



AW facilitator resource kit.

CHILD/ADULT BEHAVIOUR MODEL

purpose.

The Child/Adult Behaviour Model was developed by the Rites of Passage Institute as a tool to represent and open discussions about the typical shifts in relationship to self and others that occur between childhood and adulthood. AW uses the model to bring awareness to, and foster discussion about the oscillation humans experience over a lifetime between the selected child and adult behaviours.

delivery.

In discussions around this model, there's a risk of falling into a good/bad wrong/right discussion. This will likely limit participants' openness and honesty, and their capacity for self-reflection. In order to grow a space for open enquiry around these behaviours, we encourage our facilitators to be explicit about the following:

1. Child behaviour is not inherently bad

It is easy to fall into a trap of representing child behaviour as BAD and adult behaviour as GOOD. This is unhelpful. Each child behaviour is an essential part of the development of our childhood psyche. If we represent child behaviour as bad, we will make it less possible for participants to identify them in themselves and others. Encourage participants to freely identify these and frame them as a natural part of our childhood selves.

2. Child behaviour is part of many (if not all) adults

Each adult behaviour is an essential part of healthy adulthood. This does not mean that all adults exhibit these attributes, or that they exhibit them all the time. Some of the gold in any conversation about these attributes is the fact that within us, and all around us, are examples of the impact of child thinking in adults (including us as facilitators) and the impact this has had on our communities.

3. When we are aware, we can choose

Once participants develop the awareness of child and adult behaviours, they can make conscious choices about the potential impact of each and decide what a situation requires. When we are not conscious of child and adult behaviours, we can sometimes find ourselves reverting to our usual way of operating.

resources.

Below is a link to the child/adult behaviour cards. Please familiarise yourself with them prior to delivering any of the below sessions.

1. [Child/adult behaviour cards](#)



example session 1.

Using all the behaviours at once:

Prime (10min) energise the group with a game of finding nemo or chicken baseball or step to the line

Pump (40min) Hand out the child/adult behaviour cards, 1 between 2-3 and give them some time to read and familiarise themselves with the cards. You might choose to brief the activity up like this:

“Take a moment now to read through the different behaviours on these cards. As you will see, on one side are a selection of behaviours common to children (although not exclusively, as we’ll discover shortly) and some complementary healthy adult behaviours. I want to express that this list is not complete, it is a small sample of behaviours and it is also not a perfect list, so if there are some things on there that you disagree with or are unsure about, that is welcome here too. It all belongs. This list is simply meant as a tool to support the session’s activities and to start a conversation about our progress from child-like behaviours through to healthy adult behaviours. As you read them, just notice which ones jump out at you and why. There will be an opportunity in a little bit to discuss this further. For now though, I want you to get in to groups of 3.”

In those groups, invite them to choose one CHILD behaviour that they have seen demonstrated by a famous adult out in the world. You might choose to give an example, i.e. Kim Kardashian and body image drives my identity or Donald Trump and I do what brings me power or praise.

Then challenge them to come up with a short, 30sec skit to perform in front of the rest of the group. The audience must try and guess which behaviour they are portraying and who the famous person is. Following this, invite the groups to choose one ADULT behaviour and create a human sculpture or tableaux to represent it, again challenging the audience to try and guess what it is.

Once complete, bring the group back together and ask them the following questions, taking answers from 5-6pax each time:

What is one aspect of being a child that you miss most?

What is one aspect of being an adult you are most looking forward to?

Peak (40min) Split the group back into smaller groups of approx. 5pax. and give each group a different child behaviour. Invite the groups to take turns sharing stories with each other about a moment when they experienced that behaviour – the story can be from any time in their lives, recent or past.

After 10min, invite the groups to share the behaviour they were given and one of the stories from their discussion with the bigger group. As a larger group, ask the participants the following questions, and take 3-5 answers:

- Why might we want to leave some of these behaviours behind us as we move into adulthood?
- How do they hold us back?
- How do these behaviours impact others in our community?
- Back in the smaller groups, invite participants to examine the relevant adult behaviour and come up with three ways that specific behaviour supports us to be better members of our community. Take an answer from each group after 5min.
- Lastly, as a big group again, de-brief with the question:
- In your school environment, which of these behaviours do you think are important to model to younger students and why?



example session 2.

(FOR GIRLS) – pulling out specific behaviours for a session.

Focus child behaviour: I need peer group acceptance

Focus adult behaviour: I accept myself

Display the Girl v Healthy Woman behaviour cards. Draw focus on to the thinking around body image/self-identity and group/self-acceptance.

Frame the conversation

"Today we are exploring the idea of self- acceptance and the expectations put upon us by ourselves and others. We are also considering our responsibility in changing expectations. We often talk about the importance of good self-esteem and self-acceptance. What does that really mean? Any ideas?" Round out the definition for the students if needed. When we talk about self-esteem that is a deep feeling of being worthy or valuable. Self-acceptance is more about embracing all the aspects of ourselves – what is great about us, and not so great, and everything in-between."

Human spectrum

Give the girls 10 seconds to locate themselves on a spectrum in the room. One side of the room is "I am happy with all my parts", the other is "I'm not at all happy with all parts of myself". Ask the girls to look around and notice what there is to notice.

"How common or uncommon among us is self-acceptance?"

Then ask for 3 or 4 girls to share with the group why they located themselves at the point they chose.

"Ok, remain standing if you have ever stopped doing something you love because others don't approve?"

Stay on your feet if you've ever given up a piece of yourself that you loved - changed your hair colour? Changed your diet? Stopped a sport? Lost touch with a friend – that sort of thing. Otherwise sit down"

"Who wants to share briefly about why you're standing?"

Shift the game to Step to the Line – stand a big step back from the imaginary line and ask any number of questions related to self/group acceptance. Here's some possibilities in no particular order, step to the line if...

- You think our culture or society has influenced you to hide part of your-self
- You think it's expected and important to achieve academically
- You've ever pretended to not be as smart as you are
- You've tried something even if it didn't feel right or if you didn't want to
- You feel it's okay to express your anger
- Stay there if you think it's not okay to express your anger?

debrief.

- How does our desire to fit in sometimes compete with us accepting ourselves for who we are?
- Which one usually wins out? Why?
- How do looks and popularity feature in this discussion?
- Is group acceptance important? Why?
- What do we lose when we give up pieces of ourselves that we love?



example session 3.

(FOR GIRLS) – pulling out specific behaviours for a session.

Focus child behaviour: Body image drives my identity

Focus adult behaviour: My identity is via self-acceptance

Display child/adult behaviour card on body image.

"Now we are going to look more closely at society's expectations of girls/women and how that may limit the strength of our selves, personalities, differences, self-acceptance etc. Let's include in this discussion advertising, social media, family expectations, community expectations, worshipping thinness and physical beauty, perfectionism."

Building an IDEAL and REAL Girl

"We are going to build a composite of what we think the "Ideal Woman" is supposed to be."

Split the girls up in to smaller groups of 3-4 and get them to draw their idea of 'The Ideal Woman' on a piece of butcher's paper. Try to get every student in the group to contribute something. Then come together and create one composite on the white board.

Prompt the small groups: "First, let's look at what this 'Ideal woman' looks like."

Then have the girls draw the shape of the "ideal woman" on the white board and then have other girls add the best descriptive labels on it. Things like "perfect skin" "thin waist" "eyebrows on fleek", etc... Try to get the group to cover, body shape, makeup and hair, clothing and accessories. (use one colour on the white board)

"Now off to the side here, let's just jot down some ideas of what it would take/cost to achieve this "ideal."

Get the girls to discuss, time spent exercising, preparing healthy meals, shaving, hairstyling, cost of self-maintenance etc.

"Now let's talk about what this "ideal woman" does." (switch the colour). "Does she have a career?" "How many?" "Does she study?" Does she do sports or have other hobbies?" Does she have a relationship?" Does she have children?" "Does she manage her finances?"

Get the girls to add in all the other things this "ideal women" takes care of.

Then do a bit of a debrief here.... Maybe off to the side capture what it would take in terms of time and maybe even money especially to do all this? Is it realistic? How do you think this girl is feeling on the inside?

"To finish up this activity today I'd like us to create a "REAL GIRL" composite of characteristics we could aspire to instead.

Have the girls draw a new "Real Girl" on the board.

"What does this girls body look like in words?" Get them to generate a REAL list. (Healthy, different shapes, etc...)

"Now let's look at this girl's character traits...What could we aspire to? What does this girl look like on the inside?

Try to generate a list that looks something like the following: Stands up for what is right, says how she feels respectfully, friendly, assertive, straight talker, enjoys being and making



friends, honest, trustworthy, tolerant, inclusive, happy, curious, leader, level-headed, creative, loving, fair, humble, grateful, funny, spiritual, hopeful, within herself, does whatever she loves to do.

debrief.

- Of all these different standards we've identified, which ones does our society deem most valuable for women? Our physical appearance? Our career and contribution? Our care giving of others?
- Where did we get these standards from? Who says that a woman should have all those attributes? How achievable is it? Who are we doing it for? What's the alternative?
- How can we learn to accept our bodies rather than striving for an impossible ideal?
- How else can we define ourselves as more than just our body image?
- If we know how we feel, and how hard it is, what is our responsibility to ourselves and every other girl in this room?



example session 4.

(FOR BOYS) – pulling out specific behaviours for a session.

Focus child behaviour: I take no responsibility for my actions
Focus adult behaviour: I take full responsibility for my actions

Display child/adult card about responsibility.

"So, let's look at this concept of responsibility. I'm going to suggest right now that this is a word that is perhaps not very well understood. I think it's meaning has become muddled, not clear. If becoming an adult seems to have something to do with becoming more responsible, we can use this session to ask: What is responsibility, where is it, and why would we want it? We'll also hear from each other about what we do want to be responsible for, and what we don't."

Distinguishing blame from responsibility.

"I'm going to ask you to consider that responsibility and blame are two totally different things. They are often confused. Let's get clearer about the difference.

In groups of three, I want you to grab a piece of butcher's paper and a pen and divide your page into 4 parts. Now, in one quarter of your page, write down the following heading on butchers' paper, 'Blame looks like...sounds like...and feels like...'

Now I want you to spend the next 2 minutes talking with each other and writing your thoughts on each. You don't have to agree at all, just capture thoughts from each group member:"

Now have one member of each group read what his group has written to the whole group. Open discussion where you feel to.

Repeat for the following three headings

- Responsibility looks like...sounds like...and feels like...
- I want to take responsibility for...
- I don't want to be given responsibility for...

debrief.

Back in a circle, encourage one person from each group to share with the whole group:

- What stood out to you most about the thoughts on your sheet and why?

"Now we'll spend 1 minute in silence and I want you to look inside at what responsibility could look like for you, on this journey into manhood.

Share with your group:

- What is one thing you're feeling ready to take responsibility for?



example session 5.

(FOR BOYS) – pulling out specific behaviours for a session.

Focus child behaviour: I am ruled by my emotions

Focus adult behaviour: I own my emotions

Frame the conversation:

“Healthy men have what we might call emotional intelligence. What does that term mean to us? What might emotional intelligence consist of?” (ask students for ideas).

“So, as we have heard from the group, emotional intelligence is the ability to recognise, understand and manage emotions in ourselves and others. So, let’s start to build some of those skills as a group.”

Body sculpting:

Stand in the middle of the circle and ask students popcorn style to physically shape you in ways that show how you may experience each emotion: happiness, sadness, anger, fear and shame. Ask each student who sculpts you to clarify what changes they are making to your body, face, limbs, posture, position and why. After each emotion, share the role of being sculpted with students who want a turn.

Ask: “Where do we FEEL this emotion in our body? And how does our body RESPOND or MOVE as a result?”

1. Anger
2. Happiness
3. Sadness
4. Excitement
5. Fear
6. Shame
7. Relief

Ask the group: “What 2 other emotions would you like to explore in this way?”

debrief.

- Which of these emotions do you think men/ women feel more at ease with? What makes you say that?
- Which of these emotions are most common to you?
- What emotions do I find it difficult to express, and why?
- How might emotional awareness lead to healthy relationships?

success looks like.

- ✓ Participants demonstrate understanding of the key concepts
- ✓ Discussion is robust and all participants are engaged
- ✓ Participants can relate to discussion topics and share insights personal to themselves, as well as making observations of wider society