

PRAISING EACH OTHER

INTRODUCING THE SESSION

Welcome to Session 3 of the Healthy Homes Program for Parents and Adolescents!

In Session 3, we focus on understanding the benefits of praise and practice ways of praising. Your main goals as a facilitator will be to engage participants on:

- Praise will increase the behavior that we are praising.
- Giving praise right after good behavior makes praise more effective!
- Try to give specific praise

In Session 3, facilitators introduce parents and adolescents to a very important skill: **PRAISE!**

It is important that parents realise that praise helps build up their child's confidence and it encourages them to want to do well in whatever they are assigned to do. Praise also helps parents connect with their child about behaviors that they like and appreciate. The more a child is made aware of the positive behaviors that are approved by their parent through praise the more they seek to do them. Good family relations can be established through praise.

In this session, facilitators talk about praise and positive encouragement and how these help builds a good relationship between a parent and their child.

SESSION 3 PREPARATIONS & OUTLINE

Goal of the session	The purpose of this session is to encourage parents to praise their child and to share some of the benefits of structured praise.
Core Principles	<ul style="list-style-type: none">▪ Praise helps to build positive relationships.▪ Praise encourages the behavior we want to see.▪ The positive behaviors you praise will happen more often▪ Praise helps to boost an adolescent's self-confidence and sense of responsibility
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 "Notice the positive"
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	40 mins	<ul style="list-style-type: none"> Facilitators take attendance. Participants settle down Welcome, thank everyone for coming and praise time keeping Home activity discussion
Session overview for the day	30 mins	<ul style="list-style-type: none"> Framing the day Song: If you follow me Physical exercise
Core Lesson	60 mins	<ul style="list-style-type: none"> Negative role-play: Ignore the good (negative) Discussion about negative role-play Positive role-play: Ignore the good (positive) Discussion about positive role-play Energiser: How are you my partner? Introducing the Healthy Homes Friend System
Session Close	20 mins	<ul style="list-style-type: none"> Preparing for Home Activity <p><u>Home activity</u></p> <ul style="list-style-type: none"> ❖ Practice giving each other structured praise once a day ❖ Visit your Healthy Homes Friend at least once a week ❖ Complete a physical exercise once a day 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 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. Can they do this in one word?

GUIDELINES: Facilitating Circle Share

- Facilitators start the circle share with themselves, using one word to describe how they feel.
- Move around the circle, giving participants a chance to say one word about how they feel.
- Remember to praise and thank participants for sharing – especially at the beginning when this is new.

- It is fine if participants do not want to share, simply move on to the next person.



Try taking 10 minutes to use circle share at the beginning of each new session so that participants can get a chance to practice sharing emotions.

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

Facilitators lead a discussion about the previous week's home activity. As a reminder, last week participants were asked to try to spend quality time together.

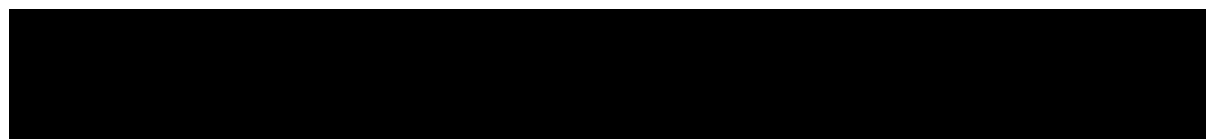
Home activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- 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.

Remember that you can use **Who?, What?, Where?, Why?, When?, How?** during the discussion.

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



2.1 FRAMING THE DAY

In Session 3, we focus on the importance of PRAISE. Ask participants what praise means to them. Write down their ideas! Praise can be when somebody says something good about something we have done. For example, "You are playing with your brother so nicely and gently!" or "You are a wonderful cook!"

Positive attention is important to building good relationships and encouraging good behavior. So what is positive attention? It can include telling somebody when they have done something well, supporting them (by going to their soccer match or helping them with chores), encouraging them (to finish some homework that might be difficult), smiling, thanking and hugging them!

As a parent, having a strong connection with your child is important. Adolescents do their best when they have a solid and healthy relationship with their parent(s). Positive communication plays an important role in establishing a warm relationship. Speaking to your adolescent in a

positive and encouraging way makes them to develop confidence and feel good about themselves.

When spoken to in a harmful way, adolescents feel bad about themselves and about others around them. When the foundation is right a parent is able to communicate with their child about a number of issues even sensitive issues are better talked about when the relationship is healthy.



Communication is a fundamental relational process that impacts how people think about and respond to HIV/AIDS. Positive family communication creates and establishes an environment in which positive behaviors amongst adolescents can be reinforced. It creates an environment where difficult conversations, for example, around disclosure, can be had safely.

2.2 SONG & EXERCISE

SONG: IF YOU FOLLOW ME

(song from Zambia sung as a call and response)

Leader: If you follow meeeeeeee
Group: If you follow meeeeeeee
Leader: I will make you...
Group: Fishers... (Females stand) of Men (Males stand) x 3

Repeat once.

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. Did anybody try this exercise at home?

LESSON

3.1 ROLE PLAY: Ignoring the good (NEGATIVE)

Luyando is doing her homework. She is practicing reading her book out loud while her sister is helping her. Amai is busy cooking dinner.

Luyando (*struggling over a difficult word*): "The girl braw – broo – brought the ball to her brother"

Mutinta: "Luyando! Well done! You read well! Keep reading! The more you practice the better you will get."

Mutinta: "Amai! Come and hear Luyando read! She's doing so well!"

Luyando smiles at the idea of her mother coming to listen to her read.

Amai (*doesn't really listen*): "Yes, very good Luyando, but dinner will be ready soon, so I wish you could learn to read quicker. I want to sleep early today. I am tired."

Mutinta: "But, I'm helping Luyando and she is getting so much better. You should come and listen!"

Amai (*getting angry*): "I don't have time for that – I said I was tired! Now please do as you are told and finish up and come and help serve dinner."

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Think about the role-play you just saw and discuss and try out possible solutions. Remind participants that praise doesn't work when criticism is attached! Here are some questions to get you started:

- How does Luyando feel when her mother tells her to hurry up?
- How do you think Amai telling Luyando to "learn to read quicker" affected the praise she first gave to Luyando when she said "Yes, well done"?
- How do you think that Amai's criticism will affect Luyando's attitude about reading in the future?

3.3 ROLE PLAY: Notice the good (POSITIVE)

Luyando is doing her homework. She is practicing reading her book out loud while her sister Mutinta is helping her. Amai is busy cooking dinner.

Luyando (*struggling over a difficult word*): "The girl braw – broo – brought the ball to her brother"

Mutinta: "Luyando! Well done! You read well! Keep reading! The more you practice the better you will get."

Amai (*comes and smiles at them*): "I am very proud of my two daughters. Luyando, you are working so hard, I know reading is not easy. And thank you very much Mutinta for helping your sister so I can cook. You are a big help to me."

3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Think about the role-play you just saw and discuss the core principles, focusing on the timing of Amai's praise and how specific it was. Here are some questions to get you started:

- How does Luyando feel when Amai praises her?
- Do you think Amai's praise will affect Luyando's reading?
- How does Mutinta feel when Amai praises her?
- What makes Amai's praise work?
- How do you think Luyando feels when her sister praises her?

Can you think of something you appreciate or like about your parent/adolescent? Does anybody have any ideas about how they could praise their parent/adolescent?

Think of a time when you were praised – when someone said something good about you. How did it make you feel? What are the benefits of praise?

Can anybody share any ideas about what they think “structured praise” might be? **Structured praise** is one way to show that you like someone's positive behavior.

It is based on the idea that everything we do is more likely to happen again if it is rewarded in some way. Behavior that is ignored, or not rewarded, is less likely to happen again. It is important to reward adolescents and parents when they behave in a way that we would like to see them repeat. When we reward good behavior with praise, others want to behave that way more often in the future.

The way we give praise is also important. We must tell the other person exactly what they have done that has pleased us.

Parents:

We must try to praise our adolescents as soon after their good behavior as possible.

With some adolescents, especially adolescents who have behavior problems, it can be difficult to notice *any* good behavior. To begin with, we might have to praise them for small things, such as folding their clothes nicely or playing a game with their little sibling. With some situations that can feel stressful, it can be difficult to try to be positive and give structured praise. Try to start with something really small and manageable, like remembering to take medication every day.

Adolescents:

Sometimes when we're really in a bad mood with our parent, we only notice the times they are angry with us. But our parents do things all the time to help us, like making dinner, or working so that we can afford to go to school or coming with us for an appointment at the clinic. It can be really helpful to notice some of these things and praise them for it. We should also be praising and appreciating things that our parents do for us!

3.5 ENERGISER

ENERGISER: HOW ARE YOU MY PARTNER?

This energizer, in which participants are encouraged to lock each other's hands (Left Right Left Right), demonstrates one of the benefits of praising, which is to show love.

How are you my partner?

How are you today?

We shall dance in a circle, I will show you the way.

Sing... Tra la la la la la la la !!!! (x3)

I will show you the way

GUIDELINES: Facilitating How are you my partner?

- Group stands in two rows facing each other in a ring.
- Everyone sings "How are you my partner?"
- On "Tra lalalala..." each pair dances around with arms linked at the elbows. They stand again in two rings with those who were inside on the outside and vice versa and go through the song.
- If participants do not want to link arms, that is fine! They can dance or exchange a big smile.

3.6 INTRODUCING THE HEALTHY HOMES FRIEND SYSTEM!

At this point in the program, facilitators encourage participants to find someone to support them within the group. Parents and Adolescents will team up with a "Healthy Homes Friend".

Having a Healthy Homes Friend gives support to participants outside of the sessions, during the week or if they have to miss a session. The purpose of Healthy Homes Friend is to share experiences, successes, solutions and to build a support network beyond the weekly meetings. Healthy Homes Friends should be participants who live close to one another so that it is easy to meet once a week to discuss how their week is going. Remember the ground rules from Session One? Let's set some basic ground rules for the Partner system, like no late phone calls or getting drunk together. Facilitators should let participants choose their own Partner. It helps if people choose buddies based on who lives close to each other. Facilitators should also keep an eye on any difficult pairings and suggest alternatives if they it's necessary.



4.1 PREPARING FOR HOME ACTIVITY

This activity should help warm up participants for home activity by giving them a chance to practice praising someone about something specific out loud.

GUIDELINES: Facilitating the practice of praising

- Participants sit in a circle and find a partner sitting next to them.
- First, each person compliments her or his partner. Encourage participants to make eye contact and use the name of the person they are complimenting.
- The compliments can be about anything as long as they are sincere.
- Participants should keep praise specific and enthusiastic.

Ask the Participants what it was like to be praised and what it was like to give praise.

HOME ACTIVITY

Practice giving each other structured praise once a day. Visit your Healthy Homes Friend at least once a week.

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.

4.2 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:

- Praise will increase the behavior that we are praising.
- Giving praise right after good behavior makes praise more effective!
- Try to give specific praise
- Praise should come without criticism

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.

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

In the next session we will focus on learning to identify, name and discuss emotions. The next session is also slightly different because parents and adolescents will separate into two groups for the core lesson. But before then, don't forget to do your home activity – we're looking forward to hearing how you liked the Healthy Homes Friend system!



Facilitators remind participants about time and location of next session. It's important to stress that they meet at the same time, even though the group will separate into smaller teen-only and parent-only groups for the core lesson.

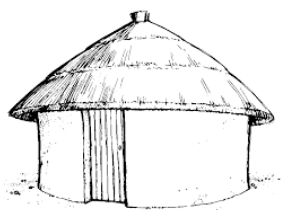
4.4 THANK AND PRAISE PARTICIPANTS

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

Handout: ILLUSTRATION FOR SESSION 3

Notice the good! (Positive)





Healthy Homes Parenting Program

HOME VISITS

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

Session Three: PRAISING EACH OTHER

Goal: Understand the benefits of praise and practice ways of praising.

Overview: In this session we focus on the importance of praise. Praise can be when somebody says something good about something we have done.

Before we begin with this week, how did last week's home activity go?

Illustration: Notice the good! (Positive) In this illustration we see how positive attention is important to building good relationships and encouraging good behavior.

Core Lesson: How does Luyando feel when Amai praises her? Do you think Amai's praise will affect Luyando's reading? Can you think of something you appreciate or like about your parent/adolescent?

Structured praise is one way to show that you like someone's positive behavior. It is based on the idea that everything we do is more likely to happen again if it is rewarded in some way. Behavior that is ignored, or not rewarded, is less likely to happen again.

The way we give praise is also important: We must tell the other person exactly what they have done that has pleased us.

Parents: We must try to praise our adolescents as soon after their good behavior as possible. To begin with, we might have to praise them for small things.

Adolescents: We should also be praising and appreciating things that our parents do for us!

Home activity: Practice giving each other structured praise once a day.

Facilitators: Remember to introduce the Healthy Homes Friend system!

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?