

# Developing Family Morals and Values; Developing Family Rules

Construct C: Discipline

## Session 12 Description:

This session is designed to increase parent's competence in understanding the differences and different functions of family morals and family values. This session is also designed to increase parent's competence in creating and implementing a set of family rules.

## Session 12 Competencies:

1. Parents can describe the difference between family morals and values.
2. Parents can identify three family morals.
3. Parents can identify three family values.
4. Parents can discuss the importance of Family Rules.
5. Parents can establish a list of Family Rules.
6. Parents can implement Family Rules.

## Prerequisite Conditions, Knowledge and Skills:

Session 3: Nurturing as a Lifestyle; Building Parent-Child Bonding and Attachment  
 Session 7: Developing Empathy in Children; Meeting Our Needs and the Needs of Our Children  
 Session 11: Understanding Discipline; Red, White & Bruises: Why Parents Spank

## Session 12 Agenda:

Activity	Time	Required Materials
12.1 Welcome and Check-In	20 Minutes	Family Nurturing Journals, flip chart, magic markers
12.2 Developing Family Morals And Values	50 Minutes	DVD #9 "Helping Children Develop Morals and Values," Parent Handbooks or Easy Reader Parent Handbooks, Family Nurturing Plan, flip chart, magic markers
12.3 Family Nurturing Time: Farmer in the Dell	20 Minutes	Snacks and beverages
12.4 Developing Family Rules	50 Minutes	DVD #10 "Developing Family Rules," TV/DVD player, Parent Handbooks or Easy Reader Parent Handbooks, flip chart, magic markers
12.5 Closing Activity: Home Practice, Evaluation, and Praise Circle	10 Minutes	Parent Handbook or Easy Reader Parent Handbooks, Program Evaluation Forms, Family Nurturing Journals, Family Nurturing Plan

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<b>Activity 12.1</b>	<b>Welcome and Check-In</b>
Time	20 Minutes
Constructs	Self-Awareness, Empathy
Materials	Family Nurturing Journals, flip chart, magic markers

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### Teaching Goal:

To encourage parents to share their successes and attempts with the Home Practice Assignment.

### Procedures:

1. Welcome the parents to Session 12. Express your excitement that they are there and ready to learn. Check in with each parent by having them respond to the following:

**Right now I'm feeling \_\_\_\_\_ . Something new that happened to me since our last class was \_\_\_\_\_ .**

**Today my child is feeling \_\_\_\_\_ and something new I noticed about him/her is \_\_\_\_\_ .**

2. Begin by reviewing the last session's Home Practice Assignment. The assignment is located in the Family Nurturing Journal. Reinforce attempts, problem solve, role play, or review the concepts when necessary.
3. Ask parents to share any changes they've noticed in themselves, their children or their family. Ask if there is anything parents want to share about last week's session.
4. Afterwards, review with the group the concepts that they will be learning today:
  - a. Developing family morals and values;
  - b. Developing family rules.

### Notes and Suggestions:

1. Reinforce the effort parents are putting into their Home Practice Assignments.
2. Reinforce parents who share their observations regarding their family changes. Sharing how their family is changing is an important step in acquiring new behaviors.

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## Activity 12.2 Developing Family Morals and Values

Time

50 Minutes

Construct

Discipline

Materials

DVD #9 "Helping Children Develop Morals and Values, TV/DVD player, Parent Handbooks or Easy Reader Parent Handbooks, Family Nurturing Plan, flip chart, magic markers

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### Teaching Goal:

To increase parents' skill in developing morals and values.

### Procedures:

1. Begin the session by stating an important first component in creating a disciplined home is establishing family morals and family values.
2. Present the concept of **FAMILY MORALS**. Brainstorm what the word "Morals" means.
3. Explain that morals are essentially the "right and wrong" aspects of behavior we learn growing up. Learning the difference between moral and immoral behavior forms the foundation of children's characters. The concepts of right and wrong that children learn in the first five years of childhood usually stay with them throughout life.
4. Present **DVD #9** titled, "**Helping Children Develop Morals and Values.**" When instructed, pause the DVD and ask parents to respond to the questions.
5. Refer to **Chapter 21** in the **Parent Handbook** called, "**Family Morals and Values.**"
  - a. Write down four or five morals you have.
  - b. Which of these do you want your children to learn? Why?
6. Discuss how the following sources are important for helping children develop their morals. Have each parent list which is an important source of moral development in their house:  
  
Parents, Extended Family, Siblings, School, Child's Peer Group, the Media, Church, Other.
7. Brainstorm the meaning of **FAMILY VALUES**. Mention that when something has worth, it has "value." When family morals have worth, they become family values. Essentially, a family value is a family moral that has worth.
8. Resume the DVD. Pause the program again when instructed and ask parents to rate each of the morals identified earlier on a scale of 1 to 5.
9. Resume the program and stop it before the beginning of Part 10.
10. Mention that children learn primarily in two ways:
  - a. Direct experiences with others
  - b. Observing others behavior
11. Get examples of how parents say one thing to their children yet act in a completely different way. What message are the parents really sending?

### Notes and Suggestions:

1. Use the *Family Nurturing Plan: Knowledge Questions and Assessment of Session Competencies* to ensure the parents have acquired the session competencies. At the end of the Session, complete the Family Nurturing Plan for each family.
2. Impressing upon the parents that children learn their morals and values very early in life is a critical outcome of this session.

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**Activity 12.3      Family Nurturing Time: Farmer in the Dell**

Time                      20 Minutes  
Construct                Empathy  
Materials                Snacks and Beverages

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**Teaching Goal:**

To demonstrate ways parents and children learn to bond and enjoy each other through play and good times.

**Procedures:**

1. Have the food and drink available for parents and children. Have plenty to eat and drink and tables and chairs if possible.
2. Initiate the activity after snacks and beverages have been served. Request that parents and children stand in a circle to participate in this activity.
3. Ask the group if they know the song, “*The Farmer in the Dell*.” Sing a bit so they know the melody.
4. Assemble the parents and children into a large circle. Choose one child to stand in the center of the circle and be the “farmer.”
5. The group moves in a circle around the “farmer” while singing. As the song calls for the farmer to “take a wife,” have the child in the center of the circle choose another child or adult to join them inside the circle.
6. Continue in the same way until the verse “the cheese stands alone.” Have the “cheese” stand in the center of the circle while the children and the parents sing that verse.
7. If the game is repeated, the person who was the “cheese” becomes the “farmer.”

**The Farmer in the Dell**

*The farmer in the dell, the farmer in the dell, high ho the dairy-o, the farmer in the dell.  
The farmer takes a wife, the farmer takes a wife, high ho the dairy-o, the farmer takes a wife.  
The wife takes a child, the wife takes a child, high ho the dairy-o, the wife takes a child.  
The child takes a nurse, the child takes a nurse, high ho the dairy-o, the child takes a nurse.  
The nurse takes a dog, the nurse takes a dog, high ho the dairy-o, the nurse takes a dog.  
The dog takes a cat, the dog takes a cat, high ho the dairy-o, the dog takes a cat.  
The cat takes a cheese, the cat takes a cheese, high ho the dairy-o, the cat takes a cheese.  
The cheese stands along, the cheese stands alone,  
high ho the dairy-o, the cheese stands alone.*

8. End the activity with the Good-Bye Snack Song.

**Notes and Suggestions:**

See if one of the parents wants to lead the activity.

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## Activity 12.4 Developing Family Rules

Time

50 Minutes

Construct

Empowerment

Materials

DVD #10 "Developing Family Rules," TV/DVD player, Parent Handbooks or Easy Reader Parent Handbooks, Family Nurturing Plan, flip chart, magic markers

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### Teaching Goal:

To increase parents' skills in establishing family rules.

### Session Competencies:

1. Parents can discuss the importance of Family Rules.
2. Parents can establish a list of Family Rules.
3. Parents can implement Family Rules.

### Procedures:

1. Refer to **Chapter 22** in the **Parent Handbook** called, "**Developing Family Rules.**" Begin by mentioning that family rules are different from "children's rules."
  - a. Family rules involve everyone in the family making the rules.
  - b. Family rules involve DOs and DON'Ts.
  - c. Family rules are designed to promote and reinforce cooperative behavior.
  - d. Family rules help children learn appropriate behavior through parental modeling.
2. Ask each parent to respond to the following:

**Two rules that my family had when I was growing up were \_\_\_\_ and \_\_\_\_.**  
**One thing I learned about rules as a child was \_\_\_\_\_ because \_\_\_\_\_.**

3. Present **DVD #10** titled, "**Developing Family Rules.**"
4. After the DVD, review "**How to Establish Family Rules**" from the **Parent Handbook**. Tell parents that they will begin to brainstorm a set of family rules in order to get some practice. Use the following guidelines in creating family rules:
  - a. Identify specific behaviors you want children to have.
  - b. For every DON'T rule, there needs to be a DO rule, otherwise children won't know what to do instead.
  - c. The absence of a behavior is nothing until it is replaced with another behavior.
  - d. It is easier to change behavior from one to another, rather than just drop a behavior.
5. Encourage them to brainstorm a list of five to seven family rules.
6. Mention that parents are to make a set of family rules with their children, using the following as guidelines: Invite everyone around a table. Have a large piece of paper and marker. Draw a line down the center and make two columns: label one **DOs** and one **DON'Ts**. Involve children. Ask leading questions such as, "*Billy, what rule should we have about putting toys away?*" Or, "*Martha, what rule should we have about loud music?*"
7. The goal is not to "present" these rules to the children, but rather to use these rules as "guidelines" and to get children to come up with a list of DOs and DON'Ts.

### Notes and Suggestions:

1. Use the *Family Nurturing Plan: Knowledge Questions and Assessment of Session Competencies* to ensure the parents have acquired the session competencies. At the end of the Session, complete the Family Nurturing Plan for each family.
2. Family rules can give parents an opportunity to exert their authority in a nurturing way.

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**Activity 12.5 Closing Activity: Home Practice, Evaluation and Praise Circle**

Time

10 Minutes

Constructs

Empathy, Self-awareness,

Materials

Parent Handbook or Easy Reader Parent Handbooks, Program Evaluation Forms, Family Nurturing Journals, Family Nurturing Plan

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**Teaching Goal:**

To provide a consistent and supportive closure activity.

**Procedures:**

1. Have the parents locate their assignment for Session 12 in their **Family Nurturing Journal**. Review their assignments for Session 12.

**Home Practice Assignment for Session 12**

1. Read Chapter **21 - Developing Family Morals and Values** and **Chapter 22 - Developing Family Rules** in your Parent Handbook or Easy Reader Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - Gather your family members around the table or living room floor for a family meeting. Have some snacks and beverages. Mention to them the purpose of the meeting is to talk about family morals and values.
  - Share with your family information about morals presented in the Parent Handbook or Easy Reader Parent Handbook. Go around and ask each member of your family to share a couple of morals (rights and wrongs) they have. If the family is stuck, present topics like getting along, telling the truth, communicating and not fighting, etc. and ask for their views.
  - Tie in family values. Ask members which of their morals are highly valued. Come up with a list of five to seven family values and discuss why these values are important.
  - Meet as a family and make a list of rules. When completed, post the rules in an obvious place so parents and children can refer to them when a behavior needs to be performed. "Derek, I need you to follow our family rules and pick up your toys from the play room floor."
  - Recall a time during your childhood when you were held accountable to some rule and your brothers/sisters or parents were not. What was the rule? How did you feel? What did you do or say?
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

2. Have the group members all stand in a circle. Explain that each weekly session will end with a closing **Praise Circle**. Explain that the purpose of the Praise Circle is to honor the group and all the contributions and sharing that occurred. A circle is symbolic in many cultures as being a source of strength and support. The nurturing praise circle that is formed at the end of each session will become a source of strength and support.
3. Hand out a **Program Evaluation Form** to each parent. Encourage parents to complete the evaluation before they leave.
4. At an appropriate time, end the session.

**Notes and Suggestions:**

Encourage parents to try their hardest to complete the assignment. Family Rules are an important part of discipline.