

Topic: Parenting
(Church World Services/Overseas Processing Entity, Accra, Ghana)

Activity: Appropriate Parenting Solutions

Objective	Participants will be able to come up with appropriate solutions to challenging parenting situations.
Lesson Time	15 minutes
Materials	<ul style="list-style-type: none">Teaching points (see samples below)
Practice	<ol style="list-style-type: none">Facilitator divides participants into small groups. The groups discuss the teaching points (one per group).Each group then presents their scenario to the large group.

Teaching Point 1:

Fanta, a single mother, listens carefully to her resettlement caseworker because she wants to do everything correctly and start a new life for her and her children. But upon returning to her apartment one day, she is shocked to see the police at her home. The police have been called to the apartment to investigate a child neglect report. Fanta cannot understand the problem. She did not leave her baby alone while she went to the store; she left her in the care of her 8-year-old son.

Teaching Point 1 Discussion Questions:

- What basic information did Fanta miss during orientation?
- How can this situation be resolved?

(From *Liberians: An Introduction to their History and Culture*, p. 56)

Teaching Point 2:

Gifty is the mother of an 18-month-old girl, Julie. Gifty and Julie are getting a ride to the refugee resettlement agency from a friend. When the friend arrives, Gifty is glad to see that she has a car seat in the car for Julie. However, when Gifty tries to put Julie in it, she starts screaming and crying because she doesn't want to let go of her mother. Gifty decides that it's really not a big deal and holds Julie in her lap for the short ride to the office.

Teaching Point 2 Discussion Questions:

- Was this acceptable for Gifty to do?
- What are some potential consequences of not making Julie sit in the car seat?
- What would have happened if Gifty's friend had shown up without a car seat in her car?

This document was developed with funding from the Bureau of Population, Refugees, and Migration, United States Department of State, but does not necessarily represent the policy of that agency and the reader should not assume endorsement by the federal government.

Teaching Point 3:

Joseph is a 12-year-old. He is currently into the 6th grade at the middle school near his house. He and his family have been in the United States for six months when his parents begin to notice that he's changing. All of his clothing looks very American and he has only been eating pizza and hamburgers. Every time his parents talk to him or give him advice, he ends up saying, "Please, we're not at home anymore. We're American now." His parents become frustrated and can't understand why their son acts so differently and why he is rejecting his own culture.

Teaching Point 3 Discussion Questions:

- What is happening to Joseph?
- What can Joseph's parents do to help him?

Teaching Point 4:

Julie, who is nine years old, and her mother, Rose, arrived in the United States four months ago. Even though Rose speaks English, she does not read or write. Julie, on the other hand, is in third grade and is quickly becoming a good reader. Ever since they arrived and Julie started school, she has been bringing home papers that need to be signed. Since Rose can't read, she never knows what the papers say. But each time, she carefully writes her signature like the resettlement agency taught her. One day, she gets a phone call from Julie's teacher who wants to know why she hasn't yet sent in the money for the field trip that she gave her daughter permission to attend.

Teaching Point 4 Discussion Questions:

- What happened in this situation?
- What can Rose do to avoid situations like this in the future?

Teaching Point 5:

Sam, a 12-year-old, is having a difficult time at school. He actually loves school, but the other children make fun of him because of his accent and his lower reading level. One day during recess, a child starts a fight with Sam, and he tries to defend himself. The children get caught, and the other child blames Sam. Sam insists that he didn't start the fight, but no one believes him and he gets suspended from school. Sam tells his parents, and although they believe him, they do not want to talk to the principal. Sam becomes depressed and withdrawn.

Teaching Point 5 Discussion Questions:

- Why do you think Sam's parents aren't willing to meet with the principal?
- How can Sam be helped in this situation?

From *Liberians: An Introduction to their History and Culture*, p. 57)

Teaching Point 6:

The Paye family recently arrived in Arizona. A resettlement agency as well as a co-sponsoring church is assisting them. Within the first three weeks, many of the church members spend a lot of time at their house helping them to get settled. There was much to be done including cleaning and moving furniture. During that time, Mr. and Mrs. Paye expected a lot of hard work from their three children (7, 10 and 14 years of age). In addition, there was much talk about sending the 7-year-old to live with some friends in California. Within a couple of weeks, most of the church members have stopped visiting and the Payes are confused about what happened. One church member admits that many of the volunteers felt uncomfortable at the house "because the children are treated like slaves." In addition, they were shocked at the lack of love for their daughter, who they were going to send away.

Teaching Point 6 Discussion Questions:

- Why do you think that some of the church members thought this?
- What can the Paye family do to remedy this situation?

This document was developed with funding from the Bureau of Population, Refugees, and Migration, United States Department of State, but does not necessarily represent the policy of that agency and the reader should not assume endorsement by the federal government.