

Raising Good Kids

A Solid Foundation Course for Parents

Knowing Good

Session 1

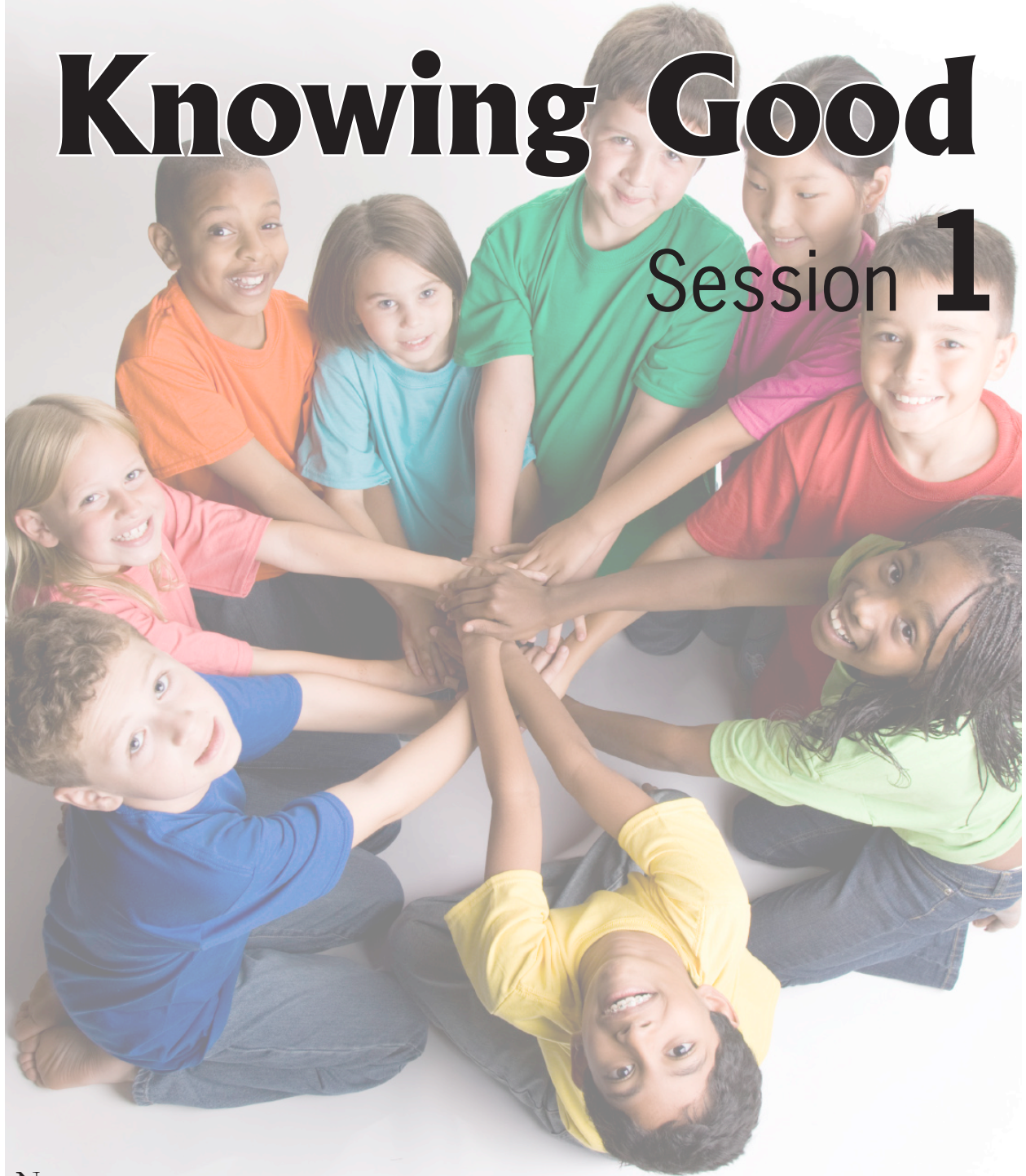


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Session 1



Name _____

“A kind heart is a fountain of gladness, making everything in its vicinity freshen into smiles.”

Washington Irving

Welcome to

Raising Good Kids

A Solid Foundation Course for Parents

Session 1

My name is _____, and I am your group leader. We will meet for three sessions in the *Raising Good Kids* course. In each session, we will receive a new manual that contains information and activities. I will read the lessons in the manuals and guide our group through the activities.

You might think you could just read these lessons yourself instead of listening to me. But part of the fun of the course will be learning together and participating in the activities and discussions in the manuals. I'll appreciate your support.

Each session lasts about 90 minutes. New information is presented in each session. The first session contains the most information. In the next two sessions, more time is devoted to discussion. At the conclusion of the third session, we will hold a graduation ceremony. Those of us who attend all three sessions will receive certificates.

In the sessions, we will be asked questions about our children. If you have more than one child, you may answer each question about the child of your choice. In other words, you may answer different questions about different children.

Raising Good Kids is a very practical, take-it-home-and-use-it course. Between sessions, we complete tasks with our families. Our work at home with our families is the most important part of this course.

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Getting Acquainted

Please write my name and telephone number in your manual. I want you to feel free to call me between sessions if you have questions.

Group Leader's Name: _____

Group Leader's Telephone Number: (_____) _____

EXERCISE



PARTNERS

To get to know each other better, I will assign each of us to a partner. If we have an odd number in the group, I will take two partners. Then we will take two minutes to talk with our partners. At the end of that time, we will each introduce our partner to the group and tell the names of our partner's children. If we learn any other interesting information about our partner, we can tell that too.

Group Leader: Assign partners. Allow two minutes. Begin introductions.

Partner's Name: _____

Names of Partner's Children: _____

TELL THE GROUP



I'll introduce my partner first and tell the names of my partner's children. Then my partner will introduce me. Then we will continue until everyone has been introduced.

APPLAUD



APPLAUD AFTER EACH INTRODUCTION.

EXERCISE



NAMES OF GROUP MEMBERS

Now write the first name of each group member below. Need help? Check the name tags. This list will help us remember everyone's name.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Knowing Good

Session 1

We want the best for our children. We want our children to get a good education, and we want them to be good people. We want them to look out for themselves and to be responsible in their dealings with other people. We want them to respect themselves and other people.

In this course, we will discuss several ways to help our children grow in respect and responsibility. Each step in the course is important. Putting all the steps together is what makes *Raising Good Kids* effective.

At a very young age, children display a natural sense of sympathy and fairness. In fact, it seems to most parents that their children's first words are, "That isn't fair." Even before they utter these words, children will cry sympathetically when they hear another child crying. Upon these early feelings of sympathy and fairness, parents help children build habits and behaviors that are considered good and fair. Parents are both teachers and models of good behaviors.

In this session, we will discuss ways to raise a "good kid" by encouraging behaviors that are consistent with a child's natural sense of sympathy and fairness. We will also examine what we mean by "good." While children may have a natural sense of fairness and sympathy, they learn good behavior primarily from their families. Parents teach their children the habits and behaviors that the parents find pleasing in people.

EXPECTATIONS



In what ways do you expect your family to benefit from your participation in this course? _____

I'll tell how I expect my family to benefit from this course; then each group member will do the same.



EXERCISE

TELL THE GROUP

Lesson 1: What is a Good Kid?

A good kid is one who possesses qualities we admire in people, including ourselves. The following list includes many of the qualities and characteristics we admire in people.

ADMIRABLE QUALITIES

Cheerfulness	Cleanliness	Compassion	Courage
Courtesy	Diligence	Empathy	Fairness
Faithfulness	Friendliness	Helpfulness	Honesty
Judgment	Kindness	Loyalty	Obedience
Perseverance	Physical Fitness	Reliability	Reverence
Self-Discipline	Self-Reliance	Sympathy	Thoughtfulness
Thriftiness	Trustworthiness		

Of course, we may admire some of these qualities more than others, and our priorities may differ in selecting the “good” qualities we **most** want in our children. Families vary in the qualities they emphasize

EXERCISE



ADMIRABLE QUALITIES

From the list above, select the four qualities you most want your children to possess. Circle the four qualities.

TELL THE GROUP



I will share the four characteristics I most desire in my children. Then each group member will share his or her answers. We can discuss our choices.

Respect and Responsibility

Session 1

Admirable qualities generally fall into three categories: self-respect, respect for other people, and responsibility. A self-respecting person may show his self-respect by his perseverance, self-discipline, thriftiness, cleanliness, personal fitness, self-reliance, diligence and courage. Respect for other people is shown through loyalty, helpfulness, courtesy, kindness, fairness, compassion, sympathy, empathy, and thoughtfulness. Responsibility is demonstrated in trustworthiness, obedience, reliability, judgment, and honesty.

We might quibble over the names of admirable qualities, or how they should be categorized, but if we focus on three characteristics—self-respect, respect for others, and responsibility—our job as parents may become clearer to us.

We want our children to think, feel, and act with respect for themselves and for other people. We want them to respect themselves enough to expect the best of themselves and to take care of themselves. We want them also to be considerate of other people and appreciate other people's good qualities and accomplishments. We want our children to accept responsibility for their own improvement and well-being; we want them also to be responsible for commitments they make to other people. We want them to be responsible for their actions and to fulfill their obligations. In short, most of the qualities we desire in our children fall under the headings "respect" and "responsibility." Rather than worrying about the dozens of positive qualities we may want for our children, let's concentrate on responsibility and respect.

We want our children to think, feel, and act with respect for themselves and for other people.

Lesson 2: What is Respect?

We often ask our children to “show their respect.” We mean that we want them to demonstrate through their behavior that they hold something or someone in esteem. To respect someone is to honor them, to show that we value them and think they are worthy. Placing high value or worth on someone implies that they have met a standard of value that we have set. Perhaps they are valuable simply because they are human beings; we show respect for humanity. Or they may possess special worth to us because they are older, because they are our parents or our teachers, or because they are especially good or talented people. Respect begins with a standard and is “shown” in our behavior relative to the person we hold in esteem.

Self-Respect: First of all, we must respect ourselves. We hold ourselves to many different standards, and we respect ourselves for meeting some of these standards. We also respect ourselves for trying to meet standards, for trying to improve ourselves. Self-respecting people, when they feel they have not “measured up,” will assess their failure and try to do better. Self-respect comes from the underlying knowledge that we are valuable, we are worthy, and we are always capable of doing better. Parents help their children understand that they, the children, are valuable, worthy, and capable. Parents set standards, praise their children for meeting standards, and convince them that they are capable even when they fall short.

EXERCISE



FAMILY EXPECTATIONS

A child shows self-respect by attempting to meet standards. Some of the standards children attempt to meet are set by their parents in the form of the parents’ expectations of them. List two expectations you have for your children that serve as standards for them:

Expectation in school: _____

Expectation in your home: _____

TELL THE GROUP



I will share my examples of family expectations. Then each group member will share examples.

Respect for Others: All people deserve a basic level of our respect, simply because they are people. We try to be fair to everyone and to avoid unnecessary harm, regardless of whether we like them or value much of what they do. We genuinely respect most people for their positive attributes, not merely because they are fellow humans. We admire their accomplishments, their good qualities. We try to see things from their point of view, so we can better understand them. We are considerate of them. We give a little of *ourselves*—by helping them or treating them courteously—to show that we respect *them*. We also show our respect by holding high expectations for people we think are capable of meeting these expectations. Children learn how to show respect, in part, from watching how their parents treat other people, including the way parents treat their children.

RESPECT FOR OTHER PEOPLE

EXERCISE

What qualities does your child respect in other people? How does your child show respect for someone else?

I will share one quality my child respects in another person and how my child shows that respect. Then each group member will do the same.



TELL THE GROUP

Lesson 3: What is Responsibility?

To be responsible is to be dependable and trustworthy. A responsible person keeps commitments and can be counted on. A responsible person does what is right even when no one is watching. Responsibility means making the right choice, even when the alternative is very tempting. Responsibility implies good judgment.

A person may be:

- ★ Responsible to himself.
- ★ Responsible for commitments he has made to other people.
- ★ Responsible for obligations he has taken upon himself.

EXERCISE



RESPONSIBILITY

Think of a time your child showed responsibility. What did your child do? Describe your child's responsible behavior.

TELL THE GROUP



I will share my example of my child's responsible behavior. Then each group member will do the same.

Responsibility implies good judgement.

Lesson 4: Observing

Session 1

In the next two sessions of this course, we will learn concrete ways to *teach* the behaviors we want in our children, but between now and the next session we are going to *observe* behaviors in our home.

Personal Journal

This week we will observe our own behavior and that of our children. We will watch for examples of respectful and responsible behavior. Each day we will make a short notation in the **Personal Journal** provided in the back of this manual. We will note the examples of respectful and responsible behavior we observe in ourselves and our children. We will each share one of our observations with the group when we return next week.

Sharing Our Observations

To help our children understand the behaviors our family values, and to contribute to our children's own self-respect, we will share with them the observations we make about them in our **Personal Journal**. It is not necessary for us to show them the journal. We will just find some time to talk privately with each of our children about the observations we have made.

Key Points

Let's review the key points from this session:

- ☆ Children reveal a natural sense of sympathy and fairness.
- ☆ Upon these early feelings of sympathy and fairness, parents help children build habits and behaviors that are considered good and fair.
- ☆ We teach the habits and behaviors that we find pleasing in people.
- ☆ Children deserve to learn what matters to their families, what their parents think is "good."
- ☆ Parents are both teachers and models of good behavior.
- ☆ Parents want their children to think, feel, and act with respect for themselves and for other people.
- ☆ Parents want their children to accept responsibility for their own improvement and well-being; they want them also to be responsible for commitments they make to other people.
- ☆ Parents want their children to be responsible for their actions and to fulfill their duties.
- ☆ Respect begins with a standard and is "shown" in our behavior relative to the person we hold in esteem.
- ☆ We respect ourselves for meeting standards and for trying to meet standards.
- ☆ A responsible person does what is right even when no one is watching.

Taking it Home

Session 1

We have learned that parents are both models and teachers of respectful and responsible behavior. Now it is time to put our learning into practice. Listed below are our tasks for the week. As I read each task, write your initials as a commitment to your family and the parent group to complete the task before the next session.

Tasks for the Week

Parent's Initials:

- _____ 1. I will keep a Personal Journal of my own behavior and that of my children, noting examples of respect and responsibility.
- _____ 2. I will talk privately with each of my children to discuss the examples of respectful and responsible behavior I have observed in them.

Parents are both models and teachers of respectful and responsible behavior.

Closing the Session

We will take home this manual to remind us of our tasks for the week. You have my name and telephone number so you can call me during the week if you have questions. I will collect the pencils so we will have them at the next session.

Group Leader: Collect pencils.

The next page in this manual is a tear-out page. We can place the tear-out page in a prominent place in our home (like on the refrigerator). We can check each task as we complete it.

The **Personal Journal** is in the back of this manual.

The lessons we have learned in this session are just the beginning of our *Raising Good Kids* course. In the next two sessions, we will continue to build on what we have learned. We will also take more time to talk about our families' responses to our tasks.

APPLAUD



APPLAUD FOR A GREAT FIRST SESSION! COME ON, A BIG HEARTY ROUND OF APPLAUSE.



The best portion of a good person's life are the little, nameless, unremembered acts of kindness and of love.

William Wordsworth



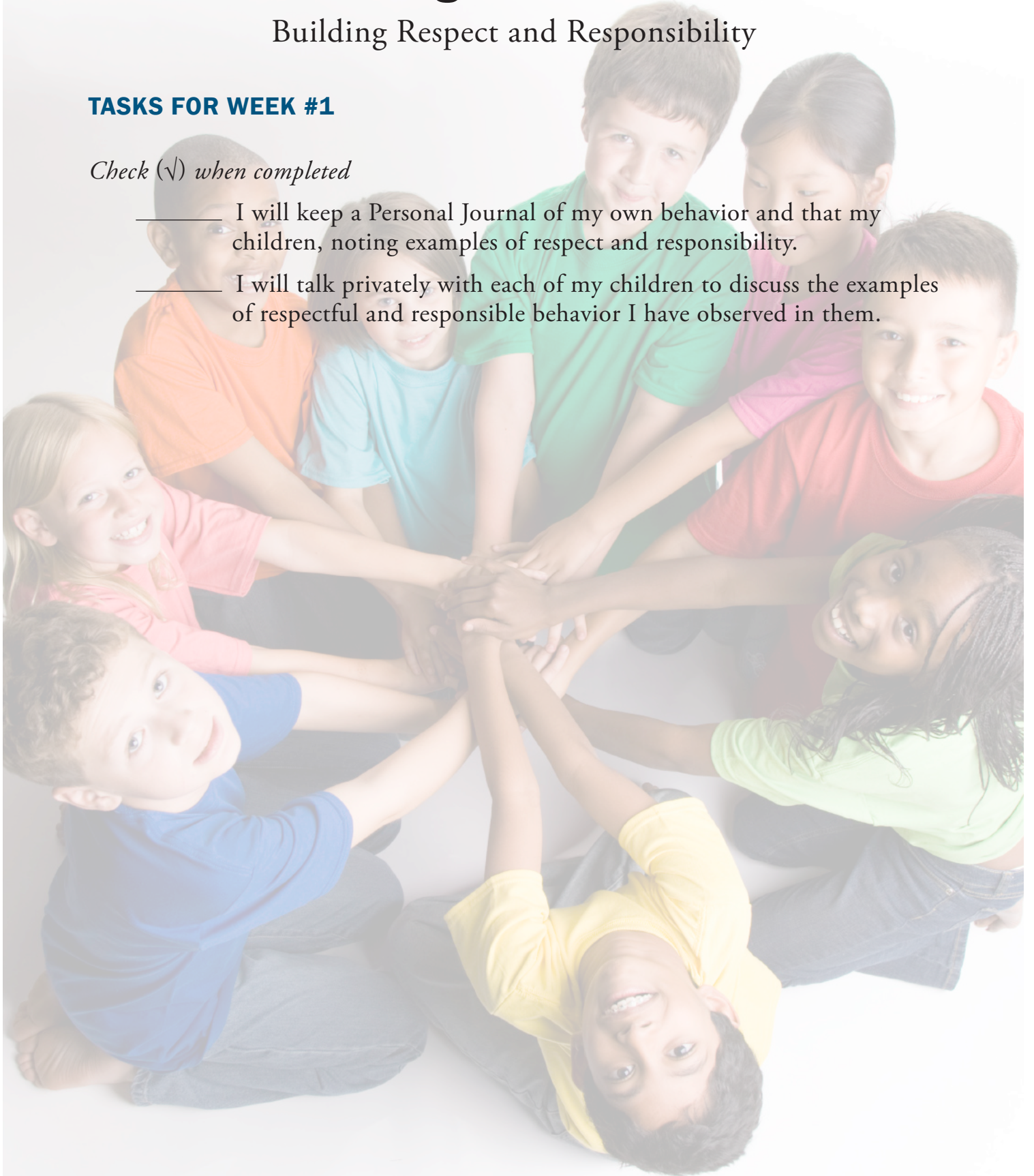
Raising Good Kids

Building Respect and Responsibility

TASKS FOR WEEK #1

Check (√) when completed

- ☐ I will keep a Personal Journal of my own behavior and that my children, noting examples of respect and responsibility.
- ☐ I will talk privately with each of my children to discuss the examples of respectful and responsible behavior I have observed in them.



PERSONAL JOURNAL

Parent's Name: _____ Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

PERSONAL JOURNAL

Parent's Name: _____ Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

PERSONAL JOURNAL

Parent's Name: _____ Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

PERSONAL JOURNAL

Parent's Name: _____ Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

Academic Development Institute

Founded in 1984

The Academic Development Institute (ADI) works with families, schools, and communities so that all children may become self-directed learners, avid readers, and responsible citizens, respecting themselves and those around them. ADI's vision is of an American landscape filled with distinct school communities reflecting the hopes and dreams of the people intimately attached to them. To this image of the school as a community, ADI is devoted. When the school functions as a community, its constituents (students, parents, teachers, staff) associate with one another and share common values about the education of children. At the root, members of the school community assume responsibility for one another. Those children become our children, and parents are not external agents, but full partners in the education of their children and of each other's children. Teachers are not isolated practitioners of pedagogy, but professionals integrated into the web of community and buoyed by common purpose.



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