Parent Education Resource Package for Primary Schools

Parenting made easy:

**How to handle children’s misbehaviour?**

**Worksheet on “I” Message**

**Objectives:**

1. To help parents learn the four steps of “I” messages.
2. To help parents learn how to correct children’s misbehaviour.

**Activity Duration:** About 8 minutes

**Instructions:**

1. This exercise consists of four scenarios, each scenario shows a child’s misbehaviour. The instructor will ask parents to use the four steps of “I” messages to help the child correct his/her misbehaviour. For example:

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| Steps | Example 1 | Example 2 |
| “When…” (Objectively describes the child’s misbehaviour) | “When you said you were full after taking two bites,” | “When you sneaked off to play before finishing your homework,” |
| “I felt…” (Describes the parent’s feelings) | “I felt a little worried.” | “I felt a little disappointed.” |
| “Because…” (Describes the negative impact of the misbehaviour as perceived by the parent) | “Because your growth and development might be affected.” | “Because this incident might affect the trust between us.” |
| “I hope you can…” (States the parent’s expectations)” | “I hope you can eat at least one bowl of rice.” | “I hope you can follow the rules we set together.” |

1. Parents’ reflection: What are the benefits of using “I” messages to help your children correct mistakes in daily life? How might your children react?

**Exercise:**

Please use the steps of “I” messages to respond to the following four scenarios:

**Scenario 1:** Your child often does not pack his/her schoolbag and brings things he/she does not need for classes on that day to school.

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| When… (Objectively describes the child’s misbehaviour) |
| I felt… (Describes the parent’s feelings) |
| Because… (Describes the negative impact of the misbehaviour as perceived by the parent) |
| I hope you can… (States the parent’s expectations) |

**Scenario 2:** Your child keeps eating chocolate, chips and other snacks before dinner.

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| When… (Objectively describes the child’s misbehaviour) |
| I felt… (Describes the parent’s feelings) |
| Because… (Describes the negative impact of the misbehaviour as perceived by the parent) |
| I hope you can… (States the parent’s expectations) |

**Scenario 3:** Your child is still playing with his/her mobile phone while eating breakfast, even though it is almost time to go to school.

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| When… (Objectively describes the child’s misbehaviour) |
| I felt… (Describes the parent’s feelings) |
| Because… (Describes the negative impact of the misbehaviour as perceived by the parent) |
| I hope you can… (States the parent’s expectations) |

**Scenario 4:** Your youngest son likes to stand close to his brother/sister and see what he/she is doing, but he/she often tells him to go away.

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| When… (Objectively describes the child’s misbehaviour) |
| I felt… (Describes the parent’s feelings) |
| Because… (Describes the negative impact of the misbehaviour as perceived by the parent) |
| I hope you can… (States the parent’s expectations) |