



**Parent Education & Encouragement Group**  
*"Represents Parental Protection, Mercy and Nurturing"*

Presented at: **Good News Church**  
239 W Washington Blvd Pasadena 91103  
**English and Spanish classes on Thursday 6:30pm- 8:30pm**

- 1. Communication, Active Listening, Acknowledging Feelings**  
*Comunicación, Escuchando con oído activo, Reconociendo sentimientos*
- 2. Family Meetings, Effective Praise and Rewards /Conflict resolution**  
*Reuniones familiares, Elogio y recompensas*
- 3. Parental Function, Defining My Parenting Style**  
*Función de padres, Definiendo mi estilo de crianza*
- 4. Five-Step Problem Solving / Children's Court /Parent's Rights**  
*Cinco pasos para resolución de problemas, Corte de menores*
- 5. Single Parent and Multiple Parent Families**  
*Padres solteros y de ambos padres*
- 6. Domestic Violence, Self Control, Anger Management**  
*Violencia domestica, Autocontrol, Control de ira*
- 7. Teens and Gangs**  
*Adolescentes y Pandillas*
- 8. Teaching Principles, Values / Family Rules / History of my Family**  
*Ensenando principios, Valores, reglas familiares y la historia de mi familia*
- 9. Education Guidance / Show & Tell**  
*Orientación educacional, Enseñar y demostrar*
- 10. Natural & Logical Consequences / Structure**
- 11. Mild Social Disapproval, Ignoring / Point System, Contracts and Bargaining**
- 12. Structure, Establishing Limits & Boundaries**
- 13. Human Sexuality and Teens**  
*Sexualidad Humana, El desarrollo sexual en los adolescentes*
- 14. Family Health Nutrition and Child Safety**  
*Salud familiar, Nutrición, Seguridad de niños*
- 15. Teens, Drugs and Alcohol**  
*Adolescentes, Drogas, Alcohol y Tabaco*
- 16. Family Group Support, Skills Evaluation, Potluck**  
*Grupo de apoyo familiar, Habilidades de evaluación, Platillo para compartir*

**Daily Homework**

Active Listening and acknowledging feelings  
Five Step Problem Solving  
Hug and Kiss your child

**Homework Review**

**Lesson # 7 Teens and Gangs**

**New Material**

**Lesson # 8 Teaching Principles, Values / Family Rules / History of my Family**

**Homework Assignment**

Write a paragraph:  
1) What I learned  
2) What I tried

**Facilitators:**  
**Horacio Garcia / Myles Williams / Elvia Casas**  
**Program Director: Dr. Janice Woods**

## WHAT VALUES ARE YOU TEACHING YOUR CHILD

Consider these questions, add examples of what we teach our children from our values.

- Do you talk to your children in a respectful way?
  - or
- Do you yell and scream disrespectfully to have your needs met?
- Do you bash men, women, other races, religions?
- Do you ignore others when they make disrespectful / unfair remarks?
  - or
- Do you confront them about their statements?
- Do you tell the parents if you know your neighbor's children are into dangerous or mischievous behavior?
- Do you throw trash in the streets and sidewalks?
- Do you give any of your time and or money to charity?
- Do you smoke, drink alcohol and or gamble with your money?
- Do you know exactly how much? Is it controlled (budgeted)?
- Do you teach children to save money and make plans for the future?
- Do you teach spiritual / religious values?
- Do you model the same values you teach?
- Do you tell your kids to say you're not home to avoid interacting with others?
- Do you say, "Okay", to your kids, "But don't tell Mom or Dad"?
- Do you find pride in a good day's work?
  - or
- Do you find ways to avoid working?
- Do you question your kids if they bring something new home?

# PRINCIPLES AND VALUES

*Principles are rules or laws that are permanent, unchanging, and universal in nature.*

*Values are internal and subjective, and they may change over time.*

## Values

In [ethics](#), value denotes the degree of importance of some thing or some action, with the aim of determining what actions are best to do or what way is best to live ([normative ethics](#)), or to describe the significance of different actions. Value systems are proscriptive and prescriptive [beliefs](#); they affect ethical behavior of a person or are the basis of their intentional activities. Often primary values are strong and secondary values are suitable for changes. What makes an action valuable may in turn depend on the ethical values of the objects it increases, decreases or alters.

Values can be defined as broad preferences concerning appropriate courses of actions or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. "Equal rights for all", "Excellence deserves admiration", and "People should be treated with [respect](#) and [dignity](#)" are representatives of values. Values tend to influence attitudes and behavior and these types include [ethical/moral](#) values, [doctrinal/ideological](#) (religious, political) values, [social](#) values, and [aesthetic](#) values.

Ex:

Dependability, Reliability, Loyalty, Commitment, Open-mindedness, Consistency, Honesty, Efficiency. Education, Travel, Community, Communicating, Knowledgeable, Healthy lifestyle, Independence, Security, Pride, Spiritualism, Hard Work, Money, Career, Having Material things (Cars, Clothes, Shoes), Control, Community, Acceptance by others.

## PRINCIPLES

A principle represents values that orient and rule the conduct of persons in a particular society. To "act on principle" is to act in accordance with one's moral ideals. Principles are absorbed in childhood through a process of socialization. There is a presumption of liberty of individuals that is restrained. Exemplary principles include [First, do no harm](#), the [golden rule](#). A settled rule of action; a basic doctrine or law. Rules you have developed based on your values. Maintains the Value System, Cultural, ethnic, religious and class based, Usually learned in the family. Sometimes rejected or rewritten by the new generation

Ex:

There's power in knowledge, Families stick together.  
Every man for himself, I am my brother's keeper.

Charity begins at home. My word is my bond.  
Children should be seen and not heard.  
What can my country do for me, what can I do for my country.  
Honesty is the best policy. There's a sucker born every minute.  
Take what you can get. Get what you got coming.  
The man is the head of the house. Birds of a feather flock together.  
Follow your heart. Take the road less traveled.  
There's safety in numbers. God bless the child who has is own.  
Women belong in the house. Money makes the world go around  
What goes around comes around. Honesty is the best policy.  
The Golden Rule/Do unto others as you would have done unto you.  
No man is an island. Always put your best foot forward.  
Put away for a rainy day.

*What is most important or valuable to you?*

*What do your children think is important to you?*

*How do you spend your time and your money?*

*How would someone describe your character?*

***Why do you get up in the morning?***

# Family Rules

All families and households have rules. Some families may seem like they don't have any rules because they aren't enforced, they're vague or they're constantly changing. Well made rules actually make children feel a lot more confident, comfortable and secure about their behavior because they know what is expected. Rules guide children towards learning desirable behavior and also help parents remain consistent when responding to behavior. Effective rule setting, once again, requires that we take a closer look at some guidelines when making household and family rules.

1. Rules should be short and to the point
2. Rules should state, in clear detail, the desired behavior
3. Rules should be stated positively
4. Start one rule at a time (not too many at once)
5. Ask children to help make the rules
6. Be firm and constant (exceptions are weakness)

## IMPORTANCE OF FAMILY RULES

As mentioned previously, family rules are important because they help children learn what are respectful behaviors. Family rules are actually the ways that parents let **children know what is respectful**. When parents are clear about the rules, children know and understand which of their behaviors are respectful and why. For this reason, it's important for parents to know why the rule exists. This helps children understand the logic of the rule. There doesn't have to be a mystery regarding rules but common sense that helps children think logically, the way you think. Take the time to explain.

Another important reason for having family rules is that they help **children feel secure** by knowing what is expected of them. When children know what is expected, they feel more secure. A child can feel confident that if they behave appropriately that they will receive praise and recognition. They can also rest assured that if they don't they will receive negative consequences.

A third good reason is that these rules can be used to **prevent problems**. When children understand and are motivated to follow the rules, and when a parent sees that a child is about to break a rule, a simple reminder of the rule (mild social disapproval) can prevent conflicts and tensions. For example, reminding a child about the rule for standing on the couch "Remember the rule about the couch?", can avoid an angry battle and negative feelings or can avoid the need to use a corrective or negative consequence.

## **EXERCISE / ROLE PLAY**

Make some family rules using the 6 steps mentioned earlier. A family meeting is a good time to have a discussion regarding family rules. We can change some rules, as family's change with children getting older and more responsible or we can make new rules for new situations in the environment i.e. recent changes in the ethnic makeup of the neighborhood. There may be language barriers, cultural barriers or simply atypical skin color for the neighborhood.

1<sup>st</sup> assign parents and children their roles. Then begin the family meeting by stating the rules (everyone gets a chance to speak, no blaming or shaming, no cross talk etc.).

2<sup>nd</sup> a change is taking place in your predominantly Black, Hispanic, Asian or White neighborhood. A new child that is of a different ethnic group arrives in your child's classroom. You have never had to discuss behavior around different ethnic groups to your children before. You are not sure what reaction to expect from your children. Do rules exist in your family about people that are different from you? Are there unspoken rules in your family about a specific ethnic group, due to the values you teach at home? Have your children heard you speak badly or make jokes about a specific ethnic group? Discuss whether there is a need to establishing new rules in the family regarding the treatment of people from different ethnic groups, races or religions. Develop some rules of conduct that reflect your values with regard to the treatment of people.

Does the parent hit all six guidelines for establishing rules?

How can he or she improve?

Sources: 'Effective Parents, Responsible Children' by Robert Eimers and Robert Aitchison, Ph.D.  
'Nanny 911' by Deborah Carroll and Stella Reid. Exercise/Role Play by Akoko-Nan

# Building Relationships Across Cultures...

*AN EXERCISE for parents*

Definitions:

**Relative**- one thing that is related to something else, especially a species that has developed from the same origin as another species.

**Relationship**- the connection between two or more people or groups and their involvement with one another, especially as regards the way they behave toward and feel about one another.

Answer following questions in group discussion.

**What do you respect about yourself?**

**What do you respect about your culture?**

**How can we help other' share the same respect?**

**How do you teach this to your children?**

**Discuss imbedded beliefs. Do/did they ever help?**

**What is institutionalized racism?**

**What and why is there racial profiling?**

**Why should you try to improve cross cultural relationships?**



The following material is provided by

# 3P (Parenting Peacebuilding Project) and Western Justice Center

Topics covered in this booklet include:

- Cross cultural relations, how do we move beyond stereotypes
- How do we parent to promote tolerance
- History of my Family
- Creating community in today's world
- Parent as Mediator

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*Cross cultural relations, how do we move beyond stereotypes:* This section provides information regarding the importance of teaching children about stereotypes and different ways and ideas to help teach them how to not use stereotypes.

*The following information is taken from the Tolerance.org website. "Founded in 1991 by the [Southern Poverty Law Center](#), Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children. To us, [tolerance](#) is an ethic."*

## **Tolerance.org**

### What can I do about Impressionable Children?

"How would he feel?"

A woman's young son tells a racist "joke" at dinner that he had heard on the playground earlier that day. "I immediately discussed with him how inappropriate it was. I asked him to put himself in the place of the person in the 'joke.' How would he feel? I discussed with him the feeling of empathy."

A New Jersey woman writes: "My young daughter wrapped a towel around her head and said she wanted to be a terrorist for Halloween — 'like that man down the street.'" The man is a Sikh who wears a turban for religious reasons. The woman asks, "What do I tell my daughter?"

### **Speaking Up...**

Children soak up stereotypes and bigotry from media, from family members, at school and on the playground. As a parent concerned about your child's cultural sensitivities, consider the following:

**Focus on empathy.** When a child says or does something that reflects biases or embraces stereotypes, point it out: "What makes that 'joke' funny?" Guide the conversation toward empathy and respect: "How do you think our neighbor would feel if he heard you call him a terrorist?"

**Expand horizons.** Look critically at how your child defines "normal." Help to expand the definition: "Our neighbor is a Sikh, not a terrorist. Let's learn about his religion." Create opportunities for children to spend time with and learn about people who are different from themselves.

**Prepare for the predictable.** Every year, Halloween becomes a magnet for stereotypes. Children and adults dress as "psychos" or "bums," perpetuating biased representations of people with mental illness or people who are homeless. Others wear masks steeped in stereotypical features or misrepresentations. Seek costumes that don't embrace stereotypes. Have fun on the holiday without turning it into an exercise in bigotry and bias.

**Be a role model.** If parents treat people unfairly based on differences, children likely will repeat what they see. Be conscious of your own dealings with others.

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*How do we parent to promote tolerance:* This section provides information regarding the importance of teaching children about tolerance and different ways and ideas to help teach them how to promote tolerance.

#### What to do about Parental attitudes

##### What to Say

A woman writes: "My mother uses racial and ethnic terminology — the Mexican checkout clerk, the black saleslady — in casual stories in which race and ethnicity are not factors. Of course, if the person is white, she never bothers to mention it."

A man continually refers to the largest nuts in cans of mixed nuts as "nigger toes." His grown children speak up whenever they hear him use the term, but he persists.

A man writes, "My father says he has nothing against homosexuals, but they shouldn't allow them to lead in a church. I didn't know what to say."

##### **Speaking Up...**

Learning how to have adult-to-adult dialogue is part of the maturation process for any child-parent relationship. As we grow older, we sometimes develop different views than those of our parents, guardians or childhood caregivers. Navigating such conflicts often is complicated by a common cultural norm: respect your elders. How, then, can we cross these divides?

**Speak up without 'talking back.'** Repeat information, removing unnecessary racial or ethnic descriptions: "What did the checkout clerk do next, Mom?" Or, "Yes, I like these mixed nuts, too." Subtly model bias-free language.

**Appeal to parental values.** Call upon the principles that guided your childhood home. "Dad, when I was growing up, you taught me to treat others the way I wanted to be treated. And I just don't think that term is very nice."

**Discuss actively.** Ask clarifying questions: "Why do you feel that way?" "Are you saying everyone should feel this way?" Articulate your view: "You know, Dad, I see this differently. Here's why." Strive for common ground: "What can we agree on here?"

**Anticipate and rehearse.** When you know bias is likely to arise, practice possible responses in front of a mirror beforehand. Figure out what works best for you, what feels the most comfortable. Become confident in your responses, and use them.

### What can I do about my Own Bias

I thought I was Cool

An African American woman is raising her teenage niece. The niece joined the basketball team, came home and said, "Auntie, there are 12 girls on the team, and six are lesbians."

The woman recalls the moment:

"I thought I wasn't homophobic, but, boy, I had to sleep on that one. I was thinking, you know, they're going to recruit her. And here I thought I was cool. It used to be my fear — and I hate to say this, but it's true — it used to be my fear that she would come home with a white man. Now I'm asking myself, 'Would I be more upset if she came home with a white man or a black woman?'"

### **Speaking Up...**

Confronting our own biases is a good thing; that's one of the ways we grow. This is not a comfortable process, but the practice of examining one's own prejudices is the first step toward diminishing or eliminating them. Here are some steps to consider:

**Seek feedback and advice.** Ask family members to help you work through your biases. Families that work through these difficult emotions in healthy ways often are stronger for it.

**State your goals — out loud.** Say, "You know, I've really got some work to do here, to understand why I feel and think the way I do." Such admissions can be powerful in modeling behavior for others.

**Commit to learn more.** Education, exposure and awareness are key factors in moving from prejudice to understanding and acceptance. Create such opportunities for yourself.

**Follow through.** Select a date — a couple of weeks or months away — and mark it on a calendar. When the date arrives, reflect on what you've learned, how your behavior has changed and what's left to do. Reach out again for feedback on your behavior.

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*History of my Family:* Understanding your history is a powerful tool when you become a parent. Take time to analyze the relationships you had with your family growing up and if you want the same relationships with your child/children.

What are some things that you are very proud of relating to your family history?

What are some things that you are not proud of and would like to change now that you are a parent?

What stories can you tell your child/children about your family that makes them proud of their culture?

How does your family history influence the values you have in your home today?

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*All information is taken from the Tolerance.org website. Information is free for personal use and teachers.*

**Tolerance.org**

## Expert Q&A

*Kerby T. Alvy, founder and executive director of the California-based Center for the Improvement of Child Caring, answers questions about how parents' biases and experiences with discrimination affect the raising of their children, and why, when it comes to bias, self-reflection is an important parenting responsibility.*

### **How do parents' own biases impact their children?**

**Alvy:** Much of the time this occurs unconsciously. Parents, in their own behavior - especially facial expressions and posture and body language - convey a lot that kids see. Other times, it can be more obvious, when parents actually talk about their biases out loud. Parents may tell children they don't want them associating with a certain group of people. For some, prejudice can be a family value.

There are also times when parents participate in ethnic self-disparagement. That happens often in groups where negative attitudes from society have affected the way people see and feel about themselves. Parents sometimes perpetuate those attitudes with their children. You see this, for example, in an African American family that looks down upon being "too dark." It is possible to have prejudice against your own.

### **What happens when parents are not on the same page about what to teach their children about respect for differences?**

**Alvy:** Because bias is learned within the context of intimacy - family relationships are intimate relationships - children can feel some loyalty to uphold negative attitudes if these are the attitudes that even one parent conveys. When parents have different attitudes, those mixed messages put the child in a difficult position. It's important that parents are united about how they want their children to feel about other people and how they want them to think about differences.

### **Reflecting upon personal bias can mean admitting or acknowledging shortcomings - and admitting that you need help to address those issues. Is this a difficult thing to get parents to do?**

**Alvy:** I think parents in general are interested in being educated. They already have made this commitment to bring up another human. Sometimes that involves training. I believe training is something that parents deserve - it's their right. And it isn't just something for those who are having trouble. It's for all of us.

I think that when you approach it from the view that education and training are what parents need and deserve and not something that is needed because parents have somehow gone wrong, parents are more open to doing the work.

It is honorable for parents to acknowledge that they have bias, and this is not something to be ashamed of. We are all products of this marvelous society; we are products of what we learned as just little kids, before we developed critical faculties. It is impossible for

anyone to have been brought up in the United States without having been influenced by racist attitudes and practices.

Parents should not blame themselves but rather accept that fact as the baseline and then be vigilant about always asking ourselves if we are coming from a place of racism or stereotyping. Doing that and asking those questions takes work from all of us.

**How can parents be encouraged to address and assess their own biases? What benefits can they expect from doing that work?**

**Alvy:** I believe the biggest challenge of humankind is the ability to accept difference. We need to let parents know that this is a very important issue, even more in our time today than in previous times, as the world and as our cities become more pluralistic.

It's something parents need to be aware of for humanitarian and practical reasons. Most kids are going to school with people from different backgrounds. And for those who are not, for those who are in segregated areas, it's even more important to highlight the issue of out-group relationships.

Parents have to know that it is very important for kids to get along for their own educational advancement. Also, today's workplace is a pluralistic workplace. No matter what our jobs are, we will find ourselves working with people from all different backgrounds. Group work and group decision-making also are an important part of today's workplace. We have to know how to interact with all kinds of people for that to work.

The bottom line is that we as parents should recognize that it is educationally practical and economically practical to lay a foundation for acceptance and tolerance.

**PERSONAL BIAS: A Reflection Exercise**

Explore your experiences with and attitudes about difference by asking yourself these questions.

1. The first time I became aware of differences was when ...
2. As I was growing up, my parent(s) taught me that people who were different from us were...
3. As I was growing up, my parent(s) taught me that people who were like us were ...
4. A time I was mistreated because of my own difference was when ...
5. A time I mistreated someone for being different was when ...
6. I feel most comfortable when I am around people who ...
7. I feel least comfortable when I am around people who ...
8. The memories I have of differences affect my parenting by ...

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Creating Community in today's world: The following information provides ways to teach your child about his/her own culture and how to experience and appreciate all different cultures. When different cultures can be appreciated there can be community for all.

From *The Power of Positive Parenting, 10 Guidelines for Raising Healthy and Confident Children* by Kerby T. Alvy, Ph.D. [www.ciccparenting.org](http://www.ciccparenting.org)

- Your children attend school with other children from a rich variety of cultural backgrounds. When they graduate and get Jobs, many of their co-workers and supervisors will be people from cultures different from their own. Your children need to know how to get along with many different types of people in order to succeed. You can help them become better friends, students and co-workers by first teaching them about their own cultural backgrounds.

Tell them about your parents, grandparents and your people, about their achievements, their habits and cultural characteristics, and about the hardships that they overcame.

- Then you can expand their understanding of their own and other cultures.
- Expose them to dolls and toys from other cultures.
- Get books or visit the library to learn about other worlds.
- Watch and discuss new stories, films, videos and television shows about different cultural groups.
- Visit ethnic and history museums.
- Attend cultural festivals, parties and reunions.
- Make friends with people of different cultures.

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*The Parent as Mediator:* Mediation skills can help parents when communicating with their children. The following article gives information regarding the advantage of a parent modeling mediation skills.

*Summarized from Child Development, Vol. 78, Issue 3, Training Parents to Mediate Sibling Disputes Affects Children's Negotiation and Conflict Understanding by Smith, J, and Ross, H (University of Waterloo).*

### Teaching Mediation Skills To Parents Helps Siblings Resolve Conflicts

ScienceDaily (May 18, 2007) — Children whose parents were trained in mediation skills had better conflict-resolution skills than those whose parents did not receive training. That's the finding of a new study conducted by researchers at the University of Waterloo in Ontario and published in the May/June 2007 issue of the journal Child Development.

The researchers found that children whose parents had mediated their disputes had more sophisticated conflict-resolution skills at the end of the study than did families in the untrained group. Conflicts that arose at home were resolved more positively in the mediation group, according to the parents' reports, in that children behaved more constructively, the conflicts were resolved more equitably, and the children were more involved in resolving the disputes.

In terms of children's skills in taking others' perspectives, children in the mediation group were better able to identify one another's goals and emotions and to understand their siblings' perspectives in conflict negotiations than were children in the control group. Furthermore, children in the mediation group (especially older children) were better able to understand that people interpret the events of a dispute and attribute blame according to their own perspectives.