



WORKSHEET SESSION 1

Bible Bit: Proverbs 22:6 (NCV)

'Train children to live the right way and when they are old, they will not stray from it.'

For discussion:

Thinking about your children

- What were they like as babies? (Or maybe they are still at this stage).
- What were they like as toddlers?
- And what are they like at the age they are now?

If you have more than one child...

- Did you find one more difficult to handle than the other?
- Did they have the same temperament?

Emotional BANK ACCOUNT

Year	CREDIT	£	DEBIT	£
1	Attend to needs	100	Not enough attention	200
	Hugs and kisses	100		
	Sing and play games like 'peekaboo'	100		
2	Comfort when upset	100		
	Clap when they use the potty!	50	Get told off all the time	100
3	Look at a book together	50		
4	Play a game together	50		
	Say something nice	100		
5	Watch them do something 'clever'	50	Jealous of new baby	100
	Make a cake together	50		
6	Be interested in school	100	Struggle with school work	100
	Take time to have some fun	100	Move house/school	150
7	Help with homework	100	Not listened to	100
	Take time to really talk	100	No-one goes to parents evening	100
8	Find something they're good at	150	Bullied at school	150
	Holiday memories	100		
9	Football/bikeride/picnic	50	Mum blows her cool	50
10	Talk about growing up	100	Compared unfavourably with sibling	100
11	Take time for family chats	100	Parents argue	150
12	Give encouragement	100	Can't talk about worries	100
13	Accept for who they are	100		
14	Listen to problems	100	Get poor school marks	100
15	Test for exams	100	Break up with boy/girl friend	100
16	Share your life experience	100	Feel depressed	150
17	Discuss their future	100		
18	Let them go!	200		

For reflection:

- How much time do you spend with your children and is it quality time?
- What else could you do to improve on this?
- Think especially of things that don't cost money.

Love Languages Exercise

Based on *The Five Love Languages* by Gary Chapman (Northfield, 1992)

Love is not just a feeling. It requires an act of the will to meet each other's needs. There are five ways through which we can express love:

- ♥ Loving Words
- ♥ Thoughtful Presents
- ♥ Physical Affection
- ♥ Quality Time
- ♥ Kind Actions

These expressions are like languages that communicate love.

- For each of us some of these 'love languages' will communicate love more effectively than the others.
- They are often different for each adult and child.
- It is common to try to communicate love in the way we understand it and want to receive it.
- Learn which expressions of love are most important to your child.
- Practice using them.

Discover your child's and your own 'love language(s)'

1. Write down 8 specific occasions when you have known your partner's love for you: "I have known you love me when..."

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

2. Taking into consideration your answers to question 1, put the five ways of showing love in order of importance for you. (Where 1 = most important and 5 = least important).

Then consider in which order of importance (1-5) you think they come for your child.

LOVE LANGUAGES	For YOU	Your PARTNER	Your CHILD/CHILDREN
LOVING WORDS			
THOUGHTFUL PRESENTS			
PHYSICAL AFFECTION			
QUALITY TIME			
KIND ACTIONS			

Homework

- Think about the hopes and dreams that you have for your family. Write them down.
- Pay something into each of your children's emotional bank accounts.
- And if you didn't pause to do it earlier, then work out:
 - your own
 - your partner's
 - and your children's
 primary love languages and find a way of expressing your love for them this week using their primary love language.



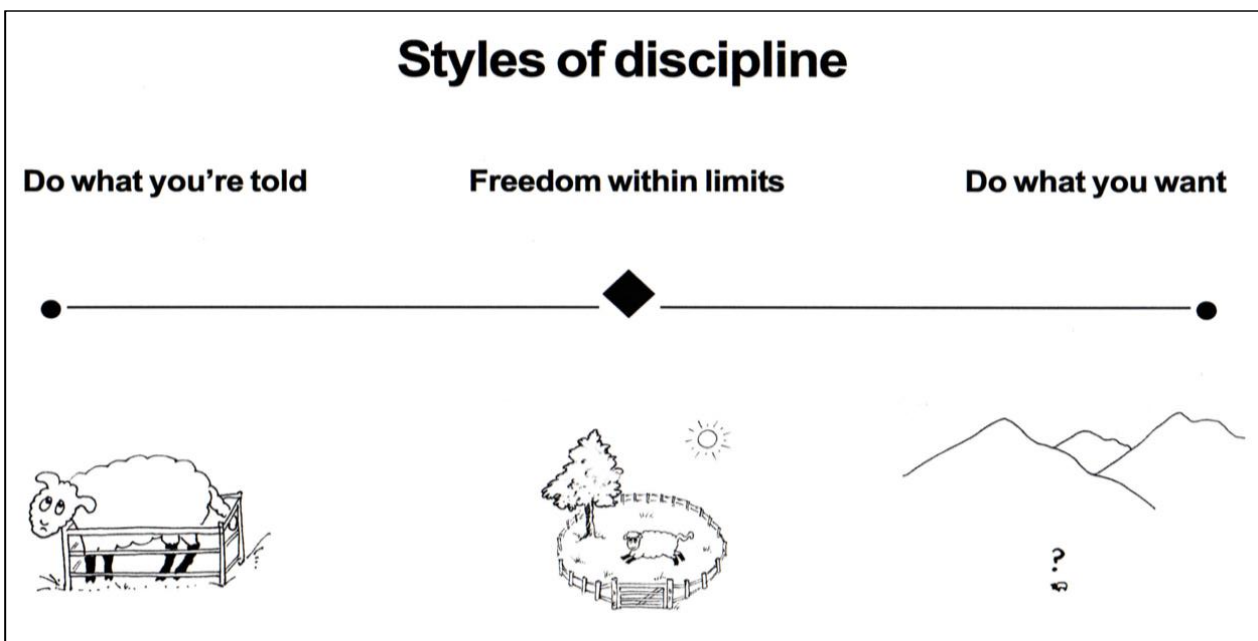
WORKSHEET SESSION 2

Bible Bit: 1 Thessalonians 2:11-12

'For you know that we dealt with each of you as a father deals with his own children, encouraging, comforting and urging you to live lives worthy of God who calls you into his kingdom and glory.'

For discussion:

- Why do we find it hard to set boundaries for our children?



- Which style do you most relate to?
- If you want to do things differently, then what changes would you make?

For discussion:

- Who, or what, has the greatest influence on your children?
- Are you happy about that influence?
- Does anything need to change?
- Who else plays, or could play, a significant role in mentoring your children?

For discussion:

Just as your car has a rev counter, is your life in the red or unhealthy zone in any of these four areas?

- Relationship
- Physically
- Mentally
- Spiritually



What changes do you need to make in order to bring the RPM needle back into a healthy zone?

Additional Reading & Resources

Andrew Brannigan, *Family Time: 82 Devotional Life Lessons and Simple Prayers* (CF4Kids; Revised edition, 20 May 2015).

Gary Chapman, *The 5 Love Languages of Children: The Secret to Loving Children Effectively* (Moody Publishers; 2nd edition, 1 May 2016).

Gary Chapman, *The 5 Love Languages of Teenagers: The Secret to Loving Teens Effectively* (Moody Publishers; Reissue Edition, 1 May 2016).

Lindsay and Mark Melliush, *Family Time* (Kingsway Publications, Eastbourne, 2002).

Stormie Omartian, *The Power of a Praying Parent* (Harvest House, 2014).

Also in the series, *The Power of a Praying Grandparent*.

Care for the Family (careforthefamily.org.uk)

ADDITIONAL MATERIAL

Keys to “Positive Parenting” Handout

ROUTINES	<p>Help children know what’s expected. Make life less stressful for you, e.g.</p> <ul style="list-style-type: none"> ● Before school ● Getting homework done ● Bedtime
CONSISTENCY	<p>Don’t have too many rules but be consistent about what you DO care about. Parents/carers need to try to respond to situations the same way, or children learn to manipulate.</p>
ONE-TO-ONE “FUN TIME”	<p>Magic for building relationships and improving behaviour. Needs to be regular, e.g. 10 mins a day. <i>(Not easy to find the time to do this, especially if you have other children, but a very worthwhile investment.)</i></p>
STAR CHARTS	<p>Great to help children do routine tasks like getting dressed, clearing teeth.</p>
SMILEY STICKERS	<p>Also good for encouraging positive behaviour.</p>
TOKENS	<p>Need adults to notice how they’ve got on and give lots of praise.</p>
PRAISE	<p>Needs to be specific, e.g. <i>“I like the way you... “Well done for ...</i></p>
OVERHEARD PRAISE	<p>Praise their achievements to other people, in your child’s hearing. They love it!</p>
REWARDS	<p>Something child likes/values, e.g.</p> <ul style="list-style-type: none"> ● Choosing what’s for tea ● An extra story at bedtime ● Staying up to watch a special programme ● Having a child round to play
LIMITED CHOICE	<p>To encourage co-operation and give your child “space” and respect.</p> <ul style="list-style-type: none"> ● <i>Would you like a small spoonful of peas or a big one?</i> ● <i>Which do you want to tidy up? The bricks or the cars?</i>

Troubleshooting strategies

PLANNED IGNORING	<p>Good for... Irritating behaviour like tantrums, rude demands to have their own way immediately, squabbling, pestering for sweets, silly habits designed to annoy you, endless whining .</p> <p>How? Look away and don't talk to them Offer no reaction Do something else, e.g. make cup of tea, go into kitchen, do some vacuuming...</p>
REMOVE	<p>Good for... Little ones who are fiddling with the video or being rough with the dog. Biting. (If the 'biter' is old enough, warn them in advance that if they bite, they will have to go home)</p>
DISTRACT/ HUMOUR	<p>Seeing the funny side of things can often help. E.g. either ignore a tantrum or suggest they try and make more noise! You'll probably both end up laughing! If your child has been naughty you could say "Oh dear Nasty Ned/Norah has sneaked in. You'd better go outside and tell him/her to go away and bring my nice boy/girl back" . (This works for some children!)</p>
TIME OUT	<p>Good for... For serious problems like hitting, biting, defiance and disobedience.</p> <p>How? Child is put in a dull but safe place for one minute for each year of their life (e.g. bottom of stairs where they are totally ignored). No toys or books. You can use a kitchen timer. Timing starts from when they are sitting quietly. You have to insist your child stays there even if this means taking them back again and again.</p>
WITHDRAWING PRIVILEGES	<p>This is a very useful strategy for children aged 5-16. The trick is to withdraw a privilege they really care about! It could be missing a club or activity for one night, no computer games or TV, no friends round, loss of pocket money, or no lifts!</p>
CHOICES & CONSEQUENCES	<p>Linking choices to consequences is a very effective way to teach children to take responsibility for their own behaviour. e.g. "You can either <u>stop jumping on the settee</u> or go and play in your bedroom."</p>