

A NON VIOLENT EDUCATION FOR EVERY CHILD

HANDBOOK FOR PARENTS

PREFACE



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FOREWORD

If you are holding this book in your hands, it means that you are going to take some time for yourself, a time to step back from your parenting, a time to explore and exchange ideas, during meetings with other parents about non-violent parenting.¹

During these workshops, we will explore different themes. You will be invited to identify your strengths and your feelings, so that we can better meet your needs. We are convinced of the importance of taking everyone's needs into account in the parent-child relationship: those of the child and those of the parent, all needs are equally legitimate. The aim will be to start with you, to nurture the relationship you share with your child. There won't be any magic recipes on the menu, but rather an opportunity to share tools and techniques for combining firmness and benevolence, to be adapted to your own situation. Time will be devoted to discovering emotions, their functions and their impact on children. A better understanding of emotions will enable you to better understand your child. We will invite you to openly question your relationship with punishment. Together, we'll reflect on positive parenting practices. You will leave with a better understanding of the supports that are available to you, such as childcare facilities and centres for parents and children.

The main aim of these meetings is to take the time to think about parenthood and encourage a better approach to the parent-child relationship.

¹ These meetings are part of a wider project, the PREFACE project, coordinated by Defence for Children International Belgium in partnership with the Office of the Delegate for Children's Rights and the Observatory for Children, Young People and Youth Aid. We created the workshops in collaboration with Nathalie Velu and with the occasional help of Delphine Hubert, both parent coaches at the Ligue des familles.

FIRST MEETING



PARENTING IN PICTURES



Which path best represents your current parenthood? Draw it or use words to describe it.

A large, empty rectangular box with a decorative border made of small, repeating diamond shapes. It is intended for the user to draw or write their response to the question above.

THE TIGHTROPE WALKER²

Note the two resources that stand out the most, the one positioned furthest to the left and the one positioned furthest to the right



Date : _____

Check in with myself

Set an appointment in your calendar a few months from now to check your scales again. At the end of the booklet, you'll find the factors to stick on your scales.

Date : _____

I've come away with a useful tip that other parents shared during our workshop:

² Activity created by Nathalie Velu of La Ligue des Familles, adapted from the study "15 Years of Parental Burnout Research", Systematic Review and Agenda Article in press in Current Directions in Psychological Science Moira Mikolajczak , Kaisa Aunola , Matilda Sorkkila & Isabelle Roskam - UCLouvain, Belgium 2 University of Jyväskylä, Finland

EMOTIONS AND ME

None of the emotions presented are inherently positive or negative, good or bad. What will have an impact on the individual is whether or not they are able to manage their emotion. It's interesting to better understand what happens when you have to deal with an emotion. In the majority of cases, adults often feel powerless to deal with this, which makes it even more difficult to teach their own child. It is essential to teach a child to cope with and understand their emotions. High and repeated exposure to an emotion has consequences for our ability to manage it.



SECOND MEETING

PUNISHMENT AND ME

Write down the words you wrote on the post-it notes representing punishment when you were a child and punishment in your family today.



A large rectangular area with a decorative border and horizontal dotted lines for writing.

CONSEQUENCES SO-CALLED ORDINARY EDUCATIONAL VIOLENCE



NON-VIOLENT PARENTING TECHNIQUES



What alternatives exist? What can be done differently?

Make a note of what you find interesting from the practices shared by other parents.

A large rectangular area for writing, enclosed by a decorative purple border with a repeating diamond pattern. The interior of the box is filled with horizontal dotted lines, providing a guide for handwriting.

EXISTING RESOURCES AND SUPPORTS

Don't hesitate to make a note of the help and resource organisations mentioned at your meetings.



A large rectangular area with a decorative border of small purple diamonds. Inside the border, there are 20 horizontal dotted lines for writing.

ANNEX



If you would like to build a second scale in the next few months, you will find factors to cut out and place on your personal scale.

This will enable you to take stock of what you need for the moment and what is costing you.



Personal characteristics



Emotional management



Perfectionism



Communicating needs

Personal traits

My ability to manage my emotions, to communicate my needs, my level of expectation in relation to my role as a parent. For example: "To what extent am I or am I not an anxious person?"



Parenting practices



Caring relation parent-child



Put a clear framework



Realism on what is expected for children of different ages

Parenting practices

Ask yourself the questions "How is my parent-child relationship at the moment?" "To what extent are the rules clear?" "Does my child understand what is expected of them?" "Am I equipped to adapt my practices according to the age of my children?" "To what extent am I realistic about what I can expect from my child in view of their age?"



Coparental team



Emotional and practical mutual support



Agreement on educational values



Underline what the other is doing

The co-parenting team

This means mutual emotional and practical support from my partner, agreement on educational values, appreciation of my partner's successes and actions, and so on.



Family organisation



Time management



Space management and storage



Routines clear and repeated habits

Family organisation

Time management, storage space management, routines.



Health



Body



Power supply



Sleep

Health

By this we mean our relationship with our body, our diet and our sleep.



Work



Work-life balance



Job satisfaction



Journeys

The work

Questioning the balance between my work and my private life. "Does my work weigh heavily on me at the moment, or do I feel stressed?" "What impact does commuting have on my daily life?" If a parent doesn't have a job and this is perceived as a disadvantage then it's worth putting it on the side of stressors, or difficulties.



Socio-demography



Country



Gender



Age of kids



Number of kids



Single parent

Socio-demographic characteristics

The country in which the parent lives, their gender, the number of children in their family, the age of their children, their status as a parent (single, couple), etc.



External of internal support



Relational



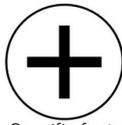
Practical / logistics



Childcare

Support from outside or from within

These include their social environment, the practical and logistical help they receive, and the possibility of childcare.



Specific factors



Children with disabilities



Nearby in need



Life events

Specific factors

These include being the parent of a sick or disabled child, having to care for someone close to you, or other life events such as moving house, marriage, divorce or death.

NOTES

A large rectangular area designed for taking notes. It features a decorative border made of small orange diamond shapes. Inside the border, there are 25 horizontal dotted lines spaced evenly down the page, providing a guide for writing.



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