# 1.1 | WELCOME (15 MIN)

Welcome each parent warmly and enthusiastically when they arrive at the session.

Ask parents if they have thought of a goal that was mentioned during the one-on-one individual phone call/text before the in-person group sessions began.

## NAME TAGS

Provide each parent with a name tag so that everyone learns the names of others in the group. It is also important that you model the principle of using names so that parents do this with their own children.

## TAKING A PAUSE

At the beginning of this session, you should practise **Taking a Pause** with the parents. You can make it brief (about a minute):

* Close eyes
* Focus on thoughts, feelings, and body sensations (15 seconds)
* Focus on breath (30 seconds)
* Expand focus to the entire body and sounds (15 seconds)
* Open eyes

This will help them to become more comfortable with the activity and to be able to do it by themselves.

## PHYSICAL EXERCISES

Instruct parents in a series of movements moving through the body from head to toe.

When teaching the physical exercises with parents for the first time, you need to be patient and explain each movement clearly.

***It is okay to pause and gently correct postures and movements if necessary.***

Many of the parents are not used to moving their bodies and may need encouragement and more guidance than you expect.

If someone needs to sit down, you should encourage her to participate as best as she can from a sitting position.

It is also very important to make sure the ***movements are smooth*** and the ***breath is relaxed***.

It is also important that the participants’ bodies are relaxed – especially arms, legs, neck, shoulders, and face.

As you lead exercises each session, the parents will gradually become more comfortable with the movements

***Encourage parents to do the physical exercises at home on an ongoing basis.***

| 1. **Stretching our bodies** | | | |
| --- | --- | --- | --- |
|  | | | |
| Stretch arms straight up as if you want to touch the sky (4 deep breaths) | Stretch up into your left and right sides  (4 deep breaths) | Stretch to the front  (4 deep breaths) | Stretch to the back  (4 deep breaths) |

| 1. **Head** | | | |
| --- | --- | --- | --- |
|  | | | |
| Stretch your right arm up and put your head on your right shoulder, then put your hand on your ear. (4 deep breaths) Stretch left arm up and put your hand on your ear.  (4 deep breaths) | Link your hands and use the weight of your arms to hold the back of your head down  (4 deep breaths) | Place your chin on your chest and then move your head to the left so that your ear is near your shoulder. Then move head to the right. (4 times) | Move your head around in full circles slowly (4 times) |

| 1. **Shoulders** | | | |
| --- | --- | --- | --- |
|  | | | |
| Scrunch face, squeeze hands and bring shoulders up to ear. Hold body tight with breath | Release everything breathing out loudly. (4 times) | Rotate your shoulders in circles to the front (4 times). Rotate your shoulders in circles to the back (4 times) | |

| 1. **Arms** | | | |
| --- | --- | --- | --- |
|  | | | |
| Slightly bend your knees and relax your arms. Turn from side to side leading with your hips and letting the rest of your body follow, including your arms, neck, and head. Allow your arms to swing from side to side (10 times) | | | |

| 1. **Waist** | 1. **Knees** | 1. **Foot and Ankles** |
| --- | --- | --- |
|  | | |
| Hold your waist and make small circles in both directions  (10 circles each direction) | Bend your knees a little and hold them with both hands, and make small circles in both directions (10 circles each direction) | Place one foot on the ground in front of you. Rotate your ankle outward and inward. After 4 circles in direction, switch feet. |

| 1. **Hands and Wrists** | 1. **Shake Down** |
| --- | --- |
|  |  |
| Rotate your wrists in circles as if you are painting. Make sure you go in both directions. | Shake your whole body in all directions. |

| 1. **Final Breath** | |
| --- | --- |
|  | |
| Raise your arms above your head breathing in. Slowly allow your hands to float down by your side as you breathe out. Stand with your eyes closed and notice how your body feels now. | |

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# 1.2 | OVERVIEW (30 MIN)

## REMINDER OF PROGRAMME STRUCTURE AND CONTENT

Share the overall objective of the programme that you introduced during the pre-programme individual consultation.

Ask participants to remind each other:

1. How many sessions will we have together?
2. What topics will we cover?
3. How do we meet?

Ensure that all components of the programme are mentioned, and emphasise the importance of how the various sessions can add value for participants.

Remind participants when they will meet in person and when they will meet online.   
This is an important moment to get participants excited to attend the entire programme!

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## GROUND RULES – THINGS THAT WILL HELP US WORK TOGETHER

Establish Ground Rules to help make the programme a safe place to learn together. Ask participants to think what is important for them to feel comfortable and respected, and to feel safe and supported in the group.

Mayor Konektà is a special programme! It brings caregivers together to learn and share common experiences of parenting with each other. It is important that the group sets ground rules on how they will ensure that their time and experiences together are fruitful. These rules should be developed as a group and owned by the group.

Ground rules are also useful for helping you to run these sessions as facilitators. They can be helpful when reminding participants that **they** created the rules for how the sessions should be run.

**When discussing Ground Rules, you can use the following format:**

* Put up two flipchart papers and write at the top:
  + “Ground rules for online chat sessions”
  + “Ground rules for in-person sessions”
* Ask participants to share their suggestions.
* Write rules and comments on the flip chart and take photos of the final set of rules.

*Please note: You can add more ground rules to the lists later in the session when participants have a better understanding of the programme components.*

* **Make sure Ground Rules describe a positive behaviour.** For example, rather than have a rule for in-person sessions of ‘Don’t talk on your phone during the group session,’ the rule can be ‘Keep your phone on silent mode and take any urgent phone calls outside of the training room.’
* You can prompt participants for rules on specific issues like arriving on time, cell phone use, respect, confidentiality, etc.
* You can repeat back what you hear and explore the rules to make sure everyone in the group agrees and understands. For example, if someone mentions “Respect”, ask what that means to her or him. What sort of behaviour shows “Respect”?
* Make sure everyone agrees and has the opportunity to contribute before moving on to another suggestion.

**Some helpful ground rules may include:**

*You can add these after the participants have shared their own rules (now or later in the session when participants learn more about the programme components).*

Ground rules for in-person sessions:

* Cell phones are turned off or kept on silent mode.
* Everyone will have an opportunity to share and practise.

Ground rules for online chat sessions:

* Ensure you have an Internet package that allows you to join the chat sessions.
* Respect the privacy of personal pictures and videos that are sent to the chat group.
* Join the live chat sessions at the agreed upon time.

Ground rules that could be on either the chat session or in-person session paper:

* Come on time and make the decision to try to participate in every session.
* If you cannot attend, please tell the facilitator beforehand or send a text message.
* Everyone is different and will have different experiences to share.
* Respect each other by paying attention and taking turns to share and listen.
* What we say in the group, stays in the group – both in-person and online.
* Share only what you feel comfortable to share.
* Feel free to ask any questions!

**PLEASE NOTE! Save the Ground Rules and display them on the wall in the room for both of the in-person sessions and share photos of the ground rules in the WhatsApp chat group.**

**CONFIDENTIALITY**

Ensure that confidentiality is part of the ground rules:

**Keeping confidentiality:** It is important right at the beginning to be clear about what is okay to share with others outside the group and what is not:

Explain that in the Mayor Konektà programme, we come together to share experiences about our families. In order to ensure that everybody feels comfortable enough to participate in the group, it is important to trust that our personal stories – especially the things that we feel are challenging – will not be repeated outside the group. Of course sharing new learning and positive information is absolutely fine!

**Breaking confidentiality:** It is also important to note that confidentiality can be breached in cases where a participant discloses or shows evidence of serious physical, sexual or emotional abuse or exploitation, or threats of such harm.

Explain that a facilitator needs to break confidentiality if there is an attempt or threat of self-harm or suicide and potential serious harm to others. When this happens, the facilitator will talk to that person in private and both can seek help from a supervisor or local service provider (ensure you have the details for relevant local referral services).

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## PARENT GOALS – WHY ARE WE HERE?

After establishing Ground Rules for working together, allow parents to introduce themselves to each other and share the goals that were mentioned during the individual phone call before the in-person group sessions.

Each parent should have thought of a **specific, positive, and realistic** goal after the individual phone call that you did with them before the group sessions began .

During this part of the activity, parents have the opportunity to share these goals with each other. They may even notice that they have similar goals.

It is also okay if a parent would like to change his/her goal. Just make sure that the goal is **positive, specific, and realistic.** When listening to the parents’ goals, ask yourself:

* Is the goal worded in a positive way?
* Does it describe a specific behaviour?
* Can it be achieved during the course of the programme?

If the goals are negative, vague, or impractical, use open-ended questions to guide the parent to a more appropriate goal.

Just like during the Ground Rules discussion, one of you should lead the activity while the other facilitator takes notes on the flipchart.

**During this activity, parents are encouraged to:**

1. Introduce themselves
2. Share their target child’s name and age
3. Share their personal goal for the programme that they established during the individual calls before the group sessions began.

You can also tell parents that it is okay if their goals change over the course of the programme.

Whenever you realise that a parent has achieved her/his goal, you should bring attention to this wonderful accomplishment with lots of praise.

You can also ask the parent what s/he thinks helped him/her achieve this goal. Then set a new goal with the parent!

| NOTE:  All the goals should be recorded on a flipchart and then reviewed after the group sharing. Sometimes, parents will share similar goals or discover something new! |
| --- |

# REFRESHMENT BREAK (15 MIN)

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# 1.3 | CORE LESSON: ONE ON ONE TIME (50 MIN)

## OVERVIEW

Briefly introduce the main goal of the core lesson to the parents. You can say something like:

**“Today’s main goal is to learn how we can build positive relationships with our children through one-on-one time. Let’s look at a video story…”**

Then move on to the video stories.

## 

## VIDEO STORIES & ROLE PLAY

### VIDEO STORY 1: ONE-ON-ONE TIME WITH YOUR CHILD

*Show the video of father and son spending One-on-One Time together.*

Click here to watch the video

After watching the video together, facilitate a discussion with the group. You may have to rephrase the questions as well as allow enough time for parents to respond.

**Guiding questions about the video for discussion:**

1. How does Roberto introduce One-on-One Time?
2. Why did Roberto say how long One-on-One Time would be?
3. How does Roberto show he is paying attention?
4. How does Roberto allow Daniel to lead?

During the discussion, remember to connect responses to the Building Blocks for spending One-on-One time with your child. Write these building blocks clearly on the flip chart:

#### BUILDING BLOCKS (younger children)

* One-on-One Time is a special time that you and your child spend together doing something enjoyable.
* Follow your child’s lead during One-on-One Time.
* Get down to your child’s level.
* Use eye contact with your child and notice what s/he is doing.
* Use your child’s name when you speak to him or her.
* Accept what your child wants to do as long as it is a safe activity.
* Use lots of words to describe what your child is doing.
* Use one or more new vocabulary words into your dialogue with your child when appropriate.
* Use physical contact (such as touch or hugs) with your child when appropriate

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### 1st PRACTICE: ONE-ON-ONE TIME IN A ROLE-PLAY IN THE BIG GROUP

Invite participants to role-play the **Video Story 1** scenario that they just discussed. This will enable them to practice the building blocks for spending One-on-One Time with younger children. You can use the script above as a reference.

Here are the steps to follow during the role play:

1. Ask for two volunteers (one person to play the role of the father and one to play the role of Daniel). The volunteer who plays the role of the father should be the caregiver of a young child (aged 2-9 years). Both persons come to the centre of the circle and face the group.
2. If available, provide the props for this role play (paper, scissors).
3. Explain what should happen during the role play. The father should get down to Daniel’s level, use eye contact, and say: “Daniel, I have 5 minutes to spend one-on-one time with you. What would you like to do?”
4. Daniel makes the suggestion of making butterfly with colored paper
5. The father accepts what Daniel wants to do. He says that it is a wonderful idea.
6. Daniel starts cutting the colored paper to make wings. The father describes what he is doing (for example, “What a big boy you are using the scissors so safely all by yourself!
7. Daniel and Roberto continue to follow the script for Video 1 as provided above. The father should continue to follow the building blocks (follow the child’s lead, get down to the child’s level, accept what she wants to do as long as it is safe, use the child’s name, use eye contact, use lots of words to describe what your child is doing, use new vocabulary when appropriate, and use physical contact when appropriate).
8. After the role play is completed, praise the two volunteers and encourage the group to give them a round of applause. You can give each volunteer a sticker on their name tag as a small reward.
9. Ask the two participants how they felt during this role play. Ask Daniel first, and then ask the father.
10. Ask the participant who played the father if they think they can practice this skill at home with their child. Encourage them and express confidence that they can do it!

### VIDEO STORY 2: ONE-ON-ONE TIME WITH YOUR TEEN

*Show the video of a father and his teen son spending One-on-One Time together.*

Click here to watch the video

After watching the video together, facilitate a discussion with the group. You may have to rephrase the questions as well as allow enough time for parents to respond.

**Guiding questions about the video for discussion:**

***For caregiver groups of children 2-17***

1. How does Miguel feel when his father ignores the message?
2. What behaviour is the mother modelling to Miguel?
3. What do you think would have happened if the father would have responded to the message? Did something like this ever happen to you? How did you feel?

***For caregiver groups of children 10-17***

1. How does Roberto introduce One-on-One Time?
2. Why did Roberto say how long One-on-One Time would be?
3. How does Roberto show he is paying attention?
4. How does Roberto allow Daniel to lead?
5. How does Miguel feel when his father ignores the message?

During the discussion, remember to connect responses to the Building Blocks for spending One-on-One time with your pre-adolescent or teenager. Remember to write these down on the flip chart:

#### BUILDING BLOCKS (teens)

* One-on-One Time is special time that you and your child spend together doing and/or talking about something enjoyable.
* Give them all of your attention.
* Listen to your child when they are talking to you.
* Use eye contact with your child and notice what s/he is doing.
* Respond with interest and ask follow-up questions.
* Use physical contact (such as touch or hugs) with your child as appropriate.
* Use your child’s name when you speak to him or her.

### 

### 2nd PRACTICE: ONE-ON-ONE TIME IN A ROLE-PLAY IN THE BIG GROUP

Invite participants to role-play the **Video Story 2** scenario that they just discussed. This will enable them to practice the building blocks for spending One-on-One Time with teenagers.

Here are the steps that can be followed during the role play. Allow the volunteers to offer their own suggestions or things to say, as long as they reflect the Building Blocks above:

1. Ask for two volunteers (one person to play the role of the father and one to play the role of Miguel). The volunteer who plays the role of the father should be the caregiver of a pre-adolescent or teenager (aged 10-17 years). Both persons come to the centre of the circle and face the group.
2. Explain what should happen during the role play:
   1. Miguel has arrived home from school and the father tells him that he wants to hear all about his day.
   2. Miguel describes his day.
   3. The father follows all the building blocks using his words and body language (giving all of his attention, listening when he is talking, using eye contact, responding with interest and asking follow-up questions, using physical contact when appropriate).
3. After the role play is completed, praise the two volunteers and encourage the group to give them a round of applause. You can give each volunteer a sticker on their name tag as a small reward.
4. Ask the two participants how they felt during this role play. Ask Miguel first, and then ask the father.
5. Ask the participant who played the father if they think they can practice this skill at home with their child. Encourage them and express confidence that they can do it!

## DISCUSSION: BENEFITS OF ONE-ON-ONE TIME

Lead participants in a group discussion about the benefits of spending One-on-One Time with each other.

**Guiding questions for this discussion are:**

* How would spending One-on-One Time change your relationship with your child?
* How would you and your child benefit from the One-on-One Time? What would you or they learn or gain from the experience?
* Why would you want to **actively listen** to your child during One-on-One Time? What does **active listening** mean to you?

*On the flip chart, write down participants’ ideas as principles about WHY they should spend One-on-One Time together. Make sure that you are modelling active listening!*

**Try to draw out the following benefits of One-on-One Time from the discussion:**

* One-on-One Time improves the relationship between parents/caregivers and children.
* Children feel valuable and loved.
* Shows your children that you think that what they are doing is important.
* Increases trust and improves communication between parents and children.
* Listening carefully to children and valuing their ideas encourages them to think for themselves and take the lead in other areas of their lives.
* Gives parents a chance to learn a lot about their childrens’ interests and abilities.
* School-related activities can be an opportunity for One-on-One-time and can motivate children in their schoolwork.
* For young children, new vocabulary used during one-on-one time can be an opportunity to learn new words.

**PLEASE NOTE!** The list above is just a suggestion. Try to identify most of these benefits together. Parents may also provide other reasons about why spending One-on-One may be a positive experience for parents and children. This is wonderful!!

## 

## DISCUSSION: ACTIVITIES TO DO DURING ONE-ON-ONE TIME

Lead participants in a group discussion to identify possible activities they can do during One-on-One Time.

It can be challenging for participants to know what to do with their children – especially if there is only a little time to spend together and/or they do not have a good relationship between them.

Ask participants to think of activities that they could do together. These activities should ideally be things that do not involve a screen, such as a phone, tablet, or TV. These activities could be things that the child likes to do, or a chore that parent and child could do together (instead of parents making their child do the chore by themselves).

It can even be a conversation about the day – whatever the child wants within acceptable limits! It is important that the activity is something that is FREE and REALISTIC!

Write the suggestions on the flipchart.

**Possible activities:**

* Talking about the day
* Talking about something your child likes, such as sports, T.V. show, friends
* Doing a chore together
* Making and/or eating a meal together
* Telling a story
* Going for a walk at the park
* Looking at or reading a story book together
* Playing a game or building a puzzle together
* Playing with toys together

## 

## PRACTICING SKILLS IN PAIRS: ONE-ON-ONE TIME

Practicing skills in pairs allows participants to try out their home activities in the safe environment of the group. They also have the opportunity to experience a scenario from the perspective of their child.

**Format for practicing in pairs:**

**A. Introduction**

* Introduce that participants are now going to practise spending One-on-One Time together in pairs using Active Listening skills.
* Explain that practicing now will make it easier to do the activities at home, especially since this might be a new thing.
* Explain that everyone will get a chance to practise new skills before using them at home.

**B. Practicing in pairs**

* Ask parents to think about what activity they would like to do together with their child that would allow them to spend One-on-One Time together. They can choose from the list or come up with a new one.
* Parents should then find a partner in the room. Where possible, parents with young children (age 2-9) should pair with another parent who has a young child, and parents of adolescents (10-17) should pair with another parent who has an adolescent.
* Each pair should take turns practicing how they will spend One-on-One time with their child. Each person will play a parent role playing their chosen activity, as well as a child role playing what the other parent has chosen as their activity.
* The practice should be brief, with only a few minutes per turn!
* The facilitator should walk around the group and provide support when needed.

**C. Discussion**

* If you have enough time, ask for feedback from each pair in a group discussion on how the practice went. If you are short on time, ask for 2-3 volunteer pairs to share their experiences.
* OPTIONAL: If you have time, you can play a group game. Ask one pair to show the group what activity they have chosen for One-on-One Time. They must do this in silence, while others in the group have to guess what activity was chosen.

## 

## REVIEW: TIPS FOR ONE-ONE-ONE TIME

Discuss the tips for **One-on-One Time** in the large group. Go through each point together. Your co-facilitator or the Village Health Volunteer helping you can write them down on the flip chart for everyone to see.

1. Set aside a specific time to spend **One-on-One Time** with your child each day.

Choose a time when you and your child are unlikely to be interrupted and when your child does not have something else that they want to do, like watching TV. ***Switch off the television and put away tablets and phones.***

2. Tell your child that you would like to spend some time with them and that they can choose what to do or talk about. If you only have 5 minutes available, specify this from the start.

Your child might think this is weird at first but will gradually start to enjoy having this dedicated time with you!

3. **Give your child all of your attention.**

Make sure that you will not be distracted by other people or other responsibilities so that you can give all of your attention to your child.

4. **Physically and verbally acknowledge** that you are listening to your child.

Use lots of eye contact and your child’s name. Nodding or saying “I understand” shows them you are really paying attention. **Accept** what your child is saying without judging or trying to lecture them.

5. Give as few **instructions** or directions as possible.

When you are spending One-on-One Time with your child, they should choose and lead the activity. If your child asks a question, you can answer, but try to avoid telling them what to do or judging them. Put the choice back to the child: “That is an interesting question, what do you think?”

6. **Repeat back what your child says when they speak to you.** You can use different words to show that you are really listening to your child. For example, if you child says, “This puzzle is really hard,” you can respond, “Yeah, I see that you are finding it difficult.”

7. Try to do something different than watching a screen (e.g., TV, phone, tablet).

This is a lot more useful and enjoyable for your child than just sitting together in front of the television or playing with a phone. At first, if your child is resistant to doing something else, you can start by watching your child’s favourite TV programme with them or watching funny videos together on YouTube. They may feel comfortable doing other activities with time.

8. Make only **positive comments** and avoid critical comments.

Remember this is your child's activity and an opportunity to strengthen your relationship with your child. Can you think how you have felt recently when someone has been critical of you? There is no right or wrong during One-on-One Time. The parents’ job is to show an interest and say something encouraging and nice.

9. When you become better at paying attention to your child during One-on-One Time, start to **do it at other times.**

When you feel confident about paying attention to your child during One-on-One Time, you can involve yourself in other activities with your child.

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# 1.4 | HOME ACTIVITIES & CLOSING (15 min)

## HOME ACTIVITIES

**It Is What You Do at Home That Makes the Difference!**

At the end of the session, you will assign Home Activities for families to practise during the week.

Make sure that each family has identified a specific goal for themselves for the Home Activity.

Make sure they go home knowing the following:

* Where will they do the Home Activity?
* When will they do the Home Activity?
* What types of activities could they do during One-on-One Time with their child?

*Write each family’s home activity on a large piece of paper to review next session.*

### 5 MINUTES OF ONE-ON-ONE TIME EACH DAY

* Spend at least 5 minutes of One-on-One Time with your child each day.
* Allow your child to choose what activity he or she wants to do, or a topic that he or she wants to talk about. You can give the child options if you want.
* Practise**Active Listening** during **One-on-One Time** by repeating back to your child what you hear them say.

### SHARE YOUR GOALS WITH YOUR FAMILY

* Find some time to share your goals with other members of your family. Have a conversation about why this is important to you.

### DO THE PHYSICAL EXERCISE EVERY MORNING

* Physical exercise can help you with stress and pains in your body. Try to do it every day in the morning when you wake up. Parents can follow the exercise illustrations that you share in the LINE chat group.

### TAKE A PAUSE

* Take a Pause whenever you are feeling stressed or upset, especially if it is about something your child has done or said. You can even take a very short pause – even one or two deep breaths. This may help you to choose to respond in a different way!

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## CLOSING

Close each session with a goodbye activity. Allow participants to decide how they would like to end the session. This may be a song or a group clap.

The Closing is also an opportunity to remind participants of the Home Activities.

### TEXT MESSAGES

Explain to parents/caregivers that they will be receiving text messages before the next chat session. These will remind them of the core topics from each session and to do their home activities.

**PLEASE NOTE:** If there are parents/caregivers who have difficulty reading or with visual impairments, consider sending audio messages.

### REMINDER OF NEXT SESSION

Remind them that the next session is online. **Remind everyone of the date and time**. Ask parents if they have any questions about accessing the group chat on their phones.

Give participants a brief description of the topic of the next session (Talking about Emotions), to motivate them to attend. You can show them the next ‘level’ on the House of Support image.

Double check that all participants have been invited to the WhatsApp group chat and know how to access it.

### THANK AND PRAISE PARTICIPANTS FOR COMING

Thank participants for the commitment they have made to each other by coming to the group!