

INTRODUCING THE PROGRAM & DEFINING GOALS

INTRODUCING THE SESSION

Welcome to the first session of the Healthy Homes Parenting Program for Parents and Adolescents! Session one sets the tone for the entire program. It is important to create a space that is welcoming and safe for the participants to feel at ease. We begin the program by welcoming and thanking the parents and adolescents for their participation and commitment to improving their relationship. We then introduce the program so that the participants know what they can expect.

In this session, your main goals as a facilitator will be to:

- Introduce the program to participants
- Make common ground rules and goals
- To help participants to define their goals and expectations of the program

It is important that as you begin the program, you have a clear understanding of what the Healthy Homes Parenting Program is about and its purpose. You will also provide the parents and adolescents with an opportunity to define what they would like to personally accomplish through the program, assisting them to set goals. As a facilitator, your role will be to support the participants to develop those goals, assess them during the program and then celebrate the achievement of the goals at the end. During the session, you will also help the group to come up with rules to enable them to function effectively during the 14 sessions.

GUIDELINES TO SESSION ONE

In Session One it is important to create a space that is welcoming and safe. Start as we want to continue! We begin this session with simple but fun “getting to know you” activities that help build trust in the facilitators and within the group.

We will all now talk about establishing some ground rules for the program and then work together to define our individual goals we seek to achieve during the program. We will take some time at the end of the program to check and see if we have managed to meet our goals and celebrate our achievements.

In the first part of Session One, Facilitators do 4 things:

1. Welcome the participants to the program
2. Introduce the program
3. Establish common ground rules
4. Help participants to think about and share goals.

SESSION 1 PREPARATIONS & OUTLINE

Goal of the session	To introduce the program to participants and to help them define relationship strengthening and behavior change goals that they would like to achieve by the end of the program
Core Principles	<ul style="list-style-type: none"> ▪ Defining and setting goals help us to focus on what is important ▪ Learning how to set goals can help us plan for a positive and productive family life ▪ Setting goals as a family goals is a powerful way to build trust, communication and establish strong attachments
Training materials & resources	<ul style="list-style-type: none"> ▪ Flip chart, paper, pens, markers, prestik ▪ Attendance register ▪ Name tag materials ▪ Printed copies of Session Illustration “Reach for the sky, Reach...”
Venue Preparations:	<ul style="list-style-type: none"> ▪ Make sure that the workshop venue is clean. ▪ Set up chairs where the participants will sit in a circle ▪ Prepare all the materials that you will use during the group session

COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	30 mins	<ul style="list-style-type: none"> ▪ Facilitators take attendance. ▪ Participants settle down & do their name tags. ▪ Welcome, thank everyone for coming and praise time keeping ▪ Do the “Name Game”
Session overview for the day	30 mins	<ul style="list-style-type: none"> ▪ Framing the day: Introducing the program and session ▪ Sing “Chalibobu” ▪ Do physical exercise
Core Lesson	60 mins	<ul style="list-style-type: none"> ▪ Establishing ground rules: Things that help us work together ▪ Establishing goals: What are you hoping to gain? ▪ Energiser: “One Day One Day”
Session Close	30 mins	<ul style="list-style-type: none"> ▪ Preparing for Home Activity <u>Home activity for the Week</u> <ul style="list-style-type: none"> ◆ Praise your teen/parent once a day & do physical exercise. ▪ Today’s session review ▪ Reminder of next session date and thank & close ▪ Make sure you leave the room in order ▪ Share your observations in facilitator report

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

1.2 PARTICIPANTS SETTLE DOWN AND DO THEIR NAME TAGS

As participants settle down, they can start making name tags that they will use each week. Name tags are a way for us to begin to get to know each other. They are handed out at the beginning of each session and collected at the end of each session.

GUIDELINES: Making Name-Tags

- Hand out blank name tags and markers.
- Each participant writes his/her name on the name tag using whatever colours they want to use.
- Ask the participants to add a picture or word or mark that will help them to identify their name tag on their own. Maybe they want to draw yellow stars all over their name tag?
- Make sure they use markers so that we can all see their name tags properly!

1.3 WELCOME AND THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

Formally welcome participants to our first session! At the beginning of the session, invite the participants to share how they are feeling today.

Remember you want to show what positive behavior looks like – so give participants lots of praise!

1.4 ACTIVITY: DO THE NAME GAME

This game should help everybody get to know each other. Participants introduce themselves to the group before playing the Name Game. Ask the participants to show their name tags and explain what they drew or wrote on it.

You can go around the circle to do this.

GUIDELINES: Leading the Name Game

- The participants start by sitting in a circle.
- One person says their name and makes a shape.
- The entire circle then repeats that person's name and makes the same shape.
- The person sitting next to them says their name and makes a shape.
- Repeat for everyone in the circle!

Ask the participants to add a picture or word or mark that will help them to identify their name tag on their own. Maybe they want to draw yellow stars all over their name tag?

2.1 FRAMING THE DAY

INTRODUCING THE PROGRAM & SESSION



The introduction provides an overall picture of the program. It is important to outline what will happen over the next 14 sessions. It is like giving a map of the journey that the parents and the adolescents must travel on together as a group. Facilitators provide an overall picture of what we're doing in the Healthy Homes Program. It is important to outline what will happen over the next 14 sessions as well as what happens each day.

Many programs have lots of sitting and listening. This program is different. Instead of only sitting, there will also be lots of doing. We want your ideas! In the Healthy Homes Program, parents and adolescents actively learn skills to make their relationship better. We will also learn to deal with stress and to problem-solve in a fun way. In most we might expect that the person leading or facilitating the program like me, has all the answers. But that's not the way Healthy Homes works. We know that you have already solved many problems and that you can solve your own problems. We are all going to work together to continue doing this. So what will we be doing together?

BUILDING A HOME OF SUPPORT FOR PARENTS AND ADOLESCENTS



Facilitators display the poster for the Home of Support during the introduction of the program. The Home of Support should have been explained during the pre-group session home visit so this discussion is a recap to allow parents to ask questions as a group.

The program uses the Home of Support or traditional hut to demonstrate why it is important to build a strong, positive relationship with their adolescents. Like building a strong Home of Support with walls to support the roof that keeps everybody sheltered, in the Healthy Homes Program, we will be working together to make plans and practice solutions that will help each other improve life at home. Think of the Healthy Homes Parenting program as a team of experts who know how to build strong round huts with walls that stand and roofs that don't leak, who can advise and support you while you build your own Home of Support just the way you like it.



GUIDELINES: Explaining the Home of Support

1. The foundation

Every family desires to have a home that everyone is happy living in. A home founded on strong relationships that are built from trust and positive relations. A home where hopes and aspirations are achieved!

The way a parent and their child relate has a powerful effect on the overall wellbeing of the family. The Healthy Homes Parenting Program begins from the premise that both the parent and the adolescent value a happy home and would like to strengthen their relationship. Beginning with goals to improve the relationship establishes the basis of every healthy home! As we build the foundation it is important to praise the parents and adolescents for the commitment they are making to enhance their relationship, strengthening their bond as family.

2. The mud walls

The mud walls symbolize positive and healthy interactions between the parents and adolescents – quality time with their children, talking about feelings, and praising and supporting good behavior. The mud walls make the foundation for good parenting. They are most important part of the program.

3. The thatch roof

As we move to the thatch roof, we focus on setting limits, establishing house rules, and dealing with problem behavior. When parents spend more time building positive relationships with their children, they often need to do less disciplining. Parents have less stress. The more time that parents spend time with and praising their adolescent, the more comfortable their adolescents will feel about communicating openly to their parents and behaving in a positive way. Parents and children feel supported and loved. If adolescents feel disconnected and emotionally insecure they engage in risky behavior that may endanger their lives or affect their future. This will make parents will feel stressed and unhappy.

If the foundation of the Home is strong, the thatch roof will be easier to maintain. If the walls are made poorly, out of bad, negative material, or if we spend all our time worrying about the thatch roof (making rules, disciplining, and punishing our children) without building strong walls, our Home of Support will fall down.

4. The garden

The garden is about establishing ways to provide and support the family which includes ensuring that there is now money to provide for the family needs

5. The fence

Finally, the fence symbolizes the importance for adolescents to receive as much care and protection as possible from their parents. As adolescents encounter various challenges, parents need to provide continual guidance and support in order for them to be emotionally prepared and adjusted to cope with life experiences. Through consistent care and support, parents are able to respond to the needs and ensure that they achieve their aspirations for a positive future.

2.2 PROGRAM ACTIVITIES

The Healthy Homes Program is a very exciting program where we come and learn and also play! In this program we will be doing a lot of sharing, singing, dancing, laughing and learning a lot of new skills. We will have drama's which we call role plays We will watch and correct role-plays, talk about different solutions together, practice different skills together, and also have lots of time to practice at home. Role-playing is an important part of each session. In our program we use them to act out different scenarios that have different fictional characters showing experiences that we all have sometimes. We often encourage everyone to step in and do some of the acting and directing themselves! We also sometimes hand out illustrated stories that show some of the things we talk about during sessions.

Sometimes these show the role-play story and sometimes they show things that might be helpful to remember what we talked about, like the physical exercise illustration we will hand-out today! These are for you to keep, take home with you, and show to your families.

2.3 SONG & PHYSICAL EXERCISE

SONG: "Chalibobu Chalichibotu"

Nichalibobu nichali botu 2x
Nichalibobu nichali chibotu 2x

Repeat as necessary. This song can have lots of traditional Zambian dancing!

PHYSICAL EXERCISE

We start off every session with a physical exercise. Physical exercise can help with stress and tension in the body and the mind. Everybody is different and can do different exercises – we don't want anybody to hurt themselves! Since this is the first session, let's start with a very simple exercise that participants can practice at home. This exercise uses the whole body.

We start with our heads, and then move down and across our bodies, moving our neck from side to side, and then each of our arms, hands, bellies, legs... and finally our feet.



When teaching the physical exercise with participants for the first time, facilitators need to be patient and explain each movement clearly. It is okay to pause and gently correct movements if necessary. But it's very important that participants only do the exercises that are comfortable for them. It is also very important to make sure the movements are smooth and the breath is relaxed.

GUIDELINES: Leading Physical Exercise

- Many of the parents are not used to moving their bodies and may need encouragement and more guidance than you expect. Adolescents should be encouraged to be energetic and playful.
- As you lead the physical exercises each session, the parents will gradually become more comfortable with the movements
- Facilitators should encourage parents to do the physical exercises at home regularly and on an ongoing basis, for example first thing in the morning.
- You can suggest that parents do it first thing in the morning. If someone needs to sit down, encourage him or her to participate as best as they can from a sitting position.
- As you lead warm-ups during each session, the participants will gradually become more comfortable with the movements.
- Facilitators demonstrate the movement that they want participants to copy
- Facilitators should be creative with this! Use sounds with the movements for fun. Try different movements in different sessions.

Physical Exercise

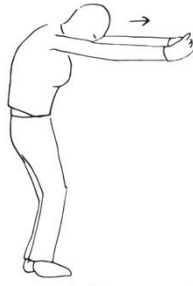
I. Stretching our bodies



Stretch arms straight up as if you want to touch the sky (4 deep breaths)



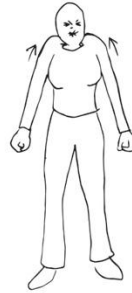
Stretch up into your left and right sides (4 deep breaths)



Stretch to the front (4 deep breaths)



Stretch to the back (4 deep breaths)



Scrunch face, squeeze hands and bring shoulders up to ear. Hold body tight with breath.

3. Shoulders



Release everything breathing out loudly. (4 times)

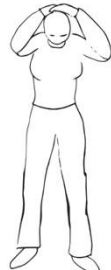


Rotate your shoulders in circles to the front (4 times)
Rotate your shoulders in circles to the back (4 times)

2. Head



Stretch right arm up and put your head on your right shoulder, then 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 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)



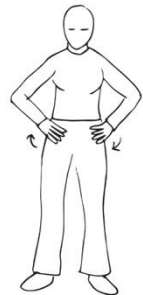
Relax your arms and let them swing from your shoulders forward and backward with your knees bent slightly (10 times)

4. 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)

5. Waist



Hold your waist and make small circles in both directions (10 circles each direction)

6. Knees



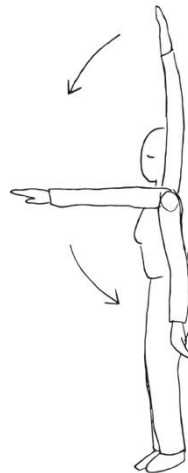
Bend your knees a little and hold them with both hands, and make small circles in both directions (10 circles each direction)

7. Foot and Ankles

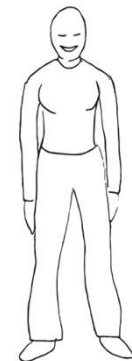


Place one foot on the ground in front of you. Rotate your ankle outward and inward. After 10 circles in each direction, switch feet.

10. 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.

8. Hands and Wrists



Rotate your wrists in circles as if you are painting. Make sure you go in both directions.

9. Shake Down



Shake your whole body in all directions.

Do these exercises every morning when you wake up!

3.1 GROUND RULES: THINGS THAT WILL HELP US WORK TOGETHER



During this session, facilitators ask participants for their ideas about what rules would be helpful to maintain a good environment when the group meets. What do we need in order to feel comfortable, respected, and supported in the Healthy Homes Program group each week?

The Healthy Homes Parenting Program is a special program! It brings together families to sit down together, to learn and share common experiences. It is important that the group sets ground rules on how they will ensure that their time and experiences together over the next 14 weeks are fruitful. These rules should be developed as a group and owned by the group. By creating common rules of how the group will engage will ensure that the parent-teen workshop is safe, warm & welcoming. Ground rules, or basic rules, will help us to work well together. When we establish Ground Rules it is like we are making a group contract. Can anybody share what they think a “ground rule” is?

Ground rules are useful for helping us to run these sessions. These can also help us to live peacefully together in our homes. In this session we will start with the ground rules for the program and then we will talk about how ground rules, or household rules, work in your home.

GUIDELINES: Facilitating the Ground Rules Discussion

1. Participants share in a group.
2. Everyone needs to have a chance to speak if they want.
3. One Facilitator leads the discussion while the other writes rules and comments on the flip chart (or big paper stuck to the wall) to look at later.
4. Facilitators can ask participants for rules around specific issues like arriving on time, cell phone use, respect, etc.
5. Make sure everyone in the group understands. For example, if someone mentions respect, ask what that means to her. What sort of behavior shows respect? Does everyone agree? Would someone like to add something?
6. Help participants to make the rules in a positive way. So, instead of “no interrupting” we could say “listen respectfully when other people talk”.
7. Give participants a chance to debate and discuss what a “rule” could be. For example: Someone might suggest “Keep your cell phone on silence”. You may want to talk about “What counts as “silent”?”, “Can we keep our phones on “vibrate”?”
8. Everybody must agree on a rule before we write it down!

Praise! Praise! Praise! Praise suggestions and praise actions – and praise what you want to see more of from your participants!

Some helpful ground rules might include:

"Please try to come on time and be at every session"

"If you cannot attend, please tell the facilitators (It is okay to send a 'please call me'!)."

"There is no right and no wrong in whatever we do or say. Everyone is different and will have different experiences in the workshops."

"Everyone has an opportunity to speak and practice."

"Respect each other by listening and paying attention to whoever is speaking."

"What we say in the group, stays in the group. Nobody talks about it to anyone else who wasn't here."

"Share only what you feel comfortable about sharing."

"Accept and respect that people hold different rules".

"Feel free to ask the Facilitators any questions you might have"

Facilitators can add these after the participants have shared their own rules. Save the Ground Rules and display them in the room for each session.

3.2 ESTABLISHING GOALS: WHAT ARE YOU HOPING TO GAIN?

SETTING GOALS

In this session we will take some time to discuss what goals we would like to achieve through this program as families – individually and collectively. Goals help us focus our attention on what we would like to see in the future. Using the example of building a traditional round hut it is important to come up with plan of how we would like to construct our home. Goals are also the Core Principles of what we would like to achieve. Setting goals also helps young people make positive choices and take more responsibility for their present and future success. Parents can help make this possible!

Remember every goal is achievable! What is important is that both parents and adolescents commit themselves to achieving their goals – not only during this program – also at home. There are many challenges that we meet in life which could deter us from achieving our goals but learning to stay positive and focused will help the parent and teen to see the great accomplishments they have made.



REMEMBER: The participants are the experts in their own situation. Our job is to help them learn for themselves how to achieve their own goals. Facilitators are the models of positive behavior to participants! Remind participants that we gather in workshops to help each other and work together to have better relationships with our adolescents and caregivers. It is normal to have stress and problems in families.

We are here to learn from each other and to work out ideas that might help us together. We are all experts in our own families. As facilitators, we are not here to teach you – we won't be proving answers to your problems, you have to find them yourselves – but we will be there to help you! Facilitators guide the participants in thinking about their goals. Why is everyone here? We talk about this first in pairs and then as an entire group. Just like during the Ground Rules discussion, one Facilitator leads the activity while the other supports and takes notes on the flipchart.

GUIDELINES: Facilitating Goal Setting

The focus of goals is on the future and not the past. It is important that we look at where we are going instead of what we want to get away from. For examples as parents We should focus on the behavior or relationship we want to have with our child or changes we would like to see at home or school. Our goals should be to transform from negative behaviors to positive outcomes and these goals should be specific.

We can find out about specific goals by answering these questions:

Parent Goals:

1. What are your goals for your adolescent when he/she is an adult?
2. What do you want to get out of the program for yourself?
3. How would you like things to be different for you and your adolescent?
4. What would help you to make life at home easier?

Adolescent Goals:

1. What are your goals for when you are an adult?
2. What do you want to get out of the program for you and your family?
3. How would you like things to be different for you and your parent?
4. What would help you to make life at home easier?

Facilitators should encourage parents to think and talk about themselves, and not “hide” behind their adolescents. This can be hard to do at the beginning of the program, so make sure to praise them for talking about themselves when they do!

Parents and adolescents should also be able to accomplish goals!

- o For instance, “I would like my daughter to be ready to leave for school at 7am every morning” is a specific goal.
- o “I would like my daughter to do well at school” is not [what does “well” mean?].
- o But it is a good goal if you have an example of a specific behavior that will work towards this goal – like being ready to leave for school on time at 7am!
- o “My daughter is always late in the mornings when she needs to go to school” is also not a helpful goal – it doesn’t focus on the future or tell us exactly what is wanted.
- o For adolescents, it’s helpful to be able to say “I would like my parent to thank me when I do the dishes”, but it’s not as helpful to say “I would like my parent to be nice to me” because that is not specific.
- o Listen to the challenges that the participants are facing.
- o All the goals should be recorded on a flipchart and then reviewed after the group finishes. it is okay if parents and adolescents have similar goals!

Facilitators should manage responses. It is okay to interrupt a parent to clarify what they are talking about and to guide them towards the Core Principles of the program.

3.3 ENERGISER

ENERGISER: ONE DAY ONE DAY

This is a call-and-response energiser where the participants repeat after the facilitator.
Facilitator: Feel free to be creative as you lead the call!

Leader: One day one day
Group: One day one day
Leader: My mother said cook me some porridge

Group: My mother said cook me some porridge
Leader: Using your right hand
Group: Using your right hand

Repeat the same call for left hand, left and right legs



4.1 PREPARING FOR HOME ACTIVITY

Each week, participants are encouraged to practice at home what they have learned during the session. Facilitators will review what the home activity is at the end of every session.

GUIDELINES: Facilitating Home Activity

1. Set practical goals with participants about when, where, and what they will be doing for their home activity.
2. Facilitators should ask the participants the following questions ahead of home activity
3. What time? Where in the house or outside?
4. How can you do it without too much distraction?
5. Why might the TV make it difficult for everybody to participate (concentration skills)?

At the beginning of each new session, participants will share their experiences doing the home activity. These discussions will be an opportunity to share what went well, talk about how home activity is connected to the core principles, and problem-solve ways of dealing with challenges that participants faced at home. When challenges are being discussed, participants will be encouraged to come up with solutions and support them in trying them out in role-play or something else. **Always give big praise and applause to everyone brave enough to stand up and act.**

HOME ACTIVITY EXERCISE FOR THE WEEK:

Before the end of the session, make sure you remember to assign Home Activities. For this week's home activity, parents and adolescents should review their goals that they set during the session. They should also share these goals with their other family members. Finally, encourage parents and adolescents to do their physical exercises we introduced at the beginning of the session or they can use the simple physical exercise which is part of the handout they will use at home!

4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today? Ask if the participants can remember any of the core principles from this session? Let participants repeat the core principles after the facilitator:

- Building a Home of Support
- Knowing goals helps us make choices

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

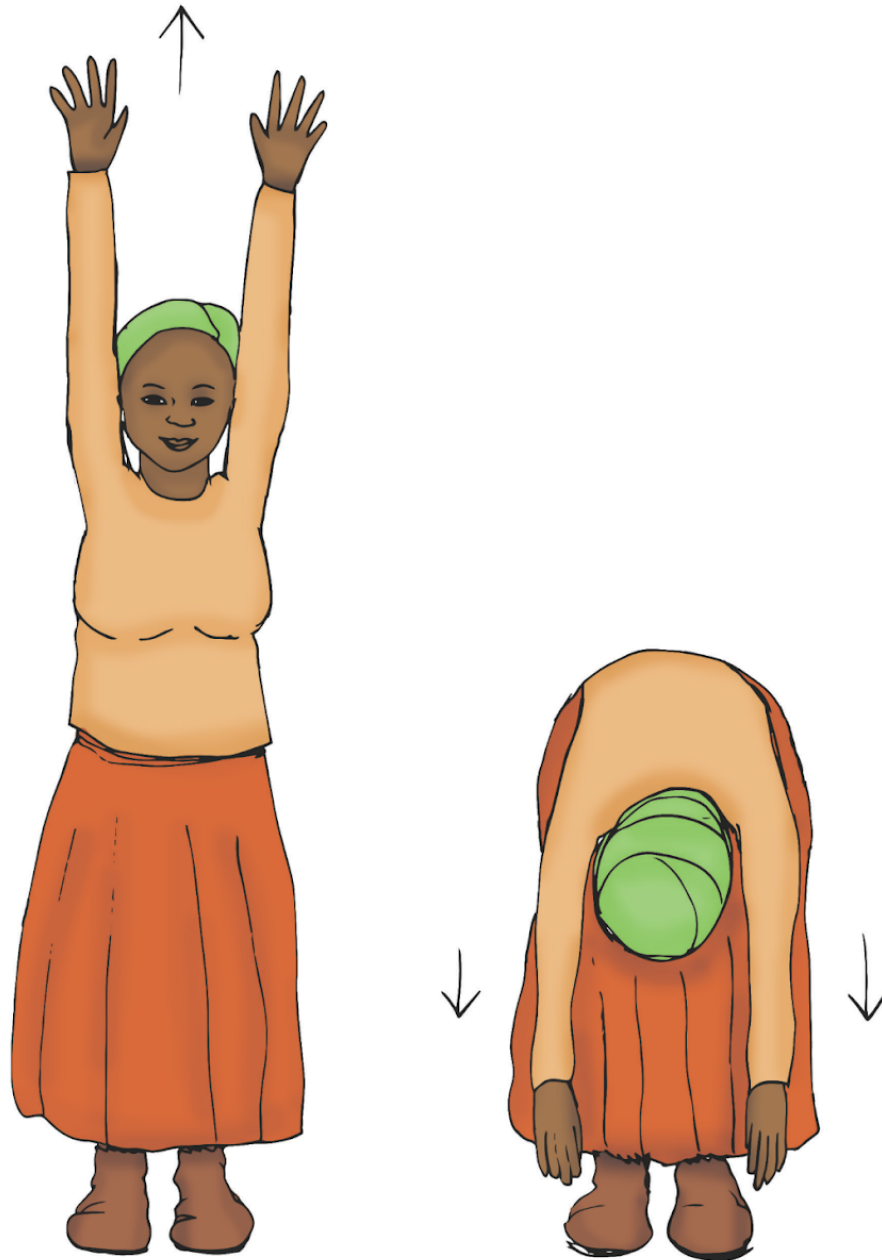
Facilitators tell participants that in the next session they will talk about building a positive relationship whilst spending quality time together. Remind participants to do their home activity. Facilitators tell participants about time and location of next session.

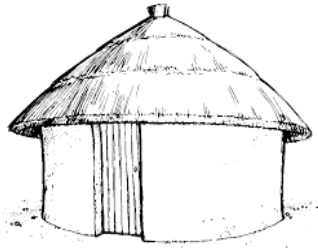
4.4 THANK AND PRAISE PARTICIPANTS & CLOSE

Invite a participant to close the session with a song.

Handout: ILLUSTRATION FOR SESSION 1

Reach for the sky, reach for the ground...





Healthy Homes Parenting Program HOME VISITS

Guardian's Name _____
Adolescent's Name _____
Date _____ **Group** _____
Facilitator's Name _____

Session 1: INTRODUCING THE PROGRAM & DEFINING GOALS

Goal: Introduce the program and make ground rules and goals with participants

Overview: In Healthy Homes we want to build a house of support with strong walls to support the roof to keep everybody sheltered.

Facilitators are partners who work with participants to make plans and practice solutions to help make life at home better and less stressful. Facilitators will not be providing answers!

Participants are experts in their own lives! During Healthy Homes we share our expert knowledge and solve problems together.

Illustration: Exercise

From toes to nose: We try to exercise every day to warm our bodies up, take away stress and make us feel good.

Core Lesson: Ground rules help us to work together, both in sessions and in our homes. Discuss ground rules that were agreed during the session. Do you agree or disagree with these rules?

Make a name tag to wear to the next session.

Home activity: We practice at home what we learnt during the session. This helps us remember. At the beginning of each session, we discuss how home activity went to try to understand what worked and find solutions for things that were difficult. Think about what you want to get out of the Healthy Homes Program for you and your family?

Write down what your goals are and prepare to share in the next session.

Attending sessions can be difficult. Is there anything we can do to help you attend sessions? *It is important to have a non-blaming attitude about attendance!*

Did any other members of the household participate in this home visit? Who?