globe IPIP Tool Kit

All Ireland Programme
for Immigrant Parents

globe

ALL IRELAND PROGRAMME FOR IMMIGRANT PARENTS

All Ireland Programme for Immigrant Parents

globe IPIP Tool Kit

ACKNOWLEDGEMENTS

The design of this toolkit has involved input from a great many sources and we would like to acknowledge their assistance and experience. A full list of the funders, Project Management Committee and Advisory Committee are available in Appendix 2 at the end of the training pack.

Firstly, we would like to thank the cross-border funders of the project who gave us the resources to carry out this project.

Secondly, we would like to thank the members of the Project Management committee who have all given up much of their time and resources to contribute to this toolkit.

Chair: Marian Quinn (Childhood Development Initiative and previously of the Reception and Integration Agency)

- Kathrin Bayly (Parenting Skills Unit, HSE)
- Stephen Falvey (Department of Education and Science)
- Aisling Gillen (Office of the CEO, Children's National Planning Services, HSE)
- Judy Howard (Department of Education and Science)
- Walter Johnston (Department of Justice, Equality and Law Reform)
- Joan McGovern (Barnardos Tuar Ceatha)
- Joy Poots (Inner City South Belfast Sure Start)
- Mary Yarr (Inclusion and Diversity Service, Northern Ireland)

Thirdly, we would like to thank our Advisory Committee which is made up of both practitioners and parents from both sides of the border many of whom are themselves immigrant parents.

We also extend our appreciation and thanks to all those who commented and added to various sections of the training including Barnardos Tuar Ceatha, the Inclusion and Diversity Service Northern Ireland, the Health Service Executive and internal commentators within the ISPCC.

We especially thank all those who gave time to pilot the sessions with their own groups or with groups brought together for the piloting and in particular we would like to thank Clare Care, The Clare Immigrant Support Group, The KAREN Project, Meitheal Mhaigheo Teo, The Multicultural Resource Centre, The ISPCC Leanbh Service and Inner City South Belfast Sure Start.

We would like to thank all of the practitioners, parents and young people who took part in our consultation process held throughout Ireland and also via the web. Thank you for your support and for providing us with the information needed to develop this training pack or toolkit.

Finally to any additional people, who lent their support to the programme, thank you!

Fiona Dwyer
(All IPIP Project Coordinator, ISPCC)

Mary Nicholson (All IPIP Project Manager and Advocacy Manager, ISPCC)

INTRODUCTION TO THE TOOLKIT

The toolkit was designed to address the particular needs of immigrant parents living in Ireland. The programme materials provided will support practitioners to work with the target group to deal with the challenges and stresses they may face which arise as a result of parenting in an unfamiliar country.

It is also aimed at supporting practitioners who are working with immigrant parents from culturally diverse backgrounds. It will enable practitioners to work effectively towards the aim of addressing the needs of immigrant parents in Ireland.

The toolkit has been produced in such a way as to allow the pack to be utilised in conjunction with the other outputs of the project – the DVD and the information pack or to be used singly as a simple training programme, either as a stand alone initiative or as a supplementary element to a generic parenting programme.

The pack contains five separate sections which together form a 'toolkit' for the facilitators of the programme:

1 **Section One: Introduction**

This section introduces the All Ireland Programme and outlines the main aims, objectives and outputs of the project. It provides a contextual background to the toolkit.

2 **Section Two: Facilitator's Guidelines and How to Use the Toolkit**

The second section is designed as both a guide to general facilitation skills but also a guide to using the toolkit to deliver the parenting programme.

3 **Section Three: The Sessions**

Section three sets out explicitly the make up of each session, of which there are seven separate sessions. The sessions can, for the most part, be used in any order except the needs assessment section which must be completed first.

4 **Session Four: Contextual Information**

The contextual information session provides additional information for facilitators on each of the topics contained in Section three. It is designed to provide a more comprehensive background to the topics covered in each session.

5 **Section Five: Additional Resources**

The resources section of the toolkit is designed to signpost facilitators both to the resources used in the sessions and also further information around the topics and on organisations and bodies working in the area.

globe IPIP Tool Kit

CONTENTS

SECTION 1:

Introduction

Introduction to The Globe (All IPIP) 6

SECTION 2:

Facilitators' Guidelines and How to Use the Pack **12**

Facilitators' Guidelines 13

How to Use the Pack 21

SECTION 3:

The Training Sessions **26**

Session A: Needs Assessment 27

Session B: Parenting Styles and Parenting Expectations in (Northern) Ireland 33

Session C: Parenting in a Diverse Society – Culture and Stereotypes 47

Session D: Racism and Bullying 56

Session E: Supporting Your Child with Language 76

Session F: Supporting Your Child in the (Northern) Irish Education System 94

Session G: Coping with Stress 112

Recap Session 126

globe IPIP Tool Kit

CONTENTS

SECTION 4:

Contextual Information **130**

Section 4B: Parenting Styles and Parenting Expectations in (Northern) Ireland 132

Section 4C: Parenting in a Diverse Society - Culture and Stereotypes 135

Section 4D: Racism and Bullying 146

Section 4E: Supporting your Child with Language 153

Section 4F: Supporting your Child in the (Northern) Irish Education System 157

Session 4G: Coping with Stress 161

SECTION 5:

Additional Resources **167**

Section 5A: Ice-Breakers 168

Section 5B: Parenting Styles and Parenting Expectations in (Northern) Ireland 173

Section 5C: Parenting in a Diverse Society - Culture and Stereotypes 175

Section 5D: Racism and Bullying 179

Section 5E: Supporting your child with Language 181

Section 5F: Supporting your child in the (Northern) Irish Education System 184

Section 5G: Coping with Stress 186

Evaluation Form 189

Appendix One: Parenting Programmes Currently Run in Ireland **190**

Appendix Two: List of People Involved in Developing the Pack **197**

Appendix Three: Glossary of Terms **199**

INTRODUCTION

In early 2006, a number of organisations working with the immigrant community, from both a statutory and NGO background, began to recognise and respond to, the specific issues which can arise for parents living in a new country.

This growing awareness was coupled with uncertainty and lack of good practice models in how to respond to these issues, in the context of an Ireland for whom immigration was a new and entirely unprepared for phenomenon.

Informal discussions across organisations and between service providers on both sides of the border, began to focus on the need for "home grown", accessible materials to support practitioners in their work with parents, whilst the need for relevant, translated information for immigrant parents themselves was also highlighted.

In order to progress and formalise these discussions a meeting of key stakeholders, in the Republic of Ireland both statutory and voluntary, was held. Both this forum, and the subsequent consultation undertaken through questionnaire format, strongly reiterated the need for such developments. A similar process was undertaken in Northern Ireland.

Out of these initial consultations The Globe: The All Ireland Programme for Immigrant Parents (All IPIP) was established. The Globe All IPIP is a 24 month project at the full remit of immigrant parents (refugees, asylum seekers, migrant workers, undocumented migrants and international students).

THE PROJECT HAS THREE MAIN AIMS

- To develop an information pack regarding family support for non-Irish national parents, and resource tools for those working with them, which is applicable and available throughout the island of Ireland.
- To address an identified gap in resource and practice tools aimed at promoting positive parenting.
- To provide supports to those working with immigrant families.

IN SUPPORT OF THE THREE MAIN AIMS THE PROJECT HAS THREE PHASES

PHASE ONE: RESEARCH AND CONSULTATION

PHASE TWO: PRODUCTION OF PROJECT OUTPUTS

PHASE THREE: ROLL-OUT AND TRAINING

PHASE ONE:

Research & Consultation

The research and consultation phase consisted of conducting research into national and international best practices around the area of immigrant parenting and carrying out an extensive consultation process through the medium of focus groups held throughout the island of Ireland.

The research and consultation phase of the All Ireland Programme for Immigrant Parents set out to explore to what extent immigration has impacted individual family members, relationships, family life and dynamics and explore the factors influencing the ability of family systems to cope with the challenges and needs experienced by immigrant parents. The consultation phase and the literature review examined six keys themes: Living in (Northern) Ireland; Stress; Access to services; Language Barriers; Parenting Practices and Integration.

As part of the research and consultation phase of the All Ireland Programme for Immigrant Parents, the ISPCC held 32 focus groups around the island of Ireland split in the ratio of 2:1 for the Republic and Northern Ireland respectively.

The focus groups were split further into three groups: parents; practitioners and young people. The results were that 120 parents interviewed; 48 practitioners interviewed and 18 children were interviewed from 32 countries in Europe, Asia, Africa and Latin America.

The overall results fully support the outputs of the project and informed the content of these outputs. The need for information for parents on the following were central to these results: access to services; legal issues in Ireland; language barriers and managing bilingualism and living in (Northern) Ireland and for training materials for practitioners on intercultural aspects of parenting.

PHASE TWO:

Production of Project Outputs

Phase Two of the project involved designing and producing the outputs of the project and holding a conference on best practices and lessons learned from research.

The project outputs have been designed to address an identified gap in resource and practice tools aimed at supporting immigrant parents with materials appropriate to their needs as identified in Phase One and to provide supports to those working with immigrant parents.

The content of the outputs are:

1. Research and Consultation Report
2. Toolkit
3. Information Packs
4. DVD
5. Conference

1. Research and Consultation Report

The research and consultation report is a comprehensive examination of existing literature and best practices in the area of immigrant parenting and the findings from the consultation phase of the project.

The report aims to facilitate the replication of the research and consultation phase by describing the processes and outputs of Phase One.

This comprehensive report was also used to inform the content of the toolkit, information packs and the DVD. It is available on the website of the ISPCC at www.ispcc.ie/allipip

2. Toolkit

This toolkit was originally envisaged as a new parenting programme but research from the consultation phase showed that there was no need to design a new programme as there are already a number of well established parenting programmes in operation on the island of Ireland (see Section 5, Appendix 1 for a short, but not comprehensive list). The toolkit provides additional sessions which address specific parenting issues particular to immigrant parents and these sessions should be added to an existing parenting programme.

The toolkit contains comprehensive facilitator guidelines on how to use the pack, the training sessions, parent and facilitator notes and contextual information for each session. It has been designed as a 'toolkit' for practitioners to use, which can either be a stand alone resource or be used in conjunction with the DVD and information pack.

The sessions included are

- Needs assessment
- Parenting Styles and Parenting Expectations in (Northern) Ireland
- Parenting in a Diverse Society – Culture and Stereotypes
- Racism and Bullying
- Supporting Your Child with Language
- Supporting Your Child in the (Northern) Irish Education System
- Coping with Stress
- Recap

3. Information Pack

The information pack has been designed as a handbook for parenting on aspects of living in (Northern) Ireland. It contains up-to-date information on 6 different topics and also links to other resources that parents can access for further information.

It has been designed as a mixture of questions and answers and information.
Each section contains links to relevant organisations and further information and there is a glossary at the end explaining complicated words. The information pack has been designed to contain information in an easily digestible format for parents to use.

There are two versions of the information pack – one for each jurisdiction of the project. The information pack, will in turn, be translated into 10 languages reflecting the numbers speaking these languages in both Northern Ireland and the Republic of Ireland.

The topics contained within the information pack are

- Living in (Northern) Ireland (a brief introduction)
- Living in (Northern) Ireland (practical information)
- Legal Aspects
- The Health and Social Services System in (Northern) Ireland
- The Education System in (Northern) Ireland
- Recreational and Social Activities

4. DVD

The DVD, which is designed for people with language or literacy difficulties, contains information on five key topics, again identified from the research conducted during this phase of the project. The DVD topics are designed to stand alone or can be used in conjunction with the training and resource packs.

The DVD is approximately 20 minutes in length and uses a combination of graphics and short video clips to convey the topics. It can be used either by the parents themselves in isolation or with a facilitator or practitioner.

The topics addressed on the DVD are

- The Education System
- The Health System
- Language
- Parenting Practices
- Stress

5. Conference

The conference was aimed at supporting practitioners working with immigrant parents through the sharing of best practice and international research between policy makers, service managers and practitioners who work in a range of areas. It was aimed at a wide range of service areas, including integration; health promotion; family support; cultural diversity; immigration support; childcare; social services and education – those who work with new communities and minority ethnic families from both jurisdictions of the project (North and South).

The overarching purpose of the conference was to facilitate sharing of learning and effective strategies, as well as raising awareness amongst service providers of the need for tailored approaches to the needs of immigrant parents.

PHASE THREE

The Roll-out and Training Phase

The programme has designated an entire year for the roll-out and training phase of the project, reflecting the desire that the outputs become a valuable resource for practitioners working in the area of immigrant parenting

.

TARGET GROUP

It is envisaged that the project resources will be utilised in a range of settings with the full spectrum of immigrant parents including asylum seekers; refugees; migrant workers; undocumented migrants; overseas students.

The resources will be available to organisations working with the client group on both a universal and targeted basis, and include

- Health and social services, e.g. Public Health Nurses, Health Visitors, Social Workers
- Family support organisations, including those providing services for preschool children, vulnerable children and families; families experiencing domestic violence
- Fostering, adoption and family reunification services
- Education services, including schools; adult and community education programmes. home-school liaison.

Project Outcomes

- Improved awareness amongst parents of service provision, policy context and positive parenting practice
- Improved uptake of support services by parents
- Improved integration of positive parenting practice for all parents in Ireland
- Support to practitioners in the delivery of additional positive parenting modules aimed at parents from a culturally diverse background.

GENERAL FACILITATION GUIDELINES

The general guidelines are designed to assist facilitators in both planning sessions and engaging participants in the group. These guidelines describe, in broad terms, what the facilitator will require in terms of skills and materials to effectively run the sessions.

It is designed as an introduction to both the training pack sessions and also to facilitation skills. It is important that this section is covered in depth as it provides an important part of the preparation for the training pack.

REMEMBER!

As with any training – **PREPARATION** is the key to designing and implementing any training sessions.

Facilitation Skills

There is a lot written about the subject of facilitation and also about facilitating intercultural groups. A short list of books and other resources are contained at the end of this section. This section outlines some of the key skills and processes needed to facilitate groups.

What is facilitation?

Very simply put, facilitation is helping a group to accomplish its goals. (McNamara, 2008)
A facilitated workshop is a method of allowing a group of people to work together to achieve a specific outcome. (Cameron, 2001:1).

A facilitator is someone who uses knowledge of group processes to formulate and deliver the needed structure for meeting interactions to be effective. The facilitator focuses on effective processes (meeting dynamics) allowing the participants to focus on the content or the substance of their work together. (http://www.iaf-world.org/files/public/FacilitatorMnl.pdf)

Facilitation is different from other methods of teaching as the role of a facilitator is to support and guide the group towards their desired outcome which in this case is a better understanding of parenting in Ireland. Facilitation is less didactic than other methods of teaching such as traditional teaching, presenting or lecturing.

Group facilitation involves the group working together with a facilitator to guide the discussion but turning over the process of learning to the group. An effective group is one where each member participates equally and each member respects the others' opinions. Ensuring that there is balance within the group is the key role for the facilitator.

REMEMBER!

The Role of the Facilitator is to:

- Offer structure and methods to help the process and task of the group
- Be an impartial catalyst enabling new thoughts, new actions and new interactions
- Effectively manage the information derived from the group
- Ensure balance between the group members and to ensure that each member feels confident and supported to participate.

What makes an effective facilitator?

An effective facilitator is one who:

- Sets and agrees objectives that are realistic and achievable
- Guides the discussion along the right track
- Ensures participation by all members of a group
- Remains impartial and unbiased
- Summarises frequently to bring and keep people on board
- Listens twice as much as talking
- Elicits information by inviting and questioning
- Demonstrates information so that all participants understand
- Is constantly learning and does not consider themselves an expert on the subject (Fanning, 2008).

It is very important that any person facilitating a group remembers the points above throughout the training course especially in a group where there may be many differences between the members of the group.

In the training sessions of this pack, the members of the group may have different cultures, be of different nationalities, gender and educational levels. The role of the facilitator is to balance all of these differences but also to highlight the commonalities, experience and knowledge that exist amongst the group.

REMEMBER!

Despite any differences within the group there are also commonalities:

- All of the members of the groups are parents
- All of the members of the group want to be the best parents they can be
- All of the members bring with them their own experiences and learning

Ensuring the group is effective in meeting participant's needs:

Running an effective group is key to the learning outcomes of this toolkit. Outlined below are some points to remember to help the group to run effectively.

- Needs Assessment
- Preparation
- Monitoring and Evaluation

Good preparation is one of the most important aspects of the session. Thorough planning helps to anticipate potential problems and enable you to plan for them before they happen.

Needs Assessment:

A needs assessment is an exploration of the way things are and the way things should be. It is vital in ascertaining exactly where the group is at and what elements of the toolkit are important in terms of the learning for participants.

Put simply, a needs' assessment involves finding out what the parents already know regarding parenting in (Northern) Ireland and what they need to learn.

To ensure that a comprehensive needs assessment is carried out, the participants in the group and the facilitator must be involved. Following the initial assessment, this process will be ongoing throughout the training.

A comprehensive needs assessment will help you to identify:

- The problems parents would like addressed;
- Where gaps in knowledge lie;
- Which of the parents are most affected by these issues;
- Commonalties and differences between the participants within the group;
- What resources and exercises would help the parents to address their gaps/issues

The following questions will help identify the needs of the participants and will guide the facilitator on what sessions or sections are necessary to meet these needs.

- Knowledge
- Training
- Recent Challenges
- Positive Aspects of Parenting
- Hopes and Fears
- Attitudes and Biases
- Cultural Aspects

A comprehensive guide on how to carry out an effective needs assessment is contained in Section 3 A, Needs Assessment.

Preparation:

One of the most important aspects of a successful training course is that the facilitator knows the group before the sessions start. If the facilitator has been working with the group on generic parenting they will probably have a good idea of the group dynamics and the composition of the group. However, the additional modules which are aimed specifically at immigrant parents may bring up differences in attitudes and opinions within the group that may not have arisen earlier.

To ensure that the group learns effectively from the training course, facilitators will need to make sure that there is an atmosphere of cooperation and mutual respect within the group, in other words “Getting the environment right for your group”.

There are a few tips to help ensure that the environment is right for the group

Logistical Considerations:

- Ensure that the room that you use for your group is comfortable, bright and tidy.
- Make sure that the seating arrangement will put everyone at ease. An easy way to do this is to arrange the seats in a U-shape. Then everyone is on the same level.

Introductions

- Ice-breakers are an invaluable way to put the group at ease. Spending time on these is well worth the effort as the group will feel more comfortable with each other and open to talking about sensitive issues - (a number of good ice-breakers are contained in Section 5A of the pack, see Planning on the next page).
- The facilitator should introduce themselves and make sure that they take part in all of the ice-breakers. The group will then see the facilitator as part of the group rather than an outsider.
- Introductions will help to foster an atmosphere of learning and trust.

Housekeeping

- Spending time on this section will also put the group at ease and make them more comfortable.
- Make sure that everyone knows information such as where the toilets and emergency exits are.
- Develop a group contract or group rules for each session and refer back to these if necessary during the sessions. It is very important that the group agree the content of this contract as this will make them more real and people are more likely to take ownership and respect the agreed rules. Facilitators can also add in any rules that the group do not come up with such as switching off mobile phones and confidentiality outside the session.

Planning

- Always have a variety of different exercises and ice-breakers as they do not always work successfully and people could become bored quite easily.
- Always make sure that you have the necessary materials before the session starts (paper, tape, markers, flip charts, post-it notes, arts and craft materials and so on).
- Ensure that the participants are actively engaged in discussion throughout the session rather than relying on a more traditional teaching approach.

DURING THE SESSION

• Vary the sessions

- This means not always using the same methods to get the information across or the discussion going. This pack suggests a wide variety of different methods from brainstorming and practical exercises to arts and crafts.

• Use open questions

- Open questions are more effective to gain information from participants about their experiences and needs during the training session.
- Open questions include: What? Why? How? When? Who?
- Avoid leading and loaded questions.
- Avoid closed questions such as: Is it? Can you? And so on.

Use language everyone can understand

- It is important to use language that everyone can understand or you run the risk of alienating or embarrassing members of the group. If there are terms used that the facilitator feels parents may not understand, explain them in simple language.
- It is also important to bear in mind throughout the training course that many parents may not speak English as their first language. Adjusting language is important in this case so that everyone benefits equally from the training.

Participation:

- Making sure that everyone participates is an important part of being a facilitator. As with any situation, there will be people who are more comfortable with talking than others.
- Bear in mind that some people will be reluctant to participate because they are shy and yet others will be relevant because of cultural and gender issues.
- This is why it is important to have the ice-breakers and the group contract at the beginning and to stress that everyone in the group is equal. Reiterate commonalities here for example that everyone is a parent in the group.
- People will be more likely to participate if they feel comfortable and relaxed in the group and if they feel that others respect their knowledge, opinions and ideas.

• It is important to address any myths or stereotypes that exist within the room.

Flexibility:

- Above all be flexible and keep an open mind.
- It is important to remain non-judgemental.
- Being flexible will avoid conflict within the group as you can move away from a topic that is causing conflict and return to it later on if required.
- As stated above, flexibility is necessary when working with the ice-breakers or other activities as not all of them will work with every group of parents and having a store of activities and ice-breakers will help you to avoid this situation.
- Finally, don't panic if you don't complete everything you set out to do in a session.

POINTS TO CONSIDER WHEN FACILITATING MULTICULTURAL GROUPS

Participants understanding of facilitation

It is important that participants have an understanding of the role of the facilitator. While this will probably have been explored in the initial generic parenting sessions, it is worth bearing in mind that participants from different cultural backgrounds may have a different understanding of the role of a facilitator.

Background of participants

It is important that both the facilitator and the participants within the group have an understanding of the culture of those within the group. This is explored in Session 3C: Parenting in a diverse society – culture and stereotypes. This will help to inform both participants and the facilitator and will enable the facilitator to address any myths and stereotypes.

Cultural safety

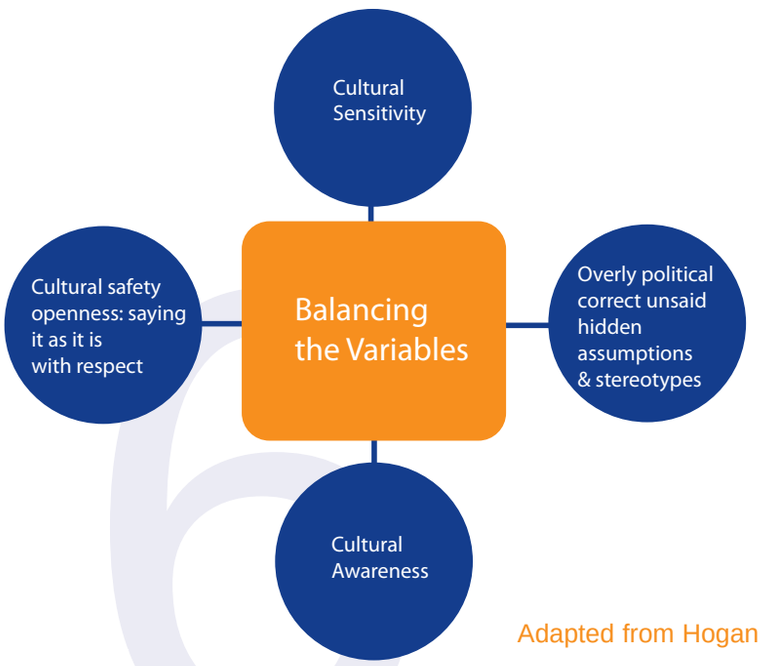
It is important that participants are in an environment that is safe, where there is no "denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience, of learning, living and working together with dignity and truly listening." (Williams, 2002).

Cultural safety involves ensuring that all participants in the group feel safe and this means that all participants must engender a culture of trust amongst themselves.

This goes beyond a general group contract to generating the need for:

- Respect
- Tolerance
- Trust and confidentiality

Hogan (2007) has suggested that in order to balance the variables of culture, assumptions, stereotypes and political correctness the following model should be incorporated



Adapted from Hogan, C (2007:48)

SOME USEFUL TIPS GROUP DYNAMICS, WHEN THINGS GO WRONG

Causes of difficulties

- Feelings
- Competition between group members or with the facilitator
- Dynamics-people need to feel that they belong; they also need to retain their sense of identity
- Inexperience
- Lack of clarity in relation to tasks
- Individual aims
- Previous experience
- Outside events
- Lifecycle of the group
- Parings and groupings

SIX STAGES TO ADDRESSING CHALLENGING BEHAVIOUR WITHIN A GROUP

1. Noticing

- Watching
- Listening
- Feeling/sensing
- What does the behaviour look like?

2. Interpreting

- What does the behaviour mean?
- What does the behaviour amount to?
- Possibility of error or stereotyping
- Is it directed or non-directed behaviour (i.e. conscious or unconscious)
- Checking out with a co-facilitator

3. Addressing

- Choosing the most appropriate way of addressing the behaviour
- Choosing the correct time
- Raising the problem with the group or individual
- Working with the individual
- Balancing individual and group needs

4. Allowing feedback

- Allowing for responses and/or clarification
- Giving the learner space to think about their behaviour
- Allowing the others to think about the problem

5. Encouraging involvement, disclosure or risk-taking

- Offer involvement/disclosure as a way of overcoming behaviour
- Re-emphasise the importance of involvement to issue of relevance
- Remind the individual of consequences of behaviour on the learning in the group

6. Staying in touch with group behaviour

- Monitor energy levels
- To ensure that the learning process responds to the groups' needs watch for signs which might suggest a lack of understanding or confusion
- Maximise the relevance, significance and meaning of the group by looking for non-verbal signs of comprehension, realisation, enthusiasm and understanding - for example nodding of the head
- Watch for signals, which might suggest learner avoidance or refuge in the comfort zone - for example arms crossed or heads down
- Stay alert for instances of difficult behaviour by, or between, group members which might disturb the learning process for the group as a whole.

Tips for working effectively with an interpreter/translator

As facilitators may be working with groups who have little or no English, an interpreter or translator may be required. The following should be considered when facilitating via an interpreter/translator

- There should be a three way rapport between the facilitator, interpreter and participants
- The interpreter should translate accurately and honestly
- Confidentiality must be maintained by the facilitator and interpreter
- The facilitator should carry out a pre-session meeting with the translator to ensure that there is a shared understanding of roles and objectives.

CONFIDENTIALITY AND CHILD PROTECTION

Facilitators must ensure that participants have a clear understanding of confidentiality and the exchange of information. Giving information to others for the protection of a child is not a breach of confidentiality and facilitators and participants need to be aware that any child protection and welfare concerns disclosed must be addressed using the principles of the 1999 Children First Guidelines – National Guidelines for the Protection and Welfare of Children in the Republic of Ireland or the 1995 Children (Northern Ireland) Order.

The facilitator must highlight (for the parents) that any information they divulge during the sessions is treated with the upmost confidentiality unless the facilitator suspects that there are child protection issues, in which case, they must report their suspicions to a duty social worker.

Children First: National Guidelines for the Protection and Welfare of Children

in the Republic of Ireland, (1999) available at: www.dohc.ie/publications/children

Children (Northern Ireland) Order, (1995) available at: www.opsi.gov.uk

HOW TO USE THE TOOLKIT

Overview

This section is designed to give facilitators a step by step guide on how to use the materials provided.

The toolkit contains information on different topics which have been identified from a comprehensive research and consultation phase which involved consulting with immigrant parents, practitioners and young people to find out what are their particular needs in terms of parenting.

It is recommended that participants complete a generic parenting programme prior to embarking the training in this pack.

The Sections contained within the toolkit are colour coded and are as follows:

Section 1: Red Tab

Section 2: Blue Tab

Section 3: Green Tab

Section 4: Purple Tab

Section 5: Grey Tab

STRUCTURE OF THE SESSIONS

These sessions are not designed to be used in chronological order and as such the sessions have no session numbers but rather are outlined as different topics that can be used to address particular needs identified by the facilitator, from the needs assessment, for the specific needs of the group that they are facilitating.

Different sections from each session can be used in the same training session if desired by the facilitator. The sessions have been designed to allow different aspects to be 'dipped into', (Section 4 holds detailed contextual information for facilitators on each session).

The order in which the facilitator will use the sessions depends on the information received for the needs assessment session.

Some topics will need to be covered before or at the same time as others are covered – for example Bullying and Racism may need to be covered before or at the same time as elements of Supporting your child in the (Northern) Irish education system.

The training pack is designed to be used in conjunction with the resource pack and the DVD, both of which will provide different additional information to the training pack.

Note: Unless the facilitator is very familiar with all of the members of the group, it is vital that the Needs Assessment session be completed before any other session. The sessions contained within the toolkit may bring up attitudes and opinions that have not arisen during the generic parenting programme.

Note: We also recommend that Session 3G Coping with Stress should not be completed until after other sessions have been carried out and should not be conducted as a session in isolation.

THE SESSIONS FOLLOW THE STRUCTURE OUTLINED BELOW:

Materials Needed

This contains information regarding the materials that are needed to carry out the sessions effectively.

- Worksheets (Parent Class Notes) to be used within the session and take home handouts (Parent Handouts) for participants are available at the end of each session in Section 3.
- 'Contextual Information', which gives the facilitator some background information that will be useful in terms of carrying out the session, is available in Section 4.
- Additional Resources such as icebreakers, additional reading and signposting of services are available in Section 5.

Aims of the session

This outlines exactly what the overall aim of the session is.

Objectives of the session

The objectives outline the key learning points for the participants following completion of the session.

- Parents will have a better understanding of the topic explored
- Parents will know how to deal with the issues explored
- Parents will know where to access additional information or areas for support

Key Principles

This outlines general principles related to the topics covered. The key principles remind the facilitator and participants of the basic standards, beliefs and opinions that guide best practice about children and that topic in Ireland.

Session Outline

This is a complete breakdown of the exercises and guidelines that will facilitate meeting the original aims and objectives.

- It is important to welcome the participants at the start of each session, this should be followed up by an icebreaker (Section 5A) and an overview of the forthcoming session.
- The facilitator should check in/follow up with participants to ensure that any issues/concerns from the last session have been addressed.
- Facilitators have been provided with a range of exercises and it is recommended that you select the ones that are most relevant and useful to the group. This will be facilitated most effectively by the completion of the Needs Assessment.
- After completion of the exercises, there should be a summary and recap of the session, it is important to allow for question time at this point.
- All sessions should end with an evaluation which allows participants to give feedback. This will allow for an ongoing needs assessment which will inform the next session. This evaluation can be carried out via an evaluation worksheet (See Section 5) or verbally, depending on the group.

Timing of the sessions

The sessions have deliberately been given no more than outline/approximate timelines as each facilitator will find that the sessions take completely different times to complete depending on the participants of the group. This will be especially noticeable if the parents in the group have literacy or language difficulties.

Facilitators may find that some sessions take longer than others to complete and so a flexible approach to the sessions is recommended.

Note: The training sessions have been designed in such a way as to give various options and exercises that can be used in each session. The facilitator does not need to do all of the exercises but rather picks the exercises based on the needs of the group and the time allowed for the session.

Needs Assessment

It is vital that the first session is led by a needs assessment as to gaps and the areas of learning for the participants. This will enable the facilitator to decide which aspects of the training sessions are relevant to their particular group. Guidelines on carrying out this needs assessment are available in Session 3A, Needs Assessment.

REMEMBER

These sessions are designed to meet the needs of a variety of groups. As such, you may only need to carry out some of the sessions, or certain sections of the sessions. This is entirely up to the facilitator but will be based on a comprehensive needs assessment.

Always use the knowledge and experiences within the group as your starting point, parents have diverse and useful experiences that will inform the group and create an environment of shared learning.

In order to address the possible language, literacy difficulties within the group, we have, where possible, used simple language throughout the sessions. However, the facilitator must bear in mind that they may have to further simplify the language or to explain terms and concepts that the parents are unfamiliar with.

The questions contained within the sessions are guide questions only and may require simplification and/or a change in wording.

RESOURCES NEEDED TO RUN THE SESSION:

In any facilitator's toolbox it is important to have a number of resources available to run the sessions and also to plan for any activities that are not working.

Again, flexibility and preparation are key when it comes to resources.

Each sessions facilitator notes will tell you exactly what you need to run the session but the following are resources that you can keep handy in order to plan ahead:

Flip-Chart and Paper / Office and Art Supplies

- Paper (coloured and plain) in a variety of sizes - A3, A4, A5
- Card (coloured and plain)
- Blu-tack
- Sticky tape and masking tape
- Post-it notes (also known as sticky notes)
- Whiteboard markers/pens
- Art and Craft Materials

Other Materials

- Maps
- Atlas
- Costumes
- Masks
- Pictures of different people and cultures

Reading List and Other Resources

Reading lists and other resources for each session are available in Section Five and are broken down as follows:

5A) Icebreakers

5B) Session 3B: Parenting styles and parenting expectations in (Northern) Ireland

5C) Session 3C: Parenting in a diverse society – culture and stereotypes

5D) Session 3D: Supporting your child with bullying and bullying aggravated by racism

5E) Session 3E: Supporting your child with language

5F) Session 3F: Supporting your child in the (Northern) Irish Education System

5G) Session 3G: Coping with Stress

REFERENCES AND OTHER RESOURCE

Bens, I., (2005), 'Facilitating with Ease', Jossey- Bass ISBN: 978-0787977290

Brown, R., (2001), 'Group Processes: Dynamics within and between Groups', Wiley -Blackwell ISBN: 978-0631184966

Cameron, E., (2001), 'Facilitation Made Easy: Practical Tips to improve meetings and workshops', Business and Economics

Hogan, C., (2003), 'Practical Facilitation', Kogan Page Publishers

Heron, J., (1999), 'The Complete Facilitator's Handbook', Kogan Page Publishers ISBN: 978-0749427986

Hogan, C., (2007), 'Facilitating Multicultural Groups: A practical guide', Kogan Page Publishers ISBN: 978-0749444921

McNamara, C., (2008), 'Facilitation (Face – to – Face and Online)', available at http://www.managementhelp.org/grp_skll/facltate/facltate.htm - last accessed 25.04.08

Nevis, E., (1987), 'Organizational Consulting – A Gestalt Approach', Gardner Press ISBN: 978-0898761245

Schein, E., (1998), 'Process Consultation', Volumes 1&2, Addison Wesley ISBN: 978-0201345964

WEBSITES

http://www.see.ed.ac.uk/~gerard/MENG/MECD/topics.html - (last accessed 01.07.08)

http://wilderdom.com/facilitation/FacilitationWhatIs.html - (last accessed 01.07.08)

OTHER RESOURCES

Fanning, K., (2008), 'Introduction to Facilitation Skills Programme' Tipperary Institute, 8th and 9th April 2008

NEEDS ASSESSMENT

Materials Needed

- Flip Chart and markers
- Paper

Note: The overall design of the session, including exercises carried out, will depend on the language and literacy levels of the parents in the group.

In order to address the possible language//literacy difficulties within the group, the facilitator may have to further simplify the language or to explain terms and concepts that the parents are unfamiliar with.

For parents who have lower levels of language and literacy, arts and crafts are an indispensible part of the facilitator's toolbox and can be used throughout the session.

Aim of the Session

To identify participants'/parents' individual knowledge, skill, interest, attitudes and/or abilities relevant to parenting in (Northern) Ireland. The information received in this needs assessment will be used to inform which sessions of the toolkit are relevant to the particular group.

Objectives of the Session

- The facilitator will have identified the sessions of the toolkit that are most relevant to the group
- The participants will be able to share their fears and expectations and to identify the challenges of parenting in (Northern) Ireland and the gaps that exist in their knowledge base
- The parents will be made aware of the areas to be covered in future sessions.

Key Principles

- A needs assessment identifies gaps in parent's knowledge of a particular area– the space between what currently exists and what should exist.
- The facilitator should draw on the existing knowledge and experience in the group.
- The relevant information is gained through observation, open questions and group participation.
- The facilitator should focus on the strengths of the group and use the strengths to design an effective course to address weaknesses.
- A group can function most effectively when all the members of the group work together.

SESSION OUTLINE

Welcome (Approximately 5 minutes)

- Welcome everybody to the group.
- The next step is to give parents an overview of the session so that they know what to expect from the session.

Group Contract (Approximately 5-10 minutes)

- Establishing a group contract will depend on whether this training course is additional sessions as part of a wider generic parenting programme or whether this is a new group of parents.

Existing Group

If the parents in the group are an existing group that the facilitator is working with then the group contract or rules from the beginning of that course can be used.

It is important, however, to revisit the group contract and explain that the same rules will apply in this group.

New Group

If the parents in the group are a new group who are meeting for the first time, it is important to spend time on the preparation for the session. Information on planning the group and the group contract are contained in pages 13-20 of Section 2: Facilitators' Guidelines.

It is important to spend time establishing a group contract decided on by the whole group to make the parents feel comfortable in the group.

Needs Assessment

An effective needs assessment involves three main steps

- Pre Assessment or exploration
- Assessment
- Post-Assessment and session design

1) Pre-Assessment and Exploration

The pre-assessment and exploration stage of the needs assessment is an important part [illegible] assessment and involves planni[illegible]he facilitator.

Good pla[illegible]s one of the most importa[illegible]cts of facilitating any group.
This stage c[illegible]elp the facilitator to ide[illegible]ntial problems that might arise during the training cour[illegible]

Before the group meets the facilitator should consider the following questions

The Group

- Is the toolkit to be used with an individual or a group?
- What are the English language levels in the group?
- What are the literacy levels in the group?
- What timeframe do you have?

Profile of the Parents

- What is the nationality of the parents?
- What is the ethnicity of the parents?
- How long have they been in (Northern) Ireland?

Profile of the Children

- How many children do the parents have?
- What are the ages of the children?
- Are they school going or younger?

Note: Using the answers to the pre-planning questions is key to the design of the sessions. The facilitator needs to bear in mind that different parent profiles will impact on the group dynamics.

The facilitator should ensure that there is a non-threatening environment in the group and make it clear that diversity within the group is valued.

2) Assessment

The assessment stage of the needs assessment is crucial in finding out what the parents feel about parenting in (Northern) Ireland and identifying what their particular training needs are.

- Throughout the assessment stage of the needs assessment, the facilitator needs to generate discussion around issues facing immigrant parents as parents in (Northern) Ireland (especially if issues are not being raised by the group).
- The facilitator should use the guide questions as prompts but should also ask questions and elicit information as the session progresses.
- The more information that the facilitator receives from the parents, the more comprehensive the needs assessment will be.

EXERCISE 1

Differences between parenting in (Northern) Ireland and parenting in country of origin

- This exercise is designed to explore what the parents in the group feel the differences and similarities are between parenting in their country of origin and Ireland.
- This exercise can be carried out with the whole group.
- The facilitator will ask the parents the guide questions to establish what they feel are the positives and the challenges of parenting in (Northern Ireland)

Guide Questions

1) What do you know about parenting in (Northern) Ireland?
2) What is different about parenting in your country of origin and parenting in (Northern) Ireland?
3) Do you think these are positive differences?
4) What would you like to keep/change about your own parenting?

EXERCISE 2 **What makes a good Parent?** (Approximately 20 minutes)

- This exercise is designed to explore what the parents in the group feel they would like to learn in the training course.
- This exercise can be carried out with the whole group.
- The facilitator will draw a picture of a parent on the floor (either male or female depending on the group) and ask the parents what they feel makes a good parent.
- The facilitator will ask each parent to add in what they feel a good parent should have.
- The facilitator can either give the parents one or two cards each and the parents write on the cards the attributes and then stick it to the picture or this can be done using arts and crafts materials.
- Using arts and crafts, the facilitator can ask the parents to draw or paint on the paper person what they feel makes a good parent.
- The facilitator will then ask the parents if there is anything they would like to change about their own parenting.
- The facilitator should then note on a flipchart what the parents feel makes a good parent and what the parents would like to change. (This flipchart sheet should be kept by the facilitator for use in the recap session at the end of the course).

Note: Throughout this exercise the facilitator should start from the basis that everyone in the group has positive elements to contribute to the discussion. It is also important that the facilitator values and embraces differences within the group.
The facilitator should also acknowledge that no parent is a perfect but that there are always things that can be done differently (by every parent) to ensure that they are the best parent they can be.

3) Post Assesment and session design

Using the information gained before and during the session the facilitator can then select the sessions or elements of sessions from the toolkit that they feel will meet the needs of the group. It is important that the facilitator also uses observation throughout the session as an additional tool to assess the needs of the group.

More information on facilitating groups, including planning the sessions, is available in Section 2 of the facilitator's guidelines pages 13-25.

REMEMBER!

An effective training course depends on a comprehensive needs assessment being carried out at the start of the course. The needs assessment will guide the discussions and help facilitate learning within the group.

A Needs Assessment needs to focus on

- **EXISTING COMPETENCIES IN THE GROUP**
- **SKILLS OR ATTRIBUTES**
- **EXISTING KNOWLEDGE**
- **UN-MET NEEDS AND GAPS**

The facilitator should note that it is important in any group to work with the positive elements of the group first!

SESSION B: Parenting Styles & Parenting Expectations

Materials Needed

- Facilitator Notes 1 – Parenting styles and effects on children
- Facilitator Notes 2 – Expectations of parents in (Northern) Ireland
- Parent Handout 1 – Parenting styles and effects on children
- Parent Handout 2 – Expectations of parents in (Northern) Ireland
- An Evaluation Form (contained in Section 5)
- Additional contextual information on the session is contained in Section 4
- Additional resources are available in Section 5

Note: The overall design of the session, including exercises carried out, will depend on the language and literacy levels of the parents in the group.

In order to address the possible language//literacy difficulties within the group, the facilitator may have to further simplify the language or to explain terms and concepts that the parents are unfamiliar with.

For parents who have lower levels of language and literacy, arts and crafts are an indispensible part of the facilitator's toolbox and can be used throughout the session.

REMEMBER!

The facilitator must have carried out a complete needs assessment of the parents in the group. This will inform the exact content of the session. Information on needs assessment is outlined as a complete session and we recommend that an entire session is spent on it.

It is also extremely important that the facilitator utilises the knowledge and experiences of the group and refers back to their own existing competencies.

Aim of the Session

To explore different parenting styles and the expectations of parenting in (Northern) Ireland.

Objectives of the Session

- Parents will have a better understanding of parenting styles.
- Parents will be able to recognise their own style of parenting and how it impacts on parent-child relationships.
- Parents will learn about parenting in (Northern) Ireland.
- Parents will know how to develop their parenting style to support their parent-child relationships.
- Parents will have a better understanding of expectations of parents in (Northern) Ireland.

KEY PRINCIPLES

- Parents have an important role in their child's well-being and are in the best position to support their children
- Parenting styles differ across the globe.
- There are some key standards required of parents in Ireland.
- There is a need to value difference in parenting styles.
- There is a need to recognise difference but also to recognise that children have rights in Ireland.

Session Outline

Welcome, Ice-Breaker and Overview of the session (Approximately 10 minutes)

- Welcome everybody to the session
- Start the session with an ice-breaker to ensure that the parents in the group feel relaxed (See Section 5A pages 169-173 for a list of ice-breakers)
- The next step is to give parents an overview of the session so that they know what to expect from the session

Note: If there are new members in the group it is important to revisit any existing group contract/rules and reinforce that confidentiality is extremely important so that the parents feel relaxed and comfortable about discussing issues that arise.

Check in/Follow Up (Approximately 5 minutes)

- It is important that the facilitator checks in with the parents to see if there are any issues that have arisen from the previous session(s).

PARENTS' OWN EXPERIENCES OF BEING PARENTED

- This section of the session will explore how the parents in the group were parented and how this influenced their own parenting styles.

EXERCISE 1

Personal Experiences of Being Parented (Approximately 20 minutes)

- This exercise is designed to make parents aware of the influences on their own parenting styles of the way they were parented
- The exercise can be done individually or in pairs
- Distribute the question cards to each parent (parent class notes 1) and ask each parent to fill them in
- After the exercise has been completed write the answers on a flipchart and discuss

Note: The facilitator must be prepared to deal with any issues that arise from this exercise. One of the most common could be that parents say 'Well I was smacked as a child and it did me no harm'.

EXERCISE 1 continued:

Question Card Questions:

1) What are the three things you enjoy most about being a parent?
2) What are the three things you find most difficult about being a parent?
3) What are your happiest childhood memories?
4) Are there things you would change about the way you were parented?
5) Are there things you would take with you?

Prompts for Discussion:

- How can we do more of the things we enjoy about parenting?
- How can we do less of the things we don't enjoy?
- Can we learn anything from childhood memories?
- Does parenting in ireland impact on any of this?

PARENTING STYLES

- This exercise will examine different parenting styles and their impacts on the child.
- It will enable parents to have a better understanding of parenting styles.

EXERCISE 2: Parenting Styles (Approximately 30 minutes)

- This exercise is designed to examine different parenting styles (Facilitator Notes 2) and their effects on the child.
- The exercise is conducted in 3 groups. (Group size will vary depending on the numbers of parents in the group)
- Divide the parents into groups and ask one person from each group to volunteer to be the leader.
- Assign each leader a role, which the facilitator will write and describe on a card.
- The three leaders' roles are: a dictatorial (authoritarian) leader, a supportive (authoritative) leader and a laissez-faire (permissive) leader.
- Give each group the same arts and crafts materials and ask the group to create something. Give the group 15 minutes to do this.
- While the participants are still in their small groups, the facilitator describes the instructions given to each leader.

Each group then discusses:

1) How did you feel in the group?
2) What were the characteristics of the leader?
3) What were the strengths and weaknesses of the style of leadership?

- Each group will then feedback their answers for the facilitator to write on flipchart for wider discussion.

Note: If parenting styles have already been covered in a different session then a recap only is needed but reinforcing parenting styles for the parents is very important.

Reference:
This exercise has been adapted from the High Scope parenting programme.

- After the parents have carried out the exercise and discussed the questions in their small group, the facilitator will then explain that the styles of leadership relate to parenting styles.
- The facilitator will invite discussion from the group about the effects of each style on a child.
    - How would a child feel in each group?
    - How do you feel in each situation?
    - What was the learning from the exercise?
- The facilitator will distribute Parent Handout 1 (parenting styles and their effects on the child).

EXPECTATIONS OF PARENTS IN (NORTHERN) IRELAND

- This section will inform parents of expectations of parents in (Northern) Ireland.
- There are different expectations of parents in (Northern) Ireland. The expectations contained in this section are by no means an exhaustive list but are designed to guide parents as to the minimum standards expected as parents in (Northern) Ireland.
- Parents have responsibility both to and for their children to ensure their well-being.

EXERCISE 3: Brainstorming Expectations (Approximately 25 minutes)

- Brainstorm with the parents around their perceptions of what are Irish parenting styles, what it means to be a parent in Ireland and how they feel that Irish parenting styles are different or similar to their own parenting styles.
- Prompt with the following questions outlined below to get a sense of what parents feel about parenting in Ireland.

Guide Questions

1) Has your parenting style changed since you came to Ireland? How? Why?
2) Do you think Irish parenting is very different from your own?
3) If you were to live in Ireland permanently would it change your parenting style?
4) Do you think that there are a lot of cultural differences between parenting in Ireland and parenting in your home country? Tell us about them.

The facilitator will recap the main points from the brainstorming.

- The facilitator will then ask the group to describe what they think parents need to do in Ireland to ensure their children are healthy and happy. (Facilitator Note 3)
- The facilitator will distribute Parent Handout 2 (Expectations of Parenting in (Northern) Ireland) and ask the parents to complete what they feel are the benefits for children for each one
- Ensure that all the parents understand what the expectations are

EXERCISE 4: Question Time (Approximately 10 minutes)

- To ensure that all parents know and understand what is expected of them as parents in Ireland and encourage their commitment to upholding the expectations.

Group Discussion:

1) Do you think that your parenting style will change on learning about the expectations in Ireland?
2) Why do you think it is important to have standards in parenting?
3) Do the standards differ from those you have at home? Why? How?
4) What do you think are the benefits of each one for the child?

Note: Ensure that you have explored what their feelings are around expectation of parenting and discuss the challenges that the expectations bring to them as parents.

Summary and Recap (Approximately 10 minutes)

- It is important at the end of each session to give a brief summary of the session and re-emphasise the key points.

This session has looked at the following areas

- What are parenting styles?
- What parenting styles do you have in the group?
- What impact do parenting styles have on children?
- What are the expectations on parents in Ireland?
- What changes, if any, will you make after today's session?

Question Time (Approximately 5 minutes)

- Allow time for parents to raise any questions that did not come up naturally at the end of the session.
- If the facilitator cannot answer the question, ensure that there is feedback at a later date about the question to make sure that the parents feel supported and comfortable with asking questions.

Evaluation (Approximately 10 minutes)

- At the end of the session the facilitator should give the parents an evaluation form for the session (Evaluation forms are available in Section 5).
- The results of the evaluation will help guide the following sessions and enable the facilitator to better design the format of the proceeding sessions.
- It is important to use the evaluation at the end of every session to ensure that the parents are happy with it.

FACILITATOR NOTES 1

PARENTING STYLES

The following information is a brief description of the three main types of parenting styles. A more comprehensive guide is available in Section 4 of the training pack (See page 132) for more details.

- Authoritative (dictatorial)
- Authoritarian (supportive)
- Permissive/ Laissez-faire

Authoritative

This is often described as the ultimate parenting style as the parents are both responsive and encouraging.

These parents typically:

- Give their children choices whenever possible
- Set firm and reasonable limits on their children
- Give consequences that are situation-specific
- Make the rules clear and enforce the rules
- Are involved in the daily life of their children
- Show appropriate affection and are nurturing and supportive

Most likely to say – 'A No means no'

Authoritarian

Authoritarian parents are very demanding of their children but are not responsive to them.

These parents typically:

- Place too many demands on their children
- Have expectations of their children that are too high
- Give consequences that are too harsh or unrealistic
- Insult or belittle their children
- Appear threatening to their children
- Allow their children minimal freedom

Most likely to say – 'Just do it or else'

Permissive/Laissez-Faire:

Permissive parents are responsive but not demanding. They avoid using punishment and exerting authority.

These parents typically:

- Place little or no limits on their children
- Allow their children to control the family
- Fail to give or follow consequences
- Fail to enforce rules
- Give in to tantrums and arguments with their children
- Maintain little or no structure
- Lack involvement in their children's' lives

Most likely to say – 'Do anything you want'

The Effects of Parenting Styles on Children:

The three different parenting styles lead to different effects on children and the qualities that the children will exhibit as they grow into adolescence and adulthood will vary depending on the style of parenting they have experienced.

Amongst other things, children:

Authoritative Parenting

- Have a lively and happy disposition
- Are self-confident
- Have well developed emotions
- Have developed social skills
- Mature

Authoritarian Parenting

- Have an anxious, withdrawn and unhappy disposition
- Have poor reactions to frustration
- Do well in school (authoritative compares favourably)
- Are less likely to engage in antisocial activities (than permissive or neglecting)
- Mature

Permissive Parenting

- Have Poor emotional control
- Are rebellious and defiant
- Display antisocial behaviour
- Have less self regulation than the other two
- Are immature

FACILITATOR NOTE TWO:

EXPECTATIONS OF PARENTS IN (NORTHERN) IRELAND

There are ten expectations laid out below. Explain to the parents that these are the minimum standards expected of all parents in (Northern) Ireland. It is important for the facilitator to stress there are Irish parents who do not follow these expectations. However the United Nations Convention on the Rights of the Child (UNCRC) which has been ratified by all countries in the world except for two – the USA and Somalia – provides a sound base that all countries should adhere to and does not imply that only immigrant parents have "negative parenting".

Basic Physical Care

At the very least parents need to provide basic physical care for their children. This includes shelter, adequate food and rest, hygiene, warmth and protection from danger. (This includes protecting them from observing physical violence in the home).

Loving Environment

Parents are expected to provide their children with affection. This affection includes physical contact (cuddles, comforting and general companionship) and emotional support (patience, time, making allowances for annoying behaviour and comforting).

Education

Parents in (Northern) Ireland must send their children to school. Children have to, by law, go to school from the age of 4 (Northern Ireland) and 6 (Republic of Ireland) to age 16 (or until they have completed 3 years of post-primary education).

There is also an expectation that parents will encourage their children's educational development by helping children to explore and develop skills through play and questioning.

Protection

Parents in (Northern) Ireland must do their best to protect their children from physical, emotional and mental harm. There is an expectation on parents in (Northern) Ireland to provide a predictable environment, consistent patterns of care and routine, simple rules and consistent control and a harmonious family group.

Set Boundaries

Parents are also expected to guide and control their children in an age appropriate way to teach them appropriate social behaviour, honesty, kindness for others and concern for others' feeling.

Setting boundaries and having appropriate discipline will teach children to be responsible for their actions. This is a good way to move away from using physical punishment. Children will be more able to function independently and gain experience through their mistakes and successes.

Seek Help

There is an expectation that parents should seek help from professionals, like the public health nurse (or health visitor), a doctor or a social worker, friends or a colleague if they cannot cope with their situation or children. These people are here to help and will make life easier than bottling it up.

Listen

Listening to children is very important. Parents should listen to their children. Setting aside time to talk to children is very important. Answer any questions that children ask. It is important that children feel they are being heard. If they feel that they can talk to the parent, they are more likely to tell if something bad happens to them.

No physical punishment

There is an expectation on parents in (Northern) Ireland that they will use positive alternative punishment rather than using physical punishment. Encourage positive options – parents may be surprised at how well they work.

Why should physical punishment not be used?

- It sets a bad example of how to handle strong emotions
- It May lead to children hitting or bullying other children
- Children may lie, or hide feelings in order to avoid being smacked
- It can make defiant, uncooperative behaviour worse, so discipline gets more difficult
- Children may feel resentful and angry, which can spoil family relationships if it continues for a long time.

Supervision

Parents in (Northern) Ireland are expected to supervise their children. Children cannot be left alone as they need support from a responsible adult. Nor should older children be left in charge of younger children, unless the parent is confident that they have the maturity and ability to manage this responsibly.

Play

Children develop many skills through play - language development, emotional expression and mental and physical abilities. However, children need to be supervised when they play (children should be always supervised, see above) and parents should ensure that the space is safe.

Note: Some of the aspects of expectations of parents in (Northern) Ireland may produce strong reactions from parents or confusion. One example where parents can sometimes be confused is the area of play. The facilitator may hear some parents saying 'But I don't know how to play with my child'. The facilitator must be ready to explain and reinforce the benefits of play in this instance (and carry out a follow up session on play in the programme). Remember if parents are confused at this stage they will not be able to fully take on board and commit to the minimum standards. Ensure that each parent understands fully.

PARENT HANDOUT 1:

PARENTING STYLES AND THEIR IMPACT ON THE CHILD

There are three main styles of parenting: Authoritarian, Authoritative and Permissive

1) An Authoritarian Parent is one who:

- Gives orders without consultation (asking their child)
- The dictatorial parent doesn't ask for suggestions as he/she knows best.

Effects on the Child

- Has an anxious and unhappy nature
- Has poor reactions to frustrations
- Do well in school
- Are mature

2) An Authoritative Parent is one who

- Empowers and encourages within agreed limits (helps and supports their child)

Effects on the Child

- Have a lively and happy nature
- Are self-confident
- Do well in school
- Are mature
- Have well developed social skills

3) A Permissive Parent is one who:

- Leaves children to become what they will become, without limits or guidelines.

Effects on the Child

- Poor emotional control
- Is rebellious and defiant
- Displays anti-social behaviour
- Is immature

PARENT HANDOUT 2

EXPECTATIONS OF PARENTS IN (NORTHERN) IRELAND

The 10 basic aspects below are the standards expected of parents to keep their children healthy and happy.

1) Basic Physical Care

2) Loving Environment

3) Education

4) Protection

5) Set Boundaries

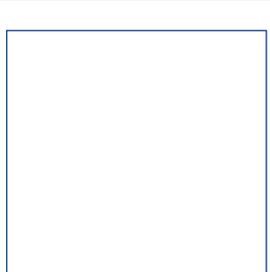
6) Seek Help

7) Listen

8) No physical punishment

9) Supervision

10) Play



SESSION C: PARENTING IN A DIVERSE SOCIETY

Materials Needed:

- Facilitator Notes 1 – Diversity and Stereotypes
- Parent Handout 1 – Tips to support your child with culture and diversity
- An Evaluation Form (contained in Section 5)
- Additional contextual information on the session is contained in Section 4
- Additional resources are available in Section 5

Note: The overall design of the session, including exercises carried out, will depend on the language and literacy levels of the parents in the group.

In order to address the possible language and literacy difficulties within the group, the facilitator may have to further simplify the language or to explain terms and concepts that the parents are unfamiliar with.

For parents who have lower levels of language and literacy, arts and crafts are an indispensible part of the facilitator's toolbox and can be used throughout the session.

REMEMBER!

- The facilitator must have done a complete needs assessment of the parents in the group before moving on to the rest of the sessions. Information on needs assessment is outlined as a complete session and we recommend that an entire session is spent on it.

  It is also extremely important that the facilitator utilises the knowledge and experiences of the group and refers back to their own existing competencies.

Aim of the Session

The first aim of the session is to explore culture and to support parents and their children with balancing two cultures. The second aim of the session is to enable immigrant parents to explore diversity to develop an understanding of stereotypes in order to facilitate helping their children to deal with stereotypes and diversity.

Objectives of the Session

- Parents will have an opportunity to share their own culture(s) and to gain a better understanding of other cultures in the group.
- Parents will be better able to support their children with balancing two or more cultures.
- Parents will have explored their own attitudes and understanding of other cultures.
- Parents will know how to support their children with understanding and dealing with stereotypes.
- Parents will know how to access further information.

KEY PRINCIPLES

- There are commonalities as well as differences both between cultures and within cultures.
- Cultural identity is an important factor in making sure children have high self-esteem.
- Understanding and respecting key differences and commonalities between (Northern) Ireland and country of origin is key to ensuring children's happiness and well-being.
- Recognising diversity and embracing commonalities facilitates integration.

Session Outline

Welcome, Ice-Breaker and Overview of the session (Approximately 10 minutes)

- Welcome everybody to the session.
- Start the session with an ice-breaker to ensure that the parents in the group feel relaxed (See Section 5 pages 169-173 for a list of ice-breakers).
- The next step is to give parents an overview of the session so that they know what to expect from the session.

Note: If there are new members in the group it is important to revisit any existing group contract/rules and reinforce that confidentiality is extremely important so that the parents feel relaxed and comfortable about discussing issues that arise.

Check in/Follow Up (Approximately 5 minutes)

- It is important that the facilitator checks in with the parents to see if there are any issues that have arisen from the previous session(s).

Differences between country of origin culture and (Northern) Irish culture

- This section of the session will explore the perceived differences between country of origin culture and (Northern) Irish culture.

EXERCISE 1: Learning about the group (Approximately 30 minutes)

- This exercise is designed to enable the parents to share things they think are important about their own culture and to show that there are commonalities between cultures.
- The facilitator will ask the parents to divide into pairs or small groups and ask their partner 5 things they think are special about their own culture.
- The group will then present what their partner thinks are the five most important things about their culture.
- The facilitator will write this on the flip chart and ask the group to pick out commonalities between the answers.
- The facilitator will ask the group if they were surprised by any of the commonalities.

EXERCISE 2: Brainstorming the differences (Approximately 20 minutes)

- This exercise is designed to give parents a space to voice their concerns around the perceived differences between their country of origin culture(s) and (Northern) Irish culture.
- The facilitator will ask the parents the guide questions below to discuss the issues around differences.

Guide Questions:

1. What differences do you see between (Northern) Irish culture and your own culture(s)?
2. Do you think (Northern) Irish parents are the same as parents from your own country?
3. What do you know about (Northern) Irish culture?
4. Did you know a lot before you came to (Northern) Ireland?
5. What are the best aspects of living in (Northern) Ireland?
6. What are the challenges?
7. What elements of your own culture would you bring to (Northern) Ireland?
8. What elements of (Northern) Irish culture would be good in your own country?

EXERCISE 3: Cultural Holidays (Approximately 40 minutes)

- This exercise is designed to allow parents a space to pick a holiday celebrated in their own culture and share it with the group.
- The facilitator will ask the parents to divide up into small groups and distribute a blank calendar to each group.
- Each group will be asked to pick one holiday from their country/culture and discuss how it is celebrated, what makes it special etc.
- The facilitator will ask each group to present their holiday and the group will discuss the similarities and differences between the holidays.

Guide Questions

1. How do you celebrate this holiday?
2. What does the name of this holiday mean in English, if applicable?
3. What makes this holiday special for you?
4. What is the history of this holiday?
5. What is the significance of this holiday?
6. Are there special foods, clothes, music for this holiday?
7. Is this the most important holiday in your country of origin?
8. If not, what is the most important?
9. Why did you pick this holiday?

Note: This exercise works particularly well in a mixed group but for a homogenous group, this could be introduced the week before as a group task to find out all about a new culture. The facilitator will then have to help the parents with finding out where they can find the information – for example using the local library.

Note: Arts and Crafts could also be used to present about the holiday. The parents could be asked to draw about the festival including the dress and food. Alternatively, the parents could be asked to bring in food or music to present about their culture.

EXAMINING DIVERSITY

• This section is designed to explore parents' attitudes towards diversity and stereotypes by examining positive and negative aspects of diversity and stereotypes.

EXERCISE 4: True or False (Approximately 10 minutes)

- This exercise is designed to explore what stereotypes are and how they can lead to people's assumptions about others.
- The facilitator will ask the parents the true of false questions below.

True or False

1) All red haired people are Irish?
2) All black people are Nigerian?
3) All Chinese people are hard-working?
4) All Indian women wear saris?
5) All Australians love to surf?
6) All Scottish men wear kilts?

Note: It is important to recognise that we all make assumptions about people and use stereotypes.

EXERCISE 5: Examining Diversity (Approximately 15 minutes)

- This exercise is designed to explore what are the parents' attitudes about diversity and stereotypes.
- The facilitator will ask the parents to discuss the concepts using the guide questions.

Guide Questions

1) Have you ever thought about what your stereotypes are?
2) What did you think of (Northern) Irish people before you came to (Northern) Ireland?
3) Has this changed now that you live here?
4) What stereotypes are there of your own country?
5) What do you think you can do to reduce bias and stereotyping?

Note: This exercise can also be carried out by showing the group pictures of different people and asking them to guess where they are from, or having pictures of different families (from different cultures) and asking the parents to discuss the pictures in groups.

SUPPORT MEASURES TO TEACH THEIR CHILD ABOUT LIVING BETWEEN TWO OR MORE CULTURES

• This section is designed to explore how parents can support their child with living between two or more cultures.

EXERCISE 6: Brainstorming support measures (Approximately 15 minutes)

- This exercise is designed to brainstorm what the parents in the group feel are the best ways to support their children.
- The facilitator will record answers on a flipchart and summarise the findings of the group.
- The group will then agree between them what do parents need to do to support their children with living between two or more cultures.

Note: It is important that the parents recognise that their children will not have the same mindset as them and that this will be the same for all parents who have grown up in a different country or culture. Their children will form their own culture which will take elements from their own culture and elements from (Northern) Irish culture.

- The facilitator will then distribute Parent Handout 1 which contains additional tips for parents to support their children with culture and diversity.
- The facilitator will then explain to the parents about stereotypes and how they can lead to negative images of people and how parents can reduce stereotypes (see Facilitator Note 1).

EXERCISE 7:

What can parents do to help their children examine diversity (Approximately 15 minutes)

- This exercise is designed to brainstorm what parents feel they can do to help their children examine diversity or differences.
- The facilitator will ask the parents to think about what they feel that they could do to help their children with cultural diversity and difference.
- The facilitator will record the answers on a flipchart and ask the group to discuss the answers.

Summary and Recap (Approximately 10 minutes)

- It is important at the end of each session to give a brief summary of the session and re-emphasise the key points.

This session has looked at the following areas:

- Culture and cultural awareness
- How to support children with living between two or more cultures
- Diversity and stereotypes
- How parents can support their children with diversity

Question Time

- Remember at the end of every session allow time for parents to raise any questions that did not come up naturally at the end of the session.
- If the facilitator cannot answer the question, ensure that there is feedback at a later date about the question to make sure that the parents feel supported and comfortable with asking questions.

Evaluation (Approximately 10 minutes)

- At the end of the session the facilitator should give the parents out an evaluation form for the session. (An evaluation form is available at the end of Section 5)
- The results of the evaluation will help guide the following sessions and enable the facilitator to better design the format of the proceeding sessions.
- It is important to use the evaluation at the end of every session to ensure that the parents are happy with the session.

FACILITATOR NOTE 1:

DIVERSITY AND STEREOTYPES

Further information about diversity and stereotypes (including definitions) is available in Section 4: Contextual Information, pages 133-143
Positives and Negatives about Diversity?

Positives

- People can learn about other cultures.
- People can share their differences.
- People can cooperate to make (Northern) Ireland a good place to live for everyone.

Negatives

- Many people are scared by preconceived ideas of diversity.
- Some people are afraid that a change will have negative impacts on them.
- Some people want homogeneity.
- Some people don't want to accept that others do not have the same beliefs as themselves.
- Some people discriminate against those who appear different.

What can we do to reduce or eliminate stereotypes in our lives?

- Focus on every person as an individual.
- Become more aware of stereotypes and how they interfere with our ability to perceive and interact with people.
- Remember that there are more differences within a group than between groups.
- Recognise that we're all part of many groups, none of which can totally explain or define who we are.
- Learn to look at things from the other person's point of view.
- Adapt a more humble, tentative attitude about the accuracy of our judgments.
- Be willing to learn more about the culture and background of people different from ourselves.
- Take opportunities to neutralise stereotypes when we hear them.

PARENT HANDOUT 1:

TIPS TO SUPPORT YOUR CHILD WITH CULTURE AND DIVERSITY

CULTURE

- Talk to your children about your culture and customs.
- Share stories, poems, myths and legends and so on from your own country.
- Answer any questions that your children have about your culture or your country of origin.
- Recognise that you and your children may have different attitudes towards what makes home (where home is).
- Allow your children to decide their own identity.
- Understand that your children may be confused about their identity at times and try and reassure them.
- Talk to your children about your own childhood.
- Examine your own biases around different cultures.

DIVERSITY

- Be aware of your own feelings around diversity.
- Respect names.
- Respect differences between cultures.
- Explore with children cultural difference and sameness and their understanding.
- Encourage a feeling of pride about your childrens culture and personal identity.
- Ensure that children have an opportunity to talk about their home culture.
- Build up your childrens self-esteem.
- Remember that children learn from what they see and hear.

SESSION D: RACISM AND BULLYING

Materials Needed:

- Facilitator Notes 1 – Racism
- Facilitator Notes 2 – Bullying and Racist Bullying
- Parent Class Notes 1 – Exercise 5: *What If* questionnaire
- Parent Class Notes 2 – Exercise 6: Scenario Cards
- Parent Handout 1 – Racist Bullying
- Additional contextual information on the session is contained in Section 4
- Additional resources are available in Section 5
- An Evaluation Form (contained at the end of Section 5)

Note: The overall design of the session, including exercises carried out, will depend on the language and literacy levels of the parents in the group.

In order to address the possible language//literacy difficulties within the group, the facilitator may have to further simplify the language or to explain terms and concepts that the parents are unfamiliar with.

For parents who have lower levels of language and literacy, arts and crafts are an indispensible part of the facilitator's toolbox and can be used throughout the session.

REMEMBER!

The facilitator must have done a complete needs assessment of the parents in the group before moving on to the rest of the sessions. Information on needs assessment is outlined as a complete session and we recommend that an entire session is spent on it.
It is also extremely important that the facilitator utilises the knowledge and experiences of the group and refers back to their own existing competencies.

Aim of the Session:

To enable parents to support their children with issues of racism and bullying.

Objectives of the Session:

- Parents will know how to support their child in dealing with racism.
- Parents will know that bullying is not acceptable.
- Parents will get information on how they can support their children who are being bullied.
- Parents will know where to get further information.

KEY PRINCIPLES:

- Racism is not acceptable.
- Children should never be subjected to any form of bullying or discrimination.
- Parents should teach their children to respect all others.

SESSION OUTLINE

Welcome, Ice-Breaker and Overview of the session (Approximately 10 minutes)

- Welcome everybody to the session.
- Start the session with an ice-breaker to ensure that the parents in the group feel relaxed (See Section 5 pages 169-173 for a list of ice-breakers).
- The next step is to give parents an overview of the session so that they know what to expect from the session.

Note: If there are new members in the group it is important to revisit any existing group contract/rules and reinforce that confidentiality is extremely important so that the parents feel relaxed and comfortable about discussing issues that arise.

Check in / Follow Up (Approximately 5 minutes)

- It is important that the facilitator checks in with the parents to see if there are any issues that have arisen from the previous session(s).

Racism

- This section of the session will brainstorm around the issue of racism and how cultural differences can lead to racism.

EXERCISE 1: Brainstorm racism (Approximately 10 minutes)

- This exercise is designed to explore what parents feel constitutes racism.
- The exercise can be with the whole group.
- After the exercise has been completed the facilitator will write the answers on a flipchart and discuss.

Note: The facilitator should focus on feelings of the parents and the impact of racism on the child.

Questions to guide the discussion

- What do you think cultural awareness means?
- Are you aware of cultures different from your own?
- Do you feel that culture differences can lead to racism?
- What do you think racism means?
- In your opinion who experiences racism? Can you give an example?
- What effects do you think racism has on people?
- How do you think racism affects children?
- How can you teach your child to respect other cultures and prevent racism?

OPTION 1: Visual representations of racism (Approximately 20 minutes)

- This exercise is designed to explore what parents feel constitutes racism and how they can teach their children to respect other cultures and prevent racism.
- The exercise can be with the whole group or in smaller groups or individually.
- The facilitator asks the parents to design 2 posters - one showing what they feel racism is and the other what they feel can be done to teach their children to respect others and prevent racism.

Note: The facilitator should focus on feelings of the parents and the impact of racism on the child.

- The facilitator will then explain the three levels of racism (Facilitator Notes 1 and Section 4D) and how parents can support their children to help to eliminate racism.
- The facilitator will then ask the parents if they have any additional methods to help to teach their children to value difference and eliminate racism

BULLYING

- This section of the session will explore the issue of bullying and in particular bullying aggravated by racism.
- The section will examine the what? why? and who? of bullying and suggest ways that parents can support their children who experience bullying.

EXERCISE 2: What is bullying? (Approximately 15 minutes)

- This exercise is designed to explore what parents think is bullying.
- The exercise can be with small groups.
- The facilitator asks the parents to divide into groups of three to four and asks the parents to discuss 10 words that they feel describe bullying.
- The facilitator will then write the 10 words on a flipchart and ask the parents to discuss the commonalities and differences within the groups.

OPTION 2: Myths around bullying (Approximately 20 minutes)

- This exercise is designed to explore myths that exist around bullying.
- The exercise can be with small groups or with the whole group.
- The facilitator asks the parents to either discuss all the myths below as a group or to take one myth per group and discuss.
- The facilitator will then write the answers on the flipchart and ask the group to discuss the answers given.

Myths to Discuss:

- It's just a part of growing up
- Certain children are always going to be picked on
- It makes you stronger
- You can't really stop it
- Kids grow out of it
- It's not my problem/it's better not to get involved

EXERCISE 3:

Personal experiences of bullying (Approximately 30 minutes)

- This exercise is designed to parents' own experiences of bullying and their attitudes towards it.
- The exercise can be carried out with the whole group or individually depending on whether participants are comfortable sharing with the general group.
- The facilitator asks the parents to discuss the questions outlined below and to discuss how their experiences of bullying can affect their children.
- The facilitator will then write the answers on the flipchart and ask the group to discuss the answers given.

Discussion Questions :

- How did you learn about bullying as you were growing up?
- What messages did you receive about it at that time?
- What were your family's attitudes to bullying?
- What were your teachers' attitudes to bullying?
- Can you remember any childhood experiences of bullying?
- What were your feelings at the time?
- How did it affect you?
- Have/are your children bullied?
- How do you know?
- How do you know when a child experiences bullying?

• The facilitator will then explain what forms bullying take, what the effects are on the child and some signs that might mean children are being bullied (Facilitator Notes 2).

Note: The facilitator should recognise that parents may become upset if their children have experienced or are experiencing bullying. The same may happen for parents whose children are bullies and who do not know how to deal with the problem.

EXERCISE 4: Brainstorm - Why do people bully? (Approximately 10 minutes)

- This exercise is designed to get parents to think about why children might bully other children.
- The exercise can be done with the whole group.
- The facilitator asks the parents to think about why children bully other children.

Suggested reasons:

- They may feel upset or angry or feel they don't fit in
- They want to seem tough and show off
- They may get bullied by family members
- They're scared of getting picked on, so do it first
- If they don't like themselves they may take it out on others
- They think they will become more popular
- They may feel superior or inferior to the group
- Bullying can be done on behalf of a group rather than an individual

OPTION 3: A visual representation (Approximately 20 minutes)

- This exercise is designed to get parents to think about why people bully other people.
- The facilitator asks the parents to divide up into small groups.
- The facilitator (or one of the parents) draws a picture of a person's head and hair - but not the face.
- The parents are asked to imagine this is someone who bullies and ask them to describe (or draw) what he/she looks like, what he/she likes to do, friends, behaviour and so on.
- After the groups have finished their picture, ask them to discuss why they made their person the way they did.

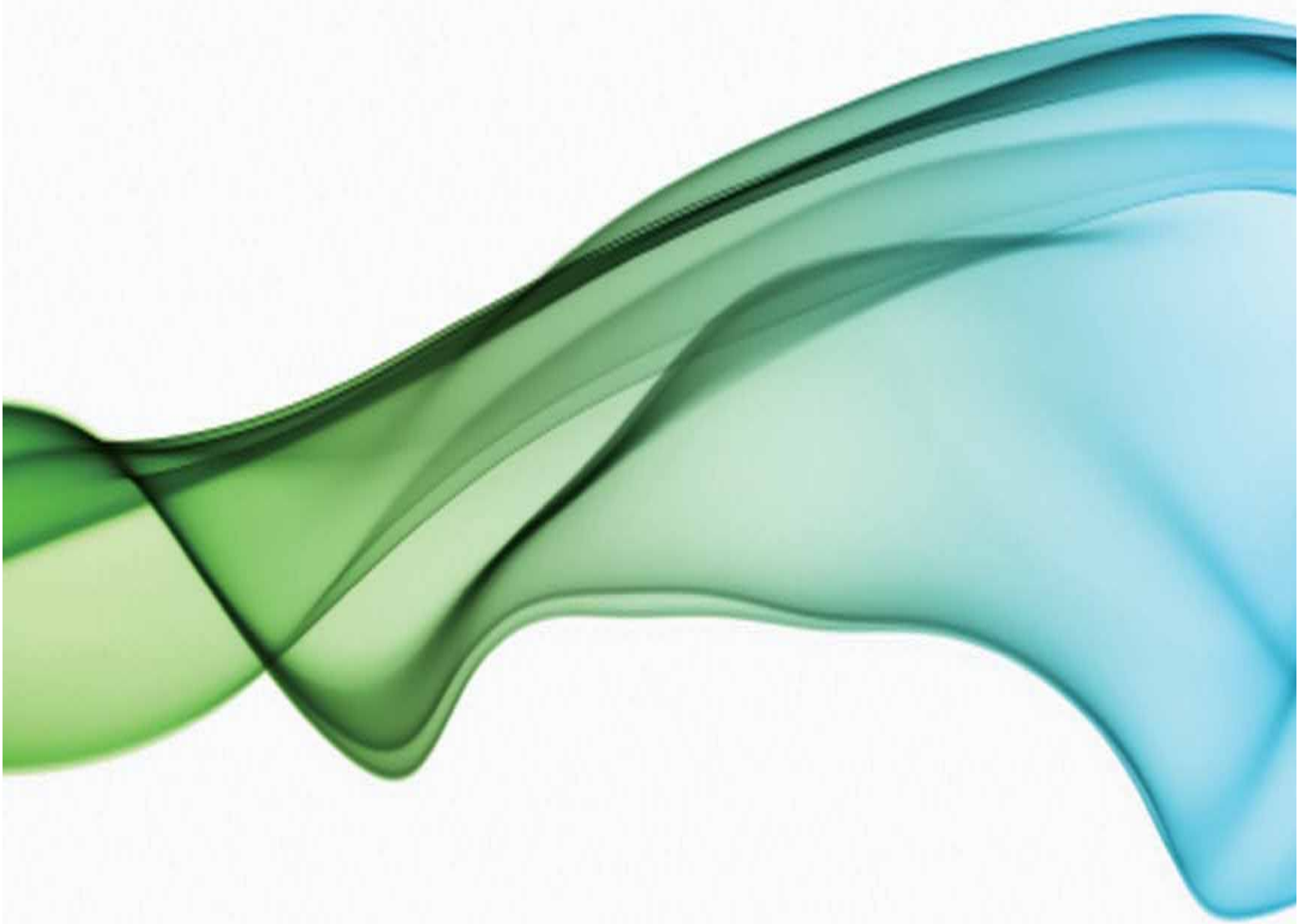
Questions to Guide the Discussion

1) Why did you choose those characteristics?
2) Why do you think this person bullies?
3) Do you think this person may have been bullied? (Why/Why not?)
4) Do you think this person's friends really like him/her?
5) Do you think this person likes bullying? (sometimes/always?)
6) Do you think this person is happy or unhappy?

Note: The facilitator needs to be conscious of the fact that the person described by the parents may be a representation of a real person – whether it is a person who bullied them or who bullie(s)d their children

globe

All Ireland Programme for Immigrant Parents



ISPCC
ALWAYS HERE FOR CHILDREN

Family Support Agency

Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive

An Roinn Oideachais agus Eolaíochta | Department of Education and Science

The Atlantic Philanthropies

Barnardo's

LEANBH
ISPCC

EXERCISE 5: What if? (Approximately 30 minutes)

- This exercise is designed to get parents to think about how children should deal with being bullied.
- The exercise can be done in small groups.
- The facilitator asks the parents to answer the questions in the What if questionnaire (see parent class notes 1) as if they were children.
- After each group has completed the questionnaire, the facilitator will ask the parents to discuss their answers and how they think children should react to the situations in the questionnaire.
- The facilitator will explain to each group that there is no one correct answer to the questions.

Suggested answers:

1) Give them the money – your safety is more important than money
2) Give the person a chance. If it was an accident, then he or she should say sorry
3) You didn't deserve to be punched and the bully was wrong to do it. If you don't tell, the bully will just keep on beating up other kids
4) You can either ignore it (if it is the first time and that's all that happens) or tell if it really bothers you
5) You must decide, but c) and d) together could work very well. It would be quite difficult to fight a whole gang of bullies and you might be hurt badly if you did.
6) You may feel like punching the bully, but you'll probably be the one to get into trouble if you do. Try a) first – ignoring comments is difficult but can work if the bully gets tired of trying to get you to be angry or cry or get some reaction. Your teacher should be told about the comments because no one should make hurtful comments to others. If you are feeling brave, tell the bully off!
7) Ignoring bullying is cowardly and unfair to the victim. You can try to stop it, if you can do so without getting hurt. Perhaps, getting other children to help stop it would work. At the very least, yell to the victim that you are getting help and get a teacher or other adult to intervene.
8) Remember how hard it is to be new and do everything you can to make the new student feel welcome by inviting him/her to join in with you. If you see that the new student is being bullied, do tell the teacher.
9) Racist comments are wrong and hurtful. Everyone has the right to their culture and religion. Try b)
10) If the bully is someone you can help, do try being a friend. The bully may not know how to act properly. Bullies are sometimes quite unhappy and need adult help and counselling to sort out their problems.

Note: The answers a), b) etc. are contained within the questionnaire itself.

BULLYING AGGRAVATED BY RACISM

• The facilitator will then explain about bullying aggravated by racism, which is additional bullying because of a person's skin colour, cultural or religious background or ethnic origin.

EXERCISE 6: Scenario Cards (Approximately 25 minutes)

- This exercise is designed to get parents to think about how children should deal with being bullied because of their skin colour, background or ethnic origin.
- The exercise can be done in small groups.
- The facilitator asks the parents to divide into groups to discuss the scenario cards and how they would react in the situation. (see Parent Class Note 2)
- After each group has discussed, the facilitator will ask the parents to discuss their answers and how they think they could deal with the situation.
- The facilitator will then open the discussion up to ask how parents feel they could support their own children in a similar situation.

OPTION 4: Role Plays (Approximately 30 minutes)

- This exercise is designed to get parents to think about how children should deal with being bullied because of their skin colour, background or ethnic origin.
- The exercise can be done in small groups.
- The facilitator asks the parents to divide into groups. Using the scenario cards in Parent Class Note 2, the parents will adopt a role where one parent is the child, another is a parent or teacher and the rest are the bullies.
- The facilitator will ask each group to act out how each would react in a similar situation.
- After each group has discussed, the facilitator will ask the parents to discuss their answers and how they think they could deal with the situation.
- The facilitator will then open the discussion up to ask how parents feel they could support their own children in a similar situation.

Summary and Recap (Approximately 10 minutes)

• It is important at the end of each session to give a brief summary of the session and re-emphasise the key points.

This session has looked at the following areas:

• What constitutes racism?

• What is bullying and bullying aggravated by racism?

• How parents can support their children to eliminate racism?

• How parents can support their children who experience bullying aggravated by racism?

Question Time

• Allow time for parents to raise any questions that did not come up naturally during the session.

• If the facilitator cannot answer the question, ensure that there is feedback at a later date about the question to make sure that the parents feel supported and comfortable with asking questions.

Evaluation (Approximately 10 minutes)

• At the end of the session the facilitator should give the parents an evaluation form for the session (Evaluation forms are available in Section 5).

• The results of the evaluation will help guide the following sessions and enable the facilitator to better design the format of the proceeding sessions.

• It is important to use the evaluation at the end of every session to ensure that the parents are happy with the session.

FACILITATOR NOTES 1: RACISM

DIFFERENT LEVELS OF RACISM

Racism can be experienced by people at three different levels.

Individual racism

Individual racism takes the form of an individual's beliefs, values, behaviour and attitudes.

People from minority ethnic groups can be subject to abuse in the form of verbal or physical attacks, attacks on their property. Individual racism varies from non-verbal messages or looks, to verbal and physical abuse.

Cultural racism

This happens when the values and/or belief systems of one ethnic group or 'race' are considered inherently superior to those of minority ethnic groups. Cultural racism is the cultural values and standards that discriminate against people because of their race, colour or ethnicity.

Institutional racism (or structural or systemic racism)

Institutional racism takes the form of the practices, customs, rules and standards of organisations, including governments, that disadvantage people because of their race, colour, culture or ethnic background. This type of racism is the hardest to overcome as it is embedded in policies of organisations and often is unspoken.

HOW CAN PARENTS HELP THEIR CHILDREN?

Regardless of your race, ethnicity, culture, sex and so on, everyone can make small changes to stamp out racism for good.

Parents Can

- Be aware of any prejudices they have against anyone of a different race or ethnic background – children become aware at an early age.
- Ensure that their children have respect for people of different races.
- Talk to their children and answer any questions about race or ethnicity in a positive way and make sure they include other children in their play.
- Teach your children to see people as individuals rather than a person of another race or ethnicity.
- Above all, remember that children are not born racist but learn to be from their parents and other adults!

Parents can also

Work with their childrens school. Most schools have a:

- Behaviour management policy (Northern Ireland)
- Anti-bullying policy (Republic of Ireland)

All schools are required to have this policy in writing and parents should get a copy when they enrol their child for school.

If parents are not happy with how the school deals with incidents of racism or bullying aggravated by racism, they can contact either the department of education in the jurisdiction they live in or the Ombudsman for Children (Republic of Ireland) or the Commissioner for Children and Young People (Northern Ireland). Parents should ensure that their child is involved in the process of complaint.

FACILITATOR NOTES 2:

BULLYING AND BULLYING AGGRAVATED BY RACISM

What form does bullying take?

Physical

- Physical threats
- Hitting, pushing, pinching, slapping etc
- Interference - stealing money, lunches or books
- Forcing someone to do another's homework
- Sexual abuse
- Rude/Abusive gestures

Verbal

- Calling names
- Insults
- Humiliating in front of peers
- Spreading rumours
- Teasing
- Taunting

Emotional

- Excluding from groups
- Intimidation
- 'Ganging up' on someone
- Extortion

What is Bullying aggravated by Racism?

Bullying aggravated by racism is similar to bullying except it happens to people because of their skin colour, cultural or religious background (faith-based discrimination) or ethnic origin.

It can include:

- Physical, verbal or emotional bullying
- Insulting or degrading comments, name calling, gestures, taunts, insults or 'jokes'
- Offensive graffiti
- Humiliating, excluding, tormenting, ridiculing or threatening
- Making fun of the customs, music, accent or dress of anyone from a different culture
- Refusal to work with or co-operate with others because they are from a different culture
- Ignoring, isolating, staring or mimicking/copying your accent.

WHAT ARE THE EFFECTS OF BEING BULLIED?

Physical

- Problems sleeping
- Stomach / bowel disorders
- Panic attacks
- Nervous breakdown
- Attempted/completed suicide
- Lack of motivation / energy

Mental

- Stress
- Reduced ability to concentrate
- Anxiety about going to school/out
- Loss of confidence/self esteem
- Over/under eating
- Alcohol, drug, substance abuse
- Aggressive behaviour
- Depression
- Blame themselves for what's happening to them
- Loss of sense of self
- Loss of control

School Problems

- Loss of confidence
- Poor academic performance

How you know when a child is being bullied

- Unexplained cuts/bruising/damaged clothes
- Unexplained mood swings/behaviour
- Visible signs of distress
- Loss of concentration/interest
- Lateness/poor attendance/skipping school
- Lingering after classes/event
- Asking for money/stealing
- Being unusually anxious, nervous or tense
- Developing sleeping problems, such as nightmares, bed-wetting, sleeplessness
- Developing eating problems
- Coming home regularly with books, clothes or other possessions damaged or missing
- Constantly asking for or stealing money (to pay a bully)
- Beginning to bully others

PARENT CLASS NOTES 1:

EXERCISE 5: *WHAT IF* QUESTIONNAIRE

1. You are walking to school and a gang of older bullies demand your money and your phone. Do you:

a) Fight them? b) Shout and run away? c) Give them your money?

2. You are on the school playground and someone accidently trips you. Do you:

a) Hit the person hard? b) Give him or her a chance to apologise? c) Sit down and cry?

3. You are in the school toilet and an older student comes in, punches you and then tells you not to do anything or 'you'll get worse'. You know who the person is and you have never done anything to him/her. Do you:

a) Wait until the person leaves and then tell a teacher? b) Get into a fight with him/her?

c) Accept what happened and don't tell?

4. You are waiting in the lunch room and someone yells out a negative comment directed at you. Do you:

a) Ignore it? b) Yell back? c) Tell?

5. A gang of bullies gets you alone and starts beating you. Do you:

a) Do nothing? b) Fight back? c) Shout to attract attention?

d) Watch for your chance and run away?

6. Someone in your class always makes rude comments about you and says them loud enough for you (and others) to hear. It really upsets you. Do you:

a) Ignore the comments? b) Confront the bully and tell him / her off?

c) Tell the teacher? d) Punch the bully in the nose?

7. You see someone being bullied. Do you:

a) Ignore it, walk by and be thankful it isn't you? b) Stop the bully? c) Get help?

8. A new student comes into your class in the middle of the year and some kids are bullying him / her. Do you:

a) Make an effort to be friendly and invite him/her to play or eat lunch with you or your friends?

b) Join in the bullying?

c) Ignore it – everyone gets bullied at first, so don't join in, but don't help the new student either?

9. Kids in your school make racist comments to another child. Do you:

a) Ignore it and don't get involved

b) Enlist the help of other kids and teachers to stop the bullies making these comments

c) Hit the kids making comments

10. Someone you know is a bully. Do you:

a) Try and find out why? b) Bully him/her? c) Try being a friend and setting a good example?

PARENT CLASS NOTES 2:

EXERCISE 6: SCENARIO CARDS

CASE STUDY 1:

Li is a Chinese girl, who has lived in Belfast all of her life. She is 15 years old and is in her second last year of school. Until last year she really enjoyed school but now a new girl has come to the school and has begun to tease her and call her names. She says nasty things to her like 'Bloody foreigners come over here and take all our jobs' and she calls her names like 'Chinky' and 'Slitty eyes' and makes gestures with her hands pulling her own eyes out to the corners.

Li is surprised by her attitude as she has done all of her schooling in Belfast and was born there.

How would you help Li?

Why do you think this girl is bullying Li?

CASE STUDY 2:

Jemma came to (Northern) Ireland two years ago. Her parents had to flee from Iraq during the war and they were granted refugee status in (Northern) Ireland. From the beginning, the children in the town and the adults were horrible to her. They used to say things like 'bloody terrorist' and spit on her and punch her at break time. She asked one of the kids why they bullied her and she said 'because you are different' and 'your family are terrorists'. Jemma couldn't understand why they thought this because her father was a doctor in Iraq and is training to become a doctor here and her mother is a nurse.

How would you help Jemma?

Why do you think the other kids are bullying her?

CASE STUDY 3:

Ola was born in (Northern) Ireland to Nigerian parents. She has been going to the same pre-school for one year and has been really happy there. Recently, a new girl and boy from (Northern) Ireland have come to the group and now refuse to play with Ola. Ola comes home crying from pre-school everyday and doesn't like going anymore. Her parents both work all day and cannot stay home and look after her.

How would you help Ola?

Why do you think the other kids are bullying her?

PARENT HANDOUT:

DEALING WITH RACISM AND BULLYING AGGRAVATED BY RACISM

What is bullying aggravated by racism?

Bullying aggravated by racism is the same as bullying except it happens to people because of their skin colour, cultural or religious background or ethnic origin.

It can include:

- physical, verbal or emotional bullying
- insulting or degrading comments, name calling, gestures, taunts, insults or 'jokes'
- offensive graffiti
- humiliating, excluding, tormenting, ridiculing or threatening
- making fun of the customs, music, accent or dress of anyone from a different culture
- refusal to work with or co-operate with others because they are from a different culture

What are the effects of being bullied?

Physical

- Problems sleeping
- Stomach/bowel disorders
- Panic attacks
- Nervous breakdown
- Attempted/completed suicide
- Lack of motivation / energy

Mental

- Stress
- Reduced ability to concentrate
- Anxiety about going to school/out
- Loss of confidence/self-esteem
- Over/under-eating
- Alcohol, drug, substance abuse
- Aggressive behaviour
- Depression
- Blame themselves for what's happening to them
- Loss of sense of self
- Loss of control

School Problems

- Loss of confidence
- Poor academic performance

How do you know when your children are being bullied?

- Unexplained cuts/bruising/damaged clothes
- Unexplained mood swings/behaviour
- Visible signs of distress
- Loss of concentration/interest
- Lateness/poor attendance/skipping school
- Lingering after classes/event
- Asking for money/stealing
- Being unusually anxious, nervous or tense
- Developing sleeping problems, such as nightmares, bed-wetting, sleeplessness
- Developing eating problems
- Coming home regularly with books, clothes or other possessions damaged or missing
- Constantly asking for or stealing money (to pay a bully)
- Beginning to bully others

What can you do if you suspect your children are being bullied?

Ask - Your children about school and if they are having any issues with any of the other children

Listen - To your children when they talk to you about school or about bullying

Talk - To your children and explain that bullying is wrong. If they are being bullied help them to see that it's not their fault. Talk to them about what they should do – for example saying 'no' and walking away.

Gake sure that your ch that they can tell their teacher and their school about ying. Ta our children's ol abou t is happening to them.

SESSION E: LANGUAGE

Materials Needed:

- Facilitator Notes 1 - Questions and answers around bilingualism
- Facilitator Notes 2 - Using children as translators/interpreters
- Parent Class Notes 1 - Questions around bilingualism
- Parent Class Notes 2 - Scenario Cards
- Parent Handout 1 - Tips for parents
- Additional contextual information on the session is contained in Section 4
- Additional resources are available in Section 5
- An Evaluation Form (contained at the end of Section 5)

Note: The overall design of the session, including exercises carried out, will depend on the language and literacy levels of the parents in the group.

In order to address the possible language/literacy difficulties within the group, the facilitator may have to further simplify the language or to explain terms and concepts with which the parents are unfamiliar.

For parents who have lower levels of language and literacy, arts and crafts are an indispensible part of the facilitator's toolbox and can be used throughout the session.

REMEMBER!

The facilitator must have done a complete needs assessment of the parents in the group before moving on to the rest of the sessions. Information on needs' assessment is outlined as a complete session and it is recommended that an entire session is spent on it.

It is also extremely important that the facilitator utilises the knowledge and experiences of the group and refers back to their own existing competencies.

Aim of the Session:

To enable immigrant parents to support their children with language and to encourage them to foster bilingualism in their children and support them to continue using their mother tongue.

Objectives of the Session:

- Parents will recognise the importance of maintaining bilingualism in their children
- Parents will understand how to encourage and support their children in language development
- Parents will have a clear understanding of the impacts of using their children as interpreters or translators in sensitive situations
- Parents will have knowledge of support measures

KEY PRINCIPLES:

- People's home language is an important element of culture and it is important to recognise that it is integral to children's cultural identity.
- Parents need to use their mother tongue with their children to support their children's emotional, linguistic and cognitive development.
- Using children as translators or interpreters can have a negative impact on them in certain situations.
- Parents have a key role in the development of their children's communication skills.
- The better a parent's level of English, the easier it will be for them to support their children in a new country.

SESSION OUTLINE:

Welcome, Ice-Breaker and Overview of the session (Approximately 10 minutes)

- Welcome everybody to the session.
- Start the session with an ice-breaker to ensure that the parents in the group feel relaxed (See Section 5 pages 169-173 for a list of ice-breakers).
- The next step is to give parents an overview of the session so that they know what to expect from the session.

Note: If there are new members in the group it is important to revisit any existing group contract/rules and reinforce that confidentiality is extremely important so that the parents feel relaxed and comfortable about discussing issues that arise.

Check In/Follow Up (5 minutes)

- It is important that the facilitator checks in with the parents to see if there are any issues that have arisen from the previous session(s).

Exploration of Concerns

- This section of the session will explore the concerns that parents have around language for both themselves and their children.

EXERCISE 1: Brainstorming language (Approximately 10 minutes)

- This exercise is designed to give parents a space to voice their concerns around language and their children.
- The facilitator will ask the parents the guide questions below to discuss the issues around language.

Note: The facilitator will use this exercise to gauge the level of acquisition of English of both the parents and their children. The outcome of the brainstorming exercise will guide the content of the session.

Guide Questions

1) Do you think that it is important for your children to speak your mother tongue?

2) When do you use your mother tongue with your children?

Note: It is important that the facilitator highlights that using the mother tongue with the child helps to foster their lingustic, cognitive and emotional development and also their bond with the parents.

BILINGUALISM

• This section is designed to explore parents' own knowledge and levels of bilingualism within their own and extended families and also to explore parents' concerns and needs with respect to language.

EXERCISE 2: Bilingualism (Approximately 15 minutes)

- This exercise is designed to explore the parents' own experiences of languages spoken within their families.
- The facilitator will ask the parents the guide questions below to discuss the issues around language.

Guide Topics

1) What languages are spoken in their own families and extended families?

2) What are their own children's experiences of bilingualism?

3) Would they be supportive of their children being bilingual?

EXERCISE 3: Language Map (Approximately 15 minutes)

- This exercise is designed to explore what languages are spoken by the group and gives parents an opportunity to see where the languages are spoken relative to the other members of the group.
- Using a map, the facilitator will ask the parents to mark what languages they speak and to see where else they are spoken.
- It is important and interesting for the parents to see the different places (if applicable) that the same language is spoken and puts their own languages into a world context.

Note: This can be prepared in advance by the facilitator if they know the nationalities and language of the group (this should come from the needs' assessment section).

EXERCISE 4: Questions about bilingualism (Approximately 25 minutes)

- This exercise is designed to explore what bilingualism is and why parents should be supportive of it for their children.
- The exercise can be conducted in pairs or in small groups.
- The facilitator divides the parents into groups and distributes Parent Class Note 1 (questions around bilingualism).
- Each group will have 10 minutes to discuss the questions and what they feel they would do/ should do in the situation.

• The facilitator will then write the suggested answers on the flipchart and ask the parents if there is anything that they would change from the answers.

• After the discussion, the facilitator will answer any outstanding issues and ensure that all parents are clear on the suggested answers to the questions. (See Facilitator Handout 1)

PARENTS' EXPERIENCE OF LEARNING ENGLISH

• This section will allow parents to explore their own experiences of learning English and why it is important for their children, for them to learn English.

EXERCISE 5: Brainstorming the importance of learning English (Approximately 10 minutes)

- This exercise is designed to brainstorm why parents think that it is important for them to learn English to be better able to support their children.

- Using the guide questions, the facilitator will ask the parents to brainstorm the importance.

Questions to guide the discussion

1) Do you feel it is important to learn English?

2) Why is it important for you to learn English?

3) What are the benefits for you as a parent of learning English?

4) What are the challenges?

5) How you use your knowledge of English to help their children?

Note: The facilitator will have established the levels of English of the parents in the needs assessment section and will be able to gauge whether parents can answer the questions from a personal or hypothetical basis.

EXERCISE 6: Discussion - Using Children as Interpreters or Translators (Approx 20 minutes)

- This exercise is designed to elicit whether the parents in the group have been using their children as translators or interpreters and when they feel this is appropriate.

- The facilitator will ask the parents to discuss the following locations and whether it is appropriate to ask their child to interpret.

Locations

• In the school

• In the doctor's surgery

• In the bank

• In the supermarket

• In the hospital

• In the shops

• On the bus

Note: This exercise can be easily done using pictures of the locations instead

EXERCISE 7: Scenario Cards (Approximately 30 minutes)

- This exercise is designed to illustrate to the parents why children should not be used as a translator or interpreter in a particular situation. (Facilitator Note 2)
- The facilitator will ask the parents to discuss one scenario in groups or in pairs and to report back to the group on what they think they should do. (See Parent Class Note 2)

Note: This is a sensitive area as many parents may be using their children to interpret or translate for them. The facilitator needs to be aware of this when carrying out this exercise.

- After the parents have discussed the scenarios the facilitator will explain why parents should avoid using their children as interpreters or translators in sensitive or age inappropriate scenarios (See Facilitator Notes 2).
- The facilitator will ask the parents if they were surprised or shocked by any of the scenarios or reasons why children should not be used as interpreters or translators in sensitive or age inappropriate situations.
- The facilitator will ensure that all the parents are happy to accept that they should not use their children in such a role.

SUPPORTING PARENTS TO SUPPORT THEIR CHILDREN

- This section will explore the best ways for parents to support their children with language.

EXERCISE 7: Discussion - the best ways to support children (Approximately 20 minutes)

- This exercise is designed to discuss the ways that the parents in the group feel are best to support their children.
- The facilitator will ask the parents to discuss how they would best support their children with language.

Note: The facilitator must emphasise in this section that the best way to support their children is to learn English themselves but also to encourage their children to learn or maintain their mother tongue.

EXERCISE 8: DVD Clip on Language (Approximately 20 minutes)

- This exercise is designed to highlight the importance of learning English but also maintaining their mother tongue as the best way to support their child.
- The facilitator will show the clip and ask the parents to discuss what they have watched.

Note: The facilitator must emphasise in this section that the best way to support their children is to learn English themselves but also to encourage children to learn or maintain their mother tongue.

Summary and Recap (Approximately 10 minutes)

- It is important at the end of each session to give a brief summary of the session and re-emphasise the key points.

This session has looked at the following areas:

- Bilingualism brings many advantages
- Children as interpreters or translators
- The best ways for parents to support their children
- Parents play an important role in their children's communication skills
- Using the home language supports the parent-child bond and the family-community bond.

Question Time

- Remember at the end of every session allow time for parents to raise any questions that did not come up naturally during the session.
- If the facilitator cannot answer the question, ensure that there is feedback at a later date about the question to make sure that the parents feel supported and comfortable with asking questions.

Evaluation (Approximately 10 minutes)

- At the end of the session the facilitator should give the parents an evaluation form for the session. (An evaluation form is available at the end of Section 5)
- The results of the evaluation will help guide the following sessions and enable the facilitator to better design the format of the proceeding sessions.
- It is important to use the evaluation at the end of every session to ensure that the parents are happy with the session.

FACILITATOR NOTE 1:

QUESTIONS AND ANSWERS TO THE PARENTS' QUESTIONS ABOUT BILINGUALISM

Should I speak to my children in my mother tongue?

Yes, absolutely. Talking to your children regularly in any language helps children to learn to talk.

Top Tips:

- You can use words to name objects and describe what is happening as a way of teaching new words
- You can recite rhymes and poems to develop their awareness of sounds
- You can take turns talking about the day and things they notice around them
- By speaking to your children in your mother tongue, you can also teach them about their home culture and identity

Won't speaking my mother tongue at home be bad when my children need to learn English in school?

No, because before children start school they are exposed to English on the TV, in advertisements, street signs, on the bus and from people talking all around them.

Top Tips

- Children will pick up English quickly when they are exposed to it everyday at school. You will be surprised how quickly children can learn new languages.

My wife speaks to our son in English. I want to speak to him in my mother tongue. Won't this be confusing for him?

No, young children have the potential to learn in more than one language, though they may start to speak slightly later than the average child.

Top Tips

- Talk to your child in the language you are most comfortable with.
- Don't be surprised if your children sprinkle your language with English words, this is normal.

If we only speak to our children in English, will they forget our mother tongue?

The simple answer to this is yes! You will therefore need to decide if you want your children to maintain their skills in your home language.

Top Tips

- It is crucial for your children's overall language and learning development to continue to use your mother tongue.
- If your extended family doesn't speak any English, knowing both languages will be an advantage for your children especially if they want to visit your home country.
- Think about how your children might feel about losing their cultural identity and mother tongue as they get older. It is more difficult to learn new languages as an adult.

My children will only speak English. How can I help them maintain their mother tongue?

Top Tips

- This requires time, persistence, and creativity especially if your children are teenagers and have lived in (Northern) Ireland for a while.
- You may wish to speak to your children only in your mother tongue, even if they respond in English.
- You can also create routines to help your children maintain their mother tongue - from outings with family members, watching movies or reading books in your mother tongue.

My children are learning English as a second language. What should I do if they make mistakes?

Top Tips

- Avoid correcting your children or you might discourage them.
- A good way to help your children learn the "right" way to say something is to repeat what they say, using the correct pronunciation, sentence structure, or grammar.
- For example, if your child says, "a letter comed," you might say, "You're right. A letter came.
- Encourage any attempt from your child to communicate in any way or language- show them you are interested.

Should I read to my children in my mother tongue?

Absolutely yes, it is a great idea to read to your children in their mother tongue.

Top Tips

- Read with your children every day. Reading increases your children's vocabulary and discussing the stories afterwards help them to develop their general language skills and their social understanding.
- You can ask in your local library to see if they have books in your mother tongue.

If I only read to my children in my mother tongue, will they ever learn to read in English?

Yes, because they will learn in school.

Top Tips

- Reading aloud to your children in your home language will help them with learning to read in English.
- By building reading into your daily routine, your children will learn to love books.

My children are embarrassed when I speak to them in my mother tongue, what can I do about this?

Top Tips:

- Tell your children that it is not a bad thing to speak another language and that they should be proud of that instead.
- You can share your pride in your language and your culture in a number of ways. Talk about family photos and events and special people in your lives. Tell your children about traditions and celebrate them together.
- Read fairy tales, myths and other stories from your culture. Reading and talking about these stories will help your children learn new words and explore new concepts. At the same time, these stories will help them to learn about and take pride in your cultural values and traditions.

My aunt just came to this country and has poor English. How can she help her baby learn English?

Top Tips

- It is important for the emotional development of your aunt's child to hear its mother speak in the mother tongue. This facilitates a stronger parent-child bond.
- Even if your aunt doesn't speak much English, she can still communicate and make English-speaking friends.
- She can take her child to her local public library. Often there are special groups where people can meet and listen to stories being read aloud.
- Going to the playground is another good way to meet people and to learn English from English speakers there. This will also help your aunt to make new friends for herself and her baby.

How can I help my children to love reading and writing?

There are many different ways to help your children develop a love of reading and writing.

Top Tips

- Regardless of the language you use with your children, you can extend their literacy skills by reading, writing, and talking together as much as possible. Make shopping lists and write letters to special people together.
- Tell stories together and write them down so you and your children can revisit them later. Read different types of books together, from poetry to storybooks to non-fiction.
- Talk to your children about the books they read, their exp[illegible]d what they imagin[illegible]
- By talking and reading to your children each day, by [illegible]ng and wr[illegible]ourself, an[illegible]istening to your children read to you, you will encourage a love [illegible]anguage and a lifelong love [illegible]ading.

FACILITATOR NOTE 2:

USING CHILDREN AS TRANSLATORS/INTERPRETERS

Reasons why children should not be used as translators/interpreters

- Role Reversal: Children should not be used as translators or interpreters as it reverses the role of children and their parents. The children effectively control what information the parents receive and are thrust into an adult position when they are not adults.
- Editing: Children may change messages to suit themselves. Sometimes this is to suit their own situation (for example, a letter home saying they are misbehaving) or they may edit the message to save their parents from embarrassment or from being upset.
- Confidentiality: Children may not understand what is meant by confidentiality even if they think they do and may reveal information that is sensitive.
- Guilt: Children may feel guilty if something they are translating might upset or harm their parents. They might feel bad if they are the 'bearers of bad news.'
- Mistakes: Children, like any interpreters or translators, may make mistakes when translating information. They might think that something means something entirely different to what is being conveyed to them.
- Omissions: Parents may not tell their children something which is relevant at the time of interpreting / translating because they do not want their children to know sensitive issues.

SCENARIO CARDS - SUGGESTED ANSWERS

Scenario One

- Role reversal
- Should have been in school
- Not age-appropriate for her to know that her mother had had a miscarriage
- The doctor should not have put Maria in this situation and should have requested an interpreter or dealt with the language barriers in a different way.
- Guilt because she feels that it is her fault that her mother is so upset

Scenario Two

- Role reversal
- Mistakes

Scenario Three

- Role reversal
- Editing

Scenario Four

- Role reversal
- Omissions (his parents do not want him to know sensitive information)
- Confidentiality
- Mistakes

PARENT CLASS NOTE 1:

QUESTIONS ON BILINGUALISM

Should I speak to my children in my mother tongue?

Won't speaking in my mother tongue at home be bad when my children need to learn English in school?

My wife speaks to our son in English. I want to speak to him in my mother tongue. Won't this be confusing for him?

If we only speak to our children in English, won't they forget our mother tongue?

My children will only talk to me in English. How can I help them maintain their mother tongue?

My children are learning English as a second language. What should I do if they make mistakes?

Is it bad to read to my children in my mother tongue?

If I only read to my children in my mother tongue, will they ever learn to read in English?

My children are embarrassed when I speak to them in my mother tongue. What can I do about this?

My aunt just came to this country and has bad English. How can she help her baby learn English?

How can I help my children to love reading and writing?

PARENT CLASS NOTE 2:

SCENARIO CARDS

CASE STUDY ONE

Maria, who is twelve years old, went with her mother to the hospital because her mother was not feeling well. Maria's mother was six months pregnant and had been suffering stomach pains. She does not speak English at all but Maria is fluent in English because she goes to school and has lots of Irish friends. Maria should have been in school but her mother told her that she needed her help to interpret what the doctor was saying to her. When they arrived at the hospital, the doctor examined Maria's mother and then went off to look at the results. Later that day the doctor returned and asked Maria to tell her mother that she had had a miscarriage.

Why should Maria not have been used as an interpreter?

CASE STUDY TWO

Manuel is thirteen years old. His parents do not speak any English and often ask him to translate letters for them. His parents receive a letter saying that their request for asylum has been denied and that they will be deported in two weeks time. Manuel has to translate the letter but does not understand what deported means and so he thinks that it means that they can apply again in two weeks. His parents are happy with this and do not do anything about the letter.

Why should Manuel not have been used as a translator?

CASE STUDY THREE

Jemima is fourteen. She misbehaves in class because sometimes the other children tease her for not being from (Northern) Ireland. She hits the children who are bullying her and gets into trouble for it. Her teacher sends a letter home to her parents asking them to come to a meeting to decide whether to suspend Jemima or not. Her parents do not speak any English. Jemima tells her parents that the letter says that she is doing all her work well.

Why should Jemima not be asked to translate?

CASE STUDY FOUR

Piotr's parents are visited by the social worker because Piotr has repeatedly turned up to school with bruises on his arms and legs. Piotr's parents do not hit him or believe in physical discipline but he has a medical condition which causes bruises to appear if he has the slightest knock. Piotr is only six but he has to interpret for both of his parents as neither speaks English very well. When the social worker comes to talk to the parents they do not try to tell her that he has a condition because they don't want Piotr to know that he has this condition as it might upset him. The social worker explains that she has come to visit because she fears that his parents are abusing him. Piotr has to explain this to his parents but he doesn't understand some of the words she uses. Piotr tells his friends at school that the social worker came to visit and they tell their parents.

Why should Piotr not be used as an interpreter?

PARENT HANDOUT:

TIPS FOR PARENTS TO HELP CHILDREN LEARN THEIR MOTHER TONGUE AND ENGLISH

- Always talk a lot to your children in your language. Even when the children are too little to understand you should talk to them about what you are doing when you are cooking, writing, shopping etc...
- Teach your children nursery rhymes and songs in your own language.
- Tell your children stories in your language. Encourage them to join in with the story telling.
- Talk to your children about what they did at playgroup, nursery or school in your language. If they use English words, repeat what they have said using your language.
- Don't be frightened to use your language in public. If some people don't like it, it is their problem, not yours.
- Make sure that your children know the names of the different languages they speak.
- Check that your children know which language they speak at home and at school.
- Take your children to local events where they will hear people using your language.
- Try to make sure your children play with children who speak the same home language as they do (as well as English-speaking children).
- Try to find books written in your language for your children. If there aren't any try to make your own or ask someone else to help you.
- Encourage your children to feel proud of your language.
- Don't laugh or tease your children because of their accent or if they make mistakes.
- Children who are learning to speak two languages at the same time usually speak a little later - this is normal!

SESSION F: SUPPORTING YOUR CHILDREN IN THE EDUCATION SYSTEM

Materials Needed:

- Facilitator Notes 1 – Supporting the children in the education system
- Parent Class Notes 1 – Exercise 2: Test
- Parent Class Notes 2 – Exercise 6: Scenario Cards
- Parent Handout 1 – Routines
- Parent Handout 2 – The best ways to support your children in education
- Parent Handout 3 – A Love of Learning: Ways to support your children
- An Evaluation Form (contained in Section 5)
- Additional contextual information on the session is contained in Section 4
- Additional resources are available in Section 5

Note: The overall design of the session, including exercises carried out, will depend on the language and literacy levels of the parents in the group.

In order to address the possible language/literacy difficulties within the group, the facilitator may have to further simplify the language or to explain terms and concepts with which parents are unfamiliar.
For parents who have lower levels of language and literacy, arts and crafts are an indispensible part of the facilitator's toolbox and can be used throughout the session.

REMEMBER!

The facilitator must have carried out a complete needs' assessment of the parents in the group. This will inform the exact content of the session. Information on needs' assessment is outlined as a complete session (3A) and it is recommended that an entire session is spent on it.

It is also extremely important that the facilitator utilises the knowledge and experiences of the group and refers back to their own existing competencies.

Aim of the Session

To explore parents' hopes and fears around the education of their children in (Northern) Ireland and to enable immigrant parents to support their children in education.

Objectives of the Session

- Parents will know how to support their children in engaging fully within the education system and develop a love of learning.
- Parents will have a better understanding of their role in ensuring their children's active involvement in school
- Parents can get information on encouraging a love of learning
- Parents will know where to get further information

KEY PRINCIPLES:

- Every child has a right to an education
- Parents' support and involvement is integral to a child's learning.
- Education is a life-long process

SESSION OUTLINE

Welcome, Ice-Breaker and Overview of the session (approximately 10 minutes)

- Welcome everybody to the session.
- Start the session with an ice-breaker to ensure that the parents in the group feel relaxed (See Section 5A for a list of ice-breakers)
- The next step is to give parents an overview of the session so that they know what to expect from the session.

Note: If there are new members in the group, it is important to re-visit any existing group contract/rules and reinforce that confidentiality is extremely important so that the parents feel relaxed and comfortable about discussing issues that arise.

Check In/Follow Up (Approximately 5 minutes)

- It is important that the facilitator checks in with the parents to see if there are any issues that have arisen from the previous session(s).

WHAT ARE THE CHALLENGES PARENTS FACE IN EDUCATION?

• This section of the session will brainstorm around the challenges the parents face in supporting their children in education.

EXERCISE 1: Brainstorm the challenges (15 minutes)

- This exercise is designed to explore the challenges that the parents face as parents in education.

- The exercise can be with the whole group.

- After the exercise has been completed, write the answers on a flipchart and discuss.

Note: The facilitator should focus on feelings of the parents and the impact of the challenges on the children.

Questions to guide the discussion

1) What are the challenges you face as a parent in supporting your children in the education system?

2) What are the challenges that your children face?

3) What impact does this have on your relationship with your children?

WHAT ARE THE BEST WAYS TO SUPPORT YOUR CHILDREN IN THE EDUCATION SYSTEM?

• This section will explore what parents feel are the best ways to support their children and inform them of the importance of routine, getting involved in school life (working with their child's teacher, homework and parent-teacher meetings).

• Facilitator Notes 1 contains information on supporting children with school and there is also further information contained in Section 4 pages 157-160.

EXERCISE 2: Discussion (Approximately 10 minutes)

- The facilitator will start a discussion with the parents around what they feel are the best ways to support their children in the education system.

Questions to Guide the Discussion

1) What do you feel are the best ways to support your children with education?

2) What ways do you support your children?

3) What would you like to know more about?

4) Is there anything you feel that you could do better?

EXERCISE 3: Group work on routines ('Share in Pairs') (Approximately 10 minutes)

- This exercise is designed to share good practices that parents already have about routines and there importance for children.
- The aim of the exercise is to get parents to share with each other the routines that they already use with their children and foster a spirit of co-working within the group.
- The facilitator divides the group into pairs and asks them to discuss their routines.

Discussion

1) What are the routines that the group has for their children?

2) What are the differences and similarities within the group?

3) What does the group feel is a good routine?

4) Is there anything they feel that they could do better/change?

EXERCISE 4: Group work on routines (dependent on the age of the children)

- This exercise is designed to elicit good practices that parents already have about routines and their importance for children.
- The aim of the exercise is to get parents to share with each other the routines that they already use with their children and foster a spirit of co-working within the group.
- The facilitator divides the group into pairs and asks them to come up with a good routine for a different age group.
- Depending on the number of different groups, ask each group to take a different age of the child and discuss what would be a good routine for them. Example – ages 3, 5,7,9,12,15 years old.

Discussion

1) What are the routines that each pair has come up with for their children?

2) What are the differences and similarities within the group?

3) What does the group feel is a good routine?

4) Is there anything they feel that they could do better/change?

• **The facilitator will then explain the best ways to support children in education** (See Facilitator Note 1).

Routine

- The facilitator will explain the importance of routines and how they help children and parents.

Homework

- The facilitator will explain that homework is an important element of children's learning and also how it helps parents to know about their children's education.

Working with the teacher and the importance of Parent-Teacher Meetings

- The facilitator will reinforce the importance of working with the teacher and attending parent-teacher meetings to provide an opportunity for parents to keep involved with their children's education and to help in areas where the child may be having difficulties.

Note: The facilitator should reinforce that one of the best ways for the parents to support their children with education is to learn English themselves.

• Distribute Parent Handouts 1 & 2 and discuss any issues that have not been addressed.

EXERCISE 5: Scenarios (Approximately 20 minutes)

- This exercise is designed to reinforce the learning from the section.
- The facilitator divides the group into pairs or groups of 3 and asks them to work through one of the scenario cards (see Parent Class Notes 1).
- The facilitator will ask each group of parents to discuss what they would do in such a situation.

Option: If the parents are comfortable with speaking in public, then the scenario can be worked through in the form of a role play.

Discussion

- After the group has finished the exercise, the facilitator will then start a discussion about the results of the scenarios.
- The facilitator will then ask the group to brainstorm additional answers around the different scenarios.

ENCOURAGING A LOVE OF LEARNING

- This section will reinforce the learning from the rest of the session and reiterate the importance of supporting children to ensure a life-long love of learning.

EXERCISE 6: Discussion (Approximately 10 minutes)

- This exercise will ask parents to discuss how they feel they can help their children to learn successfully.
- The facilitator will ask the parents to discuss either in small groups or as a whole group what they feel they can do to support their children.
- The answers should be written on a flipchart and the group can discuss which they feel are the most useful/least useful and so on.

Note: This can be done as a ranking game by writing the answers onto cards and asking the parents to place sticker dots on the ones that they feel are the most important.

Summary and Recap (Approximately 10 minutes)

- It is important at the end of each session to give a brief summary of the session and re-emphasise the key points.

THIS SESSION HAS LOOKED AT THE FOLLOWING AREAS:

- What challenges parents face in supporting their children in education
- What are the best ways to support the children in the education system
- The importance of routine, homework and working with the children's teachers
- How to help children develop a love of learning

QUESTION TIME

- Remember, at the end of every session allow time for parents to raise any questions that did not come up naturally during the session.
- If the facilitator cannot answer the question, ensure that there is feedback at a later date about the question to make sure that the parents feel supported and comfortable with asking questions.

Evaluation (Approximately 10 minutes)

- At the end of the session, the facilitator should give the parents an evaluation form for the session (Evaluation forms are available in Section 5).
- The results of the evaluation will help guide the following sessions and enable the facilitator to better design the format of the proceeding sessions.
- It is important to use the evaluation at the end of every session to ensure that the parents are happy with the session.

FACILITATOR NOTES 1:

SUPPORTING CHILDREN IN THE EDUCATION SYSTEM

The following information is a brief description of the three main areas that parents can support their children in school.

A more comprehensive guide is available in Section 4 (See page 157-160) for more details.

- ROUTINE
- HOMEWORK
- WORKING WITH THE CHILD'S TEACHER

ROUTINE

The facilitator's role in this section is to emphasise the importance of routine. Routines are important for the following reasons:

- Routines help parent-child relationships
- Routines help to give children an appropriate level of independence
- Routines help children to learn about forward planning
- Routines help parents to cope
- Routines help children concentrate at school

HOMEWORK

Homework is an important element in children's education. It helps to reinforce what children have learned in school and stimulates their intellectual development.

How does homework help children?

Homework helps children to:

- Rreinforce what they have learned
- Organise and manage their time
- Learn to work independently

How does homework help parents?

Homework helps parents to:

- Know what their children are learning in school
- Monitor how they are performing
- Notice any problems or issues that are happening
- Learn from their children

It is a good idea if children do their homework as soon as they get home (if possible).
This will mean that what they have learned is fresher in their minds and also play or free time can then be used as a reward for good behaviour and good routines. If this is made routine, then it will stick with the children right through their education.

WORKING WITH THE CHILDREN'S TEACHER(S)

Good communication with the school will help parents to find out if their children are having any problems in school, either with their school work or with other children. By finding out any problems early on, parents can help their children to overcome them much more readily than if the problems continue undiagnosed for a long time.

Before school starts parents should try and meet their children's teacher(s) so that they know who they are and can also tell the teacher(s) if they have any problems.

Parent-Teacher Meetings (PTM)

Parent-teacher meetings are very important. They provide a time and a space to discuss how children are getting on in all aspects of school, where they are strong and where they need support. It also helps with other aspects such as how they get on with the other children. It also helps the teacher to know more about the children. They also allow both the teachers and the parents to flag any issues or concerns that children are having.

If parents have language or literacy difficulties, parent-teacher meetings can be very difficult for both sides. If parents need help they could ask a friend to go with them or ask the school if they could provide an interpreter.

Note: The facilitator should reinforce that parents should never ask children to interpret at a PTM.

PARENT CLASS NOTE 1:

EXERCISE 5: SCENARIO CARDS

Scenario One:

The teacher sends a letter home with your seven-year old child. The letter says that your child is falling asleep at his/her desk every day and cannot concentrate on his/her schoolwork. The teacher is concerned and wants to meet you.

Scenario Two:

Your eleven-year old child comes home from school and wants to go straight out to play with his/her friends. Your child says 'I hate school and don't want to go anymore and you don't understand my homework anyway'.

Scenario Three:

The playschool rings you because they are worried about your child who does not want to play with the other children and just runs up and down screaming until he/she falls asleep in the corner every day.

PARENT HANDOUT 1: ROUTINES

Morning Routine

Make sure that you and your children have enough time to get ready in the mornings. Preparation for school can also be done the night before.

Your children should wash before they dress for school. This encourages a good level of personal hygiene.

Get your children to eat a healthy breakfast as this will help them to concentrate at school until lunch. Non-sugary cereals are best because they release energy slowly and help your children to pay attention and not to have a 'sugar crash' mid morning. Foods like boiled or scrambled eggs with wholemeal toast are also a good option.

Most children have a packed lunch for school. Schools usually have a policy of not allowing children to have junk food or fizzy drinks in school. Some schools have hot lunches but each school is different. To save time in the mornings, you could prepare the lunches the night before.

Suggestions for a packed lunch include:

- Sandwiches
- Milk or sugar-free juice
- Cheese
- Fruit

Try to avoid allowing your children to watch TV in the mornings.
This will distract them from getting ready for school.

Get your children to pack their schoolbags the night before.
This will save time in the morning and help them to avoid leaving books etc. behind in the morning.

Get your children to brush their teeth before school.

Make sure that your children have enough time to get to school on time.

If you have to leave early for work make sure that they can get the bus or a lift from another parent.

After-School Routine

Instilling a good homework routine helps children to do well at school.
You should support your children with their homework if you can.

Note: you should never do your children's homework for them, even if they are struggling.

Try to make time for your children after school, even if you only have a few minutes to spare as this encourages communication with them.

Bedtime Routines

Before bed, your children should brush their teeth and get ready for bed.

Children should not eat or drink sugary food or drinks before they go to bed.

A glass of water or warm milk is fine.

Bedtime reading is to be encouraged. This will help your child to develop a love of learning.

Try to ensure that your children go to bed at a reasonable time on school nights. They will be less tired in the mornings as a result.

PARENT HANDOUT 2:

THE BEST WAYS TO SUPPORT YOUR CHILDREN IN EDUCATION

1) HOMEWORK

How does homework help your children?

Homework helps your children to:

- Reinforce what they have learned
- Organise and manage their time
- Learn how to work independently

How does homework help parents?

Homework helps parents to:

- Know what their children are learning in school
- Monitor how they are performing
- Notice any problems or issues that are happening
- Learn from their child

2) WORKING WITH THE TEACHER

Before the start of each school year parents should try and meet their children's teacher(s) so that the teacher(s) knows the children and any problems. This benefits the parents, teacher(s) and children as they can exchange information.

PARENT-TEACHER MEETINGS (PTM)

Tips for parents before a parent-teacher meeting

- Check your children's last school report – is there anything you need to follow up?
- Find out the names of your children's teacher(s).
- Ask how your child is doing in school.
- Prepare a list of questions, noting down what you want to ask, and who you want to talk to.
- Make sure you allow plenty of time for the meeting. You may have to wait to talk to some teachers.
- Take a notepad with you and make notes.

THINGS TO CHECK BEFORE A PTM

1. How many teachers do your children have?

3. Where do your children need support?

4. How often does your children's school hold parent-teacher meetings?

Sample questions to ask at a parent-teacher meeting

- What areas are my children best at?
- Are they working to the best of their ability?
- In what areas do they need support?
- How can I help my children at home?
- How is their behaviour towards the teacher and the other children in the class?

- Do they hand in homework on time and to the best of their ability?
- How are they compared with the rest of the class?
- Do they have any difficulties paying attention?
- Is there anything about their performance that they can improve on?
- How do they mix with other children outside the classroom?
- How are they progressing in English?

PARENT HANDOUT 3: WAYS TO SUPPORT YOUR CHILDREN TO LOVE LEARNING

LISTEN

- Parents should listen to their children. Setting aside time to talk to them is very important.
- Answer any questions that your children ask you. It is important that they feel like they are being listened to.

READ

- Reading with your children is very important.
- Ask the children questions about what you are reading and encourage them to ask questions themselves. This will support them in learning.
- Join a library if there is one near to you and bring your children with you. Some libraries have a story time and you can bring your children from a young age. This will develop a love of reading.
- If possible, buy a children's dictionary. They can look up words they don't understand and make more word associations.

DISCUSS

- Talk to your children about what is going on around them.
- If they are older, talk to them about the news and current affairs.
- Take them to places of interest to promote active learning.
- Tell your children about your own cultural heritage and tell them stories and teach them songs.

OTHER ACTIVITIES

- Ask your children to help you make dinner, breakfast, lunch and explain what you are doing and what ingredients you are using.
- Watch suitable TV programmes together with your children and encourage them to think about what they are watching as they learn.
- Praise your children when they are learning or doing their homework correctly. This will encourage them to want to learn more.

LEARNING FROM PLAY

- Playing with your children is very important. Children can learn a lot of things from playing and it helps them to develop their thinking around different ideas and concepts.
- Board games and jigsaws are a good way to involve the family and develop social and personal skills.

SESSION G: STRESS

Materials Needed:

- Facilitator Notes 1 – Coping with Parenting Stress
- Parent Class Note 1 – Exercise 5: Role Plays (Coping with Stress)
- Parent Class Note 2 – Exercise 7: Tactics for Coping with Stress
- Parent Handout 1 – Coping with Stress
- Arts and Craft materials (including paper, paint, play-doh)
- Relaxation tapes or downloads
- An Evaluation Form (contained in Section 5)
- Additional contextual information on the session is contained in Section 4
- Additional resources are available in Section 5

Note: The overall design of the session, including exercises carried out, will depend on the language and literacy levels of the parents in the group.

In order to address the possible language/literacy difficulties within the group, the facilitator may have to further simplify the language or to explain terms and concepts with which the parents are unfamiliar.

For parents who have lower levels of language and literacy, arts and crafts are an indispensible part of the facilitator's toolbox and can be used throughout the session.

REMEMBER!

The facilitator must have done a complete needs' assessment of the parents in the group before moving on to the rest of the sessions. Information on needs' assessment is outlined as a complete session and it is recommended that an entire session is spent on it.

It is also extremely important that the facilitator utilises the knowledge and experiences of the group and refers back to their own existing competencies.

Note: It is not recommended that this session be carried out in isolation but instead is completed after other sessions.

AIM OF THE SESSION:

To enable participants to address the particular stresses they face as immigrant parents in (Northern) Ireland by introducing coping strategies.

OBJECTIVES OF THE SESSION:

- Parents will be able to recognise when they are stressed.
- Parents will understand/have more knowledge of how to cope with stress.
- Parents will know how to deal with stress more positively.
- Parents will know where to seek additional supports and resources.

KEY PRINCIPLES:

- All parents experience stress (parenting is stressful)
- Parents' stress impacts on their children
- Effective coping mechanisms can help alleviate stress
- Not all stress is bad

SESSION OUTLINE:

Welcome, Ice-Breaker and Overview of the session (Approximately 10 minutes)

- Welcome everybody to the session.
- Start the session with an ice-breaker to ensure that the parents in the group feel relaxed (See Section 5A pages 169-173 for a list of ice-breakers).
- The next step is to give parents an overview of the session so that they know what to expect from the session.

Note: If there are new members in the group, it is important to re-visit any existing group contract/rules and reinforce that confidentiality is extremely important so that the parents feel relaxed and comfortable about discussing issues that arise.

Check In / Follow Up (Approximately 5 minutes)

- It is important that the facilitator checks in with the parents to see if there are any issues that have arisen from the previous session(s).

Parents' own Experiences of Stress

- This section of the session will explore the stresses that the parents in the group face.

EXERCISE 1: What does stress do? (Approximately 20 minutes)

- This exercise is designed to make parents think about what effects stress has on people.
- The exercise can be done with the whole group.
- The facilitator will draw a picture of a body on the floor on a large sheet of paper and ask the parents about what effects stress has on the body (both the physical and mental effects).
- The facilitator will ask the parents to mark where stress affects them on the body.
- After the exercise has been completed ask the parents to discuss how stress impacts on our lives.

EXERCISE 2: What Triggers Stress? (Approximately 20 minutes)

- This exercise is designed to make parents aware of the stresses that they face and what the triggers for their stress are.
- The exercise can be done in pairs.
- The facilitator will ask the parents to think about what triggers stress for them and to discuss this with their partner.
- After the exercise has been completed the facilitator will ask the pairs to feedback the answers to the rest of the group.
- Feedback should be written out on a flipchart – areas of commonality should be highlighted and it should be emphasised that we all have similar experiences.

GUIDE QUESTIONS

Think about what caused you stress in the last week

- What caused the stress?
- How did the stress affect you?
- How did you deal with the stress?
- How do you think you could deal with the stress if it happened again?

Note: The flipchart from this exercise should be kept so that the group can refer back to their answers in the last exercise of the session (Exercise 9 on parenting stresses).

EXERCISE 3: DVD Clip (Approximately 5 minutes)

- The purpose of this exercise is to illustrate how stress affects parenting.
- The facilitator will show the DVD section on stress and ask the parents to discuss the clip.

Discussion Prompts:

1) Do you ever feel stressed when you are parenting?

2) How do you relax?

3) How would you help the women in the clip to relax?

- The facilitator will write the parents' discussion points on the flipchart.

EXERCISE 4: Visualising Stress (Approximately 20 minutes)

- This exercise is designed to explore how parents visualise what causes them stress.
- The facilitator will give the parents 'play-doh' and ask them to create what causes them stress.
- The parents are then asked to 'present' their creation and to say what it represents.
- The group will then agree what they will do with their creations. Some parents may want to stamp on or crush what they have made and others will want to keep it as a reminder.

Discussion Prompt

Tell us about what you have made and why.

Coping with Stress

- This section will inform parents of coping strategies to deal with stress and will examine what coping strategies already exist within the group.

EXERCISE 5: Coping with Stress (Approximately 20 minutes)

- This exercise is designed to help parents recognise and share coping strategies that they have developed and to acknowledge that parents themselves often have the best methods of coping with stress.
- The facilitator asks the parents the questions outlined below to get a sense of how the group deals with stress, and writes the responses on a flipchart.
- The facilitator will collect all the answers together and recap the main points that have been elicited from the discussion and ask parents to feedback to the group using a flip chart.

Questions to guide the discussion

1) How do you cope with stress?

2) What helps you to deal with stress?

3) What extra information would you like to receive on reducing stresses?

4) What else might help?

- The facilitator distributes Parent Handout 1 (Dealing with Stress).
- The facilitator will then talk through the parent handout and ask the parents to come up with solutions to stress within the group and facilitate discussion around the handout.

EXERCISE 6: CASE STUDIES (coping with stress) (Approximately 30 minutes)

- This exercise is designed to reinforce how parents feel that they can deal with stress.
- The case study cards (Facilitator Notes 1 and Parent Class Notes 1) contain a mixture of time management, stress reduction and coping mechanisms scenarios.
- The facilitator divides the parents into pairs or small groups to discuss one of the case studies and how they would help the person to reduce their stress.
- After the case studies the facilitator will ask the parents to discuss which strategies they would find the most useful in their own lives.

EXERCISE 7: Using Relaxation Tapes (Approximately 30 minutes)

- This exercise is designed to use relaxation tapes (if available) to help parents to relax. If the facilitator does not have relaxation tapes, then the breathing techniques outlined below can be used instead.

Note: Section 5G has links to free relaxation tapes available for download.

- Before using a relaxation tape, the facilitator will use a breathing exercise to relax the parents.
- The following relaxation script is designed as a guide for the facilitator to use during the session.

- Sit up straight. Breathe out.
- Breathe in and, at the same time, relax your stomach muscles. Feel as though the stomach is filling with air.
- After filling your stomach, keep breathing in. Fill up the middle of your chest. Feel your chest and rib cage expand.
- Hold the breath in for a moment, and then begin to exhale as slowly as possible.
- As the air is slowly let out, relax your chest and rib cage. Begin to pull your stomach in to let out the remaining breath.
- Close your eyes, and concentrate on your breathing.
- Relax your face and mind.
- Let everything go.
- Practise for about 5 minutes.

EXERCISE 8: Ways to deal with stress (Approximately 20 minutes)

- This exercise is designed to explore how parents cope with stress and whether the ways they use are positive or negative.
- The facilitator will distribute the Parent Class Notes 2 and ask the parents to discuss and answer the questions in pairs.

Note: This option depends heavily on the language and literacy levels of the group which the facilitator will have established during the needs assessment session.

- Using the prompting questions below, the facilitator will find out further what coping methods the parents use to deal with stress.

Note: The even numbered answers are positive ways to deal with stress and the odd numbered answers are not positive. The facilitator does not need to tell the parents this.

Prompting Questions

1) Do you find this helpful? 2) Are there any ways here that you use? 3) How does it help?

4) Can this make your stress worse? 5) Are there any that you would use in future?

EXERCISE 9: Parenting Stress (Approximately 30 minutes)

- This exercise is designed to explore the particular stresses parents face when parenting and to recognise that parents have ways of dealing with parenting stress that they can share.
- Divide the parents into small groups or pairs and ask them to visit the stresses identified in Exercise 2.
- The facilitator will then lead a discussion around what the parents feel are the best ways of dealing with the stresses.
- The facilitator will ask if there are any other parenting stresses that have not been covered in this exercise.

The facilitator will ask if there are any other ways of dealing with the parenting stresses that the parents face.

SUMMARY AND RECAP (Approximately 10 minutes)

- It is important at the end of each session to give a brief summary of the session and re-emphasise the key points.

THIS SESSION HAS LOOKED AT THE FOLLOWING AREAS:

- How to recognise stress
- How stress affects parents
- How to deal with stress
- Dealing with stress more effectively
- Where to seek additional supports and resources

Question Time

- Remember, at the end of every session allow time for parents to raise any questions that did not come up naturally during the session.
- If the facilitator cannot answer the question, ensure that there is feedback at a later date about the question to make sure that the parents feel supported and comfortable with asking questions.

Evaluation (Approximately 10 minutes)

- At the end of the session, the facilitator should give the parents an evaluation form for the session (Evaluation forms are available in Section 5).
- The results of the evaluation will help guide the following sessions and enable the facilitator to better design the format of the proceeding sessions.
- It is important to use the evaluation at the end of every session to ensure that the parents are happy with the session.

FACILITATOR NOTE 1:

COPING WITH STRESS

CASE STUDY 1:

Edmund is a single parent from Poland. He has three children aged 3, 5 and 7. In the mornings, he has very little time as he has to get all the children ready for school, make their lunches, give them breakfast, pack their schoolbags and make sure that their uniforms are clean.

Mornings always leave him very stressed and so when he gets to work he is already very tired and bad tempered. He wishes that there was something he could do that would make morning times easier.

How would you help Edmund to deal with his stress?

Suggested answer: Learn to manage your time more effectively.

CASE STUDY 2:

Adisa has two children aged 1 and 13. She works full-time and has very little time to make food for herself and the children. She often gives them junk food and sweets to make up for the fact that she has little time to spend with them. She does not sleep very much because she worries about her children and her job.

The children have all put on weight and Adisa feels very stressed from not sleeping and she would like to be healthier but does not know how to balance sleeping, her job and her children.

How would you help Adisa to deal with her stress?

Suggested answer: Adopt a healthy lifestyle.

CASE STUDY 3:

Guan-Yin has one child who is 2. She lives next door to Zhen who has three children. Guan-Yin works all day and likes to relax and play with her daughter in the evenings as she is in the crèche all day. Zhen does not work but likes to go out in the evenings and asks Guan-Yin to mind her children for her.

Guan-Yin does not mind but lately she has to mind Zhen's children every night. She feels very stressed out by this but Zhen is her friend from her own country and she feels like she can't say anything to her.

How would you help Guan-Yin to deal with her stress?

Suggested answer: Know your limitations and do not take on too much. Be Assertive.

CASE STUDY 4:

Martín has five children aged between 2 months and 13 years old. His wife works all day and he stays at home to mind the children. He does all the cooking and the housework, and helps his children with their homework when they come home from school. He doesn't have any time to himself and so feels very stressed when his wife comes home.

His wife likes to relax in the evening and have a glass of wine and watch TV. Martín feels like he has to play with the children and also talk to his wife. He works as a taxi driver all weekend and this leaves him very tired during the week.

How would you help Martín to reduce his stress?

Suggested answer: Take time out to relax. Negotiate time-out.

PARENT CLASS NOTE 1:

EXERCISE 6: CASE STUDIES (Coping with Stress)

CASE STUDY 1:

Edmund is a single parent from Poland. He has three children aged 3, 5 and 7. In the mornings, he has very little time as he has to get all the children ready for school, make their lunches, give them breakfast, pack their schoolbags and make sure that their uniforms are clean.

Mornings always leave him very stressed and so when he gets to work he is already very tired and bad tempered. He wishes that there was something he could do that would make morning times easier.

How would you help Edmund to deal with his stress?

CASE STUDY 2:

Adisa has two children aged 1 and 13. She works full-time and has very little time to make food for herself and the children. She often gives them junk food and sweets to make up for the fact that she has little time to spend with them. She does not sleep very much because she worries about her children and her job.

The children have all put on weight and Adisa feels very stressed from not sleeping and she would like to be healthier but does not know how to balance sleeping, her job and her children.

How would you help Adisa to deal with her stress?

CASE STUDY 3:

Guan-Yin has one child who is 2. She lives next door to Zhen who has three children. Guan-Yin works all day and likes to relax and play with her daughter in the evenings as she is in the crèche all day. Zhen does not work but likes to go out in the evenings and asks Guan-Yin to mind her children for her.

Guan-Yin does not mind but lately she has to mind Zhen's children every night. She feels very stressed out by this but Zhen is her friend from her own country and she feels like she can't say anything to her.

How would you help Guan-Yin to deal with her stress?

CASE STUDY 4:

Martín has five children aged between 2 months and 13 years old. His wife works all day and he stays at home to mind the children. He does all the cooking and the housework, and helps his children with their homework when they come home from school. He doesn't have any time to himself and so feels very stressed when his wife comes home.

His wife likes to relax in the evening and have a glass of wine and watch TV. Martín feels like he has to play with the children and also talk to his wife. He works as a taxi driver all weekend and this leaves him very tired during the week.

How would you help Martín to reduce his stress?

PARENT CLASS NOTE 2:

EXERCISE 7: TACTICS FOR COPING WITH STRESS

Listed below are some common ways of dealing with stressful events.

Mark below what you use frequently

1. I just work harder and faster.
2. I talk to my friends.
3. I eat more than usual.
4. I do some exercise.
5. I get angry and take it out on those around me.
6. I take a little time to relax, breath and unwind.
7. I smoke a cigarette or drink a coffee.
8. I try to find out what causes me stress and fix it.
9. I become very quiet and just go ahead with my work.
10. I try to be positive.
11. I sleep more than I really need to.
12. I take some time off from work.
13. I go out shopping and buy something to make myself feel better.
14. I joke with my friends.
15. I drink more alcohol than usual.
16. I get a hobby that helps me to relax.
17. I take medicine to help me relax or sleep better.
18. I eat healthy food.
19. I just ignore the problem and hope it will go away.
20. I pray or meditate.
21. I worry about the problem until my stomach or head hurts.
22. I try and focus on the good things.

PARENT HANDOUT 1: COPING WITH STRESS

Top 8 Tips for Dealing with Stress

1) Learn to use your time effectively.
2) Try to eat healthily and exercise.
3) Learn to say no to people.
4) Find out what causes you stress.
5) Avoid conflict.
6) Take time out to relax. It's ok to say you need a break from your children, as long as they are safe.
7) Find time to meet friends or family.
8) Avoid smoking, drinking alcohol or coffee as ways to deal with stress.
9) Find people who can support you and offer help back in return.

Top Tips for dealing with Parenting Stress

1) Breathe slowly and deeply and count to ten.
2) Remind yourself that you are the adult, and can set a good example to your children of how to behave.
3) Think about what you're about to say.
4) Go into another room for a minute or count to ten.
5) Go outside for a quick breath of fresh air.
6) Think about somewhere nice – like a park or a garden and imagine you are there.
7) Ask someone you trust to watch your children and to give you a break.

RECAP SESSION

Materials Needed:

• An Evaluation Form

• Flip Chart sheets from the needs' assessment session

• Overview of the sessions covered

• Art materials (including crayons, paint, paper and photos)

Note: The overall design of the session, including exercises carried out, will depend on the language and literacy levels of the parents in the group.

In order to address the possible language/literacy difficulties within the group, the facilitator may have to further simplify the language or to explain terms and concepts with which the parents are unfamiliar.

For parents who have lower levels of language and literacy, arts and crafts are an indispensible part of the facilitator's toolbox and can be used throughout the session.

REMEMBER!

The facilitator must have done a complete needs' assessment of the parents in the group before moving on to the rest of the sessions. Information on needs' assessment is outlined as a complete session and it is recommended that an entire session is spent on it.

It is also extremely important that the facilitator utilises the knowledge and experiences of the group and refers back to their own existing competencies.

Aim of the Session:

To enable parents to recap the learning from the previous sessions and to ensure that they feel fully empowered to support their children with living in (Northern) Ireland and the additional challenges that that poses on them as parents.

Objectives of the Session:

- Parents will be able to reflect back on what they have learned or experienced during the session and their original fears and expectations will be re-visited.
- The session will allow parents to ask any outstanding questions/deal with outstanding issues.
- Parents will feel confident about supporting their children with issues and areas dealt with in the programme.
- Parents will know where to get further information and support.

KEY PRINCIPLE

• Parents should feel empowered to support their children with living in Ireland and the additional challenges that this may bring.

SESSION OUTLINE:

Welcome, Ice-Breaker and Overview of the session (Approximately 10 minutes)

• Welcome everybody to the session.

• Start the session with an ice-breaker to ensure that the parents in the group feel relaxed (See Section 5A pages 169-173 for a list of ice-breakers)

• The next step is to give parents an overview of the session so that they know what to expect from the session.

Note: If there are new members in the group, it is important to re-visit any existing group contract/rules and reinforce that confidentiality is extremely important so that the parents feel relaxed and comfortable about discussing issues that arise.

Check In / Follow Up (Approximately 5 minutes)

• It is important that the facilitator checks in with the parents to see if there are any issues that have arisen from the previous session(s).

Personal Reflection

• This section of the session will enable parents to reflect back on their learning experiences during the sessions.

EXERCISE 1: Personal Reflection (Approximately 15 minutes)

- This exercise is designed to enable the parents to think back to the needs' assessment session and to reflect on what they have learned during the course.
- The exercise can be with the whole group or individually with group feedback at the end.
- After the exercise has been completed the facilitator will write the answers on a flipchart and generate discussion around the learning experiences of the group.

Note: The facilitator should have the flipchart sheets from the needs assessment session. This is important to remind the parents of how they felt at the beginning of the course.

Questions to guide the discussion

- Have you learned anything from the course?
- Are you doing anything differently now?
- If not, why?
- What would you have liked to have done differently?

OPTION 1: PERSONAL REFLECTION - THE TREE (Approximately 25 minutes)

- This exercise is designed to enable the parents to reflect back on what they have learned during the session in a non-threatening way through the use of arts and crafts.
- The exercise should be done with the whole group.
- The facilitator will draw a picture of a tree on the floor or on the wall and ask parents where they would put themselves on the tree.
- The facilitator will ask the parents why they placed themselves where they did on the tree.

Note: This makes the area less focused on what they are saying and the parents may feel happier visually representing what they are feeling. The facilitator can gauge how they are feeling about their own parenting.

OPTION 2: PERSONAL REFLECTION PHOTO PACKS (Approximately 25 minutes)

- This exercise is designed to enable the parents to reflect back on what they have learned during the session in a non-threatening way through the use of photographs.
- The exercise should be done with the whole group.
- The facilitator will put a pack of photos on the floor and ask the parents to choose two photographs one representing how they felt at the beginning of the sessions and the other how they are feeling now.
- The facilitator will ask the parents why they picked each photo.

Note: This makes the area less focused on what they are saying and the parents may feel happier visually representing what they are feeling. The facilitator can gauge how they are feeling about their own parenting.

QUESTION TIME

EXERCISE 3: Question Time (Approximately 20 minutes)

- This exercise is designed to give parents an opportunity to ask any questions they feel were not covered during the course or areas they are still unsure about.
- The exercise can be with the whole group.
- The facilitator asks the parents if they have any outstanding questions about the sessions or how to support their children with any issues covered during the sessions.
- The facilitator also asks the parents if there is anything they would like to do next a follow-up course, for example.

Note: It is important that the facilitator gives time for this exercise to ensure that the parents feel fully supported with supporting their children.

The facilitator should also be clear at this stage whether they need to follow up with or refer any of the parents in the group.

GRADUATION TIME (Approximately 1 hour)

- It is important that the parents feel that they are rewarded for all their hard work during the course.
- Graduation certificates come with the toolkit and should be given to the parents at the end of this session.
- This can take the form of a graduation ceremony and an inter-cultural party to reward the parents for sharing their experiences and participating in the course.
- Ideas for the inter-cultural party could include the sharing of food, music, dance and so on from each culture/country within the group or each of the parents could wear their national dress (or cultural dress).

EVALUATION (Approximately 20 minutes)

- At the end of the course the facilitator should give the parents a course evaluation form.
- The results of the evaluation will help guide subsequent courses and enable the facilitator to better design the format of the proceeding courses.
- It is important to use the evaluation at the end of every course to ensure that the parents are happy with the course.

4B: PARENTING STYLES AND PARENTING EXPECTATIONS

Parenting Styles

This section is similar to Facilitator Note 1 in Session B but contains additional information, including information from research and additional effects of parenting styles on children.

Research and practice shows that there are 3 different styles of parents:

- Authoritative

- Authoritarian

- Permissive / Laissez-faire

Authoritative

'The authoritative parent attempts to direct the child's activities in a rational, issue-oriented manner. She encourages verbal give and take, shares with the child the reasoning behind her policy, and solicits his objections when he refuses to conform.' (Baumrind, 1966: 891)

This is often described as the ultimate parenting style as the parents are both responsive and demanding.

These parents typically:

• Give their children choices whenever possible

• Set firm and reasonable limits on their children

• Give consequences that are situation-specific

• Make the rules clear and enforce the rules

• Are involved in the daily life of their children

• Show appropriate affection and are nurturing and supportive

Most likely to say – 'A no means no'

Authoritarian

'The authoritarian parent attempts to shape, control, and evaluate the behaviour and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority. She values obedience as a virtue and favors punitive, forceful measures to curb self-will at points where the child's actions or beliefs conflict with what she thinks is right conduct.' (Baumrind, 1966: 890)

Authoritarian parents are very demanding of their children but are not responsive to them.

These parents typically:

• Place too many demands on their children

• Have expectations of their children that are too high

• Give consequences that are too harsh or unrealistic

• Insult or belittle their children

• Appear threatening to their children

• Allow their children minimal freedom

Most likely to say – 'Just do it or else'

Permissive / Laissez-Faire

'The permissive parent attempts to behave in a non punitive, acceptant, and affirmative manner toward the child's impulses, desires, and actions. She consults with him about policy decisions and gives explanations for family rules.' (Baumrind, 1966: 889)

Permissive parents are responsive but not demanding.
They avoid using punishment and exerting authority.

These parents typically:

- Place little or no limits on their children
- Allow their children to control the family
- Fail to give or follow consequences
- Fail to enforce rules
- Give in to tantrums and arguments with their children
- Maintain little or no structure
- Lack involvement in their children's' lives

Most likely to say – 'Do anything you want'

Note: Issues with parenting styles

Some commentators, including Chao (1994) have pointed out that the original conceptualisation was based on white middle-class American families. Subsequent research into the area has shown that the benefits of authoritative parenting outweigh any ethnic or socioeconomic statuses.

'The benefits of authoritative parenting transcend the boundaries of ethnicity, socioeconomic status and household composition…adolescents fare better when their parents are authoritative, regardless of their racial or social background or their parents' marital status.' (Steinberg, 2001:12)

THE EFFECTS OF PARENTING STYLES ON CHILDREN

The three different parenting styles lead to different effects on children and the qualities that the children will exhibit as they grow into adolescence and adulthood will vary, depending on the style of parenting they have experienced.

Authoritative Parenting - children

- Have a lively and happy disposition
- Are self-confident
- Have well-developed emotions
- Have developed social skills
- Are mature

Permissive Parenting - children

- Have poor emotional control
- Are rebellious and defiant
- Exhibit anti-social behaviour
- Are less self regulated than the other two
- Are immature

Authoritarian Parenting – children

- Have an anxious, withdrawn and unhappy disposition
- Have poor reactions to frustration
- Do well in school (authoritative compares favourably)
- Are less likely to engage in antisocial activities (than permissive or neglecting)
- Are mature

4C: PARENTING IN A DIVERSE SOCIETY - CULTURE AND STEREOTYPES

• What is Culture?

The following are definitions of culture that are found throughout research areas on culture.

Culture is defined as 'the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group.'

(Center for Advanced Research on Language Acquisition)

Culture can be defined as 'the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group.' (Cross et al, 1989:7)

Culture is 'the values, behaviours, practices, assumptions we've learned from our membership in groups that share them.'

(Centre for Intercultural Learning)

Culture is a set of distinctive spiritual, material, intellectual and emotional features of society or a social group. It encompasses, in addition to art and literature, lifestyles, ways of living together, values systems, traditions and beliefs. Respecting and safeguarding culture is a matter of Human Rights. Cultural Diversity presupposes respect of fundamental freedoms, namely freedom of thought, conscience and religion, freedom of opinion and expression, and freedom to participate in the cultural life of one's choice.

(UNESCO, 2008)

Culture is 'a group of mutually interacting people with negotiated, shared values, understandings, norms, ideals, way of life, and way of looking at the world and their place in it.'
(Mazundar, undated: 2)

The word "culture" describes the integrated pattern of human behavior that includes action, assumptions, values, reasoning, and communication of a racial, ethnic, religious, or social group.

(CASA)

Cultural knowledge is gained in two main ways: objective or factual information and experiential knowledge. Objective or factual information is gained through communication, research and education and experiential knowledge is gained only through being involved in a culture other than the home culture
(Czinkota, Ronkainen and Moffett, 2004; Husain, 2006; Husain 2007).

CULTURAL CONCEPTS

- Values
- Views (ways of regarding the world and other people)
- Beliefs and myths
- Mores, customs and traditions
- Rituals
- Symbolism
- Communication
- Identity
- Shared past experiences
- Child-rearing beliefs and practices
- Religious convictions
- Sense of values

LAYERS OF CULTURE

There are three main layers of culture which distinguish peoples' perceptions or behaviour

- Cultural traditions
- Sub-culture
- Cultural universals

Cultural Traditions

Cultural traditions are the most obvious level of culture. When people speak about certain cultures, they refer to language, traditions and beliefs that distinguish them from other cultures. People acquire this culture from their parents or from other family members.

Subculture

This layer of culture is more complex and is very applicable to migrant families living in a different country. When people emigrate from their own country, they bring with them much of their original culture. This sets them apart from the majority society and they become a sub-culture. The members of this sub-culture share common food, traditions and language of their original culture but eventually, in most cases, the cultural differences between them and the majority society blur and the sub-culture becomes more mainstream.

Cultural Universals

The third layer of culture is cultural universals – that is learned behaviour which is shared by all cultures. Examples of cultural universals include,

1. Communicating with a verbal language consisting of a limited set of sounds and grammatical rules for constructing sentences
2. Using age and gender to classify people (e.g., teenager, senior citizen, woman, man)
3. Classifying people based on marriage and descent relationships and having kinship terms to refer to them (e.g., wife, mother, uncle, cousin)
4. Raising children in some sort of family setting
5. Distinguishing between good and bad behaviour
6. Art
7. Having some sort of leadership roles for the implementation of community decisions

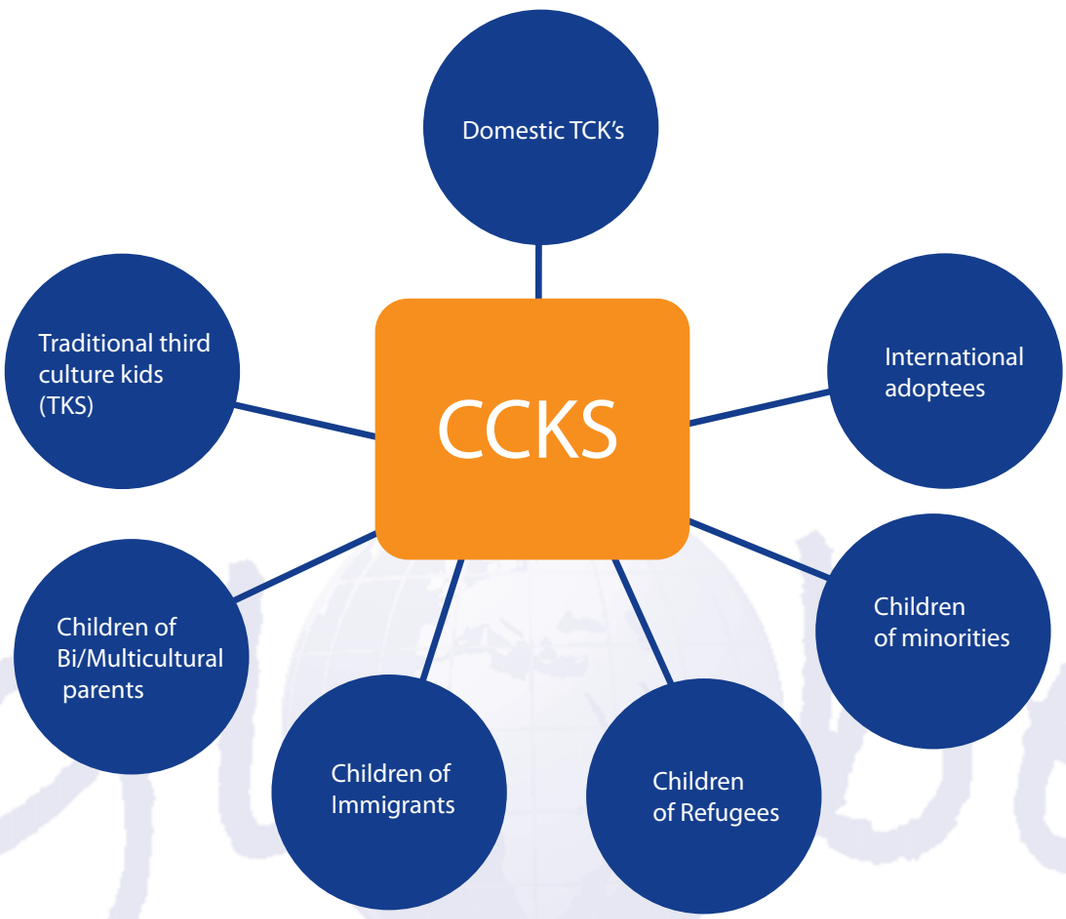
CHILDREN AND CULTURE

Children of immigrant parents tend to become "Third Culture Kids" or "Cross-Cultural Kids". What this means is that they will adapt aspects of their culture(s) and the culture of the country they move to and develop a separate culture – a third culture which is distinct from both.

'The term TCK suggests that children who spend a portion of their childhood outside of their own country belong to a separate 'third' culture distinct from that of their home or host countries. Instead, a TCK's culture is an amalgam of many unique experiences.'(Glicksberg Skipper)

'A Cross-Cultural Kid (CCK) is a person who has lived in-or meaningfully interacted with- two or more cultural environments for a significant period of time during developmental years.' (TCKID)

A MODEL OF DIFFERENT TYPES OF CROSS-CULTURAL CHILDREN (CCKs)



Traditional Third Culture Children are children who move into another culture with their parents because of the career or employment of a parent (examples include the children of diplomats and international companies).

Bi- or multi-cultural and/or Bi/multi-racial children are children born to parents from at least two cultures or races.

Children of immigrants are children whose parents have made a permanent or temporary move to a new country where they were not originally citizens.

Children of refugees are children whose parents are living outside their original country due to circumstances such as war, violence, famine and natural disasters.

Children of minorities are children whose parents are from a racial or ethnic group which is not part of the majority race or ethnicity of the country in which they live.

International adoptees are children adopted by parents from another country other than the one of that child's birth.

"Domestic" TCKs are children whose parents have moved in or among various sub-cultures within that child's home country.

Table of Different Aspects for Cross-Cultural Children depending on their status

BACKGROUND	CROSS-CULTURAL INTERACTIONS	CYCLES OF MOBILITY	ANTICIPATED REPATRIATION	APPEARANCE COMPARED TO SURROUNDING MAJORITY CULTURE	SOCIO-ECONOMIC FACTORS	GROUP SPECIFIC ISSUES/HIDDEN LOSSES
Third Culture Kids	High Change cultural environments frequently	High Repetitive between countries	Yes	May change with each move	Varied but many live with certain 'status' due to parents career	Each sector deals with issues specific to their purpose for existing
Children of immigrants	Likely to be high Probably interacts with very different cultural worlds daily—at home and at school/work	Varied Big move to new country May or may not travel within new country or back to visit country of origin	No	Depends on where they came from and where they immigrated to	Varied All socio-economic groups included	Loss of lifestyle in original country
International adoptees	Depends Some keep contact with country of origin while living in adoptive parents' cultural world	Usually one major original move. After that, depends on family	No	Depends Often different from majority culture of adoptive parents	Often middle to upper socio-economic scale as it is expensive to adopt internationally	Face normal adoption issues as well as cultural issues
Children of refugees	Depends Live in the culture of the refugee situation but often it exists in the midst of another cultural world of the non-refugees around them	May be high mobility for short or long periods May be little for long time while in refugee camp	Hoping so	Depends where they are refugees and where they have come from.	Generally poor. Even those with means often cannot access them during a war or crisis and live in an impoverished situation	Often have faced the violence of war, starvation, displacement...may still be living in fear of current and future violence

BACKGROUND	CROSS-CULTURAL INTERACTIONS	CYCLES OF MOBILITY	ANTICIPATED REPATRIATION	APPEARANCE COMPARED TO SURROUNDING MAJORITY CULTURE	SOCIO-ECONOMIC FACTORS	GROUP SPECIFIC ISSUES/HIDDEN LOSSES
Children of non-immigrant minorities	Depends Some live in a strong subculture and change cultural worlds each day from school to home. Others live more like majority culture- don't exchange cultural worlds as markedly day by day	Varies For some, mobility between cultural worlds is daily Others live In a more mono-cultural environment for years Some move for parents' jobs like any other family	Citizens already	Usually unlike surrounding majority culture	Varied All socio-economic groups included	Can face issues of prejudice because of ethnicity / nationality
Bi-racial/bi cultural children	Depends On frequency of interaction with each parent's cultural world If they have one strong ethnic culture at home and another in their school/job	Depends On where parents are from How often they visit family who live in different countries	Varies To which parent's culture? Some are dual citizens	Depends May resemble one culture, not another, maybe in both, may be in neither	Varied All socio-economic groups included	May face issues of rejection from one parent's cultural group or another or both
"Domestic" TCKs	Our definition assumes the moves have been between different cultural communities in home country	High Have moved from place to place	Citizens already	Depends May be same as or different from majority with each move	Varied All socio-economic groups are included	Face many of the same issues traditional TCKs face e.g. lack of roots etc.

WHAT IS DIVERSITY?

Diversity is a commitment to recognizing and appreciating the variety of characteristics that make individuals unique in an atmosphere that promotes and celebrates individual and collective achievement.

(University of Tennessee, 2003)

The concept of diversity is based on individual acceptance and respect. It is an understanding that individuals are unique and different. Diversity includes race, ethnicity, gender, sexual orientation, socio-economic status, culture, age, physical ability and religious, political and other beliefs.

(New South Wales Government)

Categories of Diversity

- Race
- Culture
- National origin
- Region
- Gender
- Sexual Orientation
- Age
- Marital Status
- Politics
- Religion
- Ethnicity
- Disability
- Socio-economic differences
- Family structure
- Health
- Values

WHAT IS CULTURAL DIVERSITY?

Cultural diversity, or multiculturalism, is based on the idea that cultural identities should not be discarded or ignored, but rather maintained and valued. The foundation of this belief is that every culture and race has made a substantial contribution to our history. However, many people remain opposed to the idea of multiculturalism or cultural diversity awareness, while others often support it but have no clear idea of how it should be taught.

(http://www.diversity-books.com/what-is-cultural-diversity.html)

Cultural diversity recognises and nurtures differences between human kind. A diverse community demonstrates tolerance, respects difference, identifies similarities and strives for inclusiveness.

(Failte Ireland, 2004)

Positives and Negatives about Diversity?

This section is similar to Facilitator Note 1 in Session C but contains additional information, including information from research.

Positives

- People can learn about other cultures.
- People can share their differences.
- People can cooperate to make (Northern) Ireland a good place to live for everyone.

Negatives

- Many people are scared by preconceived ideas of diversity.
- Some people are afraid that a change will have negative impacts on them.
- Some people want homogeneity.
- Some people don't want to accept that others do not have the same beliefs as themselves.
- Some people discriminate against those who appear different.

Interculturalism

'Interculturalism is essentially about interaction between majority and minority cultures to foster understanding and respect. It is about ensuring that cultural diversity is acknowledged and catered for.'
NCCRI (2007)

'Developing a more inclusive and intercultural society is about inclusion by design, not as an add-on or afterthought. It is essentially about creating the conditions for interaction, equality of opportunity, understanding and respect.'

Department of Justice, Equality and Law Reform, (2005: 38)

Multiculturalism

Multiculturalism acknowledges the need for recognition and celebration of different cultures in a society. Multiculturalism differs from one country to another and has had varied success. One criticism has been that it allowed the growth of parallel communities with little interaction between them, whilst glossing over issues such as racism and economic deprivation.

(NCCRI, 2007: 11)

STEREOTYPES

A stereotype *'is a preconceived and oversimplified idea of the characteristics which typify a person, situation, etc.; an attitude based on such a preconception.'* (Oxford English Dictionary)

Stereotypes can be either positive or negative, but they are all misleading. In general, stereotypes do not account for the fact that all humans are complex and multi-dimensional, with unique attributes.

Stereotypes suggest that people or groups of people are the same, placing all members of a group into one, simple category.

What are stereotypes?

1. A simplified and fixed image of all members of a culture or group (based on race, religion, ethnicity, age, gender, national origins)
2. Generalisations about people that are based on limited, sometimes inaccurate, information (from such sources as television, cartoons or comic books, minimal contact with one or more members of the group, second-hand information)
3. Initial predictions about strangers based on incomplete information about their culture, race, religion, or ethnicity
4. A single statement or attitude about a group of people that does not recognise the complex, multi-dimensional nature of human beings
5. Broad categories about people that fail to differentiate among individuals, peoples, and societies
6. Identification of easily observable characteristics of groups of people

What can we do to reduce or eliminate stereotypes in our lives?

- Focus on every person as an individual.
- Become more aware of stereotypes and how they interfere with our ability to perceive and interact with people.
- Remember that there are more differences within a group than between groups.
- Recognise that we're all part of many different groups, none of which can totally define who we are.
- Learn to view things from other peoples' point of view.
- Be aware of making judgments about people because of preconceived ideas about them.
- Be willing to learn more about the culture and background of people different from ourselves.
- Take opportunities to neutralise stereotypes when we hear them.

Critically Reflecting on Values and Attitudes

The Office for the Minister for Children has outlined points to keep in mind when critically reflecting on practitioners' own values and attitudes with respect to diversity and interculturalism. Some of the points have been outlined below and are important to bear in mind.

General Awareness

- Diversity is a majority issue with relevance for all adults and children. Everyone can learn to be comfortable with difference.
- All adults and children are influenced by the prejudicial views which exist in society, therefore children as young as 3 can display negative comments and ideas about difference.
- The institutions in our society (e.g. the education system, religion and the media) have a strong influence on how our attitudes and values are formed.
- Everyone has a culture. Culture is learned.
- Values differ across cultures, social classes, families and communities.
- Discrimination hurts and influences how children and adults relate in the world.
- Children pick up messages from adult behaviour: from the things that are said and not said, what is valued or not valued in terms of differences.
- Children hear how adults talk to and about others.
- Training courses generally assume a universal understanding of child development, often overlooking cultural and class variations in attitudes to child development or different parenting traditions.

Personal Awareness as Practitioners

- Personal attitudes and values affect all aspects of service delivery, including policy and programme development and work with families.
- Expectations about the way children learn or behave, or how successful they are likely to become, and views about how families live their lives, are all influenced by attitudes and values.

Awareness for Work with Families from Minority Groups

- Families may have a valid fear that they and their children will be treated differently when using a service.
- Families may have concerns that their child's home culture or language may become 'lost' or 'compromised' if not supported in the service. This does not mean teaching culture, but showing that the culture is valued.
- Families may have different traditions and approaches to child rearing from that of the majority group in society. From the perspective of the majority culture, our own values and traditional approach often appear 'correct' or 'best', while unfamiliar ways may seem 'strange' or 'wrong' to practitioners.

(Office of the Minister for Children, National Childcare Strategy 2006-2010, 2006: 3-4)

4D: RACISM AND BULLYING AGGRAVATED BY RACISM

WHAT IS RACISM?

'Racism is a particular form of exclusion faced by minority ethnic groups. It is based on the false belief that some 'races' are inherently superior to others because of their skin colour, nationality, ethnic or cultural background. Racism denies people their basic human rights, dignity and respect. Racism is a multifaceted concept, ranging from small, everyday acts of discrimination, through the barriers and omissions that may be inadvertently established at an institutional level, to acts of threatening behaviour and violence.' (NCCRI, 2007: 24)

DIFFERENT LEVELS OF RACISM

Racism can be experienced by people at three different levels.

Individual racism

Individual racism takes the form of an individual's beliefs, values, behaviour and attitudes.

People from minority ethnic groups can be subject to abuse in the form of verbal or physical attacks, attacks on their property. Individual racism varies from non-verbal messages or looks, to verbal and physical abuse.

'Individual racism manifests itself in individual's attitudes and behaviours, and is the easiest type to identify.' (Roy, 2001:1)

Cultural racism

This happens when the values and/or belief systems of one ethnic group or 'race' are considered inherently superior to those of minority ethnic groups. Cultural racism is the cultural values and standards that discriminate against people because of their race, colour or ethnicity.

'Cultural racism is the basis of both other forms of racism, as it is the value system which is embedded in society which supports and allows discriminatory actions based on perceptions of racial difference, cultural superiority and inferiority.' (Roy, 2001:1)

Institutional racism (or structural or systemic racism)

Institutional racism takes the form of 'the practices, customs, rules and standards of organizations, including governments, that unnecessarily disadvantage people because of their race, color or ethnicity.' (Government of New Brunswick, 2003) This type of racism is the hardest to overcome as it is embedded in policies of organisations and often is unconscious. 'Without recognition and action to eliminate such racism it can prevail as part of the ethos or culture of an organisation. (NCCRI, 2007:25)

Racism and International Human Rights Law

The right not to suffer racial discrimination is one of the most fundamental principles of international human rights law. The principle appears in virtually every major human rights instrument.

UN Charter (1945).

One of the main purposes of the UN as set out in its Charter is to achieve international co-operation...in promoting and encouraging respect for human rights and fundamental freedoms without distinction as to race, sex, language or religion (Article 1(3)).

Universal Declaration of Human Rights (1948)

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. (Article 2)

European Convention on Human Rights (1950)

The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status. (Article 14)

UN International Convention on the Elimination of all Forms of Racial Discrimination (1969)

In this Convention, the term "racial discrimination" shall mean any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life. (Article 1(1))

UNESCO Declaration on Race and Racial Prejudice (1978)

1. Any theory involving the claim that racial or ethnic groups are inherently superior or inferior, thus implying that some would be entitled to dominate or eliminate others who would be inferior; or which places a value judgment on racial differentiation, has no scientific foundation and is in contrast to the moral and ethical principles of humanity.'
2. Racism includes racist ideologies, prejudiced attitudes, discriminatory behaviour, structural arrangements and institutionalized practices resulting in racial inequality as well as the fallacious notion that discriminatory relations between groups are morally and scientifically justifiable; it is reflected in discriminatory provisions in legislation or regulations and discriminatory practices as well as in anti-social beliefs and acts; it hinders the development of its victims, perverts those who practise it, divides nations internally, impedes international co-operation and gives rise to political tensions between peoples; it is contrary to the fundamental principles of international law and, consequently, seriously disturbs international peace and security.
3. Racial prejudice, historically linked with inequalities in power, reinforced by economic and social differences between individuals and groups, and still seeking today to justify such inequalities, is totally without justification. (Article 2)

Racism and Irish Law

The Incitement to Hatred Act (1989)

The Employment Equality Acts (1998) and (2004)

The Equal Status Acts (2000) and (2004)

Racism and Northern Irish/British Law

The Race Relations (Northern Ireland) Order (1997) – Article 3

The Race Relations Act 1976 (Amendment) Regulations 2003

Race Relations Order (Amendment) Regulations (Northern Ireland) 2003

The Race Relations Act 1976 (Statutory Duties) Order 2001

Council Directive 2000/43/EC Implementing the Principle of Equal Treatment Between Persons Irrespective of Racial or Ethnic Origin

Race Relations (Amendment) Act 2000

Race Relations (Prescribed Public Bodies) Regulations (Northern Ireland) 1998

Race Relations (Complaints to Industrial Tribunals) (Armed Forces) Regulations (Northern Ireland) 1998

Local Government Act (1988) (18 Race Relations Matters)

Northern Ireland Act (1998), chapter 47, section 75

Children (Northern Ireland) Order 1995

WHAT IS BULLYING?

Bullying can be defined as repeated aggression be it verbal, psychological or physical which is conducted by an individual or group against others. It is behaviour which is intentionally aggravating and intimidating and occurs mainly among children in social environments such as schools.
(Children's First National Guidelines for the Protection and Welfare of Children, 1999: Section 11.7.2)

WHAT FORM DOES BULLYING TAKE?

Physical

- Physical threats
- Hitting, pushing, pinching, slapping etc
- Interference - stealing money, lunches or books
- Forcing someone to do another's homework
- Sexual abuse
- Rude/abusive gestures

Verbal

- Calling names
- Insults
- Humiliating in front of peers
- Spreading rumours
- Teasing
- Taunting

Emotional

- Excluding from groups
- Intimidation
- 'Ganging up' on someone
- Extortion

WHAT ARE THE EFFECTS OF BEING BULLIED?

Physical

- Problems sleeping
- Stomach/bowel disorders
- Panic attacks
- Nervous breakdown
- Attempted/completed suicide
- Lack of motivation/energy

Mental

- Stress
- Reduced ability to concentrate
- Anxiety about going to school/out
- Loss of confidence/self-esteem
- Over/under-eating
- Alcohol, drug, substance abuse
- Aggressive behaviour
- Depression
- Blame themselves for what's happening to them
- Loss of sense of self
- Loss of control

School Problems

- Loss of confidence
- Poor academic performance

SIGNS THAT A CHILD IS BEING BULLIED

- Unexplained cuts/bruising/damaged clothes
- Unexplained mood swings/behaviour
- Visible signs of distress
- Loss of concentration/interest
- Lateness/poor attendance/skipping school
- Lingering after classes/event
- Asking for money/stealing
- Being unusually anxious, nervous or tense
- Developing sleeping problems, such as nightmares, bed-wetting, sleeplessness
- Developing eating problems
- Coming home regularly with books, clothes or other possessions damaged or missing
- Constantly asking for or stealing money (to pay a bully)
- Beginning to bully others

WHAT IS BULLYING AGGRAVATED BY RACISM?

Bullying aggravated by racism is the same as bullying except it happens to people because of their skin colour, cultural or religious background or ethnic origin.

It can include:

- physical, verbal or emotional bullying
- insulting or degrading comments, name calling, gestures, taunts, insults or 'jokes'
- offensive graffiti
- humiliating, excluding, tormenting, ridiculing or threatening
- making fun of the customs, music, accent or dress of anyone from a different culture
- refusal to work with or co-operate with others because they are from a different culture

'Racist bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Racist bullying can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.'

(Anti-Bullying Network, 2006)

WHAT IS FAITH BASED BULLYING/DISCRIMINATION?

Faith-based bullying is directed against individuals and groups because of their religious belief or affiliation. It may also include bullying behaviour directed against individuals who are of no faith. The problem of faith-based bullying in schools and colleges has intensified in recent years, particularly in the case of anti-Muslim prejudice and racism. Prejudice-related bullying on grounds of religion or belief is also exacerbated by sectarian divisions in schools/colleges and society.
www.nasuwt.org.uk/Templates/Internal.asp?NodeID=73002&L1=-1&L2=73002

WHAT ARE THE SIMILARITIES AND DIFFERENCES BETWEEN THE TYPES OF BULLYING?

This section briefly summarises the features that all kinds of bullying have in common and then also lists the distinctive ways in which bullying aggravated by racism is different.

Similarities

- Pupils who are targeted experience great distress. They may become fearful, depressed and lacking in self-confidence, and their progress at school may be severely damaged.
- The distress is connected with feelings of being excluded and rejected
- The distress is because a characteristic is picked out as a justification for the bullying that the person attacked can do nothing about — their size, whether they wear glasses, the colour of their hair, the colour of their skin, their religious or cultural background.
- Since all kinds of bullying cause distress, all are wrong.
- Those who engage in bullying develop a false pride in their own superiority.
- Teachers and even parents are sometimes not aware of the miseries that are being inflicted, or of the cruelty that is being perpetrated.
- When dealing with incidents, staff must attend to (a) the needs, feelings and wishes of pupils who are attacked (b) the needs, feelings and wishes of their parents and carers (c) the children and young people principally responsible for the bullying (d) any supporters they have and (e) any bystanders and witnesses

DIFFERENCES

- Racism has a long history affecting millions of people and is a common feature in wider society. People are seriously harmed and injured by it, and sometimes even viciously attacked and murdered. Words such as Spotty, Fatty and Four Eyes are seldom used by adults and seldom or never used by adults to justify offensive behaviour. Racist words and prejudices, however, are associated with discrimination in employment and the provision of services, and with a range of criminal offences.

- The law of the land recognises the seriousness of racism by requiring that courts should impose higher sentences when an offence is aggravated by racist or religious hostility.

- The distinctive feature of a racist attack or insult is that a person is attacked not as an individual, as in most other offences, but as the representative of a family, community or group. Other members of the same group, family or community are in consequence made to feel threatened and intimidated as well. So it is not just the pupil who is attacked who feels unwelcome or marginalised. 'When they call me a Paki,' explains nine-year-old Sereena, 'it's not just me they're hurting. It's all my family and all other black people too.'

- Racist words and behaviour are experienced as attacks on the values, loyalties and commitments central to a person's sense of identity and self-worth. Often, therefore, they hurt more deeply as well as more widely. 'They attack me for being an Arab,' remarks Ahmed. 'But I'm an Arab because my father is an Arab, and I love my father. Do they think I should stop loving my father? I couldn't do that, ever.'

- Racist attacks are committed not only against a community but also, in the eyes of offenders themselves, on behalf of a community — offenders see themselves as representative of, and supported in their racism by their friends, family and peer group, and they may well feel it is right and proper to take the law into their own hands.

- Quite apart from whether those responsible see themselves as representatives of their own community, taking the law into their own hands, this is how they may be seen by those at the receiving end. So a Traveller child, for example, may then fear and distrust all settled people, not just those who engage in bullying.

- Most bullying involves a series of incidents over time. In the case of racist bullying, however, a single one-off incident may have precisely the same impact as a series of incidents over time. This is because it may be experienced by the person at the receiving end as part of a general pattern of racist hostility. It can, in consequence, be every bit as intimidating, rejecting and hurtful as a series of events over time.

Adapted from Aiming High: understanding the needs of minority ethnic pupils in mainly white schools, DfES 2004, available from:
http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/responding/racistandotherbullying/

4E: SUPPORTING YOUR CHILD WITH LANGUAGE

There are many different ways to introduce the concept of language. This note contains various ways to introduce the concept during the session, but there are other ways that could be used. There are 6,912 known languages in the world

DEFINITION OF LANGUAGE

Language is the expression of human communication through which knowledge, belief, and behaviour can be experienced, explained, and shared. This sharing is based on systematic, conventionally used signs, sounds, gestures, or marks that convey understood meanings within a group or community. Recent research identifies "windows of opportunity" for acquiring language--written, spoken, or signed--that exist within the first few years of life.
(National Institute on Deafness and Other Communication Disorders, US National Institute of Health)

WHAT IS BILINGUALISM?

- Circumstantial Bilingualism is about survival and occurs when people learn another language to survive. They need another language to function effectively in society – for example, immigrants. They become bilingual to operate in the majority language society around them.

- Elective bilingualism is about choice and occurs when people choose to learn another language, for example, Irish people learning Spanish. (Baker, 2006: 4)

TYPES OF BILINGUALISM

- Simultaneous Bilingualism
The acquisition of two languages together, usually before the age of three years.

- Sequential Bilingualism
This is where one language follows, or is second to the first in the acquisition order.

STAGES OF SEQUENTIAL BILINGUALISM

- Interference there may be some typical errors in language 2 which appear as the child transfers the linguistic rules of language 1 to language 2. This is sometimes called interference and is a typical stage of development in the bilingual child.

- Silent period often children learning a second language after the first has been established go through a silent period. This can last quite a long time but its importance is to enable meaning in a new language. This may cause anxiety to parents and teachers but should be regarded as a settling in period.

- Normal non-fluency children will often experience a period of normal non-fluency as they begin to use language 2.

SUBTRACTIVE BILINGUALISM

This refers to the negative effects on language 1 of learning language 2 – that is an immigrant child forced to give up language 1 but does not yet have full command of language 2.

This can result in negative effects for both cognition and language, therefore one should NOT advocate the use of English only at home or at school.

Bilingual children who experience language loss in their first language because it has not received continued support when they began to learn English, may experience cognitive and linguistic difficulties.

THE BENEFITS OF BILINGUALISM

Communication advantages

Bilingualism enables the child to communicate with all members of the close and extended family as well as with friends. This helps to develop a good family cohesion and building relationships.

Bilingualism allows greater flexibility to choose a place to live and work.

Cultural advantages

As language is part of culture, Bilingualism develops a broader cultural understanding and multicultural sensitivity, greater tolerance and social harmony.

Cognitive advantages

Research shows that the learning and use of more than one language:

- Enhances problem solving and analytical skills,
- Allows better formation of concepts,
- Increases visual-social abilities,
- Furthers logical reasoning,
- Supports cognitive flexibility.

Personal advantages

Bilingualism also helps to:

- Stimulate creativity,
- Raise self-esteem,
- Increase flexibility and adaptability,
- Enhance interpersonal and social skills,
- Develop greater social sensitivity.

Curriculum advantages

The understanding and development of concepts in more than one language allows the transfer of academic skills across the languages.

Bilingualism facilitates collaborative and cooperative learning within a language-diverse environment.

Languages can be chosen as a subject at school or university.

SUCCESSFUL STRATEGIES FOR PARENTS TO SUPPORT THEIR CHILDREN

One person - one language	Each parent speaks with the child in his/her language. The child is able to develop a "single-language" relationship to each parent.
Minority language at home	Both parents speak their joint minority language at home and the child learns the majority language away from home. If you decide to speak the minority language at home, but not in public, your child might feel that this language is not good enough to be spoken in public. This may affect the child's identification with the minority language.
Both parents - both languages	Parents choose the language according to their needs. As the majority language is heard and spoken everywhere else, it is recommended that the minority language is spoken at home, if possible.
Minority language is only spoken occasionally	The minority language is only spoken at special occasions, at certain times and/or special places. This strategy makes a good start to (re-)introduce the minority language to a child who already speaks the majority language.

NORMAL DEVELOPMENT OF LANGUAGE

Age	Type of Speech	Practical Examples
0-1 years old	• Babble • Early attempt to form words	• Mama • Dada • Baba
1-2 years old	• More recognisable words • Lots of repeated words • Sometimes puts two words together • Uses question intonation • By 18 months knows about 50 words • By 2 years old knows about 200 words • Can put 2/3 words together in short sentences	• Bye bye • Dada go bye bye? • That my car • Words for actions, food, body parts, animals and colour • What that?
2-3 years old	• Puts together 3/4 word sentences • Use of and to link ideas • Period of intense questioning • Use of different tenses	• Daddy comed see me • Why, Why, Why? • I want juice and liga
3-4 years old	• Vocabulary of up to 500 words • Produces longer sentences • Links ideas with small words like to and cos • Recounts stories and uses role play	• We went to the shops and then we wented to burger king • I eated it when I watched the telly • You be the mummy and I be the baby

BILINGUAL LANGUAGE DEVELOPMENT

There are 3 main stages that bilingual children go through as their speech and language develop.

Stage 1

- Children use words from both languages but will call an item using only a word from one language and do not know the word in the other language. This is similar to normal language development where children do not know many different words (synonyms).
- Children will begin to speak in short sentences but they will use words from both languages in the same sentence.
- Sometimes it will seem like children have a word in both languages for the same thing but often they are associating words with objects – for example, the bed in their room may be in one language but the bed in their parents' room might be in the other language.

Stage 2

- Children begin to distinguish between the two languages and have names for items in the two languages.
- They apply the same word order to both languages. For example, English has a very different word order to French and so their sentences in English may be the wrong way round (In English, sentences are Subject, Verb, Object but it is the reverse in many other languages).
- If they are not understood by using a word in one language, they will try and use the same word in the other language.

Stage 3

- Children speak both languages correctly.
- The syntax is correct.
- Interference between languages may continue for a while after.

4F: SUPPORTING YOUR CHILDREN IN THE EDUCATION SYSTEM

THE IMPORTANCE OF ROUTINE

Routines help parent-child relationships

Routines help the parent-child relationship because it alleviates a lot of stress around time limits that parents face. Instead of being angry with the children because they are not ready for school on time, the parent is calmer and more able to deal with the situation. Routines help put parents back in control of the morning situation.

Routines help to give children an appropriate level of independence

Children who are exposed to routines learn to do tasks for themselves. Examples of this include packing their school-bags the nights before, learning good oral and personal hygiene and doing their homework as soon as they are home from school. Without the need for constant reminding, children learn independence and are less likely to be oppositional.

Routines help children to learn about forward planning

Children who are given routines will learn about forward planning of things they enjoy, which is an important part of growing up and adjusting to a schedule. Children may want to go straight out to play after school but they will learn that if they complete their homework then they will be allowed to play and they will look forward to things more.

Routines help parents to cope

People have a time of day where they function best. Some people are 'early birds' and some people are 'night owls'. Depending on which time of day you function best, routines can help you to help your children. If you are a 'night owl', you can prepare their lunches, sort out their school clothes and so on. If you are an 'early bird', you can get up ten minutes earlier and sort out things for school. By having a routine, a lot of stress is alleviated.

Routines help children concentrate at school

Having routines and sticking to them consistently will help children to perform better at school as they will be more rested and therefore better able to concentrate with their school work. By having a bed time and morning time routine, you can make sure that your children go to sleep early on a school night and also that they have a healthy breakfast in the morning to set them up for the day.

SUGGESTED ROUTINES: MORNING, AFTER SCHOOL AND BEDTIME

Morning Routines:

- Parents should make sure that their children have enough time to get ready for school. Preparation for school can be done the night before. Other suggestions include waking up 10 minutes earlier to allow for more control in the morning.
- Children should wash before they dress for school. This sets up good personal hygiene routines that will stick with them as they grow up.
- Children should eat healthy breakfasts which will help them to concentrate in school until lunch time.

- Children should avoid watching TV in the mornings as it distracts them from getting ready for school.
- Children should pack their schoolbags the night before. Parents can also check that there are no notes or letters from school as well as avoiding forgetting to bring things to school.
- Children should brush their teeth before school as again, this sets them up for good hygiene.
- Parents should make sure that their children have enough time to get to school on time. This allows the parents to be more in control while the children can chat to their friends before school starts.

After School

- If possible parents should take about 10-20 minutes talking to their children after school. This allows the parent to have a good level of communication with their children and also they will be able to find out if they are having any problems at school. Obviously, for many parents who work, this is more difficult. If they arrive home late, then they should still make time for their children.
- Children should then do their homework before they are allowed out to play or to watch TV, surf the internet etc. This establishes good habits and the parents can also make sure that their children have done their homework. Doing their homework early on also reinforces what the child has done at school and will help them to learn more easily.

Bedtime

- Before bed children should brush their teeth and change into pyjamas.
- Depending on the age of the children, parents should read to them. Again, this helps with learning and also with concentration. It will also relax the children and help them to sleep. Children who can read by themselves should be encouraged to read before bed also. This will help them to learn and also adds to their independence, establishes good routines and helps foster a good base for life-long learning.
- Children should go to sleep early on school nights. It is important for them to get a lot of sleep as they need more than adults. They will also be less tired and better able to concentrate on their school work the following day.

PARENTAL INVOLVEMENT IN THEIR CHILD'S EDUCATION

The information contained in this section adds additional information to Facilitator Notes 1 in Session F.

Research shows that parents really matter in their children's education. Studies have highlighted that children are much more likely to be academically successful and reach their full potential if their parents are active in their schooling – taking an interest and promoting learning at home. This is found in all socio-economic classes. (Hoover-Dempsey and Sandler, 1997; Lareau, A, 1987, Drummond and Stipek 2004)

Children whose parents are involved in their schooling are more likely to-

- Get higher marks in exams and tests.
- Go on to higher/further education.
- Be better behaved and have more positive attitudes.

Getting Involved with School – Help for parents

There are two main ways for parents to get involved in their children's education.

1) Homework

Homework is an important element in children's education. It helps to reinforce what children have learned in school and stimulates their intellectual development.

How does homework help children?

Homework helps children to:

- reinforce what they have learned
- organise and manage their time
- learn to work by themselves

How does homework help parents?

Homework helps parents to:

- know what their children are learning in school
- monitor how they are performing
- notice any problems or issues that are happening
- learn from their children

It is a good idea if children do their homework as soon as they get home. This will mean that what they have learned is fresher in their minds and also play or free time can then be used as a reward for good behaviour and good routines. If this is made routine, then it will stick with the children right through their education.

2) Working with the teacher

Good education is a partnership between parents and teachers. Get involved as much as you can in your child's school (through open days and other events) and speak regularly with his teacher. If a school difficulty emerges, such as a learning or reading problem, don't be afraid to raise it with the teacher and seek help to address it. When discussing problems with teachers, always try to be supportive of the teacher as well as your child. The aim is to work in partnership with the school staff to find a solution. (McSharry, 2004)

Good communication with the school will help parents to find out if their child is having any problems in school, either with their school work or with other children. By finding out any problems early on, parents can help their children to overcome them much more readily than if the problems continue undiagnosed for a long time.

Before school starts, parents should try and meet their children's teacher(s) so that they know who they are and can also tell the teacher(s) if they have any existing problems with anything.

Parent-Teacher Meetings (PTM)

Parent-Teacher Meetings are very important. They provide a time and a space to discuss how children are getting on in all aspects of school, where they are strong and where they are weak. It also helps with other aspects such as how they get on with the other children. It also helps the teacher(s) to know more about the children. They also allow both the teachers and the parents to flag any issues or concerns that children are having.

If parents have language or literacy difficulties, parent-teacher meetings can be very difficult for both sides.

Note: Never ask a child to interpret at a PTM

ENCOURAGING LIFE-LONG LEARNING

'Lifelong learning includes all forms of learning – whether formal, non-formal or informal. "Learning" is understood to mean the constructive conversion of information and experience into knowledge, insights and skills.'

Setting up good learning habits for children will encourage them to continue learning for life. Children learn from what is around them and act almost like sponges. There are many simple ways to help children to learn and to encourage them to continue learning right through into their adult lives.

It is also important to teach children about their own heritage and culture. Children should feel that they are encouraged to learn about the history of their parents' home countries, even if it is different from their own.

4G: COPING WITH STRESS

• What is Stress?

'Stress is a response by the body to any demand made upon it. The demand can be a threat, a challenge, or any kind of change which requires the body to adapt. The response can be automatic and immediate. Stress can be good when it helps you perform better, but it can be bad when it causes upset or makes you sick – stress is usually negative when you have the resources to deal with the demand.'

(RETHINK, 2005)

'Stress is a physical and emotional reaction that everyone experiences as he or she encounters changes in life. These reactions can have positive or negative effects. Stress has positive effects when it makes us deal constructively with daily problems and meet the challenges. Stress has negative effects when it becomes continuous.'

(The Patient Education Institute Inc.)

'Stress is the pressure encountered in living our daily lives. We all experience stress at some stage as we try to adjust to our continually changing environment. We all need a certain amount of stress in our lives to help us respond to various challenges of every day life. Positive stress can be viewed as an exciting or challenging situation which the person thrives on. Stress is not always harmful but it can pose a threat to our physical and mental well being when it is allowed to build up unchecked.'

(Mental Health Ireland)

'Stress is a psychological and physiological response to events that upset our personal balance in some way.'

(HELPGUIDE)

'Stress is your body's response to the demands placed upon it. A little stress is a good thing, but too much can have devastating consequences for your health and relationships.'

(BBC)

CAUSES OF STRESS

The causes of stress are divided into roughly three different categories:

Daily stressors

These include people being rude, traffic jams, everyday confrontations with people, like your boss for example.

Major life-changing stressors

These include changing house, moving to a new country, bereavement, divorce, separation from family members, changing job, being unemployed.

Ongoing stressors

These include stresses such as financial worries about bills, increased arguments with your partner, not being in a stable job and fears about your children.

Within the three categories, there are environmental stresses, mind stresses and body stresses:

Environment

These include tangible stressors like heat, noise, pollution and the weather.

The body

These include tiredness, aches, and pains.

The mind

These include negative thoughts and self-doubt, anxiety and worry and obsessive thinking.

These categories are not really separate as they overlap and influence each other constantly.

HOW DOES STRESS AFFECT YOUR HEALTH?

When you experience stress, you may suffer from a variety of symptoms:

- Behavioural - the things you do
- Physical - your body's response
- Emotional - what you feel
- Psychological - your personal thinking style

Behavioural Symptoms

There are many behavioural symptoms associated with stress. These include:

- Drop in work performance
- More inclined to become accident-prone
- Alcohol or drug abuse
- Over-eating/not eating
- Change in sleeping patterns
- Poor time management

- Too busy to relax
- Withdrawing from family and friends
- Loss of interest in sex
- Poor judgement
- Inability to express feelings

Physical Symptoms

Again, there are many physical symptoms associated with stress.

These include:

- Tightness in chest
- Chest pain and/or palpitations
- Indigestion
- Breathlessness/shortness of breath
- Nausea
- Muscle twitches
- Aches and pains (especially neck and back pain)
- Headaches
- Skin conditions
- Recurrence of previous illnesses/allergies
- Constipation/diarrhoea (upset stomach)
- Weight loss or weight gain
- Change in menstrual cycle for women
- Sleep problems/tiredness
- High blood pressure

Emotional Symptoms

The emotional symptoms of stress include:

- Mood swings
- Feeling anxious, sad or depressed
- Feeling tense
- Feelings of anger/short temperedness
- Feeling guilty
- Feelings of shame
- Having no enthusiasm
- Becoming more cynical
- Feeling out of control
- Feeling helpless
- Decrease in confidence/self-esteem
- Poor concentration
- Irritable/no patience for anything

Negative Thoughts (Psychological symptoms)

Stress can make people have very negative thoughts about everything around them – including themselves and their families. Psychological symptoms include:

- Low self-esteem
- Lack of confidence
- Worrying about the future of themselves and their families
- Loss of judgement
- Fear of failure
- Forgetfulness
- Preoccupied with tasks/things to do

TIME MANAGEMENT

For the majority of people their time is split into 5 different categories.

Work time

This comprises time spent at work (paid or voluntary); studying or childcare.

Home Time

This comprises time spent doing housework, personal hygiene.

Family and Friend Time

This comprises time spent with your friends, family and children.

Me time

this is time that you make for yourself and includes time spent on relaxing, sleeping and exercising.

Quiet time

this is time that you have for yourself to think about things.

(McMahon, 2005)

TIME MANAGEMENT TIPS

1) Plan your time effectively

If you can plan your day or your week in advance, this will alleviate some of the pressures on you. Sometimes, it is as simple as having a calendar in an easy to see place – like on the fridge. Take a few minutes to look at what you have to do that week and write it down. Some people find that a 'to-do' list for the week works effectively for them and helps them to feel more in control and less stressed.

2) Plan some family time

Spending time with those who you love is an important part of feeling less stressed. Sometimes even involving your children in household chores can help with your stress level and will benefit the family also. For example – change the family sheets on a Sunday and involve everybody to help do this. Another good example is preparing the evening meal with your children's help. Children like to feel that they are involved. This will boost their confidence and help with your stress levels!

Family outings are another fun way to spend time together. This does not have to involve spending lots of money but can be as simple as a walk in the park or on the beach on a Sunday.

3) Talk

Don't spend hours worrying over things when you can talk to friends, family or even your children about things. In work, if you are feeling stressed, talk to your manager – they are often happy to help you find a solution to your problems.

4) Don't overload yourself

Don't plan to do many things at once. Try to prioritise between things that are urgent and things that you can leave for now. Having lots of things to do at once will make you feel more stressed out. If you have a friend or a partner who can help you, ask them – don't struggle alone!

5) Organise

Most people find that they are most stressed in the morning as they are faced with so many things to do before they go to work or get the children to school. Try and organise yourself and your children so that you prepare things the night before. Get your children to pack their schoolbags while you prepare their lunches for the next day – this will help you to feel more in control in the mornings. Set your alarm for five minutes earlier – this is another quick tip to help you feel less stressed.

6) Make time for yourself

Making time for yourself is very important. If you have no time to relax, you will feel more stressed and it may impact on your relationship with your children. This can be as simple as spending twenty minutes reading or having a walk or just being by yourself for a while.

7) Learn to say NO!

Often people who are stressed are the people who do lots of things for other people. A simple way to alleviate a lot of your stress and give yourself more time is to learn to say NO when people ask you to do things. Set limits on how much you are willing to do.

5A: ICE-BREAKERS

Ice-breakers are an invaluable resource to put the participants of a group at ease. It is well worth taking the time to work through at least one ice-breaker at the start of the sessions.

ICE-BREAKER 1: COCKTAIL PARTY Materials Needed: None

How to play

- This game involves role playing and can add fun to learning peoples' names
- Demonstrate walking up to someone and asking them what their name is and making chit-chat – for example 'Hello, how are you? My name is… I work at … What do you do? And so on
- Keep the game going until everyone has introduced themselves to each other.

ICE-BREAKER 2: NAME PANTOMIME Materials Needed: None

How to Play

- Participants stand in a circle, arms distance apart. Ask each person to think of a verb and action which starts with the same letter as the person's first name e.g., "Jumping James".
- The person does the action and yells out their action-name. Everyone then repeats the action and the action-name.
- This requires a high level of instructor energy and drama; people are usually shy to begin with. Really encourage everyone to join in and say the name and action of everyone else.
- For participants who say "I can't think of anything", say "Keep thinking, we'll come back to you". If they still don't come up with anything, ask the group to help.

Note: don't allow duplicate verbs either – people must use a unique verb.

ICE-BREAKER 3: THE STORY OF MY NAME Materials Needed: None

How to Play

- This is a good game to learn peoples' names especially if people are from diverse backgrounds
- Ask participants to say what their name means. In a homogenous group, people can say why they are called their name
- Most people have an interesting story to tell and it makes peoples' names stand out.
- If people don't know why they are named or what their name means, then they can say why they named their children their name.

ICE-BREAKER 4: WHO AM I? Materials Needed: Pens and post-it notes

How to Play

- For this warm-up, you will need one post-it note per person. On each note write the name of a celebrity, political figure, cartoon character, book character, etc. You can choose one category or mix them up. Use a different person for each note.
- Place one post-it on the back (or forehead) of each participant. The participants have to work out who they are, but can only do so by asking their partner questions. The partner can only answer questions with yes or no.
- Once your questions have been asked and answered, make a guess as to your identity.
- If you are right, you move the post-it note to your chest and you can give clues to those still trying to figure out their identities.

Note: Use characters that people will know! Take account of cultural diversity within the group and age differences also.

ICE-BREAKER 5: FOUR CORNERS Materials Needed: Paper and Pen for each participant

How to Play

- Give each person a sheet of paper and a pen.
  Each person divides the sheet into four squares by folding the paper
- For each square, participants will describe themselves in the form of a drawing.
- These can be under different topics chosen in advance such as favourite places, favourite food, favourite hobbies and so on.
- Give each person 5-10 minutes to do their drawing and then share the drawings with the group

ICE-BREAKER 6: WHO ARE YOU? Materials Needed: Paper and Pen for each participant

How to Play

- People are asked to write down three questions to ask the person they are just meeting.
- After 3-5 minutes, ask the participants to move around exchanging questions and answers.
- Ask the group to talk to as many people as possible.
- Then ask the group to introduce themselves and get the others to add in anything else that they have learned about the other person.

ICE-BREAKER 7: THE BALL GAME Materials Needed: A ball

How to Play

- Ask participants to introduce themselves and have people remember their names for 1 minute.
- After a couple of minutes throw the ball to someone calling them by name – for example: 'Jemima, I am throwing you the ball'.
- Then that person throws the ball to someone else calling them by name and so on until everyone has thrown the ball.
- Anyone who calls out the wrong name must ask that person 3 things about them.

ICE-BREAKER 8: THE SHERLOCK HOLMES GAME Materials Needed: None

How to Play:

- Break the group into sub-groups of 4-6 people.
- Ask each person in turn to take 3 things from their pocket, wallet or purse.
- The rest of the group is then given 2-3 minutes to discuss what these items tell them about the person.

ICE-BREAKER 9: 'THINGS WE VALUE' Materials Needed: None

How to Play:

- Break the group into smaller groups
- Give each group 5-10 minutes to decide which 5 of the following things are most important in life:
- Making lots of money
- Looking after your family
- Making friends
- Personal good health
- Having fun
- Helping other people
- Personal success in a job or career
- Good citizenship

ICE-BREAKER 10: HUMAN BINGO Materials Needed: Pens and Bingo Cards for each participant

How to Play

- Prepare a bingo grid with different answers about the group on it.
- Each person is then asked to find a person in the group that matches the description on the grid (see grid example below) and they write their name down on the sheet.
- The first person to identify someone who matches each answer shouts out 'bingo'.
- Anyone who calls out the wrong name must ask that person 3 things about them.

PLAYS TENNIS	IS WEARING RED	COMES FROM ASIA	HAS GRANDCHILDREN
DRIVES A FORD	HATES FOOTBALL	LOVES FASHION	SPEAKS A FOREIGN LANGUAGE
HAS FOUR KIDS	IS WEARING A SKIRT	HAS BLUE EYES	JUST MOVED TO IRELAND
HAS BLONDE HAIR	HATES SPINACH	HAS 2 CHILDREN	HAS A RED SCARF
FIRST-TIME ATTENDEE	WORKS IN AN OFFICE	HAS BROWN EYES	HAS LIVED IN THREE COUNTRIES

5B: PARENTING STYLES AND PARENTING EXPECTATIONS

BOOKS

Fay, J., (1994), 'Helicopters, Drill Sergeants and Consultants: Parenting Styles and the Messages they send', Love and Logic Press

ISBN: 978-0944634035

Cummins, E.M., Davies P., and Campbell, S.B., (2000), 'Developmental Psychopathology and Family Process: Theory, Research and Clinical Implications', Guildford Press, especially pages 171-2

ISBN: 157230779X

CHAPTERS

Dates, J., Lewis, C., and Lamb, M.E., 'Parenting and Attachment', in Ding, S., and Littleton, K., (2005), Children's Social and Personal Development, Blackwell Publishing

ISBN: 1405116943

JOURNAL ARTICLES

Baumrind, D., (1966), 'Effects of authoritative parental control on child behavior', Child Development, 37(4)

Chao, R.K., (1994), 'Beyond Parental Control and Authoritarian Parenting Style: Understanding Chinese Parenting through the Cultural Notion of Training', Child Development, 65(4)

Steinberg, L., (2001), 'We know some things: Parent – Adolescent Relationships in Retrospect and Prospect', Journal of Research on Adolescence, 11(1)

ONLINE ARTICLES AND WEBSITES

Darling, N., (1999), 'Parenting Styles and its correlates', available at: http://www.kidneeds.com/diagnostic_categories/articles/parentcorrelates.pdf (last accessed 18.04.08)

Niolon, R., (2000), 'The influence of parenting style on adolescent competence and substance use', available at: http://www.psychpage.com/family/library/baumrind.htm (last accessed 18.04.08)

'Parenting Styles', available at: http://www.parentcoachplan.com/parenting styles.php (last accessed 18.04.08)

'Parenting Styles', available at: http://family.jrank.org/pages/1252/Parenting-Styles-Parenting-Styles.html - (last accessed 18.04.08)

Parenting Styles', available at: http://pediatrics.about.com/od/infantparentingtips/a/04_pntg_styles.htm (last accessed 09.05.08).

Stein, H.T., (undated), 'Impact of Parenting Styles on Children', available at: http://ourworld.compuserve.com/homepages/hstein/parentin.htm - (last accessed 09.05.08).

Tiller, A.E., Garrison, B.M.E., Benchea Block, E., Cramer, K., and Tiller, V., (undated), The Influence of Parenting Styles on Children's Cognitive Development, available at: www.kon.org/urc/tiller.pdf - (last accessed 18.04.08)

5C: PARENTING IN A DIVERSE SOCIETYCULTURE AND STEREOTYPES

BOOKS

Donaghue, P.J., (2007), 'Parenting without fear: Letting go of worry and focusing on what really matters', Macmillan Publishers

ISBN: 0312358911

Gordon, A. and Browne K.W., (1996), 'Guiding Young Children in a Diverse Society', Allyn and Bacon Publishers

ISBN: 020515798X

REPORTS

Office of the Minister for Children, (2006), 'Diversity and Equality Guidelines for Childcare Providers', National Childcare Strategy 2006-2010

JOURNAL ARTICLES

Crippen, C., and Brew, L., (2007), 'Intercultural Parenting and the Transcultural Family: A Literature Review' The Family Journal (15)

ONLINE ARTICLES AND WEBSITES

Barnardos, (2002), 'Information Pack on Diversity', National Children's Resource Centre, available at http://www.barnardos.ie/userfiles/File/diversity-infopack.pdf - (accessed 12.03.08)

CASA, (undated), 'What is cultural competence?', Court Appointed Special Advocates for Children, available at http://www.casanet.org/library/culture/competence.htm
last accessed 12.06.08

Center for Advanced Research on Language Acquisition, University of Minnesota, available at http://www.carla.umn.edu/culture/definitions.html (accessed 17.03.08)

Central Statistics Office, 'Census 2006', available at http://www.cso.ie/
last accessed 18.03.08

Centre for Intercultural Learning, (undated), 'Intercultural Glossary', Foreign Affairs and International Trade Canada, available at http://www.dfait-maeci.gc.ca/cfsi-icse/cil-cai/intercultural_glossary-en.asp?lvl=3
(accessed 17.03.08)

Department of Justice, Equality and Law Reform, (2005) Planning for Diversity, the National Action Plan against Racism)

Derman Sparks, L., Gutiérrez, M., Brunson Philips, C., (1999), 'Teaching your children to resist bias: What parents can do', REACH, available from
http://www.teachingforchange.org/DC_Projects/ECEI/teachingyoungchildren.pdf
(accessed 29.02.08)

Fáilte Ireland, (2004), 'Cultural Diversity: Strategy and Implementation Plan, available at:
www.failteireland.ie/getdoc/59b0be70-1c68-40ed-baed-30750f035e64/Cultural-Diversity-Strategy.aspx -
last accessed 12.06.08

Fechete, A., (2007), 'Cultural Awareness Workshop', Workshop carried out with parents in Mosney Accommodation Centre, September 2007, ISPCC Leanbh

Glicksberg Skipper, R, (undated), 'Third Culture Kids: Growing Up Abroad Offers Advantages', available online at:
http://www.transitionsabroad.com/publications/magazine/0009/third_culture_kids_research.shtml
- last accessed 01.04.08

Grobman, G. M., (1990), 'Stereotypes and Prejudices', available at: http://www.remember.org/guide/History.root.stereotypes.html - (last accessed 18.02.08)

Harty, M., (2004), 'Teaching culture in the elementary classroom', Pennsylvania, Heartwood, Institute, available online at: www.heartwoodethics.org/2-teaching/teach-culture.asp - (last accessed 17.03.08)

International Schools Service, (undated), 'Third Culture Kids: Major Focus of Study', available at: http://www.iss.edu/pages/kids.html - (last accessed 01.04.08)

Kano Podolsky, M., (2004). 'Crosscultural upbringing: A comparison of the "Third Culture Kids" framekwork and "Kaigai/Kikokushijo" studies'. Gendai Shakai Kenky 6: 67-78, available online at: http://www.cs.kyoto-wu.ac.jp/bulletin/6/kanou.pdf - (last accessed 07.04.08)

Mazumdar, S., (undated), 'Design of Organizational Spaces: What role does culture play?', available online at: http://irc.nrc-cnrc.gc.ca/ie/lighting/workplace/docs/Mazumdar-OrgCultureSpaceSM.pdf - (last accessed 17.03.08)

McCaig, N., (1994), 'Growing up with a world view: Nomad Children develop Multicultural skills', available online at: http://kaiku.com/nomads.html - (last accessed 07.04.08)

National Council for Voluntary Organisations, 'What is diversity?', available at http://www.ncvo-vol.org.uk/askncvo/index.asp?id=171 - (last accessed 12.06.08)

NCCRI, (2007), 'Supporting the implementation of the national action plan against racism and towards EU year of intercultural dialogue 2008', Dublin, NCCRI, available at http://www.nccri.ie/pdf/StrategyGuide.pdf - (accessed 10.03.08)

NCCRI (2007), 'Improving Government Services to Minority Ethnic Groups: Useful Terminology for Service Providers', Dublin, NCCRI, available at: http://www.nccri.ie/pdf/GovTerminology.pdf - (accessed 01.03.08)

New South Wales Government, (undated), 'What is diversity?', available at: http://www.eeo.nsw.gov.au/diversity/whatis.htm - (last accessed 12.06.08)

O'Neill, D., (2006), 'What is Culture', Behavioural Sciences Department, Palomar College California, available at: http://anthro.palomar.edu/culture/culture_1.htm (last accessed 17.03.08)

Parentline, www.parentline.org.uk (various articles – all last accessed 15.03.08)

Schaetti, B.F., 'Phoenix Rising: A Question of Cultural Identity', available at: http://www.worldweave.com/BSidentity.html#anchor224549 - (last accessed 07.04.08)

Shakeel, J., (2007), 'Teaching our kids about cultural diversity', More4Kids, available online at www.more4kids.info/589/teaching-kids-cultural-diversity/, - (last accessed 15.03.08)

Sparks, P., (undated), 'Lesson 20 – Stereotypes', available at: http://www.xiangtan.co.uk/2lesson20.htm - (last accessed 18.02.08)

TCKID, (undated) 'What are cross-cultural kids?' (undated) available online at: http://www.tckid.com/crossculturalkid.html - (last accessed 07.04.08)

UNESCO, (2008), 'What is Cultural Diversity', available at http://portal.unesco.org/culture/en/ev.php-URL_ID=13031&URL_DO=DO_TOPIC&URL_SECTION=201.html – (last accessed 12.06.08)

University of Tennessee, (2003), 'What is diversity?', available at: http://www.lib.utk.edu/diversity/diversity_definition.html - (last accessed 12.06.08)

Van Reken, R., and Bethel, P., (2005) 'Third Culture Kids: Prototypes for understanding other cross-cultural kids', Intercultural Management Quarterly, available online at: http://www.crossculturalkid.org/Fall2005_Kids_Article.pdf and http://www.crossculturalkid.org/cck.htm - (last accessed 01.04.08)

PICTURES AND CARTOONS

There are many pictures on the internet depicting stereotypes. Some useful sites are listed below but a search in a search engine such as Google Images will bring up many more.

http://blogoscoped.com/country-stereotypes/main.jpg - (accessed 18.02.08)

http://blog.monkeymagic.net/prejudice.gif - (accessed 15.02.08)

http://www.knowmoremedia.com/uploads/stereotypes.jpg - (accessed 15.02.08)

http://diversity.e-consultation.org/blog/2006/04/04/live-from-the-field-3/ - (accessed 18.02.08)

Examples of some good websites for blank calendars are:

http://www.printablecalendar.ca/

http://www.pdfcalendar.com/

http://www.abcteach.com/directory/teaching_extras/calendars/

(All last accessed 18.03.08)

For a complete list of all holidays celebrated by a country on a specific date the following websites have comprehensive lists:

http://www.earthcalendar.net/index.php

http://www.kidlink.org/KIDPROJ/MCC/

http://holidays.kaboose.com/index.html

(All last accessed 18.03.08)

For maps, the sites below are useful:

http://www.mapsofworld.com/ireland/maps/map-ireland.jpg - (last accessed 07.04.08)

http://www.worldatlas.com/webimage/countrys/europe/ietimeln.htm - (last accessed 07.04.08)

5D: RACISM AND BULLYING AGGRAVATED BY RACISM

BOOKS

Alexander, J., (2006), 'When your child is being bullied: An essential guide for Parents', Simon and Schuster UK
ISBN: 1416522352

Johnston, S., (2002), 'Is it Fair? Learning about Equal Opportunities for Key Stages 2 and 3', SAGE
ISBN: 1873942249

Miles, R., and Brown, M., (2003), 'Racism', Routledge
ISBN: 0415296773

Sanders, B., and Levete, S., (2007), 'Racism', Franklin Watts Books
ISBN: 0749670053

Sullivan, K., (2000), 'The Anti-bullying Handbook', Oxford University Press
ISBN: 0195583884

Sullivan, K., (2006), 'Bullying: How to Spot it, How to Stop it: A Guide for Parents and Teachers', Rodale Publishers
ISBN: 1405087765

JOURNAL ARTICLES

Bond, L., Carlin J.B., Thomas, L., Rubin, K., and Patton, G., (2001), 'Does bullying cause emotional problems? A study of prospective study of young teenagers', British Medical Journal, 323 (7311)

Connolly, P., and Keenan, M., (2002), 'Racist Harassment in the White Hinterlands: The Experiences of Minority Ethnic Children and Parents in Schools in Northern Ireland', British Journal of Sociology of Education, 23(3)

Salmivall, C., Lagerspetz, K., Björkqvist, K., Österman, K., and Kaukiainen, A., (1998), 'Bullying as a group process: Particiaptns roles and their relations to social status within the group', Aggressive Behavior, 22(1)

ONLINE ARTICLES AND WEBSITES

Anti Bullying Network, (2006), 'What is racist bullying?', available at: http://www.antibullying.net/racistinfo3.htm, - (accessed 11.03.08)

Bullying UK (undated), 'Racist Bullying', available at: http://www.bullying.co.uk/pupils/racist.aspx - (accessed 11.03.08)

Crotty, N., (2006), 'Let's beat bullying', National Youth Health Programme and Child Protection Unit

Department of Health and Children, 'Children First National Guidelines for the Protection and Welfare of Children', (1999), available at: http://www.dohc.ie/publications/pdf/children_first.pdf?direct=1 - (accessed 11.03.08)

Department for Children, Schools and Families UK, (undated), Various sites (racist bullying, prejudice and bullying) available online from the Teachernet site at: http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/introduction/formsofprejudiceandintolerance/ - (last accessed 12.06.08)

Government of New Brunswick, (2003), 'Say No to Racism', available at: http://www.gnb.ca/hrc-cdp/e/sayno.htm - (accessed 10.03.08)

Hashem, M., (2007), 'Racism', available at:
http://www.socyberty.com/Ethnicity/Racism.19631 - (last accessed 10.03.08)

Kidscape, (undated), 'What is racist bullying', available at:
http://www.kidscape.org.uk/professionals/rascistbullying.shtml - (last accessed 12.06.08)

Stay Safe, (undated), 'Bullying', available at:
http://www.staysafe.ie/Bullying.htm#How_would_you_know_if_your_child_is_being_bullied__
- (last accessed 12.06.08)

Kidscape, (2001) 'Preventing Racist Bullying: What schools can do
http://www.kidscape.org.uk/assets/downloads/kspreventingrascistbullying.pdf - (last accessed 11.03.08)

O'Rourke, E., 'Bullying: Myths and Strategies, available at:
www.irishsportscouncil.ie/code/downloads/Bullying.ppt - accessed (14.03.08)

Sharry, J., 2005, 'Bullying at School', available at: http://www.vhi.ie/hfiles/hf-280.jsp -
(accessed 14.03.08)

Trinity College Dublin, (undated), 'Different but the same: An anti-racism pack for primary teachers in Ireland: An intercultural approach'.
http://www.tcd.ie/Education/Teachers_Pack/Text_Only/b3/Racism10.html - (accessed 10.03.08)

Stay Safe (undated), 'Bullying' available at:
http://www.staysafe.ie/Bullying.htm#How_would_you_know_if_your_child_is_being_bullied__
(accessed 11.03.08)

Roy, J., (2000), 'Acknowledging Racism', Canadian Race Relations Foundation, available at:
http://www.crr.ca/divers-files/en/pub/faSh/ePubFaShAckRac.pdf - (accessed 10.03.08)

5E: SUPPORTING YOUR CHILDREN WITH LANGUAGE

BOOKS

Baetens Beardmore, H., (1986), 'Bilingualism: Basic Principles', Multilingual Matters Publishers
ISBN: 0905028635

Baker, C., (2006), 'Foundations of Bilingual Education and Bilingualism', Multilingual Matters Publishers
ISBN: 185359864X

Baker, C., (2007), 'A Parents' and Teachers' Guide to Bilingualism', Multilingual Matters Publishers
ISBN: 1847690009

Barron-Hauwaert, S., (2004), 'Language Strategies for Bilingual Families: The One-Parent-One – Language Approach', Multilingual Matters Publishers
ISBN: 1853597147

Esch-Harding, E., and Riley, P., (2003), 'The Bilingual Family: A Handbook for Parents', Cambridge University Press
ISBN: 0521808626

Skutnabb-Kangas, T., (1984), 'Bilingualism or Not: The Education of Minorities', Multilingual Matters Publishers
ISBN: 090502818X

CHAPTERS

Kaur, S., and Mills, R., (1993), 'Children as interpreters' in Mills, R. W., and Mills, J., Bilingualism in the Primary School: A Handbook for Teachers', Routledge
ISBN: 0415088615

JOURNAL ARTICLES

Morton, J.B., and Harper, S. N., (2007), 'What did Simon say? Revisiting the bilingual advantage', Developmental Science, 10(6)

ONLINE ARTICLES AND WEBSITES

Access Ireland, 'Guidelines for intercultural best practice in local service provision', available at http://www.accessireland.ie/Guidelines.pdf - (last accessed 21.02.08)

Bilingual Families Perth, (2003), 'Bilingualism', available at: http://www.geocities.com/bilingualfamilies/bilingualism.html - (last accessed 15.02.08)

Boston Center for Refugee Health and Human Rights, 'Interview Considerations', available at http://www.bu.edu/bcrhhr/pro/course/interview2use.html - (last accessed 21.02.08)

Child Development Institute, (2007), 'Language Development in Children', available at: http://www.childdevelopmentinfo.com/development/language_development.shtml - (last accessed 04.02.08)

King, K., and Fogle, L., (2006), 'Raising Bilingual Children: Common Parental Concerns and Current Research', Georgetown University Centre for Applied Linguistics Digest, available at: http://www.cal.org/resources/digest/digest_pdfs/RaiseBilingChildi.pdf - (last accessed 13.06.08)

National Center for Cultural Competence, 'Public health in a multicultural environment', www.nccccurricula.info/communication/D15.html - (last accessed 21.02.08)

NIDCD, (2002), 'What is voice? What is speech? What is language?', available at: http://www.nidcd.nih.gov/health/voice/whatis_vsl.htm#3 – (last accessed 13.06.08)
Palmer, S. and Bayley, R., (2004), Foundations of Literacy: a balanced approach to language, listening and literacy skills in the early years, Network Educational Press Ltd. Available from: http://www.literacytrust.org.uk/talktoyourbaby/parentsconcerns.html - (last accessed 15.02.08)

Parson, L., (2006), 'Issues in Bilingual Development', The Bilingual/ Bicultural Family Network, available at: http://www.biculturalfamily.org/research02062.html - (last accessed 15.02.08)

Public Broadcasting Service (PBS) (2008), 'Learning two languages: Questions parents ask', available at: http://www.pbs.org/parents/readinglanguage/articles/multifamilies/questions.html - (last accessed 13.06.08)

Savitsky, F., (1994) 'Bilingual Children: a guide for parents and carers', London Language and Literacy Unit, South Bank University, available at: http://www.literacytrust.org.uk/talktoyourbaby/Bilingual.html - (last accessed 21.02.08)

Waltham Forest Bilingual Group, (2008), 'Beginners' Guide to Raising a Multilingual Family', available at: http://www.wfbilingual.org.uk/pages/Tips/tips2.html - (last accessed 13.06.08)

CARTOONS AND PICTURES

http://www.flickr.com/photos/davegray/524742931/

http://www.cartoonstock.com/directory/l/language.asp

http://www.cartoonstock.com/directory/l/language.asp

http://content.todayscartoons.uclick.com/?feature=fd6f9672aa3277318081ac899af9fe19

http://www.theatlantic.com/issues/98may/images/biling.gif

Saying hello and other expressions in different languages

http://www.elite.net/~runner/jennifers/hello.htm

This site http://www.ethnologue.com/ethno_docs/distribution.asp?by=country

shows all the languages spoken throughout the world.

5F: SUPPORTING YOUR CHILDREN IN THE EDUCATION SYSTEM

BOOKS

Funkhouser, J., and Gonzales, M.R., (1997), 'Family Involvement in Children's Education', DIANE Publishing
ISBN: 0788141422

Levy Epstein, J., (2002), 'School, Family and Community Partnerships: Your handbook for action', Corwin Press
ISBN: 0761946098

CHAPTERS

JOURNAL ARTICLES

Drummond, K.V. & Stipek, D., (2004) 'Low income parents' beliefs about their role in children's academic learning.' The Elementary School Journal, 104(3)

Hoover-Dempsey, K.V. & Sandler, H.M., (1997), 'Why do parents become involved in their children's education?' Educational Research, 67(1)

Lareau, A., (1987), 'Social class differences in family-school relationships: The importance of cultural capital', Sociology of Education, 60

Steinberg, L., (2001), 'We know some things: Parent–Adolescent Relationships in Retrospect and Prospect', Journal of Research on Adolescence, 11(1)

ONLINE ARTICLES AND WEBSITES

Bund-Länder Commission for Educational Planning and Research Promotion, (2004), 'Strategy for life-long learning in the Federal Republic of Germany', available online at: http://www.blk-bonn.de/papers/volume115-english.pdf - (last accessed 09.05.08)

Colorado, C., (2004), 'Simple ways to encourage learning', available at: http://www.ldonline.org/article/376 - (last accessed 09.05.08)

Kids Development, (undated), 'Activities to encourage learning and thinking', available at: http://www.kidsdevelopment.co.uk/ActivitiesEncourageLearningThinking.html - (last accessed 09.05.08)

Kidsource, (2000), 'How parents and families can help their children do better', available online at: 'http://www.kidsource.com/kidsource/content/betterschool.html – (last accessed 26.02.08)

McSharry, J., (2004), 'Helping your children succeed at school', http://www.vhi.ie/hfiles/HF-254p.jsp#4 (last accessed 01/03/08)

5G: COPING WITH STRESS

BOOKS

Ben-Sira, Z., (1997), 'Immigration, Stress, and Readjustment', Greenwood Publishing Group
ISBN: 0275956326

Cooper, C.L., and Dewe, P., (2004), 'Stress: A Brief History', Blackwell Publishing
ISBN: 1405107456

Davis, M., Robbins Eshelman, E., and McKay, M., (2000), 'The Relaxation and Stress Reduction Workbook', Fifth Edition, California, New Harbinger Publications
ISBN: 1572242140

CHAPTERS

Suárez-Orozco, C., 'Identities under siege: Immigration Stress and Social Mirroring among the Children of Immigrants' in Suárez-Orozco, M.M., Suárez-Orozco, C., Baolian Qin, D., and Qin-Hilliard, D., (2005), 'The New Immigration: An Interdisciplinary Reader', Routledge.
ISBN: 0415949165

JOURNAL ARTICLES

Maeyama, M., (2004), 'Taming the Juggling Act', Parenting, 18(9)
Online Articles and Websites

BBC, (undated), 'Stress', available at:
http://www.bbc.co.uk/health/womens_health/mind_stress.shtml - (last accessed 10.03.08)

Daily Mail Newspaper Online, (2007) 'Top 10 Stress Tips', available at:
http://www.dailymail.co.uk/pages/live/articles/health/healthmain.html?in_article_id=367295&in_page_id=1774 - (last accessed 15.03.08)

HELPGUIDE, (2008), 'Understanding Stress: Signs, Symptoms, Causes, and Effects', available at: http://www.helpguide.org/mental/stress_signs.htm - (last accessed 10.03.08)

ISPCC, (undated), 'Time together: A guide to quality time with your children', available at: www.ispcc.ie - (last accessed 13.06.08)

Jaffe-Gil, E., Smith, M., Larson, H., and Segal, J., (2005), 'Understanding Stress: Signs, Symptoms, Causes and Effects, available at:
http://www.helpguide.org/mental/stress/stress_signs.htm - (last accessed 06.03.08)

McMahon, G., (2005), 'The Stress Gym', Channel 4, available at:
http://www.channel4.com/health/microsites/0-9/4health/stress/tsg_step1.html - (last accessed 14.03.08)

Mental Health Ireland, (2007), 'Stress', available at http://mentalhealthireland.ie - (last accessed 10.03.08)

National Family and Parenting Institute, 2002, 'Time management for parents', available at http://www.2as1.net/Articles/article.asp?ID=128# - (last accessed 11.03.08)

Prochaska-Cue, K., (2005), 'Thirteen Timely tips for more effective personal time management', available at:http://www.suffolk.lib.ny.us/libraries/matt/childrens%20page%20march/childrens%20page/time%20management.htm - (last accessed 06.03.08)

RETHINK, (2005), 'Stress Management', available at: http://www.rethink.org/living_with_mental_illness/everyday_living/physical_health_and_wellbeing/stress/index.html – (last accessed 10.03.08)

Stein, L., (2008), 'Managing Stress', available at: http://www2.vhi.ie/topic/managingstress - (last accessed 10.03.08)

University of Buffalo, (undated), 'Stress Management', available at: http://ub-counseling.buffalo.edu/stressmanagement/shtml - last accessed 10.03.08

OTHER USEFUL WEBSITES – (all last accessed 15.03.08)

http://www.cmha.ca/english/coping_with_stress/physical_skills.htm

http://stressmanagementtips.com/tips.htm

http://www.naturalfamilyonline.com/2-ns/56-parent-stress.htm

http://familydoctor.org/online/famdocen/home/common/mentalhealth/stress/167.html

http://www.womenshealth.gov/faq/stress.pdf

http://www.mayoclinic.com/health/stress-assessment/SR00029

http://www.dupagehealth.org/health_ed/parent_stress.html

http://www.todaysparent.com/lifeasparent/workfinance/article.jsp?content=405#

http://neenmachine.com/2008/01/07/how-to-accomplish-your-goals/

http://www.helium.com/items/864147-management-skills-order-family

http://www.suffolk.lib.ny.us/libraries/matt/childrens%20page%20march/childrens%20page/time%20management.htm

http://www.sover.net/~thepcc/AR%20Downloads/General%20Parenting%20Info/stress%20management-parents.html

http://www.kidshealth.org/teen/your_mind/emotions/stress.html

http://www.childdevelopmentinfo.com/parenting/stress.shtml

http://www.floraloveyourheart.ie/Consumer/Article.aspx?Path=Consumer/HealthyHeartLiving/DealingWithStress/Home

RELAXATION TAPES - (all last accessed 13.06.08)

There are many relaxation tapes available to download for free from the internet to use with Exercise 6 in the Session on Coping with Stress. Below are some good sites.

http://www.utexas.edu/student/cmhc/RelaxationTape/

The set includes a 7-minute Deep Breathing exercise and a 'tense and release' Muscle Relaxation (18 minutes). 1Mb per minute of audio, but each relaxation is split into smaller 'tracks' for easier downloading.

- Track 01.mp3: Deep Breathing
- Track 02.mp3: Muscle Relaxation
- Track 03.mp3: Muscle Relaxation
- Track 04.mp3: Muscle Relaxation

Cruise Imagery is a boat trip to a secluded bay on a tropical island; a waterfall cascades from high cliffs into the sea below and exotic birds fly overhead (12 minutes).

- Track 05.mp3: Cruise Imagery
- Track 06.mp3: Cruise Imagery
- Track 07.mp3: Cruise Imagery

Forest Imagery is set on a wooded hillside in autumn; late-afternoon sun filters down as you wander through trees and come to a log cabin. You step inside, and warm yourself in front of the gentle fire (18 minutes).

- Track 08.mp3: Forest Imagery
- Track 09.mp3: Forest Imagery
- Track10.mp3: Forest Imagery

http://www.magical-living.com/guided_meditation.html#begin is another good site for downloading relaxation tapes (though you will need Realplayer, which you can download for free on the site).

http://www.bbc.co.uk/health/conditions/mental_health/coping_relaxation.shtml is again a good site to get relaxation materials from (Realplayer is needed here also).

EVALUATION FORM

Please circle the appropriate rating:	Not helpful				helpful
The content of this session was	1	2	3	4	5
I found the facilitator	1	2	3	4	5
The group discussion and interaction was	1	2	3	4	5
The use of role-plays was	1	2	3	4	5

I would have liked to have learned about–

I liked–

I did not like–

Was there anything you think we should change about the session?–

Was there anything you think we should change about the handouts?–

Appendix One: Parenting Programmes currently run in Ireland

Programme Name	Parents Plus	Parenting Wisely
Name of Original	N/A	N/A
Where Delivered	Facilitator training is run mostly in Dublin. On site training has been run in Cork, Derry, Enniskillen and Wexford	Cork, Donegal, Dublin, Longford Wexford
Duration	**Early Years:** aimed at children aged 0-6 years. Weekly sessions for 12 weeks **The children's Programme:** aimed at children aged 6-11 years. Weekly sessions for 8-12 weeks **The Adolescent's Programme:** aimed at adolescents aged 11-16 years. Weekly for 6-8 sessions	**Group Format:** 1 hour weekly sessions over 6-10 weeks. **At home format:** 2-3 hour sessions to work through the computer programme
Content	**Early Years:** Being a responsible parent Encouraging and supporting children Promoting Children's language and development Helping children concentrate and learn Building cooperation in young children Managing tantrums, misbehaviour and problems **The Children's Programme:** Solving childhood problems Play and special time with children Encouraging children's learning/supporting homework Establishing routines and rules Managing misbehaviour using consequences and sanctions Talking problems through with children **The Adolescents' Programme:** Getting to know and connecting with your teenager Communicating effectively Negotiating rules and boundaries Teaching teenagers responsibility Managing conflict Solving problems together	Delivered through an interactive CD-Rom programme. The programme presents 9 case studies each of which has a video of a common problem and 3 positive responses. Parents choose one response and work through why There are 3 main areas of learning: Communication Skills, Supervision and Relationship Enhancement

Appendix One: Parenting Programmes currently run in Ireland

STEP (Systematic Training for Effective Parenting)	Family Caring Trust	Swings and Slides
STEP Programme	**N/A**	**N/A**
HSE Parenting Skills Unit , Dublin and KYS (Kildare Youth Service)	Belfast, Castlebar, Coleraine, Cork, Dublin, Galway, Kildare, Newry	North Eastern Region
Group Format: 2 hour sessions delivered over 7 weeks.	**Noughts to Sixes:** 7 or 8 weekly sessions **Fives to Fifteens:** 8 weekly sessions **Parenting Teenagers:** 6 to 8 weekly sessions	6 weekly 2 hour sessions aimed at parents of children aged 0-10 years
Early Childhood Step (for parents of children up to 6 years old) **Step Parenting** Programme (for parents of children between 6 and 13) **Step Teen Programme** (for parents of teenagers)		**Session 1:** Basic Principles **Session 2:** Fun, Play and Routines **Session 3:** Talking and Listening to your child **Session 4:** Managing your child's behaviour **Session 5:** Healthy eating and oral health **Session 6:** Course Review and Conclusion

Programmes that are currently participating
in external evaluations or scheduled to start early 2008 in their Irish context.

This includes programmes that have been internally and informally evaluated and are now being externally evaluated.

Programme Name	Ed Start, Incredible Years, Galway
Name of Original Programme	Incredible Years Programme
Where Delivered	Galway
Duration	The parents' programmes run for 12 weekly sessions; the children's programmes are a minimum of 18 and a maximum of 22 weekly sessions for children aged 3-10 years old
Content	**Basic Programme:** • Play • Praise and Rewards • Effective limit setting and dealing with non-compliance • Handling misbehaviour • Supporting children's education and promoting a decrease in appropriate behaviour **Advance Programme:** • How to communicate effectively with adults and children • Problem solving for parents, adults and family problem solving • Teaching children to problem solve

Lifestart	Archways Incredible Years Programme
N/A	
Nationally	Dublin
Lifestart is an educational and developmental programme for parents of children aged from birth to five years. It is delivered to parents and primary caregivers by means of a deliberative process of monthly family visits in the home and cluster/group meetings by trained family visitors.	**Basic:** Aimed at parents of children aged 2-7 and for children aged 5-12. The Programme runs for 12-14 weeks for 1.5 hrs per week. **Advanced:** Aimed at building on the basic programme. It runs for 8 weeks for 2 hrs per week. **Academic** Aimed at helping parents to help children with homework. It runs for 4 weeks with 2 hrs per week.
Facilitated by family visitors on a monthly basis who bring age appropriate learning materials to the family and leave the materials with the family as a resource. **There are 3 main phases of the programme:** **Phase 1:** Adaptation and development of the programme to the locality **Phase 2:** Monthly Visits to the home by Family Visitors and distribution of adapted age-appropriate materials **Phase 3:** Training and networking opportunities for parents	**Basic Programme:** • Play • Praise and Rewards • Effective limit setting and dealing with non-compliance • Handling misbehaviour • Supporting children's education and promoting a decrease in appropriate behaviour **Advance Programme:** • How to communicate effectively with adults and children • Problem solving for parents, adults and family problem solving • Teaching children to problem solve **Academic Programme:** • Fostering academic competence.

Programmes that have not been externally evaluated/are not currently being externally evaluated in their Irish context

Programme Name	Triple-P	Parenting in the Chinese Community
Name of Original Programme	N/A	N/A
Where Delivered	North East Region	Belfast (Developed by Barnardos Tuar Ceatha and Inner City South Belfast Sure Start)
Duration	Triple-P incorporates five levels of intervention of increasing strength for parents of children from birth to age 16, from population health approaches to parenting programmes.	This is delivered over 11 weeks to Chinese Parents
Content	• Effective parenting strategies • How to promote your child's development • How to manage common child behaviour problems • Principles to help you deal with almost any situation that might arise.	**Session 1:** Introductions **Session 2:** Child Development and Emotional Needs **Session 3:** Making Childcare Choices **Session 4:** Communication Skills **Session 5:** Raising bilingual children **Session 6:** Learning through play **Session 7:** The education system **Session 8:** Cultural identity and discrimination **Session 9:** Understanding difficult behaviour **Session 10:** Positive discipline **Session 11:** Looking after yourself **Session 12:** Ending and evaluation

APPENDIX 2:

List of people involved in developing the training pack All of the people listed below are written in alphabetical order in each category.

The Project Funders

- Atlantic Philanthropies
- Barnardos (Northern Ireland)
- Department of Education and Science (Republic of Ireland)
- Department of Health, Social Services and Public Safety (Northern Ireland)
- Department of Justice, Equality and Law Reform (Republic of Ireland)
- Eastern Childcare Trust (Northern Ireland)
- Family Support Agency (Republic of Ireland)
- Health Service Executive (Republic of Ireland)

The Project Management Committee

Chair: Marian Quinn (Childhood Development Initiative and previously of the Reception and Integration Agency)

- Kathrin Bayly (Parenting Skills Unit, HSE)
- Stephen Falvey (Department of Education and Science)
- Aisling Gillen (Office of the CEO, Children's National Planning Services, HSE)
- Judy Howard (Department of Education and Science)
- Walter Johnston (Department of Justice, Equality and Law Reform)
- Joan McGovern (Barnardos Tuar Ceatha)
- Joy Poots (Inner City South Belfast Sure Start)
- Mary Yarr (Inclusion and Diversity Service, Northern Ireland)

The Advisory Committee

Chair: Kathrin Bayly (Parenting Skills Unit, HSE)

- Anca Adams (Multicultural Resource Centre)
- Maria Ahern (Public Health Nurse, HSE)
- Benedicta Attoh (NCCRI)
- Juliana Azevedo (Asylum and Refugee Services, Department of Psychology, HSE)
- Geraldine Brereton (One Family)
- Frances Byrne (OPEN)
- Daniela de Almeida (Parent)
- Natasha Francis (Parent)
- Rowena Galvin (Community Support, Order of St. Joseph of Cluny)
- Judy Howard (Reception and Integration Agency)
- Jyothi Kanics (Irish Refugee Council)
- Mary Lloyd (Family Support Agency)
- Blaise Tangamu (Congo Lisanga and New Communities Partnership)
- John Davies (CBS Westland Row)

APPENDIX 3:

GLOSSARY OF TERMS

For the purpose of this toolkit, especially with respect to the term 'immigrant', the following definitions are the ones which will be used. We acknowledge that for many of them, there are many different definitions and contexts attached to them. The majority of the definitions are used in the Irish context and have been taken mainly from publications of the National Consultative Committee on Racism and Integration (NCCRI) and from United Nations Conventions (where applicable).

ASSIMILATION

'Assimilation was an unsuccessful policy aimed to absorb minority ethnic groups into the majority community, with an expectation that communities, their needs and their culture would become invisible or would expire. Assimilation has been largely discredited and has been superseded by concepts of integration, multiculturalism and interculturalism' (NCCRI, 2007: 3)

ASYLUM SEEKER

Asylum seekers 'are persons who seek to be recognised as a refugee in accordance with the terms of the 1951 Convention. An asylum seeker has a legal right to seek refuge in Ireland under the terms of the Geneva Convention – they are not "illegal immigrants" but legally resident while they are in the asylum process.'
(National Consultative Committee on Racism and Interculturalism)

CULTURAL COMPETENCE

Cultural competence involves, 'systems, agencies, and practitioners with the capacity to respond to the unique needs of populations whose cultures are different from that which might be called "dominant" or "mainstream"… ' (Cross et al, 1989:18)

CULTURAL DIVERSITY

Cultural diversity is 'an all encompassing term that can include ethnic, country or origin, religious diversity and is accepted by the Irish government as being inclusive of the Traveller community.' (NCCRI, 2008: 5)

ETHNICITY

Ethnicity refers 'to a collectivity or community that is assumed to share common cultural practices and history. Thus religion, language and territory are all included in the term.'
(Phoenix and Husain, 2007: 4)
Ethnicity refers to '*shared characteristics such as culture, language, religion, and traditions, which contribute to a person or group's identity.'* (NCCRI, 2007: 6)

INTEGRATION

The concept of integration is a complex one and while there are many different views as to what constitutes integration, it is still
[2]This definition, although almost 20 years old, is still the most widely used definition of cultural competence throughout the literature.
part of an ongoing debate in Ireland. In the most simplistic terms integration can be a one way process [in effect assimilation] where minority communities are expected to adapt or change without any expectation of change from the state or majority communities. On the other hand, integration can be a multi-facetted, intercultural process that requires the state, majority and minority ethnic communities to work together and to make accommodation of diversity, without glossing over challenges and barriers such as extremism or racism.
(NCCRI, 2007: 8 and NCCRI, 2008: 6-7)

INTERCULTURALISM

'Interculturalism is essentially about interaction between majority and minority cultures to foster understanding and respect. It is about ensuring that cultural diversity is acknowledged and catered for.' (NCCRI, 2007: 9)

'Developing a more inclusive and intercultural society is about inclusion by design, not as an add-on or afterthought. It is essentially about creating the conditions for interaction, equality of opportunity, understanding and respect.'

(Department of Justice, Equality and Law Reform, 2005: 38)

MIGRANT WORKER

The term migrant worker 'refers to a person who is to be engaged, is engaged, or has been engaged in a remunerated activity in a State of which he or she is not a national' Article 2(1) United Nations Convention on the Rights of Migrant Workers and their Families.

POSITIVE PARENTING

The basic tenets of a positive parenting approach or style are behaviour management and communication. Behaviour management identifies the basic behavioural principles of the purpose of the behaviour and how to deal with it. With communication, the focus is on respect - the language a parent uses when talking to their child, listening to children, non-verbal cues, and so on. Positive parenting is about parents being as constructive as possible and includes the following skills: noticing positive behaviours and ignoring negative ones, letting children know what they can do as opposed to what they cannot do, using positive language, setting limited choices, and looking at consequences to actions instead of punishment. As a concept, it is about using as many positive parenting skills as possible to model constructive parenting behaviour to children (Chen and Kaplan, 2001).

REFUGEE

A refugee is considered under the 1951 United Nations Convention to be *'any person who owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable, or owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.* ' Contained in Article 2(1) of the United Nations Convention relating to the status of Refugees.)

UNDOCUMENTED MIGRANT

When referring to irregular migration and undocumented migrant workers, we are generally talking about non-EU/EEA nationals whose residency status in Ireland has expired, or who are working without permission. This can happen for a variety of reasons, such as a holiday visa that has expired, a work permit that has expired and not been renewed, a spouse dependent visa holder who is working, or when a person fails to register with the local immigration officer upon arriving in Ireland. Undocumented migrant workers can also in some cases be trafficked for forced labour in Ireland, or have paid for false documents (often unknown to them) through an agency.

(Migrant Right Centre of Ireland
http://www.mrci.ie/policy_work/IrregMigrant_UndocuMigrant.htm)

globe

All Ireland Programme for Immigrant Parents

ISPCC ALWAYS HERE FOR CHILDREN

Family Support Agency

Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive

Department of Education and Science

Department of Health, Social Services and Public Safety

eastern regional healthcare partnership

The Atlantic Philanthropies

Barnardo's

Department of Justice, Equality and Law Reform
An Roinn Dlí agus Cirt, Comhionannais agus Athchóirithe Dlí

LEANBH ISPCC