

Parents' Pūpū Platter

Session Two: Communicating Effectively with Your Child— Building Relationships and Setting Boundaries

Session Overview

Activity	Topic/Materials	Time
Introduction	Included in PowerPoint presentation	10 min.
Goals/Objectives		
Ground Rules		
Ice Breaker	The Spaghetti Tower —see activity description	10 min.
Presentation	Included in PowerPoint presentation	20 min.
Activity	Smalley Personality Type Indicator (handouts)	20 min.
Personal Reflection	See activity description and handouts	10 min.
Small Group Discussion	Put It in Action —see activity description and handouts	20 min.
Large Group Reporting	See activity description	10 min.
Community Resources	See activity description	10 min.
Closing/Evaluation	Included in PowerPoint and handouts	10 min.

Materials Needed

Computer with CD drive and projector
 CD with PowerPoint presentation
 1 package of raw spaghetti
 1 bag of gumdrops or large marshmallows (marshmallows are more challenging)
 Waxed paper or newspaper
 Clorox wipes
 Handouts
 CD player (optional; can use computer to play CD if computer has sound capability)

Introduction

Session two focuses on effective communication strategies. The family is where a child learns words and their meanings. What parents say and how they say it can impact how children view themselves and the world around them. By learning about different communication styles, parents will be able to choose strategies for communicating with their children and other family members that build relationships and set clear boundaries. Parents will participate in activities that illustrate the differences in communication styles, and will be taught verbal and nonverbal strategies for clearly communicating messages. Finally, the participants will be introduced to community resources that are available, should families want additional support in the areas presented throughout this session.



Session Objectives

- Parent participants will be able to use key verbal strategies to set expectations and resolve conflicts with their children.
- Parent participants will be able to identify verbal and nonverbal communication that supports relationship building.
- Parent participants will be able to identify key community resources available for family and parenting support.

Review Ground Rules

The following ground rules shall be applied to all Parents' Pūpū Platter Sessions in order to maintain a safe environment for all participants:

- *Privacy*—Sensitive information may be shared in the sessions. What is said in the sessions will not be shared. Participants may also choose not to self-disclose. Their wish for privacy will be honored.
- *Respect*—Individuals with different perspectives, experiences, and value sets will be sharing and working together. Participants need to feel that it is safe to bring forth thoughts and ideas without fear of judgment. An emotionally safe environment will be maintained.

Ice Breaker—The Spaghetti Tower

Divide the participants into groups of three or four. Give each group newspaper or waxed paper (to protect the table surface), raw spaghetti noodles, and either gum drops or marshmallows (marshmallows are more challenging). The goal for the group is to build the tallest tower with their materials. The tower must be free standing. You may choose to give the teams the same amount of materials, or vary amounts between teams. Varying the amounts can reinforce the life lesson that although resources may not be provided evenly or fairly, the outcome expectation is often the same.

The groups have 6 minutes to build their towers. For the first 2 minutes, the participants are allowed to speak to each other, but not to touch the materials. For the remaining 4 minutes, the groups may work on building the tower, but participants are not allowed to speak. The group with the tallest free standing spaghetti tower is the winner.

Questions for discussion:

- How did you plan when you weren't allowed to use words?
- When were you the most frustrated? When you could talk but not work, or work but not talk?
- Did you notice in your group that individuals rose to leadership, and others were more content to be followers?
- How did you feel about the success level of your group?



Presentation

Note. Additional notes for the content of this presentation are in the PowerPoint file in the notes associated with each slide.

Go through the formal instruction portion of the presentation, which will focus on the following:

- Common family frustrations regarding communication
- Verbal and nonverbal communication (They are not mutually exclusive!)
- Strategies for setting boundaries through communication
- Strategies for building relationships through communication

The presentation can be found on a supplemental CD in PowerPoint format.

Note to the presenter. The Parents' Pūpū Platter sessions are designed to invite ideas from the participants and remain open to a variety of strategies. The strategies defined in the presentation are *suggested strategies that have been found successful by research studies*. Therefore, in presenting the information, avoid using terms like "you should," "you have to," or other phrases that present the strategies as the best or only way to communicate with the child.

Additional materials can be found through the National Institute of Health publication, "Adventures in Parenting." The pdf file can be downloaded directly from their website: http://www.nichd.nih.gov/publications/pubs/parenting/adv_in_parenting_final.pdf

Activity—The Smalley Personality Type Indicator

(Used with permission.)

Convey the following points to the participants:

- Every person is unique and has different ways of working and communicating.
- By understanding your own unique qualities, you will be able to better understand your responses to various situations.
- By understanding the communication styles and personality types of others you care about, you will be able to better understand their needs and responses.

Pass out the first page of the Smalley Personality Type Inventory. Be ready to explain if participants have difficulty with any of the terms. Have them check off every term that would typically describe them. When they are done, have them total the number checked in each box, and multiply each by two. Assure them that no one will be looking at their checklists, so they should be honest—not ashamed or overly humble—about their choices.

The letters from the boxes on page one correspond with the columns on page two. When they have completed the first step, have them graph their responses on page two. The remaining handouts for the activity describe the different types of personalities, and how they typically act and react.

It is normal to have more than one strong personality type. However, usually one or two will appear substantially higher than the others. Every individual will exhibit different traits in different situations. Very few individuals will have little variation across the types.



Questions to consider:

- Is this a reasonable description of your common personality and behavior traits?
- Can you see how this has affected the outcome of situations or confrontations you have been involved in?
- If this is not an adequate description of you, what is more like you? Why?

Personal Reflection

The participants will complete personal reflection handouts that contain the following points:

After participating in the activities today . . .

I learned:

I felt:

I realized:

List the people in your family. After looking over the descriptions of the different personality types, what do you think each of their dominant traits are? How does this affect your communication with them?

This is also a good time to include background music as the participants reflect. Encourage silence as each person completes their own reflection.

Small-Group Discussion

Participants will break up into groups of no more than four or five to share and discuss the following guiding questions:

- What was one of your biggest “discoveries” so far?
- What personality traits did you see as your group communicated to build your tower?
- What is a communication challenge in your family? Brainstorm with others on how you can address the challenge.

Large-Group Reporting

Reconvene participants in the large group and offer an opportunity to report back to the group based on the following guiding questions:

- What were common themes that you discovered within your group?
- Did you have any group “a-ha” moments?

Note. “A-ha” moments are when a new idea or concept clicks, and the learner is able to understand in a way that is relevant and applicable to their life.

Community Resources

Invite community agency representatives that have been able to participate with the families to introduce themselves and the programs they represent, providing a time for parents to learn what additional resources are available in the area of parenting training and support.



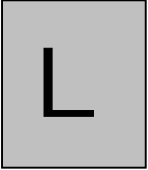
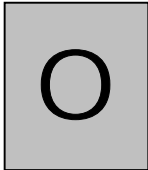
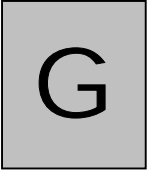
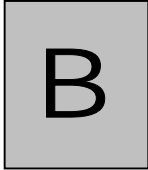
Closing and Evaluation

Summarize with the parents the goals and objectives that have been reached. Readdress the goals as they were provided in the introduction (included in the PowerPoint presentation). Validate the group experience of the session, and reiterate the connection to other community agencies for additional support and resources.

Collect evaluation forms from participants before they leave.



Smalley Personality Type Inventory

<ul style="list-style-type: none"> <input type="checkbox"/> Likes Authority <input type="checkbox"/> Confident <input type="checkbox"/> Firm <input type="checkbox"/> Enjoys Challenges <input type="checkbox"/> Problem Solver <input type="checkbox"/> Bold <input type="checkbox"/> Goal Driven <input type="checkbox"/> Strong Willed <input type="checkbox"/> Self-Reliant <input type="checkbox"/> Persistent <input type="checkbox"/> Takes Charge <input type="checkbox"/> Determined <input type="checkbox"/> Enterprising <input type="checkbox"/> Competitive <input type="checkbox"/> Productive <input type="checkbox"/> Purposeful <input type="checkbox"/> Adventurous <input type="checkbox"/> Independent <input type="checkbox"/> Controlling <input type="checkbox"/> Action Oriented <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: right; margin-top: 20px;">Total number of checkmarks x 2 = _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Enthusiastic <input type="checkbox"/> Visionary <input type="checkbox"/> Energetic <input type="checkbox"/> Promoter <input type="checkbox"/> Mixes Easily <input type="checkbox"/> Fun Loving <input type="checkbox"/> Spontaneous <input type="checkbox"/> Creative New Ideas <input type="checkbox"/> Optimistic <input type="checkbox"/> Infectious Laughter <input type="checkbox"/> Takes Risks <input type="checkbox"/> Motivator <input type="checkbox"/> Very Verbal <input type="checkbox"/> Friendly <input type="checkbox"/> Enjoys Popularity <input type="checkbox"/> Likes Variety <input type="checkbox"/> Enjoys Change <input type="checkbox"/> Group Oriented <input type="checkbox"/> Initiator <input type="checkbox"/> Inspirational <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: right; margin-top: 20px;">Total number of checkmarks x 2 = _____</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Sensitive Feelings <input type="checkbox"/> Calm <input type="checkbox"/> Non-Demanding <input type="checkbox"/> Avoids Confrontations <input type="checkbox"/> Enjoys Routine <input type="checkbox"/> Warm and Relational <input type="checkbox"/> Adaptable <input type="checkbox"/> Thoughtful <input type="checkbox"/> Patient <input type="checkbox"/> Good Listener <input type="checkbox"/> Loyal <input type="checkbox"/> Even Keel <input type="checkbox"/> Gives In <input type="checkbox"/> Indecisive <input type="checkbox"/> Dislikes Change <input type="checkbox"/> Dry Humor <input type="checkbox"/> Sympathetic <input type="checkbox"/> Nurturing <input type="checkbox"/> Tolerant <input type="checkbox"/> Peace Maker <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: right; margin-top: 20px;">Total number of checkmarks x 2 = _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Enjoys Instructions <input type="checkbox"/> Consistent <input type="checkbox"/> Reserved <input type="checkbox"/> Practical <input type="checkbox"/> Factual <input type="checkbox"/> Perfectionistic <input type="checkbox"/> Detailed <input type="checkbox"/> Inquisitive <input type="checkbox"/> Persistent <input type="checkbox"/> Sensitive <input type="checkbox"/> Accurate <input type="checkbox"/> Controlled <input type="checkbox"/> Predictable <input type="checkbox"/> Orderly <input type="checkbox"/> Conscientious <input type="checkbox"/> Discerning <input type="checkbox"/> Analytical <input type="checkbox"/> Precise <input type="checkbox"/> Scheduled <input type="checkbox"/> Deliberate <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: right; margin-top: 20px;">Total number of checkmarks x 2 = _____</p>

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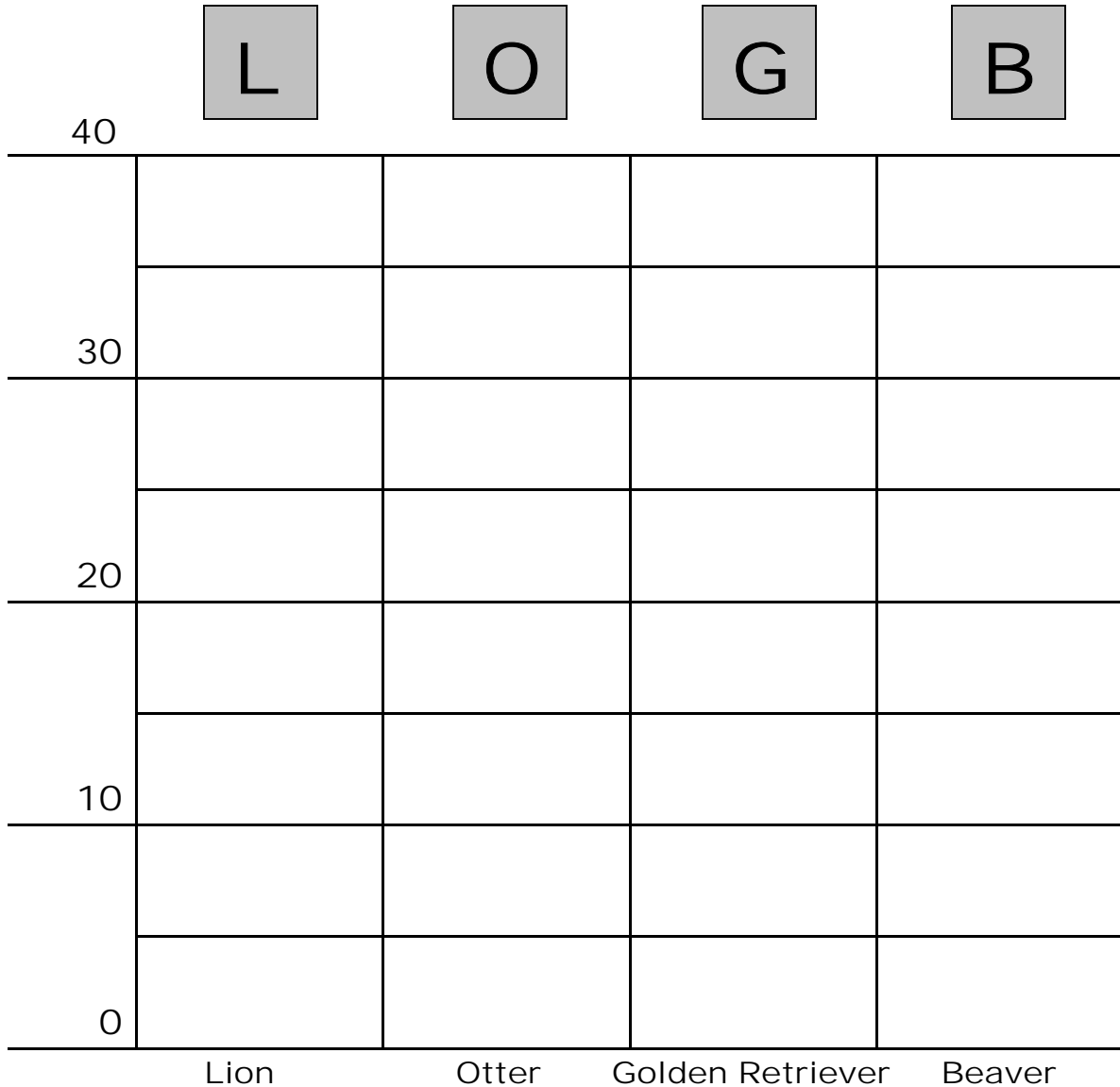
Chart your responses in the table on the next page!



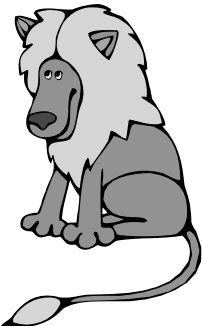



Smalley Personality Type Inventory Chart

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Use your responses from the inventory sheet to fill in this graph. When you finish, use the following pages to interpret your results!



Personality Type Descriptions

<p>Lion</p> 	<p><i>Extrovert—Task-Oriented</i></p> <p>The Lion enjoys taking the lead. People with this personality type are good at making decisions and are very goal-oriented. They enjoy challenges, difficult assignments, and the opportunity for advancement. Because lions are focused on goals, they can step on other people to reach it. Lions can be very aggressive and competitive. They must learn not to be too bossy or to take charge of other people's affairs.</p> <p>Strengths: goal-oriented, strong, direct Weaknesses: argumentative, too dictatorial Limitations: understanding when their directness hurts others</p>
<p>Otter</p> 	<p><i>Extrovert—People-Oriented</i></p> <p>Otters are very social creatures. People with the otter personality type love people. They enjoy being popular and influencing and motivating others. Otters can sometimes be hurt when people do not like them. They usually have lots of friends, but not as many deep relationships. They love to goof off, and are notorious for being messy. Otters like to hurry and finish tasks, so jobs may not be done well.</p> <p>Strengths: personable, open, positive Weaknesses: talk too much, too permissive Limitations: remembering past commitments, following through</p>
<p>Golden Retriever</p> 	<p><i>Introvert—People-Oriented</i></p> <p>Golden Retrievers are good at making friends and are very loyal. People with this personality type do not like big changes. Instead, they seek out security. Golden Retrievers can be very sensitive and caring. They have deep relationships, but usually only a few close friends. Golden Retrievers look for appreciation and want to be loved by everyone.</p> <p>Strengths: accommodating, calm, affirming Weaknesses: indecisive, too soft on other people, get hurt easily Limitations: seeing the need to be more assertive, holding others accountable</p>
<p>Beaver</p> 	<p><i>Introvert—Task-Oriented</i></p> <p>People with the Beaver personality type are very organized. They think that there is a right way to do everything and they want to do it exactly that way. Beavers are very creative and precise, and they have a desire to solve everything. They do not like to be rushed, rather, they like to take their time and do things right. Beavers dislike sudden changes, and frequently need reassurance.</p> <p>Strengths: high standards, order, respect Weaknesses: unrealistic expectations of self and others, "too perfect" Limitations: seeing the optimistic side of things, expressing flexibility</p>

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Personal Reflection—Communication



After participating in the activities today...

I learned:

I felt:

I realized:

Think about the following questions (You don't have to write anything down if you don't want to.):

List the people in your family. After looking over the descriptions of the different personality types, what do you think their dominant traits are?

How does this affect your communication with them? Think about how you and they give and receive messages, particularly in stressful or emotional situations.

