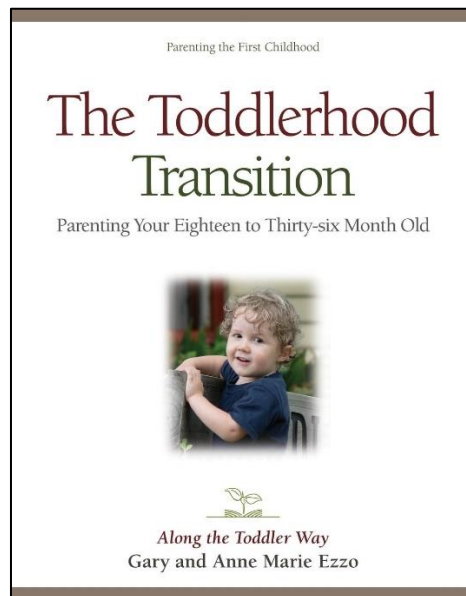


Leader's Guide

For

The Toddlerhood Transition



GrowingFamilies.*Life*

The worldwide mission of Growing Families, through its staff and ministry partners, is to provide families with parenting and family resources that will help instil, encourage, and perpetuate the passing on of biblical values from one generation to the next.

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Course Version Numbers

Course Title	Version / Date
The Toddlerhood Transition	2009

Points of Contact



www.growingfamilies.life
www.growingfamiliesleaders.life



GrowingFamiliesLife



growingfamilieslife



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WELCOME!

This Leader's Guide has been put together with the aim of encouraging you as class leaders. So, congratulations on your commitment and faith to share in the journey of parenting with others. We believe that as leaders of Growing Families courses you have both an awesome opportunity and big responsibility to speak into the lives of the parents who join you in your classes.

Time and effort will be required to establish and maintain relationships, to encourage and reassure parents, and to humbly share your journey – both your successes and mistakes. So, we hope that this manual will help you share your insights, as well as extract the most out of the course material. We hope that you will bless each family you share your journey with.

Please use this resource in conjunction with the Leader's Guide introduction found at www.growingfamiliesleaders.life

Finally, we would like to share some scripture when God spoke to Moses as an encouragement. *"Who gave man his mouth? Who makes him deaf or mute? Who gives him sight or makes him blind? Is it not I, the Lord? Now go; I will help you speak and will teach you what to say."* Exodus 4:11 (NIV)

May the Lord bless you in your ministry.

Geoff & Alicia Bongers.

A note from Gary and Anne Marie Ezzo

We along with the entire Growing Families Leadership Team are blessed that you have caught the vision and are joining us to bring others along to learn and share in that vision. We are grateful for Geoff & Alicia Bongers and their desire to equip new leaders by preparing a Leaders Guide for those leading The Toddlerhood Transition.

The transition from 18 to 36 months requires encouragement to persevere and continue to be intentional in nurturing the developing child. This is what you as a leader will provide. For He says, "Order on order, order on order, line on line, a little here, a little there" Isaiah 28:10

As the Growing Families leadership team, we continue to stand in amazement and wonder to see what truly the Lord has done. He provided the vision and together we are attempting to be obedient to the call and injunction that Jesus gave us all thousands of years ago "Go therefore and make disciples of all the nations... teaching them to observe all things that I have commanded you..."

May we all remember Who we serve and may His name be glorified through the efforts of all involved with this process.

Blessings,

Gary & Anne Marie Ezzo

The Toddlerhood Transition

Parenting Your Eighteen to Thirty-six Month Old

The Toddlerhood Transition series focuses on a brief but significant window of growth, a vibrant period of your child's life, from 18 to 36 months of age. This 18 month period is an amazing, spontaneous, engaging yet challenging time for the emergent child and his parents. That is because toddlers have their own peculiar way. They begin speaking full sentences and throwing full tantrums, deep hilarious laughing and a lack of impulse control. They can provide the best fun and the worst behaviour. They can also make you feel like the best Mum one minute and the worst, the next. This series helps parents to manage your toddler's day, while encourage learning and discouraging behaviour in need of future correction.

The Toddlerhood Transition is designed specifically for parents starting their adventure into the toddler years, it continues where *Preparation for the Toddler Years* leaves off. We recommend parents enrol in a toddler class when their child is between 18 and 20 months of age. We also recommend that they take the class again when their child is approaching 30 months of age. The reason for this is basic development. The principles presented 10 to 12 months earlier have an entirely new meaning to Mum and Dad and child, at this next stage of growth.

As you lead parents through each lesson, it becomes vital to think in terms of principle. Helping them understand the 'principle' derived from their hierarchy of beliefs and goals, is a greater asset than just giving them a list of 'how-to' answers. Principle parenting is wisdom parenting extended.

First Night Leader Alerts

- Review the First Class section in the Leader's Guide Introduction available at www.gfileadersplace.com.
- You may like to choose to allow time on the first visit to be a catch up, but also as leaders to ask each parent –“How they are doing?” etc.
- You may like to do a 10th night to include Potty Training 1-2-3. This may work for those who have toddlers closer to 2, or who are interested in watching this and discussing it. If you have parents with younger children, closer to 18 months, this may be a little early. Let them know where to find it at www.growingfamilies.life and then read the book when they are closer to considering this important life skill.
- Please adapt this information to suit your leadership style, class format and style.

Follow-up & Next Course

- Following up parents helps to stay connected. This is a ministry of relationship building.
- Encourage parents to connect to your local, regional and national Growing Families communities via www.growingfamilies.life or social media.
- Remind them to call you if they are struggling or call a Contact Mum.
- Parenting from the Tree of Life or Growing Kids God's Way for ages 3 years to pre-teens builds on the principles learned to date and continues to lay the foundations for your parenting.

Visit One

The Principle of Why

Duration: 23 Minutes

General Summary

Opinions on how to raise a toddler are easy to come by and the ease with which parents can find a ready-made solution might be part of a bigger problem within our society. This lesson shows parents how to find answers consistent with their beliefs by discovering the *Why* of their parenting. Whatever question a parent may have, whatever need is present, whatever problem arises, finding the right solution is not far way.

Key Principles

- To make confident decisions in parenting, parents need to know:
 1. What their beliefs are about the general categories of parenting.
 2. What their parenting goals are, and
 3. *How* they will satisfy the *why* of their beliefs.
Beliefs + goals = Why + How = Solutions.

Suggested Session Outline

	Flipped	Traditional	
Open in Prayer and introduction	✓	✓	Start by reintroducing yourself as a leader especially if there is a new couple that previously didn't join you any of the earlier courses.
Sharing Time	✓	✓	As this is the first class back after a few months allow time for couples to introduce or reintroduce themselves and allow them share briefly their experiences over the past 6 months.
Video		✓	Duration: 23 mins – Visit Summary page 15
Refreshments		✓	Being the first class this may not last long if your group doesn't really know each other, but this time can merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit One

Summary - The Principle of *Why*

- 1. The ninth chapter of I Corinthians compares the Christian life to a foot race. When it comes to parenting, we do not have to worry about finishing the race first, but we need a long-term strategy for finishing well.
- 2. Understanding the concept of why keeps you on course and moving forward to reach your parenting goals.
 - a. Why is what defines you as a Mom and Dad.
 - b. Why forms the basis of your personal convictions.
 - c. Why gives you the resolve to stay consistent in your parenting.
- 3. In the Equation $B + g = W + H = S$
 - a. **B** represents your core beliefs.
 - b. **g** represents the behavioural and intellectual goals we set for our children based on your beliefs.
 - c. **W** represents the combination of your beliefs and goals. It is the why that provides the basis of your convictions.
 - d. **H** represents the many options of application (the how) that help parents accomplish their why.
 - e. **S** represents the solutions to parenting needs when the why is satisfied.
- 4. In parenting, the greatest values are not how you accomplish your goals, but the why that govern your goals.
- 5. How we do something only has value to the extent that it satisfies why we do it.
- 6. A major cause of parenting frustration is due to parents unintentionally assigning a greater value to how something is done rather than why it is done.
- 7. When confronted by a broken how in parenting there are two questions to ponder:
 - a. Why am I doing this?
 - b. Is there another way I can satisfy the why of my belief?

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion. As a leader take note of these answers because they are a great conversational starting point for the next visit. For example, a mum may state: "I really appreciated being reminded of the importance of my personal quiet time." When the class meets again, you might ask her: "How did you do this week with your personal devotions?" The more you are able to reach back to their personal comments, the more conversational the entire class becomes.
- **What training goals do you have for your children?**
One goal you could share is: Holiness is more important than your child's happiness. What does this look like in your family? If no one has considered this before now ask them to consider this over the next week.
- **Why do you parent the way you do?**
Is it what you see others doing, is it the same way your parents parented or exactly opposite? The 'Why' gets you off the couch and makes you act. If they don't know why they do things the way they do – explain to them over the next weeks they should start to see more 'Whys'.
- **Do you have any "broken hows"? This is when the *how* we do something becomes more important than the *why* we do something.**
Talk about these in relation to the 2 questions – "Why am I doing this?" and "Is there another way?"

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **TT manual – Read Chapter 1 "The Principle of Why" and answer questions on page 24.**
2. **Point out question 5 in relation to "broken hows".**

Supplemental Resources

Online

Class Email Template

growingfamilies.life growingfamiliesleaders.life



Title

Toddler to Teen

Author

Mel Hayde

ISBN

978-1-920711-02-3

Questions for Review – Chapter One - Page 24 TT manual

1. Write out the words of the equation that correspond to each letter below. (pages 18-19)

B - Represents your core beliefs.

g - Represents the behavioural and intellectual goals we set for our children based on your beliefs.

W - Represents the combination of your beliefs and goals. It is the *why* that provides the basis of your convictions.

H - Represents the many options of application (the *how*) that help parents accomplish their *why*.

S - Represents the solutions to parenting needs when the *why* is satisfied.

2. What does *Why* represent in parenting? (page 21)

The Why represents the constant beliefs in your hierarchy of values.

3. What happens when *How* takes over *Why*? (page 21)

We mistakenly and unintentionally assign greater value to how we do something; allowing it to become more important than why we do it.

4. What are the two questions you should ask when you discover a broken *how*? (page 23)

a. Why am I doing this?

b. Is there another way to satisfy our why?

5. Be prepared to share with your class any personal examples of a broken *how* that came up this week and how you solved the challenge by going back to *why*.

Let the class share here.

Visit Two

The Journey of Fatherhood

Duration: 28 Minutes

General Summary

During the toddler years, a father's influence grows exponentially. He inscribes on his child's heart impressions that can last a lifetime. The journey of fatherhood is not just about impacting our children but another means by which God nudges men from their old ways of self-centered attitudes to becoming more and more other-centered. While the journey will not always be easy or the pathway clearly marked, there are some timeless guiding principles discussed within this visit that can help.

Key Principles

- During the toddler years, a toddler becomes aware of the Father's unique position in the family and his partnership with Mum.
- Pretoddlers can only mimic but toddlers imitate.
- Keys to the Journey of Fatherhood include:
 - Cooperative in leadership.
 - Speak words of life.
 - Spiritual Leader of the home.

Suggested Session Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 28 mins – Visit Summary page 27
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Two

Summary - The Journey of Fatherhood

- 1. The home environment profoundly affects the learning patterns of young toddlers.
- 2. Pretoddlers can only mimic what they see and hear, but toddlers imitate the impressions and characteristics of any persuasive influence in his or her life.
- 3. A significant way a husband can support his wife is through his willingness to be actively involved in the management of the child's day.
- 4. If a father loses the civility of his words, he gains an unpleasant reputation that his wife and children must bear.
- 5. Learn to speak words of life to your children; avoid words of death.
- 6. When correcting your children, strive to elevate words of virtue and pleasant behaviour rather than elevating words associated with vice and wrongdoing.
- 7. In marriage, using the phrase "Honey, please give me understanding" promotes less judgment and more life because seeking understanding stops wrong judgments from controlling the moment.
- 8. Fathers must guard their tongue and their tone and learn to measure their response by the excitement on their child's face.
- 9. Devotional times with a toddler transcends knowledge because speaking words of adoration about God touches the spirit of the child in ways parents can never understand.
- 10. When a father listens with all his senses it makes a world of difference to a child. This is because the smallest moment with Dad can have the biggest impact. What moment will you share today?
- 11. The Journey of Fatherhood. What will it look like in your home?

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for the next visit.
- **What are you as Dad's doing as a husband to/for your wife? What are you doing as a father to/for your children? What do you need to improve? Wives how can you help your husbands be a better husband and father?**
This may be an opportunity to bring up Couch Time, however this is taught more completely in Chapter 7.
- **What does your children mimic (reflect) from you.**
Actions, tones, words are all things that children will mimic. Imitation happens later, when it does it awakens Dad's influence as Mum & Dad.
- **Cooperative Leadership – How are you going with this – Are you on the same page?**
Maybe you can simplify your life – How can you do that?
- **Words count - What is you vocabulary – Life giving or verbal judgement**
Virtue and vice – see page 34 for some comparisons.
Guard your tongue and tone by excitement on child's face – if you rob the joy – they stop coming to you with excitement.
- **Are you the spiritual Leader of your home? "For the word of God is living and active" Heb 4:12.**
Building foundation everyone will end up somewhere very few people will end up somewhere on purpose.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **TT Manual – Read Chapter 2 "The Journey of Fatherhood" and answer questions on page 37.**

Supplemental Resources

	growingfamilies.life	growingfamiliesleaders.life
Online		
Class Email Template		<input checked="" type="checkbox"/>
Virtue/Vice Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title	Author	ISBN
Toddler to Teen – Chap 28	Mel Hayde	978-1-920711-02-3

Questions for Review – Chapter Two– page 37 TT manual

1. **What is the difference between a child’s ability to mimic and imitate and what are the implications for Dad?** (page 30)

To mimic is to reflect what another is doing, from clapping their hands to copying sounds. To imitate is to internalize and take on the characteristics of another person.

At 18 months of age the child becomes acutely aware of Dad’s influence. This is where a father’s influence grows exponentially during the toddler years. He is inscribing on his child’s heart impressions that will last a lifetime.

2. **This chapter highlighted a second growth factor in the life of a young toddler. Please describe it.** (page 30)

The second growth factor is the awakening of Dad’s unique position in the family and his partnership with Mum.

3. **When a father loses the civility of his words, what do his children and wife gain?** (page 32)

They get an unwelcome identity and an unpleasant reputation.

4. **In your own words explain what it means to:** (page 33 - 35)

- a. **Speak life to your children**

Speaking Life is to use the virtue over the vice when talking to your children even in times of discipline. Words that identify virtue represent life because all virtue finds its source in God’s character.

- b. **Guard your tongue and tone and learn to measure your response by the excitement on your child’s face**

We need to think before we speak especially when our children are excited about something otherwise we rob them of their joy.

5. **When Dad offers thanks at a dinner meal, what else is happening in that moment?** (page 35 - 36)

A father’s prayer is a celebration of life for his family. When Dad offers the blessing, he is actually sharing his testimony with his children of his dependence on God’s provision for the day and for his family.

Visit Three

The Journey of Motherhood

Duration: 26 Minutes

General Summary

A loving, caring Mum is a great influence affecting the life of a child. She is a heavenly appointed guardian influencing the life-formation of her child. The home environment that has a mother preoccupied with heaven as much as earth, is one destined to shape kingdoms. This visit speaks to the importance of finding the right advice, understanding gender differences, balancing a career with family life, and knowing how to parent the whole child, not just the child's emotions. The Journey of Motherhood can satisfy your soul and bless your children. So much of this outcome is the result of a resourceful mother who is totally dependent on an ever resourceful God.

Key Principles

- A mother serves as the principal teacher in child's life and also leaves a great impression in their lives.
- Parents need to give their children a great gift of tangible love between husband and wife.
- Parents must avoid making the mistake of parenting the child's emotions and not the whole child. Parenting is not about the child's temporary moment of happiness.

Suggested Session Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 26 mins – Visit Summary page 41
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Three

Summary - The Journey of Motherhood

- 1. The home environment that has a mother preoccupied with heaven as much as earth is one destined to shape kingdoms.
- 2. "The hand that rocks the cradle rules the world." A good mother not only influences a child but a nation.
- 3. One of the greatest love gifts parents can give their children is a tangible love relationship as a husband and wife.
- 4. When there is harmony in the marriage relationship, there is an infused stability in the family.
- 5. Following after a good example is much wiser and safer than following after someone's "good opinion" or the latest parenting fad. With a good example, at least you know what you're getting.
- 6. Genesis 1:27 not only reveals the uniqueness of man's creation, (that we were all fashioned in God's image), but it also reveals how God decided to reflect His image by creating humankind male and female.
- 7. The concept of male and female bearing the image of God also speaks to gender predispositions and propensities. Men and women, boys and girls, are different by God's intentional design.
- 8. It is an unfortunate fact that mothers who work outside the home are more vulnerable to stress and excessive fatigue that comes by trying to balance employment, marriage, parenting, and a social life.
- 9. One of the greatest mistakes any mom or dad can make is to parent the child's emotions and not the whole child.
- 10. When parents become characterized by emotionally rushing to rescue their child in ways that are totally disproportionate to what actually happens the child learns to respond to his parent's emotions and not the actual circumstance.
- 11. Where will the journey of motherhood take you and what will the name "Mum" come to mean to your children?

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for the next visit.
- **Have you had times where you have been given advice and were not sure if you should follow it? What should you do?**
We should balance the advice with what we have learned and remember to look at the results and decide if that's where we want to go. It is better to wait for people to comment on your children rather than you push your views about parenting on to them.
- **Do you believe it is important to spend time with other parents who have similar standards to you?**
By this age the difference in your parenting has become more and more noticeable and your beliefs and your strategies may be creating you to feel lonely in your parenting.
- **What differences do you see in your children because they are male and female?**
We both represent God to our children – women reveal God's gentle side, while men are more the protector and provider. We all respond differently and that doesn't mean that one is wrong. It is good to celebrate the differences in our children and recognize the differences in each of you as parents because the totality is our representation of God.
- **Are any of the mothers in attendance working, if so ask them how they are going balancing the five principles discussed in the Video.**
(also discussed in manual pages 47 - 48)
 1. You can't do it all i.e. sacrifice girlfriend time, scrapbooking time etc.
 2. You need to keep the marriage relationship fresh. i.e. date night
 3. Mum really needs to be in a routine i.e. the night before put clothes out, make lunches.
 4. Dad's, You need to participate i.e. do laundry, household chores etc.
 5. How do we deal with potential guilt that you may be experiencing?
- **What steps do you need to take to help you enjoy motherhood more?**
This may be a question that husband and wife may like to discuss later during couch time – use your discretion as this may bring up some sore points between husband and wife.
- **What happens when we take adult emotions and transfer them to onto our child?**
As mums we tend to be the emotional heart of the home we need to channel it into right channels. We don't need to emotional rescue our children. Begin as you mean to go. We need to parent the whole child.
- **Dad's, what can you do to encourage your wives in the role as a wife and in her role as a mother?**

Homework Assignment

*Highlight the key activities listed below to encourage class members to apply the principles covered.
Remind the class members to be prepared to share their insights and experiences as appropriate.*

1. **TT Manual – Read Chapter 3 “The Journey of Motherhood” and answer questions on page 51 - 52.**

Supplemental Resources

Online

growingfamilies.life growingfamiliesleaders.life

Class Email Template



Questions for Review – Chapter Three– page 51 - 52 TT manual

1. **According to the authors, what did Napoleon, Lincoln and Hezekiah have in common?**
(page 43 - 44)

They all had good Mothers, Emperor Napoleon replied, “Mothers... Let France have good mothers and she will have good sons.” Abraham Lincoln acknowledged “all that I am or hope to be I owe to my mother. King Hezekiah had a godly mother, Abijah.

2. **Knowing that God understands every aspect of your womanhood, briefly describe what your ideal quiet time would look like in this season of your life. Be prepared to share with the class how close you are to achieving your daily devotional objectives.** (page 44)

A mother needs to find her strength from God, which is why a consistent quiet time is important. There will always be something that will stop you from doing it, so it is important to get into the habit now if you're not doing so. Encourage those who already do so, and encourage those to work this into a priority and therefore into their routine of the day.

3. **Do children complete the family or expand the family? Explain your answer please.**
(page 45)

Children expand the family. When God created Man & Woman, He declared creation as “very good.” Therefore children are not needed to complete the family as the husband and wife separated from their individual families become one unit and is complete.

4. **Why is following after a good example wiser and safer than following after someone's “good opinion”?** (page 45)

When you see character qualities and virtues that you admire in older children or order in a home that you may not have yet achieved, yet desire, inquire of the parents how they achieved it. This is better than following the latest “fad” or someone's opinion that you haven't the results.

5. **What are gender predispositions and where do they come from?** (page 46 - 47)

The concept of male and female bearing the image of God also speak to gender predispositions and propensities. Male and Females are different by God's intentional design. Women are by nature, more tender, gentle, patient and nurturing, which speaks to God's gentle character. Men by contrast are more protective, watchful, providers, hunter-gathers and dominion sensitive, which speaks to the masculine side of God's character.

6. Briefly explain the “whole child” concept. (page 49)

The “whole child” concept comes from Mark 12:30 where Jesus said we should “Love God with all your heart, soul, mind and strength.” This is an insight into the four basic human capacities. Over-emphasizing any one of these at the expense of another creates an unhealthy balance. Parenting for “happiness” sake is a poor substitute for parenting the whole child – their heart, mind, body and emotions. Looking at other good values such as honesty, compassion, self-control are just as important.

7. What happens to a child when the parent rushes in to rescue him with an urgency that this disproportionate to the actual circumstance? (page 49 - 50)

We need to make sure there is a real need before rushing in to console your toddler. If we do we project our feelings of disappointment onto your child, who may not be experiencing the same emotions as ourselves. If we do this continually the child learns to respond to the parent’s emotions and not the actual circumstances.

Visit Four

Structuring Your Child's Day

Duration: 20 Minutes

General Summary

Parenting takes us down a one-way track - and fast. That's because children grow and develop at tremendous rates. This visit provides the practical tools and information needed to implement structure and routine into your life and into the life of your toddler. Ordering your child's world with structure and routine will not only keep your child on the right track, but it will take both of you in a direction of satisfaction and accomplishment.

Key Principles

- Structure, orderliness, routine and predictability are witnessed in all of God's creative world. They represent the visible attributes of God.
- Benefits of a routine
 - Reduces unpredictability
 - Provides planned learning opportunities
 - Reduces physical, emotional and behavioural mess
 - Reduces amount of correction needed
 - Helps parents achieve their own daily tasks
- Your routine is there to serve you.

Suggested Session Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 20 mins – Visit Summary page 55
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Four

Summary - Structure and Routine

- 1. Structure, orderliness, routine and predictability are witnessed in all of God's creative world. They represent the visible attributes of God.
- 2. Ordering your child's world with structure and routine will not only put your child on the right track, but it will take both of you in a direction of satisfaction and accomplishment.
- 3. The word "unpredictable" describes what any day may look like when there is no daily plan to guide your toddler.
- 4. Having a daily and weekly plan facilitates planned-learning opportunities rather than simply hoping your toddler will learn by chance.
- 5. A daily plan reduces the amount of mess to clean up, whether it is a physical, emotional or behavioural mess.
- 6. Having some structure and routine in your toddler's day reduces the amount of correction needed. Your toddler is not getting into random trouble because he does not have random freedoms.
- 7. The schedule you establish now is not going to look the same three months, six months or one year from now because your toddler's needs will change.
- 8. A plan provides opportunity for Mom and Dad to accomplish their daily tasks without compromising the healthy organization of their child's day.
- 9. Your routine is to serve you. It is designed to help you plan your day, but not create more stress in your life.
- 10. Your child's schedule should be viewed as a guide, not a list of daily requirements. Remember, flexibility is part of any good plan.
- 11. Toddlers love the security that the predictability of a routine brings.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for the next visit.
- **Does anyone have a routine in place at the moment for their toddler? How are you finding it? Is it helpful? What are the benefits of a routine that you have seen or heard during the video?**
Child and parent know what's happening, less trouble in the day, training good skills, easier to fit into kindergarten schedule.
- **Discuss some activities for family, children's activities.**
Playpen time, table time, blanket time, reading time, inside / outside playtime, rest time and highchair time.
As you discuss these activities suggest the virtues you are training as you go: ie: Meal Times – manners, Room Time – self play adeptness, Reading Time – verbal self-control, Table Time – concentration, Chores – helpfulness, Rest Time – quietness, Outside Play – sibling friendship, Highchair Time – contentedness etc. Help them to see, that to train a toddler in the highchair to be content, will flow onto sitting still in the shopping trolley while grocery shopping.
- ❖ **Remember schedule is flexible, and everyone's' schedule is different and every day doesn't need to be the same.**
Structure may seem scary to some people especially to those who don't like routine. A schedule that you have today will not be the same in 3 months, or 6 months etc. Routine is there to serve us.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **TT Manual – Read Chapter 4 “Structure and Routine” and do the activity on page 64 - 66.**

Supplemental Resources

	growingfamilies.life	growingfamiliesleaders.life
Online		
Class Email Template		<input checked="" type="checkbox"/>
Family Activity Planner	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Children’s Activity Planner	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Daily Activity Planner	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Weekly Activity Planner	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title	Author	ISBN
Toddler to Teen	Mel Hayde	978-1-920711-02-3
What Every Child Should Know Along the Way	Gail Martin	1-932740-18-X

Questions for Review – Chapter four – page 64 - 66 manual

Sit down together as a couple and write out what a daily and weekly plan might look like for your family. Additional sample worksheet templates referenced in the lecture portion and in this chapter can be found at www.growingkids.org, under the *Toddlerhood Transition* tab. Take whatever you can use and make up your own schedule from it. Be flexible and remember your schedule is to serve you and your family; you do not serve the schedule. For more helpful hints on structuring your child's day, please visit www.momsnotes.com. Look for the audio presentation "Structuring Your Child's Day", Parts One and Two.

FAMILY ACTIVITY PLANNER

This simple worksheet provides space for you to list the many activities of your day and week. We divided this worksheet into three categories. Mom's, Dad's and the general activities of the family as a unit, (unlike the specific activities for your children. Those belong on the next worksheet.) When making your list, remember to include activities such as: laundry, housework, banking, food shopping, meal preparation, work schedule, bill paying, doctors visits, devotion time, hobbies, sports nights, volunteering at the library or any activity that requires the family's participation.

Mom's Activities Day/Week:

Dad's Activities Day/Week:

Family Activities Day/Week:

CHILDREN'S ACTIVITY PLANNER

On this sheet list the activities that are specific to your child's (or children's) day. Activities might include: mealtimes, naps, bath times, play and learning times; including playpen or roomtime. There may be playtime with siblings or friends, video or outdoor time, as well as specific training times with Mom. Don't forget to include those activities such as driving a sibling to school, sporting events, or dance lessons. List all the activities of your child's day and week. (You will use these on the next sheet when you begin to organize your child's day.)

Daily Activities:

Weekly Activities:

Monthly Activities:

Daily Activity Planner

List all activities for you and your children

Time	Mum	Child 1	Child 2
6:00 am			
6:30 am			
7:00 am			
7:30 am			
8:00 am			
8:30 am			
9:00 am			
9:30 am			
10:00 am			
10:30 am			
11:00 am			
11:30 am			
12:00 pm			
12:30 pm			
1:00 pm			
1:30 pm			
2:00 pm			
2:30 pm			
3:00 pm			
3:30 pm			
4:00 pm			
4:30 pm			
5:00 pm			
5:30 pm			
6:00 pm			
6:30 pm			
7:00 pm			
7:30 pm			
8:00 pm			
8:30 pm			
9:00 pm			

Weekly Activity Planner

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00 am							
7:00 am							
8:00 am							
9:00 am							
10:00 am							
11:00 am							
12:00 pm							
1:00 pm							
2:00 pm							
3:00 pm							
4:00 pm							
5:00 pm							
6:00 pm							
7:00 pm							
8:00 pm							
9:00 pm							

Visit Five

The Nature of Toddler Conflict

Duration: 15 Minutes

General Summary

The period between 18 and 36 months is the greatest period of conflict in the life of every human being, because so much of what a toddler is learning runs contrary to his nature, which is all about “Me”. Toddlerhood training then, is a process of moving a child from his own world of *me-ism* to an understanding and acceptance of the greater community of *we-ism* and the skill of social reciprocity. This visit brings clarity to the unique challenge of toddler conflict.

Key Principles

- Conflict with a toddler is driven by self-pleasing impulses.
- A child is self-oriented and biblical ethics is other-oriented and this tension causes conflict.
- Parents can instil age-appropriate self-control to help toddlers gain dominance over the impulses of their nature.
- Parents can train toddlers in right behaviours even though young children are not capable of understanding why they need to comply.

Suggested Session Outline

The following table is the combined Session 5 & 6 summary.



Leader Alert

This session is very short – you may like to do session 5 & 6 together.

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Combined duration: 35 mins – Visit Summary page 71
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

The following table is the Session 5 summary only

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 15 mins – Visit Summary page 71
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Five

Summary - The Nature of Toddler Conflict

- 1. Toddler conflict is often driven by the impulses: “Because I want to” or “because I don’t want to”.
- 2. A toddler’s nature has “me, myself, and I” as the principle force of life.
- 3. Toddlers are often controlled by a misleading sense of self-reliance which leads to conflict.
- 4. The value you place on your beliefs is what separates you from other parents. We place greater value on the things we hold dear. “Where our treasure is, so are the desires of our heart.” (Matthew 6:21)
- 5. Parents live in a world of right and wrong, but toddlers live in a world of “What do I want and how do I get it?”
- 6. A child is self-oriented by nature and biblical ethics is other-oriented in purpose. The tension between the two is what produces conflict in parenting and in life.
- 7. Toddlers do not do wrong out of a malicious heart to hurt or injure others. They do wrong things, but do not understand, initially, that they are wrong.
- 8. Prior to age three, toddlers do not have the cognitive ability to understand facts that are relevant to their present circumstances.
- 9. Parents need to train toddlers in right behaviours even though young children are not capable of understanding why they need to comply.
- 10. Trying to apply adult logic and reasoning with a toddler is not logical or reasonable.
- 11. A helpful catch phrase to eliminate whining is: “Use your words.”

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for the next visit.
- **If you train your toddler should you expect more or less conflict? What conflict/s are you struggling with at present?**
You will get more conflict if you choose to train your toddler. However the consequences of not training will result in more conflict later – so encourage them to begin as they mean to go.
- **Have you noticed the standard is different between your family and other families?**
The value we place on our beliefs is what separates us from others. We need to place a higher value on the standards that God requires of us ie: self-control, kindness, compassion. Mat 6:21. Your children will not learn by osmosis, or by watching others, they need to be taught what “Jesus would do.”
- **Do you understand how the transitions work?**
Nature to Will – child self-oriented nature, biblical ethics is other-oriented these are opposite. Mat 12:25 naughty behaviour happens because child doesn’t come from malicious intent, it comes from impulse of their nature.

Training to Educating – train them in the right responses is the how of behaviour and then you move to educating them to understand the why behind the behaviour when they are old enough (around the age of 3). Therefore prior to educating you don’t need to explain your requests they just need to learn to obey. If you feel the need to explain, you can do so at a later time rather than at the point of conflict.

These 2 transitions are what you need to concentrate on now the others will come later.

- **Does your toddler whine or grunt instead of using their words?**
What do you think of the phrase “Use your words…….”
Encourage them to try this week and see if they see any difference.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **TT Manual – Read Chapter 5 “The Nature of Toddler Conflict” and answer questions on pages 80 - 81.**

Supplemental Resources

Online

growingfamilies.life growingfamiliesleaders.life

Class Email Template



Title

Author

ISBN

Toddler to Teen

Mel Hayde

978-1-920711-02-3

Why Can't I Get My Kids to Behave

Joey & Carla Link

978-1-4497-7282-6

Questions for Review – Chapter Five – page 80 - 81 TT manual

1. **Where does toddler conflict come from?** (page 73)

Conflict in a toddler is driven by the self-pleasing impulses. Toddler conflict flows from deep within his nature that has “me, myself and I” as the principle force of life.

2. **Explain why the period between eighteen and thirty-six months is the greatest period of conflict in the life of every human being.** (page 73)

During this toddler transition a world of “otherness” understanding begins to invade his life and collides with the world of “self” which sets off conflict. So much of what a toddler is learning runs contrary to his nature and he is not old enough to appreciate the benefits of the rule.

3. **In parenting, what separates one family from another family when it comes to beliefs?** (page 74)

What separates the two groups is not what we believe, but the value we place on our beliefs.

4. **During the toddlerhood transition, what role does curiosity play?** (page 75)

Curiosity is a function of the maturing brain and serves to stimulate learning. A child’s curiosity is almost unlimited. Curiosity is the first step in the educational process of discovery. It is the precursor to your child’s developing imagination.

5. **In your own words describe how the training concept of *substitution* might be used.** (page 76)

Substitution offers an equally desirable experience similar to the original one the caught your toddler’s curiosity, but the place and timing will under Mum’s control.

6. **Please explain the:** (page 77)

- a. *nature to will transition* A child does wrong as a result of his nature versus the child choosing wrong with the understanding why is behaviour is wrong. It identifies the culprit that makes a child act in ways that drive parents batty.
- b. *training to educating transition* Training teaches the how of behaviour, (what right responses look like). Educating teaches the why of behaviour after a child is old enough to gain understanding.

7. **When your toddler is asking for something but is not speaking clearly, or is whining or grunting and pointing, you can direct him with what phrase?** (page 78 - 79)

“Use your words”

Visit Six

The Purpose of Obedience

Duration: 20 Minutes

General Summary

When it comes to toddler parenting, what role will rules and boundaries play in the life of your child? Where will you draw the line when it comes to acceptable and unacceptable behaviour? We can promise you this; there will be plenty of times when your toddler will not want to obey you. But more significantly, there will be plenty of times when your child absolutely must obey you. This is why obedience training with your toddler is so important. Obedience training helps parents manage their children until their children acquire age-appropriate self-control to manage their own lives. This visit shows parents just how to accomplish that.

Key Principles

- The purpose of “obedience training” is to help parents manage their children until their children acquire age-appropriate self-control to manage their own lives.
- Parents must diligently work to establish right patterns of the heart even though the child may not fully understand the moral purpose behind mum & dad’s insistence.
- A true heart response is tied to the child’s moral abilities and the formation of the conscience (commences usually around the age of 3).

Suggested Session Outline

The table below is for when this Session is run separately from Session 5.

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 20 mins – Visit Summary page 85
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Six

Summary - The Purpose of Obedience

- 1. Boundaries and rules are not placed in our life to prevent us from having fun but to ensure that we do have fun, stay safe and keep others safe.
- 2. The purpose of “obedience training” is to help parents manage their children until their children acquire age-appropriate self-control to manage their own lives.
- 3. Age related training priorities for parents include:
 - a. Health and Safety
 - b. General Parenting
 - c. Stewardship Training
 - d. Moral Training
- 4. Responses that parents should be working toward include:
 - a. An Immediate Response
 - b. A Complete Response
 - c. A Sustained Response
 - d. A Proper Heart Response
- 5. Self-control is the internal mechanism that makes obedience training work for the child and parent.
- 6. Folding hands is a concrete way to teach self-control.
- 7. When a toddler folds his hands, all excessive body and emotional energy is redirected to his interlocking fingers.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for the next visit.
- **Should we expect obedience from our toddlers and where does it begin?**
Yes we should and it begins with parents. The Pyramid shown on the Video shows that the first three levels of Health & Safety (keeping child safe), General Parenting (general instructions) & Stewardship (respectful of household possessions), all lead to later moral foundational training. You may like to talk about each of the levels and what it looks like. Refer manual pages 88 - 89
- **What is the standard of obedience we are working towards? What does it look like from the child's side of the equation?**
Child's:- Responses immediate, complete, sustained, proper heart response. Before age 3 you are really only concentrating on the habits of heart. You may like to talk about each of the levels and what it looks like. Refer to manual pages 89-91. It is important to remember "mean what you say, say what you mean." If you ask your toddlers to pack up their toys, then that is what you should expect will happen?
- ❖ **Quiet Hand help toddlers and children "look with their eyes not with their hands"**
The tool will help greatly with self-control training. Try it yourself when you lose control of your temper with your children. You may like to encourage them in times of non-conflict at the table waiting for their food, listening to a story or you may introduce this with a song that you can make up and sing it to them to teach it.
- ❖ **What is the essential bare minimum, the glue that makes obedience work? What must be operative in order for a parent to achieve obedience with your toddler?**
This question is asked on the Video you may like to finish with this a summary thought for parents to take home and think about tonight's visit.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **TT Manual – Read Chapter Six "The Purpose of Obedience" and answer questions on page 94.**

Supplemental Resources

Online	growingfamilies.life	growingfamiliesleaders.life
Class Email Template		<input checked="" type="checkbox"/>
Title	Author	ISBN
Why Can't I Get My Kids to Behave	Joey & Carla Link	978-1-4497-7282-6

Questions for Review – Chapter Six – page 94 TT manual

1. What is the purpose of obedience training? (page 87)

The purpose of obedience training is to help parents manage their child until the child acquires age-appropriate self-control to manage his or her own life.

2. List the four tiers of the parenting pyramid. (page 87)

- a. Health & Safety
- b. General Parenting
- c. Stewardship
- d. Moral

3. List the four types of responses from a child that a parent will be working on. (page 89)

- a. An Immediate Response
- b. A Complete Response
- c. A Sustained Response
- d. A Proper Heart Response

4. When should parents begin to work on proper heart responses with their children? (page 90)

A true heart response is tied to child moral abilities and the formation of the conscience, which usually begins to emerge around three years of age. Prior to this you are setting the habits of the heart.

5. What does self-control look like for a toddler? (page 91 - 92)

When your child shows early signs of losing it (verbally or physically), instruct them to fold their hands and gain self-control. The excessive body energy is redirected right into the child's folded hands.

6. When can a parent begin self-control training, teaching their toddler to fold his hands? (page 92)

You may start at 18 months or if your toddler is older as soon as possible. If you have not started start yet – start now.

Visit Seven

Sending the Right Message

Duration: 33 Minutes

General Summary

The way in which we talk to our children is often as important as what we say. There are subtle, secondary messages attached to our voice tones, body language, facial expressions and general lifestyle. Impressionable toddlers are very quick to pick up on these secondary signals and respond. What kind of messages are you sending to your children and how meaningful do you want them to be? This visit shows parents how they can reduce conflict with their toddler while encouraging obedience.

Key Principles

- How we send a message to our children is as important as the message itself, as we communicate with more than just words.
- Parents should reinforce right patterns that come from right behaviours but should not reinforce negative patterns that stem from wrong behaviour.
- A child who acts “wise in his own eyes” is a child living above his age-appropriate level of freedoms. This is about the funnel (refer to Prep for Toddler series).
- To give praise is to affirm the actual, to flatter is to offer false praise and is usually associated with deceitfulness.
- Couch-time is a tangible way to demonstrate Mum & Dad’s love for each other.

Suggested Session Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 33 mins – Visit Summary page 97
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Seven

Summary - Sending Right and Wrong Messages

- 1. The type of emotional messages we send to our children through the course of the day can build, strengthen, or weaken the neuro – pathways of understanding.
- 2. When a parent reinforces an emotion by responding with a similar emotion, the original emotion is reinforced.
- 3. If a child's positive emotional signals are not met with similar positive signals by the parent, then the power of the first emotion can be suppressed or lost.
- 4. When parents counter their child's negative emotion (such as anger), with a calm emotion, the negative emotion is not strengthened.
- 5. If a child is constantly receiving an angry response from his parents when he does something wrong, the child begins to equate wrong behaviour with anger and not with consequences, which is where the lesson lies.
- 6. When a child acts 'wise in his own eyes', he is living above his age-appropriate level of freedoms. He is outside the funnel.
- 7. To parent 'outside the funnel' is a phrase that gives definition to those times when parents allow behaviours that are neither age – appropriate nor in alignment with a child's moral and intellectual abilities.
- 8. Parents do not need their child's permission to give instructions. They should not add "okay" at the end of their instruction, nor should they state their instruction as a question or request.
- 9. Remember, couch-time provides children with a visual and concrete sense of their parents' togetherness. It is a tangible way a child can measure Mom and Dad's love relationship, which provides a sense of security and stability.
- 10. To praise a child is to affirm what he has actually accomplished; to flatter is to offer false praise and is usually associated with deceitfulness.
- 11. There are three strategies that encourage compliance: Getting eye contact with your child; receiving a "Yes Mommy/Yes Daddy" response; and calling your child's name and waiting for a response before giving instruction.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for the next visit.
- **Positive Messages versus Negative messages - What are you characterized by?**
Be honest - Suggest that as husband and wife help each other. Proverbs 15:1 a soft answer turns away wrath.
- **Can anyone relate to the bribing repeating or threatening parent?**
Let them know that you are – but get them to admit that it is not getting them anywhere and there is a better way. The question needs to be ‘What are you characterised by?’
- **Do you think your children are “Wise on your own eyes” as per Proverbs 26: 4-5?**
If you would like to test to see if your children have too many choices – take some of their choices away and see how they respond. Some choices may be what clothes they will wear, what toys they will play with, which TV show, Video they can watch, if they will hold your hand, what colour cup they may have, what plate they use, what book you read to them.
- **Are you sending the right message as husband and wife, in other words how is your “Couch Time” going?**
Couch Time is an important demonstration of the love between husband and wife. It is concrete example of our commitment to each other while they are awake. Encourage those who are not doing Start Now!!!
- ❖ **Honesty builds trust in your relationship with your children so words count**
Giving an option to your child when no option is available. eg: hold my hand Ok?
Say what you mean and mean what you say.
Affirm not flatter - speak words of life - honest praise versus false flattery.
- ❖ **Principles of Obedience - Eye Contact, Yes Mum, Call and wait.**
Explain the principle of calling your child by their name and waiting for them to come to you, then when you have their eye contact, then you have the freedom to give the instruction and the child must then answer “Yes Mum, I will pack up the toys.” When I forget to wait to give an instruction, the obedience rate drops. Obedience training should be a high priority in your parenting especially in these early years. It is a useful principle for many years to come.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered. Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **TT Manual – Read Chapter 7 “Sending Right & Wrong Messages” and answer questions on page 110.**
2. **Think about how many choices and freedoms they give their children and choose to limit them and see what happens.**
3. **Use the Call, Wait principle and see if Obedience improves.**

Supplemental Resources

Online	growingfamilies.life	growingfamiliesleaders.life
Class Email Template		<input checked="" type="checkbox"/>
Title	Author	ISBN
Why Can't I Get My Kids to Behave	Joey & Carla Link	978-1-4497-7282-6

Questions for Review – Chapter Seven – page 110 TT manual

1. **If a child displays anger, what should a parent counter with and why?** (page 100)

A parent should counter anger with gentle words, which will often mute anger. Proverbs 15:1 reminds us “a soft answer discourages anger.”

2. **When a parent’s anger response becomes prevalent in correction, what does the child eventually begin equating wrong behaviour with? What should he be equating wrong behaviour with?** (page 100)

The child eventually equates all wrong behaviour with anger. Learning right from wrong is diminished because the child is not gearing up for moral correction. A soft answer will get the job done while sending the right message.

3. **What does ‘wise in your own eyes’ mean in the parenting process?** (page 101 - 102)

Granting freedoms on a regular basis, children assume a false sense of confidence in their own abilities and judgements. It is that unjustified confidence that can lead to reckless behaviour and tragedy. It creates a false impression in the mind of the child that she/he is able to do all, say all and go places without parental guidance or approval. The child who is wise in their own eyes is living above his age-appropriate level of freedoms.

4. **What is the difference between honest praise and flattery?** (page 107)

Our praise needs to be uplifting and gracious but needs to be honest and true. To give praise is to affirm the actual, to flatter is to offer false praise and is usually associated with deceitfulness.

5. **What strategies can you use to help encourage obedience with your toddler?** (page 108)

The following strategies will help to encourage compliance

- Requiring eye contact when giving face-to-face instruction.

- A verbal response is a practical tool that will have the most impact on a child’s willingness and ability to comply the first time.

6. **After calling your child’s name, why should you wait, or pause and listen for a response before giving your instructions?** (page 108)

We should pause before giving our instruction as this separates the authority component of your instructions from the actual instruction. Once you have the child’s attention after calling their name, you can now give the instruction and have him respond again with a “Yes, Mummy.” This confirms that he has heard you and is also committing himself to obedience.

Visit Eight

Instruction, Encouragement & Correction

Duration: 17 Minutes

General Summary

As a mum or dad, you probably have come to realize there are times when your developing toddler will reject or strongly oppose your reasonable instructions. Usually, this is because he doesn't know your instructions are reasonable. Keeping a toddler on track is the goal of discipline and bringing him back to where he should be is the role of correction. What will you do when your toddler's little hands, legs and mind take him to places he should not be? What can you do to keep him on track and moving forward? In visit eight we discuss how you can guide with *instruction*, motivate with *encouragement* and establish necessary boundaries through *correction*.

Key Principles

- There is no better way to deal with problems than by preventing them from happening in the first place (prevention is better than the cure).
- Understanding the working components of instruction, encouragement & correction will help keep your toddler on track and heading in the right direction.
- Encouragement comes in many forms including praise, verbal and physical affirmation and rewards.
- Correction helps put the child back on track when his little hands or feet wander off to places they shouldn't be.

Suggested Session Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 17 mins – Visit Summary page 113
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Eight

Summary - Instruction, Encouragement and Correction

- 1. Learn to guide with instruction, motivate with encouragement and establish necessary boundaries through correction.
- 2. The best form of parental correction is prevention.
- 3. We correct our children to give them the best environment to grow in, unencumbered by competing forces that diminish healthy behaviours.
- 4. The Instruction Family Members:
 - a. Directive instructions: Instructing a child in what to do.
 - b. Restrictive instructions: Instructing a child in what not to do.
- 5. The Encouragement Family Members:
 - a. Praise for accomplishments
 - b. Affirmation for people and their feelings
 - c. Hugs
 - d. Rewards
- 6. The Correction Family Members:
 - a. Stewardship: Learning how to respect property, (toys, household items and the property of others).
 - b. Specific Behaviours: Whining, temper tantrums, meltdowns, problems with other children.
 - c. General Behaviours: Referring to general disobedience to instruction.
 - d. Endangerment: Referring to matters concerning health and safety.
- 7. Methods of Correction include:
 - a. Redirect or Isolate
 - b. Natural Consequences
 - c. Loss of a Privilege
 - d. Naptime
 - e. Other

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for the next visit.
- **Did anyone use the principle from last week when calling their child's name?**
Call then wait for the child to come then give the instruction. What were your experiences?
- **Has anyone praised their children over the past week with affirmation rather than flattery?**
Praise and affirmation go hand in hand, eg. praise for winning, affirm the effort. Rewards are offered after obedience.
- **Does anyone have any scenarios that has played out in your toddler's life that you may or may not have dealt correctly and wish to share and we can discuss it.**
Remember all the principles presented, looking at the discipline flow chart, help put the scenario in the flow chart to see how it really works.
- **Have some scenarios ready to work through discipline flow chart.** You may use some examples in Appendix C to get going.
- ❖ **Remember to be consistent. It's a process.**
You may need to give the same consequence a dozen times before you see any change. Don't expect obedience in the short term. It will be something you will be working on for a long time. You will see improvement but we can never expect perfection.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered. Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **TT Manual – Read Chapter 8 “Instruction, Encouragement and Correction” and answer questions on page 126.**
2. **Come ready with any questions you wish to ask for the Topic Pool.**
3. **Learn the *Toddler Discipline Flow Chart* sufficiently so if you are asked to fill in a blank chart in your next meeting, you can do so from memory.**

Supplemental Resources

	growingfamilies.life	growingfamiliesleaders.life
Online		
Class Email Template		<input checked="" type="checkbox"/>
Toddler Discipline Flow Chart	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title	Author	ISBN
Why Can't I Get My Kids to Behave	Joey & Carla Link	978-1-4497-7282-6

Toddlerhood Transition Discipline Flow Chart

Keeping a Toddler on Track with:

Instruction

Directive

Instructing child what to do

Restrictive:

Instructing child what not to do

Encouragement

Praise – Affirmation – Hugs – Rewards

Correction *for:*

1. Stewardship

Disrespect for Property

Cause:

Usually Curiosity / Imitation

Solution:

1. Instruction / Remove object
2. Redirect Child
3. Loss of Privilege
4. Isolation / Sit time
5. Natural Consequences

2. Behaviour: (Specific)

- a) Whining
- b) Meltdowns / Tantrums
- c) Social behaviour with others

Cause:

Usually Developmental

Solution:

1. “Use your words” or “No whining, say yes Mummy no whining”
2. Isolate / Nap / Remove Child from point of frustration / Self-control Training with hands
3. Isolation / Loss of Privilege / Sit Time

3. Behaviour: (General)

General Disobedience

Cause:

Misguided Self-Interest

Solution:

1. Isolation
2. Loss of Privilege
3. Sit Time Training
4. Other

4. Endangerment

Health / Safety

Cause:

Immaturity / Child lacks sense of present danger

Solution:

1. Isolation
2. Loss of Privilege
3. Sit Time Training
4. Other

Toddlerhood Transition Discipline Flow Chart

Keeping a Toddler on Track with:

_____.

_____.

Instructing child what to do *Instructing child what not to do*

_____.

Praise – A_____ – Hugs – R_____.

_____.

_____ for:

<p>1. _____.</p> <p>Disrespect for Property</p> <p><u>Cause:</u> Usually Curiosity / Imitation</p> <p><u>Solution:</u></p> <ol style="list-style-type: none"> 1. Instruction / _____. object 2. _____Child 3. Loss of _____. 4. Isolation / Sit time 5. Natural _____. 	<p>2. _____.: (Specific)</p> <p>a) W_____ b) Meltdowns / T_____ c) Social behaviour with others</p> <p><u>Cause:</u> Usually Developmental</p> <p><u>Solution:</u></p> <ol style="list-style-type: none"> 1. “_____.” or “No whining, say yes Mummy no whining” 2. Isolate / Nap / Remove Child from point of frustration / Self-control Training with hands 3. I_____. /Loss of Privilege / Sit _____. 	<p>3. _____.: (General)</p> <p>General Disobedience</p> <p><u>Cause:</u> Misguided Self-Interest</p> <p><u>Solution:</u></p> <ol style="list-style-type: none"> 1. I_____. 2. Loss of P_____. 3. _____. Training 4. Other 	<p>4. _____.</p> <p>Health / S_____.</p> <p><u>Cause:</u> Immaturity / Child lacks sense of present danger</p> <p><u>Solution:</u></p> <ol style="list-style-type: none"> 1. I_____. 2. Loss of P_____. 3. _____. Training 4. Other
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Questions for Review – Chapter Eight – page 126 TT manual

1. **What are the three family groups in the Toddler Discipline Flow Chart?** (page 116 - 117)

Instruction, Encouragement & Correction Families

2. **Describe the difference between a toddler meltdown and temper tantrum.** (page 119)

Tantrums are usually physical and emotional whereas meltdowns are usually emotional.

3. **What are the associated causes when correction is needed for:** (page 118 - 121)

- a. **Stewardship** – curiosity and imitation
- b. **Specific behaviour** – usually developmental lack of self-control
- c. **General behaviour** – misguided self-interest
- d. **Endangerment** – immaturity, child lacks sense of present danger

4. **Learn the *Toddler Discipline Flow Chart* sufficiently so if you are asked to fill in a blank chart in your next meeting, you can do so from memory.** (page 114)

Visit Nine

Topic Pool

Duration: 37 Minutes

General Summary

The toddler “topic pool” is where we place those items of conversation that were not fully addressed in the previous visits or not at all. But they are topics in need of a parent’s attention. This visit focuses on a variety of secondary and independent toddler issues in need of comment or clarification.

Key Principles

Count Down:

15. Car Park
14. Toddler Biting another
13. Put away toys – being responsible
12. Dealing with Disappointment eg: snack time
11. Challenge physical & emotional fatigue
10. Travelling between time zones
9. Giving up Pacifier/Dummy
8. Gender differences -boys louder than girls, boys are always in perpetual motion.
7. Teaching two year old to share
6. Can you start blanket time with a two year old
5. Nap transitions – 2 to 1 sleep
4. When can I start Potty Training and how do I do it?
3. Cot to Bed transitions
2. Arrival of a new sibling
1. I’m not getting to the heart of my child.



Leader Alert

For Traditional Classes you may like to ask the class to write down 5 top questions they still want to ask, before you start the video. Ask them to see if they are dealt with during the video... if not, discuss them during discussion time.

Suggested Session Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review. For Traditional Classes - Have a blank Discipline Flow Charts ready to be filled for Q.4
Video		✓	Duration: 37 mins – no summary take notes page 128
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities as if they were coming back for another visit. If they have any further questions encourage them to call you or a Contact Mum in the area. Remind them of the next course – Parenting from the Tree of Life.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (•) and reminder points (❖)

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for following up.
- **Discuss any of the 15 points raised on the Video.**
Refer to the manual and past experiences that you have had that you can relate to.
- **Ask if any of the class had any questions that were not raised during the Video.**
If you have any trouble answering any of their questions – don't feel afraid to admit you don't know the answer and please refer the question onto a local contact mum or Growing Families representative to help you answer the question.



Please Note

As this is the last week, remind the class that when their child is about three, they should consider enrolling in Parenting from the Tree of Life or Growing Kids God's Way. Their journey is not yet finished.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **TT Manual – Read Chapter Nine “The Topic Pool.”**

Encourage them to read the chapter in the next week as if a class was next week.

Supplemental Resources

Online

Class Email Template

growingfamilies.life growingfamiliesleaders.life



Title

Potty Training 1-2-3

Author

Gary & Anne Marie Ezzo

ISBN

978-1-932740-10-3