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Fore Word

Parents need to have the appropriate knowledge and skills necessary for full kit juvenile care and awareness. Loving parents care much and invest quite a lot to make the current and future lives of their children successful. They love to see their children happy and prosper in life.

This teaching and practice guide book is a good tool for parents who care for their children and aim high for them. There are simple children awareness training and teaching techniques which are easy to use but highly effective in this book.

Model and monitor the behavior of your child at a tender age and they will be sweet and successful in life.

The book is recommended for children of six to ten years.

For children aged 11 to 15 years, as well as senior teens, a different type of learning material would be required and is available.

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Kids Care and Awareness

Caring parents want their children to be successful in life and do everything within their ability to make it happen. Such parents sacrifice their life and even do terribly hard work so that they can send their children to school. What it means is that every parent wants to see their children succeeding in their lives.

The sad part however is that many parents lack the knowledge and awareness that is necessary to set a good foundation for successful lives of their children. Success awareness for children begins at home through the ways parents treat and educate them. There must be a systematic awareness guideline in place for every child's life success preparedness.

The parents are the key drivers in the implementation of children's appropriate behavior modeling and learning process. This becomes the

platform for the success of their children. This book contains learning tools and procedures in this endeavor and assists parents to achieve their mindful goals of successful children. In this book parents are going to invest more of their time to interact and teach their children so that they learn and know more about their children.

Behavior modeling is very important both in adults and children as it aims at doing away with bad behavior. It takes and reinforces correct behavior for the benefit of the individual and the surrounding environment. Behavior change is easily adaptable in children and is very possible at tender ages. In other words we want to catch them young.

Behavior itself whether in children or adults is mainly a product of life experiences and learned practices that have settled in the brain since birth, coupled with one's cognitive intellectual aptitude. This therefore means if a child was born and brought up in the home and community where

people do not fight or speak vulgar words or shout at each other, then that child would not speak vulgar words, fight or shout because she or he has never seen people fighting and never heard those shouting and speaking vulgar words in life and does not know all that. If that home and community is full of well behaved and loving people she would also learn to love and well behave.

So the home that a child grows up from can tell a predictable story about that child's behavior. Therefore it is mainly all about parents and guardians at home because they are the basic sources of life learning for the child.

So in children, it is like garbage in garbage out. Thus if they learn bad attitudes from parents and guardians they act it out the same way. What they learn is what they give out. So as parents we need to create a platform for our children that is capable of modeling their behavior in the very best way

possible so that their current and future life is predictably well defined.

The behavior of some children is so worrisome to their parents and to other people at large. But even the average child whose behavior is said to be good, needs continuous care and awareness by being taught the principles of love, peace and harmony and above all obedience.

Sometimes the children learn certain behaviors from friends outside of their home. They also learn quite a lot from watching TVs and Videos. In many cases when children see a certain actor in the film, TV or Video play and immediately they are not rebuked over such an action they then want to try to do it as well believing to be even more active than the actor. Children learn faster than adults especially in mimicking certain actions whether bad or good.

We are now living in the digital world where you find kids as young as five years old being able to

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operate a computer. Many parents also give their children computer tablets designed for video games and other kids amusement pictorials or videos. This is all because the world has gone digital.

Behavior Assessment

For the purpose of care and awareness for our children I have designed scientific and professional tools that are simple, soft and easy to use in the caring and managing of children against unwanted behavior. The tools promote perfect personality as well as proper emotional awareness development as the kid grows more of self awareness at an early stage. This book is just right for kids' personality development. The concept here is to increase parental care and awareness towards these juveniles. The book employs simple and polite procedures for assessing and training the child in an effectively interesting and participatory way but yielding great results.

Before we get into the assessing and training process we want to have some understanding of some important concepts that are partly involved in this personality and emotional behavior training.

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(Soft Fascinating and Hard Fascinating images and views)

Rachel and Stephen Kaplan Positive Psychologist studied and made researches during their Attention Restoration Technique (ART) project that was aimed at reducing fatigue and stress in adults. They discovered that what people spent time viewing had an effect of influencing and changing the way of thinking. They differentiated between what they called soft fascinating and hard fascinating viewing. The theory behind the research is that spending time watching soft fascinating views will reduce stress and fatigue whilst spending time watching hard fascinating views is likely not to do much on relieving stress or fatigue.

When we take this theory to children it squarely helps us to understand that hard fascinating views to kids are likely to be dangerous whilst soft fascinating views are likely to heal or cause good behavior in children.

Therefore hard fascination views like fighting, gun shooting and killing each other, karat etc, can lead the brain to normalize such behavior as acceptable in children. At the same time spending time watching swimming fish, watching birds singing in the green valley during a bright sunny morning is soft fascinating and Kaplan suggests that it readies the brain for coolness, joy, love and harmony and surely this is good food for our children's minds.

In his experiment Kaplan did not use kids as the subjects of the research. He used adult scholars.

Now like I said before, kids learn much faster than adults and easily mimic what they have learnt with much ease. This therefore means by all means we must not expose our kids to some certain videos, pictures or TV channels which are likely to jeopardize the brains of our children. The problem is that once a behavior is learnt and adopted it requires great force and tact to remove it.

Of course it is not always that the kid has been prone to child abuse by being exposed to inhumane practices such as being bitten or shouted at all the time. In many cases it is naturally by default that the kid is just into some kind of delinquencies that require attention at an early stage of the minor's life. That is the stage that we are now going to be dealing with.

If you want to bring up your children to your expected standard of behavior lets be together from now up to the end of the session

Now we want to list the bad habits that we believe will lead our child into being naughty or habitually badly behaved.

Methods

1. General observation.
2. Assign and observe,
3. Random survey

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- 1 General observation; Every day you watch the child doing his or her daily errands and take note of displayed behavior underlining areas needing correction and improvement.
2. Assign and observe; You tell the child what to do and what not to do and check the reaction and how the child follows your instructions and how the task is performed.
3. Random Survey. You just allow yourself two or three days a week at random for a specific period such as two months or four months checking behavior and noting area needing correction or development.

The results are tabulated as follows

Please note that each variable element is put under an appropriate heading.

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Bad	To Correct	Improve
Vulgar speech	Obstinacy	Laziness
Hitting others	Angry when assigned a task	Doing homework
Sneaking from school	Coming home late	Commitment for school work
Shouting at parents or other adults	Carelessness with books, self etc	Bathing
Disobedience	Dirtiness	Time spent with parents
	Grumbling at parents, teacher, other adults	
	Not cleaning pots, sweeping, feeding chicks etc	

During the gathering of data the first thing is to do what we can call attitudinal elements mapping. This mapping comprises of characteristic headings as follows;

- 1 Unwanted,
- 2 Need for correction
- 3 Need for improvement
- 4 Good

Those subheadings can be made in a form of a table as above. You should group the variable elements under the appropriate heading after you assess the depth of the element in relation to your personal feeling as a parent and as well as in consideration of the family and social ethics.

In other words it must be clear to the parent how the supposed negative attitude affects the child, family or community.

The next thing after attitudinal mapping is now to jot down frequencies of occurrences of each subject element during a specific period of time. This will help to understand and determine if a particular subject element is of concern or can be negligible.

Please note that this book should not be taken as a guide for punishing children, but rather it should correctly be used as a behavior modeling tool for improvement of self awareness and ethical behavior in children and as such this book must be taken as a springboard for their success and good future life. It contains the building blocks for their good future life.

Kids are good at learning and listening so we teach them negative emotional awareness at an early age and they will be the best in self awareness and emotional intelligence.

Behavior Monitoring Tool

The process of introducing the learning and practicing system to the child.

To start of the parents or teacher needs to build and earn trust from the child or children. The process of building trust calls on the parents or the teacher to do the following.

Show love to the children.

Don't be too harsh to them.

Show a kind heart to them.

Though being a bit firm with your instructions you need to exhibit a polite attitude.

Start by explaining that you have good news for them which you want to tell them and so they must pay attention. As they pay attention then takeout this book and start to explain that you have this book because you want to improve the lives of your

children. Tell them that inside the book there are interesting games and exercises that they will do in the process of learning the standard activity guidelines that will make everyone of them to behave so well like; eg Mother Theresa; you can mention any role model which you know they admire.

If there are some kinds of refreshments take them out and share with them as you talk.

The next thing is you takeout the attitudinal mapping table which you had made during your surveys and observations for each one of them. If you have two or more children at the same time you can call the youngest first and you can smilingly say; “I love you Sam my son. You are so wonderful” and you can be hugging him to show your open loving heart. Softly place the mapping paper on the open space where everyone can see. Go ahead “My son now we want to be working on changing some of our attitude which God does not want and

so that you can also be the best like mother Theresa the great woman when you grow up. These are the areas that we will be helping you to change and improve so that you and the whole of our family stay afloat in obedience to smartness. I will give everyone who improves or changes quickly a beautiful reward. Plus the school offering us this interesting learning material said they will give every one of you nice certificates of excellence when you properly finish and adapt well to the good and excellent behavior practices.”

“So dear son, I look forward to seeing that you no longer hit others and that you do your home work on time. Do not be afraid because I will be with you and will help you whenever you need help.”

Now the parent or teacher can go through the whole procedure as it is stated in the book up to the end just telling the child how it will be done and how it will help them. Reiterate the good purpose of the

practice and exercise so that you drive away fear and anxiety in the child.

Many of the age group that we are dealing with at this stage are all likely to be lower grades of primary school and as such they know what learning means and what it means to follow instructions.

Read out every bad or good attitude as you had written them on the mapping paper one at a time and have a few minutes explaining each item why it is bad or good. Explain why the kid should learn to change that behavior or why a good behavior should be reinforced.

The monitoring tool comprises of time frames and descriptive behavior codes in various colors. It starting dates that run from the first day to a particular day when they are supposed to come back for review. But for ease of analysis they must be blocks of ten days because the frequency or

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occurrence or marking is made out of ten individual observations for each mapped element.

The tool is inclusive and participatory.

Other children are free to participate in the assessment of their friend who is being assessed at a particular point.

All parents or guardians or anyone at the home, like uncles or grannies who are interested are free to join the team and share their contribution during the assessment or rating process.

We want as much as is possible to have fun in the assessing and monitoring process in order to motivate the child so that they do not take the training process not as punishment but as an interestingly good thing but yet still learning.

Assessment should not be done hurriedly.

Find a cool place if possible outside the house and supposedly in the garden so that everyone freely

can have some naturally soft fascinating views of trees, grass, flowing river, etc..

If you want to add fun and meaning to the whole exercise you can even make an outdoor visit to some natural smart green vegetation park where you then set up a good sitting arrangement that allows everybody to be relaxing in the cool air

Everyone must have own copy of the assessment tool and what is going to be discussed.

Note that what is going to be discussed are those attitudinal elements that were being noted down through observation or survey of the children.

Try by all means to see that you make a conducive environment so that everyone especially the children are happy and are not feeling captive.

The measuring criteria

Every attitudinal element can be measured out of
10

Thus when we are measuring a positive attitude like; doing home work, we can say that any point from 0 up to 3 is in the red. Any point from 4 up to 6 is in the amber or yellow. Any point from 7 up to 10 is in the green color.

When we are measuring a negative attitude such as; absconding from school lessons, we can say that from 0 up to 3 absconding is in the green. From 4 up to 6 absconding is in the yellow. From 7 up to 10 is in the red.

Note: that blocks are labeled in words since color may not be clear in black and white reader or print.

Use the following colors to mark how each time indicated has been spent:

Red- means that the attitudinal element which is not required is dominant in the child's behavior.

Action. Withdraw element motivators such as regular union of the kid with wrong friends. You can do that by explaining what is wrong with such friends and explain why it is good for the child to refrain from such behavior. Mention rewarding benefits for obeying that are mostly immediate if the kid refrains from that bad attitude. You can say “I will buy you new shoes.” Or “We will go to Kariba to see the dam wall together with you, your mom and David your brother next week. Always remember never to be emotional with the kids. Maintain a positive mindset with them.

Amber/Yellow- means that the attitudinal element which is not required is still showing up although there is some good measure of positive change.

Action; Praise the child for the little changes so far, and encourage for more change mentioning the many benefits that accrue after the change.

Green- Means great change or 100% change to the required standard.

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Action; Praise the child enormously and continue to explain that the child should maintain the current status and certainly you must reinforce the good behavior by some form of a reward. Continue to talk about maintaining the good status even after sometime when the kid left the old bad attitude and continue rewarding as well.

Green plus star -Did not repeat the bad habit and is getting more careful to avoid the bad habit.

Action; Praise the child enormously and continue to explain that the child should maintain the current status and certainly you must reinforce the good behavior by some form of a reward. Continue to talk about maintaining the good status even after sometime when the kid left the old bad attitude and continue rewarding as well.

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Assessment for color coding should be done possibly on a daily basis and a color mark is put in the appropriate box.

Attitudinal element being measured;

Vulgar speech

Time	M on	Tue	Wed	Th
7am	Amber	Green	Amber	Green
12am	Amber	Amber	Amber	Red
3pm	Red	Amber	Green	Amber
5pm	Amber	Red	Amber	Amber
7pm	Red	Red	Red	Green
Date	01/3/20	2/3/20	3/3/20	4/3/20
Time	Fr	Sat	Sun	
7am	Green	Amber	Green	
12am	Green	Green	Amber	
3pm	Amber	Amber	Amber	
5pm	Red	Red	Amber	
7pm	Green	Green	Green	
Date	5/3/20	6/3/20	6/3/20	

Parents must be able know principles of reinforcement for good habits and ways of punishing or withdrawal for bad habits.

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Parents or guardians must be simple with and friendly their children.

They must have love and empathy towards their children.

Progress Reviews

First Review

After about 3 weeks there must be some kind of compulsory progress review which may call for people to go out as a family to a resort center for fun and assessment. Going out is a kind of making everything fun and excitingly memorable but important. Going out that way makes the event to be memorably historical to the juvenile and thereby helping memory reinforcement of what has been learnt. During that time areas of weakness are noted and openly discussed with everyone and the group sharing views.

Good habits like initial small positive change – motivate by compliments such as ;”thank you my daughter, good , keep it up.”. Do not ignore those small changes. Talk them out as you encourage for more change.

Strongly rebuke repeated warned habits in the red.

Show a firm but soft and relaxed face with some small smile as you explain a bad habit being repeated in the Amber/yellow.

Show wide smiles and give hugs as you explain the success on a habit in the green block and reinforce it by complementary messages and rewards

Second Review

The second review can be done after two months but meanwhile within period the juvenile is being taught how to practice good habits and the benefits thereof during the daily assessment when the attitude measuring blocks are being field in. The purpose of the second review should be to indicate whether or not the child is doing well in changing behavior and is happy. If there appears to be no change at this review stage or if the child appears to be mentally not progressing well by such training

it may be good to seek advice from clinical psychological doctors.

To an ignoring kid , especially those under seven years(use some light threats such as (do you know that the police do not want you to hit others ,so if you remain quiet it means you want to go back and start hitting others..So we call the police for kids who are rude) such force is likely to force the kid to comply and change habit.

A statement such as “what do you want me to do for you do day Terry” will work wonders in children. As they feel they are loved and cared for they become closer to their parents and become controllable and listening

One simple way to punish a bad habit is to withdraw or remove the source of problem, if it is watching TV remove it and set appropriate times for watching.

Behavior Modeling

Certificates

Having completed at least three months of getting green or green plus and assurance from parents the kid is given a certificate of achievement which is a great motivator and reinforcement of good behavior.

The final stage is the awarding of certificates of completion for excellent behavior modeling.

Continuous monitoring

It is important to understand that even if the kid had shown good behavior at some point they are easily prone to learning new behavior characteristics as they grow, mix and interact with friends at school, church or in the general community. Even then, parents must not feel emotional about such juvenile behavior because it is part of their share of life experience to learn and experience new things.

It is against this background that parents must be on a kind of continual assessment and monitoring exercise.

Therefore monitoring behavior is essentially an ongoing process. This means that even if the kid under consideration had all green blocks revealing excellent behavior in our monitoring tool above, we continue to check on their behavior to correct some new unwanted behavior that might start to shoot out after weeks, months of even years.

Accordingly it may mean therefore that we use age as the standard to determine how often we should assess again our kid after he or she had shown excellent performance at first. As a guide it is good to re assess often; ie monthly for kids aged six to eight. For juveniles aged nine to ten is may be good to re-assess after every two to three months all depending on the mode of behavior being exhibited.

When the kid tends to be sliding back use polite rebuke such as “my daughter, I notice that you are slightly sliding back into that behavior which we said is not good. You and me, your dad and the whole family would be gratefully happy if you are able to continue abstaining from using vulgar speech because that generally negates your good character.” “If you have any problem daughter we are all here for you and we all want to celebrate for your success.”

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Talking to the juvenile that way is likely to lead him or her to work for the better. When he or she improves reinforce the behavior by gratitude celebrations and thanks giving.

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