**Parenting Skills**

**Intervention**

TRAINER’S MANUAL – 0-5, 6-11 & 12-17 CURRICULA COMBINED

FOR MANAGERS TO TRAIN

LEARDERS AND FACILITATORS



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**Introduction**

Welcome to the parenting skills Trainer’s Manual! This resource is to be used by a trainer to train Facilitators to deliver the Parenting Skills Intervention with parents of 0-5, 6-11 and adolescent children in a space such as the Safe Healing and Learning Space.

This manual contains 4 parts:

**Part 1:** Information for the trainer to understand the content and prepare for the training

**Part 2:** Scripted Parenting Skills Training sessions

**Part 3:** Parenting Skills Training resources

**Part 4:** Parenting Skills Training handouts

The Parenting Skills Intervention is one of the 4 components of the SHLS Toolkit. As illustrated in the diagram below, the SHLS Approach, the Reading and Math Intervention, the Social-Emotional Learning Intervention and the Parenting Skills Intervention are complementary and contribute to the overarching goal, that children are safe, well and learning in emergencies.



**PART 1**

**Information**

**for the Trainer**

The first part of Parenting Skills Trainer’s Manual provides you, the trainer, with information to understand the Parenting Skills content and to train Parenting Skills Facilitators on how to deliver the sessions. It is divided into 3 sections:

**1 Background information** – This section provides information about the approach to parenting in the Parenting Skills Intervention, and why it is important to achieve the outcomes of the SHLS Toolkit.

**2 Understanding the tools** – This section provides information about the structure and content of Parenting Skills Training and instructional tools.

**3 Delivering the Parenting Skills training** – This section provides guidance on how to prepare for and deliver the training with fidelity.

**Background Information**

**What are ‘Parenting Skills’?**

The Parenting Skills Intervention for parents aims to promote the well-being of children and adolescents through improving parents’ stress management skills, parent-child relationships and positive parenting practices. It is adapted from the *International Rescue Committee’s Families Make the Difference* program.

This program was developed on the premise that every parent and child deserves to have a healthy, mutually enjoyable relationship that fosters optimal child growth and development. It is focused on preventing and decreasing violence against children in the home and improving positive developmental outcomes for children in developing contexts and conflict settings.

As part of this intervention, parents receive the following information through discussion, skills practice and handouts:

* How children’s brains develop within the context of relationships.
* Ways to promote children’s positive development and behavior through positive attention and play.
* Positive child discipline strategies.
* The effect of household violence and stress on children’s development.
* Ways of decreasing parental stress and anger
* School readiness

To date the *International Rescue Committee* has completed 4 randomized impact evaluations in Burundi, 2 in Liberia and one on the Thai–Burma border, and has ongoing parenting programs in Africa, Asia, the Middle East, Europe and Latin America. The impact evaluations revealed that parenting programs are feasible and applicable in various contexts and that short-term parenting interventions can be effective in decreasing negative discipline and improving positive parenting practices.

**What is the evidence to support the Parenting Skills Intervention?**

The Parenting Skills Intervention tools have been developed based on more than 3 decades of research on the effectiveness of parent training programs to improve child behavior, eliminate behavior problems and prevent and mediate child abuse and neglect. Specifically, the Parenting Skills Curricula draw on the following elements, found to be particularly effective in changing parenting behaviors and attitudes:

* Teaching positive parent–child interaction skills
* Increasing emotional and empathetic communication skills
* Sharing with parents non-violent discipline strategies[[1]](#footnote-1)
* Psychosocial support for parents and children.

We will go into more detail about each of these elements below.

**1. Sharing with parents positive parent–child interaction skills:** Teaching parents how to positively interact with their children is one of the most effective components of parenting programs. Researchers have found that encouraging parents to practice child-directed play, to praise desirable behaviors, and to provide positive attention to children decreases aggression and other misbehaviors as well as parents’ self-efficacy.[[2]](#footnote-2) The Parenting Skills Curriculum focuses on how parents can interact with their children in positive ways to support healthy parent–child relationships and mediate the effects of violence on children.

**2. Developing emotional and empathetic communication skills:** This type of communication helps caregivers to listen actively and encourages children to regulate and express their emotions appropriately. Empathetic communication helps children feel valued, which can decrease misbehavior due to frustration and anger and increase problem-solving skills. In the Parenting Skills Curriculum, parents will gain knowledge on how to sensitively respondto children’s emotions. Parents will also be introduced to ways to practice their own self-care and to manage their own anger and frustration in order to communicate more effectively with each other and with their children.

**3. Sharing and building the skills of parents on non-violent discipline strategies**: Research indicates that, when children are subjected to harsh physical and verbal punishments, it can have negative effects on their social-emotional development and well-being. The use of non-violent discipline strategies, can also increase responsible behaviors by teaching children how to manage difficult feelings and safely solve problems.[[3]](#footnote-3) The Parenting Skills Curriculum provides explicit guidance for parents on how to use these strategies with their children.

**4. Psychosocial support for parents and children:** Neuroscience research suggests that, in contexts where communities have experienced trauma, it is essential to focus on both the parent’s and child’s psychosocial needs to foster a healthy parent–child relationship. Drawing from this research, the Parenting Skills sessions in this curriculum introduce to parent relaxation techniques and ways to help themselves and their children cope with current issues and prepare for possible future difficulties. Children who have learned and practiced these types of techniques will be less likely to need specialist treatment services in the future.[[4]](#footnote-4)

**Understanding the Tools**

**The Parenting Skills Intervention**

The Parenting Skills Intervention is designed to promote the well-being of children and adolescent by providing parents with stress management techniques, positive parenting practices and strategies to build healthy relationships with their children.

It is recommended that a maximum of 20 parents is enrolled for each intervention cycle. Both parents, regardless of whether their children are enrolled in SHLS activities, are encouraged to participate. In contexts where mixed gender groups are not suitable, the sessions should be implemented with separate groups for boys and girls. It is recommended that parenting sessions are conducted weekly or twice a week, and parents attend all sessions. The implementation cycle for each cohort of parents will last between 10 to 13 weeks if implemented weekly or 5 to 7 weeks if implemented bi-weekly, depending on the curriculum selected. The delivery schedule should be contextualized as needed.

**Parenting Skills Trainer’s Manual**

The Parenting Skills Trainer’s Manual provides scripted guidance to deliver the 5-day Parenting Skills training to Parenting Skills Facilitators to implement the 0-5, 6-11 and adolescent curricula. It is essential for you to study the training sessions and resources in advance and follow the script in the Parenting Skills Trainer’s Manual to ensure that the content is delivered accurately and in the allocated time. Resources and handouts are provided at the end of the Trainer’s Manual. A set of PowerPoint slides is provided as a complement to each day of training.

The Parenting Skills training consists of **10 to 13 sessions**, to be delivered in **5 days**, before the start of the Parenting Skills Intervention. By the end of this training, trainees will be able to:

* Articulate how children’s brains develop within the context of relationships and communication and positive relationship building.
* Demonstrate strategies to promote children’s self-esteem, positive behavior, responsibility, and problem-solving abilities through good communication and positive relationship building.
* Demonstrate techniques to reduce child’s misbehavior.
* Articulate the effects of toxic stress’ on child development, and identify ways of decreasing parental stress and anger.
* Demonstrate key group facilitation skills.
* Demonstrate the knowledge and skills to organize Parenting Skills sessions and deliver the Parenting Skills Curriculum.

Each training session is divided into 2 parts:

* Training session summary: Provides a quick reference for key information about the training session, including: training session objectives, duration, materials required, preparation required and the training session overview.
* Steps to follow: Provides the script you must follow to deliver the training session.

**The SHLS Parenting Skills Curricula**

The Parenting Skills Curriculum for 0-5 includes 10 sessions, including one optional session on toy making. These sessions focus on helping parents understand the developmental needs of their children, and teaching them positive parent–child interaction techniques, stress responses, management strategies and non-violent discipline practices. Parenting Skills Facilitators are expected to adhere to the training received to deliver the Parenting Skills Curriculum and accurately follow each session to deliver the most effective program and ensure fidelity. In addition to detailed and scripted parenting sessions, this curriculum includes a ‘Fidelity Checklist’ to help Facilitators and their managers monitor their fidelity.

All Parenting Skills sessions follow the same structure. The session plan is divided into 2 parts:

1. **Parenting session summary:** Provides a quick reference for key information about the session, including: objectives, duration, materials required, preparation required, session overview, timing and attendance.
2. **Steps to follow:** Provides the script Facilitators must follow to deliver the Parenting Skills session. Every session follows the same pattern:

* An opening activity, like a game, song or activity to start the session.
* A brief review of the previous session and homework.
* Presentation of new content and practice of new skills.
* Assignment of homework.
* An evaluation of the session at the end.

**Delivering the Parenting Skills Training**

**Training techniques**

This training uses several techniques based on a collaborative, active approach:

* **Discussion and brainstorming:** As a trainer, you need to balance the information you present with group discussion. One way to do this is to ask questions. This training guide provides several questions for you to ask trainees during the program in order to encourage active participation and learning. This curriculum will also instruct you when to use the strategy of brainstorming to encourage trainees to generate ideas in collaboration with each other and with you, the trainer.
* **Skills practice:** Trainers will help Parenting Skills Facilitators learn how to encourage discussions about parenting skills and how to set up role-plays and practice activities. You will ask Parenting Skills Facilitators to practice the same activities and sessions they will teach to parents in their Parenting Skills sessions. The research on effective parenting programs strongly suggests that practicing new skills is a critical element in Parenting Skills training programs.
* **Working in pairs and small groups:** Working in pairs and small groups promotes active listening and communication skills and helps activities feel varied and engaging. During the activity or discussion, you should move around the room to assess the pairs/groups. Trainees may be asked to present their ideas either in writing or out loud.
* **Notice Board:** It is likely that trainees will ask important questions or bring up new topics that need time for discussion. If the particular exercise does not pertain to the topic raised or if there is not enough time to discuss the issue at that moment, write the question/topic on a flipchart called the ‘Notice Board’ to save for later.

**Preparation for the Parenting Skills training**

1. **Get to know the trainees:** Prior to the Parenting Skills training, gather relevant information to understand the trainees. The Manager or the person who designed the parenting Program should be able to provide you with background information about the trainees to ensure that the content is aligned with their context and culture, and sensitive to their identities, abilities and experiences.
2. **Study and contextualize the Parenting Skills Trainer’s Manual**: To deliver high-quality training, study the Parenting Skills Trainer’s Manual thoroughly and familiarize yourself with the content of the sessions. While studying the resource, use what you have learned about the trainees to contextualize the content and delivery to the profile of the trainees and the local context. Look out for specific guidance for adaptation in the training sessions.
3. **Select an appropriate venue:** Select a venue where the training can take place undisturbed. It should have space for all the trainees to sit and perform the activities for the whole group or in small groups comfortably.
4. **Gather materials required:** Gather all necessary materials for all 5 days of training in advance. Use Resource 2: List of materials for Parenting Skills Training for this purpose. You may need to adapt some of the materials to the context or substitute them with local alternatives that are more readily available or more appropriate for the activity.
5. **Study and adapt the proposed Parenting Skills Training Agenda:** Study the proposed agenda provided in Resource 1 and adapt the timings as needed. It is strongly recommended that Parenting Skills Facilitators receive the complete training before they begin facilitating Parenting Skills sessions.

**PART 2**

**Parenting Skills Training Sessions**

**Day 1**

**Session objectives**

*By the end of this session, trainees will be able to:*

* Name the 3 key components of effective parenting.
* Explain the difference between sex and gender.
* Articulate the meaning of parental stress and its impact on children.
* List techniques to help parents cope with stress.

|  |  |  |
| --- | --- | --- |
| Session | | Duration |
| Session 1: the basic of parenting skills | | |
| 1.1 Introduction and expectations | 1 hour 15 min | |
| 1.2 Introduction to parenting skills intervention | 30 min | |
| *Tea break* | *15 min* | |
| 1.3 The picture game | 10 min | |
| 1.4 What science says about positive parenting ? | 35 min | |
| 1.5 Sex vs gender: Why is it important? | 30 min | |
| 1.6 Understanding parental stress | 30 min | |
| 1.7 Coping and healing | 20 min | |
| 1.8 Practice: preparation | 30 min | |
| *Lunch break* | *1 hour* | |
| 1.8 Practice: Sessions 2 & 3 | 2 hours 30 min + 15 min break | |
| 1.9 Wrap up Day 1 | 15 min | |

# Parenting Skills Training Session 1: The Basics of Parenting Skills

**TRAINING SESSION OBJECTIVES**

* Name the 3 key components of effective parenting.
* Explain the differences between sex and gender.
* Articulate the meaning of parental stress and its impact on children.
* List techniques to help parents cope with stress.

**MATERIAL REQUIRED**

* Parenting skills trainer’s manual
* Parenting skill curricula for 0-5, 6-11 and adolescents
* Resource 1: Training agenda
* Resource 3: Attendance form
* Resource 4: Sex vs Gender cards
* Resource 5: Observation and monitoring form
* Handout 1: Parenting Skills training Pre-test
* Video 1: Parent self-care (see Resource 7 for the links)
* Prepare few materials for the treasure hunt such as candy or stickers.
* Resource 4 in the curriculum: Coping and healing cards for the group presentation
* Flipchart and markers
* PowerPoint slides
* Laptop and video projector

**PREPARATION REQUIRED**

* Read through the trainer’s manual and the curricula
* Print out copies of the curriculum for each trainees
* Print 2 copies of the handout 1 for each participant (one for the pre-test, and one for the post-test)
* Print few sets of the resource 4 Coping and healing cards and cut them
* Print few copies of the resources 1, 3, 4 and 5
* Arrive at least 30 minutes early to make sure the room or space is set up and you are there to welcome trainees
* Prepare the space for the session and ensure it will be conducive to uninterrupted dialogue.

## 1.1 Introduction and expectations

**Time:** 1 hour 15 min | PowerPoint Slides: DAY 1 – Slides 1 to 5

**Welcome**

**Time:** 15 minutes | Arrangement: Whole group | Slide 1

Slide 1

1. Welcome trainees with a smile and enthusiasm. Praise trainees for coming to this training to help support families in their communities. Explain to trainees that they must attend all 5 days of the Parenting Skills Training to receive a certificate.
2. Explain that they will learn from each other as well as from personal experience.
3. Explain that each trainee has a lot of important knowledge, since many of them are parents themselves!
4. Introduce yourself and tell trainees about your previous experience facilitating training or parenting groups. Let them know a little bit about your work experience and professional background.
5. Have trainees sign the Attendance Form (Resource 3) for the day.

**Introductions**

**Time:** 15 minutes | Arrangement: Pairs | Slide 2

Slide 2

1. Divide trainees into pairs.
2. Ask trainees to discuss the following questions with their partners:
   * What is your name?
   * Where are you from?
   * What is one hope or expectation that you have for this training and one fear?
3. Describe one thing that your parents did when you were a child that made you feel loved, happy and safe.
4. Explain to the trainees that, after the discussions, they will share what they learned about their partners. For example, “My friend is called Jane and her expectation for this training is...”
5. Allow the trainees to discuss among themselves for 5 minutes.
6. Ask trainees to present their partners’ expectations and fears to the group. Ask them to be brief with their introductions.
7. On a flipchart, write down the expectations that trainees have for this training.
8. Ask if anyone has any concerns or questions.

**Pre-test**

**Time:** 30 minutes | Arrangement: Individual | Slide 3

Slide 3

1. Distribute to Handout 1: SHLS Parenting Skills Training Pre-Test and give trainees approximately 20–30 minutes to complete it individually.

**Co-creating rules**

**Time:** 15 minutes | Arrangement: Whole group | Slide 4

Slide 4

1. **SAY >** *In any group, it is helpful to have guidelines to help us manage our actions and our time, and to remind us to respect one another. What rules do you think are important for us to follow in these sessions?*
2. List rules on a flipchart or piece of paper. Usually up to 5 rules are enough, but allow parents to determine the number. For example, the group may decide to list:

* Punctuality and attendance.
* Respect and listen to each other.
* Confidentiality (information shared in the group is not exchanged outside of the group).
* Do not use your phones in the middle of a session.

1. Explain that they will do this in their parenting groups. You need to start by asking trainees for their suggestions.
2. Explain that a certificate will be given at the end only if a trainee has attended all 5 days of the training.
3. Point to the Notice Board flipchart paper posted on the wall.
4. **SAY >**

* *When we are learning together, questions or concerns may come up that we don’t have time to discuss immediately. That’s why we have a ‘Notice Board’. The Notice Board is the paper posted on the wall there.*
* *At any point during our training, you can state a question or concern that I might put on the Notice Board. That way, we can stay on task during our session and will be sure to review what you have written at the end of the day or later in the training.*

**NOTE FOR THE TRAINER >** At any point during the session, if there are questions or concerns or clarifications that cannot be addressed during the current session (because there is not enough time, you need more information, or it is not related to the topic of the session), tell trainees that it will be addressed later in the training and write it on the Notice Board flipchart paper. Remember to address everything on the Notice Board before the end of the training.

## 1.2 Introduction to the parenting skills intervention

**Time:** 30 minutes | Arrangement: Whole group | Slide 5 - 11

Slide 5

1. Review Resource 1: Training Agenda with trainees so they know what to expect.
2. Review today’s agenda.

* Overview of parenting skills in general and of the curriculum
* What does the research say?
* Sex and gender
* Understanding stress
* Coping with stress

Slide 6-7

1. Review the objectives and process of this training.

* To understand child development and the role that parents play in their child’s development
* To gain skills to help and support parents create nurturing, positive relationships with their children
* To learn how to consistently follow the curriculum and implement the training sessions

1. In the morning on each of the 5 days you will learn the theory behind development and parenting skills.
2. In the afternoon you will practice facilitating the concepts learned in the morning.
3. Curriculum structure

Slide 8 - 9

1. **SAY >**

* *There are 10 sessions in the Parenting Skills Curriculum for 0-5, 12 sessions in the curriculum for caregivers of children (6–11 years) and 13 sessions in the curriculum for caregivers of adolescents. Content from all sessions will be covered during this 5-day training, with the exception of the toy making workshop.*
* *IRC has also developed a curriculum for young parents with 10 sessions. This curriculum is not included in this training.*
* *Each parenting session last around 2 hours*
* *You will also learn how to use the parenting curriculum, parent handouts and program fidelity measures.*
* *This training is based on dialogue, listening, skills practice and group work. Feel free to ask questions and/or raise concerns. I will either answer them or write them on the Notice Board to address later.*

1. Distribute the relevant curriculum documents to the trainees.
2. Have trainees follow along in the curriculum documents as you explain the structure of the Parenting Skills sessions.

Slide 10-11

1. **SAY >**

* *Some sessions are very similar across the 3 curricula, while other are different to reflect the developmental needs of each age group.*
* *This table shows the various sessions across all curricula.*

|  |  |  |  |
| --- | --- | --- | --- |
| * + Session title | * + 0-5 | * + 6-11 | * + Adol |
| * + Becoming a parent | * + x | * + x | * + x |
| * + Understanding and coping with stress | * + x | * + x | * + x |
| * + Coping and healing strategies | * + x | * + x | * + x |
| * + Understanding brain development | * + x | * + x | * + x |
| * + Building positive relationships |  |  | * + x |
| * + Positive parental time for health growth |  | * + x |  |
| * + Playing to learn and love | * + x |  |  |
| * + Communicating with empathy | * + x | * + x | * + x |
| * + Guiding healthy choices |  |  | * + x |
| * + Encouraging responsibility and family rules and routines |  | * + x |  |
| * + Discipline with dignity | * + x | * + x |  |
| * + Respecting adolescent and changing bodies |  |  | * + x |
| * + Protecting the health, wellbeing and dignity of adolescents – Reproductive health and early marriage |  |  | * + x |
| * + Talking, story telling and playing games |  | * + x |  |
| * + Healthy relationships and community safety |  |  | * + x |
| * + Understanding children/adolescents psychosocial needs | * + x | * + x | * + x |
| * + Providing psychosocial support to children and adolescent |  | * + x | * + x |
| * + Toy making workshop | * + x |  |  |
| * + Review and celebration: commitment to positive parenting | * + x | * + x | * + x |
| * + Protecting the health, wellbeing and dignity of adolescents – Reproductive health and early marriage |  |  | * + x |

* *Each session starts with a ‘Parenting session summary’, which includes objectives, materials and preparation required, the session overview and a table with all the session activities and timing.*
* *The ‘Steps to follow’ section provides detailed instructions for how to deliver the session. You must follow the instructions closely.*
* *Towards the end of the curriculum you will find all the handouts that will be used with caregivers in the session. You should make copies of the handouts for each session, use them for activities and then distribute them to the caregivers at the end of each session.*

Slide 12

* *In your curriculum, for each activity you will also find information about:* 
  + *The estimated duration of the activity.*
  + *The arrangement, which can be whole group, in pairs or individual work.*
  + *Tips to adapt content to your context.*
  + *Practical tips to help you facilitate better.*

1. **SAY >** *Today we will focus on the second and third sessions.*

## 1.3 The picture game!

**Time:** 10 minutes | Arrangement: Whole group; small groups | Slide 13

Slide 13

1. Divide your group of parents into 3 teams, with about 4 or 5 parents on each team.
2. Give each team a piece of paper and a pen or pencil.
3. Give parents instructions for ‘The picture game’ activity:
4. “Each team will choose one parent to draw a picture of the place, thing, or animal I tell them to draw.
5. Each team will draw the same thing.
6. The team that guesses what their artist is drawing wins!
7. Play once or twice, depending on time. If you play a second time, choose a new team member to draw in each group.

## 1.4 What science says about positive parenting?

**Time:** 35 min | Slides 14 - 15

**Introduction to parenting**

**Time:** 15 minutes | Arrangement: Whole group | Slide 14

Slide 14

1. **SAY >** *Today’s session will focus on the first 3 sessions of the curriculum:*

* ***Session 1:*** *Introduction to the Parenting Skills Curriculum*
* ***Session 2:*** *Understanding and coping with stress*
* ***Session 3:*** *Coping and healing strategies (for parents)*
* *These three sessions are the same for all parenting skills curriculums*

Slide 15

1. **SAY >**

* *There has been 30 years of research on the effectiveness of parent skills training programs to help improve child behavior, eliminate behavior problems, and prevent and mediate child abuse and neglect.*
* *Parents who support their children by showing affection, supervising and providing them with safe discipline, influence their children’s healthy development and well-being.*
* *The research says that effective parenting is predictable, stimulating, loving and nurturing.*
* *Predictable: Children know what is expected from them. There are clear rules and daily routine in the home to reinforce the sense of control and security.*
* *Stimulating: Parents engage with their children, and stimulate their physical and cognitive skills.*
* *Loving and nurturing: Parents show affection to their children, they communicate in an empathetic way and use non-violent discipline.*
* *Peaceful, non-violent homes allow for more supportive and nurturing parent–child relationships that help children become good students and productive community members.*
* *When parents are abusive or neglectful, they have lasting negative effects on a child’s developing brain that can lead to behavioral and learning problems. Helping children develop cognitive skills and good physical and mental health from birth provides the scaffolding needed to become productive, cooperative citizens.[[5]](#footnote-5)*

**Discussion**

**Time:** 20 minutes | Arrangement: Whole group

1. Explain to trainees that they will facilitate several discussions with parents in the Parenting Skills sessions. They should pay attention to you to learn how to facilitate discussions.

Slide 16

1. **ASK >** *Why is a healthy relationship between a parent and child important?*
2. Have trainees share their responses with the whole group.

Slide 17

1. Explain how children and parents learn about healthy relationships:
2. Children learn how to interact in healthy ways with other adults and peers in relationships. Loving and nurturing parent–child relationships make a difference in children’s immediate and long-term behavior.
3. They learn in relationships how to communicate effectively, how to cooperate with others and how to negotiate with others.
4. A child’s early years are critical for both brain development and building a foundation of emotional security and parents play a critical part in helping their children achieve healthy brain development and security.

## 1.5 Sex vs gender: Why is it important?

**Time:** 30 min | Arrangement: Whole group | Slides 18 to 22

Slide 18

1. Place three flipchart papers on the wall in the room with the following titles: ‘men’ ‘women’ and ‘both’.
2. Distribute to the trainees cards (Resource 4) with the following words: penis, testicles, breastfeeding, pregnancy, menstruations, vagina, ovaries, cook, ride a bicycle, clean, look after children, get an education.
3. **ASK** parents to move in the room place the cards on the relevant flipchart
4. **EXPLAIN**

* Put under ‘men’ what men can do that women cannot.
* Put under ‘women’ what women can do that men cannot.
* Put under ‘both’ what both men and women can do
  + **NOTE TO FACILITATOR >** If they mention something that both men and women can do but ask it to be under the men or women column, ask them if the other sex can also do this. E.g. Women can cook. Ask them if men can cook too (this should be put under both).

1. What should be left under the first two columns will be the biological differences between men and women.
2. If the trainees say that men cannot cook, for example, you can ask: we are not asking whether men or boys know how to cook, but rather, if they were taught a recipe would they be able to do it? Or **ASK**: *Is there any biological reason why men can’t cook other than them not wanting to, or not learning when they were younger?*
3. Use the same strategy for other sentences as well.

|  |  |  |
| --- | --- | --- |
| **Men** | **Women** | **Both** |
| Genital Organs or: Have Penis/  Have Testicles | Breast Feed  Pregnancy  Menstruate  Genital Organs: Have Vagina/  Have Ovaries | Cook  Clean  Go to Work  Look After Children  Get an Education  Ride a Bicycle  Etc. |

Slide 19

1. **ASK >** *What is the difference between sex and gender?*
2. Discuss this question in plenary, building on the answers from the previous exercise.
3. Add the following information, if needed:

Slide 20

1. ‘Sex’ refers to the body/biological differences between males and females.
2. Women and men have different body parts because they are 2 different sexes – the male sex and the female sex.
3. ‘Gender’ refers to the social and cultural differences between men and women. For example, the social status, opportunities and restrictions faced by girls/women, are different from boys/men. In addition, certain activities that girls/women are each supposed to do within a community are different from the ones boys/men are supposed to do.
4. The idea of gender roles and responsibilities can be supportive in some ways but, at other times, gender may restrict people’s talents, abilities and choices in life, as well as create specific risks of violence and abuse.

Slide 21

1. **ASK >** *What do you think are the expectations or roles in your culture for:*

* *Girls?*
* *Boys?*

1. **ASK >** *Do you agree with these roles and expectations? Why or why not? How do you think that they influence the ways parents your age deal with their daughters and sons?*

Slide 22

1. **ASK >** *What are the differences in parenting boys and girls?*
2. **SAY >**
   * *Gender roles are created in our cultures. Boys and girls are first introduced to gender roles in our homes.*
   * *As parents and caregivers, sometimes we may treat boys and girls differently by giving boys more opportunities for education, sports and leadership, and giving girls fewer opportunities.*
   * *Parents may tell boys to stop crying as boys don’t cry or encourage them to fight with other boys to be strong. Parent may correct girls more than boys for getting dirty or speaking loudly.*
   * *So it is important that we try to be aware of these roles and how they affect the lives of our children.*

## 1.6 Understanding parent stress

**Time:** 30 min | Arrangement: Whole group | Slide 23-28

Slide 23

1. **SAY >**

* *In this section we are going to talk about stress and how it impacts on parents and their children.*
* *The experience of people in crises and emergencies are very difficult. Most of them have to leave their homes, their job, friends and family. They are often living in tents or other small, inadequate spaces. Children are bored and there is more opportunity for fighting and arguing between parents and their children.*

Slide 24

1. Use the flipchart to draw the following graphs to explain the various forms of stress.
2. **SAY > *Positive stress response*** *is a normal and essential part of healthy development. Positive stress includes brief increases in heart rate and mild elevations in hormone levels. Some situations that might trigger a positive stress response are taking an exam or receiving an injection.*
3. ***Tolerable stress response*** *activates the body’s alert systems. It is caused by more severe, longer-lasting difficulties, such as the loss of a loved one, a natural disaster, or a frightening injury.*
4. ***Toxic stress response*** *can occur when an individual experiences strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, exposure to violence, and/or the accumulated burdens of economic hardship* without positive and supportive relationships that are essential for buffering stress and helping us recover from stress*.[[6]](#footnote-6)*
5. **SAY >** *Now, I will read the story of Mina.* (Adapt the name and the context if needed) *Mina is a mother of 4 children. She has lost her husband during the conflict and since, she is caring alone for her children. This is not easy for Mina, often she cannot sleep and thinks about how to provide for her children alone. Hopefully, she has her sister and her brother to support her. They always make her laugh!* 
   * *Today, Mina is happy! She has an interview for a job. She is very excited and also very stressed. Since this morning she has a stomach ache and couldn’t eat anything for lunch. This job would really help her provide for her family.*
6. **ASK >** *What types of stress is Mina experiencing?*
7. Complete with the following answers if needed:

* Tolerable stress: she has lost her husband and is caring for her children alone. Her body alert system is activated but it is time limited and buffered by her relationships with her brother and sister.
* Positive stress: she is stressed about her job interview, she has a stomach ache and doesn’t feel like eating. Her body is in alert to help her stay focused and energized.
* Toxic stress: Thanks to her support network, Mina doesn’t seem to have toxic stress. Toxic stress is when the stress response is activated for a long period of time and without protective relationships.

Slide 25

1. **SAY >**

* *The reaction of these systems causes a number of physical changes that have both short- and long-term effects on the body. Cortisol is a stress hormone that, when overproduced, can decrease the immune system’s ability to fight off disease.*
* *We need our stress response system to help us deal with difficult situations, such as being able to run away if someone is chasing us or calmly helping our child who might be sick and crying. The body works hard to bring us psychologically and physically back into equilibrium, but when people are subjected to traumatic or prolonged stress events it can lead to toxic stress; this can have a long-term impact on our psychological and physical well-being.*
* *Crisis affects emotional comfort; it causes irreversible material and family losses, physical exhaustion, psychological breakdowns, and makes all everyday routines seem futile. This is why your body reacts to cope with the high levels of stress.[[7]](#footnote-7)*

1. **ASK *>*** *What are some of the signs of stress that Mina is experiencing?*
2. Complete with the following answers if needed: difficulties sleeping, stomach ache, cannot eat lunch, felt sad and discouraged.

Slide 26

1. **ASK >** *What are the other signs of stress that you know?*
2. List the signs they mention and go through the ones in the table below if not mentioned already.

|  |  |  |  |
| --- | --- | --- | --- |
| **SIGNS OF STRESS[[8]](#footnote-8)** | | | |
| * + **PHYSICAL** | * + **EMOTIONAL** | | * + **MENTAL** |
| Problems with sleeping  Stomach problems like diarrhoea or nausea  Rapid heart rate  Feeling very tired  Muscle tremors and tension  Back and neck pain due to muscle tension  Headaches  Inability to relax and rest  Being frightened very easily | Feeling happy one moment and sad the next moment  Feeling ‘over-emotional’  Being quickly irritated  Anger  Depression, sadness  Anxiety  Not feeling any emotions | | Poor concentration  Feeling confused  Disorganised thoughts  Forgetting things quickly  Difficulty making decisions  Dreams or nightmares  Intrusive and involuntary  Thoughts |
| **SPIRITUAL** | | **BEHAVIOURAL** | |
| Feelings of emptiness  Loss of meaning  Feeling discouraged and loss of hope  Increasingly negative about life  Doubt  Anger at God  Alienation and loss of sense of connection | | Risk taking, e.g. driving recklessly  Over-eating or under-eating  Increased smoking  Having no energy at all  Hyper-alertness  Aggression and verbal outbursts  Alcohol or drug use  Compulsive behaviour, i.e. nervous tics and pacing  Withdrawal and isolation | |

1. **SAY >** *Stress is a necessary part of life. We need to distinguish between healthy stress that helps us to survive and toxic, repeated or intense stress that overwhelms our systems to the point that it is harmful and becomes a problem for us and the ones around us, including children.*
2. **SAY >** *We need to be aware of it in order to tackle it. Stress is only harmful when it becomes overwhelming and interrupts the healthy state of equilibrium that your nervous system needs to remain in balance.*

Slide 27

1. We are now going to think about how stress affects us as adults and parents, and then we will talk about the impact of this stress on the children we are caring for.
2. Draw the following table on a flipchart

|  |  |  |
| --- | --- | --- |
| I feel | I do | Impact on my children |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. **ASK >** *What are the emotions or feelings that people in crises and*

*emergencies experience?*

1. Brainstorm examples with the trainees and write on the flipchart, under the first column – ‘I feel’:

Example answers:

* + Sadness
  + Sickness
  + Aggressiveness
  + Tiredness/exhaustion
  + Anger/hatred
  + Stress
  + Depression
  + Sense of control
  + Happiness

**5. ASK >** What are some of the things that people in crises and emergencies may do as a result of these feelings? It can be a positive or negative reaction.

**6.** Brainstorm examples with the trainees and write on flipchart under the

second column – ‘I do’:

Example answers:

* + I do not sleep, I do not eat
  + I shout at, I beat my children
  + I eat a lot
  + I am obsessed with cleaning
  + I have a very clear daily schedule
  + I invite neighbors for tea to talk

**7. ASK >** *Why is it important to know the signs of stress? How might these signs look different in women than in men?*

**8.** Gather their answers and **SAY >** *It is important to know the symptoms of stress so that we know that the ways we are behaving or feeling is often a result of the stress we are going through. This will help us in managing our stress without judging ourselves or the people around us.*

1. **ASK >** *What are the things that you do or feel when you experience stress? It can be positive or negative.*
2. Brainstorm examples with the parents and write their responses on a flipchart:

Example answers:

* I do not sleep, I do not eat
  + - I shout at, I beat my children
    - I eat a lot
    - I am obsessed with cleaning
    - I have a very clear daily schedule
    - I invite neighbors for tea to talk

**11.** Explain how parental stress can affect the entire family:

* When parents feel calm, it’s more likely that their children and spouses will feel calm. When they feel stressed, it’s more likely that their family will feel tense and stressed. You can use the metaphor of a sponge.
* Children are like sponges that absorb their parents’ emotions.
* Research has shown that there are a number of undesirable behaviors associated with parental stress. This means that the more stress parents feel, the more adolescents and children misbehave and show disrespect. And the more adolescents and children misbehave, the more stress parents feel.
* This stress-reaction between parents and adolescents is like a vicious cycle and perhaps one of the most important reasons for parents to address and deal with their stress.
* Without telling them anything, children know deep inside that their parents are stressed. They can overhear adult conversations and this can create more feelings of insecurity and more stress for the child.
* It is absolutely normal and okay for parents to feel sad, angry, or depressed but, because it is better for children, we want to limit the impact of our stress on children and adolescents.

Slide 28

* + **12. ASK >** *How can children be affected by their parents’ stress?*
  + **13.** Write trainees’ answers on a flipchart under the third column “impact on children”
  + Examples:
* Aggressiveness, disrespect
* Scared, refuse to leave the tent/house
* Depressed, cry often

Slide 29

1. **SAY >**

* *A parent’s stress affects the entire family. When the parent feels calm, it is more likely that the children and spouse will feel calm too. When the parent feels stressed, it is more likely that the whole family will feel tense.*

1. Explain the diagram and how parents’ stress affects children:

* Research has shown that there are a number of undesirable behaviors associated with parental stress. **This means that the more stress parents feel, the more children may misbehave.**
* Parents can feel stress when they see their children sad or for not being able to meet their basic needs or provide adequate sanitary conditions for them.
* This will likely increase children stress which they often express through misbehavior.
* The more children misbehave; the more stress parents feel. This is like a vicious cycle and perhaps one of the most important reasons for parents to acknowledge and try to manage their stress.

## 1.7 Coping and healing

**Time:** 20 min | Arrangement: Whole group | Slides 30 - 36

**Understanding ways to help parents reduce stress**

1. **SAY >**

* *We have just talked about the fact that the way parents experience and deal with stress impacts how their children feel and behave.*
* *In a part of Session 2 and all of Session 3, you will be helping parents learn new and positive coping strategies.*
* *First, let’s talk about relaxation.*

1. **ASK >** *What is relaxation?*
2. Allow trainees 5 minutes to brainstorm the definition of relaxation before you share the following definition.

Slide 31

1. **SAY >**

* *We define relaxation as a mental and physical state in which the individual is able to feel relieved from strain or tension.*
* *Reaching a relaxed state means to bring our emotions to a calmer, more peaceful state.*
* *When stress affects a person’s normal functioning, relaxation has proved to be effective in lowering stress.[[9]](#footnote-9)*
* *We are going to experiment with some relaxation exercises that you will teach parents when you are facilitating groups.*

Slide 32

1. **ASK >** *What helps you relax when you are feeling stressed?*

Slide 33

1. Write their responses on a flipchart and share the following techniques, if needed:

* Step away from the stressful event or situation.
* Deep breathing.
* Center yourself
* Count backward from 20 to zero.
* Muscle relaxation: visualize each part of your body getting relaxed, the right foot, the left foot, the right leg, the left leg, and so on.

1. **SAY >** *Later in this training you will have the opportunity to practice facilitating this content and these activities as Parenting Skills Facilitators.*

Slide 34

1. Play the video 1: Parent self-care (See resource 6 for the link)
2. **ASK >** *Have you tried these techniques before?*
3. **SAY >** *Let’s practice the deep breathing together.*

Slide 35

Breathing technique

1. **SAY >**

* *Take 10 deep abdominal breaths.*
* *You should see your stomach moving back and forth.*
* *Inhale deeply, exhale.*

1. Repeat the same breathing 10 times.
2. **ASK >** *How does it feel?*
3. Have parents volunteer to share their experiences.

## 1.8 Practice: Parenting Skills Sessions 2 & 3

**Time:** 3 hours | Slide 36 - 39

**Instructions for practice and preparation**

**Time:** 30 min | Arrangement: Small groups

1. Ask trainees to get into their groups from the first day.
2. **SAY >**

Slide 36 - 37

* *I will assign each group a section from the Parenting Skills Curriculum to facilitate with all the trainees. Each group will have 30 minutes to present to the rest of the group (10 minutes for each group member), followed by 15 minutes of feedback and discussion.*
* *You will have 45 minutes to prepare. Since we do not have time for all the groups to present, only 3 groups will present today. Every group will have at least 2 opportunities to present to the whole group in this training. This exercise will help you to understand the theory and skills a bit better, and also begin to understand the skills required for facilitation.*

1. Allocate the following sections of the curricula to the various groups:

**Group 1:** Parenting Skills Curriculum for caregivers of adolescents – Session 1: Introduction to the Parenting Skills Curriculum

* + Activity 5: What is positive parenting of adolescents?
  + Activity 7: Skills practice: Listening and supporting

**Group 2:** Parenting Skills Curriculum for caregivers of 0-5 – Session 2: Understanding and coping with stress

* Activity 2.2: The treasure Hunt
* Activity 2.4 Impact of parent stress on children

**Group 3:** Parenting Skills Curriculum for caregivers of 6-11 – Session 2: Understanding parent stress

* Activity 4: Relaxation techniques to cope with stress (any 2)

**Group 4:** Parenting Skills Curriculum for caregivers of adolescents – Session 3: Coping and healing strategies

* Activity 2: Alternative activity: Safe space

**Group 5:** Parenting Skills Curriculum for caregivers of 6-11 – Session 3: Coping and healing strategies

* Activity 3: Make your own coping and healing kit

**Skills practice**

**Time:** 2 hours, 30 minutes + 15 min break | Arrangement: Small groups

1. After groups have finished preparing, select 3 groups to facilitate the activity with the rest of the group.
2. Have groups come up and present one by one.
3. Make notes about the positive things you are observing as well as any challenges. Use Resource 5: Observation Monitoring Form For Parenting Group Activities, to help you give feedback.

Slide 38

1. Debrief in the following 3 steps:

**Step 1:** Self-evaluation – Ask the trainees who presented to think about:

–  What went well?

–  What could they have done differently?

**Step 2:** Whole group debrief – Ask for positive feedback on the presentation. Then ask if anyone has any suggestions for improving the session.

**Step 3:** Feedback from trainer – Highlight the positive aspects of the presentation and make suggestions for improving the session, if needed. Remember to give specific feedback that is positive, constructive and non-judgmental. For example, you can say, “I can see that you are really trying hard to engage trainees, and one way to do this more effectively is to make good eye contact and smile!”

1.9 Wrap up Day 1

**Time:** 15 minutes | Arrangement: Whole group| PowerPoint Slide: DAY 1 – Slide 39

1. Facilitate a discussion based on the following questions:

* What did you learn today?
* What did you like best about the session?
* What did you like least? Why?
* What would you have liked to discuss that was not covered?
* Suggestions or comments?

1. Inform trainees that, on Day 2 of training, they will learn about the brain development of children, the importance of giving them attention.
2. Ask trainees to practice the relaxation techniques they learned today, before coming back to the training on Day 2.

**Day 2**

**Session objectives**

*By the end of this session, trainees will be able to:*

* Articulate key concepts of child and adolescent brain development and the impact of toxic stress
* Explain the value of parental attention
* List techniques to promote positive relationships, growth and development.

|  |  |  |  |
| --- | --- | --- | --- |
| Session | Duration | | |
| Session 2: Brain development and promoting positive relationships | | | | |
| 2.1 Welcome to day 2 | | 30 min |
| 2.2 Child and adolescent brain development | | 1 hour 30 min |
| *Tea break* | | *15 min* |
| 2.2 Child and adolescent brain development (continued) | | 30 min |
| 2.3 Play and praise: positive attention shapes positive behaviors and build brains! | | 1 hour |
| 2.4 Practice: preparation | | 30 min |
| *Lunch break* | | *1 hour* |
| 2.4 Practice: sessions 4 & 5 | | 2 hours 30 min + 15 min break |
| 2.5 Wrap up Day 2 | | 15 min |

# Parenting Skills Training Session 2: Brain development and promoting positive relationships

**TRAINING SESSION OBJECTIVES**

* Articulate key concepts of child and adolescent brain development and the impact of toxic stress
* Explain the value of parental attention
* List techniques to promote positive relationships, growth and development.

**MATERIAL REQUIRED**

* Parenting skills trainer’s manual
* Parenting skill curricula for 0-5, 6-11 and adolescents
* Resource 1: Training agenda
* Resource 3: Attendance form
* Flipchart and markers
* PowerPoint slides
* Laptop and video projector
* See Resource 7 for the links to the videos
* Video 2: Brain architecture
* Video 3: Toxic stress
* Video 4: The still face experiment
* Video 5: Nurturing interactions
* Video 6: Quality time
* Soft ball

**PREPARATION REQUIRED**

* Read through the trainer’s manual and the curricula
* Arrive at least 30 minutes early to make sure the room or space is set up and you are there to welcome trainees
* Prepare the space for the session and ensure it will be conducive to uninterrupted dialogue.

2.1 Welcome to Day 2

**Time:** 30 min | Arrangement: Whole group | PowerPoint Slides: DAY 2 – Slides 1-3

**Welcome and review**

Slide 1

1. Welcome trainees to Day 2 of the Parenting Skills Training.
2. Have trainees sign the Attendance Form (Resource 3) for the day.
3. Ask trainees if they did their home assignment and practiced the relaxation techniques they learned on Day 1. Have 1 or 2 trainees share their experience of practicing the relaxation techniques.
4. Encourage them to do their home assignment because this will further their learning and help them become better Facilitators.

Slide 2

1. Review the agenda of the day.
   * Understanding brain development of children
   * Serve and return
   * Play and learn
   * Practice

Slide 3

**Activity: What do I remember from yesterday?**

1. **SAY >**

* *Stand up and form a circle. I will give you a ball to throw to each other.*
* *Each person who catches the ball will say one thing he or she remembers from yesterday. Then they will throw the ball to someone else.*
* *This exercise will help us all remember the key points from the previous day. Repetition helps improve memory!*

1. Ask trainees if they have any questions. Address them now or write them on the Notice Board to come back to later.

## 2.2 Child and adolescent brain development

**Time:** 2 hours | Slides 4 to 14

**Understanding brain development**

**Time:** 1 hour | Arrangement: Whole group

1. Explain the following facts about the brain and brain development:

* Human beings acquire information through experiences.
* The care that children receive from parents lays the groundwork for the development of a wide range of basic developmental processes that support children’s psychosocial development and functioning.
* Safe, stable and nurturing caregiving early in life is also associated with better physical and mental health, fewer behavior problems, higher educational achievement, and better adult productivity.[[10]](#footnote-10)

Slide 4

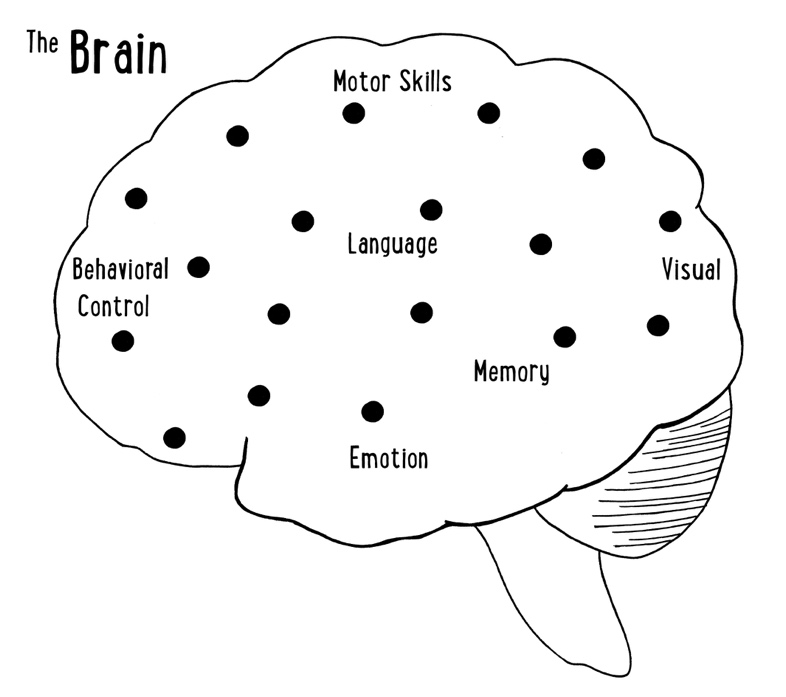
1. Play the video 2: brain architecture to explain basic facts about brain structure. Show trainees how to use the flip book in case they don’t have access to a video projector. Resource 6 in the curriculum.
2. Explain the following facts about brain structure:

* We are born with more than 80 billion brain cells called **neurons**. These neurons make us human as they work communicating between one another via small electrical impulses that travel on connections called **synapses.**
* Parents can create connections that build a healthy or an unhealthy brain structure, depending on the experiences they create for young children.
* Neurons, like trees, can be **pruned** away. We must use our brain cells or we will lose them!

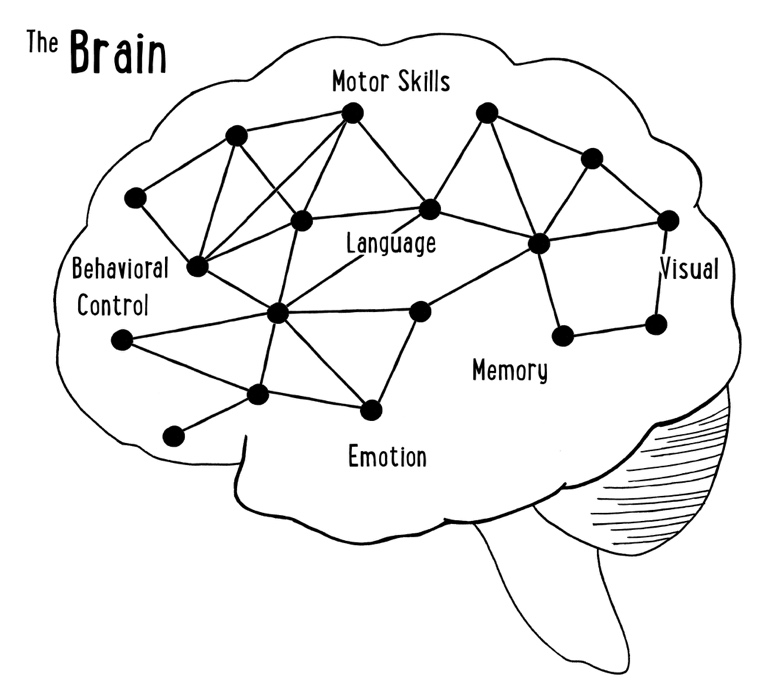
Slide 5

1. Draw the following images to explain the process of brain development:

**Image 1: The brain with neurons**



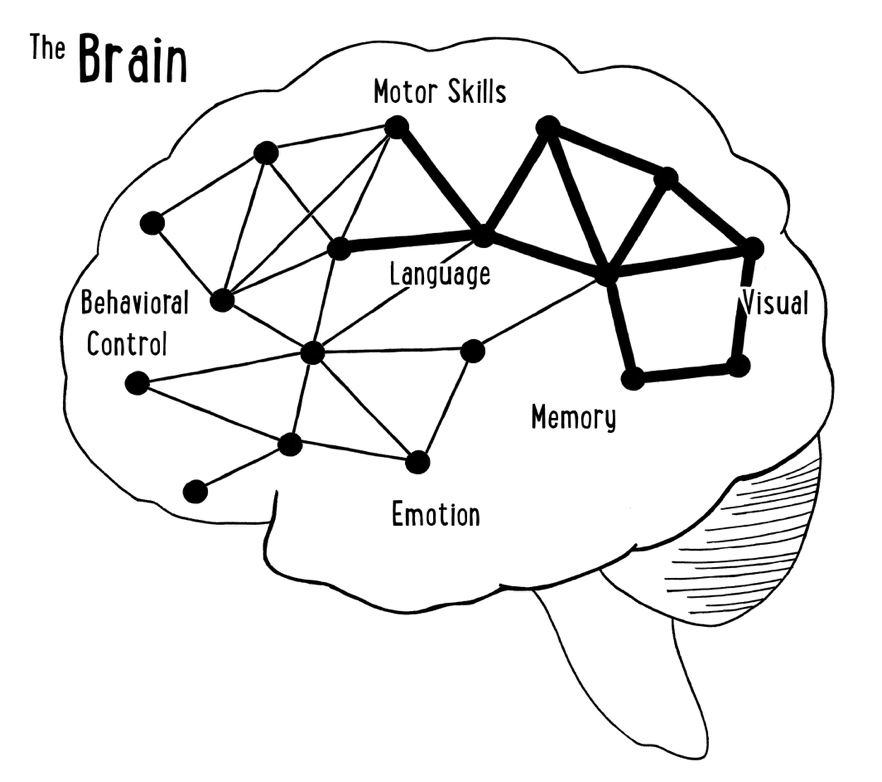
**Image 2: The brain with ‘electrical connections’ via synapses**



1. **SAY >**

* *Love, support, and encouragement build strong, healthy brains. These synapses, or circuits, enable humans to learn language, think, walk, catch a ball, trust others, and manage emotions.*
* *They are like electrical wires that, when connected, enable the lights to turn on. If the synapses between neurons are used repeatedly, they become permanent and strong – like exercising a muscle!*

**Image 3: The brain with stronger ‘electrical connections’ thanks to love and encouragement**



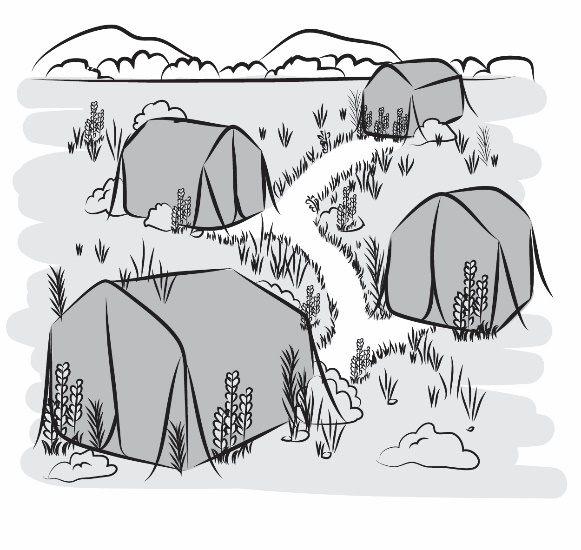
1. **SAY >**

* *Unused connections in the thinking and processing part of a child’s brain (called the grey matter) are ‘pruned’ away. At the same time, other connections are strengthened.*
* *This is the brain’s way of becoming more efficient, based on the ‘use it or lose it’ principle. Repeated stress, exposure to traumatic events and violence (toxic stress) can destroy connections and interfere with children’s ability to make safe and healthy decisions.*
* *Love, guidance, problem-solving and emotional support reinforce positive connections between neurons. This provides the foundation that children need to make healthy choices and become responsible family and community members.*
* *The pruning process begins in the back of the brain. The front part of the brain, the prefrontal cortex, is wired or connected last. The prefrontal cortex is the decision-making part of the brain, responsible for older children’s ability to plan and think about the consequences of actions, solve problems and control impulses. Changes in this part of the brain continue into early adulthood.*
* *The amygdala is a part of the brain that is associated with emotions, impulses, aggression and instinctive behavior.[[11]](#footnote-11) Because the prefrontal cortex is still developing, teenagers will often rely more on the amygdala to make decisions and solve problems than adults do.[[12]](#footnote-12)*

Slide 6

1. **SAY >**

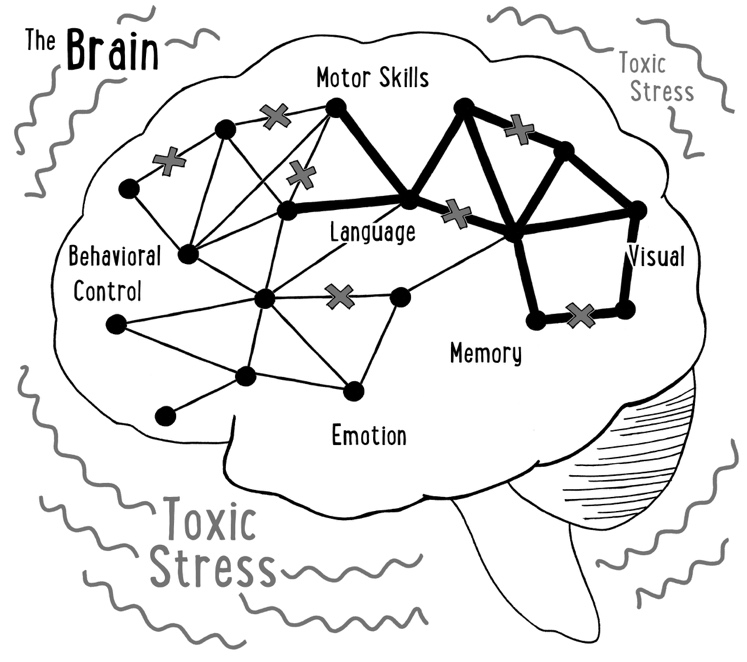
* *Think about a path that is created to be used for getting water or going to the market. At first, the path may be a little bumpy and hard to stay on. It does not actually become a path until lots and lots of people have walked that same path over and over again.*
* *The path becomes smoother and it is easier to see where you are going. Our brains are built in the same way. The more time you spend teaching and showing children kindness and respect, the stronger the connections between the cells (neurons) in their brains become!*
* *It is these strong connections that enable children to be healthy, happy and responsible family and community members.*

Slide 7

1. Explain what happens when brains are under stress.
2. Play the video 3: Toxic stress14

**Image 4: The ‘electrical connections’ are destroyed due to toxic stress and violence**



**Image 5: The electrical connections are renewed with loving, nurturing and predictable adult relationships.**



Slide 8

1. Show the 2 brain scan images on the slide 8.
2. **SAY >** *These pictures of brains were taken using scanners that produce detailed images using magnetic fields and radio waves.*
3. Discuss the image.
4. **ASK >** *What do you notice about these images? What are the differences?*
5. **SAY >** *Notice how the nurtured child’s brain has much more activity, while the brain of the child who was subjected to abuse and extreme deprivation shows less activity in the same areas.*
6. Explain basic concepts of brain development to the trainees, based on the following information:

* The image of the abused child’s brain is of a child who suffered severe abuse and violence.
* Chronic neglect or abuse of children can diminish their brain function well beyond their youth.[[13]](#footnote-13)
* Just as positive early experiences build healthy brain architecture, adverse early experiences can weaken it.
  + **Toxic stress** is caused by repeated abuse, neglect, and/or exposure to violence inhibits brain development.
  + Abuse is a cruel and violent treatment. Abuse can be physical or emotional and includes beating, slapping, shouting, calling bad names, humiliating, scaring children.
  + Neglect is to not give enough care or attention to people that are under your responsibility. For example, it’s when a child is left alone at a young age without adult supervision.
  + Children exposed to abuse and neglect have physically different brains than children raised in nurturing environments.
* Helping all children have supportive environments to learn and grow provides the foundation for better school achievement and adult productivity!

Slide 9

* Our brains are not fully formed until we are in our early to mid-20s! Different parts of our brain form and mature at different rates.
* For example, the parts of our brain that control our senses and reflexes form when we are infants.
* The parts of our brain that help us control our impulses and use good judgment are the last to mature. This part of the brain is called the prefrontal cortex and it controls our ‘executive function’.
* Executive function skills are mental processes that enable us to plan, focus attention, remember instructions and juggle multiple tasks successfully.[[14]](#footnote-14)

Slide 10

1. If possible, show this web page from the New York Times which shows how the frontal cortex is still developing until the early to mid 20s.[[15]](#footnote-15)

Slide 11

1. Use the graph on Slide 11 to explain the brain elasticity.
2. **SAY >**

* *Our brain also has the unique ability to change or re-create itself. This is called ‘plasticity’. Brains start out in life with a lot of plasticity but, as we age, it gets harder to change our brains.*
* *Scientists have learned that in early childhood, if the brain is exercised with positive experiences, children can learn to control impulses, order their thoughts and use good judgment – skills and abilities that will help them to become happy, healthy adults.*

**The musical chairs!**

**Time:** 10 minutes | Arrangement: Whole group; small groups | Slide 12

1. Place one chair for each participant in circle and remove one.
2. Explain that while you will play some music, trainees can dance or move around.
3. As soon as the music stops, each trainees should find a chair to sit.
4. The participant who was not able to sit is eliminated from the game. Continue the game, removing one chair every round, until one participant is left.

**How parents can help their children live safe and healthy lives**

**Time:** 10 minutes | Arrangement: Whole group | Slides 13 - 14

Slide 13

**1.** **SAY >**

* *The next several sessions of the Parenting Skills Curricula explore*
  + *how to help children and adolescents learn the skills needed to live safe, healthy, happy lives.*
* *We will talk about how to support their continued healthy brain development by discussing and practicing each of the following:*
  + Showing an interest in children’s lives.
  + Being honest and direct about sensitive topics.
  + Helping children make healthy choices.
  + Respecting children’s thoughts and opinions.
  + Supporting children’s education.

Slide 14

1. **ASK >** *What are some other changes adolescents experience?*
2. After trainees have responded, share the following answers, if needed:
   * Changes in their attitudes and beliefs
   * Changes in their bodies
   * Changes in their relationships with peers and parents

**Showing interest in your teen’s life**

**Time:** 20 minutes | Arrangement: Pairs; Whole group | Slides 15 - 17

Slide 15

1. In pairs, ask the trainees to reflect on the following questions:
   * Do you remember when you were between the ages of 12 and 15 years?
   * What kinds of things were happening in your life? Perhaps you were worried about exams or were noticing a boy or girl in the village.
2. Give trainees a few minutes to share their memories about their teenage lives.

Slide 16

1. **ASK >** *What does it look like to show interest in a teenager’s life?*
2. After trainees have shared their responses, add the following points to the list, if needed:
   * Listening without interrupting.
   * Affirming and validating feelings – for example, “I see why you would be upset about that.”
   * Offering support, if needed.
   * Praising good decisions, actions and character traits.
3. **SAY >** *We will talk about problem-solving and helping adolescents make*

*good choices in the next few sessions, but for today we are going to focus on showing an interest.*

Slide 17

1. Role-play for skills practice: Showing interest in your teen’s life
2. Pick 2 trainees for the role-play. One will be the ‘parent’ and the other will be a ‘16-year-old boy’.
3. Present the scenario – A parent asks the teenager how their day is going. The teenager shares something going on in their life. The parent shows interest in the teenager’s life.
4. Coach the ‘parent’ and the ‘16-year-old boy’ on the role-play. You can adapt the sample script provided, or create your own.
5. Have the volunteers present the role-play in front of the group.

**This is a sample script. Please adapt to your context or create your own. Please change the names to ones that are familiar in your context.**

The 16-year-old teenager has just come in from school.

**Parent:** [Puts down work] How was your day?

16-year-old: It was okay, but I am having a problem with one of

my friends.

**Parent:** Oh, I am sorry to hear that! Tell me more about it.

**16-year-old:** Well, the other day we were walking home from school and

went by the market and he stole some stuff.

**Parent:** Oh! You look like this is really bothering you. What did you do?

**16-year-old:** I just kept walking and didn’t really say anything.

**Parent:** Well it sounds like you make a good decision not to steal, but you

are still wondering what to do about your friend?

**16-year-old:** Yes, I am afraid if he gets caught while I am with him I could

get into trouble too.

**Parent:** Well that sounds like pretty good thinking to me. What would you

like to do?

**16-year-old:** I would like to tell him that, when I am with him I would like

him not to steal, but I am afraid that he will get mad at me or call me weak.

**Parent:** You have quite a hard decision. Is there anything I can do to help?

**16-year-old:** I just need some time to think about it.

**Parent:** Would it be all right if I ask you a little later what decision you

came too?

**16-year-old:** Sure. Thanks [mom/dad].

1. Debrief on the role-play.
   * Ask the person playing the 16-year-old how it felt for the ‘parent’ to show an interest in them and their problem.
   * Ask trainees what skills the parent used in the role-play to show an interest in the teenager’s life.

Example answers:

* + Problem-solving
  + Good judgment and decision-making

**Golden rule of psychology: children need and want adult attention**

**Time:** 30 minutes | Arrangement: Whole group | Slides 18 -

Slide 18

1. **SAY >**

* *Positive nurturing is nourishing the aspects of life we want. All children want attention from their parents and from other adults they love and respect.*
* *Children can learn to get attention in both positive and negative ways.*
* *Attention can reinforce both positive and negative behaviors.*
* *When a parent praises a child for a good behavior – such as sharing – that behavior is encouraged by the parent.*
* *Negative behaviors – like hitting – can also be reinforced by attention (either negative or positive). If a parent gives more attention when children are misbehaving, then it is the negative behaviors that are reinforced. If a child whines and cries because the parent will not buy them a sweet, and the parent keeps arguing with the child, this is negative attention and it reinforces the child’s whining! Parents need to be strategic about what behaviors they are giving attention to.*
* *The more positive attention that parents give to positive behaviors, the less that children will seek attention through negative behaviors.*

1. **SAY >**

* *We are going to talk about 3 different parenting tools that will help parents encourage more positive behaviors in their children and decrease negative behaviors.*
* *These tools are playing, praising and spending quality time.*
* *Praising is providing positive attention for positive behaviors and qualities about children.*
* *Parents need to be strategic about giving attention!*
* *When children misbehave in ways that are annoying, but not harmful to themselves or others, parents can ignore that misbehavior.*
* *If no one listens to a child who whines, then there is no point for the child to continue whining.*
* *When parents yell at or hit children who whine, they are providing them with negative attention and thus reinforcing that negative behavior.*

Slide 19

1. Play the video 4: The still face experiment.
2. **ASK >**

* *How did you feel when the baby got upset?*
* *Why do you think the baby got upset?*

Slide 20

**Serve and return**

1. **SAY >**

* *Children learn from what they see more than what they hear.*
* *Children are like sponges that observe and absorb everything.*
* *Actions often speak louder to children (and adults) than words.*

1. Play the video 5: Nurturing interactions
2. **SAY >**

* *Serve and return is a technique that helps build babies brain. Parents and children will mirror or copy what the other is doing.*
* *Parents with infant will practice this activity today with their children*.
* *Parents smile at your baby and tell them to smile back.*
* *Then, mirror what your child is doing. You can imitate their sound or their gesture.*

1. Remember to provide active coaching support if the parents practicing the skill need help.
2. Praise parents and their babies, by saying something like, your baby has a beautiful smile.

Slide 21

1. **SAY >**

* *Parents can encourage polite, kind behaviors in their children by modeling positive behaviors.*
* *Children learn from what they see more than what they hear.*

## *If parents tell them to act peacefully and work hard, but they themselves are violent and lazy, they should expect children to follow their example and not their words.*

## 2.3 Play and praise: Positive attention shapes positive behavior and builds brains!

**Time:** 1 hour | Slides 22 - 28

**Children learn through playing and spending time with adults**

**Time:** 45 minutes | **Arrangement:** Whole group; Small groups | Slide 22 - 26

Slide 22

1. **ASK >** *How parent can playing with children encourage their positive development and behavior?*

After trainees have responded, share the following answers, if needed:

Slide 23

* Children learn social skills, such as taking turns and sharing.
* Children learn how to use their imaginations – play fosters creativity!
* Parents learn more about their children’s likes and preferences, skills and abilities.
* Parents playing with children improves children’s self-esteem; children feel they are important to their parents!

Slide 24

1. **ASK >** *How parents should play with children?*

After trainees have responded, share the following answers, if needed:

* Sit near your child and on their level.
* Follow your child’s lead and take their suggestions of what to play.
* Pace the play to suit your child’s developmental level.
* Have fun and laugh together!
* Encourage creativity
* Explore dreams and hopes for the future through imagination
* Describe and talk about what children are doing
* Coach positive peer and sibling play
* Encourage independent problem-solving
* Give positive attention and approval to play
* Stop inappropriate play immediately
* Avoid power struggles

1. Explain the meaning of a power struggle, if needed.

* A power struggle is an argument that takes place because the people involved are fighting about who will control and dominate the relationship.

Slide 25

1. Play video 6: Quality time

Slide 26

Role-play for skills practice: Playing with children

1. Tell trainees that we are now going to act out a role-play and select two volunteers, preferably one male and one female. Give them the script of the role-play and let them read it.
2. Scenario - The ‘parent’ is really bossy and direct everything the ‘child’ does when they are playing together.
3. Give instructions for the role-play for skills practice activity to the two actors in the role-play only.
4. **SAY >**

* *In this role-play the person playing the ‘parent’ needs to be really bossy and direct everything the ‘child’ does. For example, if you are playing with a ball in the role-play, the parent might insist that the child throw or kick it a certain way for a specific number of times; or, if you are playing marbles, the parent will tell the child they are doing it wrong and insist that they do it correctly.*
* *I will stay close by to help out in case you get stuck.*
* *You have 5 minutes to practice and prepare for the role-play.*

1. Have the actors present the role-play in front of the group.

**This is a sample script. Please adapt to your context or create your own and add names that are familiar in your context.**

* **Child:** Mama, can we play football?
* **Mother:** Sure.
* [Child begins to kick the ball to his mother.]
* **Mother:** That is not how you kick the ball. Here, let me show you. [Mother takes the ball from the child and shows him how to kick.]
* **Child:** Can I have a turn now?
* **Mother:** Only if you play it right.
* [Child tries again and again, and the mother keeps interrupting him and correcting him. Child sits down frustrated.]

1. After the role-play, ask both the actors how it felt. It is likely that both of them will report that this experience was frustrating and not much fun.
2. Instruct the two actors in private that, this time, the parent must follow the child’s lead and play whatever the child wants to play. Tell the parent to say some kind words to the child while they are playing. Some examples of kind words are:

* *Wow! Look at you kicking that ball!*
* *Well done! You are going to be a great football player someday!*
* *I love playing with you and am so happy you are my son!*
* *Thanks for playing with me and taking turns sharing the ball.*

1. After the role-play once again, first ask the ‘child’ and then the ‘parent’, how this role-play felt. They both will likely report that, this time, it was more fun and it made them feel good.
2. Ask the rest of the group to give some positive comments to the ‘parent’ and ‘child’ for their participation in this practice. You can praise them as well!
3. Now split trainees into groups of 3.
4. Ask trainees to find some materials that are available at the training site  or outdoors to create some kind of game or something to play with a child.
5. Then have groups practice child-directed play, taking turns playing the ‘parent’, ‘child’ and ‘coach’. Concentrate on child-directed play! Only practice the positive parent–child interactions in this role-play.
6. Allow 15–20 minutes to complete the practice.
7. Bring everyone back together.
8. **ASK >**

* *What did you like about this kind of play?*
* *What did you find hard?*

**Praising promotes positive behaviour**

**Time:** 15 minutes | **Arrangement:** Whole group | Slide 27-28

Slide 27

1. **ASK >** *What is praise and why is praise good for children?*
2. After trainees have responded, share the following answers, if needed:

* Praise is telling a child that you like something that he or she is doing.
* Praise shows love and affection.
* Praise helps children build self-esteem and confidence.
* Praise helps children build healthy social and emotional connections!

1. **ASK >** *How does praising children make parents feel?*
2. After trainees have responded, share the following answers:

* Praise helps parents feel good about their children and builds positive relationships.
* Praise reinforces desirable behaviors: parents spend less time punishing or disciplining children because the child spends more time seeking parent’s positive attention.

*Examples of praise statements:*

–  *I am so proud of the way you are doing your homework so carefully.*

–  *Thank you for completing your chore and being so responsible.*

–  *That is very polite.*

–  *I am so glad you are my son/daughter.*

Slide 28

1. Explain some effective ways to praise children:

* Decide what values, positive character traits or new behaviors are most important for a child to develop at various stages of development.
* Look for opportunities to reinforce them.
* Describe exactly what a child did to elicit praise. Say, for example, “Thank you for cleaning up after you finished playing.” Don’t just say, “Good job.”
* Try to give praise as soon as you notice good behavior. Prompt praise is best because the child will be most aware of what they did to deserve it.
* Don’t hesitate to praise children daily. A child needs to know that their parent has noticed the good habits they are developing.
* Praise children for trying hard.
* Don’t wait for perfection!
* You can also praise children nonverbally with a hug or smile!

1. **ASK >** *What are some other ways to nonverbally praise children?*
2. **ASK >** *What are some of the praise statements?*
3. Write up the list on a chalkboard or flipchart.
4. Have trainees pair off and think of a specific praise statement for each of the behaviors on the list.

## 2.4 Practice: Parenting Skills Sessions 4 & 5

**Time:** 3 hours | Slides 29 - 31

**Instructions for practice**

**Time:** 30 min | Arrangement: Small groups

1. Ask trainees to get into their groups from the first day.
2. **SAY >**

Slide 29

* *I will assign each group a section from the Parenting Skills Curriculum to facilitate with all the trainees. Each group will have 30 minutes to present to the rest of the group (10 minutes for each group member), followed by 15 minutes of feedback and discussion.*
* *You will have 45 minutes to prepare. Since we do not have time for all the groups to present, only 3 groups will present today. Every group will have at least 2 opportunities to present to the whole group in this training. This exercise will help you to understand the theory and skills a bit better, and also begin to understand the skills required for facilitation.*

1. Allocate the following sections of the curricula to the various groups:

**Groups 1 :** Parenting Skills Curriculum for caregivers of children – Session 4: Understanding brain development – children need love to be healthy

* Activity 2: What is happening in our children’s brains

**Group 2:** Parenting Skills Curriculum for caregivers of 0-5 – Session 4 – Building brains

* Activity 3. The amazing brain

**Group 3:** Parenting Skills Curriculum for caregivers of 0-5 - Session 5: Playing to learn and love

* Activity 2: How infants and children develop
* Activity 3: Serve and return to build relationships and brains

**Group 4:** Parenting Skills Curriculum for caregivers of adolescents – Session 5: Building positive relationships and creating spaces for dialogue

* + Activity 4: Spending quality family time together
  + Activity 5: Encouragement and praise

**Group 5:** Parenting Skills Curriculum for caregivers of adolescents – Session 5: Building positive relationships and creating spaces for dialogue

* Activity 6: Showing interest in your teenager’s life

**Skills practice**

**Time:** 2 hours, 30 minutes + 15 min break | Arrangement: Small groups

1. After groups have finished preparing, select 3 groups to facilitate the activity with the rest of the group.
2. Have groups come up and present one by one.
3. Make notes about the positive things you are observing as well as any challenges. Use Resource 5: Observation Monitoring Form For Parenting Group Activities, to help you give feedback.

Slide 30

1. Debrief in the following 3 steps:

**Step 1:** Self-evaluation – Ask the trainees who presented to think about:

–  What went well?

–  What could they have done differently?

**Step 2:** Whole group debrief – Ask for positive feedback on the presentation. Then ask if anyone has any suggestions for improving the session.

**Step 3:** Feedback from trainer – Highlight the positive aspects of the presentation and make suggestions for improving the session, if needed. Remember to give specific feedback that is positive, constructive and non-judgmental. For example, you can say, “I can see that you are really trying hard to engage trainees, and one way to do this more effectively is to make good eye contact and smile!”

2.5 Wrap up Day 2

**Time:** 15 minutes | Arrangement: Whole group| PowerPoint Slide: DAY 2 – Slide 31

1. Facilitate a discussion based on the following questions:

* What did you learn today?
* What did you like best about the session?
* What did you like least? Why?
* What would you have liked to discuss that was not covered?

1. Suggestions or comments?
2. Inform trainees that, on Day 3 of training, they will learn about communication and empathy and self-care for parents.
3. Ask trainees to practice the playing and praising techniques they learned today, before coming back to the training on Day 3.

**Day 3**

**Session objectives**

*By the end of this session, trainees will be able to:*

* List and use the steps of empathy.
* Facilitate empathy-building and communication skills role-plays.
* Articulate children’s and adolescents’ psychosocial needs during crisis.

|  |  |  |  |
| --- | --- | --- | --- |
| Session | Duration | | |
| Session 3: Empathy and positive discipline | | | |
| 3.1 Welcome to day 3 | | 30 min |
| 3.2 How do children communicate? | | 20 min |
| 3.3 Empathy for children and adolescents | | 1 hour |
| *Tea break* | | *15 min* |
| 3.4 Game: Charades | | 10 min |
| 3.5 Understanding children and adolescents psychosocial needs | | 1h45 min |
| 3.6 Practice: preparation | | 30 min |
| *Lunch break* | | *1 hour* |
| 3.6 Practice: sessions 6 & 7 | | 2 hours 30 min + 15 min break |
| 3.7 Wrap up Day 3 | | 15 min |

# Parenting Skills Training Session 3: Empathy and psychosocial support for children and adolescents

**TRAINING SESSION OBJECTIVES**

* List and use the steps of empathy.
* Facilitate empathy-building and communication skills role-plays.
* Articulate children’s and adolescents’ psychosocial needs during crisis.

**MATERIAL REQUIRED**

* Parenting skills trainer’s manual
* Parenting skill curricula for 0-5, 6-11 and adolescents
* Resource 1: Training agenda
* Resource 3: Attendance form
* See Resource 7 for the links to the videos
* Video 7: Empathy
* Colored pencils
* Flipchart and markers
* PowerPoint slides
* Laptop and video projector
* Soft ball

**PREPARATION REQUIRED**

* Print and sign a certificate for each participant who has completed the training
* Read through the trainer’s manual and the curricula
* Print copies of the resource x
* Arrive at least 30 minutes early to make sure the room or space is set up and you are there to welcome trainees
* Prepare the space for the session and ensure it will be conducive to uninterrupted dialogue.

## 3.1 Welcome to Day 3

**Time:** 30 minutes | **Arrangement:** Whole group | PowerPoint Slide: DAY 3 – Slides 1 to 4

**Welcome and review**

1. Welcome trainees to Day 3 of the Parenting Skills Training.
2. Have trainees sign the Attendance Form (Resource 3) for the day.

Slide 2

1. Review the agenda of the day.

* How children communicate
* Communicating with empathy
* Understanding child and adolescent psychosocial needs
* Practice

Slide 3

**Activity: Discuss in pairs**

1. **ASK >**

* *What are some ways of playing with children that promote brain development?*
* *Did you have a chance to play with your own children (if you don’t have children, did you play with a friend’s or relative’s children) in a way that promotes brain development?*

1. Ask trainees if they have any questions. Address them now or write them on the Notice Board to come back to later.

## 3.2 How do children communicate?

**Time:** 20 minutes | **Arrangement:** Whole group| Slide 4

Slide 4

1. **SAY >**

* *Children, like adults, have different styles of communication.*
* *There are some ways of communicating which are more effective to successfully communicate with our children.*

1. **ASK >** *At what age can you start communicating with your child?*
2. After trainees have responded, share the following answers:

* Children can communicate the moment they are born.
* They can also communicate through loving touch while they are still in the womb of the mother, from 18 weeks. This is called haptonomy.

1. **ASK >** *What are the ways babies communicate?*
2. **SAY >**

* *Babies and toddlers use verbal and nonverbal ways of communicating their needs before they learn to talk like making sounds, repeating syllables, smiling, crying, laughing and using their bodies.*
* *These ways of communicating are called cues. The cues, such as crying or reaching out for something, are many and varied.*
* *It is equally important to talk to our infants and young children as to listen to their needs by reading their cues and hearing their words. Communication is a two-way process!*

## 3.3 Empathy for children and adolescents

**Time:** 1 hour | **Arrangement:** Small group; Pairs | Slides 5 to 13

**Activity: Body Mapping – When I was a child...**

1. Tell trainees that we have 30 minutes to complete this activity. Divide the trainees in 4 groups, 2 groups for happy memories and 2 groups for unhappy memories.
2. Have each group draw a body shape on flip chart paper.
3. Have trainees remember happy memories or unhappy memories from their childhood.
4. Ask them to make a dot on the drawings of their bodies where they felt good while remembering a happy memory.
5. Ask them to make a cross on the drawings in the areas where they felt pain while remembering.
6. In plenary, ask the trainees from each group to share their happy and unhappy memories from childhood, if they feel comfortable sharing them.
7. Ask whether adults around them in their childhood understood their feelings and if they acknowledged their feelings and offered to help.

Slide 6

**Stages of empathy development**

1. **ASK >** *What is empathy?*
2. **SAY >**

* *Empathy is a human characteristic that allows us to understand and feel for our fellow human beings.*
* *It is the ability to perceive the emotions, needs and desires of another person, to understand and act with care.*
* *It involves being able to walk in the shoes of another person and feel what it is like.*

Slide 7

* *Children experience strong feelings that shape their personalities as they grow up. That is, they build memories through experiences. Children want and need their parents to understand and help with their difficult feelings.*
* *Children need their parents to be empathetic, loving and nurturing and to understand their feelings. Empathy helps children feel safe and secure. As it relates to parenting, empathy is the ability to perceive the emotions, needs and desires of a child, and to be able to respond in a nurturing way, keeping the positive welfare of the child at the forefront.*
* *Both boys and girls need their parents to show empathy. It helps children become sensitive to other people’s needs, and to be able to handle difficult feelings in acceptable ways.*

Slide 8

1. **SAY >**

* *A 1-year-old child feels distress when another child falls or cries.*
* *A 2-year-old child becomes more aware that they are distinct from others and may even try to soothe another child in distress.*
* *In late childhood, children can understand the feelings of another person when he or she tells a story about a prior experience.*
* *Human beings are born with the capacity to be empathetic. It is a parent’s job to teach children how.*

1. **ASK >** *Do you have any questions about empathy?*

Slide 9

1. **SAY >**

* *You are going to learn a technique for increasing empathetic responses to help children handle difficult feelings. The method is a 4-step process:*
* **Step 1.** Identify the feeling *Example: “You look like you are feeling sad.”*
* **Step 2.** Determine the reason *Example: “Please tell me what happened, I would like to help.”*  The exercise should take no longer than 15–20 minutes.
* **Step 3.** Validate or honor the feeling *Example: “I am sorry you heart yourself while playing, that must hurt.”*
* **Step 4.** Help the child with their feelings. Take action and find a solution if appropriate.  *Example: “Let’s clean this wound so you feel better.”*

Slide 10

1. Play video 7: Empathy

Slide 11

**Skills practice: 4 steps of empathy**

1. **SAY >** *Let’s practice the 4 steps.*
2. Role-play for skills practice: The 4 steps of empathy
3. Pick 2 trainees for the role-play. One will be the ‘parent or caregiver’ and the other will play the ‘2-year-old daughter’.
4. Present the scenario –   A 2-year-old had a fight with another child about a toy. She is crying.
5. The parent must respond to the child’s emotion by following the four-step empathy-building process.
6. You can adapt the sample script provided, or create your own.
7. Have the volunteers present the role-play in front of the group.

**This is a sample script. Please adapt to your context or create your own. Please change the names to ones that are familiar in your context.**

* **Parent:** [Notices that the child is crying.] Oh, Sarah you look so sad, [Step 1] do you want to tell me what is making you sad? [Step 2]
* **Child:** I was playing with Ahmed, the neighbor and he took the new ball that dad bought me yesterday.
* **Parent:** I am so sorry that this happened to you, this is not kind of him. [Step 3] Shall we go together to get it back? [Step 4]

1. Debrief on the role-play:
2. **SAY >**

Ask the trainee playing the child:

* *How did you feel to have your feelings acknowledged and validated?*
* *How did you feel to know that your ‘parent’ was going to help you?*

1. Ask the trainee playing the parent how it felt to respond to her ‘child’ in this way.

If you have time, do a second role play using the following scenario.

* **Parent:** [Notices that the daughter looks sad.] Oh, Sarah you look so sad, [Step 1] do you want to tell me what is making you sad? [Step 2]
* **Girl:** On my way to school, some older boys have been making sexual comments, and it makes me feel really uncomfortable.
* **Parent:** I am so sorry that this is happening to you, Sarah, and it is not okay. [Step 3] What can I do to help? [Step 4] Can we find an adult to walk you to school?

Slide 12

1. **SAY >**

* *Children with disabilities need care and support just like any other teen.*
* *Let’s imagine for a moment what it would be like to be a child who learns more slowly than others, who is unable to walk or cannot hear.   
  What assistance or understanding would we want from our caregivers?*
* *There are different kinds of barriers in families and communities that can get in the way of providing adequate educational, social and physical opportunities for disabled teens. Can you think of some of these barriers?*

Slide 13

1. **ASK >** What are situations for adolescents that would require adult help, and situations that might just require listening?
2. After trainees have responded, share the following answers, if needed:

Situations requiring adult help:

* Problems at school
* Drug or alcohol use
* Sexual harassment
* Sexual activity, sexually transmitted disease

Situations that may require help or just listening:

* Argument with a friend
* Problems at school with peers
* Goals for the future

## 3.4 GAME: The word categories

**Time:** 10 minutes | **Arrangement:** Whole group Slide 14

1. Distribute pens and paper to all the trainees.
2. Tell trainees that they will be playing this game with parents in the Parenting Skills sessions as well.
3. Give trainees instructions for the ‘Categories’ activity:

* Divide the paper into 5 columns – one thin column and 4 thick ones.

1. **SAY >**

* *We have 4 categories in this game – name, place, animal and food. Write the names of these categories in the columns.*
* *I will pick a trainee, and when I say, “Go!” that person will start reciting the letters of the alphabet in his or her head, until someone else says, “Stop!”*
* *The trainee who was reciting the alphabet will tell everyone which letter they stopped at, and everyone has to write down a name, a place, an animal and a food beginning with that letter.*
* *The person who completes all 4 categories correctly first, will winthat round.*

1. Play this game for as long as the time allows.

SAMPLE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Letter | Name | Place | Animal | Food |
| A | Ali | Africa | Ant | Apple |
|  |  |  |  |  |
|  |  |  |  |  |

## 3.5 Understanding children and adolescent psychosocial needs

**Time:** 1h45 minutes | **Arrangement:** Whole group| Slide 15 - 18

**Psychosocial impact of a crisis on children**

**Time:** 1 hour 25 minutes | **Arrangement:** Whole group| Slide 15 - 17

Slide 15

1. Distribute handout 2: Impact and symptoms to all the trainees
2. Divide the trainees into 4 groups and ask them to think for one of the age groups: Children aged 6, 9, 12, and 15. Give about 25 minutes to each group to brainstorm and another 15 minutes to present their work.
   * What is the impact of a crisis on children?
   * What are the psychological symptoms that can be observed?

**3.** Use Resource 7: Impact and symptoms – Answer key for example answers.

Slide 16

**4.** Explain the impact of crisis on children:

* + - Crisis affects children in all the same ways that it affects adults, but also in different ways.
    - Childhood is already a difficult and stressful time due to body changes and the developing brain.
    - Children are dependent on the care, empathy and attention of adults who love them.
    - Attachments can be disrupted in times of crisis, due to the loss of parents extreme preoccupation of parents in protecting and providing for the basic needs of the family, and emotional unavailability of depressed or distracted parents.
    - Children often feel what their parents feel, including their stress and their emotions.
* Children are often exposed to very traumatic events during crisis. Losses of loved ones and disruptions in their lives and routine can lead to depression and anxiety during adolescence.
* Research has shown that the earlier we start helping children to cope with the stresses of crisis, the more likely we are to prevent serious psychosocial problems from developing later in life.[[16]](#footnote-16)

1. Remind the trainees of the session on brain development and how toxic stress can affect the brain and neuron connections.
2. **ASK >** *How have children been affected by the conflict?*
3. Explain further:
   * These are common reactions. They are normal in the sense that most children will experience some of them at some point, although most children will recover. Every child responds differently, according to their age, gender, background, or temperament, and there are no right or wrong reactions. It can sometimes be helpful for you to discuss positive changes in children’s behavior as well.
   * These are understandable reactions. Adults are very good at noticing changes in behavior, but it is much harder for them to know about children’s internal distress. In this case, it is helpful for a parent to make the links between adults’ and children’s distress.
   * Children commonly have distressing, intrusive memories after exposure to war-time stressors.
   * These may be in the form of nightmares, intrusive pictures or thoughts during waking hours.
   * As with adults, the natural reaction of children is to try to push these thoughts away, or to avoid reminders of the event that can trigger them.
4. **ASK >**
   * Can you give examples of ways parents or children push away or avoid their own difficult memories?
   * Do you have ways to avoid repetitive thoughts about a specific difficult event?

Slide 17

1. Draw the following diagram of the vicious cycle on a flipchart and explain how pushing away or avoiding difficult memories may provide temporary relief, but in the long term, it prevents recovery.
2. To break the cycle, talking about the traumatic event and finding comfort is the key!
3. The parts of the diagram are explained below:
   * Difficult memories/nightmares – Some thoughts, difficult memories and nightmares of traumatic events that keep coming into your mind.
   * Ignoring and pushing away – The immediate reaction is to push away or ignore these difficult memories.
   * Relief in the short term – Feeling better for a short period of time.
   * Difficult memories/nightmares come back stronger and more often – Bad memories coming back more frequently and with a greater intensity, thus continuing the vicious cycle.
   * *This diagram is more relevant to children 3 years old and above. For younger children, as they cannot express what is on their mind, it is harder for parents to understand what may cause a change in behavior.*

**Ignoring stress symptoms: a vicious cycle**

* + 1. **SAY >**
* *Sometimes parents may say, “Everything is fine, forget about this”.*
* *Look at the image in this handout. Can you see the effect of ignoring the symptoms of stress? Children’s distress may increase.*
* *If not addressed, distress can have long lasting consequences until adulthood such as depression or other health problems.*
* *To break the cycle, talking about a traumatic event and finding comfort is the key!*
* *We will discuss in detail ways to address symptoms of stress for children.*
  + 1. Show Handout 12 (from the curriculum) : How to prevent and respond to signs of stress
    2. **ASK >** *What type of response can we give to signs of stress?*
    3. Explain the Sketch in the handout:
* The first two pictures are about prevention. It shows that you should not let your children watch violent images of the conflict on TV or listen to adult discussions about the crisis.
* The third picture shows that you should answer children’s questions about the current situation using appropriate and reassuring language for their age. In any case, do not lie to children, even if they are very young. They will know you are lying and will increase their stress.
* The fourth image shows physical comfort to reassure your child. This approach is valid for all ages. For instance, if a toddler seems distressed because of loud noises, take him/her in your arms and cuddle with reassuring words and tone of voice.
  + 1. **SAY >**
* *For all children,**even with very young babies, explain to them what is happening using very simple language,*
* *You may feel they don’t understand but they actually do. The reassuring tone of your voice will help them feel more comfortable.* 
  + 1. **ASK >** *What kind of things can you tell a two years old about the crisis or the displacement?*
    2. Ensure the responses are age appropriate and reassuring and add the following example if needed: *“It was not safe to stay in our village/town/community so we had to leave our house. We are now living in a new place that is safer.*” (Adapt the script to your context as needed)

**Talking and listening**

**Time:** 20 minutes | **Arrangement:** Whole group| Slide 17-18

Slide 18

1. Explain that we are going to think more about what children need from the adults they love and trust.
   * During a crisis, families are commonly split up and normal daily life seems impossible.
   * Children can become confused as well as scared seeing what is happening around them. They often become afraid of their own reactions, fearing that they are going crazy or losing control. They may worry about the future and about their own safety as well as the safety of those closest to them.
   * Although children, like adults, need to have time to switch off from thinking about crisis, they will not be able to forget what has happened to them.
   * Talking about what has happened in the past, and about their worries for the future with someone they trust will help children to make sense of what is happening around them and their memories will become less distressing.
2. Remind trainees that they should not encourage violence or revenge towards ‘the enemy’. Maintaining a culture of revenge prevents recovery and strengthens stress.

Slide 19

1. Explain:
   * Children need to make sense of what is happening around them, at a level appropriate to their development and age, if they are to feel safe and secure.
   * They need time to talk about what has happened to them, and to express their feelings associated with bad memories. This requires parents to be ready to listen to their children.

* Sensitive listening means finding the right time to talk, and leaving enough time for children to talk and fully express difficult things.
* It means parents showing children that they are attending to what the child is saying, and that they are interested, by making encouraging comments and asking questions, and through body language and tone of voice.
* It means accepting all of the child’s feelings as natural and normal in the crisis situation, even if these are difficult for a parent to hear.
* Sometimes parents are not ready to hear their children and may say: “Don’t cry now” or “We do not need to talk about that.
* If children are willing to talk, it’s important that parents give them the opportunity to do so. If parents are busy at that particular moment, they should fix a time where they will make themselves available to listen and answer children’s questions.

## 3.6 Practice: Parenting Skills Sessions 6, 11 & 12

**Time:** 3 hours | Slide 20-22

**Instructions for practice**

**Time:** 30 min | Arrangement: Small groups

1. Ask trainees to get into their groups from the first day.
2. **SAY >**

Slide 20

* *I will assign each group a section from the Parenting Skills Curriculum to facilitate with all the trainees. Each group will have 30 minutes to present to the rest of the group (10 minutes for each group member), followed by 15 minutes of feedback and discussion.*
* *You will have 45 minutes to prepare. Since we do not have time for all the groups to present, only 3 groups will present today. Every group will have at least 2 opportunities to present to the whole group in this training. This exercise will help you to understand the theory and skills a bit better, and also begin to understand the skills required for facilitation.*

1. Allocate the following sections of the curricula to the various groups:

**Groups 1 :** Parenting Skills Curriculum for 0-5 - Session 6: Communicating with empathy

* Activity 3: Communication, A two way process
* Activity 4: The four steps of empathetic communication

**Groups 2 :** Parenting Skills Curriculum for caregivers of adolescents – Session 6: Communication and Empathy with Children and Adolescents

* Activity 3: Effective communication takes time and respect
* Activity 4: The concept of empathy

**Group 3:** Parenting Skills Curriculum for caregivers of adolescents– Session 111: Understanding adolescents’ psychosocial needs

* Activity 2: Understanding the impact of a crisis on adolescents (shorten to 30 minutes)

**Group 4:** Parenting Skills Curriculum for caregivers of children– Session 11: Providing psychosocial support to children

* Activity 2: Talking and listening (shorten to 30 minutes)

**Group 5:** Parenting Skills Curriculum for caregivers of children – Session 11: Providing psychosocial support to children

* Activity 3: Children’s activities
* Activity 4: Relaxation and mindfulness exercises

**Skills practice**

**Time:** 2 hours, 30 minutes | Arrangement: Small groups

1. After groups have finished preparing, select 3 groups to facilitate the activity with the rest of the group.
2. Have groups come up and present one by one.
3. Make notes about the positive things you are observing as well as any challenges. Use Resource 5: Observation Monitoring Form For Parenting Group Activities, to help you give feedback.

Slide 21

1. Debrief in the following 3 steps:

**Step 1:** Self-evaluation – Ask the trainees who presented to think about:

–  What went well?

–  What could they have done differently?

**Step 2:** Whole group debrief – Ask for positive feedback on the presentation. Then ask if anyone has any suggestions for improving the session.

**Step 3:** Feedback from trainer – Highlight the positive aspects of the presentation and make suggestions for improving the session, if needed. Remember to give specific feedback that is positive, constructive and non-judgmental. For example, you can say, “I can see that you are really trying hard to engage trainees, and one way to do this more effectively is to make good eye contact and smile!”

3.7 Wrap up Day 3

**Time:** 5 minutes | Arrangement: Whole group| Slide 22

1. Facilitate a discussion based on the following questions:

* What did you learn today?
* What did you like best about the session?
* What did you like least? Why?
* What would you have liked to discuss that was not covered?
* Suggestions or comments?

1. Inform trainees that, on Day 4 of training, they will learn about psychosocial support for children, toys making workshop as well as implementation guidance.
2. Ask trainees to practice the non-violent discipline techniques they learned today, before coming back to the training on Day 4.

**Day 4**

**Session objectives**

*By the end of this session, trainees will be able to:*

* List and use the steps of family meetings and agreements
* Facilitate role play to promote non-violent discipline
* Name 3 non-violent discipline techniques

|  |  |  |  |
| --- | --- | --- | --- |
| Session | Duration | | |
| 4.1 Welcome to day 4 | | 30 min |
| 4.2 Guiding healthy choices and increasing responsibility | | 1 hour 30 min |
| *Tea break* | | *15 min* |
| * 1. Non-violent discipline | | 1 h 30min |
| 4.4 Practice: preparation | | 30 min |
| *Lunch break* | | *1 hour* |
| 4.4 Practice: sessions 7,8 & 9 | | 2 hours 30 min + + 15 min break |
| Wrap up Day 4 | | 10 min |

# Parenting Skills Training Session 4: Psychosocial support to children, toy making and program implementation guidance

**TRAINING SESSION OBJECTIVES**

* List and use the steps of family meetings and agreements
* Facilitate role play to promote non-violent discipline
* Name 3 non-violent discipline techniques

**MATERIAL REQUIRED**

* Parenting skills trainer’s manual
* Parenting skill curricula for 0-5, 6-11 and adolescents
* Resource 1: Proposed training agenda
* Resource 3: Attendance form
* Flipchart and markers
* PowerPoint slides
* Laptop and video projector
* Video 8 : Household rules`
* Video 9: Earning privileges
* Video 10: Time out

**PREPARATION REQUIRED**

* Read through the trainer’s manual and the curricula
* Arrive at least 30 minutes early to make sure the room or space is set up and you are there to welcome trainees
* Prepare the space for the session and ensure it will be conducive to uninterrupted dialogue.

## 4.1 Welcome to Day 4

**Time:** 30 minutes | **Arrangement:** Whole group | PowerPoint Slide: DAY 4 – Slides 1 to 3

**Welcome and review**

1. Welcome trainees to Day 4 of the Parenting Skills Training.
2. Have trainees sign the Attendance Form (Resource 3) for the day.

Slide 2

1. Review the agenda of the day.

Slide 3

**Activity: What do I remember from yesterday?**

1. **SAY >**

* *Stand up and form a circle. I will give you a ball to throw to each other.*
* *Each person who catches the ball will say one thing he or she remembers from yesterday. Then throw the ball to someone else.*
* *This exercise will help us all remember the key points from the previous day. Repetition helps improve memory!*

1. Ask trainees if they have any questions. Address them now or write them on the Notice Board to come back to later.

## 4.2 Guiding healthy choices and increasing responsibility

**Time:** 1 hour 30 min | **Arrangement:** Whole group; Small groups | Slides 4 - 6

## What is discipline?

**Time:** 10 min | **Arrangement:** Whole group; Small groups | Slides 4

Slide 4

1. **ASK >**

* *What is discipline?*
* *Can you describe your idea of discipline?*

1. **SAY >**

* *Children need to be guided by parents to become good community and family members.*
* *They need to know which values/principles will help them thrive (respect for others, caring for the most vulnerable, loving family and community, respecting yourself and learning to be happy).*
* *Parents can help children learn to be good people and citizens by guiding their behavior through daily routines and household rules.*
* *Parents can set household rules, use their attention strategically and follow through with consistent consequences for negative behavior.*
* *Parents need to make clear to children what is expected of them, and children should feel confident that they can look to parents for guidance.*

## Creating family rules and agreements

**Time:** 30 minutes| **Arrangement:** Whole group | Slides 5 - 8

Slide 5

1. Explain:

When all members of the household have clear roles and expectations:

* Children tend to have their needs met appropriately and equally.
* Children are allowed to express developmental needs.
* Parents take ownership of their own behavior.
* Parents find comfort, support and companionship with peers, not with
  + their children.

1. **SAY >**

* *Let’s start with clear family rules.*
* *Creating family rules will promote a predictable and secure environment for children.*
* *Children have a sense of control and security when they know what is expected from them.*
  + *Creating structure and boundaries doesn’t necessarily limit children, it actually helps them* ***feel secure and in control****, because they know what is expected from them.*
  + *Children ages 3 and above need to be informed about household rules.*
  + *If parents expect a certain behavior from their child, they must make sure* ***the child knows the rules****.*
  + *Those rules need to be* ***age appropriate and communicated clearly.*** *If the child follows the rules, praise him or her.*

Slide 6

1. Play video 8: Household rules
2. Ask the trainees what they learnt from the video and complete with the following

Slide 7

1. **SAY >**
2. *Communicate the rules clearly*
3. *Make sure rules are age-appropriate*
4. *Encourage the following of rules with praise*
5. *Involve the children in creating the rules when appropriate*
6. *Adults must also follow the family rules*

Slide 8

1. Break the trainees into 4 groups to develop household rules for children.

* 3-5 year-old children
* 6-9 year-old children
* 10- 13 year-old children
* 14-17 year-old children

1. Give each group 10 minutes to generate 3 to 5 rules for each age group. Specify if some rules are different for boys and for girls.

**Choices and consequences**

**Time:** 30 minutes | **Arrangement:** Whole group| Slide 9

Slide 9

1. **SAY >** *Rules are effective when:*
   * *They tell children what they can do as well as what they should not do.*
   * *They are developmentally-appropriate.*
   * *They are few and expectations are clear.*
   * *They are consistent*
   * *Parents use rules to guide new behaviors and keep children safe and healthy!*
   * *Adolescents have more freedom and rules are reviewed often.*
   * *Consequences are most effective and informative for children when they are logical and appropriate.*
   * *It is important to use appropriate consequences together with positive discipline (which we’ll talk about next) to help children learn why their behavior is negative and how to choose positive behavior in the future.*
   * *Appropriate consequences for negative behavior teach children what positive behavior you expect.*
2. Bring the entire group together and have them share their rules for each age. If trainees generate rules that are not developmentally appropriate, invite the whole group to discuss this and create developmentally appropriate ones.
3. If you have time, select two trainees to practice a role-play in which a parent explains rules to a 4 years-old child. Emphasize that the “parent” needs to explain the rules of the house in a clear, positive, polite manner. For example, a parent might tell the child:

*“I am really proud of you and I want to continue to help you do well at home, so I want to tell you about our family rules. There are three important rules in our house—they are rules for everyone in the house, not just you! The first rule is to treat everyone in the house with respect by using kind words and no violence; the second is that you should tidy your toys after play; and the third is that everyone will wash their hands before eating.”*

1. Explain that when rules are set and agreed upon, parents do not need to threaten children with punishment, because children will know the predetermined consequences.

* For example, parents may establish a rule that children will go to bed at 8 p.m. If they do not follow this rule, they will not be allowed to play outside the next day (or must go to bed even earlier, 7:30 p.m., the following night).
* Make sure to follow through with the consequence so the child learns that it is better to follow the rules than not.
* Consequences for children are most effective when they are immediately given and short-term in length.

Slide 10

1. **SAY >** *To identify an appropriate consequence, apply the rule of the 5 R’s. The consequence should be:*
   * + - ***Respectful.*** *It should not be humiliating for the child.*
       - ***Related*** *to the misbehavior.*
       - ***Reasonable*** *in duration and immediately after the misbehavior. If too long, it loses its power and you are more likely to forget about it.*
       - ***Revealed*** *in advance. Agree on the rules together.*
       - *Ask the child to* ***Repeat*** *the consequence back to you. You put the power in their hand.*

Slide 11

1. **SAY *>***

* *Consequences should be a learning experience for children. In order for children to learn positive behaviors, they must see the natural effects of their negative behaviors.*

1. **ASK >** *What are the consequences you would suggest if children break the rule for each of the age group?*
2. Write their answers below the rules for each age group.

Example answers:

* Removal of privilege (not allowed to have sweets, playing with friends or siblings)
* Dirtied the floor with a consequence of helping cleaning
* Don’t want to eat dinner, there will be no snacks or sweets before the next meal.
* Didn’t do the chores, there will be additional chores

**Creating time and space for family meetings[[17]](#footnote-17)**

**Time:** 20 minutes | **Arrangement:** Whole group | Slides 12 - 15

Slide 12 - 13

1. Explain:

* Regular family meetings are a great way to keep the lines of communication open between parents and children, particularly adolescents.
* During family meetings, parents can get updates on how children are doing in school, divide up the household chores and have fun together as a family.
* Family meetings gather all the family members.
* The idea behind family meetings is to give older children and adolescents a space to voice their changing developmental needs, discuss household responsibilities as they get older, and find solutions to improve family life.

1. **ASK >** Why is it important to create time to meet as a family?
2. After trainees have responded, share the following answers, if needed:

* Strengthens the sense of belonging to a family.
* Makes children feel valued and loved.
* Creates and maintains positive parent–child relationships.
* Encourages children to express their points of view, their frustrations and concerns in a positive way. This makes them feel listened to.
* Promotes equality among family members and reduces power struggles.

Slide 14

1. Explain that family meetings are more effective when:

* They are regular and not only set up to manage a family crisis.
* You keep an open discussion until family consensus is found, even if it takes more than one meeting to find a solution.
* All concerns and questions are welcomed, as common or extraordinary as they may be.
* The meetings are not too long – 30 minutes is a good average time; one hour is too long.
* Older children are genuinely able to talk and be listened to. It is important that they get a chance to speak and express their thoughts and ideas.

Slide 15

1. Explain family meetings in 4 steps:

* **Step 1:** Family meetings always start best with a round of positive feedback on family life. Ideally, each family member has a chance to say something positive about every other family member. This encourages children and teenagers to appreciate good times they spend together, to express gratitude and appreciate other family members. For example, “Esther, thank you for preparing dinner yesterday and John, I appreciated how you looked after your younger brothers while I was at the market.”
* **Step 2:** The family follows up on the solutions adopted during the last meeting. For example, “We agreed during our last meeting that everybody should be home by 6 o’clock. How did it work this week? Did everybody arrive home on time?”
* **Step 3:** All agenda items are identified. Everyone gets a chance to say what they would like to talk about. All conflicts and issues will not be solved but this is to give an opportunity to give space to anybody to share their thoughts and listen. Listening doesn’t mean that we agree but it is an opportunity to better understand each other’s perspectives. Items on the agenda are not necessarily issues; they can also be family projects. For example, “Gertrude, you expressed your frustration at not being able to come to the market with me. As you know, for security reasons, we cannot let you go. Is there something else that you would like to do that would be safer? Would you like to attend weekly classes at the Safe Healing and Learning Space?”
* **Step 4:** Enjoy family time together. Have fun, plan family events together. For example, “Who has an idea for something fun we can do together? What about taking a walk and having a picnic together next Saturday?”

## GAME: Charades

**Time:** 10 minutes | **Arrangement:** Whole group

1. Ask a volunteer from the group to describe with her body movements or hand gestures (non-verbal communication) a picture you are going to show. (It can be anything like animals, a vehicle, an airplane, or a machine).
2. Explain that
3. The rest of the group will try to guess what is being acted out.
4. The person who guesses correctly gets to be the volunteer next.
5. You can repeat this game 3 or 4 times depending on how fast the group guesses what the volunteer is acting out.

## 4.3 Non-violent discipline

**Time:** 1hour30 minutes | **Arrangement:** Whole group **Slide** 17- 32

## Discipline with dignity vs corporal punishment

**Time:** 15 min | **Arrangement:** Whole group **Slide** 17- 20

Slide 17

1. **SAY >**
   * *Corporal punishment teaches the use of violence. Remember, parents are role models for their children. In using violence you are teaching them that violent behavior towards other people is an appropriate way to express disagreement or frustration for instance.*
   * *Corporal punishment creates fear in children and prevents any learning. It can only work in the short term but will lead to lying and revanche behavior.*
   * *Disciplining children with dignity, respects the children, their needs and developmental stage, and nurtures life lessons.*

Slide 18

1. **SAY >**

* *Witnessing violence has similar effects on children’s brains and development as actually suffering from violence.*
* *It generates toxics stress that can disrupt the development of a child’s brain, increase the risk of illness and interfere with a child’s ability to think and solve problems, well into their adult years.*

Slide 19

1. **SAY >**

* *Parents can help their children behave non aggressively in modeling self-control and calm reaction and in listening, acknowledging how children feel and teaching them calmness through Time out.*

Slide 20

1. **SAY >** *We have already learned 3 positive parenting and discipline techniques.* 
   * + Clear family rules
     + Choices and consequences
     + Family meetings and agreement
2. **SAY >** *We will now learn 4 more techniques.* 
   * + Privileges as rewards: Spend extra time with children!
     + Praise and ignore
     + Redirection
     + Time-out

**Earning privileges as rewards**

**Time:** 15 minutes | **Arrangement:** Whole group| Slide 21

Slide 21

1. **SAY >** *Earning Privileges: if children comply with the rules, show appreciation for their good behavior by rewarding children with outside play with the parent or choosing what the family will eat for dinner. Parents don’t need to reward children every time, but occasional rewards go a long way in reinforcing their good behavior!*
2. **ASK >** *What are the privileges you can give to children as reward?*
3. **SAY >** *The main privilege is to spend quality time with children. A reward is not necessarily a gift, particularly at that age. Children prefer to spend time with their parents, receive their full attention rather than a gift.*
4. **ASK >** *Can you give examples of quality time?*

Answers can include:

* Going to the market or to visit relatives together
* Playing together
* Telling a story

**Praise and ignore strategy**

**Time:** 15 minutes | **Arrangement:** Whole group| Slide 22-24

Slide 22

1. **SAY >**
   * *We know that children* ***love their parent’s attention****, whether it is positive or negative.*
   * *The more parents give attention to negative behavior, even in yelling or punishing, the more they reinforce the behavior.*
   * *Ignoring is a good technique to decrease undesired behaviors in removing your attention on such behaviors and increasing good behaviors in paying more attention to those.*
   * *Ignore is not just the lack of praise; it is the removal of all attention, positive and negative!*
   * Slide 23
2. **ASK >** *What are the types of misbehavior that parents can ignore?*
3. **SAY >**

* *You can ignore misbehavior that are not harmful for the children or others.*
* *Typically, you can ignore tantrum.*

Slide 24

1. **SAY >**

* *There are three important steps to ignoring:*
* ***Ignore the negative behavior.*** 
  + *If your child starts complaining because she wants a sweet and you do not have money for a sweet, don’t pay any attention to the complaining after you explain she will not have one. Don’t say anything to her, don’t look at her, don’t even smile.*
  + *You might even turn your back and start doing a chore around the house.*
  + *You do not need to hit or shout at her, ignoring her will send her the message that her crying will not work to get the sweet and eventually she will stop.*
* ***Ignore the behavior all the way through!*** *Ignoring might sound easy but it can actually be very difficult.* 
  + *Children don’t like being ignored, and sometimes when you start ignoring them, they will act up even more!*
  + *They will try different things to see if they can get your attention. For example, they might start to cry or yell even louder.*
  + *Make sure you keep ignoring those negative behaviors.*
  + *You don’t want to start ignoring and then give your attention when your child starts to yell louder. That will teach her to get your attention through negative behavior, such as yelling or screaming loudly.*
* ***The most important part of ignoring: PRAISE your child once the negative behavior stops.***
  + *If she is yelling, as soon as she stops, tell her: “I really like it when you are quiet and kind” or “Thank you for calming down.”*
  + *This will teach your child that negative behavior gets no attention, but positive behavior gets a lot of attention.*

1. **SAY >**

* *Some behaviors cannot be ignored when the child is hurting someone else or herself, those can require other techniques: time-out, losing a privilege, etc.*

**Redirection**

**Time:** 15 minutes | **Arrangement:** Whole group| Slide 25-26

Slide 25

1. **SAY >**
   * *For children under 3 years old who are misbehaving, redirection or distraction is a good technique.*
   * *Instead to telling your child what not to do, redirect their attention on a positive behavior through play.*
   * *You can also mobilize their physical and cognitive skills. For instance, ask them to help carry something, or pick out grocery items and put them in a basket. The child will feel proud that you are asking for their help and will redirect their focus on something more positive.*

Slide 26

* + 1. Play video 9: Earning privileges and redirection.
    2. Ask trainees to summarize what they learnt in the video.

**Time-out**

**Time:** 30 minutes | **Arrangement:** Whole group| Slide 27 -

* + Slide 27

1. **SAY >**

* *When a child has exhibited a negative behavior (hitting, kicking, or biting), parents can place the child in a “time-out space,” a separate area with no contact or communication with adults or other children.*
* *Parents should keep the child in time-out until s/he has calmed down.*
* *Remember that young children love attention, and in a time-out parents remove all attention.*
* *Time-outs are best used when children behave aggressively and need to calm down.*
* ***Time-out will only work if time in is quality time****.*

1. Explain that before using time-out, certain conditions need to exist:

Slide 28

* *Time-out works best for children between the ages of 3 to 10.*
* *Be sure to explain clearly the reason for a time-out: “****You hit your brother and that is not acceptable, so you have to go to time-out until you calm down.”***
* *Make sure you have an appropriate area to use for time-outs, a place that is quiet and away from other people engaging in fun activities.*
* *Everyone in the home needs to understand and respect the rules of time-out; no one should talk to or interact with the child until time-out is over and the child has calmed down.*
* *It is critical that parents reengage the child soon after he or she has calmed down. Parents should give positive attention to any positive behavior they observe after time-out ends.*
* *Time-out works best for aggressive behavior. Parents have learned other strategies for other misbehaviors such as redirection, ignoring or removal of privileges.*

Slide 29

* Establish (if possible) the duration of a time-out. It usually takes three minutes for a child to calm down. A child is ready to come out of time-out when he or she:
* No longer yells and screams
* Sits quietly
* Breathes slowly and peacefully

Slide 30

1. Play video 10: Time-out.
2. Summarize that when using time-out and **SAY >**

* *First explain time-out to your child and then practice it. Tell children, “From now on, when you hit or hurt another person you will need to take a time-out to calm down.”*
* *Once you tell the child that he or she is going to time-out, they must go, no matter what they do or say. They may say, “I promise to be good now,” or “But I love you!” Ignore such statements and lead the child to the time-out place peacefully (or with minimum force, such as calmly taking the child by the arm or carrying the child).*
* *Remind the child that time-out stops when he or she is quiet. Help your child take deep breaths to calm down.*
* *After time-out, praise the child for calming down and redirect his activities appropriately.*

Slide 31

**Skills Practice: Time-out**

1. Have two trainees volunteer for role-playing how a parent gives a time-out to a child. One will be the “parent,” the other adult will be the “child.” The trainer will coach them in front of the whole group. Allow 15-20 minutes for the activity.
2. Coach the actors on the scenario-

* A 4 years old is very angry and punched his brother in the face because he broke his toy.
* Have the “parent” initiate a time-out for the child.
* Next instruct the “child” to try to avoid time-out: he might whine, protest, sulk, blame others, promise to be good, complain of illness—anything to avoid the punishment.
* Then have the “parent” gently but firmly lead the “child” to the time-out place.

1. Debrief after the role-play. Encourage other trainees to provide praise and constructive feedback after the role-play. Ask how the “parent” felt and then how the “child” felt.
2. Tell trainees that after this discussion, they should ask the parents to think about a good time-out space they can use in their homes.
3. **ASK >** *Do you have any questions about time-out or other discipline strategies discussed today?*
4. Answer the questions if possible, or add them to the Notice Board to address later.

Slide 32

1. Use the following table to summarize the positive parenting strategies and non-violent discipline that we have seen today, relevant for various age groups. Highlight that we will talk about the STEP approach on day 5.



## 4.4 Practice: Parenting Skills Sessions 7,8 & 9

**Time:** 3 hours | Slide 33 - 36

**Instructions for practice**

**Time:** 30 min | Arrangement: Small groups

* + - 1. Ask trainees to get into their groups from the first day.
      2. **SAY >**

Slide 33

* *I will assign each group a section from the Parenting Skills Curriculum to facilitate with all the trainees. Each group will have 30 minutes to present to the rest of the group (10 minutes for each group member), followed by 15 minutes of feedback and discussion.*
* *You will have 45 minutes to prepare. Since we do not have time for all the groups to present, only 3 groups will present today. Every group will have at least 2 opportunities to present to the whole group in this training. This exercise will help you to understand the theory and skills a bit better, and also begin to understand the skills required for facilitation.* 
  + - 1. Allocate the following sections of the curricula to the various groups:

**Group 1:** Parenting Skills Curriculum for caregivers of adolescents – Session 7: Encouraging responsibility and problem-solving

* + Activity 5: Family meetings and agreements

**Group 2:** Parenting Skills Curriculum for caregivers of children – Session 7: Guiding healthy choices

* + Activity 5: Supporting good decision-making

**Group 3:** Parenting Skills Curriculum for caregivers of 0-5 – Session 7: Discipline with dignity

* Activity 7.3: Household rules with appropriate consequences
* Activity 7.4: The ignore technique for minor misbehavior

**Group 4:** Parenting Skills Curriculum for caregivers of children – Session 8: Discipline with dignity

* Activity 6: Teaching children time out to calm down

**Skills practice**

**Time:** 2 hours, 30 minutes | Arrangement: Small groups

1. After groups have finished preparing, select 3 groups to facilitate the activity with the rest of the group.
2. Have groups come up and present one by one.
3. Make notes about the positive things you are observing as well as any challenges. Use Resource 5: Observation Monitoring Form For Parenting Group Activities, to help you give feedback.

Slide 34

1. Debrief in the following 3 steps:

**Step 1:** Self-evaluation – Ask the trainees who presented to think about:

–  What went well?

–  What could they have done differently?

**Step 2:** Whole group debrief – Ask for positive feedback on the presentation. Then ask if anyone has any suggestions for improving the session.

**Step 3:** Feedback from trainer – Highlight the positive aspects of the presentation and make suggestions for improving the session, if needed. Remember to give specific feedback that is positive, constructive and non-judgmental. For example, you can say, “I can see that you are really trying hard to engage trainees, and one way to do this more effectively is to make good eye contact and smile!”

4.5 Wrap up Day 4

**Time:** 5 minutes | Arrangement: Whole group| Slide 35 - 36

1. Facilitate a discussion based on the following questions:

* What did you learn today?
* What did you like best about the session?
* What did you like least? Why?
* What would you have liked to discuss that was not covered?
* Suggestions or comments?

1. Inform trainees that, on Day 4 of training, they will learn about psychosocial support for children, toys making workshop as well as implementation guidance.

Ask trainees to practice the non-violent discipline techniques they learned today, before coming back to the training on Day 5.

**Day 5**

**Session objectives**

*By the end of this session, trainees will be able to:*

* Articulate and use ways to talk about puberty and reproductive health to adolescent boys and girls
* Communicate about the needs for healthy relationships and the harmful effects of early marriage
* Articulate the STEP problem-solving process

|  |  |  |
| --- | --- | --- |
| Session | Duration | |
| 5.1 Welcome to day 5 | | 30 min | |
| 5.2 Puberty, reproductive health and early marriage | | 1 hour 30 min | |
| *Tea break* | | *15 min* | |
| 5.2 Puberty, reproductive health and early marriage (continued) | | * + 1. min | |
| 5.3 Healthy relationships | | 1 hour | |
| *Lunch break* | | *1 hour* | |
| 5.4 Facilitation skills | | 30 min | |
| 5.5 How to handle disclosure of violence | | 1 hour | |
| 5.6 Implementation guidance | | 45 min | |
| 5.7 End of SHLS parenting skills training | | 45 min | |

# Parenting Skills Training Session 5: Sexual health and relationships

**TRAINING SESSION OBJECTIVES**

* Articulate and use ways to talk about puberty and reproductive health to adolescent boys and girls
* Communicate about the needs for healthy relationships and the harmful effects of early marriage
* Articulate the STEP problem-solving process

**MATERIAL REQUIRED**

* Parenting skills trainer’s manual
* Parenting skill curricula for 0-5, 6-11 and adolescents
* Resource 1: Proposed training agenda
* Resource 3: Attendance form
* Handout 2: Implementation guidance. Do’s and Don’ts
* Certificates
* Video 11: Puberty for boys
* Video 12: Puberty for girls
* Video 13: Facilitation skills 1
* Video 14: Facilitation skills 2
* Flipchart and markers
* PowerPoint slides
* Laptop and video projector

**PREPARATION REQUIRED**

* Read through the trainer’s manual and the curricula
* Write the following on 5 separate flipchart papers:
* The physical and emotional changes of puberty
* The impact of hormones
* The process of menstruation
* Managing menstruation with the right tools
* How sexual reproduction works
* Print the handout 2 and the certificate
* Arrive at least 30 minutes early to make sure the room or space is set up and you are there to welcome trainees
* Prepare the space for the session and ensure it will be conducive to uninterrupted dialogue.

## 5.1 Welcome to Day 5

**Time:** 30 minutes | **Arrangement:** Whole group | PowerPoint Slide: DAY 4 – Slides 1 to 3

**Welcome and review**

1. Welcome trainees to Day 4 of the Parenting Skills Training.
2. Have trainees sign the Attendance Form (Resource 3) for the day.

Slide 2

1. Review the agenda of the day.

Slide 3

**Activity: What do I remember from yesterday?**

1. **SAY >**

* *Stand up and form a circle. I will give you a ball to throw to each other.*
* *Each person who catches the ball will say one thing he or she remembers from yesterday. Then throw the ball to someone else.*
* *This exercise will help us all remember the key points from the previous day. Repetition helps improve memory!*

1. Ask trainees if they have any questions. Address them now or write them on the Notice Board to come back to later.

## 

## 5.2 Puberty and reproductive health and early marriage

**Time:** 2 hour | **Arrangement:** Whole group | Slide 4 - 10

### The experience of puberty for boys and girls

**Time:** 30 min | **Arrangement:** Whole group

1. **SAY >**

* *It is very important for men and women to understand the process of puberty for both boys and girls.*
* *Today we’re going to talk about puberty – the science behind it, the specific changes that happen during puberty, why these changes happen, and how parents can support their girls and boys as they transition through this difficult stage of life.*
* *Some of the material may be a bit uncomfortable or strange to talk about.*
  + *That reaction is normal.*
* *We don’t talk about these things in a large group every day.*
* *But by learning about this process here in a safe space, you will be more comfortable in talking about the changes of puberty with parents and caregivers.*
* *It is important that parents have accurate information to share with their sons or daughters.*

Slide 4

1. **ASK >** *What is puberty?*
2. Share the answer, “Puberty is defined as the period in life when people reach sexual maturity and become capable of reproduction.”
3. **ASK >**

* *Do you know some of the signs that a girl has entered the stage of puberty?*
* *Do you know some of the signs that a boy has entered puberty?*

Slide 5

1. If possible, show the videos on puberty for boys and for girls. Check first if they are relevant to your context.

The videos are available at the following link in Arabic with English subtitles:

Girls: https://www.youtube.com/watch?v=Z5SdRIq238k

Boys: https://www.youtube.com/watch?v=jY30dgXT39E

Please note that you will require a VLC player on your computer for this video.

1. Once trainees have shared their responses to the 2 questions, add the points that were not mentioned using the list below:

Slide 6

* Growth of breasts – girls
* Monthly menstruation or a ‘period’ – girls
* Growth of hair in genital region and under-arm area – boys and girls
* Changes in voice – it gets deeper – boys
* Facial hair – boys
* Changes in mood or disposition – boys and girls.
* Hormonal changes – boys and girls (we will discuss this in more detail later in this session).
* Teens may want to be alone more – boys and girls.
* Possible interest in sexual intercourse and activities – boys and girls.
* Wanting to spend less time with family and more time with friends – boys and girls.
* Engaging in sexual activity – this increases the risk of early pregnancy and contracting sexually transmitted diseases – boys and girls.

Slide 7

1. **ASK >** *Why is it important for parents to talk about puberty with teens?*

Example answers:

* + Teens know that something is happening to their bodies and they will look for information.
  + It is safer to communicate the right information upfront, coming from trusted adults to avoid myths and misinformation.
  + Communication builds trust and positive relationship with teens so they feel comfortable talking to parents about their problems.
  + Puberty can be challenging. Having a loving parent who shows understanding and gives comfort will help teenagers go through this difficult time more easily.

1. Explain that everything mentioned on this list is a typical and natural result of puberty:

* Some teenagers may have an easier time going through puberty than others.
* Some teenagers have a hard time during puberty. This is also normal and, most often, not a sign that something is going wrong.
* Parents and caregivers can be a source of support and strength for teens as they go through this stage of life.
* Teenagers may seem like completely different people during this stage, but remember, it is only a stage in life and the process of puberty allows each adolescent to grow into a healthy, happy adult.

1. **SAY >**

* Let’s learn more about the science behind puberty.
* We’re going to talk about what is going on inside adolescent girls and boys as they go through the changes of puberty that we talked about.
* Let’s discuss 2 of the biggest changes that happen within the stage of puberty: hormonal change and menstruation for girls.

Slide 8

1. **ASK >** *What are hormones?*
2. After trainees have responded, share the following answers, if needed:

* Hormones are chemical substances produced in our bodies. They control and regulate the activity of certain cells or organs.
* We all have hormones, even as adults, that can affect our health and well-being.
* It is a change in these hormones that causes menstruation to begin and they initiate the other symptoms of puberty we have talked about.
* Hormones are responsible for the increased feelings of sexual attraction we begin to feel when we are teenagers. This is why teenagers think about and want to have sex.
* Hormones are also responsible for changes in mood, which sometimes leads to mood swings in teenagers.

Slide 9

1. **ASK >** *What does it mean when we say a girl is menstruating?*
2. After trainees have responded, share the following answers, if needed:

* Menstruation means that a girl can get pregnant. This is important for both boys and girls to know.
* In addition to early pregnancy, menstruation often poses some other challenges for most girls, including how they can stay clean and endure some of the side effects of menstruation.
* There are many ways for parents to help their daughters to manage their monthly cycle in a way that is hygienic, dignified and supportive.

1. Split trainees up into small groups (3 or 4 trainees per group) and ask them to answer the following question as a group:

* What are some of the issues or challenges for girls in your community when they are menstruating?

1. Give each group 5 minutes to share how their group answered the above questions.

Example answers:

* **Light to severe abdominal pain** – This is caused by the shedding of the uterine wall, which is the source of monthly bleeding.
* **Emotional changes**. Some women and girls feel sadder or irritable during menstruation. However, this is not universal. Individual women and girls respond differently.
* **Public or even private stigma**
* **Missing school** – If girls do not have a method or adequate resources for keeping their clothes protected, they will often opt out of going to school during times of each month. This leads to girls falling behind in their lessons and, ultimately, may lead to them dropping out of school if they feel inadequate in their studies.
* Girls are forced to miss school because they feel ashamed, do not have the appropriate hygiene and sanitation facilities at their school, or they do not have the supplies to manage their periods in a safe and clean way.
* **Not having the proper sanitary products** to keep her clothes clean – Many girls do not have access to sanitary napkins or pads that can keep blood from staining her clothes.
* This is often the primary reason that girls do not leave the house during their ‘time of the month’.
* This doesn’t need to happen!
* There are sanitary pads, washable cloths, and other means to protect clothing. We’ll talk more about this later.

1. Explain some points about menstruation:

* Women and girls often feel ashamed about something that is a natural part of being a woman and eventually becoming a mother.
* In most cases, a woman must have her period in order to conceive a child.
* Menstruation is a sign that an adolescent girl is healthy and growing!
* It is not a disease or a sickness.
* The local economy suffers when women or adolescent girls are required to stay at home and discontinue work or their education.
* Girls do not need to stay at home during menstruation unless they feel so unwell that it disrupts their daily activities.
* There are tools to help young women stay clean, healthy and keep their dignity.

Slide 10

1. **ASK >** *What are the locally accepted ways for women and girls to manage menstruation?*
2. Write their responses on a flipchart.
3. After trainees have responded, share the following answers, if needed.

* Clean pieces of cloth – These are cut to fi t in the panty area by sewing several layers of cotton cloth on top of each other. These must be clean.
* Pads or sanitary towels – These are designed to fi t the panty area close to the body. They have strips of tape that keep them attached to the panties, and the panties help to hold the pads close to the opening of the vagina. Pads must be disposed of in a pit latrine, buried or burned after use. They should not be left in the garbage pile or flushed down the toilet.
* During menstruation it is important to stay clean and healthy.

These are some things girls can do:

– Bathe with soap and water once a day.

– Wash underpants with soap and water to avoid stains.

– Change the pad or cloth regularly to avoid soiling clothes and bad odor.

– Wash hands after changing sanitary pads, tampons or cloth.

**NOTE FOR THE TRAINER >** Assess the mood in the room. Does anyone seem

especially uncomfortable with the subject matter? Has anyone spoken out or left? If

there seems to be significant discomfort, start a discussion around that. Try to encourage discussion around the reasons for feeling uncomfortable, but continue to emphasize that this information is critical to know, both for parents/caregivers and girls. It will keep girls healthy and protect their dignity.

### What girls and boys need to know and when

**Time:** 30 min | **Arrangement:** Whole group ; small groups

1. Stick flipchart paper with the following themes on all the walls of the rooms:

* The physical and emotional changes of puberty
* The impact of hormones
* The process of menstruation for girls
* Managing menstruation with the right protection

1. Explain that, on the wall, there are sheets of paper labeled with some of the experiences of puberty that you talked about today.

Slide 11

Repeat the themes for trainees, as outlined on the slide:

* The physical and emotional changes of puberty
* The impact of hormones
* The process of menstruation
* Managing menstruation with the right tools
* How female and male bodies work
* How sexual reproduction works

1. Ask trainees to move around and write under each topic at what age girls and boys should know this information.
2. **SAY >**

* *It is critical that boys and girls know and understand the changes in their bodies and how their bodies work.*
* *It will make them more confident, less fearful and better able to protect themselves.*
* *You reduce the risk of misinformation and abuse.*

Skills practice: The experience of puberty

1. Split trainees into 4 groups.
2. Inform trainees that each group will be assigned one question, and they must create a 5-minute role-play of a ‘parent’ explaining their topic to a ‘teenager’.

They will have 15 minutes to create the role-play.

Go over the following questions and brainstorm answers with trainees before they work in groups to create their own role-plays.

1. **SAY >** *Let’s practice answering some questions adolescents might ask, about the changes they are going through and the pressures they are facing during puberty.*

Slide 12

* **What is puberty and what changes should we expect?**

Example answers:

– The time in life when people reach sexual maturity and become capable of having children.

– Teenage boys and girls begin to develop hair under their arms and in their pubic areas.

– Girls grow breasts.

– Boys can grow facial hair and their voices change and become

deeper.

* **How should we care for our bodies?**

Example answers:

– Bathe and wash daily.

– For girls, change sanitary materials regularly and wash hands after changing.

– Wash face regularly to help with acne.

* How should we make wise and healthy decisions regarding our bodies?

Example answers:

– Getting enough sleep

– Exercise

– Use relaxation methods to help with stress

– Eat good, healthy foods

* **How do we understand sexual feelings and attraction?**

Example answers:

– Hormones are chemical substances produced in our bodies. They control and regulate the activity of certain cells or organs. We all have hormones, even as adults, that can affect our health and well-being.

It is a change in these hormones that causes menstruation to begin and they initiate the other symptoms of puberty we have talked about.

– Hormones are responsible for the increased feelings of sexual attraction we begin to feel when we are teenagers. This is why teenagers think about and want to have sex.

### Sexually transmitted diseases and unplanned pregnancies

**Time:** 20 min | **Arrangement:** Whole group

1. Explain some issues about teenagers becoming sexually active:

* Sexual activity often begins during puberty and, when teenagers become sexually active, their risk for of contracting sexually transmitted diseases increases.
* Parents may feel uncomfortable thinking about their son or daughter being sexually active.
* Preparing teenagers to protect themselves and make safe decisions is critical to their overall well-being and reproductive health, which will affect their ability to have healthy children in the future.

1. **ASK >**

* *What are condoms and how do we use them?*
* *How do girls get pregnant?*
* *What happens when people have sex? Does it hurt?*
* *How do you get HIV/AIDS?*

1. **SAY >** *These are the kinds of questions that teenagers often have and we want to prepare parents to be able to discuss and answer these kinds of questions.*
2. Explain that you are going to talk about sexually transmitted diseases and then practice how to communicate with boys and girls when they have questions about sex, pregnancy and sexually transmitted diseases.

* Some of the most common sexually transmitted diseases are chlamydia, gonorrhea, syphilis, genital herpes, pubic lice and HIV.

1. Explain the ABC of protection

* Unfortunately when people have a sexually transmitted disease, they might not even know they have one. This means a person can feel healthy, but still have an infection, which is why they are so easy to catch and pass to others.

1. **ASK >** What are some ways of preventing sexually transmitted diseases and/or early pregnancy?
2. Give trainees a chance to share some ideas before you discuss the ABC method. Explain:

* The ABC method can help prevent sexually transmitted diseases.
* The ABC method can also help to avoid pregnancy, especially early pregnancy during adolescence when boys and girls are not ready to be parents and a girl’s body is still growing and not ready to have a baby.
* Many people only discover that they have a sexually transmitted disease when a person they had sex with tells them, or they are examined by a doctor.

Slide 13

1. **SAY >**

* A stands for Abstinence: (Abstinence means not having sex. This is the only 100% certain way to prevent sexually transmitted disease and pregnancy.)
* B stands for Be monogamous: (Be monogamous means that the risk of sexually transmitted diseases decreases significantly if a person only has sex with the same person and not with multiple partners.)
* C stands for Condom: (Condoms can prevent many sexually transmitted diseases and help to avoid unwanted pregnancy.)

### Energizer

**Time:** 10 min | **Arrangement:** Whole group

* + - 1. Have trainees stand up.
      2. Show the group how to spell out C-O-C-O-N-U-T by using full movements of the arms and the body.
      3. All trainees then try this together.

### Early or forced marriage

**Time:** 30 min | **Arrangement:** Whole group

1. Have trainees look at the drawing of a girl being forced into early marriage from Resource 9: – Early or forced marriage.
2. **ASK >** *How do you think the girl felt when she did this drawing?*

Slide 15

1. **ASK >**

* *Why do people marry?*
* *At what age do you think people can start thinking about marriage?*
* *What skills or context is necessary for a long-lasting marriage?*

Slide 16

1. Write down the responses on flipchart paper and add anything missing from the list below:

* Ability to collaborate with your spouse in decision-making for the family.
* Being able to recognize when a marriage is dangerous or harmful to oneself.
* Stage of bodily development that is safe and ready for sexual intercourse and pregnancy.

Slide 17

1. **SAY >** ‘Child marriage’ is defined as marriage that occurs before the age of 18. (Convention on the Rights of the Child)23
2. **ASK >**

* *How do you feel about this statement?*
* *What age do most women get married in this community? If girls marry under the age of 18, why do they do so?*
* *What could potentially be harmful to girls marrying under the age of 18? Under 15?*

1. Write down the responses on flipchart paper and add anything missing from the list below.

* Girls who marry young are often pulled out of school and miss important years of their education.
* Because of this, as a wife, they will have limited knowledge, skills and experience needed to negotiate adult marital roles (UNICEF 2011).
* Girls married at early ages tend to have larger age differences with their husbands than those who marry later, and it is more likely their marriages were arranged, often without their knowledge (Mensch, Bruce, and Greene, 1998; Erulkar, 2013; Lloyd, 2005).
* Entering into a marriage with someone you don’t know, who you didn’t have a role in choosing, and who is much older can be traumatic for young girls. Often, they have very little information about ‘adult relationships’ and sexual reproduction.
* Childbearing is frequently expected after marriage, with early first births being the most risky.
* Girls who bear children before the age of 15 are 5 times more likely to die of pregnancy-related causes compared to older mothers.
* Girls under the age of 18 have bodies that are still changing and growing. Pregnancy at this time is very dangerous. Doctors recommend that girls finish puberty and adolescence before attempting to have children.
* Having a much older husband can compromise a girl’s role within the marital relationship, including having no say in decisions about childbearing and family planning, as well as those related to her own body.
* Girls married before age 15 are often sexually initiated by force, through rape, and many before they begin menstruation (Erulkar 2013). Again, this can be extraordinarily traumatic and can cause health problems.

1. Tell a story of each girl looking at the possibility of being married.

* **Story 1** – 12-year-old Mariam’s father wants her to marry an older man who promised 1000JD to the father for the marriage.
* **Story 2** – 18-year-old Jamila, who has a healthy relationship with her fiancé , wants to wait until she has finished her studies and has a job before getting married.
* **Story 3** – 15-year-old Asmaa loves her 16-year-old boyfriend who says he will leave her if she doesn’t promise to marry him.
* **Story 4** – 20-year-old Najoua just came back from college and her boyfriend of 2 years asks her to marry him.

Slide 18

1. Have the trainees break into small groups and talk about the different stories and answer the following questions.

* Which girl is in the best position to get married now?
* Which girl should wait?
* Who is making good decisions?
* Which girl needs help and support in avoiding a marriage decision that could be harmful?
* Why would the decision to marry now be harmful?

## 5.3 Healthy relationships

**Time:** 1 hour | **Arrangement:** Whole group

### Safety in the family and community

**Time:** 30 min | **Arrangement:** Whole group

Slide 19

1. Explain some facts affecting safety in the family:

* Families experiencing stress can often experience violence within their homes.
* This can negatively affect the physical, emotional and psychological development of adolescents.
* Even witnessing violence between adults, including parents, can traumatize children and demonstrate a negative example of how people should communicate and problem-solve.
* Violence, neglect and abuse affect how children’s brains work and decrease the prospects for a healthy, happy adulthood.
* Violence and abuse at home also increases the possibility that boys and girls will enter into abusive relationships, marriages, or may use violence themselves against their own children.
* Parents can be powerful models for safe and healthy relationships.

Slide 20

1. **ASK >** *What are the important aspects of a healthy, safe relationship between a male and female or husband and wife?*

Example answers:

* + Talking to each other in kind ways without shouting or calling names.
  + Allowing both mothers and fathers to have opinions about raising children, educating children and how to spend the family’s money.
  + Listening to each other and showing empathy.
  + Respecting each other as people and supporting each other’s goals or hopes and dreams.

Slide 21

1. **ASK >** *What are the risks children face in the community?*

Example answers:

* + Sexual abuse by adults or older children
  + Violence coming from or going to school
  + Violence in public spaces like latrines
  + Sexual harassment for teenage girls and boys
  + Bullying; gangs controlling camp supplies
  + Physical violence or fighting

1. Explain some of the risks:

* Children aged 12 to 17 are equally at risk of violence in the community and family as young children.
* At the same time as giving older children more freedom, they should understand important safety rules as well.

Slide 22 (brainstorm before showing the slide)

1. **ASK >** *What are some important safety rules for teens?*

Example answers:

* + Walking in pairs to the latrines or walking with a trusted adult at night.
  + Walking in pairs or groups of children to and from school. (If a parent is available they could also accompany the children.)
  + Yelling for help if children are in danger of physical or sexual violence.
  + If children see someone being bullied or hurt, they should tell an adult and seek help.

Slide 23 (brainstorm before showing the slide)

1. **ASK >** *How can families reduce the risk of violence in the home?*

Example answers:

* + Listening
  + Believing
  + Taking time to talk with teenagers on a daily basis
  + Knowing what makes teenagers feel unsafe
  + Paying attention to the clues a child may be sending that they are being hurt
  + Not tolerating violence between any family members
  + Keeping adult arguments and issues away from children

1. Explain how parents can talk to their teenagers:

* When parents speak with teenagers, they should do so in a calm and non-threatening manner. Adults do not need to frighten teenagers to get their point across.
* Parents should speak openly about safety issues. Teenagers will be less likely to come to parents if the issue is shrouded in secrecy and shame. If they feel that parents are comfortable discussing the subject matter, they may be more forthcoming.
* Practice – parents may think their teenagers understand the message, but until they can incorporate it into their daily lives, it may not be clearly understood. Encourage parents to find opportunities to practice ‘what if’ scenarios. Parents can teach children that it is more important to get out of a threatening situation than it is to be polite. They also need to know that it is okay to tell parents what happened.

## 

## Supporting good decision making for adolescents

**Time:** 30 min | **Arrangement:** Whole group | Slide 4-7

Slide 24

1. Ask trainees to discuss the following in 2 or 3 small groups:

* What are the characteristics of a healthy friendship?
* What are the characteristics of an unhealthy friendship?

Slide 25

1. Explain some characteristics of healthy friendships:

* Healthy friendships are not one-sided. Both people benefit from knowing each other. In unhealthy friendships, one person always seems to give a lot more than the other.
* Healthy friendships are based on mutual respect. In unhealthy friendships, people ridicule one another, gossip or spread rumors, or act mean to one another.
* Healthy friendships allow each other to grow and change. Unhealthy friendships are threatened when one person grows or changes.
* Healthy friendships are not possessive. In unhealthy friendships, one person is threatened by other people.
* In healthy friendships you are accepted for who you are. Unhealthy friendships require you to act the way someone else wants you to in order to be accepted.
* Healthy friendships allow you to have your feelings. Unhealthy friendships only accept certain feelings.
* Healthy friendships respect differences. Unhealthy friendships demand conformity.[[18]](#footnote-18)

1. Remind participants of the list of positive parenting strategies and non-violent discipline shared during this training, relevant for various age groups.

Slide 26

1. **SAY >**

* We will now learn a process for problem-solving to teach adolescents to make good decisions about life issues.
* This problem-solving process is called STEP.

– S – State the problem – what is the problem?

– T – Think of possible solutions

– E – Evaluate possible solutions

– P – Pick the best solution

Slide 27

* Let’s use problem-solving in the following scenario using the STEP process.

1. Read aloud the stories below:

**Story 1:**

Timothy is a 15-year-old boy and he has been depressed since moving to the

camp 4 months ago. Nothing seems to be going right in his life. Timothy’s

mother is working all the time. Timothy has not seen his dad since coming

to the camp and he does not know if his dad is still alive. Timothy feels really

lonely and does not seem to have a lot of friends. Timothy has decided that he does not want to attend school as he sees no future for himself.

**Story 2:**

Ahmed is 15 years old and has been really feeling depressed since moving to the camp 6 months ago. Nothing seems to be going right in his life. His parents are fighting all the time and he is doing poorly in school. Ahmed spends a lot of time alone and does not have many friends. Recently, Ahmed met some older boys in the camp and they have been talking about joining armed groups. Ahmed is seriously considering running away with them. Ahmed thinks it might be better to fight and die with dignity than to live feeling humiliated.

1. Ask trainees to identify each of the 4 STEP processes after you are done reading the story.
2. Ask trainees to work through each of the 4 steps to help Ahmed or Timothy safely solve his problem. Use the examples below to guide their discussion.

* S – State the problem, for example:

– Ahmed is feeling humiliated and hopeless and is considering joining armed forces.

– Timothy is feeling depressed and hopeless and no longer wants to

attend school.

* T – Think of possible solutions, for example:

– Seek help for Ahmed’s/Timothy’s depression, parents and caregivers should spend positive time with Ahmed/Timothy.

– Ahmed could return to Syria/Timothy could drop out of school.

– Help Ahmed/Timothy to do better in school. Communicate with his Facilitator about the help he needs.

– Find opportunities in the family and community to engage Ahmed/Timothy in positive, peaceful and meaningful activities.

* E – Evaluate possible solutions, for example:

– Work through the pros and cons of each of the above solutions.

For example, a pro (positive) of getting Ahmed/Timothy help for his depression could be that he would feel better; and the con (negative) could be that he may refuse the help.

* P – Pick the best solution, for example:

– From the choices above, a parent may pick spending more positive time supporting Ahmed/Timothy.

Role-play for skills practice: Helping adolescents problem-solve

1. **SAY >**

* We are going to use the STEP problem-solving process for the following scenario.

1. Pick 3 parents for the role-play. Two trainees will play ‘parents’ and one will play the ‘adolescent’, Ahmed or Timothy.
2. Coach the ‘parents’ and the ‘adolescent’ on the role-play.
3. Have the volunteers present the role-play in front of the group.

This is a sample script. Please adapt to your context or create your own. Please change the names to ones that are familiar in your context.

**Parent**: Ahmed/Timothy, how was school today?

**Ahmed/Timothy**: [Looking sad] Fine, I guess.

Parent: Is there something you would like to talk about?

**Ahmed/Timothy**: I just have some friends who are doing some things that are bothering me.

**Paren**t: What kind of things? I have heard concerns about some younger children being bullied and harassed on their way to school. Is that what you are talking about?

**Ahmed/Timothy**: Well, I don’t want to get my friends in trouble.

**Parent:** Ahmed/Timothy, it is really important that children feel safe in our community and if you know of a situation that is not safe, it is important that you do the right thing so these children can safely get to school.

**Ahmed/Timothy**: There are some guys who have been threatening and making fun of some of the younger kids on their way to school. I have seen some little kids crying and I feel bad. I have not been doing any of that. (This is the S in STEP – State the problem.)

**Parent:** Well I am glad you are telling me Ahmed/Timothy, but being silent can be as harmful to those kids.

**Ahmed/Timothy**: I know, but I don’t know what to do.

Parent: Well, let’s think of some possible solutions. (This is the T in STEP – Think of possible solutions.)

Stop the role-play here and have the whole group complete the STEP process.

1. Brainstorm possible solutions using the STEP process.

Example answers:

* + S – State the problem – the boy’s friends are bullying younger children.
  + T – Think of possible solutions – stop being friends with these boys, tell the boys to stop harassing the younger kids, walk with the younger kids and help protect them.
  + E – Evaluate possible solutions – then talk about the pros and cons for each solution.
  + P – Pick the best solutions – ask the group to pick the best solution.

1. Thank all the trainees for their hard work in this session today!

## 5.4 Facilitation skills

**Time:** 30 minutes | **Arrangement:** Whole group | **PowerPoint Slides**: Slide 25

Slide 28

1. Play video 13 and 14: Facilitation skills 1 & 2.
2. After each video**, ASK >** *What are the key facilitation skills?*
3. Complete with the relevant information if needed.

* Prepare the content before the session
* Arrive early
* Welcome each participant
* Start with a song of a game
* Read the session objectives
* Follow the manual
* Be mindful of time
* Stay in control of group dynamics

**Small groups**

* Move around from group to group
* Answer any question
* Be mindful of time

**Role plays**

* Explain the roles of each character
* Switch roles
* Break into small groups
* The facilitator can join the role-play

## 

## 5.5 How to handle disclosure of violence?

**Time:** 1 hour | **Arrangement:** Whole group | DAY 4 Slide 29 - 37

Slide 29

2. **SAY >** *Before the start of the parenting skills program, identify key services providers to refer caregivers and children to in case of disclosure of violence. The service directory can include but is not limited to child protection case management, gender based violence case management, legal assistance, specialized mental health and psychosocial support programs.*
3. Ask trainees if they know child protection case management service providers where they work.

Slide 30

## ASK > *What type of violence can be disclosed during a parenting session?*

1. After trainees have shared their answers, complete with the following: Disclosure can be about:

* A personal experience of violence (He or she is a survivor of violence)
  + Perpetration of violence (he or she has use violence against a child)

1. **ASK >** *If a parent discloses a personal experience of violence, what could be your response?*
2. After trainees have shared their answers, complete with the following:

Slide 31

* Stay calm;
* Listen with a non-judgmental and non-blaming attitude, show empathy and respect;
* Do not ask survivor questions about her or his story;

Thank the participant for sharing and suggest to have a quick chat at the end of the session.

Remind trainees about group agreements and confidentiality

Redirect the comment from specific to general. For example, caregivers who experience a similar situation can benefit from talking to a case worker.

Check that the caregiver is ready to move to the next session.

* Follow up at the end of the session

1. At the end of the session:

Slide 32

* Be prepared to be approached;
* Thank the survivor again and acknowledge his/her courage and how strong s/he is;
* Provide information on services available in a way that the survivor will understand and feel safe and encouraged to seek support; take the opportunity to introduce Case Management services if relevant.
* Make sure to refer to the caseworker even if the survivor would like to share all the information with you.
* Telling his/her story several times might cause him/her harm and could be traumatizing.
* Case management will not be provided by you, and it is of the utmost importance to maintain confidentiality at all times and avoid doing harm unintentionally to the survivor.
* Ask for the survivor’s consent to refer him or her to case management services.

Slide 33

1. **ASK >** *What is informed consent?*
2. **SAY >** *Informed consent is the voluntary agreement of an individual who has the legal capacity to give consent and all the information about what he or she is agreeing to.*

Slide 34

1. **SAY >**

* *In case the survivor does not give her/his consent for referral to CM, emphasize the availability of this service whenever the survivor feels that s/he is ready.*
* *Clarify to the survivor that s/he’s more than welcome to attend the activities and reassure her that all the information s/he shared will remain confidential;*
* *Do not talk about the incident or the survivor to anyone other than the caseworker.*

1. **ASK >** *If the disclosure is about perpetration of violence, how would you respond?*
2. After brainstorming with the trainees :

Slide 35 - 36

* Thank the parent for sharing and highlight that the purpose of these parenting skills sessions is to learn and use nonviolent approaches for handling difficult behavior.
* Empathize the negative impact of violent discipline:
* The child may obey but only out of fear. They usually shut down and don’t learn why the behavior was wrong. It leads to lying and revenge behavior as a result.
* In using violent discipline, you role model that violence is an acceptable way of dealing with frustration. It leads to more aggressive behavior with peers or siblings.
* It generates high levels of stress for the child. When young children experience severe and prolonged stress without supportive and responsive care from a consistent caregiver, they can experience a toxic stress response, which affects brain development and can have long-term effects on health, learning and behavior. Refer to the session 4 if you have already implemented it.
* Remember that violence is not only physical, it can by psychological too. Shouting, humiliating, scaring is as harmful as physical violence.
* Highlight the positive discipline techniques that you already have or will share to avoid using violent punishment to help children grow and reach their full potential.
* If the participant is not open to your argument, at the end of the session, talk to him or her and suggest a referral to a case worker to receive individualized support to help the parent improve family life.
* Severe forms of violence such as but not limited to sexual abuse, burns, cuts, hitting with an object, deprivation of food, isolation (E.g. locking the child in a cabinet or excluding the child from home), should be immediately reported to a child protection case management team.

Role play

Slide 37

1. Ask for 2 other volunteers to role play a situation where the participant disclose perpetration of violence against his/her own children.
2. You can adapt the following scenario to your context. Give few minutes to the volunteers to prepare.

The participant explains that when his/her children misbehave, he/she slaps them.

1. Ensure that the volunteers follow the steps highlighted previously, and give the arguments listed. You can ask other volunteer to complete the role play if some steps are missing.

## 5.6 Implementation guidance

**Time:** 45 min | **Arrangement:** Whole group | **PowerPoint Slides**: Slide 38

Slide 38

1. Distribute handout 2: Implementation guidance – Do’s and Don’ts.
2. Give them 10-15 minutes to answer the following questions and discuss the answers in plenary.

* How do you recruit trainees? *(Through information sessions and through referrals such as case management referrals)*
* Is it better to communicate about the FMD program during community gatherings or in sending text messages/invitation cards? (*Both are good, first through events such as community gatherings and then send individual text messages/invitation cards.)*
* Can you merge 2 sessions into one to save time? )*No, you can only implement up to 2 separate sessions per week).*
* How many sessions can you implement per week? (*Preferably one but two per week is possible.)*
* Is it better to have gender mixed group or same sex groups?( *It varies based on the local culture.)*
* How many trainees can you have in one group? (*20 trainees but can go up to 25 to cater for drop out.)*
* How should trainees sit in the room? (*In circle)*
* List 3 ways to boost retention.
  + - *(Give a certificate to parents who have completed at least 80% of the sessions.*
    - *Organize a closing ceremony with community members and leaders*
    - *Give in-kind incentive to parents who have attended at least 80% of the sessions*
    - *Serve tea and coffee during the sessions. As appropriate, create a space where men and women will enjoy going to the session).*

1. Explain that parents can come with their babies and children up to 5 years old.It is required however to have a trained child care volunteer present to be able to play with the children or sit with them in a different room or on the side of the room while the parents attend the sessions.
2. Child care volunteers should be trained on child care and use the ECD activity guide to organize activities for children. Reference the Resource 10 for more information on how to set up day care.

## 5.7 End of SHLS parenting skills training

**Time:** 45 min | **Arrangement:** Whole group |

## Review and reflections

**Time:** 5 min | **Arrangement:** Whole group, Pairs

1. Ask trainees to discuss the following with their neighbors:

* What is something new you learned during this training?
* What was your favorite part of this training?
* What do you want to learn more about?
* Did the training meet your expectations and were your fears alleviated?

1. Give trainees 10 minutes to talk and then ask for volunteers to share their thoughts with the group.

## Post-test

**Time:** 40 min | **Arrangement:** Whole group

1. Distribute the Parenting Skills Training Post-test (Handout 3) and give trainees 30 minutes to complete it.
2. If there are government officials present, give them a few moments to say some words to the trainees.
3. Thank trainees for their active participation, and share some words of encouragement.
4. Distribute certificates of participation for this training.

**Training**

**Resources**

**Resource 1: Training agenda**

**Day 1**

**Session objectives**

*By the end of this session, trainees will be able to:*

* Name the 3 key components of effective parenting.
* Explain the difference between sex and gender.
* Articulate the meaning of parental stress and its impact on children.
* List techniques to help parents cope with stress.

|  |  |  |
| --- | --- | --- |
| Session | | Duration |
| Session 1: the basic of parenting skills | | |
| 1.1 Introduction and expectations | 1 hour 15 min | |
| 1.2 Introduction to parenting skills intervention | 30 min | |
| *Tea break* | *15 min* | |
| 1.3 The picture game | 10 min | |
| 1.4 What science says about positive parenting ? | 35 min | |
| 1.5 Sex vs gender: Why is it important? | 30 min | |
| 1.6 Understanding parental stress | 30 min | |
| 1.7 Coping and healing | 20 min | |
| 1.8 Practice: preparation | 30 min | |
| *Lunch break* | *1 hour* | |
| 1.8 Practice: Sessions 2 & 3 | 2 hours 30 min + 15 min break | |
| 1.9 Wrap up Day 1 | 15 min | |

**Day 2**

**Session objectives**

*By the end of this session, trainees will be able to:*

* Articulate key concepts of child and adolescent brain development and the impact of toxic stress
* Explain the value of parental attention
* List techniques to promote positive relationships, growth and development.

|  |  |  |  |
| --- | --- | --- | --- |
| Session | Duration | | |
| Session 2: Brain development and promoting positive relationships | | | | |
| 2.1 Welcome to day 2 | | 30 min |
| 2.2 Child and adolescent brain development | | 1 hour 30 min |
| *Tea break* | | *15 min* |
| 2.2 Child and adolescent brain development (continued) | | 30 min |
| 2.3 Play and praise: positive attention shapes positive behaviors and build brains! | | 1 hour |
| 2.4 Practice: preparation | | 30 min |
| *Lunch break* | | *1 hour* |
| 2.4 Practice: sessions 4 & 5 | | 2 hours 30 min + 15 min break |
| 2.5 Wrap up Day 2 | | 15 min |

**Day 3**

**Session objectives**

*By the end of this session, trainees will be able to:*

* List and use the steps of empathy.
* Facilitate empathy-building and communication skills role-plays.
* Articulate children’s and adolescents’ psychosocial needs during crisis.

|  |  |  |  |
| --- | --- | --- | --- |
| Session | Duration | | |
| Session 3: Empathy and positive discipline | | | |
| 3.1 Welcome to day 3 | | 30 min |
| 3.2 How do children communicate? | | 20 min |
| 3.3 Empathy for children and adolescents | | 1 hour |
| *Tea break* | | *15 min* |
| 3.4 Game: Charades | | 10 min |
| 3.5 Understanding children and adolescents psychosocial needs | | 1h45 min |
| 3.6 Practice: preparation | | 30 min |
| *Lunch break* | | *1 hour* |
| 3.6 Practice: sessions 6 & 7 | | 2 hours 30 min + 15 min break |
| 3.7 Wrap up Day 3 | | 15 min |

**Day 4**

**Session objectives**

*By the end of this session, trainees will be able to:*

* List and use the steps of family meetings and agreements
* Facilitate role play to promote non-violent discipline
* Name 3 non-violent discipline techniques

|  |  |  |  |
| --- | --- | --- | --- |
| Session | Duration | | |
| 4.1 Welcome to day 4 | | 30 min |
| 4.2 Guiding healthy choices and increasing responsibility | | 1 hour 30 min |
| *Tea break* | | *15 min* |
| * 1. Non-violent discipline | | 1 h 30min |
| 4.4 Practice: preparation | | 30 min |
| *Lunch break* | | *1 hour* |
| 4.4 Practice: sessions 7,8 & 9 | | 2 hours 30 min + + 15 min break |
| Wrap up Day 4 | | 10 min |

**Day 5**

**Session objectives**

*By the end of this session, trainees will be able to:*

* Articulate and use ways to talk about puberty and reproductive health to adolescent boys and girls
* Communicate about the needs for healthy relationships and the harmful effects of early marriage
* Articulate the STEP problem-solving process

|  |  |  |
| --- | --- | --- |
| Session | Duration | |
| 5.1 Welcome to day 5 | | 30 min | |
| 5.2 Puberty, reproductive health and early marriage | | 1 hour 30 min | |
| *Tea break* | | *15 min* | |
| 5.2 Puberty, reproductive health and early marriage (continued) | | * + 1. min | |
| 5.3 Healthy relationships | | 1 hour | |
| *Lunch break* | | *1 hour* | |
| 5.4 Facilitation skills | | 30 min | |
| 5.5 How to handle disclosure of violence | | 1 hour | |
| 5.6 Implementation guidance | | 45 min | |
| 5.7 End of SHLS parenting skills training | | 45 min | |

**Resource 2: List of materials**

|  |  |
| --- | --- |
| **Item** | **Quantity** |
| Parenting Skills Trainer’s Manual for 0-5 | 1 |
| PowerPoint slides | 1 |
| Parenting Skills Curriculum for 0-5 | 1/participant |
| Flipcharts and markers or Chalkboard and chalk | 1 |
| A soft toy or ball | 1 |
| Tape | 1 |
| Scissors | 1 for 4 participants |
| Notebooks and pens | 1/participant |
| Fun stickers | 2-3/participant |
| Coloured markers | 1 box for 5 trainees |
| Laptop/computer | 1 |
| Computer speakers and projector | 1 |
| Parenting Skills Training certificates | 1/participant |

**Resource 3: Attendance Form**

**Resource 4: Sex vs Gender cards**

|  |  |
| --- | --- |
| **Penis** | **Ovaries** |
| **Testicles** | **Ride a bicycle** |
| **Breastfeeding** | **Clear the house** |
| **Pregnancy** | **Look after children** |
| **Menstruations** | **Get an education** |
| **Vagina** | **Become a doctor** |

**Resource 5: Observation Monitoring Form for Parenting Group Activities**





**Resource 11 : Video links**

|  |  |  |
| --- | --- | --- |
| Videos | Africa | Middle East |
| * + 1. Relaxation techniques – parent self-care | English  <https://vimeo.com/channels/1331912/223135718>  Kiswahili  <https://vimeo.com/channels/hfparentingvids/223126040> | English  <https://vimeo.com/channels/fmdvids/222248564>  Arabic  <https://vimeo.com/channels/fmdvidsarabic/222247834> |
| 1. Brain architecture | English <https://rescue.box.com/s/wp6045vu1183ciljn0cv730dhr16owwr>  Arabic <https://rescue.box.com/s/yyurgldb69bk4ccq0brxldpx85f70ryd>  French <https://rescue.box.com/s/8odig523kfybk83kw0n8m3lm5y6jajpz>  Burmese <https://rescue.box.com/s/vb2sdp7om31s2wjv54a6gmdl1lpsrjz3>  Swahili <https://rescue.box.com/s/cpqj7dy4p2mnvrtcfkqyhdvh1lgzmskj> | |
| 1. Toxic stress | English <https://rescue.box.com/s/0saf62socnjz433fd9u2u6vhuddf19qy>  Arabic <https://rescue.box.com/s/umj01gwfd04t87797w1jb785xww4w7mz>  French <https://rescue.box.com/s/wl65p6wjtwagj3il93naufj0s7zukv39>  Burmese <https://rescue.box.com/s/95759h05n32fdtwa0qb7h09frtzijwoe>  Swahili <https://rescue.box.com/s/wlcqdztodszu1yjpjdk2mgggctwbaqp4> | |
| 1. The still face | English <https://www.youtube.com/watch?v=apzXGEbZht0> | |
| 1. Nurturing interactions | English  <https://vimeo.com/channels/1331912/223135146>  Kiswahili  <https://vimeo.com/channels/hfparentingvids/223126650> | English  <https://vimeo.com/channels/fmdvids/222248624>  Arabic  <https://vimeo.com/channels/fmdvidsarabic/222247820> |
| 1. Quality time – learning opportunities & story telling | English  <https://vimeo.com/channels/1331912/223134791>  <https://vimeo.com/channels/1331912/223136632>  Kiswahili  <https://vimeo.com/channels/hfparentingvids/223126226>  <https://vimeo.com/channels/hfparentingvids/223127321> | English  <https://vimeo.com/channels/fmdvids/222248607>  Arabic  <https://vimeo.com/channels/fmdvidsarabic/222247838> |
| 1. Empathy |  | English  <https://vimeo.com/channels/fmdvids/222248599>  Arabic  <https://vimeo.com/channels/fmdvidsarabic/222247842> |
| 1. Household rules | English  <https://vimeo.com/channels/1331912/223136930>  Kiswahili  <https://vimeo.com/channels/hfparentingvids/223127143> | English  <https://vimeo.com/channels/fmdvids/222248591>  Arabic  <https://vimeo.com/channels/fmdvidsarabic/222247858> |
| 1. Earning privileges |  | English  <https://vimeo.com/channels/fmdvids/222248576>  Arabic  <https://vimeo.com/channels/fmdvidsarabic/222247872> |
| 1. Time out | English  <https://vimeo.com/channels/1331912/223136930>  Kiswahili  <https://vimeo.com/channels/hfparentingvids/223127143> | English  <https://vimeo.com/channels/fmdvids/222248587>  Arabic  <https://vimeo.com/channels/fmdvidsarabic/222247861> |
| 1. Puberty for boys |  | Arabic (English subtitles)  <https://www.youtube.com/watch?v=jY30dgXT39E> |
| 1. Puberty for girls |  | Arabic (English subtitles)  <https://www.youtube.com/watch?v=Z5SdRIq238k> |
| 1. Facilitation 1 & 2 | English  <https://vimeo.com/channels/hfvideos/223139622> | English  <https://vimeo.com/channels/fmdvids/222248618>  <https://vimeo.com/channels/fmdvids/222248611>  Arabic  <https://vimeo.com/channels/fmdvidsarabic/222247824>  <https://vimeo.com/channels/fmdvidsarabic/222247830> |

**Handouts**

**Handout 1: Pre and post test**

1. **What are the 3 components of effective parenting? (0.5 for each, 1.5 total)**
   1. ………….………….……………………………………………………
   2. ………….………….……………………………………………………
   3. ………….………….……………………………………………………
2. **What is difference between sex and gender? (1 points)**

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1. **What are the 3 forms of stress? (0.5 for each, 1.5 total)**
   1. ………….………….……………………………………………………
   2. ………….………….……………………………………………………
   3. ………….………….……………………………………………………
2. **What is the impact of parental stress on children? (2 points)**
   * ………….………….……………………………………………………….
   * ………….………….……………………………………………………….
   * ………….………….……………………………………………………….
3. **List 2 methods to deal with stress (2 points)**

………….………….……………………………………………………….

………….………….……………………………………………………….

1. **What is the impact of toxic stress on the brain? (2 points)**

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………….………….……………………………………………………….

………….………….……………………………………………………….

1. **What is needed to build neurons electrical connection or synapse? (2 points)**

………….………….……………………………………………………….

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1. **At what age is the brain fully developed? (1 point)**
   1. ………….………….……………………………………………………
2. **What is the definition of empathy? (1 points)**

………….………….……………………………………………………….

………….………….……………………………………………………….

………….………….……………………………………………………….

1. **What are the 4 steps of empathy? (0.5 each, 2 points total)**
   1. ………….………….……………………………………………………
   2. ………….………….……………………………………………………
   3. ………….………….……………………………………………………
   4. ………….………….……………………………………………………
2. **Explain in your own words what is serve and return? (2 points)**

………….………….……………………………………………………….

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1. **How parents can help their children/adolescents cope with stress during emergency? (1 point total)**
   1. ………….………….……………………………………………………
   2. ………….………….……………………………………………………
2. **List the positive discipline techniques that you know for children and adolescents: (0.5 each, 2 points total)**
   1. ………….………….……………………………………………………
   2. ………….………….……………………………………………………
   3. ………….………….……………………………………………………
   4. ………….………….……………………………………………………
   5. ………….………….……………………………………………………
3. **List the positive parenting techniques that you know for children and adolescents: (0.5 each, 2 points total)**
4. ………….………….……………………………………………………
5. ………….………….……………………………………………………
6. ………….………….……………………………………………………
7. ………….………….……………………………………………………
8. ………….………….……………………………………………………
9. **What are the steps in good decision making for adolescents? (0.5 each, 2 points total)**
   1. ………….………….……………………………………………………
   2. ………….………….……………………………………………………
   3. ………….………….……………………………………………………
   4. ………….………….……………………………………………………
10. **If a parent discloses the use of violence against his/her children, what can you say? (2 points)**

………….………….……………………………………………………….

………….………….……………………………………………………….

………….………….……………………………………………………….

**Handout 2 : Implementation guidance – Do’s and Don’ts**



**“*This is very comfortable, it gives us space to express our feelings.***

**”** Maryam\*, a mother of two children, Kasulu, Tanzania. Photo: K. Shoecraft/IRC \*pseudonym

# Frequency

* + **Do’s.** It is recommended to implement one session per week. In exceptional cases, when the target population is very mobile, sessions can be implemented twice a week with a minimum of 3 days between the sessions.
  + **Don’ts.** Do not merge sessions, implement more than 2 sessions per week or one session per month. This will affect the quality of the program as well as the retention of participants.

## Room setting

* + **Do’s**. Caregivers can sit on the floor or on a chair, as culturally relevant. Ensure that participant sit in circle to enhance participation. The environment should be safe and conducive to experience sharing and confidentiality.
  + **Don’ts.** Avoid classroom setting where caregivers feel “back at school”, noisy environment, people from the community coming in and out of the room or “watching”.

## Composition of the group

* + **Do’s.**
  + Group of 20 caregivers maximum. You can start with a group of 25 to cater for drop out.
  + The selection of caregivers is done on a voluntary basis following an information session in the community.
  + Caregivers can also be referred through case management to address issues of neglect, violent discipline or difficult parent-child communication. Attending parenting sessions is then part of the action plan.
  + Be aware of gender dynamics and how this affects the retention and the participation male and female caregivers.
  + Use the gender analysis to identify the most suitable group composition.
  + **Don’ts.** Mix gender in the same group in countries where it is not culturally accepted.

## How to boost retention?

* + **Do’s.**
  + Give a certificate to caregivers who have completed at least 80% of the sessions.
  + Organize a closing ceremony with community members and leaders.
  + Give in-kind incentive to caregivers who have attended at least 80% of the sessions (the items should be for children such as toys, clothes, school materials, etc.)
  + Serve tea and coffee during the sessions. As appropriate, create a space where men and women will enjoy going to the session. E.g. Allow men to smoke in the Middle East. Organize a ritual culturally relevant for opening and closing the sessions. E.g. Telling jokes, singing, group hug, football game etc.
  + **Don’ts**. Give attendance fees to caregivers to attend the sessions, only transportation fees if the training venue is of not walking distance.

## Facilitation skills

The facilitation skills of the facilitator as well as the atmosphere in the session are determinant factors to the success of the program.

* **Do’s**.
  + Use role-plays, even if it is challenging in some context, it is a key element to behavior change. Practicing through role plays difficult concept such as empathy will give caregivers the confidence to implement new techniques with their children.
  + Create a nice atmosphere where all caregivers feel comfortable sharing their problems in a confidential manner.
  + Regular monitoring of the sessions is essential to provide feedback to facilitators. In case of low retention rate, facilitation skills of facilitator should be checked.
  + Check the facilitation videos for additional guidance [here](https://rescue.box.com/s/hdkjywufoqa455n60n7mfrfvkgigp4s7).
  + **Don’ts.**
    - Use a “lectury” tone and approach, particularly for young facilitators without children to compensate their lack of credibility. Caregivers don’t want to feel lectured, they want to feel listened to and understood.
    - Blame or judge caregivers using negative discipline or coping mechanisms but rather empower them with practical positive parenting skills.

**Certificate of training**

This is to certify that

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

has completed the “Families Make the Difference” training for parents of children aged 0 to 5.

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Facilitator Date

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