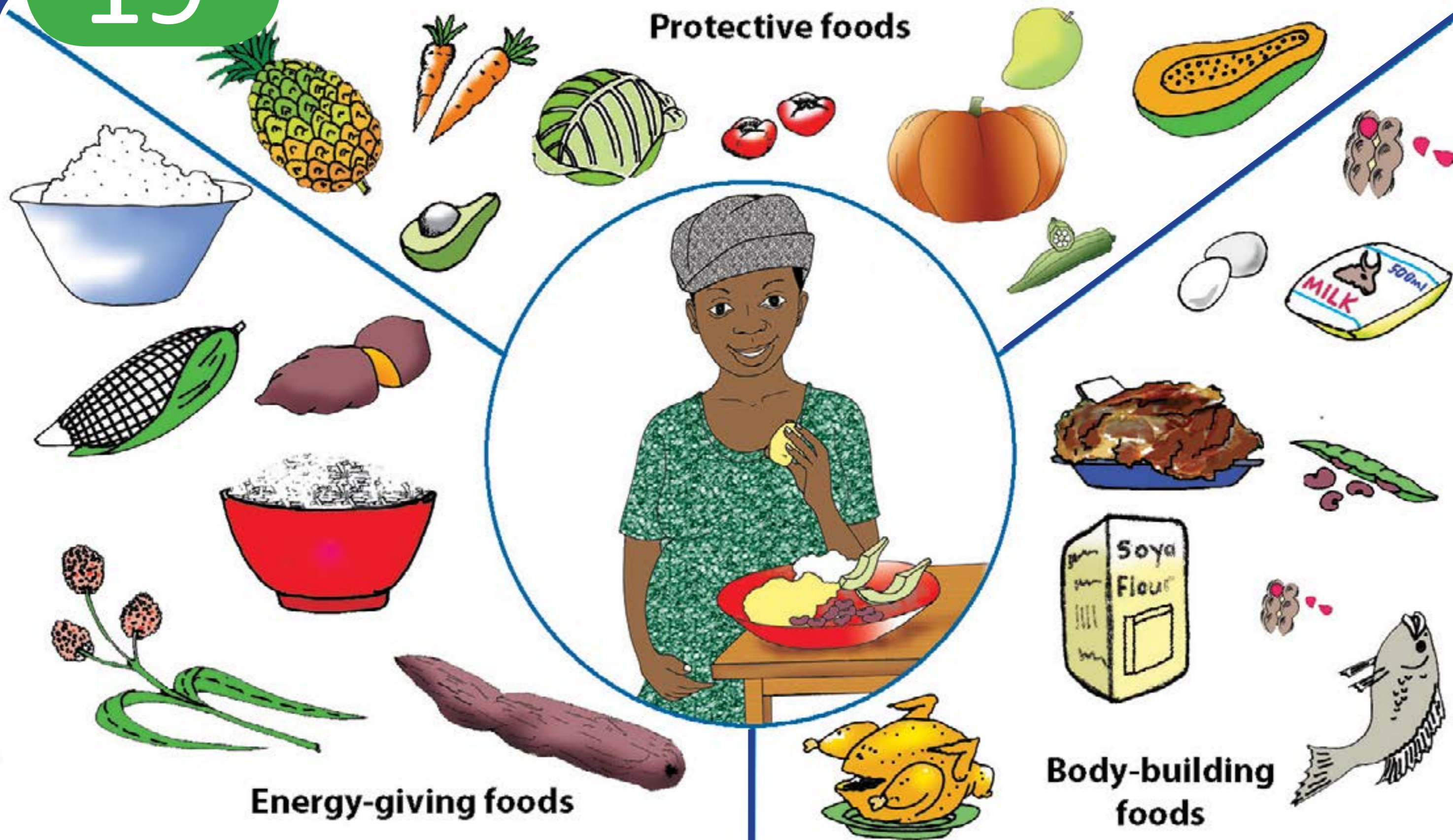
Review questions:

- Remember the different kinds of foods we talked about. What foods could you have to make a healthy meal for yourself and for your children?
- What would you need to make sure you and your family have access to healthy foods as part of good nutrition?
- What can you do to make sure you and your family eat a variety of healthy foods?



Session 19

Healthy Living Through Good Local Nutrition



Know Your HIV-Status

Session 20



Discussion questions

What do you think is going on in the picture?

- Why do you think these people are getting an HIV test?
- Do you have to have symptoms (feel sick) before you get an HIV test?
- What are some of the good reasons for all adults to get an HIV test?
- Why is it especially important for children to get an HIV test?
- What can happen if someone does not get tested, but happens to be HIV-positive?

KNOW YOUR HIV STATUS, AND THAT OF THE CHILDREN IN YOUR CARE.

More information:

What is HIV?

- HIV (human immunodeficiency virus) is a virus that gradually attacks the immune system, which is our body's natural defense against illness. If not treated, HIV will lead to death.

How is HIV transmitted?

- HIV is transmitted through bodily fluids, most frequently during unprotected sex or from mother-to-child during birth. It can be prevented, however, and it can be treated.
- It is important for everyone who may be at risk of HIV to be tested (for example, if someone has engaged in risky behaviours or someone else in the family has – or had – HIV).

Why you should know your HIV status and that of your children

- Today, few Ugandans know their HIV status; yet it is important to know this information.
- If you and the children in your care test HIV-negative, then you can learn how to stay negative, and this will help your family live a long and healthy life.
- If anyone in your family tests HIV-positive, then it is possible for that person to receive ARV (anti-retroviral) treatment.
 - Pregnant mothers can receive ARVs in order to prevent the transmission of HIV from mother-to-child.
 - Recently, it has been recommended that children who test HIV-positive should receive these treatments right away – not wait until there is another indicator (such as CD4 count) to determine the start of treatment. ARVs are free and widely available in Uganda.
 - You can get additional advice and support about how to stay healthy and “live positively”.

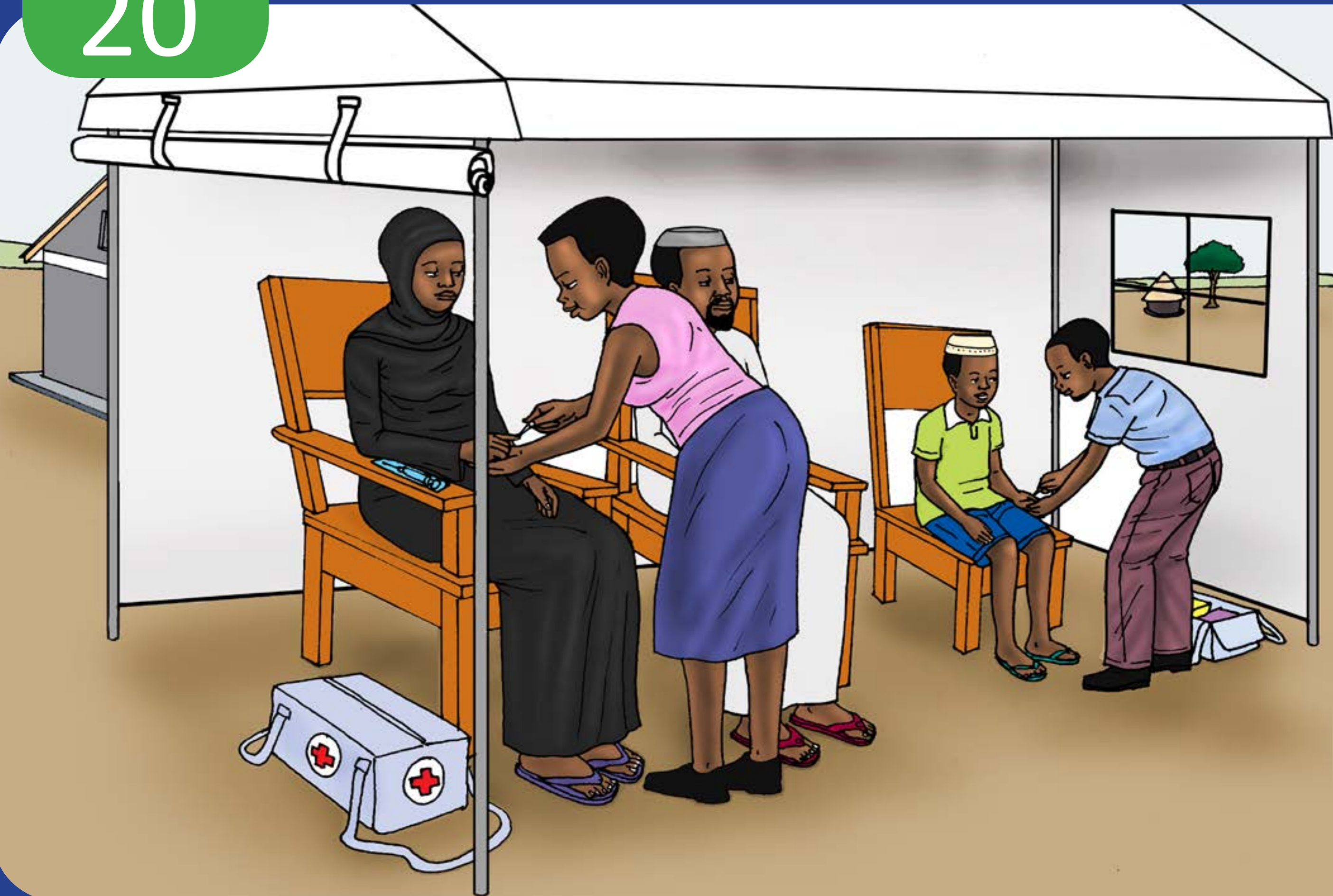
Review questions:

- How can someone become HIV-positive?
- What are some of the reasons that people should get an HIV test?
- Why is it important to get an HIV test?
- Where can one get treated for HIV if you find out you or a child in your care is HIV-positive?



Session
20

Know Your HIV-Status



Family Care – Not an “Orphanage”

Session 21



Discussion questions

What do you think is going on in the picture?

- Why might a family send their child to live in a children's home?
- Have you ever thought about this, or do you know someone who has?
- Is this a good idea or a bad idea? Why?
- What else could be done instead of sending a child to a children's home?

You may say, imagine a widowed mother telling her daughter that she cannot take care of her anymore. She tells her they are going to take her to live in an “orphanage” (that is, a children's home or residential care facility).

RESIDENTIAL CARE IS NOT THE ANSWER, EVEN FOR VERY POOR AND VULNERABLE CHILDREN.

Information about Residential Care

- Most children in a children's home have at least one living parent. This is one reason we use the term “residential care” rather than “orphanage”.
- Children are placed into residential care for many reasons including poverty or not being able to provide food, education or other care for a child. Sometimes children with learning or physical disabilities or a chronic illness are placed in residential care because the parents don't think they can care for the child.
- Many families believe that the child will benefit from improved shelter, food, clothing & education. (This is sometimes true, but not in most cases.)
- Children in residential care may suffer from abuse and neglect. They deeply miss the love and family relationships they had.

Residential care is NOT the answer

Some residential care facilities may provide material support such as food or school fees, but putting a child in residential care may cause long-term (sometimes permanent) harm – affecting children's brains and limiting their ability to develop in a healthy way.

- Youth who leave residential care as adults are often unprepared to live on their own.
- Many times they feel out of place in society as they may not have learned cultural practices and traditions from their families.
- Lacking guidance and support, these young people often struggle with unemployment, homelessness, conflict with the law, or feeling the need to sell their bodies for sex in order to have money to live.

Children who grow up in nurturing families, whether it be their own biological family, foster or an adoptive family, are more likely to do better socially, emotionally and intellectually than children who grow up in a children's home.

Note: If it is not possible for a child to stay at home, then care by another family – a relative or foster-care – is better than residential care. But best of all is to help families care for their own children. The government of Uganda strongly discourages the placement of children in residential care. In fact, the Government is forcing many residential care facilities (“orphanages”) to close.

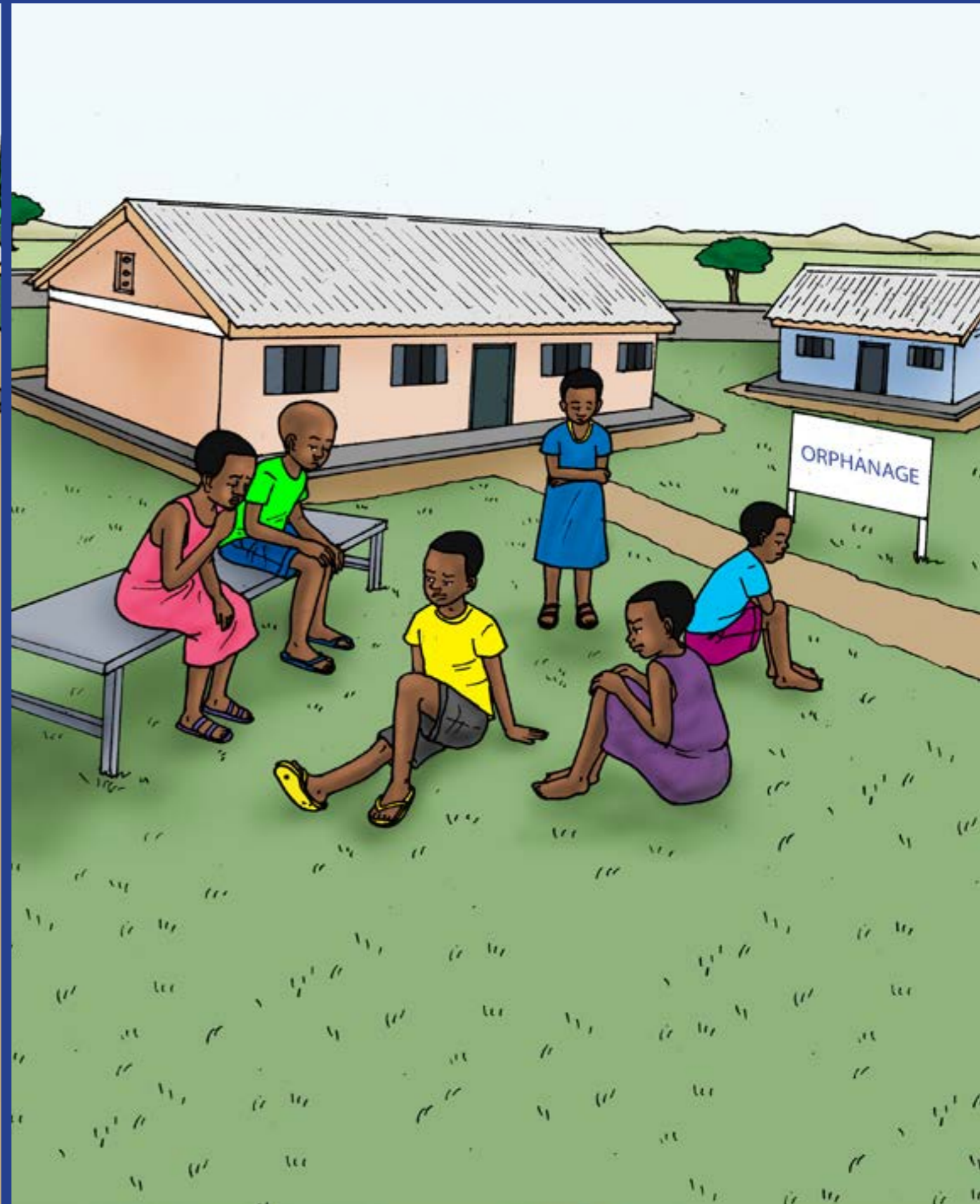
Review questions:

- What have you learned about residential care?
- What are some of the harmful aspects of residential care for children?
- What is in the best interest of children, in terms of where they should grow up?



Session
21

Family Care – Not an “Orphanage”



Preventing Child Marriage

Session 22



Discussion questions

What do you think is going on in the picture?

- How do traditions shape your thinking on how old a child should be to get married? Do you know someone who married as a child? What was the experience like?
- What might be some risks faced by children who marry early?
- Why is it better to wait until a child is older?

You may explain that according to Ugandan law, marriage is prohibited for all children under 18 years.

CHILD MARRIAGE IS AGAINST THE LAW AND HARMS CHILDREN.

How can we support parents in delaying marriage for their children?

- Educate parents about the importance of waiting to have their children marry.
- Talk to them about the risks faced by children who marry early.
- Ask parents what they would need to do to delay their child's marriage and help them make a plan.
- Ask parents to talk to their children about marriage. They should listen to and consider the child's thoughts and opinions on the topic.

How can we support children in delaying marriage?

- Help children understand their rights and let them know their options in waiting to marry until they are older.
- Help children get an education. It will help them make more money and have more choices as they get older.

About Child Marriage

- Child Marriage is the marriage of a girl or boy under 18 years of age.
- The practice of child marriage is against the law in Uganda.
- The risks of child marriage include:
 - **Higher teen pregnancy rates:** Married girls are more likely to have children by age 18 which can lead to poor health for mothers and babies.
 - **Increased risk to mother and baby:** Girls who give birth young are more likely to die in childbirth or have issues like early labor. Their babies may be born early or may be small at birth.
 - **Increased exposure to HIV/AIDS and other sexually transmitted infections:** Girls who marry and have sex earlier may be exposed to diseases at a younger age, often before their body is fully developed.
 - **End to education:** Married children may need to quit school to support their new family. This can limit their skills and knowledge.
 - **Lower income:** Children with less education and skills may struggle to support their family and it may also limit their children's opportunities.

Review questions:

- How would you talk to a parent who wants to have their child marry early?
- What are positive reasons to delay marriage for children?
- How might you think differently about child marriage?



Delaying marriage supports the health and wellbeing of children and can give them better opportunities over the course of their lifetime.

Session
22

Preventing Child Marriage



Pregnancy and Your New Baby

Session 23



Discussion questions

What do you think is going on in the picture?

- Why do many people say that being pregnant or having a newborn baby is a special time in life?
- What do you need to do to take care of yourself when you are pregnant?
- What do you need to do to take special care of your baby when it is newly born and very young?

How can you show you love ALL your children?

- Your children need to know that they can always depend on you to meet their needs, as best as you possibly can.
- You should treat all of your children the same: this shows that you love and care for them equally.
- Give your children attention, praise and encourage them whenever you can.
- Document your children's birth through a birth registration. It is their right and it will help them as they get older.

STARTING OUT RIGHT: PREGNANCY AND YOUR NEW BABY

During pregnancy

- During and after pregnancy, women should rest when needed and eat a balanced diet of protein, fruits and vegetables. This will help them and their baby stay healthy.
- Pregnant women, especially those who are HIV+ or whose husbands have died, need additional emotional support and medical care so that their babies can be born virus-free (HIV -).
- All women (and men) have the right to be safe from harm, violence and abuse. Seek help if you are experiencing this – for your sake and your baby's.

After the child is born

Your baby's health

- Unless advised otherwise by a doctor, exclusively breast-feed your baby for 6 months – meaning no other food or drink of any kind.
- After 6 months, start your baby on a healthy diet including safe and clean water.
- Complete your child's immunizations, which will keep him from getting certain diseases.
- Keep yourself clean and your baby by washing regularly, especially the hands and face.
- Make sure your children are sleeping under mosquito nets (in mosquito prevalent areas).
- Take your child for routine medical care and deworming, if necessary.

Your baby's development

- Starting right after birth, your child is learning by looking, listening, feeling and moving his/her body.
- Children learn by moving and playing with objects so they need room to move around and explore.
- Showing affection and being responsive will help your child's brain grow so that he/she can learn new things and be happy.
- Children learn by doing and interacting with others.
- Singing and talking to your baby will help him/her learn to talk.
- Children need to be in a safe environment: keep them free from harm, violence and abuse. Do not hit your child.
- When you provide consistent rules with clear limits, your child will know what he/she can and can't do.
- Children with disabilities should be included in activities with other children.

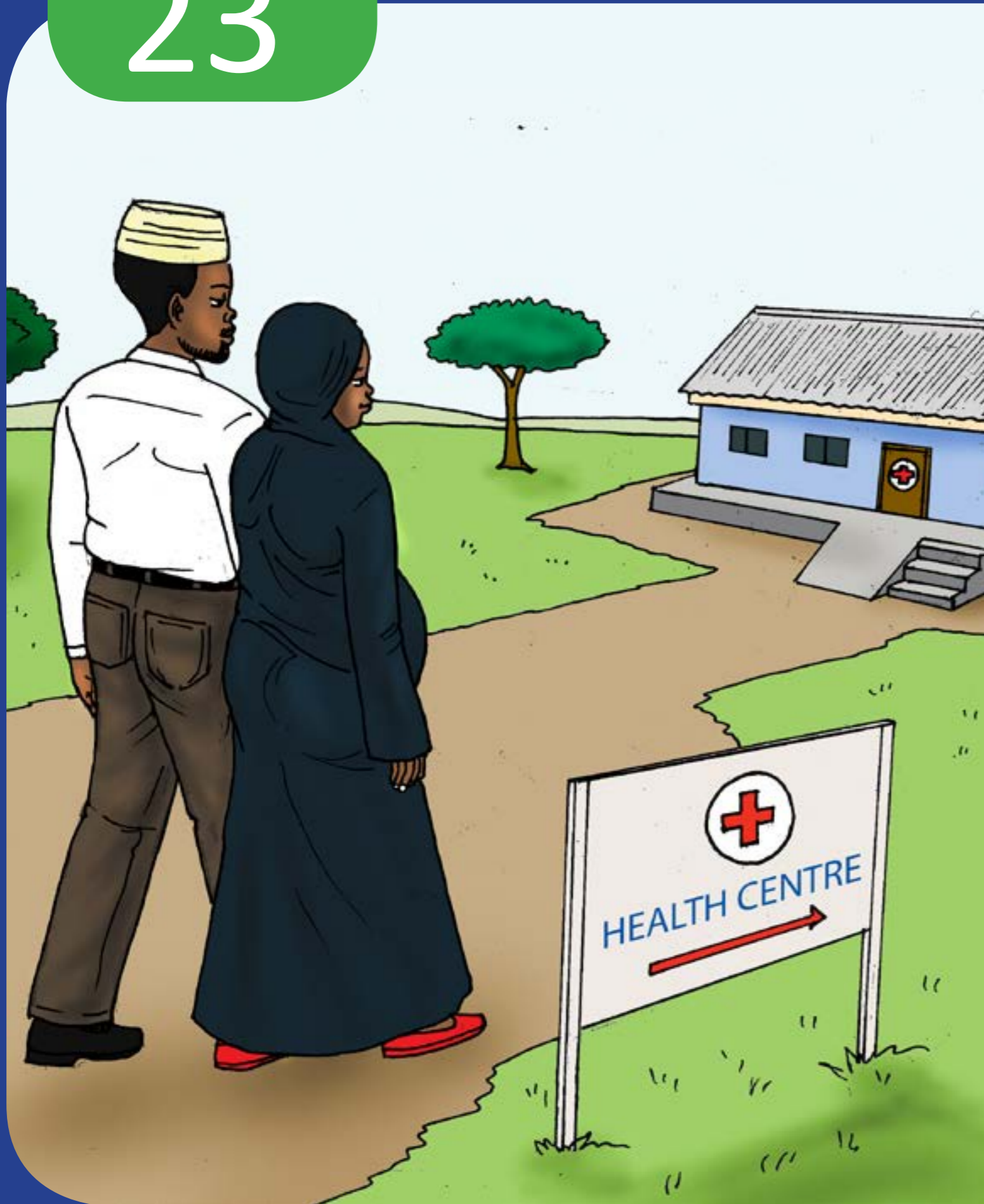
Review questions:

- What can you do to help yourself or another woman who is pregnant?
- What can you do to help your baby's health, after the baby is born?
- What can you do to help your baby's development, after the baby is born?



Session
23

Pregnancy and Your New Baby



Promoting Your Child's Education

Session 24



Discussion questions

What do you think is going on in the picture?

- How important is it for all children to go to school?
- Is this equally true for both primary school and secondary school – and for both boys and girls?
- How do you think your own life would be different, if you received more education as a child?
- What can you do to make sure that all your children attend school – and succeed?

SCHOOL ATTENDANCE AND SUCCESS IS KEY FOR BOTH GIRLS AND BOYS.

More information

Why educating your children is important

- In Uganda, more children are attending primary school than ever before – but there is still a gap, especially for girls attending secondary school until graduation.
- Educating BOTH boys and girls is the law and it is important.
- Girls who stay in school
 - Earn higher incomes and can leave poverty.
 - Are better able to take care of their families.
 - Delay their marriage and child-birth, which is healthier for them and for their (future) children.
 - Reduce their risk of getting HIV/AIDS.

What you can do

What you can do help your children attend school and get a good education?

- Make sure your children enroll in school and attend regularly.
- Show that you are interested by asking them every day what their school-day was like.
- Check their homework regularly or ask someone else in the family to do this.
- Praise them when they do well in school; find someone who can tutor them if they are struggling (perhaps a neighbor or an older child, if not yourself).
- If there is a problem, go to the school and talk to the teacher or the school-director.
- Arrange their chores so that they are not late for school in the mornings.
- Remind your children that getting an education is the key to a better future.

Review questions:

- Nelson Mandela once said, “Give a girl an education, and you can change the world.” What do you think he meant? Why is it important to educate both girls and boys?
- What are some of the obstacles that children face going to school, especially girls? What can you do to change that?
- How can you help your own children get a good education?



Session
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Promoting Your Child's Education





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