

Including Children Affected by Migration



Parent/Carer Secondary Group Sessions

Helping parents/carers to support the social and emotional learning of secondary age children affected by migration

Developed by The Northampton Centre for Learning Behaviour

Our Human Family

“Migration is an expression of the human aspiration for dignity, safety and a better future. It is part of the social fabric, part of our very make-up as a human family”

Ban Ki-moon

ICAM Guide to parent/carers group sessions

Note: Children and young people

The United Nations Convention on the Rights of the Child defines a child as anyone under the age of 18 and this is relevant when considering the status of young migrants. The ICAM resources apply this definition and refer to all young people in school as 'children'.

1. Introduction

The ICAM Parent/Carer Group Sessions aim to provide a helpful forum for parents/carers whose children have been affected by migration to:

- belong to a group and establish social contacts with other parents/carers, reducing isolation
- develop skills, knowledge and understanding to support their child's social and emotional development in the home.
- promote their relationship with their child and confidence in meeting their child's social and emotional needs.

The sessions are suitable for any parents/carers of children of secondary school age whose children would benefit from support to develop their social and emotional skills and the group could include families who are not migrants along with those who are.

The sessions are in two parts. After the parent group have studied the topic they may be joined by their children for family activities to help apply and practise the skills they have learned during the workshop. If it is not practicable for their children to join them, the parents./carers may try the activities and do with their children at home.

While it is hoped that the knowledge, skills and understanding developed during the course will support participants in developing strategies for dealing with the social and emotional challenges they face as parents/carers, the explicit focus of the sessions is on how they can support their children to become happy and successful, in school and beyond, through applying their learning in the home. The final session offers an opportunity for them to explore how they might apply what they have learnt on the course to support their own emotional health and wellbeing. Groups are encouraged to carry on meeting as often as they like after the 7 sessions and to continue learning together with the support of extension workshop sessions for group self study. These extension sessions do not involve the children.

Some children affected by migration may, for a variety of reasons, have a range of additional social and emotional needs and it is therefore important that their families are offered support to meet these needs. It is, however, equally important to recognise that, for families who have experienced the significant difficulties and trauma often associated with migration, attendance at the ICAM sessions may not be sufficient to meet their needs for support, although it may make a significant contribution to doing so. Schools should therefore ensure that they are supporting such families at a number of levels, as outlined in the ICAM Handbook (Section 11.4), and are able to direct them to appropriate sources of individual support as appropriate, both local and national. Where topics covered in the sessions have the potential to arouse strong feelings and evoke painful or traumatic memories (e.g. in the session on 'Change') these sections are highlighted in the facilitator notes.

It is of the utmost importance that all practitioners involved in running the sessions are clear about the limits of their remit as educational (not therapeutic) professionals, and confident that they know when to refer individuals on to other agencies or sources of support.

Co-facilitation, with 2 facilitators working together, brings many advantages to the ease of running sessions. When one facilitator is leading the session the other should be monitoring learning within the group and can intervene as necessary to ensure the harmony and wellbeing of all participants. This is not only helpful in administering the session (keeping to time, organizing activities etc.) The resolution of problems, such as those outlined in section 9 below, is made much easier if one facilitator addresses the problem while their partner continues running the session.

The sessions are not presented as a comprehensive 'parenting' course, and do not focus explicitly on dealing with children's behaviour. The rationale underpinning the course design is that, by meeting children's social and emotional needs, conflict will be reduced and the need for reactive behaviour management strategies will be lessened.

This guidance, with the accompanying resources for parent/carer group sessions, relates to the ICAM Handbook Section 11.4 *Providing a programme for parents/carers of CAM to support them in their parenting role*. Ideally, following the sessions, participants will be encouraged to continue learning together as a self-organised community facilitated by the school (See Sections 8: Follow up, and 10: Topics and learning outcomes for further sessions).

As stated in the ICAM Handbook, Section 11.4:

'Providing group learning through workshops can help immeasurably with the partnership between parents/carers and the school. Working together in the sessions will help to strengthen a trusting relationship between school and family based on a shared appreciation of the contribution each makes to the wellbeing of children and the care they share for the growth, development and happiness of the student. This will add to the feeling of security and belonging of CAM families in the school and in the wider community that the school represents.'

This Guide offers schools support in planning, setting up, delivering and evaluating parent/carer group sessions and contains:

- A summary of the topics and activities covered
- Guidance on planning to run a programme of sessions
- Notes on the structure of the sessions
- Guidance on running the sessions
- Notes on evaluating the programme of sessions
- Ideas for taking the group forward
- Six sample parent/carer group work sessions
- A final sample session to provide review and closure for participants
- Ideas for further sessions that could be developed by the school and/or parents/carers

2. An Overview: The Parent /Carer Group Sessions

The six sample sessions provided are aimed at the parents/carers of secondary school students. Note that an alternative set of ICAM parent/carer group sessions are offered for parent/carers of younger students.

The sessions last approximately 2 hours and would ideally be held weekly. The ideal group size is between six and twelve participants. The sessions are most effective if there are two facilitators. However, this is an advantage rather than a requirement. The makeup of the group will depend on the individual context and needs of the school, but ideally would include both families affected by migration and those who are not. Throughout the sessions, cultural differences are explicitly celebrated and viewed as a strength of the group.

The sessions provided can be adapted by schools to better meet the needs of the population they serve, and it is hoped that schools will feel able to develop further sessions themselves, using the model provided by the sample sessions and/or continue to provide peer support through setting up an informal self-managing group of parents/carers.

In the model used within the seven sample workshop sessions provided, the adults firstly share ideas and learn together about the specific topic. This is followed by a short break and then an opportunity for the parents/carers to practise the skills learned by completing an activity. If it can be arranged for their children to join the group at this point, they can complete the activity together. If this is not possible, the parents/carers can try it with one another and then do it later at home with their children.

The suggested joint activities could be changed to suit the context of the individual school, as
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many activities can allow the learning outcomes, e.g. listening to the student, talking about feelings, to be met. Schools can therefore amend the activities to reflect the resources available to them. The structure of each session is kept the same to promote participant security and confidence. The structure is outlined in Section 5.

3. The learning outcomes, topics and activities

The learning outcomes, topics covered and main activities are summarised in the table below. There are comprehensive facilitator notes and resource sheets for each session.

Learning outcomes	Welcome and Warm up	Adult input/activities	Adult/child activity	Relaxation and Evaluation	Application in the home
Session 1: The Importance of listening <ul style="list-style-type: none"> I feel comfortable in the group I know something about everybody in the group I understand the importance of listening to my child I know how to listen to my child at home 	Circle: Places I love Group Aims	How does it feel? Active listening activity Open and closed questions	Card Game: 'Chat!'	Relaxation: The Duct Tape Maze. Evaluation: Four Corners activity	Reminder Sheet: How to listen well Using open questions What to do at a time when you can't talk Talking and listening in everyday life
Session 2: Understanding and dealing with feelings <ul style="list-style-type: none"> I understand the importance of helping my child to identify, talk about and manage their feelings I know how to help my child to express their emotions. I talk to my child at home about how I am feeling and how they are feeling I have a way of helping my child to calm down or relax 	Circle: Feelings Check In	Recognising and naming feelings. 'A day in the life of a parent'.	Emoji Bingo	Relaxation: 5 finger breathing Evaluation: Stand on a line	Reminder Sheet: Key messages Using Emojis '5 Finger Breathing'

Session 3: The Importance of praise <ul style="list-style-type: none"> I know some helpful ways to praise my child I praise and celebrate with my child at home. 	Circle: The Name Game	Praising children – helpful/ unhelpful praise Introduction of tips and strategies for using praise	Family Puzzles	Relaxation: Circle of connections Evaluation: Smiley faces	Reminder sheet: Components of useful praise Practise praising using tips and strategies
Session 4: Exploring angry feelings <ul style="list-style-type: none"> I understand the importance of helping my child learn ways to manage angry feelings I know some ways to help my child manage their anger I model (and talk about) the ways I keep calm when I feel angry 	Circle: Find your partner (Feelings pairs)	Mr Angry The 'Anger Firework' Putting out the fire of anger...	Anger comic strip	Relaxation: Melting statues Evaluation: Thumbs up!	Reminder Sheet: Anger Firework Spotting the signs Menu of choices Listening Using open questions Using relaxation to calm down.
Session 5: Conflict resolution <ul style="list-style-type: none"> I understand the importance of helping my child learn ways to manage conflict independently I know some ways to help my child manage conflict assertively I can use the Peaceful Problem Solving approach when conflict arises with my child I model (and talk about with my child) helpful ways to manage 	Circle: Untangling the knot	Heating Up or Cooling Down? Three Rules of Language Win-Win outcomes Assertiveness: Aggressive, passive or assertive? Peaceful problem solving	Making a Stress-O-Meter Conflict! Trying out Peaceful Problem Solving	Relaxation: Grounding Evaluation: One Word Descriptions	Reminder Sheet: Using Peaceful Problem Solving Calming down Listening 3 Rules of Language

conflict					
Session 6: Dealing with change <ul style="list-style-type: none"> I understand the importance of helping my child learn ways to talk about and manage change I know that change can be comfortable and uncomfortable and that accepting change involves different stages (for children and adults) I know some ways to help my child to talk about and deal with changes in their life I model (and talk with my child about) helpful ways to cope with change 	Musical Sharing	Why is change difficult? Stages of Change Helping children cope with change <ul style="list-style-type: none"> Melanie's Story 10 Top Tips 	Life journey Map	Relaxation: Relaxation (scripted) Evaluation: One Word!	Reminder Sheet: Key facts about change Getting help if change is overwhelming Helping your child at times of change Using fun joint activities
Final Session: Looking after ourselves <ul style="list-style-type: none"> I can tell you some things that other people like and admire about me I know some ways to look after myself so that I can support my child <p>I know how I can continue to get the support I need when the group finishes</p>	Check in Compliments	My Survival Toolbox	Newspaper Snake Challenge Fun races/ activities	Relaxation: Choice (by facilitator or group) Evaluation: Rating Scale Closure: Certificates Moving On: Optional	Reminder Sheet: Participants take home their 'Survival Toolbox' as a reminder sheet.

4. Planning to run a programme of ICAM Parent/Carer Group Sessions

Schools should consider the following questions before setting up the sessions

4.1 Are we ready?

The ICAM Parent/Carer Group Sessions should be an integral part of the work of the school and its learning about social, emotional and behavioural skills. As such, it will need to have the full backing of the school leadership and all staff should be made aware of the aims and nature of the sessions.

Voluntary agencies, private organisations and local or regional school authorities might all offer support and advice with this work.

The ICAM parent/care sessions should be part of the school's broader strategy for involving parents and carers as outlined in Section 11.4 of the ICAM Handbook – it is unlikely to work if it is offered in a school where parents/carers do not feel welcome. Before starting, the school might like to consider the following questions:

- How are parents and carers made to feel welcome, in particular the parents of CAM?
- How do we ensure that parents/carers are fully involved in the life of the school?
- What more could be done?
- Are there other groups for parents and carers running within the school? How do the proposed sessions fit with these?

4.2 Do we have the capacity and resources necessary?

Ideally the workshops will have two facilitators who can work together and support one another. Some schools will already have staff who are experienced in this area, and are used to working with families.

Where no teaching staff are available to facilitate the sessions, support staff may be suitable session leaders. There may also be parents with the necessary professional expertise who, given any necessary checks required to enable them to do this, are willing to volunteer and can be trained to become facilitators. They can start as co-facilitators with an experienced member of staff and then, with monitoring, become session leaders with another suitable parent. In this way the school can develop a team of facilitators who can run an annual programme.

There are resources that will be required, for example refreshments and materials for the joint activities. The need for translation and for interpreters should also be considered if families are not fluent in the host language.

Running the ICAM sessions will be very rewarding but it does require considerable commitment on the part of the school. This includes providing an appropriate venue, where participants can be made to feel welcome, and allowing students, if possible, to join their parents/carers for the joint activities. Groups of schools might consider pooling resources and expertise within a locality or network to facilitate the workshops.

Other considerations include the potential need for a crèche facility if participants have younger children, and whether and how the school might be able to support participants for whom transport is a barrier. If participants have disabilities you should talk to them about the support that they would need to access the sessions and factor in the necessary arrangements.

4.3 Do we have the skills necessary to run effective parent/carers group work?

The sessions work best, as already mentioned, when run by two facilitators. One of these would ideally be experienced and skilled in running groups for parents and carers. Both facilitators will need excellent interpersonal skills.

Identifying and learning the skills of facilitation of a group for parents and carers is complex, particularly when participants come from a range of social, religious, linguistic and cultural

backgrounds. Perhaps the most effective way to learn these skills is by working alongside a more experienced co-facilitator. Schools should consider how they might build the skills and capacity for facilitating the sessions within their school for example by working collaboratively with other schools to run the workshops. School staff or parent volunteers with the necessary professional background who have undergone any necessary checks, speak community languages and have similar cultural heritages to those represented in the group will be of particular value in planning and running the sessions. Some of the skills and qualities schools might look for in a facilitator include:

- Being relaxed and confident with parents/carers
- Having good social and emotional skills
- Having confidence to manage unexpected situations
- Being non-judgmental
- Having knowledge of the children involved if possible
- Having knowledge of the language and culture of groups represented within the school population
- Having good knowledge of SEL and how it works in the school
- Being able to create a welcoming and emotionally safe ethos
- Having some basic counselling skills, in particular the skill of listening
- Having the ability to deal with group dynamics and 'difficult' situations – e.g. when a participant becomes upset, when a group member dominates or when a group member finds it hard to join in
- Having knowledge of where parents/carers can get further help if necessary and links with community groups and voluntary sector organisations.

4.4 Which parents/carers will we target and how?

Experience suggests that parent/carer groups function most effectively when their children are of a similar age. Many schools may therefore choose to target particular year groups. It is important to make the targeting inclusive with an open invitation, so that parents/carers do not feel singled out or stigmatized. Members of the extended family should be welcomed into the group if they wish to attend with the parent/carer. It is important that both mothers and fathers, if present, are encouraged to attend the group.

Some of the parents/carers who would most benefit from the sessions, particularly those whose children are affected by migration, may be considered 'hard to reach' and have reservations about becoming involved with the school. For this reason, it will be important to use a variety of methods in addition to any 'open invitation' to encourage these people to attend.

For the families of CAM, community support groups or religious organisations might help in publicising the sessions. Sessions can be promoted through the class teacher, the school newsletter and website, through home visits, and as part of the school's induction procedures.

However, the most productive persuasion is always personal and face-to-face. If there is a member of staff or school associate that the targeted parents/carers have a good relationship with, it is worth asking this person to talk to them about the sessions. When talking to parents/carers beware of using jargon and talk in concrete terms that are meaningful to them e.g. the sessions is about 'helping your child make friends' or 'finding ways to manage angry feelings'. You can also, of course ask the students to persuade their parents/carers to attend.

One of the most effective ways of encouraging parents/carers to become involved is to hold an introductory session for them to find out about the programme. This should reflect the informal sharing, fun ethos of the sessions, setting the relaxing and supportive tone that will characterize the sessions themselves. The best attendance is secured when children themselves are involved in organizing and/or supporting in the delivery of the introductory session. It is recommended that

the session is introduced by a School Leader, to reflect the value that the school places on both students' social and emotional development and on partnership with parents/carers. Experience suggests that the session should include a clear focus on what the programme is about (in concrete terms, avoiding jargon) and the potential benefit to both children and parents. The link between supporting the children's social and emotional development and learning should be emphasised.

All communications should stress that this is not a 'parenting' course aimed at parents/carers who are somehow 'failing', that the school values the role of parents/carers as experts on their own child and as their child's first teacher, and that the sessions are relaxed, informal and fun.

On a practical note, you may consider accepting more participants than your planned number to accommodate the fact that some are likely to drop out for a range of reasons.

4.5 Where will the sessions be held?

The choice of venue is important. Ideally, you will need somewhere where participants will feel comfortable to talk (sometimes emotionally), where you will not be interrupted and privacy can be assured.

You will need somewhere to make hot drinks and refreshments.

If you are going to run a crèche, the arrangements for this should be considered too.

Access requirements for any participants with disabilities will also need to be considered.

4.6 When should we hold the sessions?

The timing of the sessions will depend on the individual context of the school and potential participants. Two possible times that often work well are immediately after parents/carers have dropped their younger children off at school or in the afternoon, with the finish time coinciding with when they would pick up their younger children.

5.The structure of the sessions

Each session is designed to take a minimum of two hours although facilitators may choose to amend the suggested plan and timings as appropriate. The timings given are an approximate guide to help with planning.

It is suggested that group-work sessions follow a standard format that will become familiar to the participants and provide predictability and confidence. Each sample session is structured as follows:

- Welcome
- Circle time and warm up activity
- Group sharing and review of time since the last session
- Reminder of group aims
- Focus on the learning for the session (and learning outcomes)
- Adult input and activity
- Introduction to the child/adult activity
- Home practice (applying the learning in the home)
- Break
- Child/adult activity
- Relaxation, evaluation and closure

5.1 Welcome

The group facilitators welcome each participant to the group session. If it is possible to welcome them in languages that reflect the home languages of all of the participants this will aid the sense

of inclusion and help participants to develop respect for each other. It is suggested that name badges are worn throughout the course and that it is not assumed that people will remember these after the first session.

5.2 Circle Time and Warm up activities

The start of a group session is an important time when members are deciding whether the group will be a comfortable place for them and will meet their needs. Starting and ending with a circle time and a short, simple activity will give the group-work session a routine and help participants feel comfortable.

Each session begins with participants sitting in a circle. Working in a circle supports a sense of belonging and occasion. The circle ensures that all members can see each other and promotes active listening. It is suggested that facilitators introduce a 'Talking Object', and that participants speak only when holding the object. (Participants may be encouraged to take turns to bring in an object to use as a 'Talking Object' and given the opportunity to talk about why the object has significance for them. This is an excellent opportunity for participants from different cultures to share aspects of their world, and for others to learn about these).

Suggested warm up activities for group work are provided in the sample sessions. These activities are designed to:

- increase group cohesion;
- practise skills such as listening and taking turns;
- mix up participants to encourage them to work with everyone in the group;
- provide opportunities for beginning to explore the intended learning outcomes for the session;
- create a climate where participants will feel comfortable and increase the chances that they will feel confident to share feelings and experiences.

The warm up activities are designed to be harmonious and non-threatening. However, facilitators are encouraged to accept non-participation while offering gentle encouragement to participate.

5.3 Group aims for how we behave towards each other

The aims will have been discussed and agreed in the first group-work session (detailed suggestions are given in the facilitator notes for this session). It is essential that the issue of confidentiality is raised with frequent reminders being given to participants about its importance. This will be of greater significance when running a set of workshops in a small and close knit community. Participants will be unable to explore ideas or share their thoughts if they feel that there is a chance that this will be shared outside the workshop.

5.4 Review of the time since the last session

A review is built in to each session to remind participants of the work that they covered in the previous session and to give them an opportunity to reflect on and share any strategies that they were able to try out, and any effects that they have noticed.

The group can be encouraged to talk about things that have gone well for themselves and for others in the group, as well as any barriers they faced. This is a time to enjoy achievements and celebrate any progress made.

5.5 Focus of learning for the session

The group facilitators will give an introduction to the session. This will include the specific learning outcomes (in the form of 'I ..' statements) that are the focus of the session.

5.6 Adult input and activity

The input and activities in this section will relate to the learning outcomes for the group and the purpose of each activity is clearly stated. The activities can be selected from the ideas in this Guide, or alternatives which achieve the same purposes may be designed by the facilitators.

Activities should be chosen to provide a balance of types within each session– for example circle time activities and structured group work.

5.7 Introducing the child-adult activity

The facilitator will explain the activity which helps parents/carers to practise the skills they have learnt in the session (and in previous sessions) as a preparation for continued application and development at home. They may complete it with their child during the second part of the session or later at home. It is important that the adults understand the aims of the activity, and allow their child to lead it wherever possible.

5.8 Home practice

Before the break, the facilitator will lead a discussion about how participants might apply the learning from the session in the home. Ideas are presented in the session notes for facilitators to add if the group does not come up with them themselves. A Reminder Sheet is given out to parents/carers at this point to take home. It is designed to be displayed in the home and summarises the key learning of the session.

5.9 Break

A ten minute break at this point provides participants with the opportunity to have refreshments, and to be joined by their children if that is possible

5.10 Child-adult activity

The activities are designed to be fun and accessible to all parents/carers, and to engage their children, while providing a vehicle for parents/carers to practise the skills that they have learnt in the session. The role of the facilitator(s) in the activity is to circulate, encouraging and modelling the skills covered in the session.

5.11 Relaxation, evaluation and closure

A short relaxation activity is introduced in each session. These activities are suitable for use at home. Facilitators may like to use their own favoured activities.

Different evaluation techniques, suitable for adults and children, are introduced in each session. As these are necessarily simple evaluations, facilitators may wish to talk further with selected participants in order to gain a more in-depth picture of participants' views on the sessions or on specific aspects of them.

6. Running the group sessions

Note: Co- facilitators should decide between themselves how they will work together and share roles and administration of sessions.

6.1 Preparation

One of the most effective ways to help parents/carers to feel engaged and valued, and to create a caring and respectful ethos, is to find out about their children. Being able to make positive comments about the children, their likes, dislikes, strengths and interests will help the facilitators to engage in discussions with the participants.

Each workshop session should be carefully planned. The preparation necessary for each session/activity is listed in the facilitator notes, which should be read carefully prior to the session, so that resources can be prepared and the appropriate materials made available. However, in delivering the session, the facilitator should be prepared to respond flexibly to ensure that the needs of all the participants are met.

6.1.1 Sessions Timetable

It is a good idea to produce a Sessions Timetable to give to participants, with dates, venue, times and topics clearly listed, as well as the contact details of a named person to whom enquiries can be directed. This should be available in translation for participants who are not fluent in the host language, and displayed in each session.

6.1.2 Parent file and suggestion box

It is suggested that you provide a file for each participant to keep any correspondence, the Sessions Timetable, the Resource Sheets they use and their Reminder Sheets. Participants should keep their files and bring them to each session.

A box might also be provided where participants can post any ideas and suggestions for use in the sessions. Opportunities to raise these are built in to the session structure.

6.1.3 Directory of services

It is also suggested that a 'Directory' of support groups, local and national helplines and websites and universal services is made available to participants. This will include any community groups of particular relevance to the diverse groups represented in the specific community served. The facilitator notes indicate where this might be brought to the attention of participants.

6.1.4 Tissues

When talking about their children or experiences, participants may become emotional and tearful. Make sure there is a box of tissues available in all sessions!

6.2 Creating a welcoming ethos

Facilitators should remember that some parents/carers, particularly those whose cultural experiences of educational provisions are very different, may feel ill at ease in the school environment.

It will be essential that the participants are made to feel valued and welcome in the session. The following approaches might be tried to put them at their ease:

- ensuring that your dress and manner does not intimidate or separate you from participants;
- mirroring the tone and language of participants where appropriate;
- being prepared to share your own experiences (especially where you have been less than successful!);
- showing an interest in all participants as individuals and treating them with equality;
- thinking about responses, showing that all contributions are valued and ensuring that participants never feel they are being put down;
- being friendly;
- learning names and using them;
- smiling and using other encouraging non-verbal communication;
- welcoming each participant individually;
- showing that all parents and carers are valued by using non-judgmental language;
- being empathetic;
- providing time for participants to reflect and think before asking questions;
- never embarrassing a parent or carer by drawing attention to them e.g. by asking them to give an immediate answer to a difficult question

An ethos of joint enquiry should be established and it is important that participants are encouraged through the use of enquiry and discussion rather than being told what is 'right' and 'wrong' by the facilitators. Helpful phrases might include:

- How do you find ...
- What do you do when ...
- What works for you ...
- I wonder ...

- You might like to try ...
- You may feel like ...
- I found that ...
- I heard that ...
- I have read ...
- Perhaps you might try this strategy at home
- What do you think might happen if ...

The content and ideas for sessions are only part of the process of facilitation. Careful consideration should be given to how the participants are feeling during the sessions and how they work as a group. Adaptations may need to be made to the sessions to ensure that feelings of safety are ensured.

6.3 Dealing with difficult situations

Whenever parents/carers meet to talk about themselves and their children, there is the potential for the discussion to become emotionally charged. It is likely that there will be times during the sessions when a participant finds the subject matter difficult and becomes uncomfortable, upset or tearful. Facilitators need to be prepared for this.

There is also the possibility that a participant may disclose an event or practice that you consider falls within child protection legislation, and again, facilitators should have a clear protocol for dealing with such an event.

Other issues with the group dynamics can also arise, such as when one parent tends to dominate the session, when a participant frequently chooses not to join in with activities, or when a participant is not keeping to the agreed group aims.

Suggestions for dealing with these issues are outlined in Section 9.

6.4 Following up non-attendance

There will be occasions when participants are not able to attend a session. To minimize the potential for participants dropping out, and to ensure that participants feel valued, all instances of non-attendance should be followed up. This follow-up may take the form of a phone-call or an informal chat, or might in some cases involve a home visit to discuss any barriers or issues that the participant is facing. Participants should be welcomed back warmly upon their return.

7. Evaluating the sessions

While no formal evaluation of the sessions is provided within this Guide, schools will have a wide variety of aims and success criteria for any programme that is run, and both the school and participants should have the opportunity to give feedback and review how successful the sessions have been in meeting their aims.

Schools should therefore design their own evaluations, based on their aims and success criteria. Short focus group meetings are a quick and effective way of reviewing a programme. Some possible areas to explore might include:

- Did parents/carers enjoy coming to the sessions?
- Did they find the sessions useful?
- Did they enjoy a) the adult input and b) the activities with their children
- What did they learn from a) the adult input and b) the activities with their children
- What were the things they think you should keep in the sessions?
- What are the things they would change?
- What would they say to a friend or new parent who was thinking about joining a similar

group?

You might also want to explore a range of outcomes, with questions that might include:

- Do you feel that your relationship with your child has improved? If so, how?
- Do you feel more confident in yourself as a parent/carer? In what ways?
- Do you feel that you are more confident in understanding and meeting your child's social and emotional needs (e.g. dealing with your child when they are angry; listening to your child; managing conflict with your child?)
- Are you continuing to use any of the strategies you learnt on the sessions? If so which ones?
- Do you feel more comfortable in coming to/being involved with the school?
- Did you make friends in the group?

8. Follow-up

As described in the introduction, schools may choose to devise and deliver additional sessions and extend the life of the group. Ideas for such sessions, and some possible learning outcomes are listed in Section 10. If additional sessions are used, the sample final session in this Guide should be adapted accordingly.

Following the ending of the group, arrangements should be made to ensure that participants can access support and a listening ear when necessary, either through the school or by putting them in touch with an appropriate service or organisation. If it is possible to offer continued support within the school, an agreed time when the group facilitator is available to talk to parents/carers at a regular 'drop-in' session could be set up. The Directory of Services previously mentioned should be accessible (in translation where appropriate) to parents/carers.

It may be that the school sets up a 'buddying' system for parents/carers, with group participants pairing up and arranging to meet on a regular basis. You might like to circulate a 'contact form' where parents/carers can share their details, if they choose to, with other group members during the final session.

A group facebook page is one way that the group can continue sharing thoughts and ideas

Sometimes groups of parents/carers express a desire to keep meeting. The relationships that they make during the sessions are likely to be important to them. If participants express such a desire, and the school has the capacity to accommodate further meetings, a follow-up session can be arranged. At this meeting, participants can be asked to come up with ideas for what they might like to do and how the school could help. This may include for example, a regular informal drop in session at the school where they could share advice and experiences or occasional one-off sessions with speakers on topics of interest to them.

Some groups may wish to continue meeting regularly and facilitators can help them agree the format, venue, content and leadership of further sessions with only occasional input to these sessions from the facilitators.

It is likely that participants will have become more confident in their relationship with staff, and will be supportive of the school. Schools might like to consider how such a group of 'school champions' might be involved in helping the school – perhaps forming a consultancy group or becoming 'buddies' themselves to parents/carers new to the school. They might have skills to offer the school and agree to support in classrooms or give a talk on a topic of interest to children or staff. If further ICAM Parent/Carer Group Sessions are planned, they might agree to talk to prospective participants about their own experiences of them.

9. Dealing with difficult situations

Note: If there are two facilitators sharing the facilitation of the group, one can deal with any difficulties while the other continues leading the session uninterrupted

9.1 What do I do if a participant becomes upset, cries or leaves the room?

It is important that participants are told at the beginning of the sessions that, when we are talking about our children and our experiences, it is normal sometimes to feel emotional and that it is completely acceptable to take a short break. Participants should be told that they will be welcomed back to the group with a smile but no fuss.

If a participant is distressed, this should be acknowledged by the facilitator and they can be asked if they would like to continue sharing or listening or if they would prefer some time out. After the session the facilitator should check that the person is OK, and be prepared to talk any issue through in private.

To help the group become more self-reliant facilitators could consider setting up a system of 'buddying' during the first session.. It involves participants choosing a 'buddy' (another participant) who has the role of offering a listening ear should it be needed at any point during the sessions. The role is simply to follow the person if they need to leave the room and ask if they would like to talk or if they would prefer to have some time by themselves. This prevents any uncertainty about how to respond in the event of a group member becoming upset or leaving the room.

9.2 What do I do if a participant dominates the group or doesn't keep to the group aims?

Sometimes a participant will dominate by talking too much, or for too long, by interrupting others or putting them down (usually unknowingly). This can be a particularly difficult issue to deal with, and requires great sensitivity on the part of the facilitator.

The key to avoiding these situations lies in the initial agreement of the group aims. Two particularly useful 'rules' are:

- Always let others have their first turn at speaking before you have your second turn
- We can disagree with each other without being unpleasant

A discussion about how it feels to be 'put-down' and what that means will be valuable for dealing with possible put-downs. The group might agree to let each other know if they feel that someone might feel put down by a comment or response, and the facilitator will need a few non-confrontational 'scripts' to use themselves, such as:

'Thanks for that, X, you obviously feel very strongly about this! I know that you are not intending to put other people's ideas down, but I wonder if that might be how it came across, and if we could find another way of saying the same thing? Do you mean...'

In terms of dealing proactively with group members who dominate discussions, you might explain at the beginning that some of us are more confident and talkative than others, but that all of our stories and experiences are equally valuable, and ask the group how they can ensure that everyone gets to 'have their say'.

It can be useful to agree a sign for when someone wants to speak, with the facilitator choosing the order of contributions. Gentle challenges can be used if participants ignore this or interrupt, such as:

'Thanks, X. Could you hold on to that for a moment, as Y has been wanting to say something for a while now. We'll come back to you...'

'Thanks X. Can we just check that Y has finished saying what she wanted to before we come to that?'

It is difficult when participants do not keep to the rules agreed by the group, and facilitators will need diplomacy and discretion in order to manage the situation while maintaining the self-esteem of all participants. It is suggested that a gentle, general reminder of the group aims would be the most appropriate initial response (e.g. *'I wonder if we have moved from our aims here a little. Can I remind everyone that we did agree....'*) followed up with a private word with any participant who consistently finds it difficult to keep to the rules. You might begin by acknowledging the value of their contributions, and their confidence and then explain that you are concerned that some of the

quieter, less confident participants don't always feel able to join in. It is often helpful to phrase a private discussion in terms of the participant helping to meet the needs of others (e.g. *'I've noticed that Y is quite shy and finds it a struggle to contribute sometimes... I have noticed that when you start to talk she goes very quiet – I wonder if I could ask you to help me to draw her out by....'*)

Sometimes a participant will want to pursue a particular point of relevance to themselves but of little interest to the rest of the group. If this happens, you can acknowledge that it is an important point and suggest that you might continue the discussion privately afterwards.

9.3 What do I do if I am concerned about a disclosure that a participant makes?

It is essential that child protection issues are raised during the setting of the group rules. It needs to be made clear that confidentiality cannot be maintained within the group if issues of child protection arise. The group should know the facilitators' responsibilities in line with national legislation and the protocols that will be followed.

If a participant discloses within the group the facilitator should stay calm and suggest that he or she and the participant making the disclosure talk privately after the session, if necessary reminding the group of their own agreement not to share information that comes up in group discussions. The facilitator should address the issue sensitively and respectfully, while firmly ensuring that there is no further discussion of the issue within the group forum, perhaps saying something like:

That sounds like a very difficult issue, and something that must be a real worry for you.

I am not sure that the group is the best place to talk about it. Can we leave it there for the moment? Perhaps X and I could talk about it after the group? Would that be OK?

9.4 What do I do if someone refuses to join in any of the activities?

It is very common for participants to be initially reluctant to join in with activities. They may be feeling self-conscious. Generally, as the sessions go on and as participants build trust and begin to feel comfortable within the group, most will find the activities less threatening and begin to enjoy them.

It is important that no-one feels pressurised into taking part in any activity or contributing to a discussion if they do not feel comfortable doing so. It needs to be explicitly stated that this is acceptable. Remind participants that we all learn in different ways, and a lot can be learnt by listening and watching, and that some people are more comfortable learning in this way.

The warm up activities often help group members to feel comfortable enough to engage in subsequent activities.

Some people feel embarrassed to speak in front of the whole group. Consequently, there are opportunities in the sessions for participants to talk in pairs or small groups before feeding back to the whole group.

If a group member consistently declines to join in a range of activities, the facilitator should check privately if they are OK with what is happening, modelling acceptance and a non-judgemental attitude to their choice. You might use subtle encouragement to persuade the person to try joining in, for example suggesting that the person works with you.

In discussions, look out for clues that a quieter participant has something to say (they may have a quizzical look or show particular interest in what is being talked about) and ask specifically if they have a comment or a question. (e.g. *'You looked as if you might want to say something about that, X'*)

10. Topics and Learning outcomes for further sessions

When the sample sessions have been delivered (excluding the Final Session), and participants have formed a cohesive, trusting group, there are a number of topic areas related to children's social and emotional development (but not covered in the seven sample sessions) for which the school might choose to develop their own sessions for parents/carers.

Social and Emotional Learning is often divided into 5 key domains (Ref. *Daniel Goleman Emotional Intelligence. Why It Can Matter More than IQ.*) These are:

- Self-awareness and self-valuing
- Managing Feelings
- Motivation
- Empathy
- Social Skills

A list of potential topics and some possible learning outcomes related to these from the five areas listed above are given below.

There are many resources that can be used to develop parent group work in these areas, available commercially, and many ideas for activities downloadable on teachers' websites and the internet more generally. Links to a wide range of materials will be shared on the ICAM website.

It will be important, when developing sessions, to bear in mind the principles in this Guide and, where possible, to use the same structure and model of delivery (e.g. welcome, warm up, adult input and activity, child-adult activity, relaxation) to promote security and a sense of predictability.

Self-awareness: It is good to be me

- I know that my child can be smart in lots of different ways
- I know my child's strengths and interests
- I know some ways to help my child feel good about themselves

Motivation: You can do it

- I know that my child will get better at things through practise
- I encourage my child to see mistakes as part of the learning process
- I can help my child talk about what they did that helped them to succeed
- I know some ways to support my child in keeping going when it gets tough
- I can help my child to learn to ignore distractions and to focus their attention on a task

Motivation: Setting Goals

- I can help my child to set his or herself a goal and break it down into smaller targets
- I can help my child to think about what might get in the way of their plan and overcome obstacles
- I can help my child to find ways around difficulties

Empathy: Understanding other people

- I can help my child to tell how somebody might be feeling from their body language, tone of voice and what they say
- I can help my child to see things from another person's point of view
- I encourage my child to take care of others' feelings

Social Skills: Friendship

- I know some ways to help my child to make friends and to be a good friend
- I can help my child to do 'good listening'
- I can help my child to give and receive compliments
- I encourage my child to show kindness to other people

Social skills: Assertiveness

- I can help my child tell the difference between aggressive, passive and assertive behaviour.
- I can help my child to be assertive in his or her words, body language and tone of voice.
- I can help my child to recognise peer pressure
- I can help my child to do what is right, even when other people are doing something different.

Social Skills: Rights and responsibilities

- I can help my child to tell the difference between a want and a need
- I can help my child to understand what rights and responsibilities look like in my family
- I can tell you some of the rights I have as an adult, and that my child has
- I can help my child to identify and meet the responsibilities they have to towards other people

Social Skills: Dealing with Bullying

- I can help my child recognise and talk about bullying is
- I help my child to understand how it feels to be bullied and why it is wrong
- I know some ways to help my child talk to me if he or she is being bullied
- I know what to do and who to contact if my child is being bullied

Social Skills: Celebrating Difference

- I help my child to understand what it feels like to be left out or treated unkindly
- I encourage my child to talk and play with people who speak a different language, have a different religion or come from a different country
- I help my child to speak out if they think someone is being unfair to someone else because of their background

Session 1 – The Importance of Listening

Key learning points

- I feel comfortable in the group**
- I know something about everybody in the group**
- I understand the importance of listening to my child**
- I know how to 'listen well'**
- I listen to my child at home**

Resources for the session

Register and pens
 Refreshments (for the beginning of the session and the break)
 Sticky labels and marker pens for participants' names
 'Talking Object' for Circle Time
 Felt pens or similar for drawing/colouring (optional)
 For each participant:
 Folder in which to keep Resource Sheets
 Timetable for sessions

Resource Sheets	Number of copies
1. Places I like	One for each participant
2. Sample class rules (You can use the rules for your school rather than the sample sheet)	One for each pair of participants
3. Bad group rules	One for each pair of participants
4. Open and closed Questions	One for each participant
5: Adult Talk Cards	The pictures on the sheet should be cut out to use as cards. They may be laminated. One card for each participant.

	5. Chat cards	The pictures should be cut out to use as cards. Each participant needs a set of cards with two copies of each picture on Resource Sheet 5			
	7. Reminder Sheet	One for each participant			
	8. Evaluation	One for the facilitator			
	Pre-Delivery activity				
	A video that might be useful for facilitators to view prior to delivering the session (in English) can be found on http://devzone.positivecoach.org/resource/video/parent-tip-praise-effort-not-performance-motivate-kids .				
Preparation					
Check room is ready - warm, inviting and set up appropriately for the activities to be carried out.					
Have refreshments ready at the beginning of the session and for the break					
Place Resource Sheet 1 on every chair					
Ensure Resource Sheets are ready to distribute					
Follow-up					
Write up ‘How we work together’ to display in subsequent sessions					
Time	Activity			Resources	Notes
5 min	Welcome and Introduction Purpose: To ensure that participants feel welcome and comfortable from the outset so that they are able to learn from the session. Welcome participants individually as they come in. Offer them refreshments and ask them to write their name on a label and wear it. Give them their folder (in which they can keep the papers that we use) and the timetable for the sessions. Ask participants to find a seat in the circle. Explain that they might like to look at Resource Sheet 1 on the seat and think about which of the pictures is most like their favourite place. <div>Facilitator Tip: Resource Sheet 1 shows photographs of different sorts of landscapes for the participants to consider. Participants could be asked to bring with them a photograph of a place that they love.</div> Circle Time			Register and pens Refreshments Sticky labels for participants' names Participants' folders Timetable for sessions Resource Sheet 1	

	<p>Introduce yourself and welcome everybody to the group. Appreciate the fact that they are making time to prioritise their child's education and happiness by coming to the group. Establish an informal atmosphere from the beginning.</p> <p>Acknowledge that everybody is probably feeling a little bit uncomfortable as the group is new and explain that you will be doing lots of fun and practical things together that will help everyone to feel more comfortable and learn together.</p> <p>Go through the timetable for the sessions.</p> <p>Explain that you are hoping that everybody will attend every session as each person is important to the group and each session is linked to the one before and after it. Outline arrangements for follow-up if people are not able to attend a session.</p>		
10min	<p style="text-align: center;">Warm up activity – Introducing ourselves</p> <p>Purpose: To help participants to begin to know one another</p> <p>Ask participants to introduce themselves to the person sitting next to them, and then to talk to them for two minutes about the pictures on Resource Sheet 1 and which one they prefer and why.</p> <p>After two minutes bring the circle together.</p> <p>Explain why you will often ask them to sit in a circle and explain the following:</p> <ul style="list-style-type: none"> everybody can see everybody else everybody can have a chance to talk if they would like to. Explain that in 'circle time' anybody can say 'pass' if they do not want to say anything and that that is fine. the importance of everybody listening to everybody else and the use of the 'Talking Object' – this is a small object that can be passed from one participant to another. Only the person holding it is allowed to speak. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: The Talking Object could be something that represents an aspect of your life or culture (e.g. an unusual cooking implement) and you could explain its significance to you. Participants can be invited to bring in an object that has significance for them to use in subsequent times and be given two or three minutes to explain what it is and what it represents for them. This is one mechanism for them to find out a little about each other and each other's cultures.</p> </div> <p>Invite participants to share what their partner has shared with them: which is their favourite picture and why (ensuring first that their partner is happy for them to do this).</p> <p>Go around the circle and invite each person to say their name and share one thing about themselves or their child/family.</p>	<p>A 'Talking Object' for Circle Time</p> <p>Resource Sheet 1</p>	

	<p>Facilitator Tip: It is useful to start by modelling the process yourself. You may find that participants are not keen to share at this point as they may not yet feel comfortable. Gently encourage but do not put pressure on individuals. You can ask each person to simply show the picture they like best as you go around the circle.</p>		
10 mins	<p style="text-align: center;">Group Rules: ‘How we work together’</p> <p>Purpose: To establish ground rules for the working of the group</p> <p>Explain that it is important that everyone feels comfortable in the group and for this to happen we should agree how we will work together, what ‘rules’ we will have.</p> <p>Show participants Resource Sheet 2: Sample class rules. (You could use the rules for your school instead of this sample). In school, rules for working together may be agreed with the students to ensure that everyone feels comfortable and can learn together.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: Participants familiar with different educational systems may be surprised by the school rules and how they are used.</p> <p>If participants are getting to know the educational context of the host country, it is important to use every opportunity to link what they are doing in the group to the school systems and protocols and the thinking that underpins them.</p> </div> <p>Ask participants to work in pairs for 5 minutes and give each pair a copy of Resource Sheet 3: Bad Group Rules and some sticky-notes. Ask whether they think a group that followed these rules would work well. Ask them to work with their partner to agree their top three ‘good’ rules for working well together and write or draw each one on a sticky note.</p> <p>After 5 minutes ask pairs to come back to the Circle. Place a large piece of paper headed ‘How we work together’ in the centre and ask each pair to place their sticky-notes on the sheet in the middle.</p> <p>Read out the sticky-notes (placing those that are similar on top of each other) and from these extract a small number of ‘rules’ that will help the group work together. Explain that you will write these up and display them during each group session. Ask everyone if they are happy with the rules, and reiterate their function: to ensure that everyone feels comfortable and we work together well as a group. Ensure that the rules cover:</p> <ul style="list-style-type: none"> Listening to each other Being kind and respectful to others Not naming others in or outside the group without their permission Protocols relating to mobile phones <p>Discuss and stress the issue of confidentiality, reassuring participants that what they say will be kept</p>	<p>Sticky notes</p> <p>Resource Sheet 2 or set of school rules (1 per pair)</p> <p>Resource Sheet 3 (1 per pair)</p> <p>Flip-chart paper</p>	

	<p>confidential (except where it conflicts with statutory requirements which must be made clear).</p> <p>Explain that, later, you will write our list, 'How we work together', as a poster to display at future sessions</p>		
3 mins	<p style="text-align: center;">The focus of our learning today – Listening to our children</p> <p>Purpose: To clarify the intended learning outcomes for the session</p> <p>Explain that the learning today will focus on helping our children to feel confident to talk to us. The most important skill that we should learn to achieve this is the ability to listen to our children. Listening is the topic for the session.</p> <p>Explain that it is often difficult to find the time to really listen to our children, but it is important as</p> <ul style="list-style-type: none"> • feeling listened to makes children feel valued • listening to our children helps us understand how they see the world and enables us to help them learn • if we want them to share the big things with us, we have to show that we can listen to the small things <p>The learning outcomes for the session are:</p> <ul style="list-style-type: none"> I feel comfortable in the group I know something about everybody in the group I understand the importance of listening to my child I know how to 'listen well' I listen to my child at home 		
15 mins	<p style="text-align: center;">Activity 1: How does it feel?</p> <p>Purpose: To help participants understand what we mean by 'good listening'.</p> <p>Ask participants to get into pairs and divide each pair into As and Bs.</p> <p>Explain that the As will be asked to leave the room for a few minute and that, while out of the room, you would like them to think of something that they would like to talk about with a partner – perhaps something that they are excited about or something that their child has done that they are proud of. Explain that when they come back they are going to talk to their partner about this for one minute.</p> <p>Ask the As to leave the room.</p> <p>Tell the Bs that when their partner comes back and starts to talk to them, they are going to act as if they are</p>		

	<p>not interested in what their partner has to say. Ask them what they might do to show their partner that they are not interested, and not really listening to them.</p> <p>Divide a flip-chart into two, vertically, and ask them to share their ideas on what ‘bad listeners’ do, recording these in the left hand column. The list might include:</p> <ul style="list-style-type: none"> Not looking at the person Shuffling papers/ looking at your watch Using negative body language (e.g. arms crossed/ bored facial expression) Interrupting Minimising the person’s feelings (‘Oh I wouldn’t worry about that’) Taking over the conversation with their own stories (‘Yes, I went there last year – you’ll never guess what happened to me...’) Jumping in with advice or easy solutions (‘You ought to...’, ‘what I’d do is...’). <p>Cover the list (you will return to it after the activity) and ask As to come back into the room and explain that you would like them to talk for one minute to their partners about the topic they have chosen.</p> <p>Give a signal when the time is up.</p> <p>Explain that the Bs had been told to ‘listen badly’ and that they were playing a role but that that role has now ended</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: This activity can sometimes leave both partners feeling a little uncomfortable. You might offer participants a few seconds to talk in order to re-establish their non-role-play relationship.</p> </div> <p>Ask As how it felt to be talking to someone who did not appear to be interested. Ask them to describe what their partner did while they were talking that made them feel like this.</p> <p>Uncover the list on the flip chart and compare it to the issues raised by the group.</p> <p>Ask participants to list together what ‘good listeners’ might do instead? Record their ideas on the right-hand side of the sheet. This list is likely to represent the opposite of the left-hand column but may include other issues. You might include:</p> <ul style="list-style-type: none"> Looking at the person talking (eye contact) Using body language that suggests you are interested (‘open’ postures; leaning towards the person slightly etc.) Making encouraging noises (uh-huh, I see, OK) 		
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	<p>Giving them your full attention (not thinking about what you are going to say next)</p> <p>Seeking clarification or further information ("Can you tell me more about that...")</p> <p>Summarising what they have told you ('so if I've understood you correctly, what happened is that....')</p> <p>Asking them how they felt or 'reflecting' the feeling they are expressing ('you must have felt proud')</p> <p>Asking questions that encourage the person to keep talking</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: Be aware that different cultures may have different norms for conversation. In some cultures for example, it is considered rude to look a person in the eye. This activity might provide an opportunity to share different cultural expectations, and facilitators should avoid using judgmental language, while recognising the possibility of cross-cultural misunderstanding.</p> </div> <p>Highlight the importance of not belittling any worry that the person might express. This is particularly important when talking to children. Remind participants that however small the problem might seem to them, it is real and difficult for the child. It is really important that children feel able to share what is worrying them with you, and so we should never laugh at them or make them feel put-down.</p> <p>If there is time, reverse the activity so that the Bs get to talk, but this time with the As doing 'good listening'.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: There are many short video clips on Youtube which you may like to use to support understanding of the skills involved in what is often called 'active listening'. In English these include: https://www.youtube.com/watch?v=ESujTCel6IM and https://www.youtube.com/watch?v=WER63AY8zB8</p> </div>		
17 mins	<p style="text-align: center;">Activity 2: Open and closed questions</p> <p>Purpose: To help participants to improve their listening skills by asking open questions</p> <p>Bring participants together in the circle.</p> <p>Ask a participant (or perhaps a co-facilitator) to tell you about their favourite food. As they talk, interrupt with 'closed' questions such as <i>'How long does it take you to make it?'</i>, <i>'How often do you make it?'</i> <i>'Can you get all the ingredients at your local shop?'</i> <i>'Is it difficult to make?'</i> etc. Then ask them to tell you again (or pick another volunteer) and this time encourage them by asking 'open' questions such as, <i>'Why do you like it?'</i> <i>'How did you learn to make it?'</i> <i>'How do you make it, what is the recipe?'</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: If there is an opportunity, you might like to practise this activity with the participant beforehand.</p> </div>	<p>Copy of Resource Sheet 4 for each participant</p> <p>A card from Resource Sheet 5 for each participant</p>	

	<p>Explain that the type of questions we ask can encourage other people to talk or can discourage conversation. When we talk to children, we want them to be encouraged to talk to us.</p> <p>Questions which discourage conversation are called 'closed questions' and:</p> <ul style="list-style-type: none"> Can usually be answered with 'yes' or 'no' or with a short answer Are often about facts Often start with 'Did....' 'is it....' 'What' (e.g. 'Did you pick up your daughter from school today?'; 'Is it going to rain?', 'What time is it?') <p>Questions that encourage conversation are called 'Open questions'. They</p> <ul style="list-style-type: none"> Cannot usually be answered in one word Are often about descriptions, explanations or feelings Often start with 'Why...', 'Can you tell me more about....', 'How...' <p>Give participants Resource Sheet 4.</p> <p>Emphasise that both types of question are useful and have their purpose, but if we want to encourage someone to talk to us, open questions are more helpful. It takes practice for everyone to get good at asking these questions.</p> <p>Explain that you are going to do an activity together that will enable them to experience the difference between closed and open questions.</p> <p>Give out a card (prepared from Resource Sheet 5) to each person in the group.</p> <p>Explain that each person is going to ask the person sitting next to them a question about their favourite things (e.g. place, song, film). They will then ask a follow up question. This will be one of the two follow up questions (A or B) on the card. The group is then going to decide if the question asked was an 'open' or 'closed' question.</p> <div data-bbox="315 1090 1509 1217" style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: You could provide participants with two cards, one saying 'open' and the other 'closed' for them to hold up instead of responding verbally. This keeps the pace of the activity and can feel more comfortable for less confident group members.</p> </div> <p>Model the activity by asking the person sitting next to you the first question on your card, followed by Question A or Question B. When they have answered the questions, ask the group to show whether they think the follow up question you asked was an open question or a closed question by putting their thumbs up if they think it is an open question, and down if they think it is a closed question.</p> <p>If there is a mixed response, refer to Resource Sheet 4 to decide together.</p>		
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	<p>Carry on with the activity around the circle until everybody has had a go at asking and answering a question.</p> <p>Ask the group to share how it felt to be asked a closed question and an open question, emphasising that both are appropriate for different purposes.</p> <p>Stress the key point that if we want to encourage someone to talk (such as our child) it is better to use open questions.</p>		
10 mins	<p style="text-align: center;">Introducing the Child/Family activity – Chat</p> <p>Purpose: To prepare for the activity that parents/carers are about to do with their children and to explain its purpose.</p> <p>Explain that when the children join the group (after the break) the participants will be carrying out an activity with their children and that during the activity they can practise doing good listening and asking helpful questions (open questions).</p> <p>Talk about how important it is for children to experience being listened to regularly in the family home so that they know they are valued, and how easy it is to forget this when life is busy.</p> <p>Ask participants to talk together (in pairs or small groups) about what might get in the way of them listening to their child and how they might overcome some of these difficulties.</p> <p>It is likely that participants will bring up the issue of not always having time to listen. You might suggest that they could:</p> <ul style="list-style-type: none"> • Demonstrate to the child that they want to listen (<i>‘That sounds important’</i>) • Explain why they can’t listen at the moment (<i>‘At the moment I’ve got to concentrate on not burning the dinner so I can’t listen well....’</i>); • Make an agreement to listen as soon as possible (<i>‘Can you wait for a little while and we’ll talk as soon as I’ve’</i>). They must keep to this agreement or the child will lose trust and get the message that it’s not important to them. <p>Introduce the activity. Explain that they are going to play a game of ‘Snap’ with their children – but that this version is called ‘Chat’.</p> <p>Give each participant a set of ‘Chat’ cards prepared from Resource Sheet 6.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Facilitator Tip: The topics on Resource Sheet 6 can be changed or added to by ideas suggested by the group or appropriate to the context and culture of the group.</p> </div> <p>Demonstrate how to play with a partner (perhaps the co-facilitator):</p>	<p>A set of ‘Chat’ cards for each participant. (a set has 2 copies of each picture on Resource Sheet 6)</p> <p>A copy of Resource Sheet 7 – Reminder Sheet for each participant</p>	

	<p>The cards are shuffled and dealt to the two players. Each player has 6 cards placed face downwards in a pile on the table.</p> <p>The first player takes a card from his/her pile, turns it over and puts it on the table. The second player takes a card from his/her pile, turns it over and puts it on top of the first player's card. They continue to do this in turn until one of them puts down a card that is the same as the one underneath.</p> <p>When this happens, they both shout 'Chat'. The person who shouts first picks up all the cards that have been laid down and puts them at the bottom of his/her pile.</p> <p>When a 'Chat' happens, the adult's task is to ask the child open questions about the topic on the card, with the aim of encouraging the child to talk. The important thing to remember is to do 'good listening' while the child answers.</p> <div data-bbox="315 587 1509 715"> <p>Facilitator Tip: If it would be more natural, you can explain to participants that they could take turns to ask and answer questions with their child. This way, the child gets a chance to ask questions in a safe environment and the parent gets a chance to tell their story too.</p> </div> <p>If no 'Chat' happens the cards can be reshuffled and the game continues until all the questions have been asked, or time runs out.</p> <p>Tell participants that it is important, in encouraging confidence, that they do not talk <u>for</u> the child (e.g. '<i>You like playing with your phone more than watching a film!</i>'). Their role is to ask open questions and practise listening to their child's response. It doesn't matter how long they spend talking about one card as the aim is to talk and listen, not to complete the game. You might like to ask for some examples of open questions that they might ask, e.g.</p> <p><i>'Can you tell me about.....?'</i></p> <p><i>'Why do you like....?'</i></p> <p><i>'What is it that you enjoy about....?'</i></p> <p>Emphasise the importance of practising good listening at home, and explain that, at the beginning of the next session, they will be invited to share their experiences of doing good listening with their child. Remind them that ANY activity can be used to encourage the child to talk – TV programmes or films, incidents that happen at school, on social media or in the family, games they play, outings, shopping trips etc.</p> <div data-bbox="315 1257 1509 1394"> <p>Facilitator Tip: The cards can also be used to play the popular children's card game 'Pairs', and you might explain this game to the participants if they are not familiar with it.</p> <p>Mix up the cards.</p> </div>		
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	<p>Lay them out in rows, face down. The aim is to collect as many pairs of cards as possible.</p> <p>Take it in turns to turn over two cards. Turn over any two cards.</p> <p>If the two cards match, keep them. If they don't match, turn them back over.</p> <p>Remember what was on each card and where it was.</p> <p>Watch and remember during the other player's turn.</p> <p>The game is over when all the cards have been matched</p>		
	<p>Ask them to talk to a partner for a minute about anything they would like to remember from today's session. Ask if anyone would like to share what they have said.</p> <p>Give out Resource Sheet 7: Reminder Sheet and explain that this is a useful reminder of what has been learnt. Go through the key points that have been covered in the session.</p>		
10 mins	Break		
20 mins	<p>Child/Family activity - Chat</p> <p>Purpose: To encourage the adults to talk with their children and practise 'good listening'</p> <p>Welcome the children, if they are joining the group, and ask the adults to sit with their children ready to play a game of 'Chat'. Alternatively, if the children are not present, arrange the adults in pairs. Ensure that each pair has a set of cards (6 each)</p> <p>Remind adults that it is important that their role will be to ask questions and to practise 'good listening'</p> <p>Tell the participants to begin the game when they are ready. As participants and children play, circulate around the room, modelling the use of open questions and demonstrating 'good listening' with each pair.</p> <p>Give a warning 5 minutes before the end of the task</p> <div> <p>Facilitator Tip: Some participants may feel more confident to chat naturally to their child while engaged in an activity. You might suggest that the children draw the object on the card when a 'Chat' happens while the participant asks questions. You should make felt pens etc. available if you chose this option and ensure that the cards are not laminated!</p> </div> <p>Thank the participants and children for engaging in the activity and invite the adults to share one thing that their child told them during the game, or one thing that they discovered about their child.</p>	<p>Chat cards (1 set per participant, given out before the break)</p> <p>Felt pens (optional)</p>	
10 mins	<p>Relaxation: The Duct Tape Maze.</p> <p>Purpose: To encourage adults and children to relax together before the end of the session. Explain</p>		

	<p>to the adults that it is important that they spend time with their children doing fun joint activities and that this activity is useful for them to enjoy with their children and other family members at home.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator tip: It is a good idea to try out or watch the 'duct tape maze' in action if you have not undertaken this activity before. A good video (which is in English but demonstrates the working of the game and therefore isn't dependent on an understanding of English) can be found at: http://meditationandmindfulnessforchildren.blogspot.com/2013/03/duct-tape-maze.html</p> </div> <p>Preparation:</p> <ul style="list-style-type: none"> • Draw out a 4x4 square on the floor using duct tape or something similar to represent a maze <p>Instructions:</p> <ul style="list-style-type: none"> • Devise a simple route through the 'maze' on a piece of paper and keep this hidden. • Explain the activity to participants, emphasising that it must be played in silence. • Ask participants to line up and one at a time to step into one square of the maze and guess the next square on the route you have drawn, and step into it. • If they are correct you keep silent and they guess the next square, stepping into it. • This continues until they step into a square that is not on the route you have drawn. When this happens you make a 'beep' noise, and the player goes to the end of the line. • The next person in the line then replicates the correct sequence of squares that they have observed, and try to avoid the squares that have resulted in a 'beep'! • The game should be played in silence until the correct route is found. • Ask the group to share their feelings about not being able to communicate verbally during the game. Draw out the point that not all communication is verbal and that this game is to remind them that sometimes it is more important to listen and watch than to talk! 		
10 mins	<p style="text-align: center;">Evaluation and Closure</p> <p>Purpose: To encourage participants to reflect on what they have learned and what they feel about the experience of working in the group. To finish the session on a positive note. To gain feedback on the feelings in the group.</p> <p>Place one page of Resource Sheet 8 in each corner of the room.</p> <p>Tell the group that you would like to find out how the group feels after carrying out the activities in today's session.</p> <p>Indicate to the group the four corners of the room and hold up the 'feelings face' in each, explaining what</p>	Resource Sheet 8	

	<p>each means ('I feel great', 'I feel good', 'I feel OK', 'I don't feel good').</p> <p>Explain that the group shows how they feel by walking to the appropriate corner of the room.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: If anyone indicates that they have not enjoyed the session, or has something troubling them, try to have a private word with them individually after the session and ask if there is anything that they would like to talk about. If the issue is not addressed it is likely that the person will not return and you will not find out why.</p> </div> <p>Closure:</p> <p>Remind participants that they might like to bring in a 'Talking Object' from their own home to use in the next session.</p> <p>Remind participants to practise doing 'good listening' at home before the next session. They have the Reminder Sheet to remind them of what they have done in this session. They can keep all the sheets they have used in their folders. Ask them to bring their folders to every session.</p> <p>Thank participants for their participation. Remind them of the date for the next session and say goodbye.</p>		
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Session 1 Resource Sheet 1: Places I like



Our class rules

We have discussed and decided how we all want to behave and we promise to:

Get along with each other

Help each other

Be a good listener

Encourage other people

Follow directions

Speak quietly

Try our best and have a go!

Rules we don't want

We didn't discuss these. Somebody decided them by themselves. We don't agree with them.

1. Everybody must talk at once
2. Nobody is allowed to listen when someone is talking
3. The loudest people should speak all the time
4. The shy people must never have a chance to speak
5. People are encouraged to talk about what others say outside the group
6. People should always laugh at each other's ideas and make other people feel bad.
7. People in the group must look at their mobile phones all the time.

**How do we want to work together?
What rules will help us?**

Session 1. Resource Sheet 4: Closed and open questions

Closed Questions	Open Questions
Are usually easy to answer e.g. What is your name?	Are more difficult to answer e.g. Why do you have that name?
Usually have short answers e.g. Are you happy?	Usually have long answers e.g. What makes you happy?
Often have answers that are facts e.g. How many children do you have?	Often have answers that describe and explain e.g. Tell me about your children
Ask the person to give you information e.g. How old are you?	Ask the person to think and reflect e.g. What would you like to be doing in five years' time?
Can be useful at the beginning of a conversation e.g. Did you have a good day?	Are useful for developing a conversation e.g. What happened at school today?

You can develop a conversation further by replying to an answer with another question e.g.

‘Why do you think that?’

‘How does that make you feel?’

‘What would you like to happen next?’

‘What else could we do?’

Session 1. Resource Sheet 5: Adult question cards

<p>Where is your favourite place?</p> <p>A. When did you last go there?</p> <p>B. Why do you like this place?</p>	<p>What is your favourite TV programme?</p> <p>A. How often do you watch it?</p> <p>B. Can you tell me about it?</p>
<p>What was your favourite game when you were a child?</p> <p>A. Do you still play it?</p> <p>B. What do you remember about playing it?</p>	<p>What do you most enjoy doing?</p> <p>A. How often do you do this?</p> <p>B. What makes this so enjoyable for you?</p>
<p>What is your favourite film?</p> <p>A. Have you seen it more than once?</p> <p>B. What do you particularly like about this film?</p>	<p>What is your favourite song?</p> <p>A. Who sings it?</p> <p>B. What makes this song special?</p>

Session 1. Resource Sheet 6: Chat Cards

<p>My favourite MUSIC</p>	<p>My favourite FOOD</p>
<p>My ideal HOLIDAY</p>	<p>What I most LIKE TO DO</p>
<p>My favourite TV CHANNEL or FILM</p>	<p>My favourite PLACE</p>

Session 1. Resource Sheet 7 : Reminder Sheet



Remember how to listen well:

- Give your child your full attention
- Look at the child (eye-contact)
- Use body language that shows you are interested
- Encourage your child (nodding, saying 'uh uh' 'I see', 'OK')
- Clarify and summarise what they tell you
- Ask them how they felt



Remember to use 'open questions' to encourage your child to talk to you.

Open questions:

- Cannot be answered with a single word!
- Ask the child to describe or explain
- Often focus on feelings (not facts)
- Often start with 'Why....', 'How....', 'Tell me more about...'



Remember what to say if you can't talk when your child wants to tell you something important

- Tell them that you want to hear about it ('That sounds important - I want you to tell me about it')
- Explain why you can't listen at that moment ('I am busy right now doing....')
- Agree a time to listen and then do it ('as soon as I've finished doing this, I will sit down with you and we can talk')



Remember you can use TV or film story-lines, incidents that happen in school, on social media, in the media etc. to practise doing good listening with your child.

Don't forget the next session

Date:

Time:

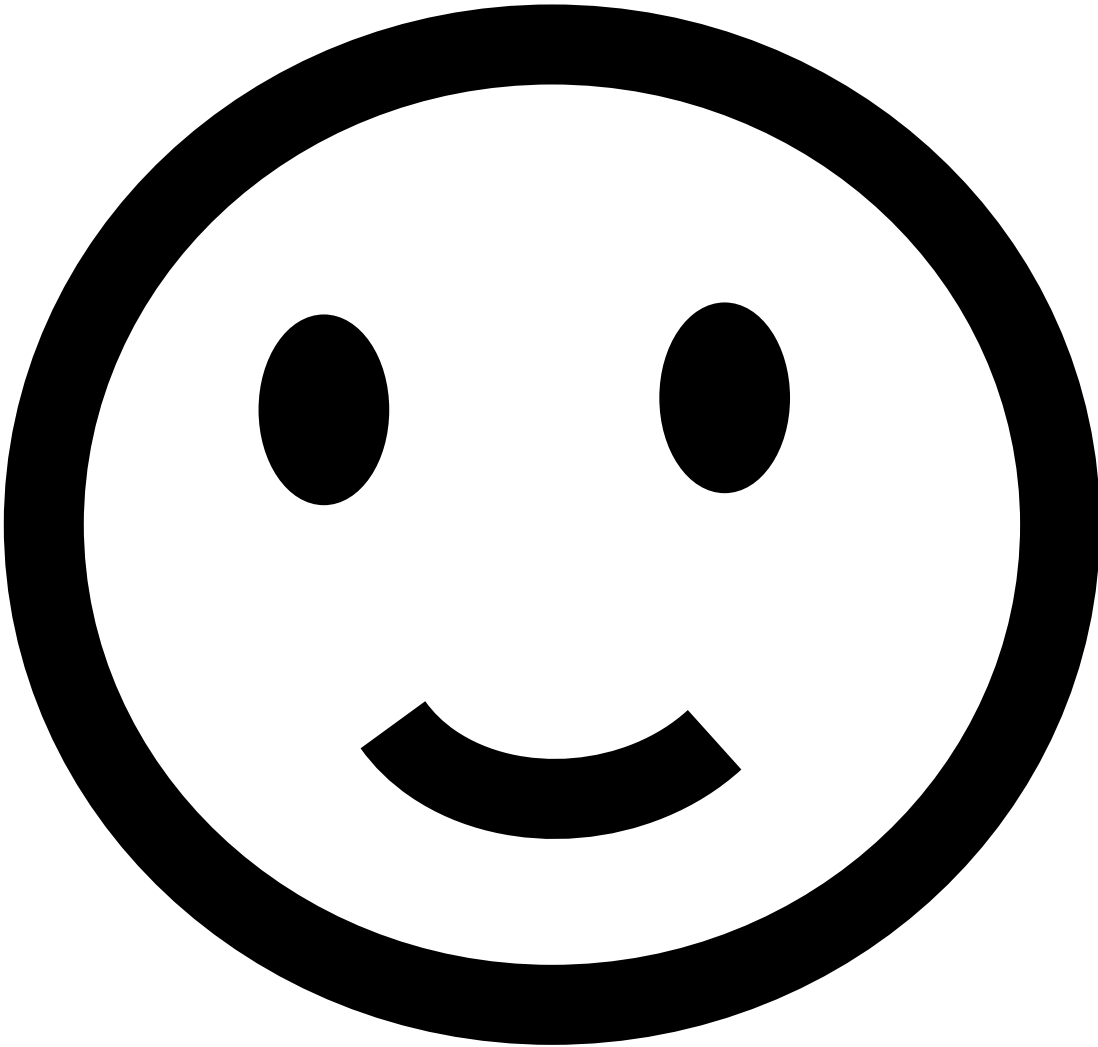
And maybe...bring an interesting object to tell us about to the next group session. We may use it as our 'Talking Object'.

Session 1. Resource Sheet 8: Evaluation Cards

I feel great



I feel quite good



I feel OK



I don't feel very good



Session 2 – Understanding and Dealing with Feelings

Key learning points

I understand the importance of helping my child to identify, talk about and manage their feelings

I know how to help my child to express their emotions.

I talk to my child at home about how I am feeling and how they are feeling

I have a way of helping my child to calm down or relax

Resources for the session

Register and pens

Refreshments (for the beginning of the session and the break)

Sticky labels and marker pens for participants' names

Timetable for sessions to display (including session dates)

'Talking Object' for Circle Time

'How we work together' written up and displayed where everyone can see it from the circle

From the last session, Resource Sheet 7, Reminder Sheet – 1 copy for the facilitator

Scissors (1 pair per adult/child pair)

Counters (12 per participant)

Sticky notes (4 per pair)

Writing materials / felt pens

Resource Sheets	Number of copies
1. How I feel today	One for each participant
2. Emoji Chart	One for each participant
3. Emoji Bingo Cards	To prepare – one set of Card A and Card B Bingo cards for each participant
4. Emoji Match Up (feeling words)	One per participant
5. Emoji Bingo (Story Events)	One per participant (to prepare, each event cut out)
6. Emoji Bingo (Story Events – Blank)	One per participant pair

7. Reminder Sheet	One per participant		
8. Evaluation	One for the facilitator		
<div>Preparation</div> <div>Check room is ready - warm, inviting and set up appropriately for the activities to be carried out.</div> <div>Ensure the sessions timetable is displayed</div> <div>Ensure the group agreement - ‘How we work together’ – is displayed where everyone can see it from the circle</div> <div>Have refreshments ready at the beginning of the session and for the break</div> <div>Ensure Resource Sheets are ready to distribute</div> <div>Ensure materials are available and accessible for the various activities</div>			
Time	Activity	Resources	Notes
10 mins	<div>Welcome and warm up activity</div> <div>Purpose: To welcome participants and help them to focus on the topic of the session.</div> <div>Welcome participants individually as they come in. Offer them refreshments and ask them to write their name on the label and wear it.</div> <div>Ask participants to find a seat in the circle when they are ready.</div> <div>Circle Time</div> <div>Welcome everybody to the group, congratulating them for making time to prioritise their child’s education and happiness by coming to the group.</div> <div>Ask if anyone has brought in an object that can be used as a ‘Talking Object’ in the circle. If more than one participant has brought one in decide on an order to use them in the sessions.</div> <div>Ask if the participant who has brought in the Talking Object would like to share with the group the reason that the object is special or interesting to them. (This is an opportunity for group members to find out about each other and their various cultural, or individual backgrounds.)</div> <div>Remind participants of the importance of listening to everyone in the group and only talking when you are holding the Talking Object.</div> <div>Give each pair a copy of Resource Sheet 1: Feelings and ask them to think about which picture shows how they feel at the moment.</div>	<div>Register and pens</div> <div>Refreshments</div> <div>Sticky labels for participants’ names</div> <div>Talking Object</div> <div>Copy of Resource Sheet 1: How do I feel? for each pair of participants</div>	

	<p>Explain to the group that they will have two minutes to talk to a partner about the picture they chose and how they are feeling and to find a word to describe that feeling. Tell them that sometimes we can have more than one feeling at a time, and that sometimes it is hard to know exactly what to call a feeling.</p> <p>Model the labelling of emotions by telling the group which picture best represents how you feel today, with a simple explanation of why. Ask participants if they would like to show the picture that they chose.</p> <p>Tell participants they do not need to say how they are feeling if they do not want to. Instead they can think about how they are feeling and what they might call the feeling privately, and their partner can join in with another pair.</p> <div> <p>Facilitator Tip: To ensure that participants do not always sit in the same place, or talk to the same partner, you might like to use a 'mix-up' game to change the seating before any circle activity (many are available on the internet). You could put each participant's name on a lollipop stick or card and place them in a tin, asking half the participants to 'pick a stick'. They then partner the person whose name is on the stick they have chosen.</p> </div>		
10 mins	<p style="text-align: center;">Review of the time since the last session</p> <p>Purpose: To help participants reflect on what they have learned and whether this has affected their behaviour.</p> <p>Remind participants of the work they did last time since the last session and the learning objectives.</p> <p style="padding-left: 40px;">I understand the importance of listening to my child</p> <p style="padding-left: 40px;">I know how to 'listen well'</p> <p style="padding-left: 40px;">I listen to my child at home</p> <p>Explain that this is an opportunity to reflect on what they have learned at the previous session and during the time since then.</p> <p>Ask participants to discuss in pairs whether they were able to try out 'good listening', how it went and what helped or prevented them from listening well.</p> <p>Ask if any participants would be prepared to share what they have told their partner. Tell the participants that this is their time and they can support each other and share their experiences.</p>	1 copy for the facilitator of Resource Sheet 6: Reminder Sheet from the last session	
2 mins	<p style="text-align: center;">Group Rules reminder</p> <p>Purpose: To remind everyone of the rules that the group decided at the first session</p> <p>Remind participants that they have agreed some 'rules' for the group – 'How we work together' and read through the displayed poster.</p>	'How we work together' displayed	

	<p>Ask if anybody would like to add to or clarify any of the rules agreed.</p> <div> Facilitator Tip: You might set up a 'suggestions' or 'good ideas' box which participants can use to post any ideas or concerns they have. This is sometimes useful for group members who do not have the confidence to share their thoughts directly with the group. If you use such a box, it will be important to explain that the person making the suggestion will not be identified, and that the issue will be brought up in the 'group rule reminder' time during the following sessions. Participants might choose not to sign their submissions and should be reassured that this is OK, and that you are available to talk privately to any group member. Tell them the times when you are available. </div> <p>Remind participants that it is important to keep to these rules, so that everyone feels comfortable and can learn together.</p> <div> Facilitator Tip: It is always tricky if one or more group members do not keep to the agreement during the session. For advice on what to do, see Section 9 'Dealing with difficult situations' </div>		
3 mins	<p style="text-align: center;">The focus of our learning today</p> <p>Purpose : To explain to participants the key learning points for the session</p> <p>Explain that the learning today will focus on helping our children (and ourselves!) to recognise and talk about their emotions.</p> <p>Explain that we are constantly experiencing emotions, some pleasant and comfortable and some not so comfortable. Children (and adults) do not learn while they are experiencing strong emotions. You might give some examples of when it is difficult for us to concentrate and learn, asking them how easy it would be for them to focus and learn if:</p> <ul style="list-style-type: none"> • they were worried about somebody at home who is ill • they had just had a big argument with a partner or child, or a stranger on the way to the group • they received a text telling them that they had just won 1 million pounds <p>Trying to learn while in the grip of strong emotions is rather like listening to a radio that is badly tuned – all you can hear is the static. Strong emotions might be thought of as 'emotional static' in our brains.</p> <p>Emotions are often also responsible for the way we behave. You might ask for examples of times when an emotion has directed someone's behaviour (e.g. when a child was unkind to his sister because he was jealous of something she had; when an adult was rude to somebody in a shop because she was stressed about other things, or feeling angry with somebody else).</p> <p>The learning outcomes for the session are:</p>		

	<p>I understand the importance of helping my child to identify, talk about and manage their feelings</p> <p>I know how to help my child to express their emotions.</p> <p>I talk to my child at home about how I am feeling and how they are feeling</p> <p>I have a way of helping my child to calm down or relax</p>		
35 mins	<p style="text-align: center;">Activity – Recognising and naming feelings</p> <p>Purpose: To help participants to recognise and name their own feelings in order to enable them to support their children in doing so.</p> <p>Tell the participants that while we learn ways of dealing with feelings as we get older, children need help to learn how to do this, and research shows that there are many effective things they can do to support their children in developing their skills in this area.</p> <p>Explain that:</p> <p>It is important that participants understand how to help their children to identify, talk about and find ways of managing their feelings.</p> <p>Feelings should not be judged as ‘good’ or ‘bad’. If we tell children some feelings are bad they are less likely to tell us when they have this feeling. They may believe that other people don’t have these feelings and that they are ‘bad people’ because they do. Introduce the words ‘comfortable’ and ‘uncomfortable’ to describe feelings.</p> <p>All feelings are OK, but not all behaviour is OK!</p> <p>The first step in being able to manage emotions is to identify what we are feeling and name or label it. This means that we can share how we are feeling with other people.</p> <p>You are going to introduce some tools and ideas that they can use with their children to help them recognise and label their own and other people’s emotions.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Facilitator Tip: If you are able to show clips from the internet, you might like to share an animated clip showing different feelings before this activity. In English there are a number of suitable clips, including one using characters from the film ‘Inside Out’ https://www.youtube.com/watch?v=nTII0cyUbQo and a feelings quiz introduced by Sesame Street characters https://www.youtube.com/watch?v=ZxfJicfyCdg</p> </div> <p>Give participants a copy of Resource Sheet 2. Explain that some of the pictures represent ‘universal emotions’, i.e. those that appear in every culture and seem to be ‘hard-wired’ into human beings, even a</p> <p>Explain that charts like this may be used to help children think about how they are feeling. Sometimes it’s easier to find a picture or an emoji to show how we are feeling than to try to find the words.</p>	<p>Copy of Resource Sheet 2 for each participant</p> <p>Sticky-notes (at least four per pair)</p> <p>Writing materials</p>	

	<p>Ask the group if, in pairs, they can guess the feeling that each emoji represents. You might like to give them a time-limit of up to one minute.</p> <p>Ask for volunteers to say what they believe the emoji shows.</p> <div data-bbox="360 309 1581 411" style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: You might invite participants to think of a feeling not represented on the sheet and to make up an emoji for that feeling if there is time. These can be shared at any time during the session.</p> </div> <p>Share the generally accepted meanings of the emojis with the group: (Left to right, top row, middle, bottom)</p> <ul style="list-style-type: none"> • Excited • Worried • Confident • Frustrated • Proud • Very unhappy • Surprised • Awkward/uncomfortable • Hurt • Happy • Angry <p>Explain that 'in real life' we have more information to go on when we are deciding what people are feeling than an emoji-type face (although facial expressions are important).</p> <p>Ask the group what clues we might use to work out how people are feeling (we might for example notice what people are saying, how they are saying it, how they are standing, how their body looks etc.).</p> <div data-bbox="360 1197 1603 1291" style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: If the group members are not very confident it is always a good idea to get them to share their ideas in pairs before asking them to speak in the larger group.</p> </div> <p>Explain that they are now going to tell a story of a 'day in the life of the parent of a child!' as a group and use the emoji chart to identify the feelings as the story unfolds.</p> <p>Give each pair four sticky notes and ask them each to write two positive things that their child might do or</p>		
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	<p>say which gives them a positive, comfortable feeling, and two things that their child might do or say that will cause a less comfortable feeling. Encourage them to think of a range of feelings rather than just 'happy' or 'sad' – for example, hurt, frustrated, shocked.</p> <p>Put the notes in the centre (face-down) and explain that the story will be told as each member of the group picks up a sticky-note and reads it out (or gives it to you to read out if any of the participants have difficulties reading and writing in the required language).</p> <p>Each participant picks up a sticky-note and it is read out. Ask participants in pairs to identify the feeling and perhaps how strong the feeling might be for them. Ask them to point to the most appropriate emoji to represent the feeling.</p> <p>After the activity, tell participants that we don't always have time to think about how we are feeling, yet how we are feeling often drives our behaviour. Explain that it is good for them to 'check-in' with how they are feeling several times a day – just the act of recognising and naming a feeling can make it feel more manageable.</p>		
10 mins	<p style="text-align: center;">Introducing the Child/Family activity – Emoji Bingo</p> <p>Purpose: To prepare for the activity that parents/carers are about to do with their children and to explain its purpose.</p> <p>Explain that during the activity that they will do with their children they can practise talking to them about their feelings, and practise helping them to develop an 'emotional vocabulary'.</p> <p>Talk about how important it is for children to have their feelings recognised and understood in the family home so that they know that they can share how they feel with adults, and learn how to deal with their feelings.</p> <p>Remind them that it is important, in encouraging children to share how they feel, that they use the listening skills that they learnt about in the previous session. We should aim, not to tell children how they are feeling, but to listen patiently and wait until they have tried to find the words. If they cannot find the words they might make a suggestion such as '<i>I wonder if you are feeling a little bit awkward about that</i>'.</p> <p>Emphasise the importance of regularly talking about feelings (theirs and their child's) at home and that, at the beginning of the next session, they will be invited to share their experiences of doing this and of using the ideas shared in this session.</p> <p>Give out the Resource Sheet 7: Reminder Sheet and explain that this is a useful reminder for the family at home of what we have learned in the session. Go through the key points that have been covered in the session.</p> <p>Developing the skills at home:</p> <p>Ask participants how they might use their emoji chart, or emojis in general, to practise recognising and naming their own feelings or those of other people.</p>	<p>Resource Sheet 7: Reminder Sheet</p> <p>To show:</p> <p>Bingo cards (prepared from Resource Sheet 3)</p> <p>Resource sheet 4: Emoji match up</p>	

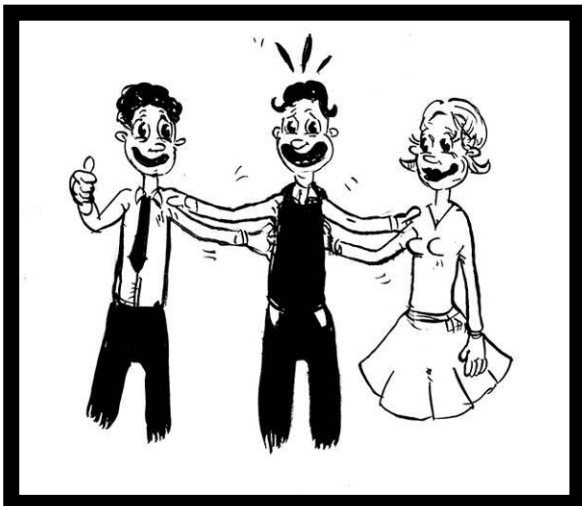
	<p>Record their ideas, adding the following if they are not brought up by participants and seem suitable.</p> <ul style="list-style-type: none"> • Using the Emoji Chart each day as a 'check-in' (similar to the one participants took part in at the beginning of the session) • Using the Emoji Chart when watching a film or, to talk about characters' feelings ('oh that was a 😬 moment!') • Pausing a DVD, TV programme or game at key points to think about how a character is feeling. The chart could be used for this. • Asking your child to use the chart to show you how they feel or felt when they are telling you about something that has happened. • Modelling using the chart yourself (to show happy and less comfortable feelings) • Agreeing to text each other three emojis showing how you are each feeling at set times during the day! When they come home, asking what had caused them to feel this way. <p>Explain that it is important that, as well as talking to children about their feelings, we model talking about our own feelings. By talking about our feelings, children learn that everybody experiences the full range of feelings, and that sometimes people feel differently about situations – e.g. what is exciting for one person is scary for another. We are also modelling key learning about feelings such as:</p> <ul style="list-style-type: none"> • It is OK to have any feeling, but it is not OK to behave in any way • Feelings don't last forever. • However strong a feeling is, there will be a way to manage it (even if it's just accepting that a feeling is there now but will pass). <p>Explain the game participants will be playing with their child: Emoji Bingo.</p> <p>Show Bingo cards and Resource Sheet 4.</p> <p>Tell participants that they will have some time to share their own and their child's ideas about what feelings the emojis on the Bingo cards mean using Resource Sheet 4: Emoji Match Up which asks them to cut out the feeling word and match them to the emojis on the Bingo card.</p> <p>Explain the rules</p> <ul style="list-style-type: none"> - Each person has a 'Bingo' card and up to 12 counters. They play in pairs, the adult having Card A and the child (or other adult) having Card B. - You will read out one of the events written on cards made from Resource Sheet 5. 		
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	<ul style="list-style-type: none"> - Each player puts a counter on the emoji that best matches how the person in the story would feel as a result of the event read out. - Note that there is one 'event' for which there is no emoji square. Tell players that they will need to decide what the emotion linked to the event would be, and then to place it on the 'mystery' square without an emoji. They should be prepared to say what emotion they believe the event gives rise to. - The first player to cover a whole line on their card calls out BINGO and wins the game. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> Facilitator Tip: You can vary the game by making the winner the person who covers four white or four black emojis. </div> <p>Following this, if there is time, each adult/child pair can write their own events (using Resource Sheet 6) to match each feeling on the Bingo card, cut these out, and play again.</p>		
Break 10 mins			
25 mins	<p style="text-align: center;">Child/Family activity – Emoji Bingo</p> <p>Purpose: To help parents/carers to find fun ways of talking with their children about feelings</p> <p>Ask the adults to sit with their children or, if the children have not joined the group, arrange for the participants to play the game in pairs. Give each pair two Bingo Cards (A and B) from Resource Sheet 3, and a copy of Resource Sheet 4 (the word equivalent of the emojis).</p> <p>Tell them that each pair should cut out the words on Resource Sheet 4 and place each one on the appropriate emoji.</p> <p>Go through the 'correct' answers (explaining that while they may not agree, these are the feelings they will be using for this game!).</p> <p>Explain how the game works (see previous section).</p> <ul style="list-style-type: none"> - Give out the Bingo cards making sure that each child has a different card to their parent. - Explain that the aim of the game is to be the first person to cover a whole horizontal line with counters. (You might specify a vertical line, all the white emojis, all the black emojis etc.) - When you have covered the specified amount of squares with counters you should shout 'BINGO'. - Shuffle the 'events' cards (made from Resource Sheet 5) and read out the top one, then the next etc. - Explain that there is one 'event' for which there is no emoji square. Tell players that they will need to decide what the emotion linked to the event would be, and then to place it on the 'mystery' 	<p>Scissors</p> <p>12 counters per player</p> <p>Bingo Cards (prepared from Resource Sheet 3)</p> <p>Resource Sheet 4: Emoji Match Up</p> <p>Resource Sheet 6: Emoji Bingo – Story Events (Blank)</p> <p>Event cards (prepared from Resource Sheet 5)</p>	









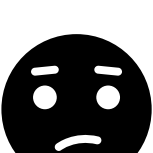


	<p>square without an emoji. They should be prepared to say what emotion they believe the event gives rise to.</p> <ul style="list-style-type: none"> - Each player puts a counter on the emoji that best matches how the person in the story would feel as a result of the event read out. - The first player to cover a whole line/ four white emojis or four black emojis (as you wish) calls out BINGO and wins the game. <p>If there is time, give out a copy of Resource Sheet 6 to each pair and ask them to write their own events to match the feelings words. If there is time, they can cut these events out and play again, using their own ideas.</p> <p>If there is not time they could take the sheet home to play there.</p> <p>Thank the participants for engaging in the activity. Invite the adults to share one thing that they found out about their child's feelings during the activity, or one thing that moved them or made them happy.</p>		
5 mins	<p style="text-align: center;">Relaxation: 5 Finger Breathing</p> <p>Purpose: To encourage adults and children to relax together before the end of the session. Explain that this is another activity for them to use at home.</p> <p>Explain to participants that it is important to find ways to relax or calm down when they are experiencing strong emotions and they are going to learn one strategy. It is called '5 Finger Breathing'.</p> <ul style="list-style-type: none"> • Ask everybody to hold up one of their hands and stretch their fingers out. • Tell them to imagine that the first finger of their other hand is a pencil which they are going to use to draw slowly around their hand, starting at the bottom of the thumb. • Let them follow you in slowly 'drawing round their hand', up the thumb, resting at the top and then down, then up the next finger and so on, until the 'pencil' is at the bottom of the little finger. • Now explain that they are going to do it again, this time breathing slowly in as they move their 'pencil' upwards, and slowly out as they move their pencil downwards. • Talk through the exercise as they do it. • Explain that if we are feeling uncomfortable, perhaps worried or scared, it helps to breathe deeply. Remind them that they always have their hand with them so can do this anywhere! 		
10 mins	<p style="text-align: center;">Evaluation and Closure</p> <p>Purpose: To encourage participants to reflect on what they have learned and what they feel about the experience of working in the group. To gain feedback on the feelings in the group.</p>	Resource Sheet 8: Evaluation	

	<p>Preparation: Place one page of Resource Sheet 8 at either end of the room, so that an imaginary straight line could be drawn between them.</p> <p>Tell the group that you would like to find out how the group feels after carrying out the activities in today's session.</p> <p>Indicate the two ends of the imaginary 'line' you have drawn on the floor, and 'feelings face' at each end, explaining that they can show how they feel after the activities in today's session by where they place themselves on the line. You might give a couple of examples, placing yourself in different positions while saying:</p> <ul style="list-style-type: none"> • 'I quite enjoyed some of it' • 'I don't feel very good at all about what we did today' • 'I loved it and feel great' • 'It was OK' <p>Ask participants to choose a place on the line. If there is time, you might ask one or two to talk about why they have placed themselves where they have chosen – what they liked and didn't, and perhaps what they would change.</p> <div data-bbox="360 788 1610 948" style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: If anyone indicates that they have not enjoyed the session, or has something troubling them, try to have a private word with them individually after the session and ask if there is anything that they would like to talk about. If the issue is not addressed it is likely that the person will not return and you will not find out why.</p> </div> <p>Closure:</p> <p>Remind the adults that they might like to bring in a 'Talking Object' from their own home to use in the next session. Remind participants to practise doing 'feelings talk' at home, perhaps trying out the Emoji Chart before the next session. Check that they have a copy of Resource Sheet 7: 'Reminder Sheet'</p> <p>Thank everyone for their participation. Remind them of the date for the next session and say goodbye.</p>		
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Session 2. Resource Sheet 1: How I feel today














Session 2. Resource Sheet 2: Emoji Chart












			
			
			Choose your own!

Session 2. Resource Sheet 3: Emoji Bingo Cards

Emoji Bingo: Set 1

			
			
	Mystery Emotion Name and draw here!		

Emoji Bingo: Set 2

	Mystery Emotion Name and draw here!		
			
			

Session 2. Resource Sheet 4: Emoji match up

Cut out and place the word over the emoji that best matches it.

Excited
Happy
Unhappy
Proud
Hurt
Angry
Confident
Irritated
Surprised
Awkward
Worried

Session 2. Resource Sheet 5: Emoji Bingo – Story Events

(Prepare by copying and cutting out each event)

Embarrassed (Mystery feeling)	On the way into school I passed someone in my class. 'Are you OK?' they asked as I walked by. 'Er....yes...thank you' I said. They looked at me as if I was mad and said, 'Not you stupid, I'm on the phone'. I blushed so hard and felt such an idiot.
Excited	Our teacher told us that we would be going on a trip at the end of term. I smiled so widely and turned to my friend and gave him a high-five. I can't wait.
Worried	I've got to go to science now and I still haven't found the text book that the teacher lent me. I'm walking very slowly and feeling a little bit sick.
Confident	I'm not at all worried about the Maths test. I've done so much work and the teacher says I'm one of the best in the class, so I feel pretty good about it.
Irritated	Those stupid girls are hanging around outside the classroom again. They call out people's names and giggle. It's so silly. I wish they'd go away.
Proud	There is a prize every term for 'Most Helpful Student' in our year group. The school principal told me today that I have won it this term. When I tell my family they'll be so pleased.
Unhappy	Sometimes I think about my best friend who left the school because their family moved to another town. I may never see them again.

Surprised	Wow – well I wasn't expecting that! Ten of the kids in my class have put their money together to buy me a birthday present.
Awkward/ uncomfortable	I had to decide whose group I would to be in for the school talent contest and two of my friends both thought I'd choose them. It was horrible telling one of them that I wanted to be in the other one's group.
Hurt	My two best friends are going into town on Saturday and they haven't invited me. It makes me think they don't like me. It's horrible.
Angry	I hate that boy! He tore my new school shirt at break time. He caught hold of it when we were playing. He said it was only a joke. He's always doing stupid things. And then he laughs – I feel I want to hit him.
Happy	Great news. Our team won. Celebration!

Session 2. Resource Sheet 6: Emoji Bingo – Story Events (Blank)

Embarrassed	
Excited	
Worried	
Confident	
Irritated	
Proud	
Unhappy	
Surprised	

Awkward/ uncomfortable	
Hurt	
Angry	
Happy	

Session 2. Resource Sheet 7: Reminder Sheet



Remember:

- Feelings can be comfortable or uncomfortable, but are not 'wrong'
- All feelings are OK but NOT all behaviours are OK.
- Children need help to learn to identify, label and share their feelings
- Your children should know that you understand how they are feeling



Remember to talk about feelings. Use your Emoji Chart.

- Check in every day – ask your children how they are feeling and tell them how you are feeling. You might text an emoji to each other.
- When you are watching TV, a film or playing a game, ask them how the characters are feeling – inventing emojis if there isn't a suitable one.
- When they are talking to you about something that has happened ask them how it might be represented in emojis!



Remember to help your child by:

- Modelling
- Listening to their feelings
- Using 'Five Finger Breathing' with them

Don't forget the next session

Date:

Time:

And maybe bring an interesting object to tell us about to the next group session. We may use it as our 'Talking Object'





Session 3 - The Importance of Praise

Key Learning Points

I know some helpful ways to praise my child

I praise my child at home.

Resources for the session

Register and pens

Refreshments (for the beginning of the session and the break)

Sticky labels and marker pens for participants' names

Flip chart

'Talking Object' for Circle Time

Timetable for sessions to display

'How we work together' (written as a poster and displayed)

A soft ball

Felt pens or similar for drawing/colouring (optional)

Resource Sheet 7 from Session 2 (1 copy for facilitator reference)

Resource Sheet	Number of copies
1. Praise Scenarios	One for each participant
2. Praising Children	One for each participant
3. Puzzles Set A and Set B.	One for each participant (You could print each puzzle on a separate card with the answer on the back)
4. Reminder Sheet	One for each participant
5. Evaluation sheet	One for each participant

Time	Activity	Resources	Notes
10 mins	Welcome and warm up activity Purpose: to make everyone feel welcome, to help them focus on the session and to help them	Register and pens Refreshments	

	<p>learn each other's names.</p> <p>Welcome participants individually. Offer them refreshments and ask them to write their name on a label and wear it.</p> <p>Ask participants to find a seat in the circle when they are ready.</p> <p>Welcome everybody to the group, congratulating them for making time to prioritise their children's education and happiness by coming to the group.</p> <p>Explain that you are going to play a game to help everybody to learn each other's' names. Stand everyone in a circle and give one participant a ball. They must say their name and then the name of another person in the circle while throwing the ball to that person. e.g. <i>'I am Fatima and this is Katya'</i>.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator tip: You might like to consider a more complex game, involving up to three balls. To see how it works watch: https://www.youtube.com/watch?v=aLV_psSi_rE</p> </div> <p>When everyone has been named, ask the group to sit down.</p>	<p>Sticky labels for participants' names</p> <p>A soft ball</p>	
10 mins	<p style="text-align: center;">Circle Time - Review of the time since the last session</p> <p>Purpose: To encourage participants to reflect on what they have done since the last session.</p> <p>Ask if anyone has brought something that can be used as a 'Talking Object' in the circle. If more than one participant has brought one, decide on an order to use them in the sessions.</p> <p>Remind participants of the importance of listening to everyone in the group and only talking when you are holding the Talking Object.</p> <p>Remind participants of the work they did last time since the last session and the learning objectives.</p> <p style="padding-left: 40px;">I understand the importance of helping my child to identify, talk about and manage their feelings</p> <p style="padding-left: 40px;">I know how to help my child to express their emotions.</p> <p style="padding-left: 40px;">I talk to my child at home about how I am feeling and how they are feeling</p> <p style="padding-left: 40px;">I have a way of helping my child to calm down or relax</p> <p>Explain that this is an opportunity to reflect on what they have learned at the previous session and during the time since then.</p> <p>Ask participants to discuss in pairs whether they were able to try out idea of checking in with emojis regularly, using the emoji chart, model talking about feelings and/or using or modelling the calming down strategy (Five Finger Breathing). Ask them to talk about how it went and what made these strategies useful or not useful.</p> <p>Ask who would be prepared to share what they have told their partner. Explain that this is their time and they can support each other and share their experiences. You might further the discussion by asking how their children responded and, if they weren't able to try out the ideas, what prevented them.</p>	<p>1 copy of Resource Sheet 7 from the last session</p> <p>Talking Object</p>	

2 mins	<p style="text-align: center;">. Group Rule Reminder</p> <p>Purpose: To remind everyone of the rules that the group decided at the last session</p> <p>Remind participants that in the previous session, they agreed some 'rules' for the group – 'How we work together' and read through the displayed poster.</p> <p>Remind participants that it is important to keep to these rules, so that everyone feels comfortable and can learn together.</p> <p>Facilitator Tip: It is always tricky if one or more group members do not keep to the agreement during the session. For advice on what to do, see Section 9 of this Guide.</p>	Poster 'How we work together' displayed	
5 mins	<p style="text-align: center;">The focus of our learning today- The Importance of Praise</p> <p>Purpose: To help participants understand the key learning points for the session</p> <p>Explain that each session will have a different focus and the learning today will focus on helping our children to develop confidence. Children need confidence in order to learn. One way that we can help them to do this is by praising them more often than we tell them off or criticise them. Praise is the topic for the session.</p> <p>When children are praised in helpful ways they will be happier to try something new and to try again when they get something wrong, both of which are important for their learning.</p> <p>The key learning points for the session are:</p> <p style="padding-left: 40px;">I know some helpful ways to praise my child</p> <p style="padding-left: 40px;">I praise my child at home.</p>		
20 min	<p style="text-align: center;">Using praise</p> <p>Purpose: To help participants think about and practise different ways of praising their children.</p> <p>Explain that research has shown that, when parents talk to their children, they make eight times more negative comments than positive comments.</p> <p>Ask the group if they think that is true for their relationships - either with their own parents, or with their children. Explain that teachers are often guilty of the same thing. It is always easier to focus on what a child is doing wrong rather than what they are doing right.</p> <p>Explain that research shows that praise has a big impact on children (both in their behaviour and their learning e.g. improving the chances that they will keep trying after they have made a mistake) but that some sorts of praise are more effective than others. The key features of helpful praise are that it is:</p> <ul style="list-style-type: none"> • Specific so that children know what to do next time (e.g. <i>'Good job on making your cousin feel comfortable by sharing that game'</i>) rather than general (e.g. <i>'well done', 'that was nice'</i>). 	<p>Resource Sheet 1: Praise Scenarios</p> <p>Resource Sheet 2: Praising children</p>	

	<ul style="list-style-type: none"> • Genuine - our faces and bodies giving the same message as our words. • Focused on the effort and strategies the child has used, (e.g. <i>'That's a good way to do it because....'; 'You've worked really hard'</i>) rather than the outcome. This teaches children that they are not forever stuck at being 'good' or 'bad' at things but can get better through practice and effort and encourages them to keep going. • Without added criticism (e.g. <i>'Well done for tidying your room. Why can't you do it first time I ask you?'</i>). When children hear praise mixed with criticism, they (like adults) tend to only remember the criticism. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: A powerful way of engaging participants is to talk specifically about their child. If you can find out about the children of the participants who are attending, and mention skills or positive characteristics of their child during the session, participants are likely to feel welcomed and valued. This is a good place to demonstrate such knowledge – giving examples of things that you or teachers in the school have praised specific students for. For example, you might say: <i>'I know that x is particularly good at maths, and I know his teacher often praises him for helping others when they're stuck.'</i></p> </div> <p>Give out Resource Sheet 1: Praise Scenarios. Ask participants in pairs to spot the different sorts of praise being used, which sort might be most helpful and why.</p> <p>Explain that you are going to introduce some tips and strategies that will help participants to praise their child effectively. They will be trying out these strategies when it's time for the activity.</p> <p>Begin by asking the group what works in praising their children - and what doesn't work! Conclude the discussion by summarising what the group have shared, and offer the following tips if they haven't covered them in their discussion.</p> <ul style="list-style-type: none"> • Keep it low-key – a pat on the back, a high five or a thumbs up can be more effective than words. • Make it private – many young people don't like public praise. They may be worried about what their friends will say. <p>Link this to the previous activity, reminding participants that 'helpful' praise has certain key features (it is specific, genuine and focussed on effort and strategies rather than outcome).</p> <p>Introduce the ideas listed below for praising children in particular, and helping them to know that they are valued.</p> <p>Acknowledge that participants often use these strategies, but that sometimes it helps us to remember to use them when we give what we do a name.</p> <p>Give participants a copy of Resource Sheet 2: Praising Children</p> <p>Strategy 1: 'Catch them being good'</p> <p>Explain that our children tend to get our attention when they are doing what we <i>don't</i> want them to do,</p>		
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	<p>rather than when they are doing what we have asked and that they do more of what we notice. The idea of 'catching them being good' is to encourage our children to do more of what we want them to.</p> <p>e.g. <i>'It was so helpful when you offered to play on that game with your brother when I was so busy'</i> <i>'Thank you for waiting so patiently to ask about Sumran coming over while I was on the telephone'.</i></p> <p>Strategy 2: The Praise Sandwich</p> <p>Explain that when we have to tell a child off, or criticise them, we can do it in a way that doesn't damage their confidence, by using a 'Praise sandwich'. This involves 'sandwiching' the criticism between two 'slices of praise'.</p> <p>e.g. <i>'You're so helpful when we're out with the little ones, I couldn't manage without you. I just need to ask if you could keep hold of Jerome and Duane's hands when we cross the road – I got scared when they nearly wandered off just now. I know you care so much about them'.</i></p> <p>Strategy 3: Overheard praise</p> <p>Explain that sometimes children find it embarrassing to be praised (particularly in public or in front of friends) or simply don't believe what you are telling them. Explain that one way around this is to try to engineer a situation where your child overhears you telling a third party something positive about them. For example, when you see your child approaching and you are talking to your partner, turn your back so that your child knows you can't see them and say something positive about them to your partner.</p> <p>e.g. <i>talking to someone after the football match you've just watched your child play in: 'I'm so impressed with the improvement in his football – he's kept at it whatever the weather. I wish I had his dedication'.</i></p>		
10 min	<p style="text-align: center;">Introducing the Child/Family activity</p> <p>Purpose: To prepare for the activity that parents/carers can do with their children and to explain its purpose.</p> <p>Explain that doing this activity with their children provides an opportunity for them to practise using 'helpful' praise (specific, genuine and focused on effort, not outcomes).</p> <p>Explain that the activity involves parent/carer and child taking it in turns to challenge each other using a range of puzzles and riddles. Each will have a sheet of puzzles and answers. They might like to take it in turns to ask one puzzle each, or organise it so that they each ask all the puzzles before the other one asks their own.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: You might decide to try out a couple of the puzzles on the group, using the set of puzzles that they will be asking their child to solve.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: If it is possible to provide materials, such as matches, coins and glasses and liquid, the tricks can be made more engaging and fun.</p> </div> <p>The puzzles fall into those that rely on verbal, visual, numeric and spatial skills, and the aim is that adults</p>	<p>Resource Sheet 3: Puzzles Set A and Set B.</p> <p>Resource Sheet 4: Reminder Sheet</p>	

	<p>can find something to praise their child for in different areas – we are all good at different types of puzzle! The puzzles are quite challenging. Remind parents that praising the effort, not the outcome, is important.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: If there are a number of students/ parents who cannot access the material due to a lack of literacy skills in the language used, the facilitator might read out each puzzle and ask pairs to solve it together. Alternatively teams can be used.</p> </div> <p>You might talk also about how important it is for children to experience praise regularly in the family home so that they know they are valued, and how easy it is to forget this when life is busy. Often children will appear to shrug off praise, or even reject it, but explain to the group that it will be being noted and registered and help to build up their sense of being valued, therefore helping their confidence.</p> <p>Ask participants to share their ideas for how they might remember to praise their children at home and what they might praise them for. Explain that at the beginning of the next session they will be invited to share their experiences of praising their child at home.</p> <p>Give out the Resource Sheet 4: Reminder Sheet and explain that this is a useful reminder for the family at home of what was covered in the session. Ask them to talk to a partner for a minute about anything they would like to remember from today's session. Ask if anyone would like to share what they have said.</p>		
10 mins	Break		
25 mins	<p style="text-align: center;">Child/Family Activity</p> <p>Purpose: To help adults and children to focus on what each is good at, for the adults to practise using 'helpful' praise.</p> <p>Seat pairs at tables and explain the task briefly. If the children are present, give out Set A puzzle sheets to the adults and set B puzzle sheets to the children. Alternatively, if the children are not present, you could use half of the questions now and leave the other half for participants to use with their children at home.</p> <p>Remind adults to remember to use helpful praise to highlight what they notice about their child's skills and qualities.</p> <p>As participants work, circulate around the room, modelling helpful praise with each pair.</p> <p>Give a warning 5 minutes before the end of the task.</p> <p>Invite participants to share their experiences of the activity.</p>	<p>Resource Sheet 3: Puzzles Set A and Set B.</p> <p>Resource Sheet 5: Reminder Sheet</p>	
5 mins	<p style="text-align: center;">Relaxation: A circle of connections</p> <ul style="list-style-type: none"> Ask the group to sit down. Ask for a volunteer to come to the front and make a true statement about something they like, do or are (for example: I like swimming; I speak Urdu; I have a pet cat; I am the oldest child in my family; I like watching/ playing.....). They then put their hand on their hip. 		

	<ul style="list-style-type: none"> Ask the group if anybody else could also truthfully make that statement. If so, one person (even if there are more who could also make the statement) stands up and places themselves next to the first volunteer, linking arms with them and putting their other hand on their hip. <p>If nobody comes forward, the person is invited to make another statement (you might advise something very general such as 'I am a mother/father'!)</p> <ul style="list-style-type: none"> This person then makes a statement that others might agree with, and one person who does so comes and links arms, making a statement in turn. The aim is that every member of the group, including yourself as facilitator ends up linked in a circle. When everybody is linked together you might ask the group to reflect silently for a minute on what this means about how we are all connected. <div> <p>Facilitator Tip: If participants are wary of touching each other, or there are cultural taboos about doing so, it is possible to play the game using a ball of string or wool. In this version, each time somebody indicates a connection, the ball of wool is unravelled as it is thrown to them. That person then thinks of a statement of their own. This version is sometimes called a 'web of connections'.</p> </div>		
10 mins	<p style="text-align: center;">Evaluation</p> <p>Purpose: To encourage participants to reflect on what they have learned and what they feel about the experience of working in the group. To gain feedback on the feelings in the group.</p> <p>Ask the group to sit in the circle and give each participant a copy of Resource Sheet 5.</p> <p>Ask everyone to make their copy of Resource Sheet 5 into a 'Toblerone' or paper prism, each side showing one of the 'feeling faces'.</p> <p>Ask them to hold up the paper prism to show the face that indicates how comfortable they feel in the group now. You might remind participants that you had acknowledged that they might feel a little uncomfortable at the beginning of the session, and that you hope that they are feeling more comfortable now after sharing the activities together.</p> <div> <p>Facilitator Tip: If anyone indicates that they have not enjoyed the session, or have something troubling them, try to have a private word with them individually after the session and ask if there is anything that they would like to talk about. If the issue is not addressed, it is likely that the participant will not return and you will not find out why.</p> </div> <p>Closure:</p> <p>Remind participants that they might like to bring in a 'Talking Object' from their own home to use in the next session.</p>	Resource Sheet 5: Evaluation	

	<p>Remind the group to practise giving praise at home before the next session. Check that they have a copy of the 'Reminder Sheet' to take home</p> <p>Thank participants for their participation. You might like to model the use of some 'helpful praise' detailing some of the strengths of the group. Remind them of the date for the next session before saying goodbye.</p>		
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Session 3. Resource Sheet 1 : Helpful praise

Praise is most helpful when it is:

Specific - so that the child knows exactly what to do next time

Genuine - so that our faces and bodies give the same message as our words.

Focused on the effort - so that the child knows that they can improve if they try

Without added criticism - because, when children hear praise mixed with criticism, they tend to remember only the criticism.

A child shows their parent a picture they have painted at school in art class. Here are four pairs of possible responses.

In each case say which response is most helpful and why. - is it more specific or more genuine or more focused on the effort or without added criticism?

1a The parent says: 'That's nice darling'

1b The parent says 'Wow! I love the way you've put so much detail into the background – I can see it's our house because of the colour of the curtains!'

2a The parent says 'That's a really good picture. It must have taken you ages to get it that neat.'

2b The parent says 'That's a really good picture. If you can paint like this, why were the pictures you did last term so bad?'

3a The parent says 'That's a good picture – I can see you've spent a long time on it and thought hard about which colours work best together'.

3b The parent says 'You are such a good artist. This picture is good enough to put in a frame and have on display'.

4a The parent is cooking and not looking at the child The parent says 'Well done. I do like your paintings'.

4b The parent takes time to look carefully at the picture, then at their child. The parent says 'Well done – I've noticed how much painting you've been doing and it's really showing in the results you are getting'.

Session3. Resource Sheet 2 – Praising Your Children

1. 'Catch them being good'



Our children often get our attention when they are doing what we *don't* want them to do, rather than when they are doing what we want them to do.

The idea of 'catching them being good' is to notice when they are doing what we want them to do. This will encourage them to do it some more.

e.g. *'It was so helpful when you offered to play on that game with your brother when I was so busy' 'Thank you for waiting so patiently to ask about Sumran coming over while I was on the telephone'.*

2. The Praise Sandwich

When we have to tell your child off, or criticise them, we can do it in a way that doesn't damage their confidence, by using a 'Praise sandwich'. This involves 'sandwiching' the criticism between two 'slices of praise'.



e.g. *'You're so helpful when we're out with the little ones, I couldn't manage without you. I just need to ask if you could keep hold of Jerome and Duane's hands when we cross the road – I got scared when they nearly wandered off just now. I know you care so much about them.'*

3. Overheard Praise

If your child doesn't like to be praised, try to engineer a situation where he or she 'overhears' you telling a third party something positive about them.

e.g. *talking to someone on the after the football match you've just watched your child play in: 'I'm so impressed with the improvement in his football – he's kept at it whatever the weather. I wish I had his ability'.*

GENERAL TIPS

- Keep it low-key – a pat on the back, a high five or a thumbs up can be more effective than words.
- Make it private – many young people don't like public praise. They may be worried about what their friends will say.

Session 3. Resource Sheet 3: Instructions for puzzles SET A

1. Challenge your partner by saying, 'I bet I can make you say the word SEVEN'.

Then ask:

What is $2 + 2$?

What is $3 + 3$?

2. Tell your partner 'Three glasses are filled with a cool drink. The other three are empty'.



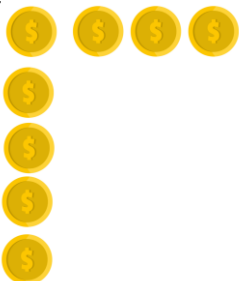
Show your partner these pictures and ask 'By moving only one glass, can you rearrange them so that the full and empty glasses alternate?'



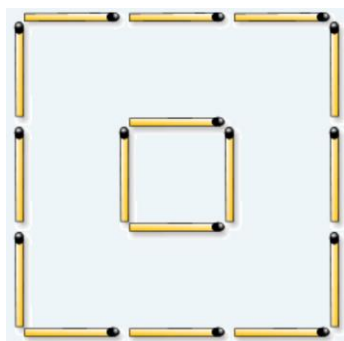
3. Tell this story to your partner:

'A father is driving his son in their car and they have an accident. The father is OK but his son is hurt. The father stops a passing car and rushes his son to the hospital. The boy needs an operation but the surgeon on duty says, 'I cannot operate on this child, he is my son'. How can this be?'

4. Arrange 9 coins like this (with 4 coins in one row and five coins in the other). Ask your partner to move only one coin so that there are five coins in each row.



5. Place 12 matches like this. Challenge your partner to make three squares by moving 4 matches.



Session 3. Resource Sheet 3: Answers to Puzzles SET A

1. Challenge your partner by saying, 'I bet I can make you say the word SEVEN'.

'What is $2 + 2$?' They will say 4.

'What is $3 + 3$?' They will say 6.

Say, 'I win I made you say the number 6'

They then say, 'But you said you bet you could make me say SEVEN'...

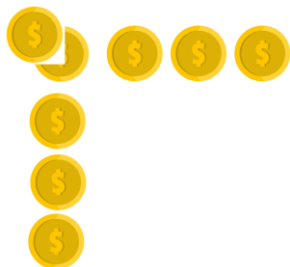
You win! You have made them say SEVEN.

2. You move the second glass and pour the contents into the fifth glass. You have only touched one glass

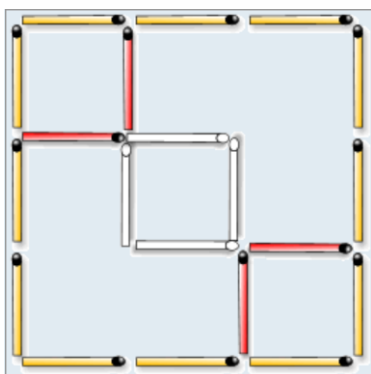


3. The surgeon is the boy's mother.

4 Take the fifth coin from the row containing 5 coins and place it on top of the coin at the opposite end of the row. Both rows now have 5 coins



5.

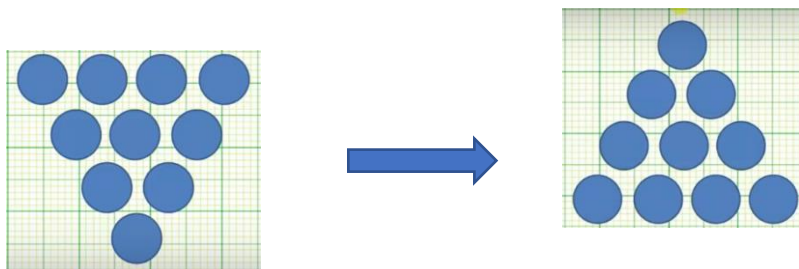


More matchstick puzzles can be found at: <http://www.learning-tree.org.uk/phpBB3/viewtopic.php?f=26&t=36>

Session 3. Resource Sheet 3: Instructions for puzzles SET B

1. Tell your partner: *'There is a plane that is flying very close to the border between Canada and the U.S.A. There is an engine failure and the plane crashes right on the border of Canada and U.S.A. The Canadian and the American police, border control and military turn up and start arguing about which country the survivors should be buried in. Some were Canadian and some American'.* Ask your partner where the survivors should be buried

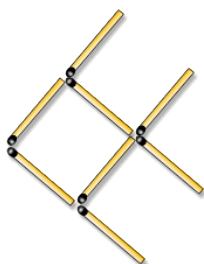
2. Arrange 10 coins in an upside-down triangle pointing down. Challenge your partner to change the upside-down triangle to one pointing upwards by moving only three of the coins.



3. Ask your partner these five questions to see if they can score 5 points:

- a) In which sport do winners move backwards and losers move forwards?
- b) An explorer has to choose between three paths. The first has deadly biting mosquitoes, the second has poisonous biting snakes, and the third has lions that haven't eaten for 3 years. Which path is safest for him?
- c) Mary's father has five daughters: 1. Nana, 2. Nene, 3. Nini, 4. Nono. What is the name of the fifth daughter? Is it Nunu?
- d) Take 1000 and add 40 to it. Now add another 1000. Now add 30. Add another 1000. Now add 20. Now add another 1000. Now add 10. What is the total?
- e) You are running in a race. You overtake the second person. What position are you in?

4. Ask your partner to move three matchsticks to turn the fish around



5. Hold your two hands up and say to your partner:



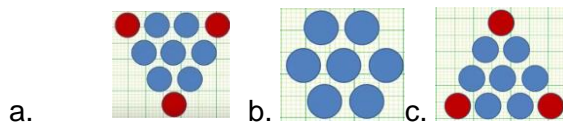
'How many fingers am I holding up, counting my thumbs as fingers?'

Then say, *'So if this is ten fingers, how many fingers are there on 10 hands?'*

Session 3. Resource Sheet 3: Answers for Puzzles Set B

1. The survivors wouldn't be buried anywhere. They are still alive!

2. Remove the three coins shown in red below in (a), leaving (b). Place the three coins you have moved in the spaces shown in (c).



See it in action at: https://www.youtube.com/watch?v=KVdQXtVaO_E

3.

a) Tug of War.

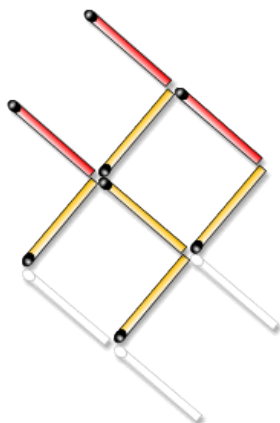
b) The third path. Lions that haven't eaten for three years are dead.

c) Her name is not Nunu. It is Mary.

d) 4100 (Most people say 5,000. They are wrong!)

e) You are second if you overtake the second person. The first person is still first.

4



5.



'How many fingers am I holding up, counting my thumbs as fingers?

10 is the answer.

So if this is ten fingers, how many fingers are there on 10 hands?'

50 is the answer (not 100).

Session 3. Resource Sheet 4 : Reminder Sheet



Remember what makes praise HELPFUL:

Specific - so that your child knows exactly what to do next time

Genuine - so that our faces and bodies give the same message as our words.

Focused on the effort - so that your child knows that they can improve if they try

Without added criticism - because, when children hear praise mixed with criticism, they tend to remember only the criticism.



Remember to use praise strategies at home

Catch them being good!

Use a Praise Sandwich

Use 'Overheard' Praise



Remember the tips for praising children

- Keep it low-key - a pat on the back, a high five or a thumbs up!
- Make it private – many young people don't like public praise.

Don't forget the next session

Date:


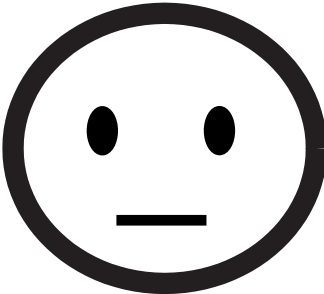

Time:

And maybe bring an interesting object to tell us about to the next group session. We may use it as our 'Talking Object'

Session 3. Resource Sheet 5 : Evaluation - How do you feel about what we have done together?

Please fold this sheet into a 3 sided prism like a ‘Toblerone’



Session 4 – Exploring Angry Feelings

Key learning points

I understand the importance of helping my child learn ways to manage angry feelings

I know some ways to help my child manage their anger

I model (and talk about) the ways I keep calm when I feel angry

Resources for the session

Register and pens

Refreshments (for the beginning of the session and the break)

Sticky labels and marker pens for participants' names

Timetable for sessions displayed (including session dates)

'Talking Object' for Circle Time

'How we work together' written up and displayed where everyone can see it from the circle

1 copy for the facilitator of Resource Sheet 4: Reminder Sheet from the previous session

Flip chart and marker pens

(Clip in English from film 'Inside Out') <https://www.youtube.com/watch?v=mopTE8fAEQw>

(Children see, children do): <https://www.youtube.com/watch?v=5JrtpCM4yMM>

Resource Sheets	Number of copies
1: Feelings Pairs	Cut into individual cards – a pair of Feeling Faces for each pair of participants.
2. The Anger Firework	A copy for each participant
3. Mr Angry	A large copy, blown up to A3 or larger (or drawn onto flipchart sheet)
4 Menu of choices	A copy for each participant
5. Reminder Sheet	A copy for each participant

Preparation

Check room is ready - warm, inviting and set up appropriately for the activities to be carried out.

Ensure the sessions timetable is displayed

Ensure the group rules sheet - 'How we work together' – is displayed where everyone can see it from the circle

Have refreshments ready at the beginning of the session and for the break

Ensure Resource Sheets are prepared and ready to distribute

Resource Sheet 1: Cut into individual cards (in matching pairs) for warm up activity.

Ensure materials are available and accessible for the various activities.

Time	Activity	Resources	Notes
15 mins	<p>Welcome and warm up activity</p> <p>Purpose: To welcome participants and help them to focus on the topic of the session.</p> <p>Welcome participants individually as they come in. Offer them refreshments and ask them to write their name on the label and wear it.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: This is the fourth session and it may be that everybody knows each other's names now. However, don't assume this is the case and continue to give out name badges throughout the course, as not remembering someone's name when you 'should' know it is an enormous barrier to communication! You might like to get participants to make a badge for themselves that they bring each time – or make one for them (one facilitator crocheted individual flower name badges and participants reported keeping them long after the course finished!). The individualised name badges can serve as a powerful symbol of being valued. Alternatively, you could take photos of participants (with their permission) and display these on a 'Welcome board'.</p> </div> <p>Ask participants to find a seat in the circle when they are ready.</p> <p>Circle Time</p> <p>Preparation: Prepare 'Feelings Pairs' cards from Resource Sheet 1, ensuring that each participant has a card that matches another's card. If there are an odd number of participants, one pair can become a three. You should inform the group of this when introducing the game.</p> <p>Welcome everybody to the group, congratulating them for making time to prioritise their child's education and happiness by coming to the group.</p> <p>Ask if anyone has brought in an object that can be used as a 'Talking Object' in the circle. If more than one participant has brought one in decide on an order to use them in the sessions.</p>	<p>Register and pens</p> <p>Refreshments</p> <p>Sticky labels for participants' names</p> <p>Talking Object</p> <p>Resource Sheet 1: Feelings Pairs (made into individual cards)</p>	

	<p>Ask if the participant who has brought in the Talking Object would like to share with the group the reason that the object is special or interesting to them. (This is an opportunity for group members to find out about each other and their various cultural, or individual backgrounds.)</p> <p>Remind participants of the importance of listening to everyone in the group and only talking when you are holding the Talking Object.</p> <p>Tell the group that it is important that we all get to know each other in the group and work with different partners. You are going to use an activity to pair people up, and that they may work today with someone they haven't worked with before.</p> <p>Give each participant a picture of a 'feeling face' and explain that they must keep it secret and make sure nobody can see it.</p> <p>Explain that somebody else in the group has an identical card and their job is to find that person without using words or showing their picture to anybody until they believe that they have found their partner. You are going to ask them to walk around the room as if they were feeling the emotion on their picture.</p> <p>Remind the group about the work they did on feelings in the previous session. Give them some time to think about how they might look – what expression they might have on their face, what their body might be doing, how they might be moving.</p> <p>Tell the group that when they think they have found the person with the same feeling face as they have, they can show each other their picture. If they are right (and the pictures match) they can sit down in the circle with their partner. If they are wrong, they carry on playing.</p> <p>Give a signal for participants to start the activity and move around, giving encouragement to the group.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: You may like to have some music playing as the participants move around the room.</p> </div> <p>When all the participants have paired up (or when you decide they have had enough time), the group will be sitting in the circle.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator tip: This activity can be adapted whenever participants should pair up with a partner. You can use it as a way to celebrate the cultures of participants. For example, you can use cards with flags of the countries the people in the group come from, maps of different countries, food or cultural artefacts from the different cultures and when the participants have found their partner they can be invited to say what they know about their picture or artefact.</p> </div>		
10 mins	<p style="text-align: center;">Review of the time since the last session</p> <p>Purpose: To help participants reflect on what they have learned and whether this has affected their behaviour</p> <p>Remind participants of the work they did last time since the last session and the learning objectives.</p>	1 copy of Resource Sheet 4: Reminder Sheet from the previous session	

	<p>I know some helpful ways to praise my child</p> <p>I praise my child at home.</p> <p>Explain that this is an opportunity to reflect on what they have learned at the previous session and during the time since then.</p> <p>Ask participants to discuss in pairs whether they have used any of the praise tips and strategies.</p> <p>Ask if any participants would be prepared to share what they have told their partner. Tell the participants that this is their time and they can support each other and share their experiences.</p>		
2 mins	<p style="text-align: center;">. Group Rule Reminder</p> <p>Purpose: To remind everyone of the rules that the group decided at the first session</p> <p>Remind participants that they have agreed some 'rules' for the group – 'How we work together' and read through the displayed poster.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: If you have set up a 'suggestions' or 'good ideas' box for participants to use, make sure you discuss any ideas that participants have shared, maintaining confidentiality.</p> </div> <p>Remind them that they can talk to you privately if they would prefer to, after the session or at a mutually agreed time.</p> <p>Ask if anybody would like to add to or clarify any of the rules agreed.</p> <p>Remind participants that it is important to keep to these rules, so that everyone feels comfortable and can learn together.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: It is always tricky if one or more group members do not keep to the agreement during the session. For advice on what to do, see Section 9 of this Guide.</p> </div>	'How we work together' displayed	
3mins	<p style="text-align: center;">The focus of our learning today</p> <p>Purpose: To clarify the intended learning outcomes for the session</p> <p>Explain that the learning today will focus on helping our children (and ourselves) to recognise and find ways to manage one particular feeling – ANGER!</p> <p>Remind participants about the discussion about feelings getting in the way of thinking (you might remind them about the concept of 'emotional static'), and tell them that anger is a strong and usually very uncomfortable emotion which children and adults find hard to manage. When it is not managed, it can result in bad outcomes for the person experiencing it and for other people.</p> <p>Tell the participants that, at school, children may learn about anger and ways to manage it and that in today's session you are going to share with participants what their children may learn, so that they can</p>		

	<p>help their child at home to cope with anger, using similar strategies to those they may know from school. Explain that it is important that children get the same messages from school and home wherever possible.</p> <p>The learning outcomes for the session are:</p> <ul style="list-style-type: none"> I understand the importance of helping my child learn ways to manage angry feelings I know some ways to help my child manage their anger I model (and talk about) the ways I keep calm when I feel angry 		
35 mins	<p style="text-align: center;">Activities - Managing anger</p> <p>Tell the participants that, while we learn ways of dealing with anger as we get older, children need help to learn how to do this. Research shows that there are many effective things they can do to help their children to develop their skills in recognising and managing their anger. These are also useful for us as adults as children (and life) can often make us very angry too!</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: If you are able to show clips from the internet, you might like to share an animated clip as a stimulus to discussion, showing what anger looks like. In English there are a number of suitable clips, including one using characters from the film 'Inside Out' https://www.youtube.com/watch?v=mopTE8fAEQw</p> </div> <p>Activity 1: Mr. Angry (15 minutes)</p> <p>Ask participants to think about a time that they got really angry. Ask them to close their eyes and remember that time and to remember</p> <ul style="list-style-type: none"> What the trigger was – what made them start to feel angry What it felt like when the anger built up inside them (what was their body doing on the outside and the inside) What it was like when the anger reached its peak – what did they do/say? How long it took them to calm down How they felt afterwards <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: It is a good idea to write the above headings on a flipchart if you have access to one, to support focus on the key questions.</p> </div> <p>Give them each a copy of Resource Sheet 2 - the 'Anger Firework' – explaining that anger usually has a trigger (the match that lights the fuse), a build-up (the fuse burning) during which our bodies undergo changes, and an explosion (when we don't feel in control and sometimes say or do things that we regret later).</p> <p>Ask if anyone would like to volunteer to share what they remembered about the time when they were</p>	<p>Resource Sheet 2 - the 'Anger Firework'</p> <p>Resource Sheet 3: Mr. Angry.</p> <p>Resource Sheet 4: Menu of Choices</p>	

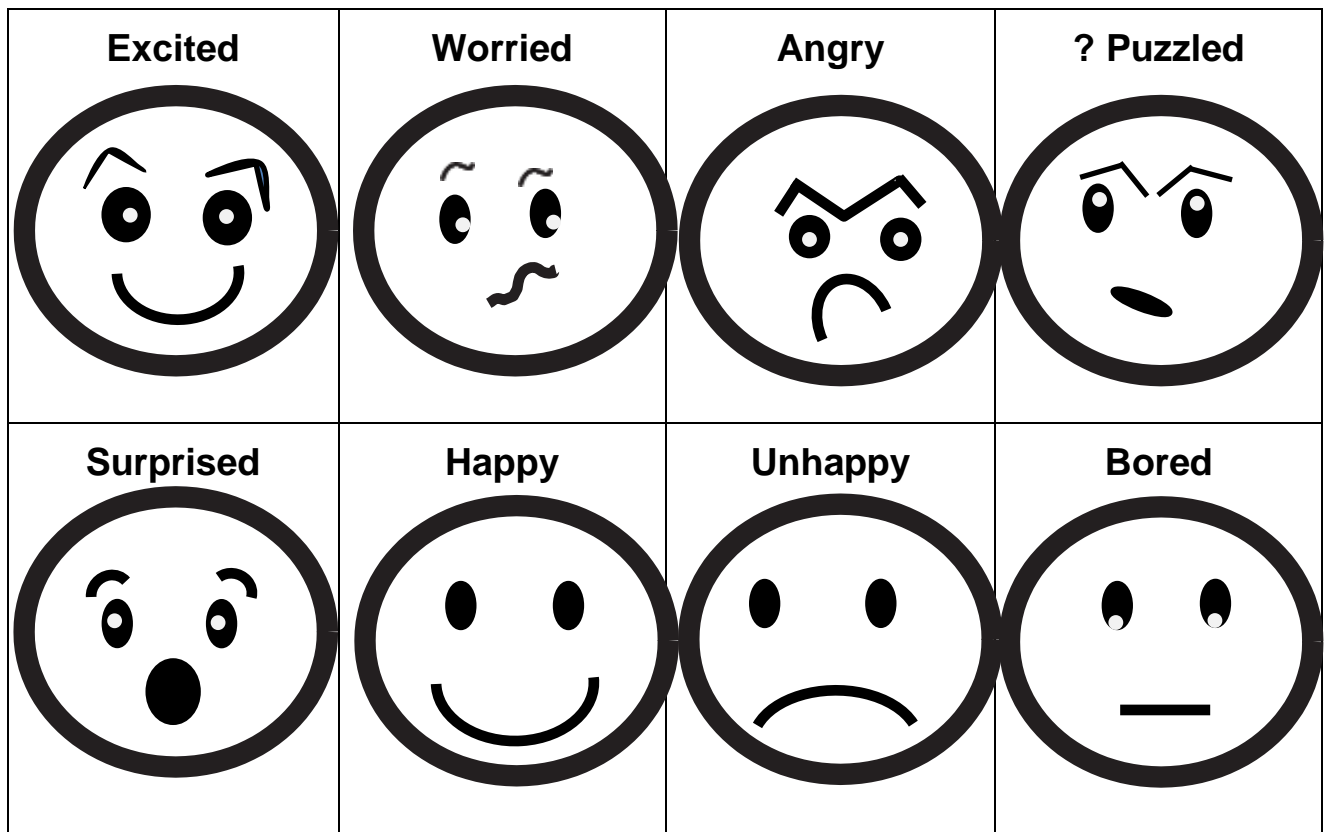
	<p>really angry. Encourage any volunteers to focus on the questions posed (rather than the detail about the situation that provoked the anger) and link the story to the stages of the 'Anger Firework'.</p> <p>Ask the group to use this example or their own story to help you complete Resource Sheet 3: Mr. Angry. Ask them if they can tell you the following while you or a volunteer draw or write the group's ideas on the sheet.</p> <p>What signs there were that they were getting angry?</p> <p>These might be physical e.g.:</p> <ul style="list-style-type: none"> heart pumping faster breathing changing going red/ starting to sweat shaking clenching fists feet or hands tapping or moving <p>or angry thoughts e.g</p> <ul style="list-style-type: none"> 'How dare he treat me like this?' 'I've had enough of this' <p>How would 'the explosion' look to someone watching? What would they have seen or heard?</p> <p>You might include:</p> <ul style="list-style-type: none"> Shouting Standing very close to the person they are angry with Angry or threatening body language (such as pointing at someone's face; clenching fists; stamping feet) Angry facial expression <p>Have an example ready to share with them from your own life. The key points to draw out are:</p> <ul style="list-style-type: none"> • Different things will trigger anger for different people • We can usually feel anger building up in our bodies (such as those listed above) and our minds (we start thinking thoughts that keep the anger going) • We don't think well when we are angry, and often say or do things that we regret later. <p>Explain the key learning point that if we can recognise the signs of anger early enough, we can usually stop ourselves from losing control.</p>		
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	<p>Explain that we are going to finish this part of the session by thinking about how we can stop ourselves from letting our anger get out of hand, and how we can help our children to learn to do this.</p> <p>Activity 3: Putting out the fire of anger</p> <p>Remind participants that they have tried out some 'calming down' activities previously, such as the '5 finger breathing'. They have also talked about the importance of recognising the signs in ourselves before we lose control. Ask participants to:</p> <ul style="list-style-type: none"> • talk in pairs and come up together with three things that help them to calm down when they are angry. • share their ideas briefly in the group and record their ideas on a piece of flip chart paper. • then talk again in their pairs about what helps calm their children down when they are angry. • share their ideas in the group. <p>Explain that research has shown that the most important thing we can do as adults is to model how to stay calm to our children. They will do as we do, not as we say!</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: The message that what adults model to children is the single biggest factor in helping them to develop the skills of emotional management will be made throughout the group sessions. If you have time you might share the following powerful video with participants during this session (although it can be used at a number of points throughout the programme):</p> <p>Children see, children do: https://www.youtube.com/watch?v=5JrtpCM4yMM</p> </div> <p>Introduce the 'Menu of choices' to the group, giving each participant a copy of Resource Sheet 4: Menu of Choices and explaining that the 'choices' show some of the things that children can do when they feel themselves getting angry.</p> <p>Ask participants to look at it in pairs and think about whether they may find it useful to use with their child. Maybe some of the ideas are the same as the ideas they came up with in the previous discussion about what helps their child to calm down. Explain that they might make their own Menu of choices at home, adapting it to include the strategies that their child finds particularly useful.</p>		
5 mins	<p style="text-align: center;">Introducing the Child/Family activity: Anger comic strip</p> <p>Purpose: To prepare for the activity that parents/carers are about to do with their children and to explain its purpose.</p> <p>Explain that when the children join the group (after the break), they will be drawing a comic strip about a time when they were angry, showing what happened, how they felt and how they calmed down. While they draw, the parents/carers will ask them questions to help them remember the event. They will use stick figures – no special drawing skills are required!</p>	<p>Resource Sheet 6 – Anger comic strip</p> <p>Resource Sheet 5: reminder sheet</p>	

	<p>Give out Resource Sheet 6 and go through the questions. Explain that the main point is to talk about the feelings the child experienced and the effects this had. It is often easier to talk about emotions while doing something else e.g. going for a walk or, in this case, drawing. They should ask how the child calmed down, what helps them to do this, how they felt afterwards and what happened then.</p> <p>'Give out Resource Sheet 5 - Reminder Sheet and explain that this is a useful reminder for the family at home of what we learned in the session. If you have time, you can go through the key points on the sheet with the participants.</p>		
10 mins	Break		
25 mins	<p style="text-align: center;">Child/Family activity – Anger comic strip</p> <p>Purpose: to give children and adults the opportunity to talk about what triggers their anger, and what helps them to calm down.</p> <p>Ask the children to remember an event when they got angry. It might involve them with and their parent/carer or with someone else. If their children are not present, parents/carers can do the activity themselves in pairs or singly.</p> <p>Using Resource Sheet 6, the parent should ask questions to help the child talk about what happened and how they felt. While they talk, the child should draw a comic strip of the incident.</p> <p>Hold a brief discussion at the end to ask how everyone felt about the activity and share any useful ways of calming down that the pairs have discussed.</p>		
Relaxation 5 mins	<p style="text-align: center;">Relaxation: Melting statues</p> <p>Purpose: To encourage adults and children to relax together before the end of the session.</p> <p>Read the script from the Resource Sheet slowly and in a soothing, quiet voice, making sure you allow time for everyone to complete each action.</p>	Resource Sheet 7 – Melting Statues script	
10 mins	<p style="text-align: center;">Evaluation and closure</p> <p>Purpose: To encourage participants to reflect on what they have learned and what they feel about the experience of working in the group. To gain feedback on the feelings in the group.</p> <p>Tell the group that you would like to find out how they feel after carrying out the activities in today's session.</p> <p>Explain that they are going to show how much they feel at the end of the session by giving a 'thumbs up', a 'thumbs down' or a 'thumbs in the middle'! Demonstrate the three thumb positions, stating what each means clearly and then ask children and participants to 'show their thumbs' when you give the signal.</p> <p>Facilitator Tip: If anyone indicates that they have not enjoyed the session, or has something troubling them to have a private word with them individually after the session and ask if there is anything that they would like</p>		

	talk about. If the issue is not addressed it is likely that the person will not return and you will not find out why.		
	<p>Closure:</p> <p>Remind participants that they might like to bring in a 'Talking Object' from their own home to use in the next session.</p> <p>Remind participants to practise modelling the strategies they use to keep calm at home, and to try out the ideas they have discussed. Check that they have their copy of the 'Reminder Sheet'.</p> <p>Thank the group for their participation. Remind them of the date for the next session and say goodbye.</p>		

Session 4. Resource Sheet 1 – Feelings cards



Session 4. Resource Sheet 2: The Anger Firework

The trigger



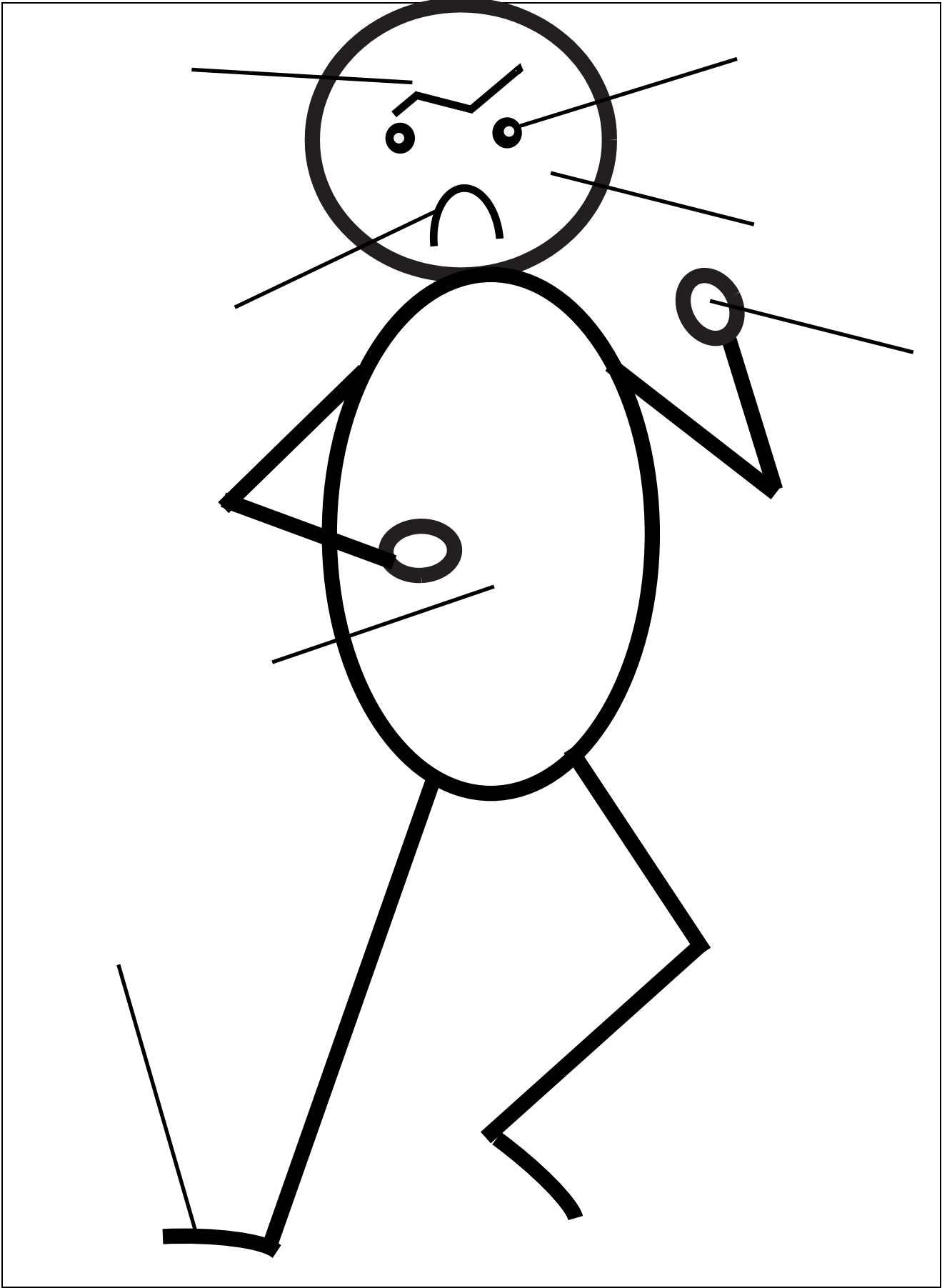
lights the fuse



which sets off the explosion



Session 4. Resource Sheet 3: Mr Angry



Session 4 Resource Sheet 4: Reminder Sheet



Remember

Children have to learn ways to manage feelings of anger. They are beginners at it!

It is OK to be angry (everybody gets angry), but NOT OK to behave in ways that hurt ourselves or other people.

Anger is like a firework. It has a trigger, a fuse and will explode if we don't put out the fire.



Remember to help your child spot the signs of anger early – before they explode! Signs of anger might be:

Face frowning and looking cross

Heart beating fast

Breathing fast

Clenching fists

Tapping feet or fingers

Shouting

Standing too close

Angry body language



Remember to help your child by:

Modelling keeping calm when YOU are angry

Talking to them about how you keep calm

Using the 'Menu of Choices' when they need to calm down



Remember ...

Listen to your child's feelings

Use 'Open Questions'

Use 'Five Finger Breathing' with them to help them to calm down

Don't forget the next session

Date:


Time:

And maybe...bring an interesting object to tell us about to the next group session. We may use it as our 'Talking Object'.

Session 4. Resource Sheet 5: Menu of Choices

Get a drink	
Watch some funny you-tube videos	
Listen to music	
Five deep breaths	<p><i>1 in and out</i></p> <p><i>2 in and out</i></p> <p><i>3 in and out</i></p> <p><i>4 in and out</i></p> <p><i>5 in and out</i></p>
Take a break	
Talk to a friend	
Count slowly	1..2..3..
Exercise	

Session 4. Resource Sheet 6 : Angry comic strip

<p>Where were you? Who else was there? What were you doing?</p> 	<p>What happened? What did you say? What did others say? What were you thinking or feeling when you/they said or did that? What did others think? What were they feeling?</p>	<p>How did your feelings change? What happened next?</p>	<p>How was the other person feeling afterwards? How were you feeling afterwards?</p>

Session 4. Resource Sheet 7 : Melting Statues Relaxation Exercise

Read the script below slowly and in a soothing, quiet voice, making sure you allow time for everyone to complete each action. Do the actions as you read them so that they can copy you.

It is not necessary for them to understand all the words. In this activity, it is the slow, soothing tone of your voice that they will respond to.

Stand very still and listen to my voice and follow what I say and do.

You are a statue made of snow. It is very cold but you are strong. You are frozen in with your feet on the ground. You can't move your arms or your legs and every part of you is stiff and completely still.

The sky above you is white, but a warm yellow light is appearing in the sky. It gets bigger and bigger and the sun begins to shine on you. You are still frozen but you can feel the heat on your face and on your hands and it feels warm and cosy.

As you stand there, the sun gets hotter, and the warmth starts to spread through your body. You can feel the tips of your fingers and toes beginning to unfreeze. You can wiggle them slowly – first your fingers one by one and then your toes.

Now the look on your face begins to relax. Your head can move slowly around and around as your neck unfreezes.

Now the sun is stronger and the warmth spreads through your body. You can move your arms – just a little bit at first – they are a little stiff - up and down, round and round in small circles until they are loose and floppy.

You can shrug your shoulders – up and down, up and down.

Now the sun is hot. Your knees can bend – up, down, up down – and your body slowly straightens out – you can twist from your middle – first one way and then the other.

As the sun gets hotter and hotter you feel yourself going floppy and every part of you relaxes. You are beginning to melt. Your hands flop to your side, your head falls forward, you start to sink down as your legs bend.... and slowly, slowly, slowly you melt moving gradually towards the floor.

Now you are lying on the floor, completely relaxed. You have melted and you are now a puddle of water, sparkling in the sunshine. Lie still and feel the warmth of the sun on your face, your hands, your body until I give you the signal to sit up and have a good stretch!



Session 5 – Conflict Resolution

Key learning points

I understand the importance of helping my child learn ways to manage conflict independently

I know some ways to help my child manage conflict assertively

I can use the Peaceful Problem-Solving approach when conflict arises with my child

I model (and talk about with my child) helpful ways to manage conflict

Resources for the session

Register and pens

Refreshments (for the beginning of the session and the break)

Sticky labels and marker pens for participants' name

Timetable for sessions to display (including session dates)

'Talking Object' for Circle Time

'How we work together' written up and displayed where everyone can see it from the circle

1 copy of Resource Sheet 4 - Reminder Sheet – from the previous session

Music (optional)

Flip chart and marker pens

Scissors (1 per activity pair)

Split-pins (1 per activity participant)

Internet Clips:

(Despicable me – in English) <https://www.youtube.com/watch?v=EPQjUJFVFC4>

(A bad argument – in English) <https://www.youtube.com/watch?v=ZdMshJ1iRuI>

Resource Sheets	Number of copies
1: Heating Up or Cooling Down?	Cut into individual cards. 1 set for each pair of participants
2. 'I-Messages'	A copy for each participant
3. Win-Win Outcomes	A copy for each participant
4. Aggressive, Passive or Assertive?	A copy for each participant

	5. Conflict!	A copy for each participant	
	6. Peaceful Problem Solving	A copy for each participant	
	7. Reminder Sheet	A copy for each participant	
	8. Stress-O-Meter	A copy (on card) for each participant	
<p style="text-align: center;">Preparation</p> <p>Check room is ready - warm, inviting and set up appropriately for the activities to be carried out.</p> <p>Ensure the sessions timetable is displayed</p> <p>Ensure the group agreement - 'How we work together' – is displayed where everyone can see it from the circle</p> <p>Have refreshments ready at the beginning of the session and for the break</p> <p>Ensure Resource Sheets are prepared and ready to distribute</p> <p>Resource Sheet 1: Heating Up or Cooling Down? (to prepare by making into sets of cards, 1 per participant)</p> <p>Prepare a sample 'stress-o-meter' using Resource Sheet 8</p> <p>Ensure materials are available and accessible for the various activities.</p>			
Time	Activity	Resources	Notes
10 mins	<p style="text-align: center;">Welcome and warm up activity</p> <p>Purpose: To welcome participants and help them to focus on the topic of the session.</p> <p>Welcome participants individually as they come in. Offer them refreshments and ask them to write their name (in their home language or the host country language) on the label and wear it.</p> <p>Warm Up: Untangling the knot</p> <p>This activity needs an odd number in the group. If there are an even number of participants, you can join in.</p> <p>Explain the activity. All the participants stand close together with their eyes closed (or lowered) and their hands raised in the air. Each person takes hold of two different hands at random and opens their eyes. There should be no one left out and no one holding the two hands of the same person. The group then has to try to untangle the knot by weaving under arms or stepping over links – the aim is to end up in one big circle. Tell the group that it doesn't matter if some people end up facing the wrong way.</p> <p>Facilitator Tip: Be mindful of any cultural or religious constraints that participants may observe around touching other people. Offer the opportunity to opt out of the activity. It is helpful to have a task ready</p>	<p>Register and pens</p> <p>Refreshments</p> <p>Sticky labels for participants' names</p> <p>Talking Object</p>	

	<p>for those who do not wish to join in, such as observing how people help each other to achieve the desired result.</p> <p>Start the activity and, when the circle is complete, ask participants to sit down. Ask participants how it felt to be a part of the group. Draw out the importance of cooperation in achieving a desired end.</p>		
10 mins	<p style="text-align: center;">Review of the time since the last session</p> <p>Purpose: To help participants reflect on what they have learned and whether this has affected their behaviour.</p> <p>Circle Time</p> <p>Welcome everybody to the group, congratulating them for making time to prioritise their children's education and happiness by coming to the group.</p> <p>Ask if anyone has brought in an object that can be used as a 'Talking Object' in the circle. If more than one participant has brought one in decide on an order to use them in the sessions.</p> <p>Ask if the participant who has brought in the Talking Object would like to share with the group the reason that the object is special or interesting to them. (This is an opportunity for group members to find out about each other and their various cultural, or individual backgrounds.)</p> <p>Remind participants of the importance of listening to everyone in the group and only talking when you are holding the Talking Object.</p> <p>Remind participants of the work they did in the last session about anger, and the learning objectives.</p> <p style="padding-left: 40px;">I understand the importance of helping my child learn ways to manage angry feelings</p> <p style="padding-left: 40px;">I know some ways to help my child manage their anger</p> <p style="padding-left: 40px;">I model (and talk about) the ways I keep calm when I feel angry</p> <p>Explain that this is an opportunity to reflect on what they have learned at the previous session and during the time since then.</p> <p>Ask participants to discuss in pairs whether they were able to talk to their children about angry feelings. They might discuss whether they found the 'Menu of choices' or any of the strategies discussed useful. They might also talk about the challenges of modelling how they try to keep calm when they themselves are feeling angry. Ask them to talk about how it went and what made these strategies useful or not useful.</p> <p>Ask if any participants would be prepared to share what they have told their partner. Tell the participants that this is their time and they can support each other and share their experiences.</p>	1 copy of Resource Sheet 4: Reminder Sheet from the last session	
2 mins	<p style="text-align: center;">Group Rule Reminder:</p> <p>Remind participants that they have agreed some 'rules' for the group – 'How we work together' and read</p>	'How we work together' displayed	

	<p>through the displayed poster.</p> <p>Remind them that they can talk to you privately if they would prefer to, after the session or at a mutually agreed time.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: If you have set up a 'suggestions' or 'good ideas' box for participants, make sure you discuss any ideas that they have shared, maintaining confidentiality.</p> </div> <p>Ask if anybody would like to add to or clarify any of the rules agreed.</p> <p>Remind participants that it is important to keep to these rules, so that everyone feels comfortable and can learn together.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: It is always tricky if one or more group members do not keep to the agreement during the session. For advice on what to do, see Section 9 of this Guide.</p> </div>		
3 mins	<p style="text-align: center;">The focus of our learning today</p> <p>Purpose: To clarify the intended learning outcomes for the session</p> <p>Explain that the learning today will focus on dealing with conflict. Talk about the fact that conflict is a natural part of life and family relationships. Although it is so much a part of our lives (particularly as parents/carers) we have often had few opportunities to learn how to manage it.</p> <p>Depending on personality and experiences, the natural ways in which children approach conflict are: by shouting and becoming aggressive to the other person (which tends to make things worse) or by withdrawing and letting the other person 'get away' with something that might not be fair. Children quickly learn to rely upon adults to sort out their disagreements, and while this often provides a short-term solution, the problem is that he or she does not get any better at learning to sort out arguments and conflicts for themselves.</p> <p>The advantages of children learning to manage conflict independently are that they will not always be dependent on adults and that they are unlikely to grow up either depending on aggression to get their own way, or passively accepting unfairness.</p> <p>Tell the participants that, at school, children may learn about conflict resolution and that in today's session you are going to share with participants some of the things that their children may learn, so that they can help their child to get better at resolving arguments, and also so that they as adults can model the use of effective ways of dealing with conflict. Remind participants of the importance of modelling in child's learning.</p> <p>The learning outcomes for the session are:</p> <ul style="list-style-type: none"> I understand the importance of helping my child learn ways to manage conflict assertively I know some ways to help my child manage conflict assertively 		

	<p>I can use the Peaceful Problem Solving approach when conflict arises with my child</p> <p>I model (and talk about) helpful ways to manage conflict</p>		
35 mins	<p style="text-align: center;">Activity – Heating up or cooling down</p> <p>Purpose: To help participants develop strategies for resolving conflict and to help their children do the same.</p> <p>Tell the participants that there are solutions to seemingly difficult problems e.g. the warm up activity – what seemed like an impossible task could be solved when we worked together with the same aim.</p> <p>While we all develop a range of strategies for dealing with conflict as we get older, we learn that some are more effective than others and help us to feel better about ourselves. These are the strategies that we would like our children to learn. There are many effective things we can do to support children in developing their skills in resolving conflicts. These are also useful for us as parents/carers as conflict is normal and frequent between parents/carers and children.</p> <p>Explain that one of the reasons that dealing with conflict is difficult is that conflict makes us angry. Remind participants of the work they completed in the previous session about how anger can stop us from thinking clearly. The skills that we discussed for calming down are most important in dealing with conflict and arguments.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: If you are able to show clips from the internet, you might like to share an animated clip as a stimulus to discussion about conflict, showing how children (and adults) sometimes use strategies that aren't very effective. In English there are a number of suitable clips, including one using characters from the film 'Despicable Me': https://www.youtube.com/watch?v=EPQjUJFVFC4</p> </div> <p>Activity 1: Heating Up or Cooling Down?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: As this activity involves working in pairs, you might choose to use a 'mix-up' activity to ensure that participants work with different partners.</p> </div> <p>Ask participants to work in pairs to talk about an argument that they have had recently with somebody else, or a conflict that they experience in their lives. Tell them that this might be with a partner, a friend, their child or someone that they work with. Make it clear that they should only share what they are comfortable with and should respect other people's confidentiality.</p> <p>Have an example ready to share with them of your own for example e.g.</p> <ul style="list-style-type: none"> • A friend is always asking you to babysit but she never offers to help you; • Your partner goes to a club every Saturday. Your child would like to go too but your partner wants to go alone and says it's important to have 'relaxing time'. You are left with your child, who 	<p>A set of cards cut from Resource Sheet 1 for each pair of participants</p> <p>A copy of Resource Sheet 2: I Messages.</p> <p>Resource Sheet 3: Win-Win outcomes</p> <p>Resource Sheet 4: Aggressive, Passive or Assertive? for each participant</p>	

	<p>is not happy, and you don't get any 'relaxing time'!</p> <ul style="list-style-type: none"> You like to watch the TV in the evening. Your partner always puts on his/her favourite programmes without asking you what you would like to watch. <p>Ask them to talk about what the other person did or said that made them angry or got in the way of solving the problem. Ask them if they can then think about things that they said or did that made things worse.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: If you have access to the internet, you might like to find a 'stimulus clip' that shows people having a 'bad argument' (i.e. using shouting or insults in response to a problem). In English, one short clip that shows a role-play of different responses between a husband and wife (passivity, yelling, being passive aggressive and using insults) can be found at : https://www.youtube.com/watch?v=ZdMshJ1iRul (the relevant section starts at 00.44 and continues to 3.03).</p> </div> <p>Give each pair a set of cards prepared using Resource Sheet 1: 'Heating up or Cooling Down' and ask them to sort them into two piles: things that make the situation worse, or 'heat up' the argument, and things that make the situation better or 'cool down' the argument.</p> <p>Ask each pair for the behaviour they think is most effective in 'heating up' an argument, and the behaviour that is most effective in 'cooling it down'.</p> <p>Remind participants of the work they did in the previous session about how to calm down when they are angry. Explain that, in managing conflict, the first thing to do is to make sure that you are calm, as when we are angry we are not thinking clearly and are likely to say or do things that are unhelpful if we really want to solve the problem. Sometimes this will mean walking away from the problem for a little while and using some of the strategies they have learnt to calm down.</p> <p>Activity 2: The importance of language</p> <p>Explain that the next activity focuses on the words we use and how we say them. We know that these are important in making arguments and conflicts better or worse. There are three rules:</p> <p>The first rule is: 'Always talk about the behaviour, not the person'.</p> <p>This means separating the behaviour from the person – it is the thing the person did not the person themselves that makes us angry or upset.</p> <p>Share some examples with the group e.g. Instead of saying '<i>You are so thoughtless</i>' say '<i>It was thoughtless to take the last cake</i>'; instead of '<i>You are unkind</i>' say '<i>It was unkind to laugh at your sister</i>'.</p> <p>Explain that, while the difference might seem small, it makes a big difference to how the person on the receiving end of the comment feels. If we say '<i>You are thoughtless</i>' it may make them feel that we dislike them as a person. If we refer to a thoughtless action, they know that we don't dislike them, we just dislike the way that they have acted on this occasion.</p>		
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	<p>The second rule is: ‘Be specific: Avoid using ‘you always’ or ‘you never’ ‘</p> <p>Ask participants what their first response is when someone says:</p> <p>‘You are NEVER on time’</p> <p>‘You are ALWAYS arguing with me’</p> <p>‘You NEVER want to help me’</p> <p>These statements tend to make us defensive and respond with ‘Yes I am...’, ‘No I’m not...’, ‘Yes I do...’ which can lead to an argument in itself which is nothing to do with the original issue.</p> <p>The third rule is: ‘Use sentences that begin with ‘I’, not ‘You’.</p> <p>You are going to talk about ‘I-Messages’ (sometimes called ‘I’ Statements or Magic Messages).</p> <p>Explain that an ‘I message’ has 3 parts - beginning with the word ‘I’:</p> <p>I feel ... (the feeling you get)</p> <p>when you ... (the action of the other person that is annoying you)</p> <p>because... (the effect on you, or on the other person) the reason why you feel this)</p> <p>e.g. Instead of saying:</p> <p><i>‘You are always late and letting me down – you are totally unreliable.’</i> (Typical response: <i>‘No I’m not.’</i>),</p> <p>you could say:</p> <p><i>‘I feel angry when you don’t turn up on time because I have to stand around by myself waiting for you’</i></p> <p>Ask participants how different it would feel to be on the receiving end of each of these two statements. Explain that ‘I’ messages are not accusatory or inflammatory in the way that ‘You’ statements are, and that they tend not to arouse the defensive responses of ‘No, I’m not’ or ‘That’s not fair’ etc.</p> <p>Give each participant a copy of Resource Sheet 2: ‘I Messages’ and ask them to work in pairs and think about how they might rephrase each of the ‘You statements’ (that people often use in an argument) into an ‘I-Statement’ or Magic Message.</p> <p>After a few minutes, ask the group to share their ideas with the others.</p> <p>Activity 3: Win-Win Outcomes</p> <p>Explain that in a conflict situation, we are always looking to find a ‘Win-Win’ outcome. This means that both people are happy with the outcome.</p> <p>Give out Resource Sheet 3: Win-Win outcomes. Discuss the meaning of the ‘donkey’ picture, and ask participants what they might do in ‘The Orange Quarrel’ scenario.</p> <p>When they have given their ideas, read them the following to illustrate an inventive win-win outcome.</p>		
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	<p><i>‘Some people say that they would take the orange away and send the children to their bedrooms because they were fighting.</i></p> <p><i>Most people say that they would cut the orange in half, giving each child an equal share.</i></p> <p><i>But some people anticipate a further argument over which half each child wants. They would ask one child to carefully cut the orange in half, and then ask the other child choose the half he or she wants. They give the incentive to the child who cuts the orange to be as fair as possible, since he or she suffers the loss if the halves are not equal.’</i></p> <p>Of course, it is not always possible to make both people in a conflict completely happy, and sometimes we have to compromise – accept less than 100% of what we wanted.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Facilitator Tip: If you have time, you could use the fun activity of ‘The Arm Wrestling Challenge’ to demonstrate the difference between a ‘Win-Lose’ and a ‘Win-Win’ situation.</p> <ul style="list-style-type: none"> • Have everyone find a partner. Ask partners to “assume this position.”, demonstrating the arm-wrestle position with a volunteer, (hands linked with both of your elbows on the table). • Explain that the aim is to earn as many points as possible. To earn a point, your partners hand must touch the table. Tell them to keep count aloud of their own points. • Check everybody understands the rules and give them 30 seconds to earn as many points as possible. <p>Most pairs will automatically work against each other, trying to prevent the other person from achieving points. At the end of the game demonstrate how they could have each earned many more points by simply taking turns to allow their partner to touch the table with their hand, and do the same with their partners hand. This is a good example of a ‘Win-Win’ situation.</p> </div> <p>Activity 4: Aggressive, Passive or Assertive?</p> <p>Ask the group to consider the following common problem, and share their ideas about how they might deal with it.</p> <p><i>Your child loves playing games on her phone but recently has started to spend the whole evening on it and has stopped doing anything with the family. You call her to eat the meal you have cooked and she doesn’t come from her bedroom for 10 minutes because she has to finish a game.</i></p> <p>Draw out from the responses that there are three basic ways of approaching a difficult situation, argument or conflict:</p> <p>Aggressive: sounding angry, trying to ‘win’ or get your own way by force or because you are bigger or stronger, without thinking about the other person.</p>		
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	<p>Ask participants what aggressive responses might include e.g., blaming, making people feel small, getting your own way whatever the cost.</p> <p>Passive: giving in or running away from the situation, so that the other person gets their way, or wins because you don't want to say anything.</p> <p>Ask participants what passive responses might include e.g. giving in, putting yourself down, hesitating, apologising, stalling, crying, saying 'I don't mind really'.</p> <p>Assertive: trying to come up with a solution or result that everyone feels OK about.</p> <p>Ask participants what assertive responses might include e.g being honest, confident, standing up for yourself, saying what you want without hurting other people's feelings.</p> <p>Ask if they have experienced these three approaches themselves</p> <p>Give participants a copy of Resource Sheet 4: Aggressive, Passive or Assertive? and ask them to read the statements and decide in pairs if they are aggressive (like a lion might be), passive (like a mouse might be) or assertive (as only a human can be!). They should draw a line from each statement to connect it to the appropriate animal.</p> <p>Ask the pairs to feed back one example.</p> <p>Explain that assertiveness isn't just about the words we say, but how we say them. We should ensure that our body language and tone of voice match our words. You might like to ask the group to try saying the assertive statements on the Resource Sheet using an assertive tone of voice and body language</p> <p>Ask the group to consider what the likely result of using an assertive approach might be (drawing on examples from the Resource Sheet), and what feelings the two parties might be left with afterwards..</p> <p>Draw out the learning point that an assertive approach usually results in a better outcome, and aims to leave both parties feeling OK – not hard done by or angry with themselves for not doing something about the situation.</p> <div data-bbox="360 1034 1608 1412" style="border: 1px solid black; padding: 10px;"> <p>Facilitator Tip: If the group are not confident in the host language, you might substitute a discussion activity for Resource Sheet 3, asking participants to work in pairs or threes, discussing common conflicts that they have with their own children (or use the examples below) and coming up with a passive response, an aggressive response an assertive response. After taking feedback, ask the group what the likely result of each approach might be, and what feelings the two parties would be left with.</p> <p>Sample discussion topics:</p> <ul style="list-style-type: none"> • You speak to your child but she ignores you or speaks to you in a rude way. • Your child does nothing to help in the house. You have asked them to keep their room tidy and to put their plates in the sink when they have finished eating but they don't do it. </div>		
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	<ul style="list-style-type: none"> Your child hates maths and refuses to do their maths homework even when you offer to help. 		
10 mins	<p style="text-align: center;">Introducing the Child/Family activity – Peaceful problem solving</p> <p>Purpose: To prepare for the activity that parents/carers are about to do with their children and to explain its purpose.</p> <p>Explain that after the break they will be carrying out an activity to make a ‘Stress-O-Meter’ each. Show them the one you have prepared.</p> <p>Explain that they will then be looking at common areas of conflict between parents and children and deciding how much stress each causes for them and their child, as well as adding the particular things that make people mad in their family! Read out the areas on Resource Sheet 5: Conflict!, and ask participants how much stress each area causes them. Use the Stress-O-Meter to show this visually (taking a rough average of responses).</p> <p>Next introduce the Peaceful Problem-Solving tool, giving out Resource Sheet 6: Peaceful Problem Solving and telling them that this is a useful tool to help them manage conflict.</p> <p>Go through each point on Resource Sheet 6, linking it to the activities they have carried out, and the key learning points of the session. Make the point that this framework is useful to share with our children, but also useful as a guide for them when dealing with their children (or other people generally) in situations of conflict. The key points are:</p> <p>Stop!</p> <p style="padding-left: 40px;">The importance of being calm before tackling an argument or difficult situation. (Remind participants about the ways to calm down they have thought about in Session 4.)</p> <p>Wait!</p> <p style="padding-left: 40px;">The importance of listening (Remind participants about ‘how to listen well’ that they learnt about in Session 2).</p> <p style="padding-left: 40px;">The importance of language when they say how they feel and what they want, remembering the three rules of language: separating the behaviour from the person, avoiding accusing ‘you always...’ statements; using ‘I messages’</p> <p style="padding-left: 40px;">The importance of trying to come up with a Win-Win outcome – not just focusing on what one person wants.</p> <p style="padding-left: 40px;">The importance of being assertive.</p> <p>Go! This is where they try out the solution they have agreed.</p> <p style="padding-left: 40px;">It is important that both people have agreed to try it out, and feel happy (or at least not unhappy) about it.</p>	<p>A copy of Resource Sheet 5: Conflict! for each participant</p> <p>A copy of Resource Sheet 6: Peaceful Problem Solving, for each participant</p> <p>Resource Sheet 7: Reminder Sheet</p> <p>Sample made up Stress-O-Meter that you have prepared.</p>	

	<p>Explain that they will practise using the Peaceful problem solving process by choosing one of the areas of conflict and having a conversation about it (following the 'rules' of Peaceful Problem Solving).</p> <p>Finish the session by emphasising the importance of participants helping their child to think of ways to deal with difficult situations or arguments at home. Remind them that this takes time – children need to learn the skills. Ask for their ideas. They might:</p> <p>Model what they do when they find themselves in a conflict situation. (e.g. Saying to their child: '<i>I want to sort this out fairly. I'm going to wait until I feel calm before I say anything</i>').</p> <p>Use 'Peaceful Problem Solving' with their own child</p> <p>Try to find a Win-Win solution (and be prepared to compromise)</p> <p>Remember the 3 Rules of Language:</p> <p>Talk about the behaviour, not the child ('That was thoughtless' not 'you are thoughtless')</p> <p>Don't say 'You always...' 'You never....'</p> <p>use 'I Messages' and not accusing 'You' statements.</p> <p>Listen to their child and talk about conflict or arguments that the child is involved in, as well as those that they see online or in the media and explore their ideas with them.</p> <p>Give out the Resource Sheet 7: Reminder Sheet and explain that this is a useful reminder for the family at home of what we learned in the session. If you have time, you can go through the key points in the Resource Sheet that represent what has been covered in the session.</p>		
10 mins	Break		
25 mins	<p>Child/Family activity – Peaceful Problem Solving</p> <p>Purpose: To encourage parents/carers and children to practise effective ways of resolving conflict</p> <p>Make sure all the resources necessary for each participant to make a Stress-O-Meter are laid out.</p> <p>Welcome the children if they are joining the group and ask the adults to sit with their children. Alternatively, if the children are not present, arrange the adults in pairs.</p> <p>Give out Resource Sheet 8: Stress-O-Meter and explain that both adult and child will be making one as the first activity. Set a time for them to make their Stress-O-Meter.</p> <p>Give out Resource Sheet 5: Conflict! And read out the different areas that children and parents often argue about. Ask the group if there are other areas that they fall out about, and write these on a flip-chart sheet.</p> <p>Give each pair 5 minutes to rate how much stress each area causes each of them, using their stress-O-meter. (It can be quite fun to ask each to rate how much stress they believe the topic causes the other –</p>	<p>Resource Sheet 8: Stress-O-Meter (on card)</p> <p>Resource Sheet 5: Conflict!</p> <p>Resource Sheet 6: Peaceful Problem Solving</p> <p>Scissors</p> <p>Split pins</p> <p>Flip chart sheet and pens</p>	

	<p>i.e. the parent shows on their Stress-O-Meter how much stress they THINK it causes their child, and vice versa!).</p> <p>When this has been done ask each pair to pick one area to have a 'peaceful problem solving talk about'.</p> <p>Give out Resource Sheet 6: Peaceful Problem Solving and give the adults two or three minutes to explain it to their child. Summarise the key points.</p> <p>Ask for a volunteer to demonstrate the Peaceful Problem-Solving process and choose a topic together.</p> <p>When you have modelled the process, ask adult/child pairs to try it for themselves.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: you may wish to rehearse the scenario you use to demonstrate peaceful problem solving process, perhaps with a co-facilitator.</p> </div> <p>As participants undertake the activity, circulate around the room, encouraging them and modelling as necessary.</p> <p>Give a warning 5 minutes before the end of the activity.</p> <p>Thank everybody for engaging with the activity, and if there is time ask them how easy or difficult it was, and whether they think it could be a useful tool for them to use.</p>		
<p>Relaxation</p> <p>10 mins</p>	<p style="text-align: center;">Relaxation: A grounding exercise</p> <p>Explain that the hardest part of conflict resolution is often calming down.</p> <p>Tell participants that we are going to practise a strategy for calming down when we feel anxious – to make our brains stop thinking about our problems for a while by giving them some other work to do. They can do this anywhere at any time.</p> <p>Ask them how many different fruit they can think of and listen to their suggestions.</p> <p>Explain that you are going to give them some different categories of things to think about. They should think of as many items as they can. They should do this in silence.</p> <p>Ask them to sit comfortably in their chair with both feet on the ground, to close their eyes (or look down if they don't feel comfortable doing this) and to notice the feeling of their feet touching the floor.</p> <p>Ask 'How many animals can you think of?'</p> <p>After about a minute ask 'Now, how many colours can you think of?'</p> <p>After another minute ask 'Now how many foods can you think of?'</p> <p>After another minute ask them to open their eyes slowly and sit quietly for a moment..</p>		
<p>5 mins</p>	<p style="text-align: center;">Evaluation and Closure</p>	<p>Flip chart and marker</p>	

	<p>Purpose: To encourage participants to reflect on what they have learned and what they feel about the experience of working in the group. To gain feedback on the feelings in the group.</p> <p>Evaluation:</p> <p>Tell the group that you would like to find out how the group feels after carrying out the activities in today's session.</p> <p>Explain that they are going to share how they feel by summing up the session in a single word! You might start the activity by giving a single word, and recording this (or asking your co-facilitator to record it) on a piece of flip-chart paper positioned where the group can see it.</p> <p>Go around the group asking each person to say a word which explains how they feel about the session activities and record the words on the flip-chart, perhaps in different colours and styles to make an attractive poster.</p> <div data-bbox="360 571 1608 727" style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: If anyone indicates that they have not enjoyed the session, or has something troubling them, try to have a private word with them individually after the session and ask if there is anything that they would like to talk about. If the issue is not addressed it is likely that the person will not return and you will not find out why</p> </div> <p>Closure:</p> <p>Remind participants that they might like to bring in a 'Talking Object' from their own home to use in the next session.</p> <p>Remind the adults to practise modelling the strategies they use to manage conflict at home, and to try out the ideas they discussed – e.g. using 'Peaceful Problem Solving'. Check that they have their copies of Resource Sheet 7: 'Reminder Sheet'</p> <p>Thank participants for their participation. Remind them of the date for the next session and say goodbye.</p>	pens	
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Session 5 Resource Sheet 1: Heating Up or Cooling Down?

Cut the sheet into a set of 28 individual cards, each with one word or phrase. One set for each pair of participants. They could be laminated.

Shouting	Standing too close to the other person
Assuming that the other person wants to sort it out	Making a 'peace offering'
Accusing	Interrupting
Using a calm voice	Waving your finger in the person's face
Name-calling	Swearing
Saying what you would like to happen	Not listening
Not standing too close	Frowning and staring at the other person

Assuming that the other person has deliberately set out to be horrible	Talking more loudly than the other person while they are talking
Saying sorry	Demanding
Saying 'You always...' or 'You never ...'	Listening
Admitting the things you did that were wrong	Finding some common ground – saying 'I know we would both like to sort this out'
Angry body language and gestures	Taking a break and coming back to the conversation later
Saying calmly how you feel and why you feel like that	Using respectful language
Using calm and non-angry body language	Trying to understand the situation from the other person's point of view

Session 5 Resource Sheet 2: Using 'I messages'

I feel ... (the feeling you get)

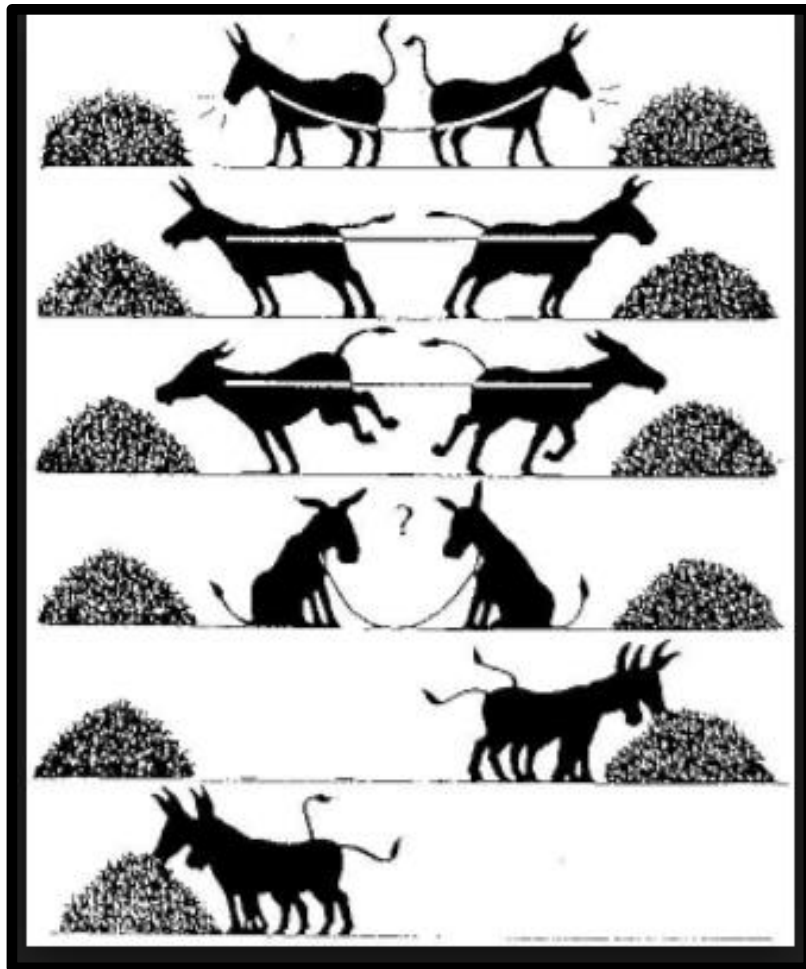
when you ... (the action of the other person that is annoying you)

because ... (the effect on you or the other person)

Things we might say in an argument	'I' message
'You are always making a mess and leaving things on the floor. You are the most untidy person I know.'	I feel when you make a mess because
How selfish you are eating all the cake. You always think only of yourself. You don't care about anyone else.	I feel when you take more than your share because
Look what you've done! You've ruined another T shirt. You are so careless.	I feel when you ruin your clothes because
You never do your homework. You are so lazy. You will never learn anything	I feel when you don't do your homework because
You've broken that special pen. I'll never buy you anything again You seem to think I like wasting my money.	I feel when you break things because

Session 5. Resource Sheet 3: Win-Win Outcomes

1. The donkey dilemma.



2. The Orange Quarrel

A mother has two children. There is only one orange left in the house. The children are fighting because they both want the orange.

What should the mother do?



Session 5. Resource sheet 4: Aggressive, Passive or Assertive?

Draw a line to connect each statement to the appropriate animal



Sorry, sorry, I didn't mean it.

'You! Come here. I want to talk to you now'.

'OK. Let's talk about it'

'Oh please don't!'

'If you don't stop I'll hit you'

'I wanted to ask you something but never mind. It doesn't matter.'

'I'd like you to stop doing that'

'I understand why you are annoyed but you don't need to be angry.'

'I'm not staying in the house. So what are you going to do about it?'



Why is it always me that has to stay in the house? It's not fair

'I'm really upset about having to stay in the house.'

'I'm feeling angry because you...'



Not saying anything. Ignoring the other person.

You're always doing that. You're such a horrible person.

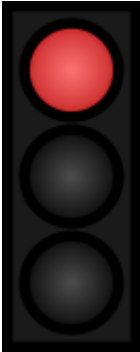

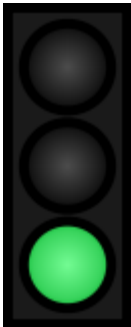
'Tell me why you feel like that.'

'How dare you speak like that to me?'

Session 5. Resource Sheet 5: Conflict!

Clothes	Using phone	Keeping room tidy
Privacy	Money	Rudeness
Bad language	House rules	Homework
Friends	Write your own	Write your own

Session 5 Resource Sheet 6: Peaceful Problem Solving

Peaceful Problem Solving	
<p>Stop!</p> 	<p>Calm down</p>
<p>Wait!</p> 	<p>Take turns to listen to the other person say:</p> <ul style="list-style-type: none">• How they feel• What they want <p>Can you think together of a fair way to solve the problem?</p>
<p>Go!</p> 	<p>Try it out!</p>

Session 5 Resource Sheet 7: Reminder Sheet



Remember to use Peaceful Problem Solving

Stop!

Calm down! You should be calm to sort out a conflict.

Take a bit of time and use 'Five Finger Breathing' or another calming strategy

Wait! Take turns to say

- How you feel
- What you want

Listen. Use your 'good listening' skills and try to see the other person's point of view.

Remember the '3 Rules of Language'

- Talk about the behaviour not the person ('*That was thoughtless*' NOT '*You are thoughtless*')
- Avoid '*You always...*' or '*You never*'
- Use 'I-messages' : '*I feel...when you...because...*'

'Cool it down' don't 'Heat it up'

Be assertive (not aggressive or passive)

Find a Win-Win solution

Go!

Try it out.

Check back if it worked



Remember to help your child by:

Modelling how you manage conflict

Talking to them about what they might do when they experience conflict

Using Peaceful Problem Solving

Talking about conflict.



Remember to make up after a conflict with your child

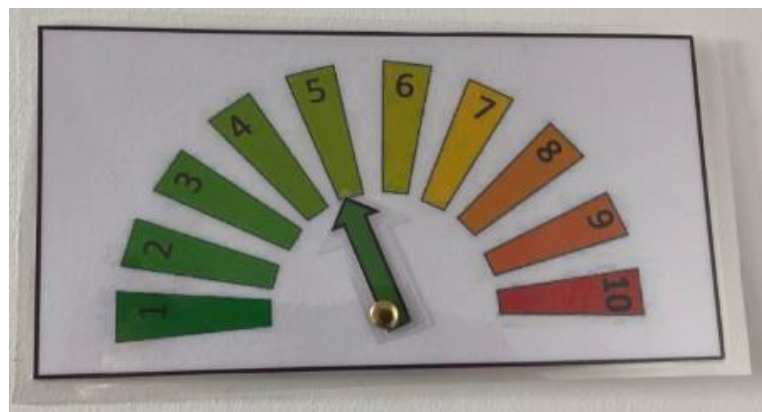
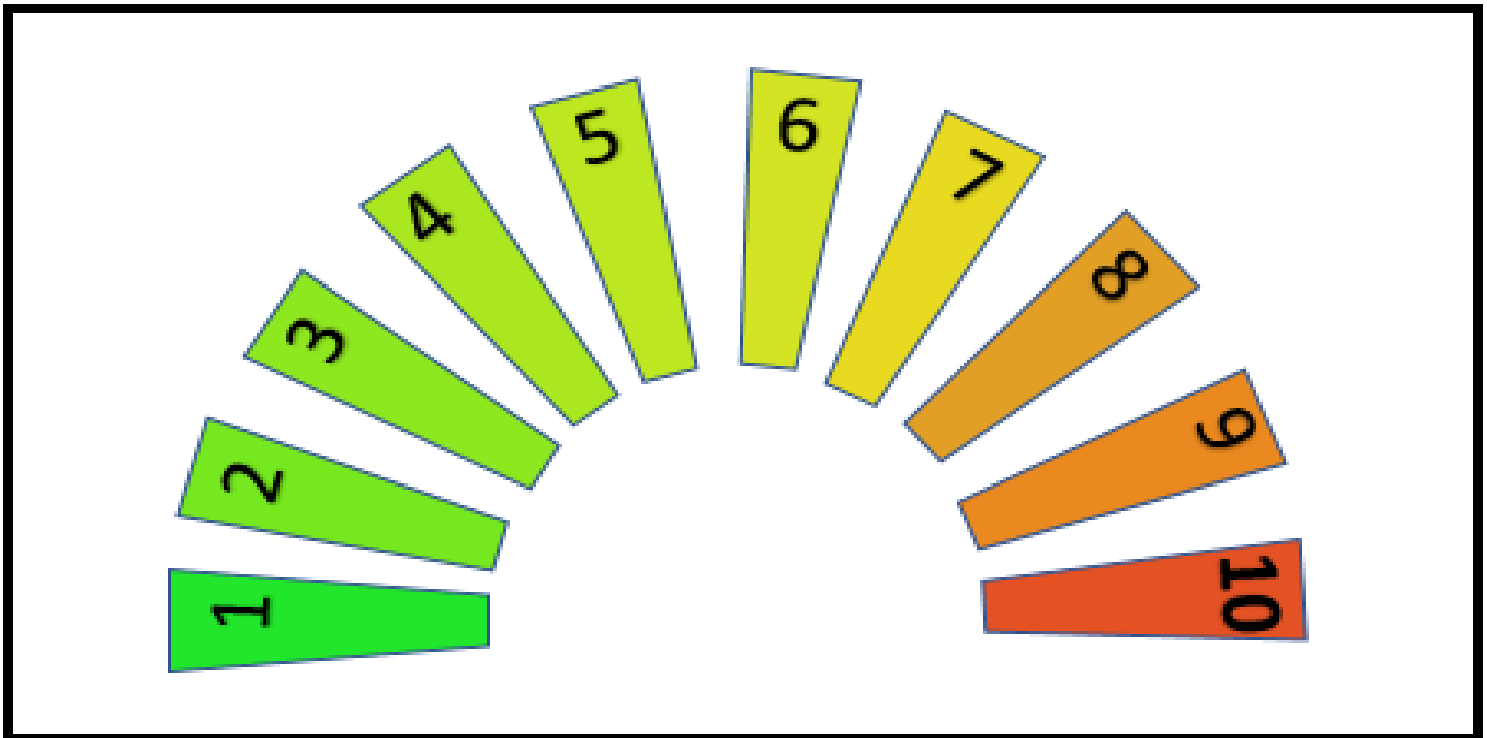
Find a joint activity that you both enjoy.

Don't forget the next session

Date: Time:

And maybe...bring an interesting object to tell us about to the next group session. We may use it as our 'Talking Object'.

Session 5. Resource Sheet 8: Stress-o-meter



Session 6 Dealing with change

Key learning points

- I understand the importance of helping my child learn ways to talk about and manage change
- I know that change can be comfortable and uncomfortable and that accepting change involves different stages (for children and adults)
- I know some ways to help my child to talk about and deal with changes in their life
- I model (and talk with my child about) helpful ways to cope with change

Resources for the session

Register and pens

Refreshments (for the beginning of the session and the break)

Sticky labels and marker pens for participants' names

Timetable for sessions to display (including session dates)

'Talking Object' for Circle Time

'How we work together' written up and displayed where everyone can see it from the circle

A copy of Resource Sheet 7 - Reminder Sheet - from the previous session

Flip chart sheet divided into two columns headed 'Comfortable feelings' and 'Uncomfortable feelings'

Music (for Warm Up activity and Relaxation activity)

Drawing and colouring materials

'Feelings' or 'Emoji' stickers (optional)

A3 paper (optional)

Glue (optional)

Resource Sheets	Number of copies
1. Numbers for rating line	One copy cut into 5 individual number cards
2. Question prompts - Change	A copy for each pair of participant
3. Adjusting to change	A copy for each participant
4. Melanie's journal	One copy for the facilitator

5. 10 Top Tips to help your child to cope with change	A copy for each participant
6. Life Journey Map	A copy for each participant, printed on card if possible. Cut into 15 separate cards.
7. Reminder Sheet	A copy for each participant
8. Relaxation script	One copy for the facilitator

Preparation

Check room is ready - warm, inviting and set up appropriately for the activities to be carried out.

Ensure the sessions timetable is displayed

Ensure the group agreement - 'How we work together' – is displayed where everyone can see it from the circle

Have refreshments ready at the beginning of the session and for the break

Cut Resource Sheet 1 into 5 individual numbers

Prepare a flip chart sheet divided into two columns headed 'Comfortable feelings' and 'Uncomfortable feelings'

Prepare a copy of Resource Sheet 6 for each participant - printed on card if possible. Cut into 15 separate cards.

Ensure materials are available and accessible for the various activities.

Time	Activity	Resources	Notes
10 mins	<p>Welcome and warm up activity</p> <p>Purpose: To welcome participants and help them to focus on the topic of the session.</p> <p>Arrival</p> <p>Welcome participants individually as they come in. Offer them refreshments and ask them to write their name on the label and wear it.</p> <p>Ask participants to find a seat in the circle when they are ready.</p> <p>Circle</p> <p>Welcome everybody to the group, congratulating them for making time to prioritise their child's education and happiness by coming to the group.</p> <p>Ask if anyone has brought in an object that can be used as a 'Talking Object' in the circle. If more than one participant has brought one in decide on an order to use them in the sessions.</p> <p>Ask if the participant who has brought in the Talking Object would like to share with the group the reason</p>	<p>Register and pens</p> <p>Refreshments</p> <p>Sticky labels for participants' names</p> <p>Talking Object</p>	

	<p>that the object is special or interesting to them. (This is an opportunity for group members to find out about each other and their various cultural, or individual backgrounds.)</p> <p>Remind participants of the importance of listening to everyone in the group and only talking when you are holding the Talking Object.</p> <p>Warm Up: Musical Sharing</p> <p>Ask participants to find a space to stand in.</p> <p>Explain that you are going to play some music while they move around the room. When the music stops they should find a partner near to them. You will then call out a 'topic' and the pairs will have 1 minute to talk about the topic. Then the music will start again and the activity will be repeated with a new topic. Tell the group that they should try to find a new partner each time the music stops.</p> <p>Tell participants that they should only talk about what they are comfortable to share – they do not have to talk about anything that is difficult for them, and they can keep silent if they would like to. The aim is to have fun and find out a little about each other.</p> <p>Put the music on and ask them to move around the room until it stops.</p> <p>Stop the music and announce the first topic: 'A good change in my life'</p> <p>Model the process by talking about a positive change in your own life, saying <i>'A good change in my life has been....'</i></p> <p>Give them one minute to talk and then start the music again, encouraging a good pace and a light-hearted approach.</p> <p>Finish the activity after 5 minutes.</p> <p>Topics could include: (ensure you end on a 'happy' topic).</p> <ul style="list-style-type: none"> • A change I chose • A change I didn't choose • A change I don't like about getting older • A little change • A big change • An unexpected change • A change I knew was coming • A sad change • A happy change 		
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	<ul style="list-style-type: none"> The change I most like about being the age I am now. <p>Ask participants to return to the circle after the activity.</p> <div> <p>Facilitator Tip: You can use 'Change' as the topic for a 'Mix-Up Game' prior to the 'Musical Sharing' game or at any point in the session. To do this, you remove one chair from the circle so that one person stands in the centre. You then say 'Change places if you have ever.....' followed by a statement relating to changes in people's lives. Participants have to change seats if the statement is true for them. (You can make up your own statements to suit the group, or ask the person in the centre to call out a statement if they are confident to do so).</p> <p>Example statements could be:</p> <ul style="list-style-type: none"> Changed your hair style Changed your washing powder Changed your diet/stopped eating something you like Changed your name Changed your favourite song Moved your children to a new school Learned a new language </div>		
10 mins	<p style="text-align: center;">Review of the time since the last session</p> <p>Purpose: To help participants reflect on what they have learned and whether this has affected their behaviour</p> <p>Remind participants of the work they did last time since the last session about anger, and the learning objectives.</p> <ul style="list-style-type: none"> I understand the importance of helping my child learn ways to manage conflict independently I know some ways to help my child manage conflict assertively I can use the Peaceful Problem Solving approach when conflict arises with my child I model (and talk with my child about) helpful ways to manage conflict <p>Explain that this is an opportunity to reflect on what they have learned at the previous session and during the time since then.</p> <p>Ask participants to discuss in pairs whether they were able to use 'Peaceful Problem Solving', to help their child to manage a conflict situation. They might discuss what went well and what didn't go so well and</p>	1 copy for the facilitator of Resource Sheet 7 – Reminder Sheet– from the last session	

	<p>why.</p> <p>Ask if any participants would be prepared to share what they have told their partner. Tell the participants that this is their time and they can support each other and share their experiences.</p>		
2 mins	<p style="text-align: center;">Group Rule Reminder</p> <p>Purpose: To remind everyone of the rules that the group decided at the first session</p> <p>Remind participants that they have agreed some 'rules' for the group – 'How we work together' and read through the displayed poster.</p> <p>Remind them that they can talk to you privately if they would prefer to, after the session or at a mutually agreed time.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: If you have set up a 'suggestions' or 'good ideas' box for participants to use, make sure you discuss any ideas that participants have shared or would like to discuss, maintaining confidentiality.</p> </div> <p>Ask if anybody would like to add to or clarify any of the rules agreed.</p> <p>Remind participants that it is important to keep to these rules, so that everyone feels comfortable and can learn together.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: It is always tricky if one or more group members do not keep to the agreement during the session. For advice on what to do, see Section 9 of this Guide.</p> </div>	'How we work together' displayed	
3 mins	<p style="text-align: center;">The focus of our learning today</p> <p>Purpose: To clarify the intended learning outcomes for the session</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip (CAVEAT): The topic of this session is change. As parents/carers of CAM will have experienced major changes in their lives, some of the traumatic, you may like, before the session, to outline the topics you will be covering and the activities they will be engaging in, as well as the aims of the session – how it might help them. You might discuss with them what 'safety' mechanisms they would like to have in place. These could include knowing that they can leave for a 'time-out'; selecting a 'buddy' in the group to talk to individually if they find some of the session hard, or having an alternative activity to do as an option during the session.</p> </div> <p>Explain that the learning today will focus on dealing with change. By the time children reach secondary school age, they will have experienced changes of many different sorts:</p> <ul style="list-style-type: none"> • natural changes (such as growing bigger and being able to do more things like reading and playing games on their phones); • changes that they choose • imposed changes that they have no choice in (moving away from their family and friends, starting 		

	<p>secondary school, perhaps the arrival of a new sibling, or the break-up of the parents' relationship).</p> <p>Some of these changes will be welcome, while others will be unwelcome.</p> <p>Explain that all adults also experience constant changes, big and small – moving into the world of work, becoming parents, moving home, sometimes moving to a new country.</p> <p>The two things that we can be sure of are that</p> <ul style="list-style-type: none"> • change will happen • it gives rise to a whole range of feelings – some comfortable and exciting, others uncomfortable and distressing. <p>Tell the participants that this session focuses on how we, as parents and carers, can help children to understand the different types of change that they have experienced, and will experience in the future, and to understand and manage the feelings associated with it using a variety of strategies. The aim is to help children to cope with changes in a positive way.</p> <p>The learning outcomes for the session are:</p> <ul style="list-style-type: none"> I understand the importance of helping my child learn ways to talk about and manage change I know that change can be comfortable and uncomfortable and that accepting change involves different stages (for everybody) I know some ways to help my child to talk about and deal with changes in their life I model (and talk with my child about) helpful ways to cope with change 		
35 mins	<p style="text-align: center;">Activity – Change</p> <p>Purpose: To encourage participants to understand strategies for coping with change and to use them with their children.</p> <p>Tell the participants that while we all develop a range of strategies for dealing with change as we get older, we know that some ways of dealing with it are more effective and help us to feel better about it. These are the strategies that we would like our children to learn.</p> <p>There are many effective things they can do to support their children in developing their skills in coping with change. These are also useful for us as adults as change is a normal, and sometimes very challenging, part of life. Acknowledge that sometimes change can, however, be overwhelming and that there may be times when we should seek support ourselves to deal with it before we can help our children.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Facilitator Tip: At this point it may be useful to draw participants' attention to any local or national support mechanisms. If you have a directory of services available (as recommended in Section 6.1.3 of</p> </div>	<p>1 copy of Resource Sheet1 cut into 5 individual numbers</p> <p>Flip chart sheet divided into two columns headed 'Comfortable feelings' and 'Uncomfortable feelings'.</p> <p>A copy of Resource Sheet 2 for each pair of participants</p> <p>A copy of Resource Sheets 3 for each</p>	

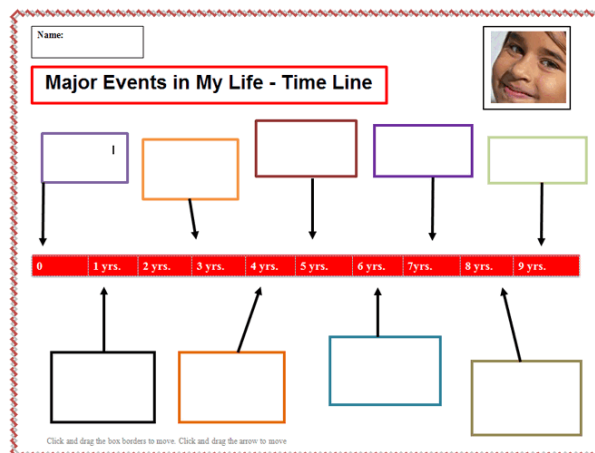
	<p>this Guide) you could show participants the contents and ensure that they know that they will be supported in seeking help.</p> <p>Activity 1: Why is change difficult?</p> <p>Preparation: Place the numbers 1-5 (Resource Sheet 1) on the floor in a line (long enough for the group to stand side by side along). Display Resource Sheet 2: Question Prompts – Change where the group can see it. Prepare a flip-chart sheet for the recording of feeling words by dividing it into two columns – ‘Comfortable Feelings’ and ‘Uncomfortable Feelings’.</p> <p>Ask participants to think about a change in their life that they would be happy to talk about with a partner.</p> <p>Ask them to take a moment to privately rate how easy or difficult it was to make the change in their life on a scale of 1-5 where 1 is easy and 5 is very difficult.</p> <p>Ask them to stand next to the number on the floor which matches their rating.</p> <p>Next ask participants to pair up with someone who is standing close to them on the line.</p> <p>Ask them to sit down in pairs and explain that they will be talking together about the change they have chosen. Give each pair a copy of ‘Resource Sheet 2: Question Prompts - Change’ and tell them that you would like them to:</p> <p style="padding-left: 40px;">Outline the change briefly</p> <p style="padding-left: 40px;">Talk about</p> <ul style="list-style-type: none"> • whether it was a change they chose or one that they did not • whether it was hard or easy to make the change • the feelings that the change gave rise to (comfortable and not comfortable) • what helped and what didn’t help <p>Tell them they will have about 5 minutes each to talk about the change they have chosen and that you will let them know when it is time for the second person to talk.</p> <p>Signal when it is time to change.</p> <p>Bring the group together in the circle and ask them to feed back two words to describe the feelings that the change gave rise to. Record these on the flip-chart paper where people can see it, assigning each word to the ‘comfortable’ or ‘uncomfortable’ column. (You may add your own words to the list, ensuring that it includes some positive words such as anticipation and excitement, and some negative words such as, unsettled, unhappy, scared etc.).</p> <p>Refer to the list of words that the group came up with and tell the group that it is normal to find change difficult and to have mixed feelings about it – even when it is a change that we have been looking forward to. Change usually involves some feelings of loss and takes us out of our comfort zone causing us to feel</p>	<p>participant.</p> <p>1 copy of Resource Sheet 4 for the facilitator</p> <p>A copy of Resource Sheet 5 for each participant</p>	
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	<p>unconfident and uncomfortable. When we feel like this it is normal for our behaviour to change – we may feel less confident in doing new things, we may feel more shy and less inclined to talk to people and we may seek comfort in doing only ‘safe’ things in ways that we have always done them.</p> <p>Give each participant a copy of Resource Sheet 3: Adjusting to change - and explain that people tend to go through the same sort of stages when facing a big change in their life. Talk through each of the stages, giving examples perhaps from your own experience.</p> <p>Ask them to look at the stages in their pairs and to think about whether these stages reflect their own experience.</p> <p>Activity 2: Helping our children to deal with change Part 1: Melanie’s Journal</p> <p>Ask participants to listen to the story ‘Melanie’s Journal’ (Resource Sheet 4: Melanie’s Journal). Tell them that it is the diary of a girl aged 12 who has to move house and is not very happy about it.</p> <p>Read each diary entry and ask the group to look at Resource Sheet 3: Adjusting to change, and say which stage of change Melanie is in at the time she was writing.</p> <p>When you have finished the story, ask participants to talk in pairs for one minute and to come up with as many changes as possible that children may face (or have faced) in their lives. Take quick feedback and record the examples on a flip-chart sheet. If they are stuck you might offer:</p> <ul style="list-style-type: none"> • A friend moving away. • Having a new teacher • Losing a pet • A bereavement in the family • Separation or divorce of participants. • Joining a new school • A new baby in the family. • A parent or carer taking a new job or losing a job. • A change in financial circumstances. • Adopting a different routine or schedule. • Moving to a new town or a new country where everything is different! <p>Tell participants that children vary in how well they deal with change. For some children even small changes are significant and they find it hard to deal with them. Remind participants that change that might seem insignificant to them might not be so to their children.</p>		
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	<p>Facilitator Tip: You might choose to use a ‘mix-up’ activity to ensure that participants work with different partners at this point.</p> <p>Activity 3: Discussion: Helping our children to deal with change Part 2</p> <p>Explain that children will have the same worries and uncomfortable feelings that adults have about change. Because they have less experience of change and may have less information about what the reality will be like, their fears may be far worse than the reality.</p> <p>Tell participants that we are now going to think together about ways that we can help children to cope well with changes in their lives. Ask them to imagine that there is going to be a change in their children’s lives (or think of a change that has actually happened), and get them to talk in pairs for three minutes about how they think they could help their child – what they might do to prepare them or help them cope with their worries or anger. Remind them about the importance of listening to children and talking about feelings which they have learnt about in previous sessions.</p> <p>Take one idea from each pair in turn until all the ideas are covered (or when the allotted time is up).</p> <p>Give participants Resource Sheet 5: Top Tips to help your child cope with change, and ask them to read through them in their pairs and to choose one or two ideas that they think are particularly good or that they have found helpful in their experience of helping their children cope with change. Explain that you will be asking them to share this with the group. (If time is short you might ask each pair to focus on one or two ‘tips’ rather than read them all).</p> <p>Take feedback from the group on the idea that they chose as the most helpful, and any experiences that group members would like to share about how they might have used this, or could use it in the future</p>		
10 mins	<p>Introducing the Child/Family activity – A Life Journey Map</p> <p>Purpose: To prepare for the activity that parents/carers are about to do with their children and to explain its purpose.</p> <p>Explain that after the break they will be working to create a ‘life journey’ map.</p> <p>Facilitator Tip: If it is possible, you can use ‘feeling stickers’ or ‘emojis’ for participants to stick next to particular events on their life journey. This keeps the focus on the feelings associated with change and makes the maps more interesting to make and to look at.</p> <p>Show the cards made from Resource Sheet 6 and talk through how a ‘life journey’ map works. The key points are:</p> <ul style="list-style-type: none"> • The map shows the events that have been important to the child so far in their lives. They will talk with their child about the events the child remembers. The child will write or draw each event on a separate card. • The adults can help them remember when the event happened and write the date, or the age the 	<p>One set of cards made from Resource Sheet 6</p> <p>Drawing and colouring materials</p> <p>Feelings or Emoji stickers (optional)</p> <p>A copy of Resource Sheet 7 for each participant</p>	

child was on the card

- The 'road' shows the order in which the events happened. The child will arrange the cards in order on the table.
- The 'road' begins when the child is born, with important events arranged along the way in the order that they happened. It is important that it shows the events which are important to the child – these may not necessarily be those that an adult would expect!
- The map should include some indication about how the child feels or felt about each change. This might be a smiley or sad face (they could draw this or use a sticker if available). They could arrange the cards in a straight line or put the happy events above the line and the sad ones below it.



- They could stick the cards onto an A3 sheet of paper so that they have a permanent record of their timeline

Facilitator Tip: It would be wise at this point to check whether all participants are comfortable with doing this activity and to offer an alternative e.g. drawing '3 happy things that have happened in my life' to any who feel that the suggested activity would be too difficult or upsetting for themselves or their child in their current circumstances.

Remind participants about the work that they have done on listening to their children, using open questions and talking to them about their feelings (in particular accepting any negative thoughts or uncomfortable feelings that the child might express). These will be the principal skills that they will be using in this activity.

Explain that the aim isn't to produce a beautiful, accurate finished map, but to have an opportunity to find out how their child feels about the changes in their lives and to give them an opportunity to talk together about these changes.

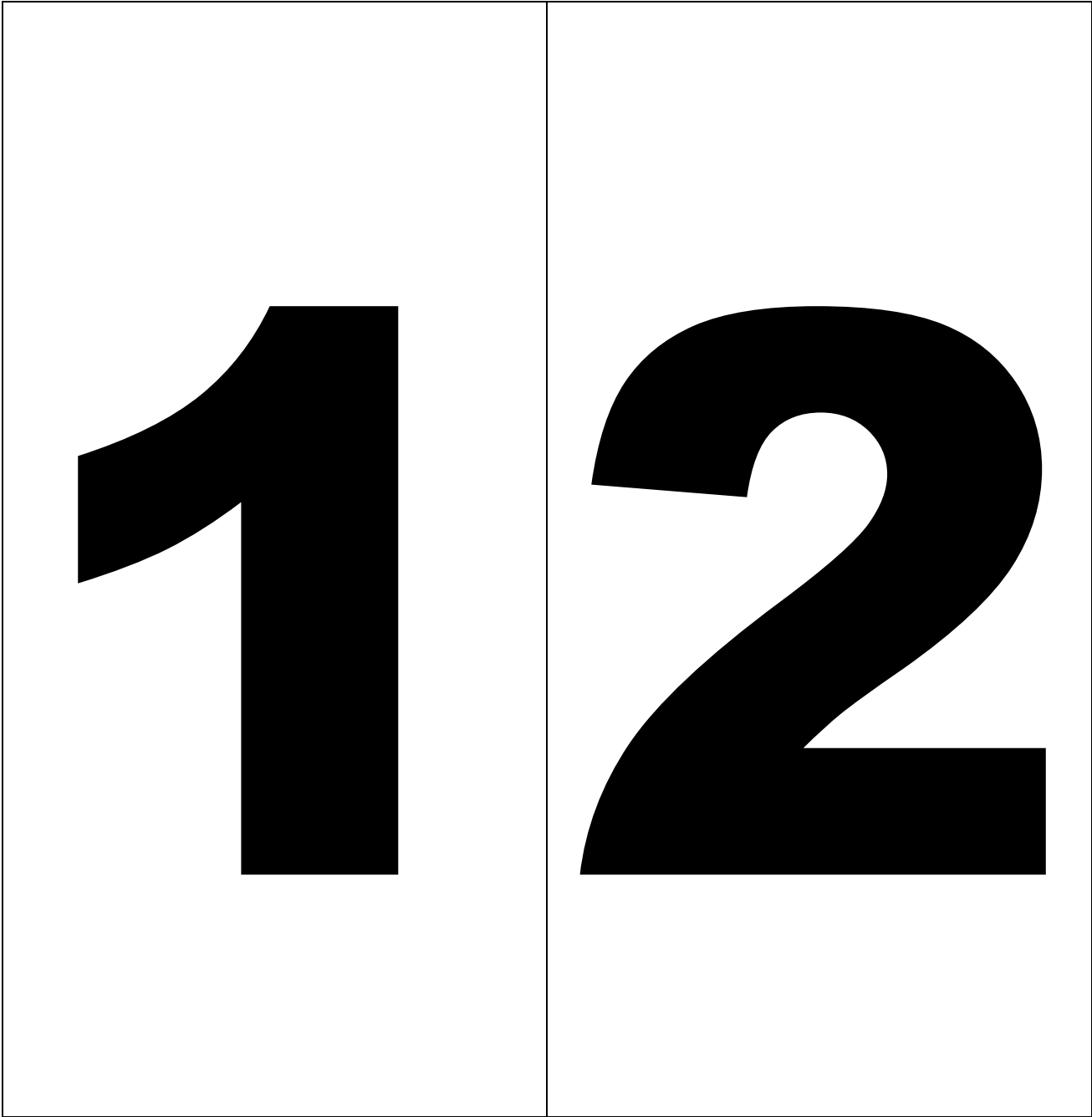
	<p>You might like to remind participants of the previous activity and some of the ways of helping children talk about change.</p> <p>Show participants the materials available for drawing the 'life map'.</p> <p>Ask them to think about how they will explain what they are going to do to their child. Explain that you will give the group instructions again after the break if they prefer.</p> <p>Check with participants that they are happy to undertake the activity and encourage any group member who is unsure to talk to you during the break.</p> <p>Home Practice</p> <p>Finish the session by emphasising the importance of participants listening to their child, talking about change at home, and accepting their child's feelings.</p> <p>Ask the group to think about what opportunities they might have to do this. You might add some of the following ideas if they are not brought up by the group:</p> <ul style="list-style-type: none"> • Try to adopt and model a positive attitude to change yourself. Talk about it in terms of the world being an exciting place, full of new opportunities, and challenges to look forward to. • Help children to see change as a normal part of life – look at photos together that show how they have changed over time. • Help children to develop positive attitudes to change by supporting them in making choices and changes for themselves. . • Use the 'Top Tips' to help their children to deal with changes, big and small, as they arise. <p>Give out Resource Sheet 7: Reminder Sheet and explain that this is a useful reminder sheet of what has been learnt for the family to use at home. If you have time, you can go through the key points in the Resource Sheet that represent what has been covered in the session.</p> <p>Optional Resource Sheets</p> <p>Three optional resource sheets are provided along with the resources for this session. You might tell the group at this point that, if they as a family are facing a specific change, you have Resource Sheets that give additional advice in some common areas, and that they can take one home if they would like to. The areas are:</p> <ul style="list-style-type: none"> • Changing Schools • Preparing children for a divorce or separation • Dealing with a bereavement <p>Alternatively you might use these for future extension sessions.</p>		
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	You could collect and offer advice sheets on a wider range of topics from appropriate sources, both local and national.		
10 mins	Break		
25 mins	<p style="text-align: center;">Child/Family activity – A Life Journey Map</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Facilitator Tip: If any participant has indicated that they do not feel comfortable undertaking this task ensure that they are clear about the alternative activity that they will be undertaking, before introducing the general task to the group.</p> </div> <p>Welcome the children, if they are joining the group, and ask participants to sit with their child and for them to explain the activity to their children. Alternatively, if the children are not present, ask the participants to work in pairs, if they are comfortable doing so, to discuss and create their own life journey map.</p> <p>Give out sets of 15 cards made from Resource Sheet 6. Tell everyone to begin when they are ready, ensuring that they have access to the materials, and reminding them to practise their good listening and open questioning skills.</p> <p>As participants construct their life journey maps, circulate around the room, encouraging them and modelling how you might talk to children about the changes that they are recording on their map.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Facilitator Tip: Participants may need reminding that the aim is not to produce a perfect piece of work, and that it doesn't matter if there are mistakes, crossing outs and untidy writing. Remind them that this can be looked on as a draft which they can do again with their children at home if they would like to produce a more 'finished' looking version.</p> </div> <p>Give a warning 5 minutes before the end of the activity.</p> <p>Thank the participants for engaging in the activity. You might invite participants to show their work to the group if there is time and they are comfortable to do so.</p>	<p>A set of cards made from Resource Sheet 6 for each participant</p> <p>Drawing and colouring materials for making the maps</p> <p>A3 sheet of paper for each participant (optional)</p> <p>Glue(optional)</p> <p>Feelings or Emoji stickers (optional)</p> <p>A copy of Resource Sheet 7 for each participant</p>	
Relaxation 5 mins	<p>Relaxation:</p> <p>This session uses a relaxation script, which you will find as Resource Sheet 8. Model the actions as you read it so that the participants can copy you. It does not matter if they do not understand all the words, the sound and tone of your voice should convey the necessary feeling, but you might explain 'tense' and relax' before you begin</p> <p>If possible, use a recording of you reading the script. If this is not possible, read the script using the tips for recording below.</p> <ol style="list-style-type: none"> 1. Record yourself reading the script slowly in a calm voice. 2. Pause frequently. Don't read too quickly - what seems to be a very slow pace to a reader seems much 	<p>One copy of Resource Sheet 8 for the facilitator</p> <p>Recording of you reading script (optional)</p> <p>Music (optional)</p>	

	<p>faster to a listener. Take at least two or three breaths between each phrase.</p> <p>3. Concentrate on saying each word clearly and slowly, but not so slowly that the sense is lost.</p> <p>4. Play back the spoken script with music, if you wish. Choose relaxing music without lyrics.</p> <p>5. Participants should make themselves comfortable - sitting comfortably on a chair or the floor or lying down if the area is suitable and they are comfortable to do so.</p> <p>6. Play back the script to participants at a low volume, adjusted so it is loud enough to hear without straining, but quiet enough to be calm and relaxing.</p> <p>When the relaxation session is finished, remind everyone that relaxing our bodies can be a good way to deal with angry or worried feelings, and suggest that they try it out during the time until the next session.</p> <div> <p>Facilitator tip: If participants are not used to this form of activity, there may well be a little bit of giggling and disruption. This signals their feeling of not being completely safe, so reassure them that it is normal to feel a little bit embarrassed, but that you would like to try it out with them and that the feelings will pass.</p> <p>You may need to try the activity a number of times before participants become completely comfortable with it but it is worth persevering. Children and adults who have experienced trauma or attachment difficulties find it very difficult to relax and 'switch off' their internal alarm system, and practising doing so in a safe environment will be extremely useful to them in the longer term.</p> </div>		
10 mins	<p>Purpose: To encourage participants to reflect on what they have learned and what they feel about the experience of working in the group. To gain feedback on the feelings in the group.</p> <p>Evaluation</p> <p>Tell the group that you would like to find out how they feel after carrying out the activities in today's session. They are going to share how they feel by summing up the session in a single word. You might start the activity by giving a single word and recording this on a piece of flip-chart paper positioned where the group can see it.</p> <p>Go around the group asking each adult and each child to say a word which explains how they feel about the session activities. Ensure that each word is recorded on the flip-chart, perhaps in different colours and styles to make an attractive poster.</p> <div> <p>Facilitator Tip: If anyone indicates that they have not enjoyed the session, or has something troubling them, try to have a private word with them individually after the session and ask if there is anything that they would like to talk about. If the issue is not addressed it is likely that the person will not return and you will not find out why.</p> </div> <p>Closure:</p>		

	<p>Remind participants that they might like to bring in a 'Talking Object' from their own home to use in the next session.</p> <p>Remind participants to practise modelling the strategies they use to manage change at home, and to try out the ideas they discussed before the joint session. Check that they have a copy of Resource Sheet 7: 'Reminder Sheet' and any of the optional Resource Sheets if they want them.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: If you haven't already done this, it may be useful at this point to draw participants' attention to any local or national support mechanisms. If you have a directory of services available (as recommended in Section 6.1.3 of this Guide), you could show participants the contents and ensure that they know that they will be supported in seeking help.</p> </div> <p>Thank participants for their participation. Remind them of the date for the next session and say goodbye.</p>		
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Session 6 Resource Sheet 1: Numbers for rating line



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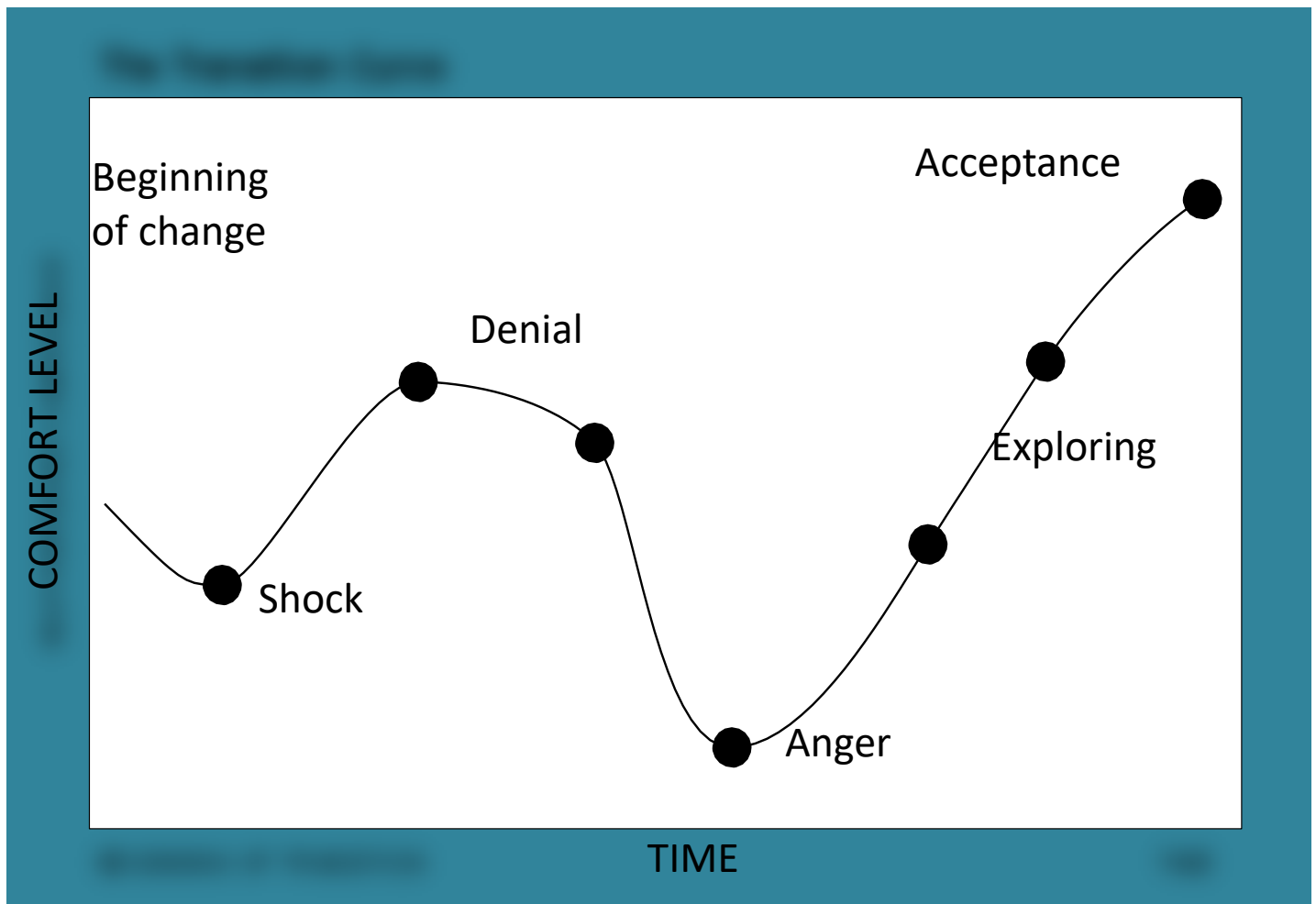
	
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Outline the change briefly

Talk about:

- whether it was a change you chose or one that you did not
- whether it was hard or easy to make the change
- the feelings that the change gave rise to (comfortable and not comfortable)
- what helped and what didn't help

Session 6 Resource Sheet 3 – Adjusting to change



Session 6 Resource Sheet 4: Melanie's Journal

January 11th

It was my twelfth birthday yesterday and we had a lovely happy day. And now they have told me we are going to move AGAIN! I can't believe it. How could they do this to me? What about my friends? My room? I've just put my favourite pictures on the wall. What about my class teacher? I know her now and she's the best teacher I have ever had. I just can't stop thinking about it. I don't believe it – I can't believe it. I feel sick inside – it's just impossible to take in. How could they?????

January 28th

Mum and Dad are still talking about it but I'm not sure it will happen – I don't see how they could manage it. It would be another big change for them too. Mum has just found where the best shops are here. I don't think Dad could get a job if we moved.

March 15th

You won't believe this – after weeks of not even mentioning it they're saying it's definite. NEXT WEEK – without even asking me – as if I don't matter. What do they care if I have to change school and make new friends? They are so, so selfish – they only care about themselves. What's worse is that we're going SO FAR AWAY I can't even come back for weekends – my friends agree with me. It shouldn't be allowed – I feel like running away.

March 24th

It is so so so much worse than I ever could have imagined. I hate the house. I hate the school. I hate the teachers. I hate the other kids at school – they will never be my friends. I just can't tell you how it makes me feel every day, having to go there – I hate it hate it hate it. No one even bothers to speak to me at break. I pretend I don't care and read my book. It's just not FAIR. I miss my friends so much. I wish we could go back.

June 15th

I've just read what I wrote in March. It's weird – I did hate it all so much then. But I sort of feel OK now. Not that it's anywhere as good as my old school, but some of the girls are OK – I was wrong to start with – when we actually talked it turned out that they had thought I was the unfriendly person! Anyway, my friends WhatsApp and email all the time. And...guess what – in the summer I'm going to stay with my old friend Samira for two weeks. I can't wait!!!

September 30th

Well – what a summer! Can't write now as I'm off out with Roxy (I promise I will tell you all about Roxy soon – she is such an amazing person – not a best, best friend like my old friends but we have fun together). I feel so lucky right now – I had a fantastic summer with my old friends, but now I'm back with my new friends – they are great and I'm in all the sports teams – they do netball here and I was always good at that. In fact my teacher says I can try for the county team! There are some things that are good about going to a bigger school – you should see the computers and drama suite – my old friends would love it. I wish they could move down here. That would be perfect.

Session 6 Resource Sheet 5: 10 Top Tips to help your child to cope with change

1. Tell children in plenty of time about any change that is coming up that will affect them – be honest and factual. Explain at the child's level why it has to happen.
2. Answer their questions honestly and don't be worried about saying 'I don't know yet' or 'We will have to find that out'.
3. Stick to routines as much as possible – try not to change everything at once. If you have routines in place try to keep those in place where possible.
4. Be clear about the differences between changes that your child can affect, and those that they can't – those that are for adults to decide. However, once a child understands that there is nothing they can do to alter the decision, it will help them to have some say in HOW the change happens.
5. Try to give them as much control as possible over the way the change happens (e.g. if you are moving house, let them choose their bedroom and how it will be decorated). Even a small amount of control can help children to feel more positive and deal more effectively with changes to their lives.
6. Listen to their thoughts and feelings about the change, both immediately and whenever they raise the issue - perhaps many times. Help children to talk about their feelings as much as they need to.
7. Talk about all the things that will stay the same when the change happens – many children like predictability and the comfort of familiar things and routines.
8. Let them feel sad, anxious, angry – accept their feelings. They should say goodbye to the old before they can accept and adapt to the new. If you are moving house, for example, help children to find ways to say goodbye to friends, and talk to them about how they are going to keep in contact through social media etc.
9. Remind them of times that they have dealt with difficult changes in the past, and talk to them about what helped them to do that.
10. Acknowledge any negative thoughts and uncomfortable feelings that they have about an upcoming change, but try to find examples of when previous changes have had unexpected positive outcomes (e.g. *'Remember that you didn't like it when you had to go to that class but if you hadn't gone you wouldn't have met Ahmed'*).

Session 6 Resource Sheet 6: Life Journey Map

<p>I was born</p>		

Session 6 Resource Sheet 7: Reminder Sheet



Remember

Changes can make us feel either comfortable or uncomfortable. Negative thoughts and uncomfortable feelings are normal.

Accepting change often involves different stages

If it is taking someone a long time to deal with a difficult change, or if it is overwhelming their life, it is important to get help. A doctor may be able to help.



Remember : At times of change

Use your good listening skills and open questions when talking to your child.

Remember that what may seem insignificant to you may feel huge to them.

Encourage your child to identify and share their feelings, worries and thoughts. Be accepting and show that you understand.

Share information about coming changes with them

Be honest – it's ok to say '*I don't know yet*'

Stick to routines as much as possible

Encourage children to think about what will stay the same

Give them as much control over the change as possible

Remind them of how they have managed to get through change before, and the skills and qualities they have that will help them.



Remember

Model a positive attitude to change yourself

Talk to your child about changes in your life and how you have managed them

Talk about change – when watching films or TV or talking about events in their lives or yours

Use relaxing, fun joint activities to help your child calm down when they are worried or stressed.

Don't forget the next session

Date:

Time:

And maybe...bring an interesting object to tell us about to the next group session. We may use it as our 'Talking Object'.

Session 6 Resource Sheet 8: Relaxation Script

With thanks to: <http://www.innerhealthstudio.com/relaxation-for-children.html>

Get ready to relax. Take a deep breath in.... now breathe out.

Breathe in.... and breathe out.

Keep breathing slowly. Feel how it relaxes you to breathe deeply.

Now squeeze your hands closed into fists. Pretend that you are squeezing a ball in each hand... gripping tighter.... squeeze even tighter.... Right now, your muscles are tense.

And now relax. Let your hands go limp. Now your hands feel relaxed. See how relaxed your hands feel. See how tense feels different from relaxed. We want to make your whole body feel relaxed like your hands are now.

One way to relax your body is by breathing deeply. Imagine that your body is like a balloon. When you breathe in, feel your chest and sides expanding, like a balloon filling with air. When you breathe out, imagine your body is like a balloon shrinking with the air being let out.

Breathe in like a balloon being blown up. Now breathe out, like the air is being let out of a balloon. Let the air out by blowing the air through your mouth.

Breathe in through your nose, imagining your body expanding like a balloon.... and now imagine letting the end of the balloon go, and the air rushing out as you breathe out through your mouth.

As you breathe in this time, raise your arms above your head. When you breathe out, lower your arms.

Breathe in. Reach your hands above your head, stretching high up... stretching.... and now lower your arms to your sides and relax. Breathe out.

Raise your arms and breathe in.... lower your arms and breathe out....

Raise your arms and breathe in.... lower your arms and breathe out....

Now relax and keep your arms at your sides, while you continue breathing slowly and deeply.

Remember the difference between tense and relaxed. Tighten your leg muscles to make both of your legs tense. Squeeze tighter.... tighter... and now relax.

Let your legs become very relaxed. Each leg is as floppy as a piece of string.

Your legs feel heavy. The muscles are loose.

Now tense your arms. Make the muscles very tight and tense. Tighter.... and now relax. Your arms are relaxed, limp and loose as pieces of string.

See how it feels to be relaxed. Your legs and arms are relaxed.

Now let your whole body become relaxed. See how relaxed you can make your body.... relax every muscle.... not tense at all.....

Your body feels heavy and relaxed.

Relax even more by noticing your breathing again. See how calm your breathing is. In.... and out.... in.... and out...

Keep breathing and simply relax. There is nothing you need to do except relax quietly.

See how calm and relaxed you feel. It feels good to relax.

Your relaxation time is finished now, and it is time to return to wake up your body and your mind by wiggling your fingers and toes..... moving your arms and legs.....

Sit still now for a moment, and look around the room.

When you are ready, get up.

Session 6 Optional Resource Sheet

Changing schools

When changing schools, whether as the result of a house move or a planned move to secondary school, children need:

- As much practical information and first hand experience about the new school as possible. Maybe they could visit the school and meet some of the children whose class they will be in and talk to their new teacher. You could talk to them about how they will do the journey to school (maybe doing a practice run with them), talk to them about the new uniform, look at the timetable and planner etc.
- Opportunities to express and explore their feelings about the change.
- Reassurance that the feelings they may be experiencing are normal responses to the situation.
- Support in tackling their worries – try to help them to be specific about what these are and use your listening skills to help them to come up with ideas to solve them.
- You might support them by drawing attention to the things that will remain the same despite the change.
- Talk about the changes they have successfully made in the past and what they did to help themselves. Share with them, and get others to share with them, ways you and others have dealt successfully with changes in the past.
- Help them to make two lists of the good things and the worrying things about the change. Some positive things might be: the possibility of a new start; different subjects; better facilities; new friendships; new clubs; leaving behind teachers they don't like.
- Finally, they will need opportunities to be able to say goodbye to their old school, friends and staff (and their old home if the change is the result of a move). The goodbye might take the form of cards, gifts, a treat with friends etc. They may need reassurance that you will be coming back to visit, or that they can continue to contact their friends through letters, email, texts or web-sites.

Session 6 Optional Resource Sheet

Preparing children for divorce or separation

- Discuss your plans with your children before the separation. As a guide: for pre-school children this should be 1 or 2 weeks before the actual event, for children aged 5-8, a month or two before and for older children longer still.
- Draw on the experiences of friends or family who are separated to help children relate to the situation.
- When you talk to the children, do it together if at all possible. If you have to do it separately, try hard to avoid putting each other down. Children should *never* be put in a position where they feel they have to take sides.
- Reassure the children that you still love them and always will, that you will always be their parents and look after them. If possible, let them know that they will be able to continue to see both of you.
- Explain to the children that you can no longer live together and need to live in different houses and make it clear that there is nothing they can do to change the decision you have made. It is something that adults, not children, have to decide.
- Make it clear that It has not happened because of anything the children have done.
- Make sure that your children know that they can talk to you at any time if they have questions, worries or want to talk about how they feel. When they do want to talk do try to make time and use 'good listening'
- Accept their feelings (they may feel upset, angry, insecure or confused) and answer all their questions honestly and factually. Don't be afraid to say '*I/we don't know yet*'.
- When they are ready (this may not be during the first conversation as the children may be overwhelmed with emotions) discuss the practical arrangements with them, giving them choices where possible.
- Make sure you have a good support network so that you do not have to rely on your children for your own support.

Session 6 Optional Resource Sheet

Dealing with a bereavement

- Don't avoid talking about the loss – recognize that it has happened
- Use concrete language – if you say 'we've lost Auntie Sue' or 'Nana fell asleep and didn't wake up' children might worry about why no-one is looking for her, or become fearful of going to bed in case they don't wake up either.
- Be clear about what death means – that it is different to sleeping, that the person cannot feel or think anymore, that they are not coming back.
- Let them know that nobody is to blame (including themselves) and that nothing they can do will bring back the dead person.
- Generally it helps children to say goodbye if they can attend the funeral – even better if they can help to plan it, suggesting songs, poems or readings etc. Explain exactly what will happen at the funeral, and make sure that your child knows that it is fine to ask any question at all.
- Don't feel that you should try to find something positive about the loss (e.g. by saying '*Maybe it was for the best....*')
- Show that it is OK for your child to laugh and enjoy themselves still - don't be surprised by the speed at which children can move from desperate sadness to 'normality' and back again – this is normal.
- Be prepared for the different ways that grief might express itself. The most important thing you can do at any stage is to be available to listen. If children revert to behaviour more typical of a younger age, don't worry, they will move on when they are ready.
- Use 'good listening' to let them know that their feelings matter to you. Don't judge or be shocked by the feelings that they express; show your acceptance of them and their feelings by hugs and cuddles.
- Let them ask questions or go over things as many times as they want or need to – don't change the subject.
- Set up a special place – a 'cuddle corner' for younger children with blankets and cuddly toys, or a 'quiet place' for older children, perhaps with photos of the loved one, special possessions, a blanket, poetry or other books etc.
- Help them to find ways to deal with their feelings that are not destructive to them or others. For example, if they have overwhelming anger and feel like smashing everything up help them to express the feeling and accept it as normal and OK – explain that feelings of helplessness can often lead to anger. Talk about how they can safely get rid of the feeling – maybe punching a punchbag or running ten times around the garden – remind them that while all feelings are OK, not all behaviours are.
- Don't be afraid to share your own feelings – it is OK for them to see you cry and hear you talk about how you miss the person too. It helps to know that they are not alone.
- Try to keep to your routines as much as possible. Routines such as eating, going to school, watching certain TV programmes etc. can provide the stability and predictability that children need when everything else seems uncertain and insecure.
- Let them take as long as they need to grieve – never try to rush them or make them feel bad because they 'should be over it by now' or are 'doing it wrong' (everybody grieves in their own way).

- If you are worried that they have become 'stuck' (e.g. in denial) or that their grief is seriously interfering with important aspects of life (eating, going to school) seek help from the family doctor, school nurse, or one of the helplines or internet sites dealing with bereavement
- Share memories, photos, anecdotes etc. and talk about the person who has died – their special qualities and humanness (including the things that drove you mad about them!). This may be too painful at first, but as time goes on these memories will become a source of pleasure and comfort.
- It can help children enormously to find ways to celebrate the person who has died. Talk to your child about what you/they could do, maybe putting together a scrapbook about the person, planting a tree or making something such as a bird-house in their memory. They might like to write a letter to the person who has died, explaining how they feel about them. Again, help-lines and websites can be a very useful source of ideas.
- Make sure that you as an adult are receiving the support that you need too. If you are overwhelmed, you will not be able to support your child. Contact a support group and make use of any offers of help from family, friends and neighbours.

Final Session – Closure. Looking after yourself

Key learning points

I can tell you some things that other people like and admire about me

I know some ways to look after myself so that I can support my children

I know how I can continue to get any support I need after the group finishes

Resources for the session

Register and pens

Refreshments (for the beginning of the session and the break)

Sticky labels and marker pens for participants' names

Timetable for sessions to display (including session dates)

'Talking Object' for Circle Time

'How we work together' written up and displayed where everyone can see it from the circle

Pro-Forma to share contact details (optional)

A box of tissues

Compliment Tokens (one per participant). These can be anything that is small and preferably attractive (colourful stones, wrapped sweets and even walnuts, perhaps sprayed silver or gold, are suitable). Check that, if a foodstuff is used, it is appropriate to everybody's dietary/medical requirements.

A copy of the 'Reminder Sheet' from each of the previous 6 sessions placed around the room next to the appropriate Topic Card

Timer

Information on local or national support groups, helplines, websites etc. or school directory of services (optional)

Laminator (optional)

A stock of newspaper, pair of scissors and roll of sticky tape for each group of 2 adults and 2 children.

Materials for each of the relaxation activities previously used (if a choice is to be given) or for the relaxation activity chosen.

Resource Sheet	Number of copies
1. Feelings Faces	A copy for each participant
2. Session Reminder Sheet	A copy for each participant

	3. Evaluation	A copy for each participant	
	4. Topic cards	One set placed around the room	
	5 My Survival Toolbox	A copy for each participant	
	6. Rating Scale	A copy for each participant	
	Certificate	A copy for each participant	
<p style="text-align: center;">Preparation</p> <p>Check room is ready - warm, inviting and set up appropriately for the activities to be carried out.</p> <p>Ensure the sessions timetable is displayed</p> <p>Ensure the group agreement - 'How we work together' – is displayed where everyone can see it from the circle</p> <p>Have refreshments ready at the beginning of the session and for the break</p> <p>Ensure Resource Sheets are prepared as specified in the activity instructions</p> <p>Ensure materials are available and accessible for the various activities.</p>			
Time	Activity	Resources	Notes
20 min	<p style="text-align: center;">Welcome and Warm Up</p> <p>Purpose: To welcome participants and help them to focus on the topic of the session.</p> <p>Arrival</p> <p>Welcome participants individually as they come in. Offer them refreshments and ask them to write their name (in their home language or the host country language) on the label and wear it.</p> <p>Ask participants to find a seat in the circle when they are ready.</p> <p>Circle</p> <p>Welcome everybody to the group, congratulating them for making time to prioritise their child's education and happiness by coming to the group. Explain that today they will be prioritising themselves!</p> <p>Ask if anyone has brought in an object that can be used as a 'Talking Object' in the circle. If more than one participant has brought one in decide on an order to use them in the sessions.</p> <p>Ask if the participant who has brought in the Talking Object would like to share with the group the reason that the object is special or interesting to them. (This is an opportunity for group members to find out about each other and their various cultural, or individual backgrounds.)</p> <p>Remind participants of the importance of listening to everyone in the group and only talking when you are</p>	<p>Register and pens</p> <p>Refreshments</p> <p>Sticky labels for participants' names</p> <p>Talking Object</p> <p>A copy of Resource Sheet 1 for each participant</p> <p>'Compliment Tokens'</p>	

	<p>holding the Talking Object’.</p> <p>As this is the final session, explain that you will be starting the session with a ‘check-in’. You might explain that it is normal for people to feel a range of feelings when something is coming to an end and that it is often useful to identify and share those feelings.</p> <p>Tell participants that you will be repeating the ‘check-in’ activity from Session 3: Understanding and dealing with feelings.</p> <p>Give each pair a copy of Resource Sheet 1: Feelings.</p> <p>Explain to the group that they will have two minutes to talk to a partner about how they are feeling and to find a word to describe that feeling. Remind them that sometimes we can have more than one feeling at a time, and that sometimes it is hard to know exactly what to call a feeling.</p> <p>Model the labelling of emotions by telling the group how you feel today, with a simple explanation of why. Ask participants if they would like to show the picture that they chose.</p> <p>Tell participants they do not need to say how they are feeling if they do not want to. Instead they can think about how they are feeling and what they might call the feeling privately, and their partner can join in with another pair.</p> <p>Warm Up: Compliments</p> <p>Give each participant a compliment token.</p> <p>Tell the group that, having spent a number of sessions together, we have noticed many positive qualities and attributes about each person. Explain that we don’t often have an opportunity to share what we like or admire about another person directly with them, and that this activity will give them the opportunity to do so.</p> <p>Remind participants that in Session 1 they considered the importance of praising their children. Explain that it is important for adults to receive praise too.</p> <p>Give one person in the group a (genuine) compliment and ask the person how it felt to be on the receiving end of this.</p> <p>It is likely that the person receiving the compliment felt a little uncomfortable or embarrassed. You might acknowledge that we often find it hard to listen when somebody gives us a compliment, and we may try to make light of it, or deflect it. You could demonstrate some common ways that we do this, and ask what participants’ first response to a compliment tends to be, for example:</p> <ul style="list-style-type: none"> • Saying <i>‘Oh no, I’m really not very good at that’</i> • Saying <i>‘Oh but you are so much better than me at that’</i> • Laughing or diminishing the comment <i>‘Oh this is just a one-off – I was just lucky’</i>. <p>Explain that we are going to practice how to accept a compliment. You are going to model giving the</p>		
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	<p>previously used compliment again, but that this time the recipient will respond by:</p> <ul style="list-style-type: none"> • Using eye-contact as they listen (without interrupting) • Saying 'thank you' (and nothing else) and smiling. <p>Explain that you are going to ask each person in the circle to pass their compliment token to the person on their left and that they are going to say something positive about this person. Explain that this might be</p> <ul style="list-style-type: none"> • something about their character that they have noticed (thoughtfulness, caring, hard-working etc.) • something they have noticed them doing (being kind to someone, making people laugh, being honest, sharing their ideas, always helping with the clearing up etc.) • something little that they like (an interesting bangle, lovely hair, an item of clothing they particularly like, a welcoming smile etc.) <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator tip: You need to give people time to think about what they are going to say.</p> </div> <p>Model an example of giving the compliment token and a verbal compliment to the participant on your left, and encourage them to respond in the way demonstrated (using eye contact and saying 'Thank you'). Then continue around the group, ensuring that everybody hears each compliment given.</p>		
15 mins	<p style="text-align: center;">The focus of our learning today</p> <p>Purpose: To focus participants on the learning outcomes for this session which involve reflecting on the whole programme of sessions, what they have learned, how they will apply that learning. and how they will look after themselves so that they are able to support their children.</p> <p>Reviewing all the previous sessions</p> <p>Explain that, as this is the final session, you will be reviewing the whole programme of sessions rather than only the learning outcomes for the previous session.</p> <p>Give out Resource Sheet 2: The Session Reminder Sheet and explain that this summarises some of the topics covered and the activities they have undertaken during the sessions.</p> <p>Give out Resource Sheet 3: Evaluation Sheet and talk about each item, asking volunteers to share one thing that they would choose for each category (they can use Resource Sheet 2 to help them). For example:</p> <p>One thing I will remember: <i>'To give my child my full attention when he wants to tell me something'</i></p> <p>One thing I will bin: <i>'Shouting at my child when she is angry'</i></p> <p>One thing I will use: <i>'Five finger breathing'</i></p> <p>One thing that got me thinking: <i>'How using open questions can help children to talk'</i></p>	A copy of Resource Sheets 2 and 3 for each participant	

	<p>One thing I was moved by: <i>'When Shona said....'</i></p> <p>Have them work in pairs or individually to complete Resource Sheet 3 with their own ideas..</p> <p>Ask if any participants would be prepared to share what they have written or talked to their partner about? Tell the participants that this is their time and they can support each other and share their experiences.</p> <p>Group rules</p> <p>Remind participants that they have agreed some 'rules' for the group – 'How we work together' and read through the displayed poster if necessary.</p> <p>Remind participants that it is important to keep to these rules, so that everyone feels comfortable and can learn together.</p> <p>Congratulate the group on how well they have kept to the rules throughout the sessions, and how they have helped the group to work and learn together.</p> <p>Focusing on looking after ourselves</p> <p>Explain that the group represents their children's best and most important resource for developing confidence and emotional health and wellbeing. In order to recognise this, explain that the learning today will focus on how they might apply what they have been thinking about in the sessions to help them to look after themselves.</p> <p>Introduce the concept of the 'oxygen mask', explaining that, on an aeroplane, adults are instructed to put on their oxygen masks before helping their children to do so. Ask them why. How it might relate to their role as a parent or carer more generally? Draw out the key fact that it is more difficult to meet the needs of our children if we are unhappy and if our own needs are not being met.</p> <p>Explain that, in this session, they will have the opportunity to consider what they can do for themselves to make sure that their own emotional health and wellbeing needs are met so that they are in the best position to support their children.</p> <p>The learning outcomes for the session are:</p> <ul style="list-style-type: none"> 'I can tell you some things that other people like and admire about me' 'I know some ways to look after myself so that I can support my child' 'I know how I can continue to get support I need when the group finishes' 		
40 mins	<p>Activity: My Survival Toolbox</p> <p>Purpose: To help participants to recognize the strategies they can use to enhance their own wellbeing and also, therefore, their capacity to help their children.</p> <p>Facilitator tip: You might include relevant information on community support groups in your area, or</p>	One copy of each of the six sheets of Resource Sheet 4 placed around the room.	

	<p>national help-lines and websites e.g. signposts to organisations that support refugees or asylum seekers near the 'Dealing with Change' Topic Card.</p> <p>Preparation: Lay out each of the six sheets of Resource sheet 4 'Topic Cards' on tables or on the wall around the room with chairs placed so that a pair of participants can sit next to it. Place a copy of the 'Reminder Sheet' from the relevant session next to each Topic Card.</p> <p>Remind the group that we have discussed many skills that will be useful to them in helping their children to become happy and successful. Much of the knowledge and many of the skills are also useful for us as adults. We cannot support others if we are not looking after ourselves.</p> <p>Explain that, as the focus is on looking after ourselves, this session will give them the opportunity to consider how what they have learnt can help them to pay attention to their own social and emotional needs.</p> <p>They are going to make their own 'Reminder sheet' to take away with them, rather than being given one as they have in previous sessions. It will take the form of a 'Survival Toolbox' which they can fill with ideas and strategies for looking after themselves.</p> <p>Show participants the 6 Topic Cards and explain that each provides a space for thinking about one of the topics covered on the course. The 6 topics are:</p> <ul style="list-style-type: none"> The need to be listened to The need to learn to manage strong feelings The need for praise – to feel good about ourselves The need to be able to calm ourselves down The need for strategies to deal with conflict The need for ways to cope with changes in our lives <p>They will have five minutes next to each card with a partner to discuss the topic, and to write down ONE THING they will do when they return home at the end of the discussion. Draw attention to the questions on the topic card which they can use to help them if they wish.</p> <p>Tell them that there is a Reminder Sheet next to each Topic Card which they can use to help them remember what they learnt in each session.</p> <p>Give each participant a copy of Resource Sheet 5: My Survival Toolbox and explain that, by the end of the activity, they will have completed it with ideas for looking after themselves, and be able to take it home as a reminder.</p> <p>Model the process for the first topic explaining that the whole group will discuss this one together, although they will be working in pairs to discuss the remaining topics.</p> <p>Read out the questions, telling them that they have 4 minutes to share their thoughts:</p>	<p>One copy of the Reminder Sheet from each of Sessions 1- 6 placed around the room next to the relevant Topic Card</p> <p>A copy of Resource Sheet 5 for each participant</p> <p>Timer</p> <p>Information on local or national support groups, helplines, websites etc. (optional)</p> <p>Laminator (optional)</p>	
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	<p>Who listens to me?</p> <p>Who can I talk to when I've got a problem?</p> <p>What have I learnt that I can use when I need someone to listen to me?</p> <p>Ask participants to share their responses and be prepared to add your own.</p> <p>After 4 minutes ask them to choose ONE THING that they will do regularly to help them to feel good about themselves. This might be, for example,</p> <p style="padding-left: 40px;">To see a friend who makes them feel good more regularly</p> <p style="padding-left: 40px;">To remember one thing they have done well before they go to sleep</p> <p style="padding-left: 40px;">To take a short walk in the fresh air each day</p> <p>They should write or draw this on their 'Survival Toolbox' sheet in the appropriate box.</p> <p>Pair participants and ask them to choose a Topic Card to sit near with their partner. Remind them that they will have 4 minutes to discuss the topic, and 1 minute to write down one thing that they will 'put in their 'Survival Toolbox'. They might find it helpful to look at the 'Reminder Sheet' which is also on the table.</p> <p>Signal when 4 minutes have passed and tell the group that they have one minute to choose one thing that they will do to write or draw in the appropriate box in the 'Survival Toolbox'.</p> <p>When 1 minute has passed, ask participants to move near another Topic Card and, when they are seated, set the timer and repeat the activity.</p> <p>When the remaining 4 topics have been covered, bring the group together in a circle. If time is available, you might ask volunteers to share their 'Survival Toolbox' with the group.</p> <p>If participants have not had time to complete the sheet, suggest that they might do so at home, using the relevant 'Reminder Sheets' that they have been given.</p> <p>You could laminate the Survival Toolbox sheets for the participants to keep.</p>		
10 mins	<p style="text-align: center;">Introducing the Child/Family Activity: Newspaper Snake</p> <p>Purpose: To use a fun activity as an opportunity for parents/carers to practise the skills that we have discussed</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: Ensure that all the newspapers used in this activity are suitable for use with young children by checking through each page first. You may need to remove distressing or unsuitable images or articles.</p> </div> <p>Explain that, after the break they will be working in teams of 4 to make the longest newspaper 'snake' that</p>	<p>A stock of newspaper, a pair of scissors and roll of sticky tape for each group of 2 adults and 2 children</p> <p>Spare copies of each weeks 'Reminder Sheets'.</p> <p>Pro-Forma for contact</p>	

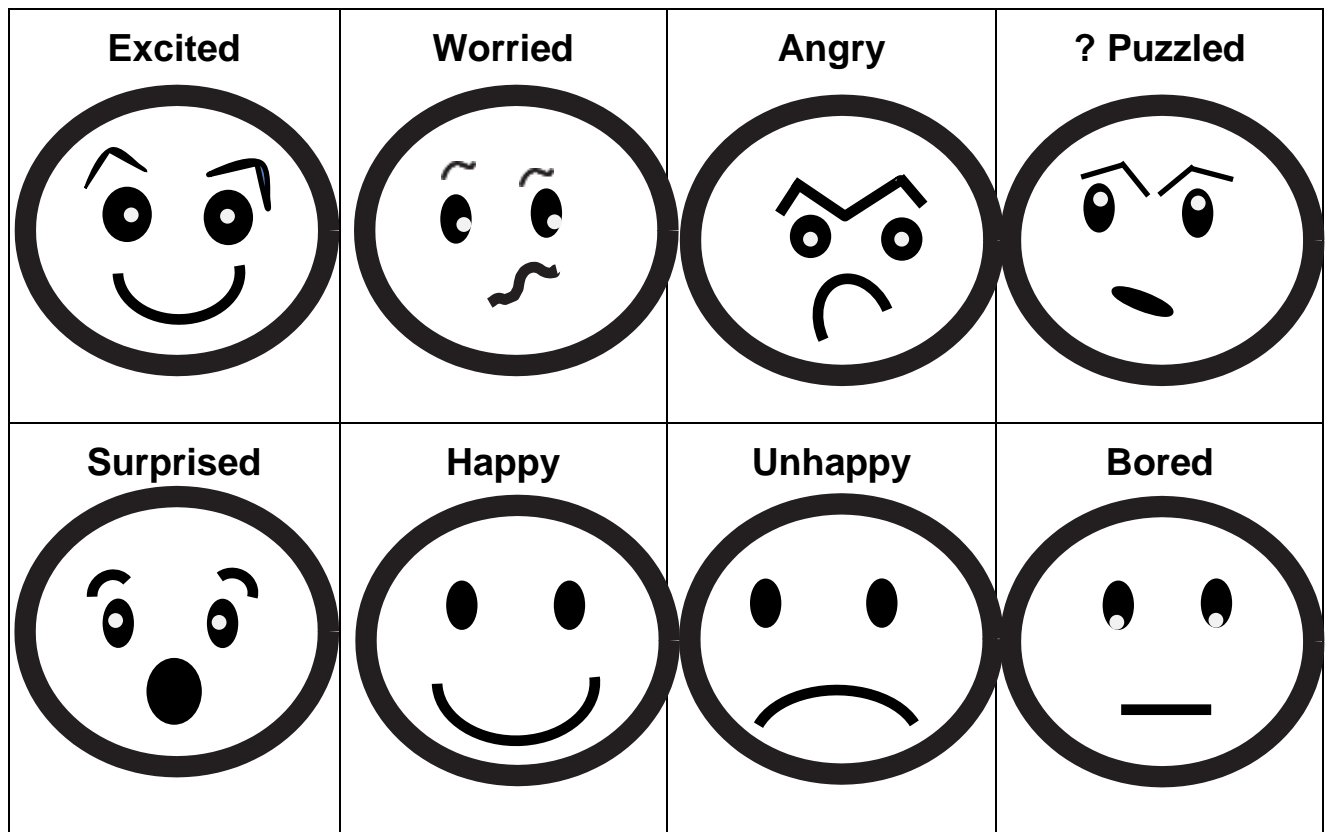
	<p>they can within the time allowed (15 minutes)! The aim is to enable them to have fun, and to put into practice some of the skills that they have learnt in a 'natural' situation.</p> <p>Explain that each group of four will be given a newspaper, a pair of scissors and some sticky tape. Show the group the materials available.</p> <p>Tell them that you will be asking them at the end of the activity to share one thing that each of their team mates did well – one skill they demonstrated, or one positive quality. You might offer some examples such as:</p> <ul style="list-style-type: none"> Sharing the resources Working hard Suggesting ideas Doing a particular task well Keeping going Overcoming an problem Making you laugh/ making the activity fun <p>Use a 'pairing' strategy to choose participant partners. You may choose to pair participants up on the basis of friendship, a common language or allow them to select their own partners. You may however choose to use a method that pairs them randomly, such as putting half the names on slips of paper in a tin and allowing them to select one.</p> <p>Check that adults are clear about the task they will be undertaking with their child, and remind them that having fun with their child is good for the emotional health and wellbeing of both parent and child!</p> <p>Remind parents that the activity represents an opportunity to talk to their child, to listen to them, to show they value their ideas and to praise them. Remind them not to take over the task but to let their child take the lead whenever it is possible.</p> <p>Moving On (Home Practice)</p> <p>Remind participants that this is the last session, and emphasise that it is important that they keep using the strategies they have learnt at home with their children, as they have been doing for the last few weeks.</p> <p>Remind them of the focus of today's session and encourage them to use their 'survival toolbox' as often as possible. They will be more equipped to support their child if they are looking after themselves.</p> <p>If you are not able to offer the possibility for parents to continue to meet periodically, for example as a self-managing group, you can finish this section of the session at this point.</p> <p>If you are able to offer an opportunity for the group to continue as a self-managing group, this could be discussed at this point, prior to the children arriving. Guidance on the forms such a group might take, and ideas for structuring an initial discussion can be found in Section 10 of this Guide.</p>	<p>details to circulate (optional)</p>	
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	<p>Facilitator Tip: If this discussion is to take place at this point, the timings given for the session should be revised accordingly.</p>		
10 min	Break		
20 mins	<p style="text-align: center;">Activity: Newspaper Snake</p> <p>Arrange participants in teams and give each group a stock of newspaper, a pair of scissors and a roll of sticky tape. If the children have joined the group you can make teams of 4 – 2 pairs of child/adult. Alternatively, if children have not joined the group, you can decide on an appropriate group size.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip If parents/carers are to set the challenge (to make a snake as long as possible in 15 minutes) to their child at home, they can complete it together or with other members of the family but the adult will have to remember to observe what the child does so that they can give specific feedback on the skills and qualities the child has shown.</p> </div> <p>Give a brief explanation of the task to the group, and tell them they have 15 minutes to work together.</p> <p>Signal the beginning of the activity.</p> <p>Circulate while the groups are working together, jotting down examples of positives as you see them. You might see children or adults working well together, being kind, being friendly, being persistent, overcoming obstacles, dealing with frustration and having good ideas. Ensure you find at least one positive for each member of every group.</p> <p>In addition notice any skills that the adults demonstrate – for example using specific praise, listening carefully to their children, modelling calming strategies etc. – and note these down too.</p> <p>Give a two minute warning before the 15 minutes are up and then the signal for the groups to stop.</p> <p>Explain to the group that you are not going to judge whose snake is longest and ask them if they are surprised.</p> <p>Tell them that what you were looking for was how well groups worked together, and the skills and qualities that everybody brought to the task, rather than the end result.</p> <p>Ask the adults to tell you one thing that was good about working with their group, and then share the list of positive things that you noticed ensuring that there is at least one positive for each person.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Facilitator Tip: Very occasionally a child or a group may feel upset or cross when you say that the length of the snake is not important (they may feel that it was unfair to ‘move the goalposts’). It may be worth having a small ‘prize’ for each team for different achievements you have observed, and to use your professional judgment as to whether to award one for the longest snake, if this will lessen potential distraction from the main focus of the feedback.</p> </div>	<p>A stock of newspaper, a pair of scissors and roll of sticky tape for each group of 2 adults and 2 children</p>	

20 mins	<p style="text-align: center;">Relaxation, Evaluation and Closure</p> <p>Relaxation</p> <p>You might let participants choose which relaxation activity they would like to use from a 'Menu' of previously used activities, or choose one yourself from previous sessions that they particularly enjoyed.</p> <p>As a reminder the relaxations sessions were:</p> <p>Session 1: Circle of connections</p> <p>Session 2: Duct tape maze</p> <p>Session 3: 5 Finger Breathing</p> <p>Session 4: Melting Statues</p> <p>Session 5: Grounding</p> <p>Session 6: Relaxation script</p> <p>Evaluation</p> <p>Give out Resource Sheet 6: Rating Scale to each adult and child, and explain that they are going to show how much they enjoyed the sessions – not just this session but all of them – by pointing to a number on the line. Explain that 10 means 'I really enjoyed the sessions' and 1 means 'I didn't enjoy the sessions very much at all'.</p> <p>Demonstrate by holding up your own Resource Sheet and pointing to different numbers, making an appropriate comment.</p> <p>Give the group a few moments to consider their rating, and then ask them to hold them up on a count of three.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Facilitator Tip: If any parents or children indicate that they have not enjoyed the session, or have something troubling them, try to have a private word with the parent individually after the session and ask if there is anything that they would like to talk about</p> </div> <p>Closure</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Facilitator Tip: If you haven't already done this, it may be useful at this point to draw participants' attention to any local or national support mechanisms. If you have a directory of services available (as recommended in Section 6.1.3 of this Guide), you could show participants the contents and ensure that they know that they will be supported in seeking help.</p> </div> <p>Say that the group is now at an end. Acknowledge that this can cause feelings of sadness, and share your own feelings if appropriate.</p>	<p>Resources for relaxation activity chosen (Or for all of them if you give participants a choice from any previous session).</p> <p>A copy of Resource Sheet 6: Rating scale</p> <p>A prepared certificate for each adult</p>	
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	<p>Thank participants for attending the course and give out the pre-prepared certificates</p> <p>If you have laminated participants' 'survival toolboxes', give these out at this point.</p> <p>You might finish with a brief closure activity such as the one described in the facilitator tip below, or a fun circle time activity that generally provokes laughter such as 'pass the smile' (each person turns to the person next to them and smiles) or 'squeeze the hand' (the group hold hands and one person passes a squeeze to the next while raising their arm to form a 'Mexican Wave' effect around the group as each person passes the squeeze on). Alternatively you might ask participants to give themselves a 'round of applause' (each person claps in a large circle in front of them), or a 'pat on the back' (the right hand pats the left shoulder blade).</p> <div data-bbox="315 475 1570 805" style="border: 1px solid black; padding: 10px;"> <p>Facilitator Tip: One energising/uplifting activity to finish with is 'Rain Cloud'. For this activity:</p> <ol style="list-style-type: none"> 1) Everyone in the circle crouches down with hands near the floor. 2) You begin to make a low, soft sound and the group copy you. 3) Lead the group in raising and lowering their bodies and/or hands. The pitch and volume of the sound raises with the hands. 4) Play with high and low positions, altering the sound accordingly. 5) Finish with a high, loud sound, standing up with hands high in the air. </div> <p>Say goodbye to each participant individually and thank them for taking part.</p>		
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Final Session Resource Sheet 1: Feelings Faces



Final Session Resource Sheet 2: Session Reminder Sheet

	What we did	How we Relaxed
Session 1: The importance of Listening	<ul style="list-style-type: none"> • Doing GOOD listening • Using open questions • 'Chat!' 	The duct tape maze
Session 2: Understanding and Dealing with Feelings	<ul style="list-style-type: none"> • Feelings check-in • A day in the life (of a parent of a child) • Emoji Bingo 	Five Finger Breathing
Session 3: The importance of Praise	<ul style="list-style-type: none"> • Using Helpful Praise • Three Praise Tools • Family Puzzles 	Circle of connections
Session 4: Exploring angry feelings	<ul style="list-style-type: none"> • Find your partner: Feeling Pairs • The Angry Body • The Anger Firework • Strategies for dealing with anger • Anger comic strip 	Melting statues
Session 5: Conflict resolution	<ul style="list-style-type: none"> • Untangling the Knot! • Heating up or cooling down? • Three rules of language • Assertiveness • Using Peaceful Problem Solving • The Stress-O-Meter 	Grounding
Session 6: Dealing with change	<ul style="list-style-type: none"> • Musical Sharing • Stages of Change • Melanie's Story • 10 Top Tips • Life Journey Map 	Relaxation script

Final Session Resource Sheet 3: Evaluation

	Something that made me think
	Something that moved me
	Something I will remember
	Something I will throw away
	Something I will use

TOPIC 1

We all need to be listened to...

Who listens to me?

Who can I talk to when I've got a problem?

What have I learnt that I can use when I need someone to listen to me?

TOPIC 2

We all need to learn to manage strong feelings...

Who can I talk to about my feelings?

What can I do to manage strong feelings?

What have I learnt that I can use to help me deal with my feelings?

TOPIC 3

We all need praise...

Who makes me feel good about myself?

What makes me feel good about myself?

What have I learnt that I can use when I want to feel better about myself?

TOPIC 4

We all need to be able to calm ourselves down...

Who helps me to calm down?

What helps me to calm down?

What have I learnt that I can use to calm down?

TOPIC 5

We all need strategies for dealing with conflict...

Who can help me deal with conflict in my life?

What helps me when I have conflict in my life?

What have I learnt that I can use to help me to manage conflict in my life?

TOPIC 6

We all need ways to cope with changes in our lives...

Who can help me to manage change?

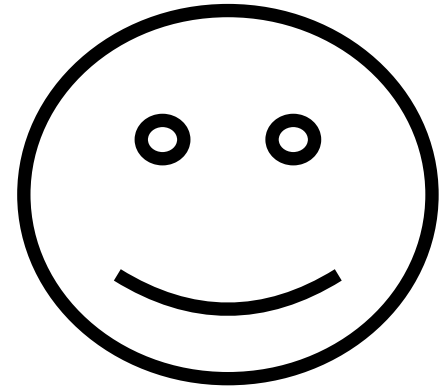
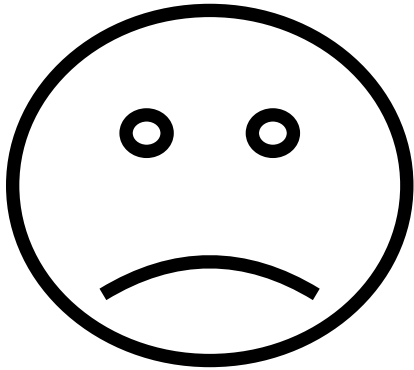
What helps me to manage change?

What have I learnt to help me manage change in my life?

Final Session Resource Sheet 5: My Survival Toolbox

<i>When I need to feel good about myself I will</i>	<i>When I need to be listened to I will...</i>
<i>When I have strong feelings I will ...</i>	<i>When I need to calm down I will...</i>
<i>When I have conflict with someone I will ...</i>	<i>When there are difficult changes in my life I will ...</i>

Final Session Resource Sheet 6: Rating Scale



1

2

3

4

5

6

7

8

9

10



Well
Done!

Thank
You!

Good
Luck!

Certificate of attendance

.....

Contributed to the ICAM sessions for parents, carers and
their children at

from..... to