

Raising Good Kids

A Solid Foundation Course for Parents

Understanding Good

Session 2

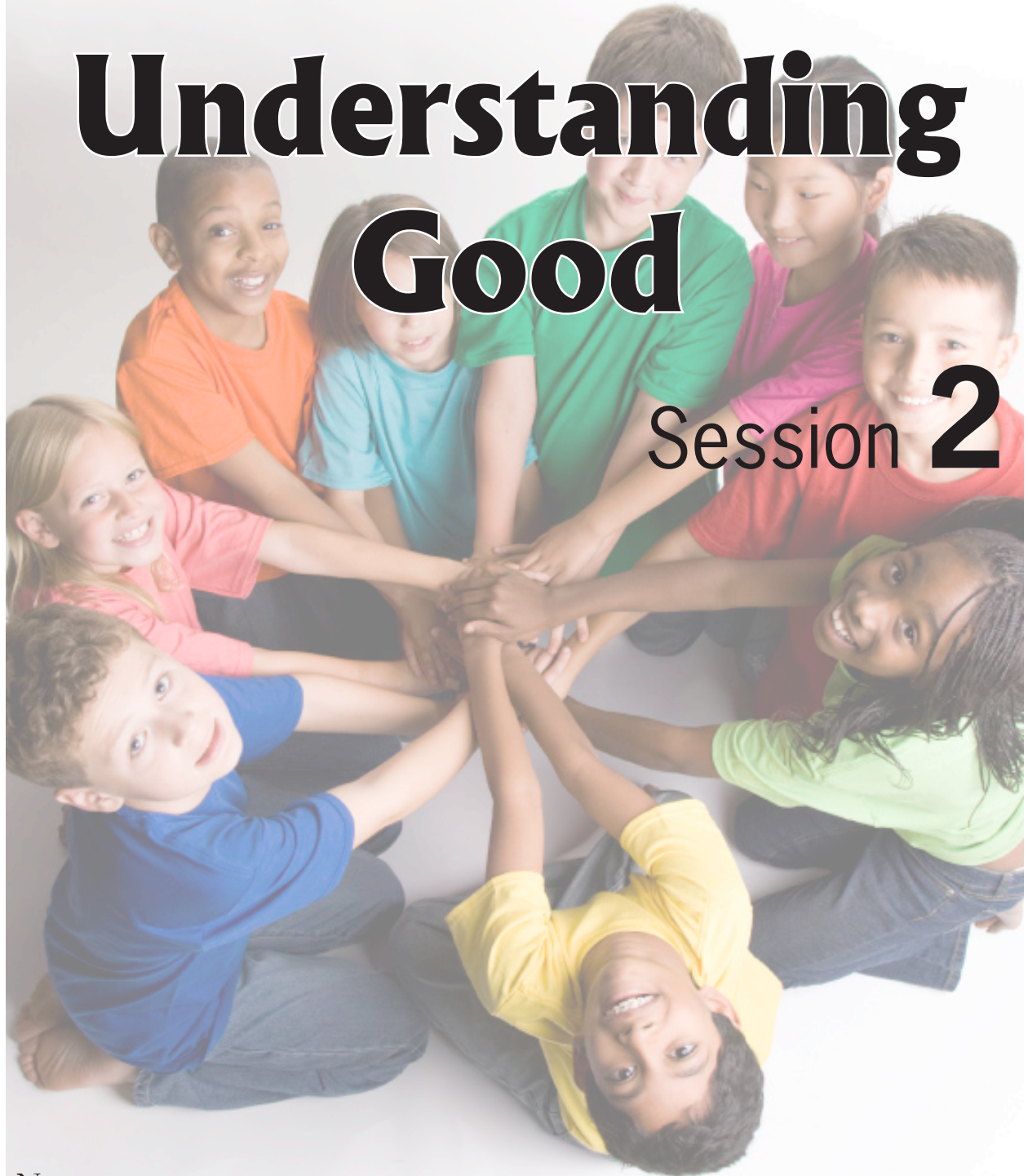


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Name _____



People are respectable only as
they respect.



Ralph Waldo Emerson

WELCOME BACK!

Raising Good Kids

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Did everyone sign the sign-in form?

Name tags in place? Great!

Tasks From Last Session

At the last session, we agreed to complete tasks with our families. As I read the tasks, check the ones you completed.

Check if completed:

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

At the end of the last session, we made a commitment to complete the tasks listed above. I will tell you about my family's experience with each task. Then each of you will share your family's experience. Tell the group how you did with your tasks. If you had a great success, share your excitement with the group. If you had problems, maybe the group can give you suggestions. Our work with our families between sessions is the most important part of this course, so let's take time to discuss our progress and be helpful to one another.



TELL THE GROUP

Group Leader: Allow about 15 minutes to report and discuss progress on tasks from last session.

Our work at home with our families is the most important part of this course.

Understanding Good

It is one thing to know what is good; it is quite another to fully understand the effects of our actions on ourselves and on other people. Children may, at one level, *know* the rules of good behavior. But to really understand the consequences of good and bad behavior in human terms is another matter. In this session, we will learn how to help our children understand the consequences of their behaviors.

Children learn constantly from first-hand experience, and we often help them interpret their experiences. Children also learn second hand from other people's experiences. They observe other people, and they hear or read stories of other people's experiences. Stories are a powerful tool for teaching children to understand human behavior. Stories add the dimension of emotion to the lessons we want our children to learn. Children feel the hurt of characters in the stories; they share their joy; they understand more deeply the effects of people's actions on themselves and on other people.

Fairy tales and nursery rhymes are children's first stories. Later they may be told the stories associated with their family's religion. They hear stories about family members; they read stories; they see stories portrayed on television and in the movies. Stories impress upon children's minds vivid images of characters and their actions. The impressions are accompanied by feelings which reinforce and enlarge children's natural sense of fairness and sympathy.

Stories are a powerful tool for teaching children to understand human behavior.

Lesson 1: Personal Stories

Session 2

Telling our children personal stories is an excellent way to teach them lessons and strengthen our relationship with them. But what stories do we tell? The following exercises will give us some ideas.

WHO INFLUENCED YOU?



EXERCISE

What person had a positive influence on your life when you were growing up? Write down that person's name and how that person influenced you. Specifically, what did the person do that made a difference in your life?

I'll share my story about an influential person. Then each group member can share his or her story.



TELL THE GROUP

ACTS OF KINDNESS



EXERCISE

Think of a time when you went out of your way to be kind to another person. Of course, you are kind to people every day, but is there an incident that stands out in your mind, perhaps a time when it would have been easy to look the other direction? Or a time when it was a great inconvenience for you to help another person? Maybe it was when you were a child or a teenager. Or maybe it happened recently. Write a few notes of the incident. To whom were you kind? Why was this a special act of kindness? What lesson might it teach your child?

TELL THE GROUP



I'll share my act of kindness with the group. Then each group member can tell his or her act of kindness.

EXERCISE



YOUR FAMILY STORY

Family stories that describe acts of courage, kindness, devotion, honesty, and great accomplishment are often passed down from generation to generation. These stories remind us of the special character of our own parents, our grandparents, our aunts and uncles. Our immediate family collects stories that give us an oral history of memorable events in our lives with our children. Think of a family story that describes something admirable about one member of your family—a grandparent, parent, aunt, uncle, brother, sister, or child. Jot a few notes about the story below:

TELL THE GROUP



I'll share my family story. Then each group member can tell his or her family story.

TAKING IT HOME



Select a photograph of a family member with an impressive quality or accomplishment. Show the picture to your children and then tell them what the person did. Perhaps grandparents had the courage to immigrate from another country or parents sacrificed in order to support someone in school. Talk about the results of these actions.

Lesson 2: Stories from Books and History

Session 2

Books are a great source of stories that teach children lessons about life. Good literature can help a child identify deeply with a character. Children might learn about courage by reading about David standing up to Goliath. Or they might learn the value of persistence and effort from *The Little Engine That Could*. Of course, we all know the lesson of honesty in the story of George Washington and the cherry tree. Children can learn from stories without parents having to lecture.

FAVORITE STORIES

EXERCISE

What is your favorite story. What lessons does the story teach?

I'll share my favorite story. Then each group member will tell us his or her favorite story.



TELL THE GROUP

Another way to share stories is to collect photographs from newspapers or magazines about impressive people in our community or about historical figures. With our children we can talk about these people, discussing why they deserve admiration or praise. When we tell stories about the people we admire, we can inspire children and remind them of those qualities we think are important.



TAKING IT HOME

When we read or tell stories to our children, the following tips are helpful:

- ★ Eliminate distractions; turn off the TV, find a quiet room.
- ★ Find stories that exemplify important aspects of character.
- ★ Find stories that your children might enjoy.
- ★ Tell the stories using expression with your voice and your gestures.
- ★ Talk to your children about the behavior of characters in the story. Ask your children how they would feel in the same situation.
- ★ Share stories you enjoy and have learned from.

Lesson 3: Stories on Television

Many children spend several hours a day watching television. This is a great change from earlier generations. For the first time in history, children are exposed more to fictional characters than to real people while they are growing up. What are television stories teaching our children?

We need to be aware of what television stories are teaching, both positively and negatively, about respectful and responsible behavior.

EXERCISE



TELEVISION VIEWING HABITS

What television shows do your children watch? What are the major messages these shows are giving your children. Are the characters admirable?

Television Viewing Habits			
Title of Show	Main Characters	Are the Characters Admirable?	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
		Yes <input type="checkbox"/>	No <input type="checkbox"/>

TELL THE GROUP



I will share what I have noted about my children's television viewing. Then each group member will do the same.

We need to be aware of what television stories are teaching, both positively and negatively, about respect and responsible behavior.

Making the Most of Television

Session 2

When watching television with our children, we can make the most of the story power of television by asking our children:

- ★ What did you like about a character?
- ★ What did you not like about a character?
- ★ How would you feel if this happened to you?
- ★ Do you think the characters made the right choices?
- ★ What might have happened if the characters had made different choices?
- ★ What would you have done? Why?

Such a discussion may feel awkward at first. It will get easier as it is done more often. Every question does not need to be asked.

Lesson 4: Listening to Children's Stories

Children hear stories, see stories, and read stories. They also like to tell stories. Listening to our children's stories encourages them to tell stories. Giving them our attention, looking at them when they speak, and responding with expression lets them know their stories are important to us. The simplest story is a recounting of the day's events. We simply find quiet time with each of our children and say, "Tell me about your day," and then listen. We then help our children see lessons in their own experiences by asking, "What did you learn?" "What did that experience teach you?"

Understanding Ourselves

By now we realize that this course may be called "Raising Good Kids," but its focus is on parents. Parents play huge roles in the stories of their children's lives. They teach by example and through their daily interactions with their children.

Let's review the key points from this session:

- ★ Stories are a powerful tool for teaching children to understand human behavior.
- ★ Stories add the dimension of emotion to the lessons we want our children to learn.
- ★ Telling our children personal stories is an excellent way to teach them lessons and strengthen our relationship with them.
- ★ The impressions in stories are accompanied by feelings which reinforce and enlarge children's natural sense of fairness and sympathy.
- ★ Family stories that describe acts of courage, kindness, devotion, honesty, and great accomplishment are often passed down from generation to generation.
- ★ Books are a great source of stories that teach children lessons about life. Good literature can help a child identify deeply with a character or message.
- ★ When watching television with our children, we can make the most of the story power of television by asking our children questions.
- ★ Listening to our children's stories encourages them to tell stories.
- ★ Stories we tell about people we admire can inspire our children and remind them of the qualities we think are important.

Taking it Home

We have learned about the value and power of stories to help our children fully understand the consequences of people's behavior. We have discussed how to share stories from our own lives, from our family, from books and history, and from television. 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 my 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.
- _____ 3. I will tell at least one personal or family story to my children this week.
- _____ 4. I will read at least one story to my children this week. We will discuss how the children would feel if the story happened to them and if they think the characters made the right choices.
- _____ 5. I will ask each of my children to tell me about his or her day and help them form their description into a story of the day's events.
- _____ 6. I will watch at least one television show with my children this week. We will discuss how the children would feel if the story happened to them and if they think the characters made the right choices.

Closing the Session

Session 2

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 homes (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 session, 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 FOR A GREAT SESSION! COME ON, A BIG HEARTY
ROUND OF APPLAUSE.



APPLAUD



So live that you wouldn't be ashamed
to sell the family parrot to the town
gossip.



Will Rogers



Raising Good Kids

Building Respect and Responsibility

TASKS FOR WEEK #2

Check (√) when completed

- _____ I will keep a Personal Journal of my own behavior and that of 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.
- _____ I will tell at least one personal or family story to my children this week.
- _____ I will read at least one story to my children this week. We will discuss how the children would feel if the story happened to them and if they think the characters made the right choices.
- _____ I will ask each of my children to tell me about his or her day and help them form their description into a story of the day's events.
- _____ I will watch at least one television show with my children this week. We will discuss how the children would feel if the story happened to them and if they think the characters made the right choices.

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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