Parent Education Resource Package for Primary Schools

Parenting made easy:

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

**Worksheet on Inductive Discipline**

**Objectives:**

1. To help parents learn the four steps of the inductive discipline.
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 the inductive discipline to help the child correct his/her misbehaviour. For example:

|  |  |  |
| --- | --- | --- |
| Steps | Example 1 | Example 2 |
| Point out the child’s misbehaviour | “You shouldn’t have yelled at your father just now. | “You shouldn’t have pushed your little brother just now. |
| Point out how this misbehaviour affects others | Because he would feel disrespected and very sad. | Because he might feel scared and get hurt. |
| Understand the rationale behind and then point out how the child can achieve the same goal through a positive behaviour | If you felt that he didn’t understand what you were thinking, you could have told him that or told me that first. | If you think he is bothering you and stopping you from concentrating on your work, you can ask him to stay away from you or tell me about it. |
| Point out how the child can make up for the mistake | I hope you can apologise to him now.” | I hope you can apologise to him now.” |

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

**Exercise:**

Please use the inductive discipline to respond to the following four scenarios:

**Scenario 1:** Someone accidentally bumped into your child. Your child felt painful and hit that person.

|  |  |
| --- | --- |
| Point out the child’s misbehaviour |  |
| Point out how this misbehaviour affects others |  |
| Point out how the child can achieve the same goal through a positive behaviour |  |
| Point out how the child can make up for the mistake |  |

**Scenario 2:** Grandmother forgot to buy some stationery for your child. Your child scolded her because he/she was disappointed and angry.

|  |  |
| --- | --- |
| Point out the child’s misbehaviour |  |
| Point out how this misbehaviour affects others |  |
| Point out how the child can achieve the same goal through a positive behaviour |  |
| Point out how the child can make up for the mistake |  |

**Scenario 3:** Your child wanted to borrow a new comic book from a classmate, but the classmate wanted to finish reading it before lending it to your child. Your child felt angry and asked the other classmates not to play with this classmate.

|  |  |
| --- | --- |
| Point out the child’s misbehaviour |  |
| Point out how this misbehaviour affects others |  |
| Point out how the child can achieve the same goal through a positive behaviour |  |
| Point out how the child can make up for the mistake |  |

**Scenario 4:** Your child’s classmates were eating snacks together during recess but did not invite your child to join them. Your child felt unhappy and pretended to knock over their snacks onto the ground accidentally.

|  |  |
| --- | --- |
| Point out the child’s misbehaviour |  |
| Point out how this misbehaviour affects others |  |
| Point out how the child can achieve the same goal through a positive behaviour |  |
| Point out how the child can make up for the mistake |  |