

# BUILDING A POSITIVE RELATIONSHIP THROUGH SPENDING TIME TOGETHER

## INTRODUCING THE SESSION

Welcome to Session Two of the Healthy Homes Parenting Program for Parents and Adolescents! The focus of this week's session is on building a positive relationship while spending time with each other.

In this session your main goals as a facilitator will be to engage participants on:

- Spending time together to get to know each other
- Establishing Trust
- Listening to each other carefully

In this session you will talk about one of the key ways that a parent and their children can establish a supportive relationship – Spending time together!

Due to various demands that parents and adolescents encounter daily – such as school and work, it can be challenging sometimes to find time to spend time together. A strong parent-child relationship is not possible without spending time together.

Spending time creates the space for the parent to be more available to their child and they can play a protective role in their lives. This helps parents to be more involved in their adolescents lives – protecting them from risky sexual behaviors.

## SESSION 2 PREPARATIONS & OUTLINE

<b>Goal of the session</b>	The goal of the session is to introduce to the participants to the concept of spending time together. By spending time parents and adolescents get to know each other and able to relate better as they learn how to share experiences together.
<b>Core Principles</b>	<ul style="list-style-type: none"><li>▪ Spending time makes us get to know each other better</li><li>▪ Spending times provides us an opportunity to communicate to each other our needs and wants.</li><li>▪ Spending time strengthens the bond between a parent and child</li><li>▪ Spending time helps us pay attention to each other's interest.</li></ul>
<b>Training materials &amp; resources</b>	<ul style="list-style-type: none"><li>▪ Flip chart, paper, pens, markers, Prestik</li><li>▪ Attendance register</li><li>▪ Name tag materials</li><li>▪ Printed copies of Session Illustration "WhatsApp quality time (negative)"</li></ul>
<b>Venue Preparations:</b>	<ul style="list-style-type: none"><li>▪ Make sure that the workshop venue is clean.</li><li>▪ Set up chairs where the participants will sit in a circle</li><li>▪ Prepare all the materials that you will use during the group session</li></ul>

COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	40 mins	<ul style="list-style-type: none"> <li>Facilitators take attendance.</li> <li>Participants settle down &amp; do their name tags.</li> <li>Welcome, thank everyone for coming and praise time keeping</li> <li>Home activity discussion</li> </ul>
Session overview for the day	30 mins	<ul style="list-style-type: none"> <li>Framing the day</li> <li>Song: Khuzwayo mwana wangu.</li> <li>Physical exercise</li> <li>Trust game</li> </ul>
Core Lesson	60 mins	<ul style="list-style-type: none"> <li>Discussion: What is quality time?</li> <li>Negative role-play: WhatsApp quality time (negative)</li> <li>Discussion about negative role-play</li> </ul>
Session Close	20 mins	<ul style="list-style-type: none"> <li>Preparing for Home Activity</li> </ul> <p><b><u>Home activity for the Week</u></b></p> <ul style="list-style-type: none"> <li>◆ <b>Think of an activity to do together</b></li> <li>◆ <b>Spend 15 minutes' quality time together</b></li> <li>◆ <b>Complete a physical exercise once a day</b></li> <li>Today's session review</li> <li>Reminder of next session date and thank &amp; close</li> <li>Make sure you leave the room in order</li> <li>Share your observations in facilitator report</li> </ul>



## 1.1 FACILITATORS TAKE ATTENDANCE

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

## 1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling today.

## 1.3 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

Remember you want to model positive behavior – including providing praise!

## 1.4 HOME ACTIVITY DISCUSSION

Guide a discussion about the previous week's home activity. As a reminder, last week participants were asked to review and share their goals.

Home activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- Brainstorm solutions with participants
- Practice applying the solution.
- Evaluate how it worked

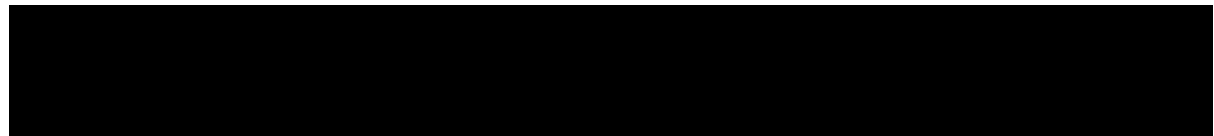
When challenges are being discussed, try to encourage the participants to come up with solutions and support them in trying them.

Always give big praise and applause to everyone brave enough to share.

As this is the first home activity discussion, here are some possible questions to get the discussion going. You can use Who? What? Where? Why? When? How? during every discussion.

- WHO? Who was able to review their goals and share them with other family members?
- WHAT? What goals did you share?
- WHERE? Where did you talk about your goals?
- WHY? Why was it important to share and talk about your goals?
- WHEN? When did you talk about your goals?
- HOW? How did you feel reviewing and sharing your goals?

Goals should be positive and about the future. Use the guidelines above to make it easier. Feel free to ask follow-up questions!



## 2.1 FRAMING THE DAY

In this session, we help participants discover that trust is essential to building positive relationships. Trust can grow by spending quality time with each other. We focus on four main points:

1. Spend time focusing on each other
2. Make time to listen to each other
3. Don't criticise
4. Praise the good things

In this session we find out how trust can grow by spending quality time with each other. When spending time with each other participants should try to listen carefully to what the other person is saying.

When someone really listens to you and notices what you are doing it makes you feel good because you feel valued.

Parents should remember that when we praise positive behavior, adolescents are likely to repeat the positive behavior again.

## 2.2 SONG & EXERCISE

### **SONG: KHUZWAYO MWANA WANGU**

*This song is about loving and praising the children that we have for the good things that they do.*

Khuzwayo mwana wangu, khuzwayo!  
Nukukonda aaah! Khuzwayooo!

Khuzwayo mwana wangu neo

Khuzwayo mwana wangu, khuzwayo!  
Nukukonda aaah! Khuzwayooo!

### **PHYSICAL EXERCISE**

Encourage participants to do their physical exercises once a day! Lead them through the head-to-toe stretch that we introduced in the first session.

Remind participants to do the exercise together at home every day!

## 2.3 TRUST GAME

In this game we think about how to care for your partner and how to allow yourself to be led.

### **GUIDELINES: How to facilitate the Trust Game**

1. Divide group into parent/adolescent pairs. Decide if you would like to play inside or outside.
2. Facilitators show activity with a partner. Show both good and bad ways of leading.
3. Ask participants to choose who will go first. That person will be the leader.
4. Ask second person to close his/her eyes and allow him/herself to be led around the room or the space.
5. Leaders bring the person with the closed eyes back to the starting point.
6. Switch places!

## Discussion: TRUST GAME

This game reminds us about how trust works. It also reminds us that we communicate in lots of ways without using words!

- Why do you think we played this game?
- Did we learn anything?

## 2.4 SESSION

### WHAT IS SPENDING QUALITY TIME?

The Core Lesson focuses on “quality time” and begins with a discussion about what “quality time” is. For most “quality time” will be a new idea – including facilitators. Facilitators write down participants’ ideas of what this might be.

#### 1. What does it mean to spend “quality time” together?

Participants brainstorm: Here are some questions to start the discussion:

Facilitators use the Who?, What?, Where?, Why?, When?, How? questions to guide brainstorming.

- WHO? Who should spend time together that feels special?
- WHAT? What activity could parents and adolescents do together that would feel special?
- WHERE? Where could parents and adolescents spend time together that would be special?
- WHY? Why should parents and adolescents make an effort to spend time together doing something special?
- WHEN? When is a good time to spend quality time together? At night? In the morning? On weekends?
- HOW? How can parents and adolescents spend time together in a special way?

#### 2. There are lots of good reasons to spend time with each other.

Here are a few to add to the discussion:

- Improves bonding between parent and adolescent.
- Builds self-esteem since parent/adolescent feels that they are valuable and loved.
- Builds learning skills and problem-solving.
- Adolescents become more willing to help around the house.
- Parents feel like their hard work in the house is more valued.
- Listening carefully to adolescents and valuing their ideas encourages them to think for themselves and take the lead.
- Spending time with each other gives parents a chance to learn a lot about their adolescent’s interests and what they can do. It also helps parents understand how they can support their adolescents.



**Establishing a safe and supportive environment at home will make young girls and boys less likely to engage in HIV risk behaviors.**

A few things to keep in mind when we spend “quality time”: When we spend quality time with each other, we don’t have to agree with each other but we do have to listen to each other.

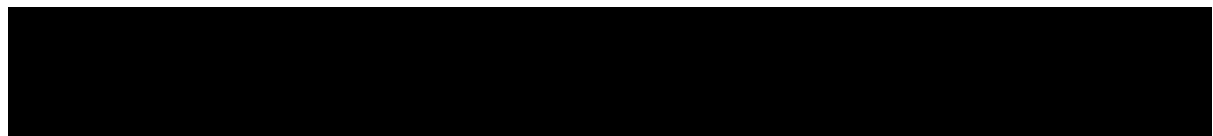
#### 3. There are lots of ways to spend quality time together.

Let’s brainstorm a few:

- It is important to talk about the things that matter to parents and their adolescents. Say what is important to you!
- If we spend time with each other, we might talk about the things that give us stress. It is much easier to support each other when we know what is upsetting to the other person.
- Another good way to support someone is to spend time with them when they are doing something that they enjoy. For example, go to see your adolescent's soccer match!
- But we don't have to do something special to spend quality time together. We can spend quality time just sitting next to each other. We can spend quality time together whether we are feeling healthy or sick, energetic or tired, strong or weak.

### **MAKE IT A MIME GAME!**

Want to make it fun? Instead of saying their activity out loud, parents and adolescents could mime (act) their activity and the other participants can guess the activity.



## **3.1 ROLE-PLAY**



**In Session Two we introduce role-plays as an important learning tool used in the program. Like storytelling, these role-plays, which we also sometimes call “scenarios”, let participants see the experiences of other parents and adolescents outside of their own lives.**

Role-plays can also allow participants to be assertive – or active – in the scenarios. This helps participants develop problem-solving skills that they can use in their daily lives. To begin, in this session facilitators act out the following negative and positive role-plays:

### **Introducing the Mudenda Family**

Today we meet the Mudenda family, which lives in Magoye village. The family consists of **Amai**, **Atate**, and their three children, **Mutinta** (17-year-old girl), **Michelo** (15-year-old boy) and **Luyando** (12-year-old girl). We also meet **Ambuya Sara** (Atate's Amai) who lives in another homestead, who is taking care of **Beauty** (16-year girl) and **Mapalo** (13-year boy) who are orphans. Beauty and Mapalo are cousins to Mutinta and her siblings. Throughout the program we will be talking and reflecting on their family experiences. In some instances, we will be acting out their family experiences! This will be great fun! Just like our families, the Mudenda family face many challenges including relational problems that exist between the parents and their adolescents. It is important to note that the characters in the role plays are fictional.

**Please inform the participants that the family is not a real family that exists even though common names have been used.**

### **ROLE PLAY: WhatsApp Quality time (negative)**

In this first role-play, we meet and 15-year-old son. Let's watch and listen to what happens.

*Michelo and Amai are sitting at the table. Michelo is doing his homework while Amai is busy with WhatsApp on her phone.*

**Michelo** (smiles): "Look, now I am getting all the sums right, I can't wait to go to school tomorrow to show my teacher."

**Amai** (doesn't look up at, still busy with cellphone): "Mhhh...."

*Michelo becomes frustrated and starts to feel sad. Amai still on WhatsApp.*

*Michelo leaves his books on the table and starts playing a game on his own phone.*

**Amai**: "Ok now, what were you saying, Michelo?"

**Michelo**: "What, NOW you have time for me?"

*(Both stare at each other very angrily)*

## 3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY:

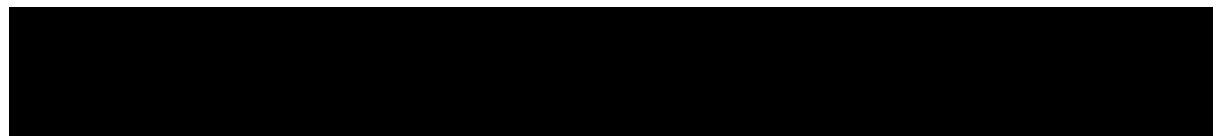
Now it's time to discuss the role-play. Here are some questions to get you started:

- Why do and feel the other person is not listening to them?
- What would you suggest they could do differently?
- Can you think of a time this happened to you?

Based on the suggestions that participants make about what could be done differently, show a new – corrected – ending to the role-play. Do adolescents and parents want to try playing the and roles?

In order to do this, facilitators will act out the role-play again slowly, and participants can either interrupt to "direct" suggestions or they can "tag" into the role-play and act out the characters themselves.

They can stay in their seats to do this if they want! Do they want to share how the action in the role-play makes them feel?



## 4.1 PREPARING HOME ACTIVITY

This activity will help participants get ready for home activity by helping them to think of different activities they can do together during the week.

Parents and adolescents should team up to think of an activity that they can do together. Try to think of things that don't cost any money. Remember to try to encourage the adolescents to lead!

Each parent/adolescent team should try to think of a few ideas and present these to the group. Facilitators can write down ideas on the flip chart so that participants can see a "bank" of activities to choose from if they are having trouble deciding.

Possible activities could include:

- Doing chores together
- Singing a song together
- Eating dinner together
- Telling a story
- Walking somewhere together

## 4.2 HOME ACTIVITY

Spend at least 15 minutes of quality time together during the week. Allow the teen to take the lead in deciding what activity it will be. Parents: Make the decision together but try to follow your adolescent's lead! If you don't have time because you have too many chores to do, can you do one of these together, like walking together to the shops or to fetch water?

Each day ask about each other's day and try to listen carefully.

### **COMPLETE A PHYSICAL EXERCISE ONCE A DAY**

Participants can either use the physical exercise we did at the beginning of the session, or they can invent their own.

## 4.3 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:

In this session we talked about how important it is to spend quality time together.

- Spending time together to get to know each other
- Following the adolescent's lead
- Listening to each other carefully

Use the illustration from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.

## 4.4 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

In the next session we talk about praise.

But before then, don't forget to do your home activity!

Facilitators remind participants about time and location of next session.

## 4.5 THANK AND PRAISE PARTICIPANTS

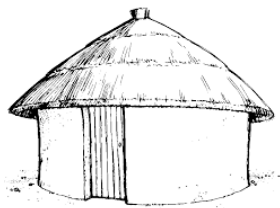
Invite one of the participants to close the session with a song.



# Handout: ILLUSTRATION FOR SESSION 2

WhatsApp quality time...





# Healthy Homes Parenting Program HOME VISITS

**Guardian's Name** \_\_\_\_\_  
**Adolescent's Name** \_\_\_\_\_  
**Date** \_\_\_\_\_ **Group** \_\_\_\_\_  
**Facilitator's Name** \_\_\_\_\_

## Session 2: BUILDING A POSITIVE RELATIONSHIP THROUGH SPENDING TIME TOGETHER

**Goal:** Building a positive relationship while spending time with each other.

**Overview:** In this session, we help participants discover that trust is essential to building positive relationships. We focus on four main points:

- Spend time focusing on each other
- Make time to listen to each other
- Don't criticise
- Praise the good things

In this session, we find out how trust can grow by spending quality time with each other. While this is happening, participants should listen carefully to the person they are with.

**Illustration:** WhatsApp Quality Time (negative)

**Core Lesson:** Let's discuss "quality time". Think about the illustration:

Why do Michelo and his mother feel the other person is not listening to them? What would you suggest they could do differently?

1. What does it mean to spend "quality time" together? When we spend quality time with each other, we don't have to agree with each other but we do have to listen to each other.

2. There are lots of good reasons to spend time with each other: Spending time with each other gives parents a chance to learn a lot about their adolescent's interests and what they can do. It also helps parents understand how they can support their adolescents.

3. There are lots of ways to spend quality time together: If we spend time with each other, we might talk about the things that give us stress. Then it is much easier to support each other because we know what is upsetting to the other person.

**Home activity:** Spend at least 15 minutes of quality time together. Each day ask about each other's day and try to listen carefully.

**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 visits? Who?