



# ENDING CORPORAL AND HUMILIATING PUNISHMENTS

A manual to inform and empower fathers, mothers and caregivers of children





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## INTRODUCTION

This manual is the result of the project Crianças Sujeitos de Direitos (in English: Children as Rights Holders), developed by Promundo, with funding from Save the Children Sweden and the Bernard van Leer Foundation. The goal was to conduct an evaluative study of an intervention program and assess the relative impact of the program, at a community and interpersonal level. The key intervention issue was to promote more harmonious and nonviolent relationships between parents/caregivers and children to understand if this could change the norms of child raising and change attitudes and acts of family violence against children. Furthermore, the study wanted to identify successful strategies for promoting more harmonious and non-violent relationships as a way to ban corporal punishments against children and promote healthy child development within a family environment.

The issue of corporal and humiliating punishments was chosen because we believe that this practice is widespread in our society and is directly related to the power relations between parents and children and the way we view our childhood. The practice of corporal and humiliating punishments against children is also a violation of their basic human rights, which includes the protection against any form of violence and respect for their physical integrity and human dignity.

The cornerstone of this manual is the concept that children have the right to a safe and protective environment. They have the right to grow up in families that are free of violence and receive the care they need to develop. These rights are set out in the Convention of the Rights of the Child, a binding agreement under international law. Many countries have also developed specific national legislation to protect the rights of children. In Brazil, these rights are set out in the Statute for Children and Adolescents (Estatuto da Criança e do Adolescente). This manual is a tool that can be used by professionals from different fields who wish to involve families in a process that reflects and raises awareness on corporal and humiliating punishments against children.

### WHAT IS THE GOAL OF THIS MANUAL?

This manual was especially developed for staff that work with, or would like to work with, families on the issue of child raising. The manual includes a range of ideas, recommendations, activities and exercises to assist those who work with fathers, mothers and caregivers of children ages 0 to 12, to encourage people to reflect on and even change their concepts, behavior and attitudes on how to raise and educate children.

Our main goal was to develop a resource that uses plain and simple language, which can be used by staff in a number of different settings, such as in community groups, schools, churches and elsewhere.

### Specific goals of this manual:

\_For professional staff:

- a) Provide information about corporal and humiliating punishments and positive alternatives for educators and staff who work with children and families;
- b) Raise the awareness of educators and staff so they will address the issue of corporal and humiliating punishments in their schools, organizations and work groups;
- c) Provide detailed examples of activities that can be used with groups of fathers, mothers and other adults who are responsible for the education of children.

\_For fathers, mothers and caregivers:

- a) Make people reflect on their behaviors and attitudes regarding the education of children;
- b) Make people aware of the issue of corporal and humiliating punishments;
- c) Question the use of violence as a form of discipline;
- d) Present educational practices that promote the autonomy and development of children without the use of violence

<sup>1</sup> The term "caregivers" will be used in this manual to refer to any person who cares for one or more children, like "looking after" them or is responsible for their education, healthcare and hygiene and offer affection, emotional or material support. Their relationship with the child implies a responsibility, even if there is no blood tie or legal obligation.



## BASIC ASSUMPTIONS OF THIS MANUAL

1. Fathers/mothers/caregivers generally want the best for their children. We know that parents often become anxious and sometimes they don't know how to discipline their children or set boundaries without the use of violence. We believe that parents usually know, better than anyone else, what their children's needs are and have their best interest at heart.
2. Fathers/mothers/caregivers should be seen as our allies in the fight to reduce violence against children. Some efforts that try to prevent child abuse treat parents as potential offenders or as the possible "baddies". We have a different approach. Our starting point is the parents' positive attitude and our premise is to inform them and engage them in the discussion about how we can reduce violence against children. We assume that parents and families have the resources, skills and contacts with other people who can also get involved in preventing or reducing violence. In this manual we encourage parents to develop these resources together.
3. Each family is unique and should be approached according to its needs, without any judgment. There is no such thing as an ideal family model. More than anything else, children need the care of an adult who will put the child's interests first, before those of their own. This care can be provided by the mother or father, but may also

be provided by other relatives such as aunts, uncles, grandparents, as well as family friends or step parents. Fathers can care for children just as well as mothers. The activities and exercises in this manual promote respect for the diversity of families and we don't presume one model to be superior to another.

4. Children – as well as their parents or caregivers – have different needs at different times in their life. Events such as the birth of another child, changing schools, unemployment, separation or a new marriage may cause specific needs and may cause stress in the family. These needs, even those that occur only at certain times in the life of a child and the family, should always be addressed.
5. Violence is an acquired behavior. It's not natural, nor inevitable. Although violence may be regarded as normal in some cases, it really shouldn't occur. The violence that happens around us teaches us to be violent. One way of preventing violence is to reflect on what it is and question its use.
6. It's important to ask for help and talk about violence. Many families are ashamed to talk about the violence that occurs in their lives. Others may be afraid to raise the issue. We know that talking about stress and violence and getting help from family and friends play an important role in reducing violence. Many of the activities in this manual encourage families to seek help and talk about the stress and violence.

7. The ideal place to discuss family violence is within a group composed of other parents who have had similar experiences. Discussing the stress, violence and challenges of being a father or mother within a group of parents and caregivers is one of the best strategies to encourage and empower people. In our one-on-one work with families we often hear that people feel isolated and that there are very few places where fathers, mothers and caregivers can talk about their problems and needs.
8. Sometimes families may require professional support and counseling. When we start working with groups of fathers, mothers and caregivers we need to be familiar with the services available in our communities and be aware of any needs that may emerge during the meetings. An appropriate referral can help a family break the isolation in which they may find themselves.

## WHAT IS THE STRUCTURE OF THIS MANUAL?

This manual is divided into two parts. In the first part you will find information about the concept of corporal and humiliating punishments. In answering some of the frequently asked questions on this topic, we explain issues such as the definition, causes and consequences. We also provide information about laws and legal reforms and other aspects that will help readers understand this topic.

The second part of the manual contains an outline of workshops to conduct a series of group activities that will encourage families to become more aware of the issue. In addition to activities, this part also provides recommendations and ideas for future facilitators and/or educators who would like to set up a project like this.

Finally, the manual includes some additional resources for facilitators and/or educators who would like to learn more about other experiences and find more information on this topic.





# 01

## QUESTIONS AND ANSWERS ABOUT CORPORAL AND HUMILIATING PUNISHMENTS

We have developed this section of questions and answers to explain the concepts and provide more information about corporal and humiliating punishments. Here you will find some important issues for the facilitator and/or educator who would like to increase their knowledge or ability to call for an end to corporal and humiliating punishments.

### What are corporal and humiliating punishments?

Corporal and humiliating punishments are forms of violence used by an adult to discipline, correct or modify the undesirable behavior of a child. It's the use of force that causes a child physical or emotional pain. It's a form of violence against children and a violation of the child's right to dignity and physical integrity.

Humiliating punishments can take on various forms, including verbal abuse, ridiculing, isolating or ignoring the child.

Corporal punishment is an act committed by an adult with the intention of causing the child pain or physical discomfort. This may or may not leave visible marks on the body. The reason why most parents or caregivers use corporal punishment is to correct a child's behavior and prevent it from happening again.

There are many different forms of corporal punishment: spanking, slapping, pinching, caning, restraining, punching, hitting, smacking or making the child kneel are just a few examples of corporal punishment. There are many different ways to apply force to the child's body. This can be done with the hand – slapping the child on the head or buttocks, pulling an ear or pinching-, with the use of an object – ruler, belt, shoe, string – or even without physically touching the child. Adults may force the child into an uncomfortable position or humiliating situation, such as making the child kneel on grains, forcing the child to hold his or her urine or feces or make the child eat rotten or foul-tasting food or substances:

### What are the consequences of corporal and humiliating punishments?

It's impossible to generalize on the affect that corporal and humiliating punishments can have on children, as this will depend on each child's life experience and family context.

However, research and experience shows corporal and humiliating punishments can result in some of the following consequences:

Nas crianças

- Compromise their self-esteem, generate a feeling of low self-worth and negative expectations for themselves.
- Teach them to be victims. Contrary to the wide-spread common belief that punishment will make children "stronger" because it "teaches them life is tough", we know that it doesn't make them any stronger and it even makes them more vulnerable to becoming a victim in other situations or relationships.
- Interfere with their learning process and the development of their intellect, feelings and emotions.
- Make them feel lonely, sad and neglected.
- Develop a negative view of people and society, regarding it as a threatening environment.
- Create a barrier that blocks or complicates communication with their father, mother or caregivers and harms the emotional bonds established among them.

- Cause feelings of rage and make children want to run away from home
- Generate more violence. It teaches that violence is an appropriate way to solve problems and conflicts.
- Hinder their social integration.
- Prevent children from learning how to cooperate with authority figures, teaching them only to either obey or disobey the rules.

In adults – fathers, mothers or caregivers

- Cause feelings of anxiety and guilt, even when the adult believes this form of punishment is acceptable.
- Generate more violence. The use of corporal and humiliating punishments increases the likelihood that fathers, mothers or caregivers will exhibit violent behavior in other contexts.
- Block or hinder communication with children and compromise family relationships.

### Why do adults use corporal and humiliating punishments against children?

The use of corporal and humiliating punishments against children is widespread in our society, especially because these are held up as a legitimate educational and disciplinary practice in a family setting or in other institutions. However, many parents don't believe that violence is the best way to educate and discipline a child. When we listen to families, we often hear that they lack

nonviolent alternatives for setting boundaries for their children.

Some of the reasons why fathers, mothers or caregivers resort to corporal and humiliating punishment include:

- the belief that punishment is required to raise children.
- they believe that they should impose boundaries and discipline children through criticism, swearing, hitting, spanking, restraining or other forms of physical or verbal aggression.
- they lack the required resources to handle a conflict situation.
- they are not familiar with nonviolent models of positive discipline that regard education as an exchange and a learning experience in which adults and children look for solutions together.
- to release their anger.
- they have no control over their emotions and impulses.
- they were also raised this way by their parents or caregivers and believe this is the best way to discipline children.



**Children’s statements on how they feel about the punishments they undergo:**

““I would really like to love my parents, but I can’t. They beat me a lot.” Boy, Cameroon.

“It’s not fair, because we are born to be loved and happy and not so they can assault us.” Girl, Costa Rica

“Adults hit children, but why don’t children hit adults? Because they are big and we are small.” Girl, Northern Ireland.

“I don’t really like my dad because he loves to beat me. I was his favorite to get spanked.” Brazilian child, rural community

“I think that parents should be patient with their children and not hit them immediately. Talking to them is better than spanking. This could be a way to teach them what is right, instead of teaching them what is wrong.” Mexican child, rural community.

Source: Harper, Kate; Horno, Pepa; Martin, Florence and Nilsson, Mali. Erradicando o castigo físico e humilhante contra a criança: manual de ação (Eradicating Corporal and Humiliating Punishments Against Children: an action manual). Save the Children Sweden 2006.123p.  
Promundo. Práticas familiares e participação infantil a partir da visão de crianças e adultos: um estudo exploratório na América Latina e no Caribe (Family practices and child participation from the perspective of children and adults: an exploratory study in Latin-America and the Caribbean). Rio de Janeiro: 7Letras, 2008.

**Why ban corporal and humiliating punishments?**

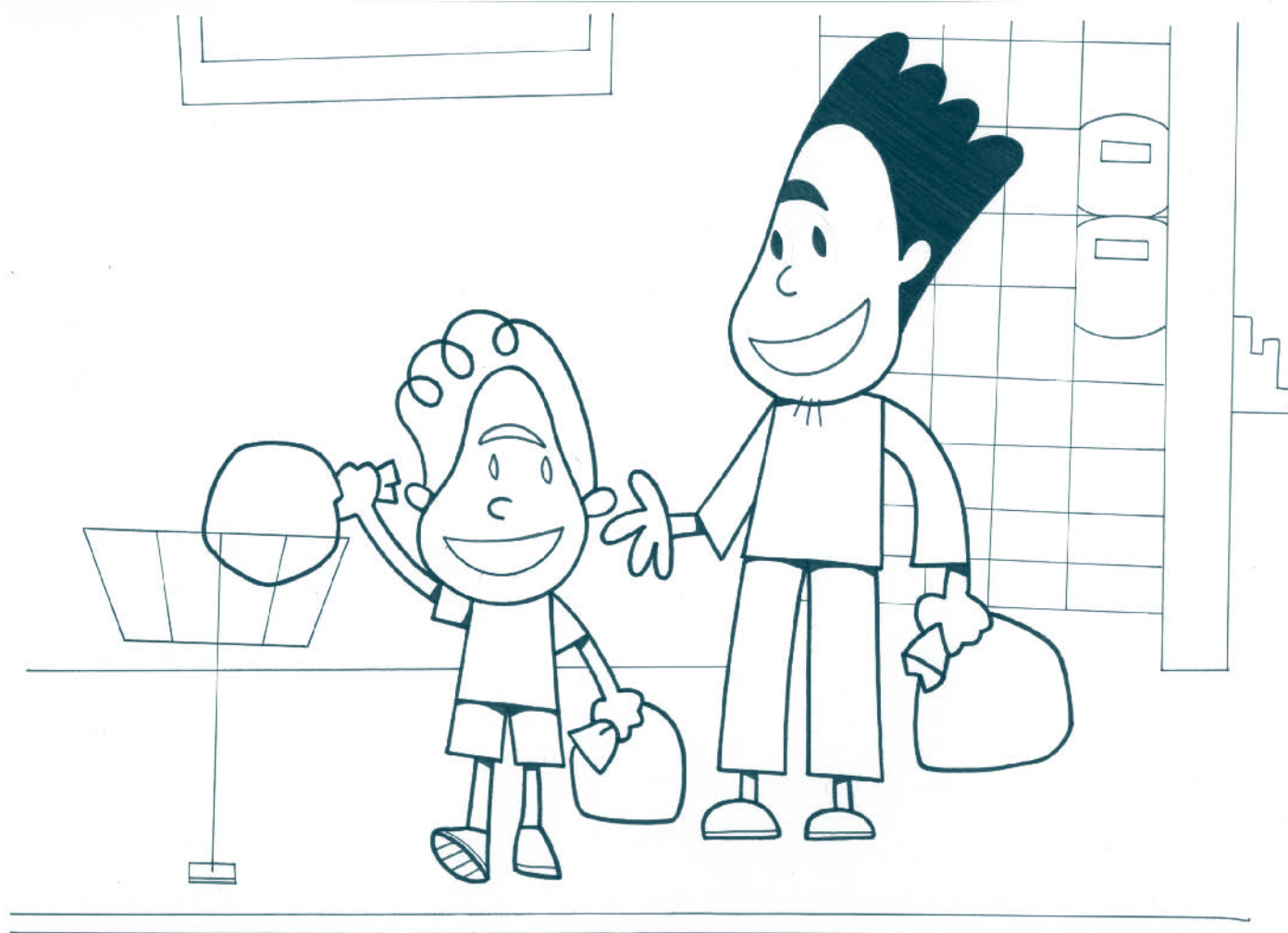
Corporal and humiliating punishments are so widely accepted and common that they have been relegated to the background in the fight for children’s human rights. However, these reasons are exactly why this issue should be a priority. To ban all corporal and humiliating punishments is a way to end all forms of violence against children.

Stating that there is a “limit” or a difference between mild and serious violence is a misguided approach, as it ignores the fact that children are entitled to their human rights. All forms of violence are interrelated and should be equally prevented, starting inside our homes.

In summary, it’s important to provide the opportunity to address corporal and humiliating punishments because:

- It’s a violation of the child’s human rights, including their right to physical integrity and human dignity which are protected by law. In many cases, these punishments may also affect a child’s other basic human rights, such as the right to education, development, health and survival.
- It can cause the child serious physical and mental harm.
- It teaches the child that violence is an acceptable way to solve conflicts or persuade people to behave as they wish.
- It’s an ineffective disciplinary tool.
- It makes it more difficult to protect the child from other forms or levels of violence.

In 1990, Brazil became a signatory party to the Convention on the Rights of the Child. In the same year, the Statute on Children and Adolescents (Estatuto da Criança e Adolescente) went into effect nationally. Brazil’s Federal Constitution of 1988 declares that the family, society and State have the obligation to give absolute priority to respecting the rights of boys, girls and adolescents and protect them from all forms of violence, cruelty or oppression (Article 127 in the Brazilian Constitution). Despite the constitutional recognition, current Brazilian legislation doesn’t fully ensure children’s right to protection against all forms of violence.



The Convention on the Rights of the Child provides a new perspective on childhood. It goes against the traditional paternalistic and patronizing view of child-adult relationships. The Convention states that children can take responsibility, according to their developmental level and capacity. The Convention also recognizes the child as a rights holder and social actor.

Article 19 of the Convention on the Rights of the Child (CRC): The Signatory States shall adopt all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.



### The international movement to ban all corporal and humiliating punishments:

In 2001, the Global Initiative to Ban all forms of Corporal Punishments Against Children was launched at a Human Rights Committee meeting in Geneva.

The Global Initiative is an alliance of human rights organizations, NGO's and key individuals committed to the implementation of the Convention on the Rights of the Child. It believes that the elimination of corporal and humiliating punishments is required to improve the lives of children and ensure their right to respect for human dignity and physical integrity and their protection under the law. The Global Initiative has the following goals:

- Organize an information and education campaign to promote nonviolent ways of educating children;
- Create a solid alliance of Human Rights Agencies, key individuals and non-governmental organizations that oppose corporal punishments;
- Raise the visibility of corporal punishments against children, by developing a global map of its prevalence and legal status, ensure that the opinions of children are heard and create an overview of progress that has been made in eradicating corporal punishments;
- Systematically pressure governments to ban all forms of corporal and humiliating punishments and to develop public education campaigns;

- Provide comprehensive (or expert) technical assistance to support governments in their legal reforms.

Based on a study of the UN Secretary-General about violence against children, that defined the year of 2009 as the deadline for banning all forms of corporal punishment against children, the process of legal reform began to accelerate worldwide. Children and adolescents are increasingly regarded as holders of rights who should be ensured of equal, or perhaps ever greater, protection under the law as adults. However, resistance to prohibiting corporal punishment in the home is still a major factor. Although this kind of punishment has been banned in numerous other contexts, only a few countries have actually banned it in the realm of the family.

Therefore, the Global Initiative recommends that governments who wish to join the global movement to prohibit corporal and humiliating punishment should implement the following measures:

- Explicitly prohibit all forms of violence against children.
- Create programs to inform and raise the awareness of the general public about the issue of corporal and humiliating punishments and the need to ban these.
- Involve children themselves in the process of developing strategies to ban corporal and humiliating punishments.

- Develop quantitative and qualitative research and studies to better understand the scope of the problem of violence against children, including confidential interviews with families and victims of corporal punishment.
- Reform public and private childcare institutions where the use of corporal punishment has been detected.

For more information, please access [www.endcorporalpunishment.org](http://www.endcorporalpunishment.org)

### The Movement to eliminate all corporal and humiliating punishments in Brazil

Along the same lines as the international movement, Brazilian society has undertaken a great number of endeavors to end corporal and humiliating punishments. One initiative is the Network "Não Bata, Eduque" (Don't Spank, Educate), a social movement to ban corporal and humiliating punishments and promote a respectful family relationship that ensures the child's right to physical and psychological integrity and the right to full development as a person and a citizen.

The Network's mission is to contribute to the ban of all corporal and humiliating punishments, whether it occurs in the home, school or community. It has the following goals:

- Form partnerships with government, civil society and private sector organizations to establish a long-term campaign;

- Influence public opinion through ongoing campaigns and programs directed towards parents and caregivers, focusing on raising children based on dialogue, understanding and affection;
- Influence and develop public policies and legal regulations that fully protect the rights of children and adolescents;
- Promote the participation of children and adolescents in the Network's activities;

Make government institutions aware of the need to create or improve the formal and informal support structures for families so they will be better equipped to educate and raise their children

To learn more about the Network "Não Bata, Eduque", please access [www.naobataeduque.org.br](http://www.naobataeduque.org.br)





# 02

## HOW TO USE THE ACTIVITIES AND EXERCISES IN THIS MANUAL?

The activities and exercises are organized in the form of workshops so they can be easily understood and implemented. Each workshop includes the following components:

### Goal

Describes the information, concepts and skills to be acquired in the activity and exercises. We recommend that the facilitator shares this goal with the participants at the start of each activity.

### Required materials

Describes the materials required to conduct the activity. If the materials cannot be easily accessed, the facilitator may improvise. For example, a flip-chart and markers can be substituted by regular paper, newspapers or a blackboard.

### Recommended time

This indicates the recommended amount of time for each of the activities. Most of the activities in this manual range between one to two hours in length. But depending on the number of participants and some other factors, this estimated time can vary. One of the biggest challenges for facilitators who will lead these workshops is to be aware of the rhythm and pace of each person and the group, so that the activity doesn't get tiresome.

### Planning tips

Additional information or tips to assist the facilitator in preparing for the activity.

### Activity outline

This describes the steps for conducting the activity. In general, the activities are designed to be easily adapted to groups of different literacy levels, but the facilitator should assess which steps are feasible and appropriate for the participants. For example, if an activity requires the participants to read a text, the facilitator may choose to read the text out loud to the group.

### Questions for discussion

Designed to encourage group discussion. These are only suggestions that should be complemented by the facilitator based on the observations of the participants.

### Closing

Summarizes the key points or messages of the activity.

### Additional Resources

Contains tools that complement the activities.

### About the role of the facilitator

We believe that the role of the facilitator is to promote a safe environment for exploring ideas and encouraging the participants to share during the activities, while respecting the boundaries of each person. The outcome of this work should be to help the group to organize its ideas and further reflect on a specific topic, based on their own experiences and those of the other participants in the group. It's very important that the participants feel comfortable. This requires a facilitator who is enthusiastic, friendly and easygoing, and feels comfortable in addressing the topics of discussion.

The facilitator's approach plays an important role in capturing the interest of the participants and gaining their trust. Fathers, mothers and caregivers have different beliefs on raising children, often based on the way they were raised or traditional concepts of discipline and may be resistant to speaking openly about it or questioning their own attitudes. Therefore, it's the role of the facilitator to bring out these experiences and validate them, while being aware that the topic of corporal and humiliating punishments is a very sensitive and complex issue for families.

We know that the practice of corporal and humiliating punishments is widespread in our society and parents often don't see it as a form of violence or even a violation of the child's rights. It is therefore important that the facilitator clearly understands the approach that we recommend in this manual; to never blame the families but instead create a welcoming environment that encourages awareness and reflection, so that participants feel comfortable in expressing their conflicts, anxieties, doubts and beliefs.

The facilitator needs to believe in people's capacity to change, in the transformational potential of the exchange that happens in the group, when someone learns from the experience and knowledge of his or her peers.

In mixed groups, composed of men and women, it's important to keep in mind that often men aren't used to participating in these kinds of meetings or exchanges that traditionally have been more geared towards women. The facilitator should be sensitive to the interactions within the group and create a balanced environment, in which both men and women feel comfortable in speaking out and contributing.



### Male or female facilitators?

Who should facilitate a group composed entirely of women? And what about groups composed of men? And when the groups are mixed? Our experience has taught us that the quality of the facilitator – the ability to guide the group, have empathy, flexibility, good listening skills and a fair and balanced approach to both men and women – is more important than the gender. The facilitator should be able to use the differences as a tool for reflection and encourage the group to exchange ideas and opinions. However, whenever possible, we recommend that the activities are presented by a pair of facilitators, one male and one female, to enrich the group's process.

Another issue that usually comes up when determining the profile of the facilitator is whether he/she should have children in order to work with fathers, mothers and caregivers. We have noticed that it can be easier for the facilitator to establish a rapport with the group when he/she can share in the group's experiences on child education. However, this is not a decisive factor as long as the facilitator is interested in the topic and feels comfortable in addressing the group's issues.

### The physical space required for the activities

- The space should be appropriate for working with adults and be large enough to comfortably conduct the activities as described.
- Whenever possible, we recommend having two facilitators.
- It may also be important to confirm if there is a space to accommodate children, for example in another room or nearby space separate from the adult group. Fathers, mothers and caregivers often bring their children to these meetings and it's important to accommodate them in an appropriate environment under supervision of a responsible adult during the meeting. The children shouldn't participate in the group meetings. The topics discussed aren't appropriate for children and adults will also feel less comfortable and unable to focus on the discussion.

### Number of participants

The activities in this manual have been developed for and tested with groups of 15 to 20 participants. Our experience has proven that this material is most effective with groups that consist of 15 to 20 participants. However, the facilitator can also use the exercises described with larger or smaller groups.

### A discussion group is not a therapy group

- We don't recommend the use of these exercises as group therapy.
- The group work and the use of the exercises should be seen as part of a participatory process of reflection and development.
- The goal of this kind of intervention is to encourage reflection and a change in attitude.
- The work should really address the heart of the issue, going beyond a "politically correct" discussion.
- The discussion items, suggested in the exercises described, don't necessarily have to be used at the end of the activity, but can be used during the course of the activities, according to the facilitator's best judgment.

### Some ethical issues

- It's important to provide an open and respectful environment, without judgment or criticism of people's attitudes, ideas or behaviors.
- Conflicts may occur. It's the role of the facilitator(s) to help the group come to a consensus and respect the differences of opinion.
- Many of the activities included in this manual address very complex, deep personal issues like interpersonal relationships, sexuality and mental health. We recommend that these activities are guided by people

who feel comfortable working with these issues, who have experience in working with fathers, mothers and/or caregivers and who have the support of an organization and/or other people to conduct these activities.

- We recognize that conducting these activities is not always an easy or predictable task. The topics are complex and highly sensitive – violence, sexuality, power relations, child rearing. There may be groups in which the participants open up and share some very personal feelings during the process, while there may also be groups in which people do not wish to speak much.
- Some of the workshops contain activities that require participants to be able to read or write. As the level of people's literacy skills may vary, we recommend that the facilitator assesses the participants in the group and, if required, adjusts the exercises to prevent embarrassing any of the participants.
- It's also important to keep in mind that not everybody is comfortable with physical contact. Participation in activities that require physical interaction should be optional and always respect the personal boundaries of each person.

### When there is a suspicion of abuse or other forms of violence

If anybody suspects the occurrence of abuse or any other form of violence, the facilitator should find out what services are available in

the community in order to provide an appropriate referral. It's a highly sensitive issue and it should be referred to competent staff and services. Any attempts by the facilitator to resolve the issue alone may only contribute to a continued violent situation.

In case of a suspicion of violence (or any other kind of violation of rights) against a child or teenager, the appropriate authorities should be notified. This may include the police, social services, child protection services or similar organizations. In most cases, people can notify the authorities anonymously, but for authorities to follow-up on a case it's important to inform the kind of threat, the name and address of the victim.

Most communities and cities also have special services to protect women who are undergoing violence. Facilitators should have information available on their local community services for women who are experiencing violence in case they need to make a referral.

### WARM-UP ACTIVITIES (ICEBREAKERS)

Group integration is one of the most important elements of any work that involves the exchange of ideas among participants. It's important to first introduce all the participants so that they feel more comfortable in expressing their ideas and opinions. The use of introduction games and activities helps the group to relax and increases their confidence.

Icebreakers and short breaks also help the participants to get to know each other and remain focused on the meeting. Adults often don't have much experience in group settings and at first may be resistant or shy to express their ideas and opinions.

Just like all the exercises are designed to encourage the group to reflect on certain issues, the group warm-up also serves a purpose. These activities help the participants to temporarily let go of their environment and the concerns and stress they bring to the meeting, helping them to settle in, relax, break the ice and bring the group together. The facilitator should always pay close attention to how the participants are feeling and determine the best way to proceed with the group discussions.



### EXERCISE: Warming up the group and determining the ground rules<sup>2</sup>

**Goal:** Create an informal group atmosphere, learn about the expectations of each participant and establish some basic ground rules for the group.

**Required materials:** large sheets of paper; masking tape; markers.

**Recommended time:** 1 hour and 30 minutes

#### Activity outline

1. Ask the participants to stand up and form a circle.
2. Explain that the group will conduct a game in which each person will pretend to toss someone a word about an attitude or feeling that adults have about children.
3. One person starts by tossing someone a word, saying who it is for and what the word is. The person who receives the word pretends to catch it, makes a gesture as if he/she is changing the word and then tosses it someone else, always saying the name of the person who will receive it and the word he/she is tossing.
4. The game will continue until everybody has tossed and received a word.
5. Next, ask everybody to sit down, state their name and their expectations of this workshop.
6. Write the group's expectations on a sheet of paper and discuss which ones will be addressed in the workshop. Present an overview of the workshop, its goals, duration, times, etc..
7. Next, ask the participants to form groups of no more than 5 people. One person in each group will be the recorder.
8. Give each group two pieces of paper and ask them to write on the one sheet: THINGS WE LIKE. On the other sheet, ask the participants to write: THINGS WE DON'T LIKE
9. Explain that each group should discuss the things they like the most about working in a group. On the sheet THINGS WE LIKE, the recorder will write down, in key words, the things listed by the group.
10. Give the groups some time to discuss this and write down some items. Next ask them to do the same for things they don't like about working in a group.
11. Hang up a large sheet of paper on the wall with the header THINGS WE LIKE. Ask each recorder to read out the items listed by each group. Write down the key words without repeating any.

12. When all the groups have made their contributions, read the words out loud and suggest that the group makes a sentence about why it is good to work in a group. Write that sentence on another sheet of paper.
13. Next you will use the same exercise for the sheet THINGS WE DON'T LIKE. But instead of creating a final sentence or statement, ask the group to make a list of ground rules that are required for a pleasant and respectful group interaction.
14. Leave the statement about why it is good to work in a group and the ground rules on the wall.

#### Questions for discussion

- What is a group?
- Do you think it's better to work alone or in a group? Why?
- Is it important to establish ground rules before you start working together as a group? Why?
- What other groups play a role in our life? What kind of ground rules do we have in those situations? Were these ground rules discussed or do we just assume/know they exist?

#### Closing

- Remind the participants that this group is composed of people who each have their characteristics, and interact, work together and undergo changes. In order for the group to work well, it's important that people respect each other's opinions and that, even if they disagree, they let the person finish speaking before responding. It's very important to avoid aggressive or sarcastic attitudes.
- It's important to remember that working in a group is an opportunity to learn, an opportunity to exchange experiences and learn how to interact with different people, an opportunity to deal with conflict and learn how to solve this.
- It's important to establish ground rules from the start to ensure some basic principles for working together in a respectful, democratic and pleasant way.



<sup>2</sup> Adapted from Promundo and CIESPI. Cuidar sem violência todo mundo pode: guia prático para famílias e comunidades (How to raise children without violence: a practical guide for families and communities). Rio de Janeiro, 2003. p.32-33

## SECTION 1: FAMILY AND THE CHILD'S SOCIAL DEVELOPMENT

A child's social development is a process that begins right from birth, through the messages, values, pressures and boundaries we are raised with. Often, we perceive the things we learn over the course of our social development as normal and we don't reflect or question its logic.

The first social role we learn is that of being a daughter or son. The family is the context in which we learn our first social and gender roles. The way in which fathers, mothers and caregivers help the child in their social development will impact on how they develop their self-image, self-confidence, self-esteem and, in general, on their personality.

Together with the family, the child learns to respect and assimilate social roles. It's based on this that the child becomes a person and begins to exercise his/her influence in the environment in which he/she lives. Therefore, the family plays an essential role in the social development of the child, helping the child interact with the world and guide him/her towards autonomy and independence.

In some families, submission to the parents' values and dominance is accepted and validated, so this behavior is seen as normal and necessary. We notice that these families tend to adhere to more dominant and stereotypical gender models and oppressive and unequal relationships. Often, violence is trivialized and minimalized, or may be ignored, accepted as a normal part of the family dynamic and seen as inevitable. This context may cause children to be submissive and grow up to become adults without their own voice, who will also behave this way in other areas of their lives.

In the first part of the manual we state that the family plays an important role in the process of the child's social development. Therefore, our goal is to reflect on the roles and responsibilities of fathers, mothers and caregivers, to provide the opportunity to rethink certain traditional practices, attitudes and beliefs that foster a violent environment, adverse to the child's development.

### EXERCISE 1: Persons and Things

**Goal:** Make the participants aware of the existence of power relations and their impact on individuals and their relationships.

**Required materials:** none

**Recommended time:** 1 hour

**Planning tips:** Some participants may feel a bit uncomfortable with the role they will play in this activity. It's important for the facilitator to be aware of the participants' reactions in playing the role of "Persons" or "Things" and be prepared to make adjustments or changes if required. For example, instead of preparing the participants to play their roles, the facilitator may suggest that participants form pairs to discuss how "persons" treat "things" and what feelings this may bring up in "persons" and "things". The facilitator should be prepared to make any referrals to counseling services or other support services for those participants who may be affected by this activity.

### Activity outline

1. Use an imaginary line to divide the group in two. Each side should have an equal number of participants.
2. Tell the group that the activity is called: Persons and Things. Randomly assign one group to be "things" and the other to be "people".
3. Read out the rules to the each group:
  - 3.1. THINGS: Things cannot think, they don't feel, they cannot make decisions. They have to do whatever it is that people tell them to do, without questioning it. If a Thing wants to move it will have to ask for the permission of a Person.
  - 3.2. PERSONS: Persons think, they can make decisions, they are sexual and they have feelings. They can also take the "Things" and make them do whatever they want.
4. Ask the group of "persons" to take the "things" and ask them to do whatever they want for 5 minutes.
5. When time is up, ask the groups to return to their seats.

### Questions for discussion

- For those who played the role of "Thing": How did your "Person" treat you? How did you feel? Why?
- For those who played the role of "Person": What was it like to possess a "Thing"? How did you feel? Why?

- How does this exercise relate to our lives?
- Have we ever been treated as Things? How does it make us feel?
- Are children usually treated as a "Thing"? In what situations?
- What impact do you think this treatment can have on the lives of children and adults who are subjected to this kind of behavior?
- What can we do to change this situation?

### Closing

Explore the feelings of those people who played the role of "things" and the times in their lives when they felt that way before: how did it happen, what occurred, what would they have liked to happen?

Try to relate these feelings to how children feel when they are treated as things and how often they are not allowed to express themselves or defend themselves the way adults may in a similar situation.

Explore first those feelings expressed by the participants that relate to their own childhood experience of being treated as a thing, before trying to relate these feelings to what the children of the participants may feel when they are treated as things.

Explore how we can change this attitude of abuse of power in our relationships (including those with other adults in the family, not only with children).





## EXERCISE 2: Video “Once upon a time there was another family”<sup>3</sup>

**Goals:** Discuss the beliefs, opinions and attitudes that adults have regarding corporal and humiliating punishments as a disciplinary and educational tool.

**Required materials:** television, DVD player, video “Once upon a time there was another family”, flip-chart, markers.

**Recommended time:** 1 hour

**Planning tips:** You can use the video in a number of ways, depending on your inspiration and the available resources. The video draws in the viewers, facilitates the introduction of the topic and relates the topic to the daily lives of people. It will motivate, encourage and inform viewers, while also entertaining.

Before this activity, we recommend that the facilitator watches the video first to see if it’s appropriate for the situation and the audience. Make a note of the most important parts and the key topics to discuss with the group.

To prepare for the session: complement the information provided in the video, conduct some additional research on the topic and relate the issue to the daily lives of the viewers. Depending on how much time you have allocated for this activity, you can prepare a short script of discussion items to address after watching the video, or conduct a group activity. Try to involve as many people as possible in the discussion. A good strategy is to divide the group in pairs or groups of three for an initial discussion, before opening it up to the group.

Finally, check that you have all the required equipment (television, video, outlets, extension cords, adaptor, etc.) and that everything is working.

### Information about the video

**What is it:** Animation without words. Recommended for facilitators who are looking for a fun and innovative tool to stimulate a discussion with fathers, mothers and caregivers about raising children and promoting their participation, their rights and their development.

**Summary:** The video portrays the story of a family and the daily challenges encountered by parents and caregivers in raising and educating children. The video encourages a critical reflection on corporal and humiliating punishment and invites us to regard the child as a person with rights. The story of the video “Once upon a time there was a family” raises various aspects of raising children of different ages: such as setting boundaries, dealing with everyday stress and how to meet the needs of a child according to the level of their cognitive, affectionate, emotional and physical development and encourage their participation in this process.

**Duration:** 22 minutes

**Number of participants:** To encourage a good discussion about the video, the ideal number is a group of 7 to 20 people. For groups larger than 20, we recommend forming several small groups for the discussion. If the group wants, there can be a broader discussion with the whole group later.

### Activity outline:

1. Only tell the participants that they will be watching a 22-minute video called “Once upon a time there was a family”, that will tell the story of a family.
2. Don’t express any of your opinions or thoughts. Don’t explain or interpret the movie before watching it. It’s very important that each participant has the opportunity to express his or her own opinion.
3. Only after a first round of opinions and impressions should you explain the central issue and goals of the video, allowing new discussions to emerge.

After watching the movie, ask the group what themes were raised or highlighted in the movie. Write these on a flip-chart. If necessary, show the video one more time so that people can better understand the content. If you don’t have enough time or think that it is more valuable to focus on a specific theme, you can always review some specific scenes instead of the whole video.

Ask the group about their impressions and watch for any connections they make to their own lives and experiences

### Questions for discussion

The DVD “Once upon a time there was a family” is accompanied by a discussion guide that contains several questions you can ask to stimulate the discussion.

### Some that we would like to highlight

1. What was the family like? Is it common to see families like the one in the video in your community (blended families, separated parents, children from more than one marriage)? Is it common to see mothers raising their children alone? And fathers?
2. Do you think that boys and girls should be raised differently or in the same way?
3. Do you think that men and women raise their children the same way?
4. What is it like to have children of different ages? Are they raised the same way? Do you have the same concerns? Do you have the same conflicts or are these different?
5. How do you see the role of the grandmother in raising children? Can someone who is not part of your family structure help raise the children?
6. What is it like to look after small children? In the scene where the mother takes the child to school she seems to be completely disconnected from her daughter. She seems to be just going through the motions. Does anybody recognize this scene?
7. Do people sometimes treat their children as “things” instead of treating them as “persons”? Do you think that children have “wants”? How do we deal with the “wants” of our children? When you were children, did you have “wants”? How were those dealt with?
8. And what about the scene in which the boss

yells at the father at work? What is it like when someone yells at us? How do we feel when people don’t listen to us? How would we like to be treated?

9. Do you think it’s normal for a child at this age to play with whatever he finds around him, with something colorful? Is that part of natural curiosity at that age? Is it normal? Or should it be discouraged with “a spanking”? Do you think we should encourage a child’s curiosity or should we repress it, get angry?
10. Do you think that children imitate adults? What example do we set for our children?
11. Do you think parents use violence to protect their children?
12. How often do we get angry with our children without asking them what is happening or how they are feeling? And what is it like when someone gets angry with us without first asking what happened? How could this be done differently?
13. How do we feel when we want to protect our children from danger? Have you ever hit your child in order to protect him or her? Do you think that hitting or yelling brings you closer to your child or distances you from your child? Do you think it is possible to establish a different kind of relationship, a dialogue? Does anybody in the group have a different relationship? How does it work?
14. In what kinds of things can a child partici-

<sup>3</sup> This video was created by Promundo, with support from Save the Children Sweden, in collaboration with Aliança H, Fundação Xuxa Meneghel and Bernard van Leer Foundation. Produced by Jah Comunicação. To watch the video, access the Promundo link on You Tube: [www.youtube.com/user/Promundo](http://www.youtube.com/user/Promundo)

pate? How do you determine if a child is able to participate in one negotiation but not in another?

15. How can a child begin to participate in decision-making together with the parents? Is this good for the child and the family?
16. Is it important to listen to what a child has to say about a certain topic?

### Closing

Encourage the participants to reflect on how they interact with their children, based on what they experienced and remember from the exercise “Persons and Things” and the video.

### EXERCISE 3: Perfect dads, perfect moms?<sup>4</sup>

**Goals:** Reflect on what it means to be a mother or father. Reflect on the role of the family in a child’s social development and the importance of the family in promoting the child’s social development. This exercise will also reflect on the division of gender roles in families.

**Required materials:** Cards with the names of people or pieces of paper that represent the daughter, mother, father, etc.), white sheets of paper, pencils or pens, colored markers, scotch tape.

**Tempo recomendado:** 1 hour to 1 hour and 30 minutes.

**Planning tips:** For this exercise the facilitator should be familiar with the following topics: the role of the family as a socializing agent; parenting practices, concepts of gender and gender roles in families. If the facilitators are not familiar with the community in which they will work, they should, if possible, check the predominant characteristics of the families (stay at home moms, single moms, working mothers, grandparents raising their grandchildren, single parent families, etc.).

### Activity outline

1. Explain that the participants will be portraying a family. For this you require:
  - at least 3 volunteers, male or female;
  - take into consideration the community in which you are working (if unfamiliar, enquire discreetly about the general characteristics of families in that area – extended families, nuclear families, single moms, etc). Encourage the participants to take part;
  - ask them to portray families in their own community to reflect their reality as much as possible.
2. Ask those who are participating in the activity to go with you to a space outside of the group meeting area. Tell them that they will do a role play about a family. Give them the white paper, pencils and scotch tape. If they would like to use a fake name, they can write it on the paper and attach it to their chest. Each person should have a fake

name, but if the participants prefer they can write down the role they will be representing instead: brother, sister, grandmother, uncle, dad, and mother, depending on what the group decides.

Ask the participants to make it clear what role each one plays in educating and raising the children.

3. Ask the rest of the participants to watch and observe their colleagues as they perform the role-play and pay attention to the role of each family member. They should save their questions or comments for later.
4. After completing the role-play, the facilitator begins a discussion with the whole group. You may start by asking some of the following questions:
  - What did you think of the role-play?
  - How did you feel?
  - Was there anything unclear?
5. During the discussion, ask the participants reflect to the role represented by each family member.
  - What is it like to be a dad?
  - What is it like to be a mom?
  - What is it like to be a daughter or son?
  - What are the responsibilities of each person?
  - Does the growth of your child result in any changes/adjustments in the way you behave as a father or mother?

- Do you believe that sometimes children are like their fathers or mothers?

This last question will allow the group to discuss any contradictions that sometimes emerge when parents expect their children to do as they say. It also allows the group to reflect on how, very often, children resemble their father or mother and how parents may not like this.

6. Discuss the child and rearing children.

- What concepts do parents have about their role as an educator within the family?

The goal is to start a discussion about certain attitudes and behaviors that parents have and that affect their children. The specific situation and the level of analysis will depend, to a certain extent, on the facilitator’s ability to stimulate the group and the characteristics of the mothers and fathers in the group.

### Closing

The facilitator can conclude this session by summarizing the most important issues that were discussed and the implications of these, both in terms of the way they exercise their fatherhood or motherhoods, as well as the impact of these on the development of the child and teenager.



<sup>4</sup> From the manual “Lucha contra el castigo físico en la familia: manual para la formación” (Fight against corporal punishment within the family: a training manual) and recommendations from group meetings, Costa Rica, 2003. Activity adapted by María Luz Gutiérrez for use in this manual.



#### EXERCISE 4: The Gender Tree

**Goal:** Encourage the group to reflect on the concept of gender and discuss how the roles of men and women are developed through primary and secondary social development, as well as the role of institutions in ensuring gender equality and reducing the inequalities between genders.

**Required materials:** strips of paper; pens; masking tape; large paper with the drawing of a tree, showing its roots, trunk and branches (approx. 1.50 m tall), with the header: “Gender: what is it?” (optional).

**Recommended time:** 1 hour

**Planning tips:** If the participants have any difficulties with reading or writing, this activity can also be done verbally. It’s important to prevent any embarrassment or the exclusion of those who may not be able to read or write.

#### Activity outline

1. Attach the large paper of the tree to a wall.
2. Divide the participants into four groups and ask each group to make a list of all the information provided to children about being a boy or a girl. For example: “boys don’t cry” or “girls should keep their legs closed when they sit”.
3. Hand out the strips of paper and ask them to write each statement on a strip of paper.

When the group is finished, they will attach all the strips to the root of the tree. Those that relate to boys will go on the left and those that relate to girls will go on the right.

4. Ask the group to reflect on who usually gives this information to children (family, school, society, religion or the media) and ask them to write these observations on new strips of paper and attach these to the trunk of the tree.
5. Next ask the group to reflect on adults, both men and women, in the following situations: what are their psychological characteristics, their professional tendencies, their behavior around sexuality and affection? The results of these reflections should be written on strips of paper that will be placed on the trees as fruit.
6. When they are done, read the replies given for boys and girls from top to bottom and ask the participants what they can conclude from the information on the tree.

#### Questions for discussion

- What does it mean to be a man?
- What does it mean to be a woman?
- What messages does the family give to a girl about being a woman?
- What messages does the family give to a boy about being a man?
- What are the natural characteristics of women? Which ones are learned?
- What are the natural characteristics of

men? Which ones are learned?

- In our country, do men and women have the same rights? Are these rights respected?

#### Closing

- In our culture we often find that there are expectations regarding the way men and women should be and behave. For example: girls are weaker, more dependent, more sensitive and less aggressive. Boys are stronger, more independent, more practical and more aggressive.
- When we talk about sex, we refer to the physical and biological characteristics of each person, the differences between a female body and a male body, the difference between a boy and a girl. Sex says something about anatomical attributes.
- When we talk about gender, we refer to the differences that have been developed over the course of history, through customs, ideas, attitudes, beliefs and rules created by society. The concept of gender says something about the set of social and cultural representations based on the biological differences between sexes. In the concept of gender, the notions of male and female are social constructions.

Broad cultural attitudes regarding gender roles and relationships affect children’s punishments. Many cultures use corporal and humiliating punishment in the belief that this is an appropriate way to teach boys to be men. Girls may receive more humiliating punishments, while boys are punished in a more physical way. Studies suggest that parents in homes where the man is the head of the family are more likely to use corporal punishment as a way to discipline their children. This kind of family is often characterized by strict hierarchical gender roles. The parenting style in these families tends to be aggressive, authoritarian and based on corporal punishment, instead of verbal punishment, directly related to patriarchal attitudes.

Source: Harper, K., Horno, P., et. Al. Erradicando o Castigo Físico e Humilhante contra a Criança: manual de ação (Eradicating Corporal and Humiliating Punishments Against Children: an action manual). Save the Children Sweden and the International Alliance Save the Children, 2005



ADDITIONAL RESOURCES (This text may be read by the facilitator to encourage group reflection):

**Gender, what is it?**

We use the concept of gender to facilitate the understanding and the transformation of inequalities that societies have developed about the role of men and women. This refers to what society teaches us about what it means to be a man and a woman and the roles of each, based on the interpretation of their biological differences. It's important to emphasize that gender is different from sex. Gender says something about what we learn and how we behave and act as we become men or women. Sex says something about who we are biologically and is something we are born with (penis, vagina, breasts).

Generally, in our society men are taught to be dominant and tough. While women are taught to be sweet and look after the home and children, the men are taught to look after themselves and use violence as a way to solve conflict. Furthermore, men usually become sexually active at a younger age than women and are encouraged to have more sexual partners. Sex is usually a way to reaffirm their identity as a man, a conquest to tell your friends about.

We believe that this difference in the way men and women are raised, although both pay a price, gives men more privileges and power and affects their health and their relationships.

It's important to encourage a reflection about the gender norms between men and women, in order to question unfair models and behaviors.

FONTE: Fonseca, Vanessa. Nascimento, Marcos e Pizzi, Bruno. Pelo fim da exploração sexual: o que os homens podem fazer? Manual para a sensibilização de adolescentes de 10 a 14 anos. Rio de Janeiro: Promundo, 2008. 88p.

**EXERCISE 5: Family chart**

**Goal:** To reflect on the relationships that exist within the family, the social differences attributed to gender and their role in child development.

**Required materials:** Regular sheets of paper, colored pencils or pens, chart (additional sheet), and a copy of the text "Family, Community and Child Development" for all participants (optional).

**Recommended time:** 1 hour

**Planning tips:** If the participants have any difficulties with reading or writing, this activity can also be done verbally. It's important to prevent any embarrassment or the exclusion of those who may not be able to read or write.

**Activity outline**

1. Hand out the sheets of paper and ask the participants to write the numbers 1 through 10, from top to bottom. Ask each person to think about the last week.
2. Tell them that you will read a list of ten attitudes that people may have about children. Ask each participant to award a number according to the number of times they did one of these things in the last month while they were with their child age 0 to 12. The range of numbers goes from zero, (they didn't do this at all) to ten, (they did this several times).
- Did you play with your children?
- Are you concerned about your children eating healthy foods?

- Did you read a story to your child?
  - Did you listen to or sing a song with your child?
  - When you made a decision did you ask your child how they felt about it?
  - Did you talk to your son or daughter about the appropriate times for watching television?
  - Did you ask your child about his or her homework or help them to complete it?
  - Did you consider going to or attend a meeting at your children's daycare or school?
  - Did you kiss and hug your children?
  - Did you carefully listen to what your son or daughter is trying to tell you?
3. Hand out the additional resource sheet. Use the board to explain to the participants how they will create their family chart based on the value they attributed to each of the questions that were asked. For example, if for question 1 the participant wrote down number 5, he should color the chart vertically until number 5. And do this for every question. At the end, each participant will have an illustration of his or her attitudes towards their child(ren).
  4. When everybody has completed their charts, ask them to form small groups and share the results of their charts. Later, ask them to compare the answers given by men and women, reflecting on the conclusions that can be drawn from this exercise.

**Questions for discussion**

- What is it like to be a mom?
- What is it like to be a dad?
- What do a mother and father need to know and do to ensure the positive development of their children?
- What are the responsibilities of a dad?
- What are the responsibilities of a mom?
- Is there a difference in raising/educating a boy or a girl? Why?

**Closing**

- According to UNICEF documents, family competencies include the knowledge, attitudes and behaviors of families that contribute to the survival, development, protection and participation of children .
- The family has an obligation to ensure that children receive healthy nutrition; protect and care for the children; interact with the child through speech, music and literature to stimulate language skills, the expression of ideas and prepare the child to learn how to read.
- Despite the diversity of family models we find in society today, there are still many inequalities in terms of the role that men and women play within the family. Both men and women are equally responsible and capable of caring for their sons and daughters.



ADDITIONAL RESOURCES

Family, community and child development

Specialists say that child development occurs at three different levels: biological/physical, psychological/emotional and social. This means that in addition to nutrition and healthcare, a child also needs to feel loved and protected and live in a supportive environment. The place and the people with whom a child interacts play an equally important role in the child’s development.

The child’s first contact, and usually the strongest, is with the family. Regardless of the family structure, it’s through the family that the values, habits and customs of a certain society are passed on to the children. It’s in their day-to-day activities that our sons and daughters first begin to learn and start to internalize the values of society, or rather, how a person should and shouldn’t behave. The family transmits, from one generation to the next, the cultural values of a specific society.

Although we know that the family has the strongest influence in the child’s life, there are other people and institutions that also influence their development: friends, school, the media, etc... These contacts help the child acquire new knowledge and incorporate the new rules. Finally, the child becomes part of a community, using different ways to express emotion and affection.

SOURCE: Adapted from Medina, Soledad S. Estilos de Crianza y cuidado infantil en Santiago de Chile. Algunas reflexiones para comprender la violencia educativa en la familia. (Raising and educating children in Santiago, Chile. Some reflections to understand disciplinary violence within the family). Informe Estudio. Santiago, Chile, 2006.

ADDITIONAL RESOURCE

Family chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
0	1	2	3	4	5	6	7	8	9	10

Number of the question

## SECTION 2: CHILD DEVELOPMENT

The development of a person is the result of interactions between their own biological and psychological characteristics and the context in which they participate, like family, school, friends, and the community, in addition to the media, the economic and social system and pre-dominant beliefs of the culture in which they live.

Therefore, the child's development is composed of the relationship between their personal characteristics and the attention he/she receives from the family, school, society and culture in which they are immersed.

The child is constantly developing and will continue to do so. The first years are certainly very important and will influence the development of the child's personality. Each child develops in their own way and at their own pace. For example, some babies cry a lot, others don't. Some wake up at night, some smile more, others smile less. There are many factors that impact on the way the child will develop, ranging from the family's preparations even before the child is born to the way parents, caregivers and educators interact with him or her, influencing how the child will deal with certain experiences throughout life.

Fathers, mothers and caregivers usually have a lot of questions about caring for and raising a child: what to expect from a small child? What will it be like when my child becomes a teenager? Is my son's or daughter's behavior appropriate for their age? How can I help my children to develop well? In working with families it's important that they can learn how children think and feel. The goal of this section of the manual is to help the family learn more about the development of their child, the differences, skills and competencies and how they can contribute to their child's healthy development

### EXERCISE 1: The needs of children ages 0 to 6

**Goal:** Reflect on the characteristics and needs of children in different age groups (0 to 6), based on the experiences of the participant and the opinion of experts in this area.

**Required materials:** six pieces of cardboard, old magazines, glue sticks, colored pencils, string, scrap paper and a copy for each participant of the text "10 things children need".

**Recommended time:** 2 hours

#### Activity outline

1. Start the activity by asking the participants what they want for children ages 0 to 6. Write the answers in key words on a flipchart.
2. State that childhood is a very important period in the person's development and that if fathers, mothers and teachers know the characteristics and needs of children in each age group, it will be easier to understand certain behaviors, reinforce the positive behaviors and provide boundaries where necessary.
3. The goal is to conduct a group activity that will expand the discussion about the characteristics and needs of children in this age group.
4. Ask the group to form 4 mixed groups and give each group a piece of cardboard.

5. Ask group 1 to make a collage about the characteristics and needs of a girl between the ages of 0 to 3. Group 2 will do the same but for a boy who is between the ages of 0 and 3.
6. The other two groups will make a collage about the characteristics and needs of a boy between 4 and 6 (group 3) and group 4 will do so for a girl between the ages of 4 and 6.
7. Encourage them to include all of their ideas in the collage; there are no wrong ideas. They can base their ideas on the experience they have or have had with their own children, brothers and sisters, students, etc...
8. When they are done ask each group to present their collage and write down on a flipchart the characteristics and needs mentioned by each group. Organize your notes according to each age group and sex.
9. Hand out the text "10 things I need to grow up", which describes the needs of a child between the ages of 0 and 6. Read the text with the group and discuss each item to see if they agree or not.
10. Based on the group presentations, the text and the discussion, organize the results and put this on the other two pieces of cardboard, one for the characteristics and the other for the needs (for example: physical, emotional, social etc)

### Questions for discussion

- Of the needs mentioned, which ones can be more easily met by the family? And which are more difficult?
- If you knew someone who wasn't meeting these needs how would you address this issue with the person?
- What is the role of daycare and early childhood education in the lives of children?
- Do you normally attend the meetings at your children's daycare or school?
- In your opinion, which of the needs we discussed can be met by the daycare? And what about kindergarten?
- In your opinion, which needs may not be met by the daycare? And what about kindergarten?
- Who should ensure that the needs of children are being met?
- If a daycare or kindergarten isn't meeting these needs of children, what should the family or community do?

### Closing

- The daily activities we conduct with children ages 0 to 6 are important for their learning ability and the quality of the family relationships.
- Listening to children and encouraging them to participate in decisions that are relevant to them is important for the development of their autonomy.

- Families need to be clear and firm in teaching a child what is right and wrong, but they should never use physical or psychological violence to do so.





ADDITIONAL RESOURCES (These texts can be read together or handed out to the participants. These are topics that families often find important, but may have no information about or don't know with whom to share their concerns or worries.)

#### 10 things I need to grow up

1. Interaction: Spend some time looking at me and answering my questions and glances. Your actions and answers are very important and special to me.
2. Affection: Hold me, grab me, give me a million hugs. This will keep me happy and calm. It will also encourage me to learn new movements.
3. Stable relationships: I need someone special who will come when I call them, who I will see when I look around me. That way I know I can continue.
4. Safety and a healthy environment: Protect the electrical outlets, block the stairs, keep dangerous things away from me! If I have a safe environment I can explore some very special places and feel free.
5. Self-esteem: If you encourage me, applaud me and support me I can learn to do lots of different things!
6. Care: When you are away, I need to be with people you trust to take care of me and teach me new and exciting things.
7. Communication: I still can't talk like an adult, but don't be fooled, I understand a lot of things. Our conversations are very important to me!
8. Play: Playing is fun, playing is great. This is how I learn a lot of things.
9. Music: 1,2,3 ... sing to me and make silly sounds. Singing, dancing and listening to music are some fun things we can do together.
10. Reading: Read to me, show me books with a lot of pretty pictures. Write stories for me and I will enjoy reading them forever.

Source: Adapted from Brazelton, T., Greenspan, S. The Irreducible Needs of Children. Cambridge: Perseus Publishing, 2000.

#### ADDITIONAL RESOURCES

##### Post-natal depression

The arrival of a new baby brings major changes to a mother's life. Sometimes, mothers may miss the days when they didn't have a baby and they could eat, sleep and go out whenever they wanted. New moms may feel completely overwhelmed by having to care for their baby.

In addition to the major lifestyle changes that occur when the baby arrives, mothers also undergo major physical changes. Their hormone levels fluctuate to speed up the recovery after the birth and create milk for the new baby.

Even if they love their babies, new moms may develop depression after they give birth as a result of the physical changes and lifestyle changes they are experiencing. This kind of depression is not uncommon. This doesn't mean that the woman is a bad mother or a bad person. It simply means that she is having a reaction to the major changes she is going through.

If you find yourself crying too much, feeling down, lethargic or lacking an emotional connection to your baby, you should talk to your doctor or nurse immediately. You may need support, people you can talk to and some time for yourself. Reading about post-natal depression and meeting other moms may also help.

In some cases, this kind of depression can become quite serious. If you feel indifferent about your baby or think about hurting him/her, talk to your doctor as soon as possible. Post-natal depression can be treated.

Source: DURRANT, Joan E. Positive discipline: what it is and how to do it? Save the Children Sweden and the Global Initiative to End All Corporal Punishment of Children, 2007.



ADDITIONAL RESOURCES

The baby’s crying

Parents may get very tired of looking after their baby. Sometimes, they feel like shaking or hitting the baby when he/she won’t stop crying. Shaking or hitting the baby won’t stop the crying, but it may:

- Make the baby afraid of you.
- Hurt or injure the baby or break some bones.
- Damage the baby’s brain.
- Kill the baby.

The bodies and brains of babies are extremely fragile. Never shake or hurt your baby. If your baby doesn’t stop crying, he/she needs to know that you are there. He/she needs to feel comforted and supported. You cannot spoil a baby. But sometimes you cannot calm your baby. If you feel that you are too tired or stressed, ask your family, friends or doctor for help or find some other support services in your community.

Source: DURRANT, Joan E. Positive discipline: what it is and how to do it? Save the Children Sweden and the Global Initiative to End All Corporal Punishment of Children, 2007.

ADDITIONAL RESOURCES

A safe home for children

Small children need to explore. That is how they learn. Their exploration is absolutely essential for the development of their brain.

The parents need to keep their children safe.

The best way to solve this problem is by checking to make sure that your home is safe.

For example, try to crawl through your house and look at things from your child’s point of view.

- Where are the dangers – pointy objects, poisonous or fragile items? Put all of these in high places or locked cabinets.
- Cover all electrical outlets.
- Lock away all knives and tools.
- Hide medication.
- Turn the handles of pots on the stove inward.
- Make sure heavy objects cannot be pulled or pushed.
- Make sure that your house can be safely explored.

Source: DURRANT, Joan E., Positive discipline: what it is and how to do it, Save the Children Sweden and Global Initiative to End All Corporal Punishment of Children, 2007.

ADDITIONAL RESOURCES

Children’s fears

It is very difficult to convince small children that the things they fear aren’t real. They don’t yet understand the difference between reality and their imagination. Sometimes it is best to check under the bed or inside the closet to prove that there is nothing there. Then provide your child with comfort and your presence so he/she can relax and fall asleep knowing he/she is safe.

Remember that most people don’t like being alone in the dark. Fear is a natural reaction for a human being who feels vulnerable. Sometimes, even adults let their imagination get the better of them when they are alone in the dark. If we are aware of our own fears, it will be easier to understand our children’s fears.

In some cultures, children sleep with their parents. In these cultures it is easier to make small children feel safe and protected at night.

In other cultures it is not common for parents and children to sleep together. In these cultures, parents should make an extra effort to make sure that their children feel safe and protected.

Source: DURRANT, Joan E. Positive discipline: what it is and how to do it? Save the Children Sweden and the Global Initiative to End All Corporal Punishment of Children, 2007.

ADDITIONAL RESOURCES

Child defiance (saying “no”)

It is completely normal for small children to refuse to do what you ask. They don’t behave this way to annoy you or challenge you. They behave this way because they are discovering that they are individuals and are trying to experiment with their ability to make decisions.

Sometimes you explain something to your children, but they still won’t do as you ask. This occurs because they want to take their own decisions. When this happens it may be useful to give your child a choice so that he or she can exercise his/her decision-making power. “Do you prefer your green coat or your yellow coat?”, “Do you want to walk or be carried?” When the child chooses one of these options, their short-term goal has been met\*.

Make sure that the options you provide are options you can accept. If you need to go somewhere, don’t ask the child if he/she “prefers to go or stay home”. If the child decides to stay home, but you need to go out, the child will feel that their choice doesn’t matter and that you aren’t being sincere in your offer.

A threat is not a choice. “Put your coat on or I will hit you”, “You will leave the house or never come with me again”. These are not choices, but threats. Threats scare children. They also create a certain trap for the parents. If your child doesn’t want to put on the coat, you feel you have to carry out your threat, which will make the situation even worse.

\*The author talks about short-term goals to identify something that the parents want the child to do right away. Short-term goals may be achieved by respecting the long-term goals that parents have set for raising their children when they are older. Some conflicts between the short and long term goals may appear and it is important to develop strategies to address these, without disrespecting the child.

Source: DURRANT, Joan E. Positive discipline: what it is and how to do it? Save the Children Sweden and the Global Initiative to End All Corporal Punishment of Children, 2007.



EXERCISE 2: The needs of children  
ages 7 to 11

**Goal:** Reflect on the characteristics and needs of children in different age groups, based on the experiences of the participants and the opinion of experts in this area.

**Required materials:** six scripts with a description of the situation that each group will role-play; caps; clips, a few toys; a copy of the text “Basic needs for everybody”.

**Recommended time:** 2 hours

Activity outline

1. Start by asking the group about what was discussed in the previous meeting and write down the answers in point form.
2. Ask the group to form 6 small groups and explain that each group will receive a script with a description of the situation that they will role-play. The situations are as follows:
  - An 8 year old boy at school.
  - An 8 year old girl at school.
  - A 9 year old boy at home.
  - A 9 year old girl at home.
  - An 11 year old boy on the street with his friends.
  - An 11 year old girl on the street with her friends.
3. Each group should prepare a 5 minute role-play based on this information. Each group

will have 30 minutes to create the story and rehearse the role-play.

4. As each group presents their story, ask what the specific characteristics, needs and role of the family or institution are in each role-play.
5. Based on the role-plays, the text “Basic needs” (additional text) and the group’s discussion, organize the outcomes and write these on two other papers.
6. Hang the two pages with information from the previous exercise (about children ages 0 to 6) next to the information developed in this exercise. Together with the participants, compare and discuss the differences between children ages 0 to 6 and those who are ages 7 to 11.

Questions for discussion:

- What difference did you notice between a child younger than 6 and one who is between the age of 7 and 9?
- What needs do they have at this age?
- What do their parents expect from them?
- Do they expect the same from children ages 9 to 12? If not, what are the differences?
- What could be improved in terms of the children’s education? How could you do this?
- Who should ensure that the needs of children are being met? (State, school, parents, community.)

- Are there appropriate places in your community where children can safely play, run and have fun?
- What is the role of the family? How should mothers and fathers interact with the school? What is the role of the community in child development?
- What is the role of the municipality and state in ensuring that the rights of children and adolescents are respected?

Closing

- Although children differ greatly from each other, there are some common characteristics for most of them. Therefore, it’s important that adults have a good understanding of what they can expect from a child or adolescent, because the needs of a child vary according to age .
- Development is a process that undergoes various stages. As children grow, they develop different capacities, feelings and needs. This also varies from one child to another.
- To develop, children need the help of adults who are aware of their needs and protect them, respect them, take them seriously, love them and guide them.

ADDITIONAL RESOURCES

Basic common needs<sup>7</sup>

Physical-biological needs

Sufficient and varied nutrition, appropriate for the child’s age.

Enough clothing to protect the child from cold or heat.

Body hygiene and a clean home.

Sufficient sleep for the child’s age.

Adequate, age-appropriate physical activities: games, outings, exercise, etc..

Protection of physical integrity by keeping the child safe at home and in the community.

Appropriate healthcare, including medical check-ups and vaccinations

Cognitive needs

Sensory stimulation (visual, audio, tactile, olfactory, etc).

Stimulation of oral and written language (talking, writing, singing).

Physical and social exploration (discovering the world together with adults, children and/or teens).

Understanding of the physical and social reality (by answering their correctly, with simple and clear explanations, without any lies).

Emotional and social needs

Emotional safety through unconditional love, which may disapprove of some of the child’s behaviors, but will never reject them as a person.

Social relationships through the interaction and friendship with other children, as well as group and family activities.

Participation and autonomy, allowing the child to contribute, appropriately, in decision that affect their life, or that benefit the child, the family or the community.

<sup>6</sup> Goicoechea, P. Educa, no Pegues – Guía para madres y padres (Educate, don’t spank – a guide for mothers and fathers). Madrid: Save the Children, 2001.

<sup>7</sup> Adapted from de Azevedo, M, Guerra, V. Palmada Já Era (No more spanking). São Paulo: M.A.Azevedo: V.N. de A Guerra, 2002.

#### TEXTO DE APOIO

##### Temper tantrums in pre-teens

One of the greatest childhood challenges is learning how to deal with emotions and how to express these appropriately. This is a difficult task because some emotions may impede us from thinking clearly. Emotions sometimes cause impulsive reactions, making us say things we normally wouldn't say or do things we normally wouldn't do.

It's a huge challenge for a child to understand his/her emotions and use and express them appropriately. Certain emotions may leave children feeling overwhelmed. If they are used to having temper tantrums as a child, they may also have angry outbursts when they get older. Or they may remain silent, unable or afraid to express their feelings.

On these occasions they need to feel loved and safe. It's impossible to have a calm conversation with your child when he or she is very upset. It's best to just sit close to him/her, showing your child that you are there in case he/she needs you.

Once the tantrum has passed you can discuss the problem and calmly show your child how to appropriately express his/her feelings. You may also show how to address the issue that caused the angry outburst in the first place.

Remember: these temper tantrums will pass. And each one provides you with an opportunity to be an example for your child.

Source: DURRANT, Joan E. Positive discipline: what it is and how to do it? Save the Children Sweden and the Global Initiative to End All Corporal Punishment of Children, 2007.



## SECTION 3: FAMILY COMMUNICATION

Communication is an important part of relationships between people, either through a gesture, a word, the way we dress, speak, write or even through silence. There are two forms of communication: verbal and non-verbal.

Communication plays an important role within families to ensure that family members function and develop appropriately. It occurs at three different levels: open, superficial and closed communication.

Families that can express their feelings and concerns without feeling threatened, most likely share an open, deep, responsible and affectionate communication. Families that have strict rules may encounter more frequent communication problems between parents and children, because the children end up not trusting their parents, who fail to notice their needs, questions or changes they are undergoing. These parents are constantly seeking proof of their children's responsibility, but are unable to openly communicate with them and provide guidance. Closed communication is characterized by excessive authority, orders and threats from the parents. This leaves the children without any room to express their feelings and doubts.

We know that there is no basic rule for improving communication within the family. Each family is different and has its own history, mechanisms and communication style. But we believe that good communication brings parents and children closer together.

However, we propose a number of activities in this section to encourage fathers, mothers and caregivers to reflect on the communication within their family and how they communicate with their children. Desire, interest and availability are important elements that promote a favorable environment for good communication.

### TÉCNICA 1: Que mensagens transmitimos às crianças?

**Goal:** Understand how children feel in the following two situations: 1) when their opinions and feelings aren't taken into consideration; 2) when their opinions and feelings are taken into consideration.

**Required materials:** Although not a requirement, the facilitator may try to provide some costumes for the role-plays.

**Recommended time:** 1 hour

#### Activity outline

Facilitators can choose two or three (if time allows) of the role-plays described below.

The main actor is not allowed to know how the other "actors" will try to irritate him, so the role-play has to be planned separately with each "actor".

#### Synopsis role-play 1

Choose three volunteers. The facilitator will explain the scene that they will act out. For example, they are 3 brothers. Two are at home. One is reading a newspaper and the other one is doing some billing or cleaning the house. The third brother arrives and has some news about work. He/she was finally promoted and is very excited, anxiously looking forward to get home and tell his other siblings the great news. The brother who is reading the paper is the first one he





talks to, but he pays no attention to his sibling's excited news. Only when the facilitator gives a sign may the person go find the other brother to tell him the news.

**Note:** to explore the actors' feelings more deeply, it's important that the person who plays the role of the sibling coming home with the great news doesn't know beforehand how the others will treat him.

### Synopsis role-play 2

Find 2 volunteers who will play a couple. The husband or wife (depending on the configuration of the group) does something wrong and breaks an expensive kitchen appliance. The partner comes home and gets very upset when he/she notices the broken appliance. He/she starts a fight without even listening to the other person. Only after a while does he/she calm down and listens to the partner's explanation about what happened.

**NOTE:** again, it is very important that the volunteers in the role-play don't know how the other person will behave. The facilitator will brief each participant separately.

### Synopsis role-play 3

Ask for 4 volunteers who will play the roles of three brothers and a parent (father or mother). When the parent comes home, he/she sees that the three children are fighting

and blames only one of them, without listening to any explanations.

**Note:** again, it is very important that the volunteers in the role-play don't know how the other person will behave. The facilitator will brief each participant separately.

### Questions for discussion

- What was acted out?
- How do you think XX felt? Explore the different characters in each role-play who were misunderstood or neglected/ignored.
- Why do you think that X reacted that way and XX reacted differently?
- Does this type of situation happen to you? In what kind of circumstances?
- How do you feel when that happens?
- How would you like to be treated?
- Do you remember if any of these role-play situations have happened with your children? During what occasions? How do you think they feel?
- How could things have been done differently to make them feel good?
- Does this relate to the way we interact with our children? In what kind of relationships?

### EXERCISE 2: Role-play about the messages we send children

**Goals:** Understand how positive attention plays an important role in a good parent-child relationship; encourage active listening (acknowledging children's opinions and feelings); understanding the importance of communication in achieving the goals mentioned above (both verbal and non-verbal communication).

**Required materials:** flip chart, papel para flip chart, canetas pilot de diferentes cores.

**Recommended time:** 1 hour.

### Activity outline

Role-play of 2 different situations (see the additional resource paper) in a parent-child relationship. In one situation there is a lack of listening and positive attention, contrary to the other situation. The participants will work in small groups.

### Questions for discussion (Large group)

- What did the role-play represent?
- What messages were passed on by the mother or father to the children?
- How do you think these messages make the children feel?

(write the answers down on a page with two columns: "messages sent by parents" and "the way these messages make children feel")

### Questions for discussion (based on the role-plays)

- What kind of messages make children feel better? Why?
- What kind of negative messages should we avoid in our relationship with our children?
- How can we send positive messages to our children?
- Why does our relationship with our children improve when we send more positive messages than negative ones?

### Closing

Ask the parents to think about a moment in their relationship with their child when they treated them like the main characters in the role-plays of today's workshop. If they like, they can share these moments with the group. The facilitator invites everybody to think about what they could have done differently in those situations with their children. The facilitator will write the participants' ideas and suggestions on a flip chart and in the end encourages everybody to implement these ideas. The facilitator will make notes on a flip chart or a piece of paper of the messages parents send to their children and how these make children feel (both positive and negative messages).

Based on the group discussion, the facilitator will ask the parents to think of two positive messages they can send to their children and invite them to do so.



ADDITIONAL RESOURCES

Scenarios for role-play (non-verbal)

Situation 1

The mother or father is doing dishes and their 3 year old child who was playing falls down and starts to cry. The mother or father interrupts what they are doing, picks the child up, hugs him/her and checks to see where he/she is hurt.

Situation 2

The mother or father is busy with a small chore around the house. The child interrupts the chore and wants his father's or mother's attention to show something. The parent pays no attention to the child and continues with the chore. The child keeps insisting and asking for the parent's attention. Finally the parent gets irritated and gets angry with the child. The child leaves crying.

Situation 3

A parent is looking at a drawing made by their child. You can tell that the child feels very happy. The mother or father hugs the child and gives him/her an affectionate kiss.

Situation 4

The child comes home crying and shows a broken toy. He/she goes to the parent who is resting and shows him/her the broken toy and asks the parent to fix it. The parent says that he/she cannot fix it right now and gets up to do something around the house. The child follows, crying. The parent throws his arms up in despair and leaves the room, leaving the child alone. The child keeps crying.

Situation 5

The child shows his notebook to his parent. The parent affectionately shows the child that some of the homework is wrong and explains how to do it correctly. The child understands and nods and completes his homework. When finished, the child shows his homework to the parent who praises the child.

EXERCISE 3: Remembering our own family experiences growing up<sup>8</sup>

**Goal:** Remember the participants' experiences as a child in their own families and recognize how their children feel when their opinions and feelings aren't taken into consideration.

**Required materials:** A4 paper, pencils, flip-chart, cardboard, markers, cards and a board.

**Recommended time:** 2 hours

Activity outline

Ask the participants to introduce their own families and share who the most significant people were. The presentation can be done verbally, in writing or with drawings, highlighting the family members who raised and educated them and who they lived with.

In order to remember the attitudes and behaviors of the participants' parents, ask the group to emphasize:

- What the liked the LEAST
- What they liked the MOST

Ask them to divide a large piece of paper in two. On one side they will draw or describe the behaviors that they liked the MOST and, on the other side, the behaviors they liked the LEAST.

Some participants may object to drawing. Reassure them that it is not a drawing com-

petition and that if they don't feel comfortable they don't have to show the results to the group.

Divide the group into small groups and ask the participants to discuss what they have drawn and/or written. Each group should appoint one person to be a recorder.

Then bring the groups back to the large group and ask the recorders of each group to present the items they discussed in each smaller group.

Questions for discussion

1. How do the bad memories make us feel? And the good memories?
2. What memories are you creating for your children? Will their memories be more pleasant or more painful than yours?
3. Would you like to change some of these memories that you are creating for your children? Which ones? How would you change the memories that you are leaving for your children? What can you do to create more pleasant memories and decrease the painful ones?

- The facilitator will keep track of the group's contributions on a flipchart. Next, organize the items, both the pleasant and unpleasant memories and emphasize how these relate to moments when the parents received positive or negative attention or where listened to or ignored when they were a child.

Based on the contributions of the parents, try to identify:

- the traditional role of the mother and father;
- the lack of respect and acknowledgment of children's' rights (especially not allowing the child to participate within the family);
- the use of physical and psychological violence in child raising.

Establish the advantages and disadvantages of raising children this way. Use another piece of paper or flipchart paper and make two columns, one with the advantages and the other for the disadvantages;

Talk about what it was like to discuss/think about the past, what they think may repeat itself and what may not repeat itself in raising your own children and if it is possible to change certain styles or not;

If the group doesn't bring up the issue of corporal and humiliating punishment, the facilitator should be prepared to introduce the issue.

<sup>8</sup> Exercise adapted from the manual Podemos solucionarlo: confianza em la crianza de los hijos (We can solve this: trust in child raising). Training resources for parents. Save the Children United Kingdom. Bogotá, Colombia, 2003.



### Closing

The facilitator invites the group to reflect on different ways that we can leave our children with more positive than negative memories and ways to put this into practice. At the next meeting ask if any of the parents would like to share what their experience were like.

### Some recommendations for fathers, mothers and caregivers

Focus more on the positive aspects than on the negative aspects of your children. Children do not behave in badly simply to hurt their parents;

Speak to children about their feelings, concerns and rage. Increasing the dialogue with your children and developing a closer emotional connection will improve family interaction;

Plan activities with the child, including activities within the home, leisure activities, as well as routine chores such as going to the grocery store. The child can help you get groceries, for example.

Express your disapproval with their behavior without yelling at the child. Say calmly “I don’t like what you are doing, it is upsetting or you may upset others.”

Let children know what you expect from them. “Don’t run inside the church; sit down or remain standing”.

Listen to the child’s point of view about something, before you disagree with the situation.

Use disciplinary measures such as: removing privileges, canceling a play date or asking the child to stay in their room for a time out.

Establish clear standards and sanctions if these are not met.

When imposing a sanction, talk to the child about alternatives for a different behavior in case this happens again. For example, if the child didn’t do his homework because he forgot his notebook, think of some strategies so he doesn’t forget it the next time.

Allow the child to make decisions on simple things such as: choosing his clothes, choosing when to do certain chores (and make sure they get done).

Ask for the child’s opinion on family issues that affect the child, according to their age and maturity level.

Present practical tools for stress and anger management such as:

- Using preventative measures, or rather, anticipate problems that may occur and how you can prevent them.
- Before going home be prepared to deal with any challenges around the children. If you are prepared, the problems will not take you by surprise.
- When a child’s behavior surprises or upsets you, count to 30, 50 or 100 and then tell them that you are upset. Never use corporal punishment to release your anger.
- Find something good in your son or daughter every day.
- Think about the good things you have in life.

If your schedule allows, reserve 10 minutes a day to do something you enjoy or practice a relaxation exercise that allows you to unwind.

### ADDITIONAL RESOURCE

#### To conduct this workshop...

We compare the parenting styles from our childhood with those used currently:

Each group expresses the parenting styles that they experienced in their own childhood. The feelings that this brought up and the advantages and disadvantages;

The facilitator may characterize the predominating styles and identify these as authoritarian, democratic, permissive and mixed. Analyze each style with the group, the kind of authority and the kind of punishment. Corporal punishment, yelling, threatening and insulting should be carefully discussed. All of this in the light of the advantages and disadvantages;

Express the parenting styles currently used, the feelings that these cause and their advantages and disadvantages;

Conduct a group exercise to characterize the styles used by the participants, based on the previous discussion item. Emphasize the role of corporal punishment (and also of yelling, threatening and insulting) and the advantages and disadvantages.

Compare the styles used by the fathers and/or mothers of the participants to those they currently use with their children. Discuss the advantages and disadvantages of the styles. Bring up the issue of the things that influence learning in childhood and the importance of reflecting on this in order to change something that isn’t appropriate.

It’s important to analyze the circumstances in which parents use certain punishments and listen to the difficulties they may have in using a democratic and participatory style. It’s very important not to judge fathers and/or mothers on the parenting style they use.

It is equally important to analyze the circumstances in which parents don’t use physical or psychological violence.

## SECTION 4: EDUCATION WITHOUT VIOLENCE

What to do when family conflicts seem to be ongoing and explode for no reason in particular? How do you deal with and express anger, fear, frustration or sadness, without the risk of losing love and trust? How do you raise and educate children without resorting to corporal punishment?

Raising children is not easy. After a day full of problems, moms and dads come home and need to look after their children. Children want attention, don't always listen and have a lot of demands. There is a lot of pressure.

At times like this, a slap or a bit of a spanking may seem like a good idea. Without the child really understanding why, the same parents that nurture him and kiss him goodnight, sometimes give him a good smack. Often, to avoid being spanked, children may prefer to keep a distance and not say anything. They lie to avoid fights and try to hide their mistakes. Little by little, nothing is resolved without yelling or threatening. The result is that children, instead of respecting their parents, end up being afraid of them.

Many parents appeal to violence because it is a common belief that it's the best way to maintain authority and protect their children. People used to think that corporal and humiliating punishments were part of raising a child. Today, we know it isn't quite like that. There are many affectionate ways of raising a child that are very effective. We have brought together some activities that will help you reflect on some specific strategies for positive education and encourage fathers, mothers and caregivers to rethink or perhaps even change their attitudes on raising children.

We believe that it is possible to educate without violence and it can work!

### EXERCISE 1: A string of violence

**Goal:** Identify the different forms of violence we practice or that are committed against us.

**Required materials:** string, strips of paper, clothes pegs and thick markers; a copy of the text Types of family violence for each participant.

**Recommended time:** 1 hour and 30 minutes

#### Activity outline

1. Explain that the goal is to talk about violence inside the home, which is committed against us, and discuss the feelings that result from this kind of violence.
2. Explain to the group that there will be four clothes lines put up across the room and that each participant will write some words on a strip of paper and hang them on the clothes line.
3. Give each participant four strips of paper.
4. Hang a piece of paper on each clothes line with the following titles:
  - a) Violence committed against me inside the home
  - b) Violence I commit inside the home
  - c) How do I feel when I commit violence against someone in my own family
  - c) How do I feel when someone in my family commits violence against me

5. Ask each participant to think a little about this and write a few words on each question.
6. Give the participants 10 minutes to complete the task and tell them that they will hang each one of their answer on the corresponding clothes line.
7. Ask the participants one by one to put their answers on the corresponding clothes line, reading them to the group. They may explain if they wish and the other participants can ask questions to clarify the answers.

#### Questions for discussion

- Qual é o tipo de violência mais comum cometida dentro de uma família?
- Como se sente a pessoa que sofreu esse tipo de violência?
- Como sabemos se, de fato, cometemos violência contra alguém de nossa família?
- Como nos sentimos quando praticamos algum ato violento dentro de casa?
- Em uma família, existe alguma violência que seja pior do que outra?
- Geralmente, quando somos violentos ou quando sofremos violência em família nós falamos sobre isso? Denunciamos? Falamos sobre como nos sentimos? Se a resposta for não, peça para explicar o por quê?
- Leia a seguinte afirmativa: "Alguns pesqui-

sadores dizem que a violência é como um ciclo, ou seja, quem é vítima de violência, muito provavelmente cometerá atos de violência depois". Se isso está correto, como podemos interromper esse ciclo da violência?

- Como foi para vocês falar sobre violência?





ADDITIONAL RESOURCES

Types of family violence

**Physical violence:** Any kind of action, once repeated, non-accidental, committed by a person older than the child, that may cause physical harm. The harm caused may vary from a light injury to something as extreme as death. One of these forms of violence is physical punishment, which includes acts that affect the child’s body, causing pain. Hitting with the hand or with an object (stick, belt, whip, shoe, rope, etc.); kicking, burning, shaking or pushing the child, pinching or pulling hair, forcing the child to assume uncomfortable or humiliating positions or exercise excessively. Repeated corporal punishment, even when not severe, is also a kind of violence: a slap on the hand, spanking, pinches, punches, shaking or pushing, kicking or hitting, with or without the use of an object. This kind of violence may cause physical or psychological consequences, leaving visible marks or not.

**Psychological violence:** Any kind of action that causes or may cause harm to the self-esteem, identity or development of a person. These include threats, humiliations, verbal aggression, demands, discrimination, destruction of belongings or objects that the child is attached to and humiliating punishment. This involves the use of psychological violence such as threats, insults, swearing, embarrassment, blackmail and public humiliation, like ridiculing, isolating or ignoring the child. Psychological violence is harder to identify, despite its common occurrence.

**Negligence:** It’s an omission of responsibility of one or more family members in relation to the children, when they no longer provide the basic needs for their physical, emotional, social or cognitive development. This may be characterized by situations such as abandonment, lack of proper care, attention and protection, as well as a neglecting to stimulate the child or allow it to attend school. This may cause a delay or harm child development or even cause health problems. It is important to distinguish between negligence and a lack of family resources, either material or emotional, in providing the appropriate conditions for child development.

**Sexual violence:** includes sexual abuse (within and outside of the family) and commercial sexual exploitation in various forms (such as sexual exploitation itself, trafficking for sexual purposes, sex tourism and pornography).

**Sexual abuse:** Sexual abuse is using the body of a child for sexual stimulation or to obtain sexual satisfaction by an adult or teenager in a more advanced state of sexual development than the child. This may occur with or without the use of physical violence, with or without penetration. The abuse may be committed through force, deception, bribing, psychological or moral violence. Undressing, touching, caressing intimate body parts, making the child watch or participate in any kind of sexual acts are also considered forms of sexual abuse.

**Commercial sexual exploitation:** Selling sexual acts with children for profit. The exploiters are the client who pays for the sexual services and the intermediaries, those who persuade, assist or force children to undergo these acts. Commercial sexual exploitation of children in early childhood may occur within the home, committed by people close to the child.

Source: Aguiar, G., Goulart, A., Izzo, V. et. al. Enfrentamento às Violências na Primeira Infância (Addressing Violence in Early Childhood). National Plan for Early Childhood. (to be published)

EXERCISE 2: Staying in control

**Goal:** Identificar situações onde se sente raiva das crianças e refletir sobre o que fazer para não perder o controle.

**Required materials:** Folhas de papel grande, canetas de ponta grossa, fita adesiva; folha de apoio para cada participante.

**Recommended time:** 1 hour

Activity description

1. Start by reading the following text to the participants:

“A lot of people confuse anger with violence, thinking it is the same thing. Anger is an emotion and, like every emotion, something natural in our lives. However, violence is one way of expressing anger. It is a behavior through which people can express anger. There are many other ways to express anger- better and more positive ways- than violence. Expressing the anger we feel is something positive. It is better to express it than let grow because then we run the risk of using violence”.

2. Explain to the participants that in this exercise you will discuss positive ways of dealing with anger.

3. Give each participant a copy of the additional resource and slowly read through each one of the questions. Give each participant 2-3 minutes to answer each question.

**NOTE:** It is important for the facilitator to check beforehand if all the participants can read and write. If any of the participants have difficulties reading and writing, the facilitator should not distribute the question sheet, but only read the questions out loud and have the group discuss the answers.

4. Ask them to form small groups of 4-5 participants and take 20 minutes to share and comment on their answers.

5. Hand out two large sheets of paper to each group and ask them to discuss the answers and reflect on possible strategies for dealing with anger. Ask each group to organize the suggestions in two lists:

a) Negative ways we respond when we are angry

a) Positive ways we respond when we are angry

6. Give the groups 15 minutes to make up the lists and then ask each group to present their lists to the large group.

Questions for discussion

- In general, how do adults respond when they are angry because a child has done something wrong?
- In what kinds of situations do adults use violence against children?
- What kind of situations with children can make adults lose control?
- What words do adults use when they are angry with their children? Do you think that these words hurt children?
- What can fathers/mothers or caregivers do to deal with their angry when they realize that they will lose control and use violence?

ADDITIONAL RESOURCES

How do I behave when I am angry at my children?

1. Think of a recent situation when you felt very angry with one of your children. Write down in one or two sentences what happened.)

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2. Now, thinking of this situation again, try to remember what you were feeling or thinking. Describe one or two things that you felt when you were angry:

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3. How did you express this anger? How did you behave? (Describe in one sentence or in a few words how you responded and what your actions or behavior were when you were angry.)

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ADDITIONAL RESOURCES

- When we talk about violence against children, we usually think of beating, spanking or slapping the child. However, there are other forms of violence we may commit when we are angry without even noticing, like yelling, threatening, humiliating, telling the child we no longer like him/her, etc.
- Problems with children are common and conflicts may inspire a lot of anger. That is why we need to learn how to deal with these situations without ill-treating children.
- When we feel anger, it is best to take a deep breath, count to 10, calm down and only then make a decision.
- The best ways to raise a child is by establishing clear boundaries, rules and norms together with the child (whenever possible), explain when they are wrong and why, listen to what they have to say and try to see the situation from their perspective.

Source: Adapted from the publication Protegendo nossas crianças e adolescentes (Protecting our children and adolescents). Rio de Janeiro: Municipality of Rio de Janeiro/Municipal Secretary of Health, no date.

ADDITIONAL RESOURCES

How to deal with whining and temper tantrums

Parents may get annoyed when their children have temper tantrums and whine, because they feel embarrassed or because they believe that they should be capable of controlling their child’s behavior.

Keep in mind that your relationship with your child is much more important than what other people may think. If a child has a temper tantrum in public, focus on your long term\* goals and be affectionate and provide clear guidelines. Try not to worry too much about what other people may think.

In addition, remember that trying to control a temper tantrum is like trying to control a storm. It’s impossible. Children have these kinds of outbursts because they don’t understand the reason why we are denying them something, and they don’t know how to deal with this frustration well. The temper tantrum is a way for the child to express that he/she is very, very frustrated. If you yell or spank the child at that moment, he/she will only become more frustrated. The child will also feel scared and feel misunderstood.

The best thing is to wait. Stay close to the child so he/she feels safe while going through a tantrum. Sometimes holding the child affectionately may calm them down.

When the tantrum is over, sit down with the child and talk about what happened. Use the opportunity to teach the child about feelings, how strong these can become and explain what these feelings are called. You can also explain why you had said “no” and that you understand the child’s frustration. Tell the child what you do to calm down when you feel frustrated. Make sure to tell the child that you love him/her. It doesn’t matter whether the child is happy, sad or angry. Then move on.

\* According to the author, the first step in applying positive discipline is to define the long term goals for raising your children. The long term goals are the goals that parents wish to achieve when their children are grown-up - and normally involve things like a good, ethical, friendly and loving personality. Long term goals may conflict with the short term goals, which correspond to those that parents wish for their children immediately. However, the author explains that thinking about more long term goals is the best way of approaching everyday child rearing.

Source: DURRANT, Joan E. Positive discipline: what it is and how to do it? Save the Children Sweden and the Global Initiative to End All Corporal Punishment of Children, 2007.

ADDITIONAL RESOURCES

How can parents control their anger?

- There are many moments throughout a baby’s life when you may feel frustrated or scared. Often, these feelings may cause anger. We become annoyed when we think that our children are deliberately misbehaving. If we think that our children are capable of controlling their behavior to make us angry, we become angry.

However, babies can’t understand our feelings. They don’t know the reason for our frustration. They are trying to understand all of it and are afraid of our anger. That is not the reaction they are looking for.

During the first few years of early childhood, patience is extremely important. They learn from us how to behave when they feel upset. The parents require a great deal of self-control to control their anger and respond with positive discipline. It may help to take a deep breath, go for a walk or leave the room until you feel calmer. Young children learn very gradually. It will take time for children to understand everything we teach them.

Tips to control your anger:

1. Count until 10 before you say or do anything. If you are still angry, step away and give yourself some time, until you are calmer.
2. Relax your shoulders, take a deep breath and repeat a phrase like “calm down” or “take it easy”.
3. Put your hands behind your back and tell yourself to wait. Don’t say anything until you calm down.
4. Go for a walk and think about the situation. Ask yourself why your child is behaving this way. Put yourself in the position of the child. Plan a reaction that respects the point of view of your child and also shows him the reasons for his frustration.
5. Go somewhere calm and review the steps of positive discipline. Only return to the child when you have planned a response that respects the long term goals for your education, that provides your child with affection and clear guidelines, and that acknowledges your child’s way of thinking and feeling.
6. Remember that this situation is an opportunity to teach your child how to handle conflict through communication and problem-solving.

Anger is a sign that you and your child don’t understand each other’s point of view. It’s an indication that you need to restore your communication. Don’t let anger make you say mean things, humiliate or hurt your child. Don’t hold a grudge or try to get even with your child.

Remember that the most important learning opportunities happen in more difficult situations. Use every opportunity to behave as the person you would like your child to become.

Source: DURRANT, Joan E. Positive discipline: what it is and how to do it? Save the Children Sweden and the Global Initiative to End All Corporal Punishment of Children, 2007.

EXERCISE 3: Why educate?

**Goal:** To encourage fathers, mothers and caregivers to:

- Be aware of what they wish to achieve with their children’s education;
- Understand the key aspects that play an important role in raising and educating their children;
- Understand the negative role of corporal punishment in achieving our expectations for our children;
- Reflect on the changes or efforts they can put into the way they raise their children.

**Required materials:** sheets of paper, pencils, flipchart paper, feathers, pens, masking tape, board/wall.

**Recommended time:** 1 hour and 40 minutes

Activity description

**NOTE:** The facilitator should check beforehand if any of the participants have difficulties in reading or writing. If this is the case, the facilitator can ask the participants to reflect and discuss the issues of this exercise.

Part 1

Ask the participants, individually, to write down on a sheet of paper their expectations for their children and what they are doing to facilitate this.

After each person writes this down, they will

form groups to discuss their expectations and their behavior regarding these expectations and report back to the larger group.

During the presentation, each group will share the main expectations and practices adopted by the parents. The facilitator can record the group’s discussion and contributions on a flip-chart, listing the expectations and practices.

The facilitator may provoke the discussion with questions such as:

- What do you think about the kinds of expectations that were stated by the group?
- Which ones seem better? Why?
- What are you doing to help your children achieve what you hope for them? Why?
- Would spanking your children make them do what you hope they would do? Why?
- And yelling, threatening or insulting them?
- For what should we raise and educate our children?
- What is the best way to raise and educate our children?

Part 2

After the group discussion, ask the participants to think about possible alternatives to the way they are raising/educating their children.

- Is there something you would change? What?

- Is there something you would continue to do, something that you would like other parents to as well (a positive example)? What?

Use the information that the group contributed in Part 1 and Part 2 of the discussion to assess practices that could be changed and practices that could serve as an example. Based on this reflection, each participant will be asked to make commitment – in a drawing or in a text – according to what he or she needs to change or should maintain.

Part 1: OBSERVING EXPERIENCES

a) Individual activity (approx. 10 minutes)

Ask each participant to think about what they expect from their children when they become adults, based on the following question: “What do you wish for your children when they become adults?”

Each participant can write down their answer on a sheet of paper. If someone doesn’t know how to write, they can think about the answer. The participants should give concrete answers, because affirmations such as “become somebody” are not really clear enough. They may think about the kind of profession they would like their child to have, how their children should treat other people, the kinds of values they would have, their main personality traits, etc.

After this first question, you can follow up



with this one: “As a father or mother, what do you do to help your child achieve what you wish for him or her?”

It’s important to explain that the way children are raised and educated plays an important (although not exclusive) role in the development of children and that what parents do also influences the way children behave now and in the future. So it’s important for parents to consider the example they give, in the way they interact with their children and the kind of discipline or punishments they apply (mention the various possibilities, including corporal punishment), in the way they guide them, in the way they focus on the good things their children do, etc.. By providing them with these kinds of examples, participants may expand their horizon.

b) Share these individual contemplations with the group (approx. 25 minutes)

- Each participant will comment on his answers. Ask the participants to address the first question first and then the second question;
- Ask each group to divide the sheet in two columns. On the left they will write what they expect from their children, and on the right, what they are doing to help them achieve this.
- c) Discussion (approx. 45 minutes)
- After the small groups complete the task, each group will share their discussion with the larger group;

- Group discussion.

The facilitator can summarize, with the participants, the responses noted in each group.

The expectations of fathers and mothers can be reviewed through questions such as:

- What do you think about the kinds of expectations that were stated by the group?
- Which ones seem better? Why?

Throughout the discussion the facilitator may comment, without imposing an opinion, on the importance of wishing that our children grow up to be autonomous adults (creative, participatory, who can make responsible decisions and mind other people’s well-being), capable of giving and receiving affection, interacting with others respectfully and establishing healthy affectionate relationships.

Emphasize the importance of parents having expectations for their children, but that the child will have to decide what to do with his or her life. The role of the parents is to guide them, support them, counsel them and provide opportunities, but not to decide for them.

The answers to the first and second question are contrasted and we can ask:

- What are you doing to help your children achieve what you? Why?

Review in particular the role of corporal punishment, yelling, screaming and insulting chil-

dren in achieving these expectations.

- Would hitting your children help them do what you expect from them? Why?
- And yelling, threatening or insulting them?

You can also discuss the following issues:

- For what purpose do we raise and educate our children?
- What is the best way to raise and educate our children?

## Part 2: CREATING OPPORTUNITIES (approx. 10 minutes)

Based on what was discussed, the participants and facilitator can list alternatives. The facilitator will write these down.

- What expectations can change? What could take their place?
- Which actions of fathers, mothers and caregivers can change? What would take their place?

If the participants don’t come up with any alternatives, suggest the following:

- Look for opportunities to play and talk to your children;
- Show interest in their activities, both in school as well as elsewhere;
- Hold them, hug them;
- Concentrate on the positive aspects and efforts of your child (praise them);
- When a child does something the parents disapprove of, ask them first what hap-

pened and try to find an appropriate sanction or punishment with the child;

- Allow children to make mistakes. Don’t expect them to be perfect. Realize that they are growing and that they will only develop their skills slowly. Know that little by little they can change their behavior.
- Only demands things from your children that are age-appropriate and suit their level of development. Avoid doing things for them that they can do themselves, as well as avoid demanding something that they are not yet capable of doing.
- Accept children’s feelings and acknowledge the importance of these feelings. Try to understand their sadness, without using phrases that look down on their feelings, such as “it’s over”, “don’t cry”, “it’s not important”. Also accept their fears and acknowledge their importance;
- Acknowledge the mistakes that adults make in raising their children: apologize or ask for forgiveness when you make a mistake.

## Part 3: COMMITMENTS (approx. 5 minutes)

Ask each father or mother to describe or draw a commitment: an action that should be changed in the way they raise and educate their children so that they will grow up to be better, more creative, participatory, responsible people.

- What should change?
- What should take its place?

## EXERCISE 4: “What is our style? Identifying our style and family traditions in child raising”

**Goal:** To encourage fathers, mothers and caregivers to:

- Identify the parenting styles that they were raised with, both the positive side and restrictions;
- Identify the parenting styles they use with their children;
- Reflect on the positive aspects and challenges of the parenting style they use;

Visualize alternatives or opportunities for how to interact and raise their children.

**Required materials:** sheets of paper, pencils, flipchart paper, markers, cards, board

**Recommended time:** 2 hours

## Activity outline

1. Give each participant a sheet of paper. Ask the participants to draw or describe a memory. On the other side of the paper, ask them to write down the first thought that comes into their head about the education they are giving their children.
2. Divide the participants into small groups. Ask each participant to share their memory in the small group. They may talk about past or current experiences. Ask them to try to identify if there was a dominant style, and

if this style increased happiness or suffering in their childhood and in the way they raise their children today.

3. The group may choose a model or a combination of models and present those they consider to be “more child-friendly” and those that are “less child-friendly”. After the small group discussion, the participants will share this with the larger group.
4. Finish with a discussion about what it was like to think and talk about the past, what they think will repeat itself or not today and if it’s possible to change your style or not.
5. If the issue doesn’t come up in the discussion, the facilitator should address the topic of corporal punishment and have the parents discuss at what moment or in which context they feel that violence is pertinent. Ask the group if this is the best strategy and if there are alternatives.
6. Analyze the circumstances in which parents use certain punishments and listen to the difficulties they may have in using a democratic, interactive style. It’s very important not to judge fathers and/or mothers on the parenting style they use.
7. It’s equally important to analyze the circumstances in which parents don’t use physical or psychological violence.

**CREATING OPPORTUNITIES** (approx. 10 minutes)

Based on the advantages and disadvantages of each child raising style, they can try to think of alternatives to an authoritarian and/or permissive style and, above all, alternatives that don't involve corporal punishment, yelling, threatening or insults. The facilitator can use the participants' positive experiences as a reference.

You may also use the additional text "Recommendations for fathers, mothers and caregivers".

**COMMITMENTS** (approx. 5 minutes)

Each participant will identify two elements in his/her parenting style that could be changed and how to change these. Each participant will receive a sheet of paper to write down these two aspects and the way to change these. The question may also be discussed verbally.

**Closing**

If time allows, suggest evaluating the activity. Ask the participants to state what aspect of the activity they liked best and what they liked the least. It is important to be brief.

**EXERCISE 5: Family conflicts; an opportunity to grow**

**Goal:** Understand the importance of conflict resolution in building a relationship between adults and children and identify tools to assist in conflict resolution.

**Time:** 2 hours

**Materials:** A4 paper, pencil, flipchart paper, markers, cards and board or wall

**Activity outline**

1) Individual task (approx. 10 minutes)

Individual task in which each participant identifies a conflict situation with a child and describes the way they handled the conflict.

Explain the objectives of the activity: use experiences as a way to solve family conflicts.

The instructions are as follows: think of a time when you had a fight, problem or conflict with a boy or girl. Choose one of these situations and describe or draw it, explaining the following: what caused the conflict, how the participant reacted and how the conflict was solved.

Each participant will receive a piece of paper to complete this individual task.

2) Group task (approx. 45 minutes)

Group task to share experiences and present a few cases.

In each group the participants will share their experiences with the others.

Choose a few to present to the larger group, if people wish.

Rehearse the presentation.

c) Large group discussion (approx. 45 minutes)

Each group will present the case chosen in their small group. After each presentation, the group will discuss the following issues:

- Cause of the conflict
- Attitudes of children and parents to deal with conflict (avoiding, increasing, resolving the conflict through dialogue and forgiveness).

Once all the cases have been presented and reviewed, ask the participants to determine:

- Attitudes that make it more difficult to solve conflict
- Attitudes that make it easier to solve conflict

**Creating possibilities**

The facilitator explains to the participants which characteristics should be part of a conflict resolution dialogue between par-

ents and children. This overview will include information from the cases presented.

**Closing**

**Discussion:** Why is dialogue an alternative to corporal punishment, yelling or threatening?

**Commitment for the next meeting**

Each participant will describe or draw two specific ways in which he/she can improve the dialogue with his or her children. .



**EXERCISE 6: Can we educate without violence?**

**Goals:** Make fathers, mothers and caregivers understand the importance of boundaries and rules in raising children; establish democratic, affectionate and creative models, according to the family norms; establish alternative ways to handle the breach of rules, without using corporal or humiliating punishments and develop positive recognition to reward the appropriate behavior of children.

**Activity outline**

1) Analyze the cases in small groups and discuss child raising strategies.

- The cases should be adapted beforehand to the language of the participants;
- If necessary similar cases can be designed;
- The facilitator will hand out 5 cases to the participants and explain that they are parents looking for help in how to raise their children;
- Each group will receive two questions to answer about the case they have received;

- Each small group will read their case in front of the other groups and share their answers (the facilitator has a discussion guide as a resource for guiding the large group discussion; the other participants are also invited to give their opinions on the other cases)
- As the groups discuss each case, the facilitator will write down the answers on a flipchart.
- After writing down the key points, the facilitator will take a new piece of flip chart paper and discuss with the participants the "messages sent by parents" and the "feelings of children regarding these messages" and ask the participants to reflect on how the children may have felt in the cases reviewed.
- The facilitator asks:

**Please note:** Below you will find the five cases and two questions for each case to be answered by the participants. Each question comes with a facilitator's discussion guide, which should not be handed out to the participants. The guide will assist the facilitator in leading the group work and discussion.

9 The facilitator should observe if the group feels comfortably performing role-plays. If not, there are other alternatives, such as discussing the scenarios without a role-play, use mime or any other format that suits the group's comfort level.

### Case 1

Maria has two daughters and a son: 4-year old Joana, 3-year old Olga and 3-year old Roberto. She works all day and arrives home around 7 pm, very tired. She has no problems with the two smaller ones, but Joana is very restless and likes to move around, run and play all the time. From the moment she comes home, Maria asks Joana repeatedly to be quiet so she can do what she needs to do. The girl will obey for a little while, but then will start playing around her mother again. If Maria isn't too tired, she will allow it, but when she is tired she gets upset because the girl doesn't obey. She will grab Joana's arm, who screams and her mother tells her that she is being disobedient and sends her to bed without dinner.

Maria would like to consult you on the following issues:

- What changes should Maria make to help Joana become less restless around her.
- Instead of yelling, pulling her arm or denying her food, what could Maria do when Joana doesn't obey?

#### FACILITATOR DISCUSSION GUIDE

##### What changes should Maria make to help Joana become less restless around her?

Some things that Maria could do include:

1. Avoid allowing the girl to move around her on some days and not on others. It's important for a child to notice consistency. Otherwise she may not understand her mother's instruction.
2. Encourage the girl to play somewhere else, far from where Maria is. It's a way to teach the child that there are places where she can play and places where she can't.
3. When she arrives home, she can spend a bit of time with her children, talk to them and play a little (give them the affection and company they require).
4. After spending some time with her children, she can put them in bed and then do some of her chores (establish rules and customs that make it easier for the family to interact).
5. Give the girl an age-appropriate task to do, while the mother takes care of her chores.
6. Suggest a game that will distract the child for a little while before going to bed and explain that they can spend some time together without bothering her (teaching the child how to interact with others without bothering them).
7. Praise the child when she is able to do something else or play somewhere else.
8. Talk to the staff at the kindergarten to find out if Joana's restlessness is normal for her age.
9. Make sure that the girl has enough sleep for her age (10 hours).

##### Instead of yelling, pulling her arm or denying her food, what could Maria do when Joana doesn't obey?

1. Explain to the girl that the mother is tired and that today she needs to help her by playing somewhere else (by telling the girl this she will understand that she can't always play near her mother).
2. Gently guide her to a place in the house where she should remain quietly for four minutes. Accompany her to ensure that she obeys and maintains self-control. Explain that there are moments and places where she should be quiet for a moment.
3. Crouch down to the physical level of the girl when you give her an instruction or order.
4. Take her gently in your arms and calm her down

### Case 2

Pedro is 9 years old and lives with his parents. His father works and his mother stays at home. He goes to school and has to do his homework as soon as he gets home from school, after resting a bit. Pedro doesn't like doing his homework and prefers to watch TV or go out and play with his friends. His mother, busy with her household tasks, tells him to do his homework, but she doesn't really check to see if he obeys. At night, both parents ask him if he did his homework and believe him when he says he did. When they receive his school report, they are surprised to read that the teacher says that the boy is doing poorly in school and may even have to repeat the year. When he comes home, the father argues with the boy, calling him a no good lazy bum. With a belt, he spansks Pedro on the buttocks so he will learn. He also grounds him and prohibits him from watching TV for four months.

Pedro's parents would like to consult you about the following:

- What changes should the parents make so that Pedro will complete his homework?
- Instead of yelling, humiliating and beating his son, what could the father do?

#### FACILITATOR DISCUSSION GUIDE

##### What changes should the parents make so that Pedro will complete his homework?

1. His parents should make sure that the boy actually sits down to do his homework.
2. If the boy doesn't know how to organize his homework, they should teach him the following behavior: study at the table, don't turn on the television, make sure the child has everything he needs to do this homework, start with the longer tasks (so he is more fit), and once he has completed his homework put everything back in his backpack.
3. Allow the child to rest for five minutes between one task and another. The mother should make sure that the break is only five minutes.
4. Review the child's homework.
5. Praise the child for completing his homework correctly.
6. Establish as the rule that he has to complete his homework first before he is allowed to watch television or play with his friends.

##### Instead of yelling, humiliating and beating his son, what could the father do?

1. Speak calmly to Pedro to find out why his school performance is poor. The parents' attitude shouldn't be to scare the child, but to allow Pedro to reflect on the situation, accept that maybe he doesn't like to study but that it is important for his future. Explain that there are things that aren't always pleasant, but that we have to do. Ask if he is able to understand everything that happens at school. Talk to the teacher if he has any difficulties in understanding the content.
2. Determine with the child some sanctions that will encourage him to change his attitude and behavior regarding his studies. Some suggestions include: no television two days a week, on Saturdays complete any overdue tasks from the month before or not go out with his friends for a week.



### Case 3

Julio is ten years old and is an obedient and polite boy with very strict parents. They don't let him go out and play with his friends to prevent him from learning any bad behavior. At home he's not allowed to watch more than half an hour of television each day and has to help with household chores or school tasks. When he disobeys, his father or mother reprimand him and punish him by not allowing him to watch television for several weeks. In general, they don't listen to Julio's opinions on what he would like to do, because they think that because they are the adults they know what their child needs to become a good person.

One day, Pablo, his best friend at school, invited him to go out after school. Julio liked the idea and because he knew that his mother wouldn't allow it, because she is so strict, he called her telling her that he needed to stay late at school to do a project. His mother allowed it, but when he arrived at home his parents were furious because they had gone to the school and didn't find him there, causing great upset. His parents accused him of lying to them and his father hit him in the mouth with his hand. His mother grounded him for 3 days. His parents are worried about the boy lying, because they had already told him not to do this.

Julio's parents would like to consult your opinion about the following issues:

- What changes should the parents make to help Julio be more honest with them?
- Instead of hitting his son, what could the father do? Instead of grounding the son in his room, what could the mother do?

#### FACILITATOR DISCUSSION GUIDE

##### **What changes should the parents make to help Julio be more honest with them?**

It may have been the strictness of Julio's parents that caused the boy to lie, so you could make the following recommendations:

1. Loosen up the rules a bit, such as the rule that every day should be dedicated to chores and school tasks.
2. Allow the boy some more free time and if he isn't allowed to play outside, allow him to invite friends over to his house.
3. Spend more time talking to Julio to get to know his tastes, interests and friends.
4. Have more fun with Julio so that the family can become closer and the boy gains trust in his parents.
5. Avoid severe punishment, because they make the boy afraid of being punished, as he doesn't understand the reason for the rules.
6. Praise him when he is right and tell him the truth when he makes a mistake.

##### **Instead of hitting his son, what could the father do? Instead of grounding the son in his room, what could the mother do?**

1. Talk to your child to find out why he lied to you. Listen to his explanations.
2. Determine a short and logical sanction, in a loving environment. You may suggest the following: write a letter to his parents to apologize for the lie and explain why it isn't good to lie, no television one day a week and instead of this help with a household chore. The next time a friend invites him to go to his house he will not be allowed to go (this will help him remember why it is better to ask permission).

### Case 4

Teresa is 5 years old, and intelligent and curious. Her parents work all day to support the family. In addition to Teresa they have 3 more children. They spend very little time with their parents. One day, her mother notices a bill missing from her wallet, but because it wasn't a lot of money she doesn't pay a lot of attention to it. The following week, the same thing happens. She becomes concerned and finds the bill underneath her daughter's bed. She calls her daughter and doesn't say anything, hits her and calls her a thief. She yells that she didn't teach her to steal and that if she continues this kind of behavior, she will send her to an institution for difficult children.

Teresa's parents would like to ask your opinion on the following:

- What changes should the parents of this girl implement so that she won't steal money again?
- Instead of hitting and threatening her daughter, what could the mother do?

#### FACILITATOR DISCUSSION GUIDE

##### **What changes should the parents of this girl implement so that she won't steal money again?**

It's important that the mother and father:

1. Dedicate some time to their children when they are home, especially on the weekends when they aren't working. Talk to Teresa about different topics and respond to their children's demands. Play with the girl and her brothers when they have some spare time (this will make the children feel closer to their parents and brings emotional security).
2. Give the girl a few coins so that she can spend it on something she likes. Teach her how to buy and pay with her own money (this will teach her the value of money and make her feel like she has a bit of money of her own that she controls). Establish a rule that you cannot take other people's money (this will teach children the rule and value of respecting other people's things).
3. Talk to the girl about the parents' need to work to be able to support the family (this will help them understand the value of money).

##### **Instead of hitting and threatening her daughter, what could the mother do?**

1. Ask the girl if she took the money and if she says she did, ask her why and what for. Speak calmly, because threats won't encourage the girl to speak about what happened. It's important to realize that a girl of that age doesn't understand the value of money and that all bills have the same value. Explain that the money belongs to her mother and that we cannot take things that don't belong to us without permission, as people may need them. Ask her what she can do the next time she wants money. If she can't think of anything, suggest that she asks her mother or another adult.
2. Together with the girl, come to an agreement on a sanction for having taken the money. For example, she could do a chore around the house that is appropriate for her age and her mother will pay her for it. She will then return the money to her mother to replace the money stolen. These are logical consequences that can help amend the situation.

Case 5

Daniel is 4 years old and is a loveable, sweet and attractive child. However, he can be quite moody and cries and scream when his parents won't give him what he asks. To keep him from crying so he won't disturb the neighbors, they try to give him what he wants when they can, because they don't have a lot of money. So when the boy doesn't understand, they hit him and give him a cold shower so he calms down, stops crying and can be controlled.

Daniel's parents would like to know your opinion on the following:

- What changes should Daniel's parents implement so he won't behave this way anymore?
- Instead of hitting him and giving him a cold shower, what could they do?

FACILITATOR DISCUSSION GUIDE

What changes should Daniel's parents implement so he won't behave this way anymore?

1. First of all they shouldn't give the boy everything he wants, even if they do have money to buy it. If the boy gets used to getting everything he wants, he will always behave spoiled.
2. Praise the boy when he is denied something and accepts without having a tantrum.

Instead of hitting him and giving him a cold shower, what could they do?

1. If they are somewhere private, they can let the boy cry and stop him from throwing a temper tantrum. Stay close to him without saying anything and make sure he doesn't throw a tantrum. Don't do everything that the boy wants.
2. If you are in a public space, retreat to a more isolated spot and wait for the spoiled behavior to pass. Don't talk to him and make sure he doesn't have a tantrum.
3. As soon as his rage passes, talk to him: explain that he can't always do what he wants.
4. Come to an agreement about a small sanction that will help him understand how his spoiled behavior bothers people and could hurt others. Give him a time out in his room and then ask him to do something for his father and mother (this will allow him to think about it and repair the damage).

In the large group discussion, the facilitator will write down answers regarding:

Adjusting the way rules are established for boys and girls and alternatives. The cases have different perspectives on how to establish rules; some are very strict, others aren't too clear and some are very permissive. In the facilitator's discussion guide you will find some tips for working on this issue. After all of the groups have given their responses, show them a piece of paper that explains the key principles for establishing rules. This will complement the discussion, but will still be necessary to provide concrete examples.

Creating possibilities

To conclude the debate, the facilitator asks the participants to think about different situations they have encountered with their children, in which they used corporal punishment and/or psychological violence. Suggest that the group chooses one of these examples (the participants don't have to say which situations these are). Then, the facilitator invites the group to reflect on what they could have done to promote the positive feelings stated on the flip-chart, based on the group's discussion. The facilitator can help the participants remember those times when they sent positive messages to their children and how this resulted in a more harmonious interaction and reduced the conflict between them. The facilitator can ask the participants to identify how they transmitted these positive messages (either verbally or by using body language). Finally, the facilitator invites the participants to choose an educational practice they use, but that they would like to change, and encourages them to implement a positive strategy instead (remind the group what was discussed about the importance of communication and how it is composed of two elements – the referential and the relationship, the positive consequences of positive messages, etc).

ADDITIONAL RESOURCES

Slapping and spanking

Some fathers, mothers or caregivers believe that a slap on the hand, some spanking on the buttocks or hitting a child with a stick can teach him/her some important lessons. The truth is that corporal punishment teaches the child that:

- We communicate important things by hitting.
- Hitting is an acceptable response to anger.
- People they depend on for their protection can hurt them.
- They should be afraid of adults, instead of trusting those who help them and teach them.
- They are not safe from exploitation in their home.

We need to think about what we want to teach our children in the long run. If we want to teach them how to be nonviolent, we have to show them how to be nonviolent. If we want to teach them how to feel safe, we have to explain them and show them how to do it.

Think about the affect that corporal punishment has on adults. When someone hits us, we feel humiliated. We have no reason to please the person who hits us, we feel resentment and fear. We may even wish for vengeance.

Hitting a child harms your relationship with them and won't give the child any information he/she requires to make decisions. Hitting a child doesn't increase his/her respect for you.

Source: DURRANT, Joan E. Positive discipline: what it is and how to do it? Save the Children Sweden and the Global Initiative to End All Corporal Punishment of Children, 2007.



#### ADDITIONAL RESOURCES

##### **Disapproval and criticism**

Sometimes, adults try to discipline children by telling them they are bad, clumsy, immature or incompetent. When children hear such criticism, they feel rejected and like a failure.

If they see themselves as bad, they will be more likely to adopt bad behavior.

If they see themselves as incompetent, they will be less likely to learn new skills.

Children are learners. They depend on us to develop their knowledge and skills. They need our support. Children who have good self-esteem are more successful because they will be more likely to try things. They are happier because they are more capable of dealing with failure. They will have better relationships with their parents because they know their families believe in them.

We are all motivated by praise. Replacing criticism with praise can have a very positive impact on children.

Source: DURRANT, Joan E. Positive discipline: what it is and how to do it? Save the Children Sweden and the Global Initiative to End All Corporal Punishment of Children, 2007.

#### ADDITIONAL RESOURCES

##### **Learning more about positive discipline**

Positive discipline assumes that the child wants to behave well, but needs some help in understanding how to do this. It's based on the principle that children learn more from cooperation and rewards than from conflict and punishment.

It's also based on the idea that when a child feels good, he or she tends to behave well and when the child feels bad, he or she tends to behave badly.

This approach means that:

- acceptable behavior is exemplified by the parents, when the child behaves well he or she is rewarded with attention and praise;
- it should always be the behavior that is criticized as “bad”, not the child;
- bad behavior should receive as little attention as possible and not be rewarded;
- the parents should have realistic expectations of their children's capabilities at a certain age and don't demand more than they can achieve;
- boundaries and rules are clearly established and consistently imposed in a nonviolent way, in a way that the child can understand what is expected. The demands are worded in a positive way, so more “do this” than “don't do this”.
- there are clear boundaries for important topics, but with room to negotiate the less important issues;
- the parents will get to know their own tolerance boundary and develop strategies for dealing with it and avoid hitting their children;
- children are heard, their opinions receive adequate consideration and they are treated fairly and respectfully;
- discipline has a clear and proportional relationship to the behavior that requires change;
- non-physical and non-humiliating sanctions can be used.

Fonte: Harper, Kate; Horno, Pepa; Martin, Florence e Nilsson, Mali. Erradicando o castigo físico e humilhante contra a criança: manual de ação. Save the Children Suécia. 2006.123p.





REMARKS ON TESTING THE MANUAL<sup>10</sup>

The activities included in this manual were adapted from other materials and documents designed for working with families, fathers, mothers and caregivers of children ages 0 to 12 to address the issue of corporal and humiliating punishments and the prevention of other forms of violence against children.

The activities have been used with groups of fathers, mothers and caregivers in three communities in Rio de Janeiro, as part of the project Criança Sujeito de Direitos. For the purposes of this publication, we have identified the communities with the letters A, B and C.

**Community A** is located in the western part of the city, has a population of approximately 9600 inhabitants and one of the lowest Human Development Indexes (HDI) in the municipality. Far from the city center, this community has a lower population density and less access to public services and resources. **Community B** is located in the southern part of Rio de Janeiro. According to official numbers it has a population of approximately 8.000 inhabitants. However, the residents' association claims there are 20.000 inhabitants. As it is located close to the city's financial district and in the heart of the city's main tourism district, the community has better access to services and resources. It also benefits from the presence of a large number of NGO's and social projects geared towards children and youth. During the research for this project, there were regular gunfights between police and drug dealers, in addition to armed drug dealers moving openly throughout the community. **Community C** is also located in the western part of the city and most residents earn a family income that is the equivalent of two to five times minimum wage.

During the research project there were several supervisory meetings with the facilitators to monitor and evaluate how each group was developing around the issue and assess the adaptation of the suggested activities.



In **Community A** there were 10 meetings with 5 groups of parents and caregivers of children ages 0 to 12, with in total 108 participants. According to the facilitators, the parents made good use of the group meetings to talk about their lives and experiences, as well as the conflicts with their children. The activities that addressed the issues of child development and gender had the most repercussion among the participants, as many were surprised to discover that they didn't know much about child development and that this may be one of the causes of conflicts and violence within the home. These activities also provided an opportunity to reflect on how they raise their children and they began to notice that as they made changes in their parenting, this also affected the children. In the facilitators' evaluation it became clear that parents lack a lot of information about issues related to educational practices and child development.

<sup>10</sup> For more information, see: Promundo. Evaluation Report of the Project Criança Sujeito de Direitos: promoting standards and behaviors as a strategy to prevent the use of violence against children. 2009.

In **Community B** there were 10 meetings with 7 groups of parents and caregivers of children ages 0 to 12, with in total 159 participants. The facilitators noticed that the group had more difficulties in contributing immediately to the discussions. The topic of corporal punishments, “spanking”, was trivialized by the participants in the group and caused laughter, denial and tension – whenever somebody expressed they were against punishments. Many adults don’t acknowledge the violence they inflict on their children as violence; it was necessary to review the meaning of the word with the participants and provoke some discussion and reflection.

The facilitators also noted the lack of information about child development among the participants of the groups in community B. The activities related to this topic had the greatest repercussion among parents/caregivers. There were a lot of questions about how to raise boys and girls, a lack of information about the body and sexuality and the influence of the way they raise their children and communicate with them. There is a concern about boys becoming a victim of drug violence and girls becoming a victim of sexual violence.

In **Community C** there were 5 meetings with 9 groups of parents and caregivers of children ages 0 to 12, with in total 159 par-

ticipants. Unlike the other communities, the people here were very interested in participating in the meetings about the topics addressed. The facilitators found this very positive for the involvement of the participants in the activities and to promote the desired changes. The participants skipped fewer meetings and had a lot of questions. All of them had many experiences with violence or racial discrimination and exclusion. The participants were very receptive to the meetings. Here there was also a significant lack of information on interventions and the activities seemed difficult to understand. In this community it was clear how much religion influences the relationships between men and women and family customs.

**We would like to highlight the following points:**

**Methodology applied:** most participants found that the participatory nature of the meetings made them learn more. The discussions that occurred after each activity were found to be important in order to better understand the content and people liked the democratic format in which these were conducted.

**Themes:** as the facilitators expected, the theme of sexual abuse against children was the hardest to coordinate. The participants brought up different situations they experi-

enced themselves or within their families and seemed to find it difficult to understand that these cases should be handled by competent authorities. There were a lot of aggressive displays, suggesting even that such violations should be addressed with violence – like “taking justice into their own hands”–. These displays resulted in some very heavy and tense discussions and required a more direct intervention by the facilitators. The anger and desire for revenge can be explained by the situations of violence experienced by people in their communities, as well as their dissatisfaction with the slow response of the authorities to solve these kinds of problems.

**Change of attitudes:** when we asked the participants of the groups if they had talked to someone about the topics that had been discussed in the workshops, their answers showed that we had already achieved one of our objectives: the multiplication of information in the community.

The participants also noticed that some of the attitudes and behaviors they had with children changed after their meetings.

At the end of the groups there were requests to continue the meetings and/or provide other follow-up in the community.

**A final remark** – we realize that there isn’t one single manual, workshop or support

group that can prevent violence. Reducing violence against children requires an effort on several different community and social levels to question the existing violence and ensure support for families and children in order to guarantee their rights, education, healthcare, employment and citizenship. Informing and empowering fathers, mothers and caregivers is key in the prevention violence. This may be the first step we can take.





RECOMMENDED WEBSITES AND ADDITIONAL RESOURCES

There is a great deal of information available on the internet to support fathers, mothers and caregivers who would like to and/or have decided to avoid the use of corporal and humiliating punishments in raising their children.

Below you will find a list of organizations or individuals who offer valuable information and support to establish a discipline routine without resorting to the use of corporal and humiliating punishments. Furthermore, there is information on positive discipline for teachers and educators, about how to deal with students in the class room or in a school setting.

**Alliance for Transforming the Lives of Children**  
www.atlc.org

**Attachment Parenting International**  
www.attachmentparenting.org

**Center for Effective Discipline**  
www.stophitting.com

**Children are unbeatable! Alliance**  
www.childrenareunbeatable.org.uk/

**Christians for Non-Violent Parenting**  
www.nospank.net/cnpindex.htm

**Classroom Management Online**  
http://classroommanagementonline.com/index.html y www.panix.com/~pro-ed

**CONANDA (National Council for the Rights of Children and Adolescents)**  
www.presidencia.gov.br/estrutura\_presidencia/sedh/conselho/conanda/

**Education World**  
www.educationworld.com

**Empathic Parenting**  
www.empathicparenting.org

**EPOCH New Zealand**  
www.epochnz.org.nz

**Family and Parents Institute**  
http://www.familyandparenting.org/

**Gentle Christian Mothers**  
http://www.gentlechristianmothers.com/

**Global Initiative to End All Corporal Punishment of Children**  
www.endcorporalpunishment.org

**Kirklees Parenting Support Forum**  
www.kirklees.gov.uk/community/healthcare/childrenandfamilies/parentsupport/madressahs.shtml

**Laboratório de Estudos da Criança/ USP (Laboratory for Child Studies)**  
www.usp.br/ip/laboratorios/lacri

**National Association for Prevention of Child Abuse and Neglect**  
www.napcan.org.au

**National Society for the Prevention of Cruelty to Children**  
www.nspcc.org.uk

**Natural Parenting UK**  
www.natural-parenting.com

**New South Wales Centre for Parenting and Research**  
www.parenting.nsw.gov.au

**New South Wales Commission for Children and Young People**  
www.kids.nsw.gov.au

**Parenting of Adolescents**  
http://parentingteens.about.com

**Parenting without Punishing**  
www.nopunish.net

**PositiveDiscipline.com**  
www.positivediscipline.com

**Positive Parenting On-line**  
www.positiveparenting.com

**Project NoSpank**  
www.nospank.net

**Raising Kids**  
www.raisingkids.co.uk

**Rede Nacional Primeira Infância (National Early Childhood Network)**  
www.primeirainfancia.org.br

**Rede Não Bata, Eduque! (Network Don’t Spank, Educate!)**  
www.naobataedueque.org.br

**Secretaria Especial de Direitos Humanos (Special Secretary for Human Rights)**  
www.presidencia.gov.br/estrutura\_presidencia/sedh/

**Site infantil do Fundo das Nações Unidas para a Infância [UNICEF] (Unicef’s children’s website)**  
www.unicefkids.org.br

**The Natural Child Project**  
www.naturalchild.org

**The No Spanking Page**  
www.neverhitachild.org  
www.fatheranddaughter.org



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PROMUNDO IS A BRAZILIAN NGO FOUNDED IN 1977 THAT AIMS TO PROMOTE GENDER EQUALITY AND THE END OF VIOLENCE AGAINST WOMEN, CHILDREN AND YOUNGSTES.

Promundo's headquarters is located in Rio de Janeiro and works locally, nationally and internationally carrying out

- (1) researches related to gender equality and healthy;
- (2) implementation and evaluation of programs aimed to promote positive changes in gender regulations and in the behavior of individuals, families and communities;
- (3) advocacy for the integration of these initiative and the perspective of gender equality in public policies.

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