



Parenting Skills Intervention

TRAINER'S MANUAL

FOR MANAGERS TO TRAIN SHLS
LEADERS AND FACILITATORS

SAFE HEALING AND
LEARNING SPACES TOOLKIT



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International Rescue Committee
Agency Headquarters
122 East 42nd Street
New York, NY 10168
USA
+212 551 3000

Rescue.org

For more information about the Safe Healing and Learning Spaces Toolkit, please contact the IRC at children@rescue.org. To download the resources in the SHLS Toolkit, please go to SHLS.rescue.org.

DISCLAIMER

The content and conclusions in the Safe Healing and Learning Spaces Toolkit are those of the authors and do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Contents

Introduction	6
---------------------	----------

Part 1: Information for the Trainer	7
--	----------

Background Information	8
-------------------------------	----------

What are 'Parenting Skills'?	8
------------------------------	---

What is the evidence to support the Parenting Skills Intervention?	9
--	---

Understanding the Tools	12
--------------------------------	-----------

The Parenting Skills Intervention	12
-----------------------------------	----

Parenting Skills Trainer's Manual	12
-----------------------------------	----

The SHLS Parenting Skills Curricula	13
-------------------------------------	----

Delivering the Parenting Skills Training	15
---	-----------

Training techniques	15
---------------------	----

Preparation for the Parenting Skills training	16
---	----

Part 2: Parenting Skills Training Sessions	22
---	-----------

Day 1	23
--------------	-----------

Parenting Skills Training Session 1: The Basics of Parenting Skills	24
---	----

Day 2	46
--------------	-----------

Parenting Skills Training Session 2: Brain development and promoting positive relationships	47
--	----



Day 3	75
Parenting Skills Training Session 3: Empathy and children's psychosocial needs	76
Day 4	93
Parenting Skills Training Session 4: Communication and discipline	94
Day 5	115
Parenting Skills Training Session 5: Sexual health and relationships	116
Part 3: Training Resources	143
Resource 1: Proposed Parenting Skills Training Agenda	144
Resource 2: List of materials for Parenting Skills Training	149
Resource 3: Parenting Skills Training – Attendance Form	150
Resource 4: Parenting Session Feedback and Fidelity Report	152
Resource 5: Observation Monitoring Form for Parenting Group Activities	154
Resource 6: Brain Development and Toxic Stress	157
Resource 7: Impact and Symptoms – Answer Key	162
Resource 8: SHLS Parenting Skills Training Certificate Template	163
Resource 9: Early or Forced Marriage	165
Resource 10: Parenting Skills Training Pre- and Post-test – Answer Key	167



Part 4: Handouts	170
Handout 1: SHLS Parenting Skills Training Pre-Test	171
Handout 2: Impact and Symptoms	175
Handout 3: SHLS Parenting Skills Training Post-test	176



Introduction

Welcome to the Safe Healing and Learning Spaces Parenting Skills Trainer's Manual! This resource is to be used by a trainer to train Facilitators to deliver the Parenting Skills Intervention in a Safe Healing and Learning Space (SHLS).

This manual contains 4 parts:

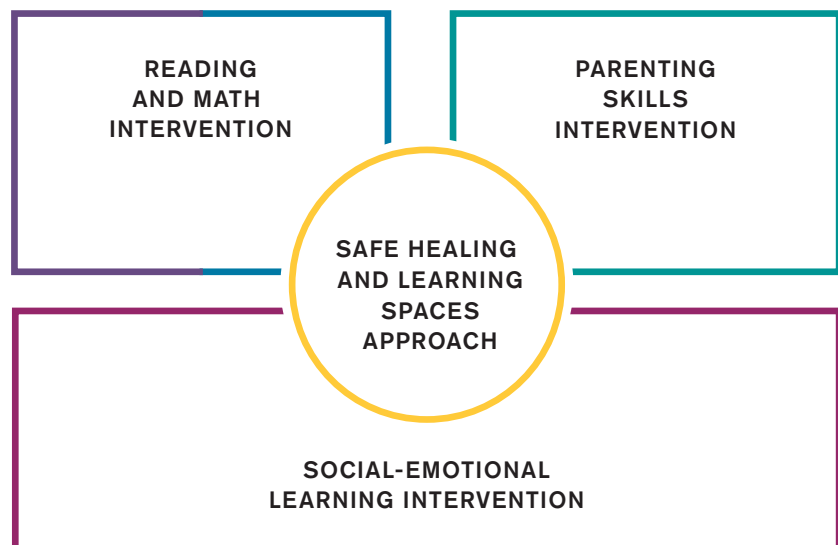
Part 1: Information for the trainer to understand the content and prepare for the training

Part 2: Scripted Parenting Skills Training sessions

Part 3: Parenting Skills Training resources

Part 4: Parenting Skills Training handouts

The Parenting Skills Intervention is one of the 4 components of the SHLS Toolkit. As illustrated in the diagram below, the SHLS Approach, the Reading and Math Intervention, the Social-Emotional Learning Intervention and the Parenting Skills Intervention are complementary and contribute to the overarching goal, that **children are safe, well and learning in emergencies**.



PART 1

Information for the Trainer

The first part of Parenting Skills Trainer's Manual provides you, the trainer, with information to understand the Parenting Skills content and to train Parenting Skills Facilitators on how to deliver the sessions. It is divided into 3 sections:

- 1 Background information** – This section provides information about the approach to parenting in the Parenting Skills Intervention, and why it is important to achieve the outcomes of the SHLS Toolkit.
- 2 Understanding the tools** – This section provides information about the structure and content of Parenting Skills Training and instructional tools.
- 3 Delivering the Parenting Skills training** – This section provides guidance on how to prepare for and deliver the training with fidelity.



1

Background Information

What are ‘Parenting Skills’?

The Parenting Skills Intervention in the SHLS Toolkit aims to promote the well-being of children and adolescents through improving parents' stress management skills, positive parenting practices, and strategies for supporting children and adolescents with psychosocial needs. It is adapted from the *International Rescue Committee's Families Make the Difference* program. This program was developed on the premise that every parent and child deserves to have a healthy, mutually enjoyable relationship that fosters optimal child growth and development. It is focused on preventing and decreasing violence against children in the home and improving positive developmental outcomes for children in developing contexts and conflict settings, with a particular interest in investing in young children.

As part of this intervention, parents and caregivers receive the following information through discussion, skills practice and handouts:

- How children's brains develop within the context of relationships.
- Ways to promote children's positive development and behavior through positive attention and play.
- Ways to decrease children's misbehavior.
- The effect of household violence and stress on children's development and ways of decreasing parental stress and anger.
- School readiness.

To date the *International Rescue Committee* has completed 3 randomized impact evaluations in Burundi, Liberia and on the Thai–Burma border, and has ongoing parenting programs in Burundi, Ethiopia, Jordan, Lebanon, Liberia, Syria and Tanzania. The impact evaluations revealed that parenting programs are feasible and applicable in various contexts and that short-term parenting interventions can be effective in decreasing harsh punishment and improving positive parenting practices.



What is the evidence to support the Parenting Skills Intervention?

The Parenting Skills Intervention tools have been developed based on more than 3 decades of research on the effectiveness of parent training programs to improve child behavior, eliminate behavior problems and prevent and mediate child abuse and neglect. Specifically, the Parenting Skills Curricula draw on the following elements, found to be particularly effective in changing parenting behaviors and attitudes:

1. Teaching positive parent–child interaction skills.
2. Increasing emotional and empathetic communication skills.
3. Helping parents to support problem-solving skills and children's healthy choices.
4. Teaching parents non-violent discipline strategies.¹
5. Psychosocial support for parents and children.

We will go into more detail about each of these elements below.

1. **Teaching positive parent–child interaction skills:** Teaching parents how to positively interact with their children is one of the most effective components of parenting programs. Researchers have found that teaching parents to practice child-directed play for school-age children, to praise desirable behaviors, and to provide positive attention to children and adolescents decreases aggression and other misbehaviors as well as parents' self-efficacy.² The Parenting Skills Curriculum focuses on how parents can interact with their children in positive ways to support healthy parent–child relationships and mediate the effects of violence on children.

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1. Centers for Disease Control and Prevention. 2009. Parent Training Programs: Insight Practitioners.
 2. The Center on the Developing Child. 2007. *The science of early childhood development: Closing the gap between what we know and what we do*. Cambridge, MA, Harvard University. Retrieved from: <http://developingchild.harvard.edu/resources/the-science-of-early-childhood-development-closing-the-gap-between-what-we-know-and-what-we-do> [Accessed 27 March 2016]; ; Kaminski W.J., Valle, L.A., Filene, J.H., and Boyle, C. 2008. A meta-analytic review of components associated with parent training program effectiveness. *Journal of Abnormal Child Psychology*. 36:4. pp. 567–589.



- 2. Increasing emotional and empathetic communication skills:** This type of communication helps parents to listen actively and encourages children to regulate and express their emotions appropriately. Empathetic communication helps children feel valued, which can decrease misbehavior due to frustration and anger and increase problem-solving skills. In the Parenting Skills Curriculum, parents will learn how to sensitively respond to children's emotions. Parents will also learn to manage their own anger and frustration in order to communicate more effectively with each other and their children.
- 3. Helping parents to support problem-solving skills and guiding children's healthy choices:** Helping parents learn to be consistent as they follow through with developmentally-appropriate expectations and limitations is an effective component of parenting programs. When children understand what is expected of them at home, at school and in the community, they have a better chance of complying with rules and decreasing behavior problems.³ As children grow, they need support to make healthy choices. The Parenting Skills Curriculum for caregivers of children aged 6–11 years specifically focuses on helping parents set these expectations for their children and provides supportive guidance. There is also a Parenting Skills Curriculum for parents of adolescents, which focuses on their unique needs.
- 4. Teaching parents non-violent discipline strategies:** Research indicates that, when children are subjected to harsh physical and verbal punishments, it can have lasting negative effects on their social-emotional development and well-being – for example, causing poor school performance, poor physical health, depression, anxiety, poor impulse control and, ultimately, poor job performance and economic outcomes. The use of non-violent discipline strategies, including ignoring minor misbehavior, using logical consequences such as the loss of a privileges, and time-out to decrease annoying, aggressive and oppositional behaviors, can also increase responsible behaviors by teaching children how to manage difficult feelings and safely solve problems.⁴ The Parenting Skills Curriculum provides explicit guidance for parents on how to use these strategies with their children.

3. Barth, R. 2009. Preventing child abuse and neglect with parent training: Evidence and opportunities. *The Future of Children*. 19:2. p 95.

4. McGroder, S.M. and Hyra, A. 2009. Developmental and economic effects of parenting programs for expectant parents and parents of preschool-age children. *Partnership for America's Economic Success*. Paper #10.



5. Psychosocial support for parents and children: Neuroscience research suggests that, in contexts where communities have experienced trauma, it is essential to focus on both the parent's and child's psychosocial needs to foster a healthy parent–child relationship. Drawing from this research, the Parenting Skills sessions in this curriculum teach parents relaxation techniques and ways to help their children cope with current issues and prepare for possible future difficulties. Children who have learned and practiced these types of techniques will be less likely to need specialist treatment services in the future.⁵

⁵ Children and War Foundation. 2010. *Teaching recovery techniques*, Bergen, Norway. Retrieved from: <http://www.childrenandwar.org/resources/teaching-recovery-techniques-trt/>.



2

Understanding the Tools

The Parenting Skills Intervention

The Parenting Skills Intervention is designed to promote the well-being of children and adolescents by providing parents and caregivers with stress management techniques, positive parenting practices and strategies for supporting children and adolescents with psychosocial needs. The Toolkit provides 2 Parenting Skills Curricula – one is designed for caregivers of children (6–11 years), and another for caregivers of adolescents.

It is recommended that a maximum of 20 parents and caregivers are enrolled for each intervention cycle. Caregivers from the SHLS community, regardless of whether their children are enrolled in SHLS activities, are encouraged to participate. In contexts where mixed gender groups are not suitable, the sessions should be implemented with separate groups for men and women. It is recommended that parenting sessions are conducted weekly or twice a week, and parents attend all sessions. The implementation cycle for each cohort of parents will last 6 or 12 weeks for the curriculum for caregivers of children (6–11 years) and 7 or 13 weeks for the curriculum for caregivers of adolescents. The delivery schedule should be contextualized as needed.

Parenting Skills Trainer's Manual

The Parenting Skills Trainer's Manual provides scripted guidance to deliver the 5-day Parenting Skills training to Parenting Skills Facilitators. It is essential for you to **study the training sessions and resources in advance** and **follow the script** in the Parenting Skills Trainer's Manual to ensure that the content is delivered accurately and in the allocated time. Resources and handouts are provided at the end of the Trainer's Manual. A set of PowerPoint slides is provided as a complement to each day of training.

The Parenting Skills training consists of **12 sessions**, to be delivered in **5 days, before the start of** the Parenting Skills Intervention. By the end of this training, trainees will be able to:



- Articulate how children's brains develop within the context of relationships and continue to develop throughout adolescence.
- Demonstrate strategies to promote their children's self-esteem, positive behavior, responsibility, and problem-solving abilities through good communication and positive relationship building.
- Demonstrate techniques to reduce child's misbehavior.
- Articulate the effects of toxic stress' on child and adolescent development, and identify ways of decreasing parental stress and anger.
- Demonstrate key group facilitation skills.
- Demonstrate the knowledge and skills to organize Parenting Skills sessions and deliver the Parenting Skills Curriculum.

Each training session is divided into 2 parts:

- **Training session summary:** Provides a quick reference for key information about the training session, including: training session objectives, duration, materials required, preparation required and the training session overview.
- **Steps to follow:** Provides the script you must follow to deliver the training session.

The SHLS Parenting Skills Curricula

The Parenting Skills Curriculum for caregivers of children (6–11 years) includes 12 sessions, and for caregivers of adolescents includes 13 sessions. These sessions focus on helping parents understand the developmental needs of their children and adolescents, and teaching them positive parent–child interaction techniques, stress responses, management strategies and non-violent discipline practices. Parenting Skills Facilitators are expected to adhere to the training received to deliver the Parenting Skills Curriculum and accurately follow each session to deliver the most effective program and ensure fidelity. In addition to detailed and scripted parenting sessions, this curriculum includes a 'Fidelity Checklist' to help Facilitators and their managers monitor their fidelity.

All Parenting Skills sessions follow the same structure. The session plan is divided into 2 parts:



- 1. Parenting session summary:** Provides a quick reference for key information about the session, including: objectives, duration, materials required, preparation required, session overview, timing and attendance.
- 2. Steps to follow:** Provides the script Facilitators must follow to deliver the Parenting Skills session. Every session follows the same pattern:
 - An opening activity, like a game, song or activity to start the session.
 - A brief review of the previous session and homework.
 - Presentation of new content and practice of new skills.
 - Assignment of homework.
 - An evaluation of the session at the end.



3

Delivering the Parenting Skills Training

Training techniques

This training uses several techniques based on a collaborative, active approach:

- **Discussion and brainstorming:** As a trainer, you need to balance the information you present with group discussion. One way to do this is to ask questions. This training guide provides several questions for you to ask trainees during the program in order to encourage active participation and learning. This curriculum will also instruct you when to use the strategy of brainstorming to encourage trainees to generate ideas in collaboration with each other and with you, the trainer.
- **Skills practice:** Trainers will help Parenting Skills Facilitators learn how to encourage discussions about parenting skills and how to set up role-plays and practice activities. You will ask Parenting Skills Facilitators to practice the same activities and sessions they will teach to parents in their Parenting Skills sessions. The research on effective parenting programs strongly suggests that practicing new skills is a critical element in Parenting Skills training programs.
- **Working in pairs and small groups:** Working in pairs and small groups promotes active listening and communication skills and helps activities feel varied and engaging. During the activity or discussion, you should move around the room to assess the pairs/groups. Trainees may be asked to present their ideas either in writing or out loud.
- **Notice Board:** It is likely that trainees will ask important questions or bring up new topics that need time for discussion. If the particular exercise does not pertain to the topic raised or if there is not enough time to discuss the issue at that moment, write the question/topic on a flipchart called the 'Notice Board' to save for later.



Preparation for the Parenting Skills training

- 1. Get to know the trainees:** Prior to the Parenting Skills training, gather relevant information to understand the trainees. The SHLS Manager or the person who designed the SHLS Program should be able to provide you with background information about the trainees to ensure that the content is aligned with their context and culture, and sensitive to their identities, abilities and experiences.
- 2. Study and contextualize the Parenting Skills Trainer's Manual:**
To deliver high-quality training, study the Parenting Skills Trainer's Manual thoroughly and familiarize yourself with the content of the sessions. While studying the resource, use what you have learned about the trainees to contextualize the content and delivery to the profile of the trainees and the local context. Look out for specific guidance for adaptation in the training sessions.
- 3. Select an appropriate venue:** Select a venue where the training can take place undisturbed. It should have space for all the trainees to sit and perform the activities for the whole group or in small groups comfortably.
- 4. Gather materials required:** Gather all necessary materials for all 3 days of training in advance. Use [Resource 2: List of materials for Parenting Skills Training](#) for this purpose. You may need to adapt some of the materials to the context or substitute them with local alternatives that are more readily available or more appropriate for the activity. Select the most culturally-appropriate Parenting Skills handouts from the 2 options available and make copies for all the trainees.
- 5. Study and adapt the proposed Parenting Skills Training Agenda:**
Study the proposed agenda provided below and adapt the timings as needed. It is strongly recommended that Parenting Skills Facilitators receive the complete training before they begin facilitating Parenting Skills sessions.



Proposed Training Agenda for the Parenting Skills Training

DAY ONE

Session objectives

By the end of this session, trainees will be able to:

- Name the 3 key components of effective parenting.
- Explain the difference between sex and gender.
- Articulate the meaning of parental stress and its impact on children.
- List techniques to help parents cope with stress.

Session	Duration
Parenting Training Session 1: The basics of parenting skills	8 hours
1.1 Introduction and expectations	1 hour, 25 minutes
<i>Tea break</i>	<i>15 minutes</i>
1.2 Introduction to the Parenting Skills Intervention	45 minutes
1.3 What science says about parenting, relationships and children's and adolescent's well-being	45 minutes
<i>Lunch break</i>	<i>1 hour</i>
1.4 The difference between sex and gender	45 minutes
1.5 Understanding parental stress	30 minutes
1.6 Coping and healing	20 minutes
<i>Tea break</i>	<i>15 minutes</i>
1.7 Practice and overview: Parenting Skills sessions 1, 2 and 3	3 hours
1.8 Wrap up Day 1	30 minutes



DAY TWO

Session objectives

By the end of this session, trainees will be able to:

- Articulate the key concepts of adolescent and child brain development and the impact of 'toxic stress.'
- Explain the value and potential of parental attention.
- List techniques to promote positive relationships, growth and development.

Session	Duration
Parenting Training Session 2: Brain development and promoting positive relationships	8 hours
2.1 Welcome to Day 2 training	30 minutes
<i>Tea break</i>	<i>15 minutes</i>
2.2 Child and adolescent brain development	1 hour, 45 minutes
2.3 Building positive relationships with children and adolescents to support development	50 minutes
<i>Lunch break</i>	<i>1 hour</i>
2.4 Play and praise: Positive attention shapes positive behavior and builds brains!	1 hour, 25 minutes
<i>Tea break</i>	<i>15 minutes</i>
2.5 Practice and overview: Parenting Skills sessions 4 and 5	3 hours
2.6 Wrap up Day 2	30 minutes



DAY THREE

Session objectives

By the end of this session, trainees will be able to:

- List and use the steps of empathy.
- Facilitate empathy-building and communication skills role-plays.
- Articulate children's and adolescents' psychosocial needs during crisis.

Session	Duration
Parenting Training Session 3: Empathy and children's psychosocial needs	8 hours
3.1 Welcome to Day 3 training	45 minutes
<i>Tea break</i>	<i>15 minutes</i>
3.2 Empathy for children and adolescents	2 hours
<i>Lunch break</i>	<i>1 hour</i>
3.3 Understanding child and adolescent psychosocial needs	1 hour, 45 minutes
<i>Tea break</i>	<i>15 minutes</i>
3.4 Overview and practice: Parenting Skills sessions 6, 10, 11 and 12	3 hours
3.5 Wrap up Day 3	30 minutes
2.6 Wrap up Day 2	30 minutes



DAY FOUR

Session objectives

By the end of this session, trainees will be able to:

- List and use the steps of family meetings and agreements.
- Facilitate role-play to promote non-violent discipline.
- Name 2 non-violent discipline techniques.
- Articulate the STEP problem-solving process.

Session	Duration
Parenting Training Session 4: Communication and discipline	8 hours
4.1 Welcome to Day 4 training	45 minutes
<i>Tea break</i>	<i>15 minutes</i>
4.2 Guiding healthy choices and increasing responsibility	1 hour, 30 minutes
4.3 Non-violent discipline: Use of 'Ignore' and 'Time-out'	1 hour, 15 minutes
<i>Lunch break</i>	<i>1 hour</i>
4.4 Supporting good decision-making (for adolescents)	1 hour
<i>Tea break</i>	<i>15 minutes</i>
4.5 Overview and practice: Parenting Skills sessions 7, 8 and 9	3 hours
4.6 Wrap up Day 4	30 minutes



DAY FIVE

Session objectives

By the end of this session, trainees will be able to:

- Articulate and use ways to talk about puberty and reproductive health to adolescent boys and girls.
- Communicate about the needs for healthy relationships and the harmful effect of early marriage.
- List parent group facilitation skills.

Session	Duration
Parenting Training Session 6: Sexual health and relationships	6 hours, 30 minutes
5.1 Welcome to Day 5 training	30 minutes
<i>Tea break</i>	<i>15 minutes</i>
5.2 Puberty, reproductive health and early marriage	2 hours
<i>Lunch break</i>	<i>1 hour</i>
5.3 Healthy relationships	30 minutes
5.4 Group facilitation skills	1 hour, 15 minutes
<i>Tea break</i>	<i>15 minutes</i>
5.5 Handling difficult situations	1 hour
5.6 Fidelity Monitoring	30 minutes
5.7 End of SHLS Parenting Skills Training	45 minutes



PART 2

Parenting Skills Training Sessions

Upon completing the Parenting Skills Training,
Facilitators will be able to:

- 1** Articulate how children's brains develop within the context of relationships and continue to develop throughout adolescence.
- 2** Demonstrate strategies to promote their children's self-esteem, positive behavior, responsibility, and problem-solving abilities through good communication and positive relationship building.
- 3** Demonstrate techniques to reduce their child's misbehavior.
- 4** Articulate the effects of 'toxic stress' on child and adolescent development, and identify ways of decreasing parental stress and anger.
- 5** Demonstrate key group facilitation skills.
- 6** Demonstrate the knowledge and skills to organize Parenting Skills sessions and deliver the Parenting Skills Curriculum.



Day 1

Session objectives

By the end of this session, trainees will be able to:

- Name the 3 key components of effective parenting.
- Explain the difference between sex and gender.
- Articulate the meaning of parental stress and its impact on children.
- List techniques to help parents cope with stress.

Session	Duration
Parenting Training Session 1: The basics of parenting skills	8 hours
1.1 Introduction and expectations	1 hour, 25 minutes
<i>Tea break</i>	<i>15 minutes</i>
1.2 Introduction to the Parenting Skills Intervention	45 minutes
1.3 What science says about parenting, relationships and children's and adolescent's well-being	45 minutes
<i>Lunch break</i>	<i>1 hour</i>
1.4 The difference between sex and gender	45 minutes
1.5 Understanding parental stress	30 minutes
1.6 Coping and healing	20 minutes
<i>Tea break</i>	<i>15 minutes</i>
1.7 Practice and overview of sessions 1, 2 and 3	3 hours
1.8 Wrap up Day 1	30 minutes



Parenting Skills Training Session 1: The Basics of Parenting Skills

Training session summary | Duration: 8 hours

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Name the 3 key components of effective parenting.
- Explain the difference between sex and gender.
- Articulate the meaning of parental stress and its impact on children.
- List techniques to help parents cope with stress.

MATERIALS REQUIRED

- SHLS Parenting Skills Trainer's Manual
- SHLS Parenting Skills Curriculum for Caregivers of Children (6–11 years)
- SHLS Parenting Skills Curriculum for Caregivers of Adolescents
- [Resource 1: Proposed Parenting Skills Training Agenda](#)
- [Resource 3: Parenting Skills Training – Attendance Form](#)
- [Resource 4: Parenting Session Feedback and Fidelity Report](#)
- [Resource 5: Observation Monitoring Form For Parenting Group Activities](#)
- [Handout 1: Parenting Skills Training Pre-test](#)
- Flipcharts and markers/chalkboard and chalk
- Fun stickers
- [PowerPoint slides](#)

PREPARATION REQUIRED

- Read through the Parenting Skills Trainer's Manual and the Parenting Skills Curricula for Caregivers of Children (6–11 years) and for Caregivers of Adolescents.
- Print out copies of the [Parenting Skills Training Pre-Test \(Handout 1\)](#) for all trainees.
- Print out copies of the Parenting Skills Curriculum for trainees who will be facilitating sessions with caregivers of children (6–11 years).
- Print out copies of the Parenting Skills Curriculum for trainees who will be facilitating session with parents of adolescents.
- Prepare or print out the Attendance Form ([Resource 3](#)).
- Adapt [Resource 1: Proposed Parenting Skills Training Agenda](#) and print copies for all the trainees. If printing facilities are not available, write the agenda on a flipchart and paste it on a wall in the training room.
- Write 'Notice Board' on the top of a flipchart paper and paste it on the wall in a place accessible by all trainees.
- Arrive at least 30 minutes early to make sure the room or space is set up and you are there to welcome trainees.
- Prepare the space for the session and ensure it will be conducive to uninterrupted dialogue.



TRAINING SESSION OVERVIEW

The trainer welcomes trainees and everyone introduces themselves and shares their expectations from the training. The trainees then complete the Parenting Skills Pre-test, and co-create rules for the training. The trainer provides an overview of the Parenting Skills Intervention, introduces key concepts of parenting and discusses the difference

between 'sex' and 'gender'. Then the trainer helps trainees understand the stress parents experience in emergencies, how this can affect their children, and ways to cope with, and reduce, stress.. Finally, trainees work in groups to practice delivering sections of the Parenting Skills Curricula, exchange feedback, debrief on the activity and close the training for the day.

Steps to follow

1.1 Introduction and expectations

Time: 1 hour 25 minutes | **PowerPoint Slides:** DAY 1 – Slides 1 to 5

Welcome

Time: 15 minutes | **Arrangement:** Whole group | **Slide** 1

1. Welcome trainees with a smile and enthusiasm. Praise trainees for coming to this training to help support families in their communities. Explain to trainees that they must attend **all 5 days** of the Parenting Skills Training to receive a certificate.
2. Explain to trainees that they will learn from each other as well as from personal experience.
3. Explain that each trainee has a lot of important knowledge, since many of them are parents themselves!
4. Introduce yourself and tell trainees about your previous experience facilitating training or parenting groups. Let them know a little bit about your work experience and professional background.
5. Have trainees sign the Attendance Form ([Resource 3](#)) for the day.



Introductions

Time: 15 minutes | **Arrangement:** Pairs | **Slide** 2

1. Divide trainees into pairs.
2. Ask trainees to discuss the following questions with their partners:
 - What is your name?
 - Where are you from?
 - What is one hope or expectation that you have for this training?
 - Describe one thing that your parents did when you were a child or adolescent that made you feel loved, happy and safe.
3. Explain to the trainees that, after the discussions, they will share what they learned about their partners. For example, "My friend is called Jane and her expectation for this training is..."
4. Allow the trainees to discuss among themselves for 5 minutes.
5. Ask trainees to present their partners' expectations to the group. Ask them to be brief with their introductions.
6. On a flipchart, write down the expectations that trainees have for this training.
7. Ask if anyone has any concerns or questions.

Pre-test

Time: 30 minutes | **Arrangement:** Individual | **Slide** 3

1. Distribute to [Handout 1: SHLS Parenting Skills Training Pre-Test](#) and give trainees approximately 20–30 minutes to complete it individually.



Co-creating rules

Time: 15 minutes | **Arrangement:** Whole group | **Slide** 4



1. **SAY >** *In any group, it is helpful to have guidelines to help us manage our actions and our time, and to remind us to respect one another. What rules do you think are important for us to follow in these sessions?*
2. List rules on a flipchart or piece of paper. Usually up to 5 rules are enough, but allow parents to determine the number. For example, the group may decide to list:
 - Punctuality and attendance (a certificate will be given to those who attend all 5 days of training).
 - Respect and listen to each other.
 - Confidentiality (information shared in the group is not exchanged outside of the group).
 - Do not use your phones in the middle of a session.
3. Explain that they will do this in their parenting groups. You need to start by asking trainees for their suggestions.
4. Explain that a certificate will be given at the end only if a trainee has attended all 5 days of the training.
5. Point to the Notice Board flipchart paper posted on the wall.



6. **SAY >**
 - *When we are learning together, questions or concerns may come up that we don't have time to discuss immediately. That's why we have a 'Notice Board'. The Notice Board is the paper posted on the wall there.*
 - *At any point during our training, you can state a question or concern that I might put on the Notice Board. That way, we can stay on task during our session and will be sure to review what you have written at the end of the day or later in the training.*



NOTE FOR THE TRAINER > At any point during the session, if there are questions or concerns or clarifications that cannot be addressed during the current session (because there is not enough time, you need more information, or it is not related to the topic of the session), tell trainees that it will be addressed later in the training and write it on the Notice Board flipchart paper. Remember to address everything on the Notice Board before the end of the training.

Energizer

Time: 10 minutes | **Arrangement:** Small groups | **Slide** 5

1. Ask trainees if they want to suggest a song to sing. If they don't have a suggestion, you can play the **'Picture game'**.
2. Divide trainees into teams of about 5 or 6 trainees each.
3. Give each team a piece of paper and a pen or pencil.
4. Give instructions for the 'Picture game'.



5. **SAY >**
 - *In your teams, choose one person to draw a picture of a place, thing, or animal which I will tell them to draw.*
 - *Each team will draw the same thing and the team that correctly guesses first what their team member drew, wins a point!*
6. Have all the volunteers from the teams come forward. Tell them to draw a word. For example, you could ask them to draw words like 'evening', 'lion' or 'farming'.
7. Play once or twice depending on time. If you play a second time, choose a new team member in each group to draw.
8. Tell trainees that this is a game parents can play with their children at home.



1.2 Introduction to the parenting skills intervention

Time: 45 minutes | **PowerPoint Slides:** DAY 1 – Slides 6 to 9

Overview

Time: 25 minutes | **Arrangement:** Whole group

1. Review Resource 1: Proposed Parenting Skills Training Agenda with trainees so they know what to expect.
2. Review today's agenda.

Slide 6

3. Review the purpose and process of this training.

Slide 7

4. In the morning on each of the 5 days you will learn the theory behind child and adolescent development and parenting skills.
5. In the afternoon you will practice facilitating the concepts learned in the morning.

Slide 8



6. SAY >

- *There are 12 sessions in the Parenting Skills Curriculum for caregivers of children (6–11 years) and 13 sessions in the Parenting Skills Curriculum for caregivers of adolescents. Content from all sessions will be covered during this 5-day training.*
- *Each parenting session will last around 2 hours and they will take place [insert information according to your SHLS program schedule].*
- *You will also learn about setting up parent support groups and home coaching visits and use the parenting curriculum, parent handouts and program no fidelity measures.*

ADAPTATION > Adapt this to the schedule your SHLS program is following.



- *This training is based on dialogue, listening, skills practice and group work. Feel free to ask questions and/or raise concerns. I will either answer them or write them on the Notice Board to address later.*

Structure of the curriculum

Time: 20 minutes | **Arrangement:** Whole group

1. Distribute the relevant curriculum documents to the trainees (Parenting Skills Curriculum for caregivers of children (6–11 years) or caregivers of adolescents.
2. Have trainees follow along in the curriculum documents as you explain the structure of the Parenting Skills sessions.



3. SAY >

- *The first session is an introduction to the training program and the last session is a conclusion to the program.*
- *Each session starts with a 'Parenting session summary', which includes objectives, materials and preparation required, the session overview and a table with all the session activities and timing.*
- *The 'Steps to follow' section provides detailed instructions for how to deliver the session. You must follow the instructions closely.*
- *Towards the end of the curriculum you will find all the handouts that will be used with caregivers in the session. You should make copies of the handouts for each session, use them for activities and then distribute them to the caregivers at the end of each session.*

Slide 9

- *In your curriculum, for each activity you will also find information about:*
 - *The estimated duration of the activity.*
 - *The arrangement, which can be whole group, in pairs or individual work.*
 - *Tips to adapt content to your context.*
 - *Practical tips to help you facilitate better.*



1.3 What science says about parenting, relationships and children's and adolescents' well-being

Time: 45 minutes | **PowerPoint Slides:** DAY 1 – Slides 10 to 13

Energizer

Time: 15 minutes | **Arrangement:** Whole group

1. Have everyone stand in a circle.
2. Explain the rules of the game, **'Follow the leader'**:
 - One person will be sent out of the circle and out of listening distance of the group.
 - Another person will be selected as the 'leader'.
 - The leader must think of a few movements like clapping, raising hands, hopping, and so on.
 - The whole group will start clapping together and the person who has gone out will come back and stand in the middle of the circle.
 - The leader will start doing the movement and the other people in the circle will follow them. The leader must change the movement after 30 seconds or so and the others must follow.
 - The person in the middle will try and guess who the leader of the group is.
3. Play a few rounds of the game, depending on how much time is available.

Introduction to parenting

Time: 15 minutes | **Arrangement:** Whole group



1. SAY >

- The key parenting skills you will focus on in this training are:
 - Positive parent–child relationships
 - Communication and empathy
 - Support and guidance for children and adolescents
 - Non-violent discipline
 - Parent and child stress
 - Management and coping

Slide 10



- Today, we will cover the first 3 sessions of the curriculum:
 - Session 1: Introduction to the Parenting Skills Curriculum
 - Session 2: Understanding parent stress
 - Session 3: Coping and healing strategies (for parents)
- These 3 sessions are the same in both curricula.

Slide 11

- There has been 30 years of research on the effectiveness of parent skills training programs to help improve child behavior, eliminate behavior problems, and prevent and mediate child abuse and neglect.
- Parents who support their children by showing affection, supervising and providing them with safe discipline, influence their children's healthy development and well-being.
- Effective parenting is **predictable, stimulating, loving and nurturing**.
 - **Predictable:** Children know what is expected from them. There are clear rules and daily routine in the home to reinforce the sense of control and security.
 - **Stimulating:** Parents engage with their children, and stimulate their physical and cognitive skills.
 - **Loving and nurturing:** Parents show affection to their children, they communicate in an empathetic way and use non-violent discipline.
- Peaceful, non-violent homes allow for more supportive and nurturing parent-child relationships that help children become good students and productive community members.
- When parents are abusive or neglectful, they have lasting negative effects on a child's developing brain that can lead to behavioral and learning problems. Helping children develop cognitive skills and good physical and mental health from birth provides the scaffolding needed to become productive, cooperative citizens.⁶

⁶. Center on the Developing Child. 2007. The science of early childhood development: Closing the gap between what we know and what we do. Cambridge, MA, Harvard University. Retrieved from: <http://developingchild.harvard.edu/resources/the-science-of-early-childhood-development-closing-the-gap-between-what-we-know-and-what-we-do>



Discussion

Time: 15 minutes | **Arrangement:** Whole group

1. Explain to trainees that they will facilitate several discussions with parents in the Parenting Skills sessions. They should pay attention to you to learn how to facilitate discussions.

Slide 12



2. ASK >

- *Why is a healthy relationship between a parent and child or adolescent important?*
- *How do parents and family/community members create and sustain healthy relationships with children and adolescents in their local communities?*

3. Have trainees share their responses with the whole group.

Slide 13

4. Explain how children and adolescents learn about healthy relationships:
 - Children learn how to interact in healthy ways with other adults and peers in relationships. Loving and nurturing parent–child relationships make a difference in children's immediate and long-term behavior.
 - They learn in relationships how to communicate effectively, how to cooperate with others and how to negotiate with others.
 - For adolescents, loving and nurturing parental relationships are important as teenagers begin dealing with difficult situations involving peer groups, puberty and pressures related to becoming an adult.



1.4 The difference between sex and gender

Time: 45 minutes | **Arrangement:** Whole group

PowerPoint Slides: DAY 1 – Slides 14 to 18 | **Slide** 14



1. **ASK >** *What is the difference between sex and gender?*

Slide 15



2. **SAY >**

- *'Sex' refers to the body differences between males and females.*
- *Women and men have different body parts because they are 2 different sexes – the male sex and the female sex.*
- *'Gender' refers to the social and cultural differences between men and women. For example, the social status, opportunities, and the restrictions faced by girls/women, are different from boys/men. Also, certain activities that girls/women are each supposed to do within a community are different from the ones boys/men are supposed to do.*
- *The idea of gender roles and responsibilities can be supportive in some ways but, at other times, gender may restrict people's talents, abilities and choices in life, as well as create specific risks of violence and abuse.*

3. Give instructions for the **'Sex or gender'** game.

Slide 16

4. Make a sign with a 'G' and one with an 'S' and place them in 2 corners of the room.



5. **SAY >**

- *Please stand in the middle of the room.*
- *We are going to play the following game in order to think about how gender and sex differ and how they influence the ways adults rear boys and girls.*
- *The way we think about boys and girls also influences the relationships and opportunities we create for our children.*
- *I will read some statements and you have to think about whether the statement is a fact about sex or gender. If you think it is about sex, go stand under the 'S' sign, and if you think it is about gender, stand under the 'G' sign.*



- *This is not a test so you should answer based on what you think.*
- *After each statement come back to the middle of the room.*

6. Read the following statements and give trainees time to walk to the 'G' sign (for gender) or the 'S' sign (for sex):

- Women/girls can get pregnant and men cannot. (Answer: S)
- Boys are very good at sports. (Answer: G)
- Girls should help out with household chores rather than play. (Answer: G)
- Women can breastfeed babies; men can bottle-feed babies. (Answer: S)
- Boys are smart and should be given the opportunities to attend school. (Answer: G)
- Boys are strong and girls are weak. (Answer: G)
- Men's voices break/change during puberty; women's voices do not. (Answer: S)
- Men bring home all the firewood and women do all the cooking and household activities. (Answer: G)
- Women menstruate once per month and men do not. (Answer: S)
- Girls are quiet and shy. (Answer: G)

Slide 17



7. ASK > *What are the expectations or roles in your culture for:*

- *Men*
- *Women*
- *Boys*
- *Girls*

Slide 18



8. SAY >

- *Gender roles are created in our cultures for boys and girls. They are first introduced to gender roles in our homes.*
- *As parents and caregivers, sometimes we may treat boys and girls differently by giving boys more opportunities for education, sports and leadership.*
- *Let's think for a moment about how we can treat girls and boys more equally in our homes and what opportunities this might provide for girls.*

9. Brainstorm the last point with the trainees.



1.5 Understanding parent stress

Time: 30 minutes | **Arrangement:** Whole group

PowerPoint Slides: DAY 1 – Slides 19 to 24 | **Slide** 19



1. SAY >

- *In this section we are going to talk about stress and how it impacts on parents and their children.*
- *The experience of people in crises and emergencies are very difficult. Most of them have to leave their homes, their job, friends and family. They are often living in tents or other small, inadequate spaces. Children and adolescents are bored and there is more opportunity for fighting and arguing between parents and their children.*

Slide 20

- *The reaction of these systems causes a number of physical changes that have both short- and long-term effects on the body. **Cortisol** is a stress hormone that, when overproduced, can decrease the immune system's ability to fight off disease.*
- *We need our stress response system to help us deal with difficult situations, such as being able to run away if someone is chasing us or calmly helping our child who might be sick and crying.*
- *The body works hard to bring us psychologically and physically back into equilibrium, but when people are subjected to traumatic or prolonged stress events it can lead to toxic stress; this can have a long-term impact on our psychological and physical well-being.*
- *Crisis affects emotional comfort; it causes irreversible material and family losses, physical exhaustion, psychological breakdowns, and makes all everyday routines seem futile. This is why your body reacts to cope with the high levels of stress.⁷*

Slide 21

⁷ Flögel M. and Lauc G. 1998. War stress: Effects of the war in the area of former Yugoslavia. Croatia, Faculty of Pharmacy and Biochemistry, University of Zagreb.



- *There are 3 types of stress: positive stress, tolerable stress and toxic stress. These levels of stress are valid for adults and for children.*
- **Positive stress response** *is a normal and essential part of healthy development. Positive stress includes brief increases in heart rate and mild elevations in hormone levels. Some situations that might trigger a positive stress response are taking an exam or receiving an injection.*
- **Tolerable stress response** *activates the body's alert systems. It is caused by more severe, longer-lasting difficulties, such as the loss of a loved one, a natural disaster, or a frightening injury.*
- **Toxic stress response** *can occur when an individual experiences strong, frequent, and/or prolonged adversity – such as physical or emotional abuse, exposure to violence, and/or the accumulated burdens of economic hardship.⁸*
- *The following are reactions people can experience in highly stressful situations:*

Slide 22

- *Changes in behavior (aggressiveness, isolation, silence)*
- *Diseases (eczema, somatic pain, diarrhea)*
- *Hormonal impairments (cessation of menstruation)*
- *Neurological disorders (muscle weakness, poor coordination, loss of sensation, seizures, confusion)*

Slide 23

- *We are now going to think about how stress affects us as adults and parents, and then we will talk about the impact of this stress on the children we are caring for.*

8. Center on the Developing Child. Key concepts: Toxic stress. Harvard University. Retrieved from: <http://developingchild.harvard.edu/science/key-concepts/toxic-stress>



2. Draw the following table on a flipchart.

I feel	I do	Impact on children

 **3. ASK >** *What are the emotions or feelings that people in crises and emergencies experience?*

4. Brainstorm examples with the trainees and write on the flipchart, **under the first column – ‘I feel’**:

Example answers:

- Sadness
- Sickness
- Aggressiveness
- Tiredness/exhaustion
- Anger/hatred
- Stress
- Depression
- Sense of control
- Happiness

 **5. ASK >** *What are some of the things that people in crises and emergencies may do as a result of these feelings? It can be a positive or negative reaction.*

6. Brainstorm examples with the trainees and write on flipchart **under the second column – ‘I do’**:

Example answers:

- I do not sleep, I do not eat
- I shout at, I beat my children
- I eat a lot
- I am obsessed with cleaning
- I have a very clear daily schedule
- I invite neighbors for tea to talk



7. Explain how parental stress can affect the entire family:

- When parents feel calm, it's more likely that their children and spouses will feel calm. When they feel stressed, it's more likely that their family will feel tense and stressed. You can use the metaphor of a sponge. Children are like sponges that absorb their parents' emotions.
- Research has shown that there are a number of undesirable behaviors associated with parental stress. **This means that the more stress parents feel, the more adolescents and children misbehave and show disrespect.** And the more adolescents and children misbehave, the more stress parents feel.
- This stress-reaction between parents and adolescents is like a vicious cycle and perhaps one of the most important reasons for parents to address and deal with their stress.
- Without telling them anything, children know deep inside that their parents are stressed. They can overhear adult conversations and this can create more feelings of insecurity and more stress for the child.
- It is absolutely normal and okay for parents to feel sad, angry, or depressed but, because it is better for children, we want to limit the impact of our stress on children and adolescents.

Slide 24



8. **ASK >** *How can children and adolescents be affected by their parents' stress?*

9. Write trainees' answers on a flipchart **under the third column – 'Impact on children':**

Example answers:

- *Aggressiveness, disrespect*
- *Scared, refuse to leave the tent/house*
- *Depressed, cry often*



1.6 Coping and healing

Time: 20 minutes | **PowerPoint Slides:** DAY 1 – Slides 25 to 29

Understanding ways to help parents reduce stress

Time: 20 minutes | **Arrangement:** Whole group | **Slide** 25



→ **1. SAY >**

- *We have just talked about the fact that the way parents experience and deal with stress impacts how their children feel and behave.*
- *In a part of Session 2 and all of Session 3 you will be helping parents learn new, positive coping strategies.*
- *First, let's talk about relaxation.*



→ **2. ASK >** *What is relaxation?*

- 3.** Allow trainees 5 minutes to brainstorm the definition of relaxation before you share the following definition.

Slide 26



→ **4. SAY >**

- *We define relaxation as a mental and physical state in which the individual is able to feel relieved from strain or tension.*
- *Reaching a relaxed state means to bring our emotions to a calmer, more peaceful state.*
- *When stress affects a person's normal functioning, relaxation has proved to be effective in lowering stress.⁹*
- *We are going to experiment with some relaxation exercises that you will teach parents when you are facilitating groups.*

9. Harvard Health Publications. 2010. Using the relaxation response to reduce stress. Retrieved from: <http://www.health.harvard.edu/blog/using-the-relaxation-response-to-reduce-stress-20101110780>



Slide 27



5. **ASK** > *What are some signs that you are feeling stressed out?*

6. After trainees have responded, share the following answers, if needed:

- Muscles tighten
- Blood pressure increases
- Feel overwhelmed or nervous
- Can't think very well
- Feel angry

Slide 28



7. **ASK** > *What helps you relax when you are feeling stressed?*

Slide 29

8. Write their responses on a flipchart and share the following techniques, if needed:

- Step away from the stressful event or situation.
- Deep breathing.
- Center yourself.
- Count backward from 20 to zero.
- Muscle relaxation: visualize each part of your body getting relaxed, the right foot, the left foot, the right leg, the left leg, and so on.



9. **SAY** > *Later in this training you will have the opportunity to practice facilitating this content and these activities as Parenting Skills Facilitators.*



1.7 Practice and overview: Parenting Skills Sessions 1, 2 and 3

Time: 3 hours | **PowerPoint Slide:** DAY 1 – Slides 30 to 32

Instructions for practice

Time: 30 minutes | **Arrangement:** Small groups | **Slide** 30

1. Divide trainees up into groups of 2 or 3 depending on the size of your group. (For smaller groups make groups of 2; for larger groups, groups of 3.)



2. SAY >

- *I will assign each group a section from the Parenting Skills Curriculum to facilitate with all the trainees.*
- *Each group will have 30 minutes to present to the rest of the group (10 minutes for each group member), followed by 15 minutes of feedback and discussion.*
- *You will have 45 minutes to prepare.*
- *Since we do not have time for all the groups to present, only 3 groups will present today. Every group will have at least 2 opportunities to present to the whole group in this training.*
- *This exercise will help you understand the theory and skills a bit better, and also begin to understand the skills required for facilitation.*

Slide 31

3. Allocate the following sections of the curriculum to the various groups:

Group 1:

Parenting Skills Curriculum for caregivers of adolescents –

Session 1: Introduction to the Parenting Skills Curriculum

- Activity 5: What is positive parenting of adolescents?
- Activity 6: Skills practice: Listening and supporting

Group 2:

Parenting Skills Curriculum for caregivers of children –

Session 2: Understanding parent stress

- Activity 3: The impact of parent stress on children



Group 3:

Parenting Skills Curriculum for caregivers of children –

Session 2: Understanding parent stress

- Activity 4: Relaxation techniques to cope with stress (any 2)

Group 4:

Parenting Skills Curriculum for caregivers of adolescents –

Session 3: Coping and healing strategies

- Activity 2: Talking and writing (the writing section only)

Group 5:

Parenting Skills Curriculum for caregivers of adolescents –

Session 3: Coping and healing strategies

- Activity 2: Alternative activity – Safe space

Group 6:

Parenting Skills Curriculum for caregivers of children –

Session 3: Coping and healing strategies

- Activity 3: Make your own coping and healing kit

TIP > Have trainees explain all the steps, pretend everyone has done them and then guide the discussion.

Skills practice

Time: 2 hours, 30 minutes | **Arrangement:** Small groups

TIP > Remember to generously praise trainees after the role-plays to build their confidence and model how you would like them to support parents in their groups.

1. After groups have finished preparing, select 3 groups to facilitate the activity with the rest of the group.
2. Have groups come up and present one by one.
3. Make notes about the positive things you are observing as well as any challenges. Use [Resource 4: Parenting Session Feedback and Fidelity Report](#) and [Resource 5: Observation Monitoring Form For Parenting Group Activities](#), to help you give feedback.

Slide 32

TIP > The debrief is key to encourage facilitators to analyze and improve their Facilitation skills.

4. Debrief in the following 3 steps:
 - **Step 1: Self-evaluation** – Ask the trainees who presented to think about:
 - What went well?
 - What could they have done differently?



- **Step 2: Whole group debrief** – Ask for positive feedback on the presentation. Then ask if anyone has any suggestions for improving the session.
- **Step 3: Feedback from trainer** – Highlight the positive aspects of the presentation and make suggestions for improving the session, if needed. Remember to give specific feedback that is positive, constructive and non-judgmental. For example, you can say, “I can see that you are really trying hard to engage trainees, and one way to do this more effectively is to make good eye contact and smile!”

1.8 Wrap up Day 1

Time: 30 minutes | **PowerPoint Slide:** DAY 1 – Slide 33

Summary

Time: 15 minutes | **Arrangement:** Whole group

1. Review the following:
 - The SHLS Parenting Skills Intervention and Curricula.
 - Research on parenting and the importance of parent–child interactions for healthy development.
 - Understanding and strategies for coping with parental stress.
2. Ask if trainees have any questions. Address them now or write them on the Notice Board to address later.
3. Go over questions on the Notice Board and address any that are relevant to the topics discussed today.

Debrief and closing

Time: 15 minutes | **Arrangement:** Whole group | **Slide** 33

1. Facilitate a discussion based on the following questions:
 - What did you learn today?
 - What did you like best about the session?
 - What did you like least? Why?



- What would you have liked to discuss that was not covered?
 - Suggestions or comments?
2. Have a trainee volunteer to give a brief, 5-minute summary of the learning from today at the beginning of Day 2 training.
 3. Inform trainees that, on Day 2 of training, they will learn about the brain development of children and adolescents, the importance of giving them attention, and some ways to promote positive relationships between parents and their children.
 4. Ask trainees to practice the relaxation techniques they learned today, before coming back to the training on Day 2.



Day 2

Session objectives

By the end of this session, trainees will be able to:

- Articulate the key concepts of adolescent and child brain development and the impact of 'toxic stress.'
- Explain the value and potential of parental attention.
- List techniques to promote positive relationships, growth and development.

Session	Duration
Parenting Training Session 2: Brain development and promoting positive relationships	8 hours
2.1 Welcome to Day 2 training	30 minutes
<i>Tea break</i>	<i>15 minutes</i>
2.2 Child and adolescent brain development	1 hour, 45 minutes
2.3 Building positive relationships with children and adolescents to support development	50 minutes
<i>Lunch break</i>	<i>1 hour</i>
2.4 Play and praise: Positive attention shapes positive behavior and builds brains!	1 hour, 25 minutes
<i>Tea break</i>	<i>15 minutes</i>
2.5 Practice and overview of sessions 4 and 5	3 hours
2.6 Wrap up Day 2	30 minutes



Parenting Skills Training Session 2:

Brain development and promoting positive relationships

Training session summary | Duration: 8 hours

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Articulate the key concepts of adolescent and child brain development and the impact of toxic stress.
- Explain the value and potential of parental attention.
- List techniques to promote positive relationships, growth and development.

MATERIALS REQUIRED

- SHLS Parenting Skills Trainer's Manual
- SHLS Parenting Skills Curriculum for Caregivers of Children (6–11 years)
- SHLS Parenting Skills Curriculum for Caregivers of Adolescents
- [Resource 1: Proposed Parenting Skills Training Agenda](#)
- [Resource 6: Brain development and toxic stress](#)
- [Resource 3: Parenting Skills Training – Attendance Form](#)
- Flipcharts and markers/chalkboard and chalk
- A soft toy or ball
- Laptop and projector to show video, if available
- [PowerPoint slides](#)
- Video of toxic stress: <https://rescue.app.box.com/s/9cl0pg32gernlp0sr7zqtkgiww6dvbnh>

PREPARATION REQUIRED

- Review Parenting Skills Sessions 4 and 5 in the Parenting Skills Curricula.
- Prepare or print out the Attendance Form ([Resource 3](#)).
- Write 'Notice Board' on the top of a flipchart paper and paste it on the wall in a place accessible by all trainees.
- Print copies of [Resource 6: Brain development and toxic stress](#). Trainees can share 1 copy amongst 3–4 people.
- Collect children's toys and bring to the training.
- Find out about formal or non-formal education opportunities available in the context.
- Be at least 30 minutes early.
- Prepare the space for the session and ensure it will be conducive to uninterrupted dialogue.

TRAINING SESSION OVERVIEW

The trainer welcomes trainees and everyone shares their memories from the previous day's training and reviews the day's agenda. The trainees understand the effects of stress on brain development through videos. Then the group completes 2 exercises



from the Parenting Skills Curricula to support brain development and relationship building.

The group try several role-play exercises that will help parents build positive relationships with children and adolescents to support children's and adolescents' development. And then the group practices activities that promote positive behavior through giving attention and praise.

Finally, trainees get into groups to practice delivering sections of the Parenting Skills Curricula to: review child and adolescent brain development; build positive relationships by providing positive attention through play and praise; and promote children's cognitive development through play and conversation. After the group exchanges feedback, the trainer provides a debrief on the activities and closes the training for the day.

Steps to follow

2.1 Welcome to Day 2 Training

Time: 30 minutes | **PowerPoint Slides:** [DAY 2 – Slides 1 and 2](#)

Welcome and review

Time: 20 minutes | **Arrangement:** Whole group | **Slide** 1

- 1.** Welcome trainees to Day 2 of the Parenting Skills Training.
- 2.** Have trainees sign the Attendance Form ([Resource 3](#)) for the day.
- 3.** Have the volunteer from the previous day present a 5-minute summary of Day 1.
- 4.** Ask trainees if they did their home assignment and practiced the relaxation techniques they learned on Day 1. Have 1 or 2 trainees share their experience of practicing the relaxation techniques.
- 5.** Encourage them to do their home assignment because this will further their learning and help them become better Facilitators.

Slide 2

- 6.** Review the agenda of the day.



Activity: What do I remember from yesterday?



→ **1. SAY >**

- *Stand up and form a circle. I will give you a ball to throw to each other.*
- *Each person who catches the ball will say one thing he or she remembers from yesterday. Then they will throw the ball to someone else.*
- *This exercise will help us all remember the key points from the previous day. Repetition helps improve memory!*

- 2.** Ask trainees if they have any questions. Address them now or write them on the Notice Board to come back to later.

Energizer

Time: 10 minutes | **Arrangement:** Whole group



→ **3. SAY >**

- *Form a large circle.*
- *I will give you an object to toss around and, as you throw it, say the name of the person you are throwing it to.*
- *Once that person catches the object, he or she should toss it to someone else, saying his or her name.*
- *The first round finishes when the object has been tossed to everyone in the group. Once someone's name has been called, he cannot get it again.*
- *Once we have been around everyone, we will add 2 or 3 more objects and continue.*

- 4.** Play for as long as you have time.



2.2 Child and adolescent brain development

Time: 1 hour 45 minutes | **PowerPoint Slides:** DAY 2 – Slides 4 to 17

Understanding brain development

Time: 1 hour | **Arrangement:** Whole group

1. Explain the following facts about the brain and brain development:
 - Human beings acquire information through experiences.
 - The care that children receive from parents lays the groundwork for the development of a wide range of basic developmental processes that support children's psychosocial development and functioning. Safe, stable and nurturing caregiving early in life is also associated with better physical and mental health, fewer behavior problems, higher educational achievement, and better adult productivity.¹⁰

Slide 4

2. Use [this video](#)¹¹ on brain architecture to explain basic facts about brain structure.
3. Explain the following facts about brain structure:
 - We are born with more than 80 billion brain cells called **neurons**. These neurons make us human as they work communicating between one another via small electrical impulses that travel on connections called **synapses**.
 - Parents can create connections that build a healthy or an unhealthy brain structure, depending on the experiences they create for young children.
 - Neurons, like trees, can be **pruned** away. We must use our brain cells or we will lose them!

¹⁰. Shonkoff, J.P. and Phillips, D., 2009. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C., National Academy Press.

¹¹. Center on the Developing Child. *Three core concepts in early development*. Harvard University. Retrieved from: <https://www.youtube.com/watch?v=VNNsN9IJkws>.



4. Use the following images on Resource 6 to explain the process of brain development:

Image 1: The brain with neurons

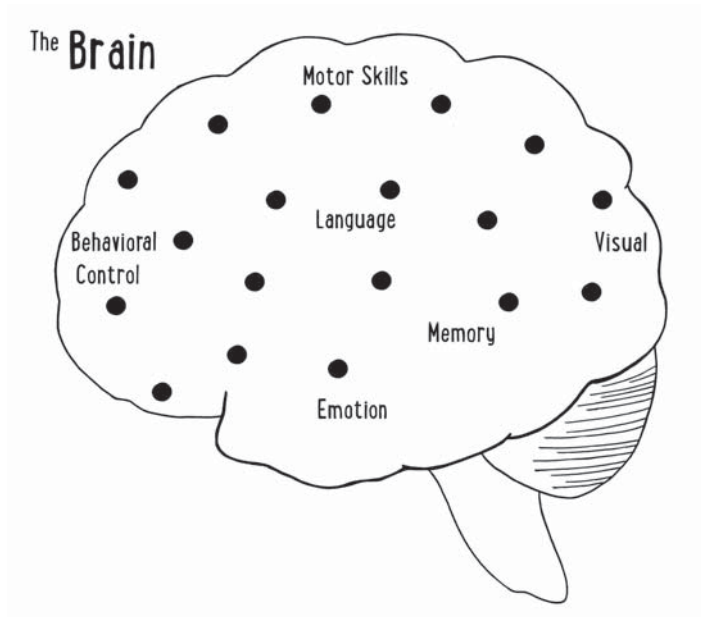
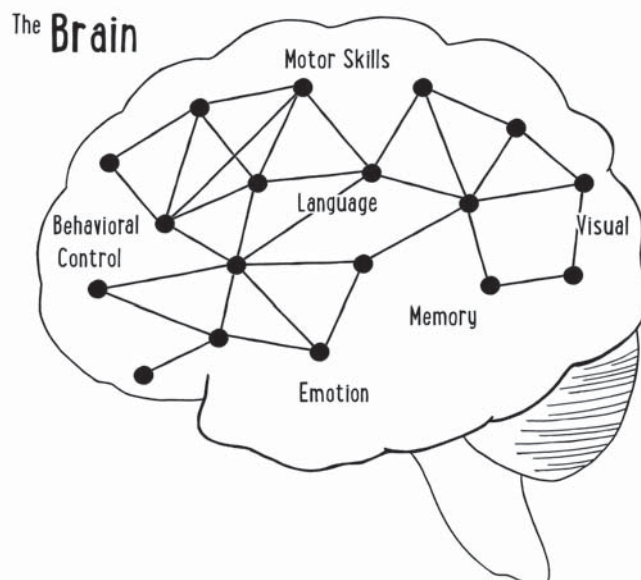


Image 2: The brain with 'electrical connections' via synapses

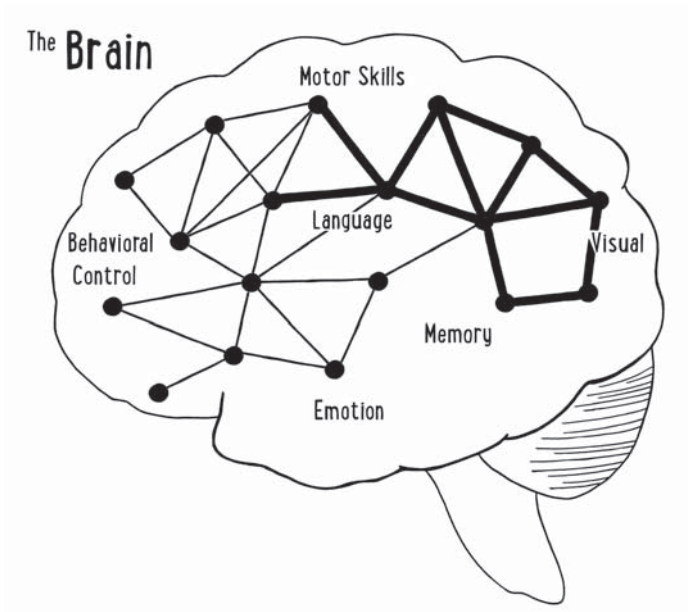




5. SAY >

- Love, support and encouragement build strong, healthy brains. These synapses, or circuits, enable humans to **learn language, think, walk, catch a ball, trust others, and manage emotions**.
- They are like electrical wires that, when connected, enable the lights to turn on. If the synapses between neurons are used repeatedly, they become permanent and strong – like exercising a muscle!

Image 3: The brain with stronger 'electrical connections' thanks to love and encouragement



6. SAY >

- Unused connections in the thinking and processing part of a child's brain (called the grey matter) are 'pruned' away. At the same time, other connections are strengthened.
- This is the brain's way of becoming more efficient, based on the 'use it or lose it' principle. Repeated stress, exposure to traumatic events and violence (toxic stress) can destroy connections and interfere with children's ability to make safe and healthy decisions.
- Love, guidance, problem-solving and emotional support reinforce positive connections between neurons. This provides the foundation that children need to make healthy choices and become responsible family and community members.



- *The pruning process begins in the back of the brain. The front part of the brain, the prefrontal cortex, is wired or connected last. The prefrontal cortex is the decision-making part of the brain, responsible for older children's ability to plan and think about the consequences of actions, solve problems and control impulses. Changes in this part of the brain continue into early adulthood.*
- *The amygdala is a part of the brain that is associated with emotions, impulses, aggression and instinctive behavior.¹² Because the prefrontal cortex is still developing, teenagers will often rely more on the amygdala to make decisions and solve problems than adults do.¹³*

Slide 6



7. SAY >

TIP > We want to engage parents in a dialogue about how our parenting skills and practices directly correlate with children's brain development.

- *Think about a path that is created to be used for getting water or going to the market. At first, the path may be a little bumpy and hard to stay on. It does not actually become a path until lots and lots of people have walked that same path over and over again.*
- *The path becomes smoother and it is easier to see where you are going. Our brains are built in the same way. The more time you spend teaching and showing children kindness and respect, the stronger the connections between the cells (neurons) in their brains become!*
- *It is these strong connections that enable children to be healthy, happy and responsible family and community members.*

Slide 7

8. Explain what happens when brains are under stress.

Play the video of toxic stress¹⁴ and use Resource 6: Brain development and toxic stress.

-
12. Raising Children Network. *Your teenagers' developing brain*. Centre for Adolescent Health. Retrieved from: http://raisingchildren.net.au/articles/brain_development_teenagers.html#stress
13. Well Commons, photo by J.E. Stevens. Retrieved from: <http://wellcommons.com/users/jestevens/photos/2011/jul/22/217506>.
14. <https://rescue.box.com/s/9cl0pg32gernlp0sr7zqtkgiww6dvbnh>



Image 4: The 'electrical connections' are destroyed due to toxic stress and violence

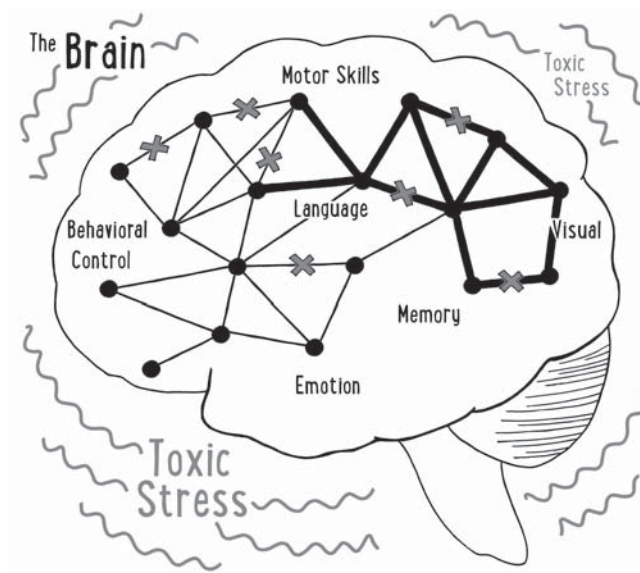
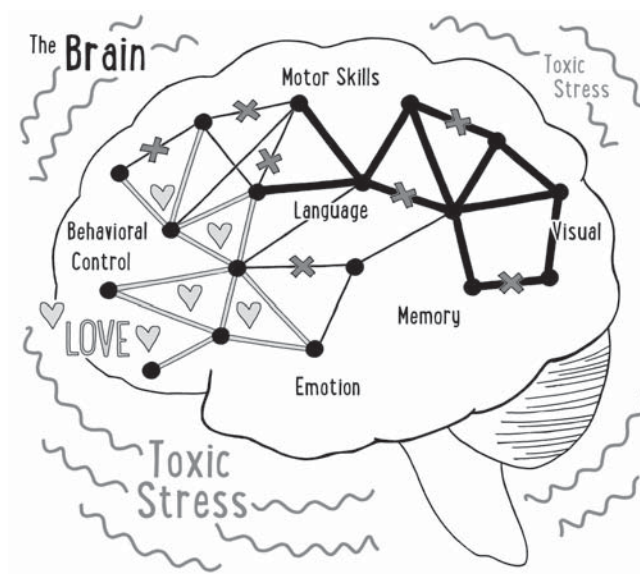


Image 5: The 'electrical connections' are renewed with loving, nurturing and predictable adult relationships



Slide 8

9. Show the 2 brain scan images on the slide or in [Resource 6](#).





10. **SAY** > *These pictures of brains were taken using scanners that produce detailed images using magnetic fields and radio waves.¹⁵*

11. Discuss the image.

Slide 9



12. **ASK** > *What do you notice about these images? What are the differences?*



13. **SAY** > *Notice how the nurtured child's brain has much more activity, while the brain of the child who was subjected to abuse and extreme deprivation shows less activity in the same areas..*

14. Explain basic concepts of brain development to the trainees, based on the following information:

- The image of the abused child's brain is of a child who suffered severe abuse and violence.
- Chronic neglect or abuse of children can diminish their brain function well beyond their youth.¹⁶
- Just as positive early experiences build healthy brain architecture, adverse early experiences can weaken it.
- Helping all children have supportive environments to learn and grow provides the foundation for better school achievement and adult productivity!

Slide 10

- Our brains are not fully formed until we are in our early to mid-20s! Different parts of our brain form and mature at different rates. For example, the parts of our brain that control our senses and reflexes form when we are infants.

¹⁵. Ibid. There are many more brain images located on the internet.

¹⁶. See Marshall, P.J., Fox, N.A., and the BEIP Core Group. 2004. A comparison of the electroencephalogram between institutionalized and community children in Romania. *Journal of Cognitive Neuroscience*. 16:8. pp. 1327–1338. PMID: 15532128; Also see: <http://www.bucharestearlyinterventionproject.org/Publications.html>.



- The parts of our brain that help us control our impulses and use good judgment are the last to mature. This part of the brain is called the prefrontal cortex and it controls our 'executive function'. Executive function skills are mental processes that enable us to plan, focus attention, remember instructions and juggle multiple tasks successfully.¹⁷

Slide 11

15. If possible, show this web page from the New York Times (http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html?_r=1&) which shows how the frontal cortex is still developing until the early to mid 20s.¹⁸

 **16. ASK >** *Can you think of some times during adolescence when you did not make the best decision or acted foolishly?*

17. Have trainees reflect on this question and then share their responses with a partner.

18. Ask a few trainees to share their responses with the rest of the group.

Slide 12

19. Use the graph on Slide 12 to explain the brain elasticity.

 **20. SAY >**

- *Our brain also has the unique ability to change or re-create itself. This is called 'plasticity'. Brains start out in life with a lot of plasticity but, as we age, it gets harder to change our brains.*
- *Scientists have learned that, in adolescence, as in early childhood, if the brain is exercised with positive experiences, children can learn to control impulses, order their thoughts and use good judgment – skills and abilities that will help them to become happy, healthy adults.*

¹⁷. Center on the Developing Child. *Executive function and self-regulation*. Cambridge, MA, Harvard University. Retrieved from: <http://developingchild.harvard.edu/science/key-concepts/executive-function>.

¹⁸. Parker-Pope, T., Huang, J. and Mason, M. 2008. The child's developing brain. *The New York Times*, 15 September 2008. Retrieved from: http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html?_r=1&.





→ **21. ASK >** *What kinds of skills do you think adolescents will need to be happy, healthy adults?*

22. Make a list of their responses on the flipchart.



→ **23. ASK >** *How can we help our sons and daughters develop these skills?*

Slide 13



→ **24. SAY >**

- *The next several sessions of the Parenting Skills Curricula explore how to help children and adolescents learn the skills needed to live safe, healthy, happy lives.*
- *We will talk about how to support their continued healthy brain development by discussing and practicing each of the following:*
 - *Showing an interest in children's lives.*
 - *Being honest and direct about sensitive topics.*
 - *Helping children make healthy choices.*
 - *Respecting children's thoughts and opinions.*
 - *Supporting children's education.*

Slide 14



→ **25. ASK >** *What are some other changes adolescents experience?*

26. After trainees have responded, share the following answers, if needed:

- Changes in their attitudes and beliefs
- Changes in their bodies
- Changes in their relationships with peers and parents

27. Explain the changes that adolescents experience:

- Adolescence is an amazing and challenging time! Children are going through so many changes cognitively (in their thinking and learning) and physically.
- Adolescents usually begin to rely on, and identify more with peers.
- This can be a challenging time emotionally, and you may notice that one minute they want your help and the next their autonomy.
- Adolescents often feel that their experiences are unique and that no one can possibly understand how they are feeling.



- They are changing physically. Chemical messengers in our bodies called hormones are fluctuating. These hormones affect things like our mood, sexual function and desires and growth and development.
- This is a great time to talk with adolescents about what they are going through physically, socially, and emotionally!

NOTE FOR THE TRAINER > The following are 2 exercises from the Parenting Skills Curricula for caregivers of children and adolescents to support brain development and relationship building. The first is a role-play in the adolescent program. A script is provided, however, if you have time and you think trainees are ready, they could work in small groups and create their own 5-minute role-plays to demonstrate the skills of showing interest and support. Use your judgment about what you think they are ready for.

Showing interest in your teen's life

Time: 45 minutes | **Arrangement:** Pairs; Whole Group

Slide 15

1. In pairs, ask the trainees to reflect on the following questions:
 - *Do you remember when you were between the ages of 12 and 15 years?*
 - *What kinds of things were happening in your life? Perhaps you were worried about exams or were noticing a boy or girl in the village.*
2. Give trainees a few minutes to share their memories about their teenage lives.

Slides 16 and 17



3. **ASK >** *What does it look like to show interest in a teenager's life?*
4. After trainees have shared their responses, add the following points to the list, if needed:
 - Listening without interrupting.
 - Affirming and validating feelings – for example, “I see why you would be upset about that.”
 - Offering support, if needed.
 - Praising good decisions, actions and character traits.





5. **SAY >** *We will talk about problem-solving and helping adolescents make good choices in the next few sessions, but for today we are going to focus on showing an interest.*

Role-play for skills practice: Showing interest in your teen's life

1. Pick 2 trainees for the role-play. One will be the 'parent' and the other will be a '16-year-old boy'.
2. Present the scenario – A parent asks the teenager how their day is going. The teenager shares something going on in their life. The parent shows interest in the teenager's life.
3. Coach the 'parent' and the '16-year-old boy' on the role-play. You can adapt the sample script provided, or create your own.
4. Have the volunteers present the role-play in front of the group.



This is a sample script. Please adapt to your context or create your own. Please change the names to ones that are familiar in your context.

The 16-year-old teenager has just come in from school.

Parent: [Puts down work] How was your day?

16-year-old: It was okay, but I am having a problem with one of my friends.

Parent: Oh, I am sorry to hear that! Tell me more about it.

16-year-old: Well, the other day we were walking home from school and went by the market and he stole some stuff.

Parent: Oh! You look like this is really bothering you. What did you do?

16-year-old: I just kept walking and didn't really say anything.

Parent: Well it sounds like you make a good decision not to steal, but you are still wondering what to do about your friend?

16-year-old: Yes, I am afraid if he gets caught while I am with him I could get into trouble too.

Parent: Well that sounds like pretty good thinking to me. What would you like to do?

16-year-old: I would like to tell him that, when I am with him I would like him not to steal, but I am afraid that he will get mad at me or call me weak.

Parent: You have quite a hard decision. Is there anything I can do to help?

16-year-old: I just need some time to think about it.

Parent: Would it be all right if I ask you a little later what decision you came too?

16-year-old: Sure. Thanks [mom/dad].

5. Debrief on the role-play.

- Ask the person playing the 16-year-old how it felt for the 'parent' to show an interest in them and their problem.
- Ask trainees what skills the parent used in the role-play to show an interest in the teenager's life.

Example answers:

- Problem-solving
- Good judgment and decision-making

TIP > If you have time give the trainees a chance to practice the same scenario in pairs.



2.3 Building positive relationships with children and adolescents to support development

Time: 50 minutes | **PowerPoint Slides:** DAY 2 – Slides 18 to 22

Activity for brain development

Time: 20 minutes | **Arrangement:** Whole group | **Slide** 18

1. Explain that:
 - Childhood and adolescence are times of rapid brain development and children need lots of opportunities to learn while they are young!
 - This helps their brains develop in a healthy way, to make good decisions, take appropriate risks and plan for their future.
 - They need an education to have future employment and university opportunities.
 - Both girls and boys need the opportunity to make their own decisions and have their own dreams and goals so they can lead healthy, productive lives.
2. Inform trainees about education opportunities in the SHLS, if they are available. If possible, share information about how to enroll children in formal or non-formal education opportunities available in the context.
3. **SAY >** *We are now going to play a game that you will also play with parents in the Parenting Skills sessions. This activity helps increase concentration, builds stronger memory skills and it is fun!*

Activity: Concentration game

1. Give trainees instructions for the ‘**Concentration game**’ activity.
2. **SAY >**
 - *Activities to improve memory and concentration are important for all of us!*
 - *I will place random objects in front of you for 10 to 15 seconds, then remove the objects and see how many you can remember.*
3. Start out by placing 4 objects in front of the group for 5 seconds and then take them away.



TIP > You can make the task harder by asking trainees to recall what order the objects were placed in, as well as what colors objects are.

4. Ask for volunteers to recall all the objects.

5. Continue the game by playing several rounds, increasing the number of objects in each round.



6. **SAY >** *You can also help auditory memory by giving parents a random list of numbers or words orally and having them repeat the list.*

The golden rule of psychology: children need and want adult attention

Time: 15 minutes | **Arrangement:** Whole group | **Slides** 19



1. **SAY >**

- *Positive nurturing is nourishing the aspects of life we want*
- *All children want attention from their parents and from other adults they love and respect.*
- *Children can learn to get attention in both positive and negative ways.*
- *Attention can reinforce both positive and negative behaviors.*
- *When a parent praises a child for a good behavior – such as sharing – that behavior is encouraged by the parent.*
- *Negative behaviors – like hitting – can also be reinforced by attention (either negative or positive). If a parent gives more attention when children are misbehaving, then it is the negative behaviors that are reinforced. If a child whines and cries because the parent will not buy them a sweet, and the parent keeps arguing with the child, this is negative attention and it reinforces the child's whining!*
- *Parents need to be strategic about what behaviors they are giving attention to.*
- *The more positive attention that parents give to positive behaviors, the less that children will seek attention through negative behaviors.*



2. **SAY >**

- *We are going to talk about 3 different parenting tools that will help parents encourage more positive behaviors in their children and decrease negative behaviors.*
- *These tools are **playing, praising** and **spending quality time**.*
- *Praising is providing positive attention for positive behaviors and qualities about children.*
- *Parents need to be strategic about giving attention!*



- *When children misbehave in ways that are annoying, but not harmful to themselves or others, parents can ignore that misbehavior.*
- *If no one listens to a child who whines, then there is no point for the child to continue whining.*
- *When parents yell at or hit children who whine, they are providing them with negative attention and thus reinforcing that negative behavior.*

Slide 21

3. Facilitate a discussion based on the following questions:

- Can you think of some ways parents can pay positive attention to their children?
- When are the best times during the day for parents to pay positive attention to children?
- What are the best kinds of activities parents can use to pay positive attention to children?

Example answers:

- *Playing with their children*
- *Having dinner or breakfast together*
- *Praise for completing their chores or homework*
- *Taking a walk and talking together*

4. Tell the group that you will discuss the importance of play later in this training.



Other positive ways of shaping children's behavior

Time: 15 minutes | Arrangement: Whole group | Slide 22

1. Explain

- **Children are like sponges that observe and absorb everything.**
- Parents can encourage polite, kind behaviors in their children by modeling positive behaviors.
- Children learn from what they see more than what they hear.
- If parents tell them to act peacefully and work hard, but they themselves are violent and lazy, they should expect children to follow their example and not their words.

Activity: Doba Doba

2. Give trainees instructions for the 'Doba Doba' activity.



3. SAY >

- *The basic rule of this game is to do what I say, not what I do.*
- *The following commands have the following actions:*
 - *When I say 'Do' (pronounced 'dough'), place your arms in front of you.*
 - *When I say 'Doba', place your arms above your head.*
 - *When I say 'Doba, Doba', place your arms at your side.*
- *Remember the commands for these actions.*
- *When we play the game I will give the command but might do a different action.*
- *You have to do what I say, not what I do.*

4. Practice the commands and correct actions with the trainees a few times.

5. Play the game, saying one of the 3 commands (Do, Doba, Doba Doba) and doing actions which may or may not match the command.

For example:

- *Command – 'Do'; action – place your arms in front of you.*
- *Command – 'Doba, Doba'; action – place your arms at your side.*
- *Command – 'Doba'; action – put your arms in front of you.*

6. The trainees who followed your action and not your words must sit down. Keep playing until just one trainee is left.



7. You can also make up other actions too – such as standing on your left foot, standing on your right foot, hopping up and down. The point is to try and get trainees to follow your actions and not your words.
8. Explain to trainees that, as they saw in this game, people are more likely to do what they see (the action) rather than what was said (the command). This applies to both adults and children.
 - Through this game you can explain to parents that children will imitate and model after their parents. If parents are cruel to other people, if they shout and yell, their children will act the same way.

2.4 Play and praise: Positive attention shapes positive behavior and builds brains!

Time: 1 hour 25 minutes | **PowerPoint Slides:** DAY 2 – Slides 23 to 28

Children learn through playing and spending time with adults

Time: 40 minutes | **Arrangement:** Whole group; Small groups | **Slide** 23

Slide 23



1. **ASK >** *How can playing with children encourage their positive development and behavior?*

Slide 24

2. After trainees have responded, share the following answers, if needed:
- Children learn social skills such as taking turns and sharing.
 - Children learn how to use their imaginations – play fosters creativity!
 - Parents learn more about their children's likes and preferences, skills and abilities.
 - Parents playing with children improves children's self-esteem; children feel they are important to their parents!

Slide 25



3. Explain some guidelines that parents should follow while playing with children:

- Sit near your child and on their level.
- Follow your child's lead and take their suggestions of what to play.
- Pace the play to suit your child's developmental level.
- Have fun and laugh together!
- Encourage creativity.
- Explore dreams and hopes for the future through imagination.
- Describe and talk about what children are doing.
- Coach positive peer and sibling play.
- Encourage independent problem-solving.
- Give positive attention and approval to play.
- Stop inappropriate play immediately.
- Avoid power struggles.

4. Explain the meaning of a power struggle, if needed.

- A power struggle is an argument that takes place because the people involved are fighting about who will control and dominate the relationship.
- Share the following example of a power struggle: A 7-year-old child is playing a game with his parent. The child decides that he wants to play a different game. If a parent tells the child they have to finish this game first, the child argues that he wants to play the new game, and the parent responds by arguing back that they should finish playing the first game, it would be called a power struggle.
- If the goal of play is to have fun, learn and build relationships with children, then we need to avoid arguments whenever possible!

Role-play for skills practice: Playing with children

Slide 26

5. Tell trainees that we are now going to act out a role-play and select 2 volunteers, preferably one male and one female. Give them the script of the role-play and let them read it.
6. Give instructions for the **Role-play for skills practice activity** to the 2 actors in the role-play only. This preparation should take no more than 5–10 minutes.





7. SAY >

- *In this role-play the person playing the 'parent' needs to be really bossy and direct everything the 'child' does. For example, if you are playing with a ball in the role-play, the parent might insist that the child throw or kick it a certain way for a specific number of times; or, if you are playing marbles, the parent will tell the child they are doing it wrong and insist that they do it correctly.*
- *I will stay close by to help out in case you get stuck.*
- *You have 5 minutes to practice and prepare for the role-play.*

8. Have the actors present the role-play in front of the group.

This is a sample script. Please adapt to your context or create your own. Please change the names to ones that are familiar in your context.

Child: Mama, can we play football?

Mother: Sure.

[Child begins to kick the ball to his mother.]

Mother: That is not how you kick the ball. Here, let me show you. [Mother takes the ball from the child and shows him how to kick.]

Child: Can I have a turn now?

Mother: Only if you play it right.

[Child tries again and again, and the mother keeps interrupting him and correcting him. Child sits down frustrated.]

9. After the role-play, ask both the actors how it felt. It is likely that both of them will report that this experience was frustrating and not much fun.

10. Tell everyone you are going to re-do this practice.

11. Instruct the 2 actors in private that, this time, the parent must follow the child's lead and play whatever the child wants to play. Tell the parent to say some kind words to the child while they are playing. Some examples of kind words are:

- *Wow son! Look at you kicking that ball!*
- *You are going to be a great football player someday!*
- *I love playing with you and am so happy you are my son!*
- *Thanks for playing with me and taking turns sharing the ball.*



12. After the role-play once again, first ask the 'child' and then the 'parent', how this role-play felt. They both will likely report that, this time, it was more fun and it made them feel good.
13. Ask the rest of the group to give some positive comments to the 'parent' and 'child' for their participation in this practice. You can praise them as well!
14. Now split trainees into groups of 3.
15. Ask trainees to find some materials that are available at the training site or outdoors to create some kind of game or something to play with a child.
16. Then have groups practice child-directed play, taking turns playing the 'parent', 'child' and 'coach'. Concentrate on child-directed play! Only practice the positive parent-child interactions in this role-play.
17. Allow 15–20 minutes to complete the practice.
18. Bring everyone back together.



19. ASK >

- What did you like about this kind of play?
- What did you find hard?

Praising promotes positive behavior

Time: 45 minutes | **Arrangement:** Whole group



1. ASK > *What is praise and why is praise good for children?*

2. After trainees have responded, share the following answers, if needed:
 - Praise is telling a child that you like something that he or she is doing.
 - Praise shows love and affection.
 - Praise helps children build self-esteem and confidence.
 - Praise helps children build healthy social and emotional connections!



3. ASK > *How does praising children make parents feel?*

4. After trainees have responded, share the following answers:
 - Praise helps parents feel good about their children and builds positive relationships.



- Praise reinforces desirable behaviors: parents spend less time punishing or disciplining children because the child spends more time seeking parent's positive attention.

Examples of praise statements:

- *I am so proud of the way you are doing your homework so carefully.*
- *Thank you for completing your chore and being so responsible.*
- *That is very polite.*
- *I am so glad you are my son/daughter.*

Slide 27

5. Explain some effective ways to praise children and adolescents:

- Decide what values, positive character traits or new behaviors are most important for a child to develop at various stages of development.
- Look for opportunities to reinforce them.
- Describe exactly what a child did to elicit praise. Say, for example, "Thank you for cleaning up after you finished playing." Don't just say, "Good job."
- Try to give praise as soon as you notice good behavior. Prompt praise is best because the child will be most aware of what they did to deserve it.
- Don't hesitate to praise children daily. A child needs to know that their parent has noticed the good habits they are developing.
- Praise children for trying hard. Don't wait for perfection!
- You can also praise children nonverbally with a hug or smile!



6. ASK > *What are some other ways to nonverbally praise children?*



7. ASK > *What are some of the praise statements?*

8. Write up the list on a chalkboard or flipchart.

9. Have trainees pair off and think of a specific praise statement for each of the behaviors on the list. Allow 15 minutes for this activity.

- Doing well in school.
Example answer: "I am so proud that you are working hard and doing well in school."
- Being kind to siblings.
Example answer: "It makes me so happy to see you spending time with your younger sister."



- Completing homework.
Example answer: "Good job for completing your homework. You are so smart!"
- Completing chores or housework.
Example answer: "Thank you for completing your chore. It really helps our family when you help out."

Slide 28

Skills practice: Praise

10. Select 3 trainees – 1 male and 2 females if possible, or 2 males and 1 female. Remember you want to model gender equality in your training!
11. Tell the 3 trainees (out loud, so the group understand how these practices are set up) what will be expected of them in this practice. Two trainees will play children (ages 7 and 8). They are going to play cooperatively. The person playing the parent will offer praise statements.
12. Assure trainees that you will be available to help out, if needed, in the role-play. Trainers can also model this first, if trainees would like an example.
13. Begin the practice.
14. After about 3 minutes, stop the role-play and ask the 'children' how it felt to be praised; ask the 'parent' how it felt to praise. All 3 will likely report that the role-play was fun and it made them feel good.
15. Ask the group to offer positive comments to the role-players for their participation in this practice. Trainers should praise them as well!
16. Have trainees pair off and practice the following scenario – a parent monitoring a child doing homework. The parent can make statements such as:
 - *Wow, you are really concentrating!*
 - *You are so smart.*
 - *I am proud of you for doing your work so carefully.*
17. Tell trainees that they have 15 minutes to complete this practice. In this time, both trainees should have had the opportunity to play both roles.



18. Bring everyone back together and debrief using the following questions:

- How did it feel when you were the child receiving praise?
- What did the parent find hard about praising?

2.5 Practice and overview: Parenting Skills Sessions 4 and 5

Time: 3 hours | **PowerPoint Slides:** DAY 2 – Slide 29–30

Instructions for practice

Time: 30 minutes | **Arrangement:** Small groups

1. Ask trainees to get into their groups from the first day.



2. **SAY >**

- *I will assign each group a section from the Parenting Skills Curriculum to facilitate with all the trainees.*
- *Each group will have 30 minutes to present to the rest of the group (10 minutes for each group member), followed by 15 minutes of feedback and discussion.*
- *You will have 45 minutes to prepare.*
- *Since we do not have time for all the groups to present, only 3 groups will present today. Every group will have at least 2 opportunities to present to the whole group in this training.*
- *This exercise will help you to understand the theory and skills a bit better, and also begin to understand the skills required for facilitation.*

Slide 29

3. Allocate the following sections of the curricula to the various groups:

TIP > Have them work together to prepare a 1-hour presentation for this section.

Groups 1 and 2

Parenting Skills Curriculum for caregivers of children (6–11 years) –
Session 4: Understanding brain development – children need love to be healthy.

- Activity 2: What is happening in our children's brains



Group 3

Parenting Skills Curriculum for caregivers of adolescents –

Session 4: Adolescent brain development – A work in progress.

- Activity 4: Other changes adolescents are experiencing
- Activity 5: Education and brain development

Group 4

Parenting Skills Curriculum for caregivers of adolescents –

Session 5: Building positive relationships and creating spaces for dialogue.

- Activity 4: Spending quality family time together
- Activity 5: Encouragement and praise

Group 5

Parenting Skills Curriculum for caregivers of adolescents –

Session 5: Building positive relationships and creating spaces for dialogue.

- Activity 6: Spending quality time

Group 6

Parenting Skills Curriculum for caregivers of children (6–11 years) –

Session 5: Positive parental time for healthy growth and development.

- Activity 8: Evaluation

Skills practice

Time: 2 hours, 30 minutes | **Arrangement:** Small groups

TIP > Remember to generously praise trainees after the role-plays to build their confidence and model how you would like them to support parents in their groups.

1. After groups have finished preparing, select 3 groups to facilitate the activity with the rest of the group. Select groups that have not presented in the training until now.
2. Have groups come up and present one by one.
3. Make notes about the positive things you are observing as well as any challenges. Use [Resource 4: Parenting Session Feedback and Fidelity Report](#) and [Resource 5: Observation Monitoring Form For Parenting Group Activities](#), to help you give feedback.



4. Debrief in the following 3 steps:

TIP > The debrief is key to encourage Facilitators to analyze and improve their facilitation skills.

- **Step 1: Self-evaluation** – Ask the trainees who presented, to think about:
 - What went well?
 - What could they have done differently?
- **Step 2: Whole group debrief** – Ask for positive feedback on the presentation. Then ask if anyone has any suggestions for improving the session.
- **Step 3: Feedback from trainer** – Highlighting the positive aspects of the presentation and make suggestions for improving the session, if needed. Remember to give specific feedback that is positive, constructive and non-judgmental. For example, you can say, "I can see that you are really trying hard to engage trainees and one way to do this more effectively is to make good eye contact and smile!"

2.6 Wrap up Day 2

Time: 30 minutes | **PowerPoint Slides:** [DAY 2 – Slide 31](#)

Summary

Time: 15 minutes | **Arrangement:** Whole group

1. Review the following:
 - Child and adolescent brain development.
 - Building positive relationships by providing positive attention through play and praise.
 - Promoting children's cognitive development through play and conversation.
2. Ask if trainees have any questions. Address them now or write them on the Notice Board to address later.
3. Go over questions on the Notice Board and address any that are relevant to the topics discussed today.



Debrief and closing

Time: 15 minutes | **Arrangement:** Whole group | **Slide** 30

1. Facilitate a discussion based on the following questions:
 - What did you learn today?
 - What did you like best about the session?
 - What did you like least? Why?
 - What would you have liked to discuss that was not covered?
 - Suggestions or comments?
2. Have a trainee volunteer give a brief, 5-minute summary of the learning from today at the beginning of Day 3 training.
3. Inform trainees that, on Day 3 of training, they will learn about building empathy and communicating effectively with children and adolescents, and also understanding their psychological needs during crises.
4. Tell trainees that their homework before the next day's training is to spend some time playing with children, in a way that promotes brain development. It could be their own children or those of a friend or relative.
5. Thank trainees for their active participation.



Day 3

Session objectives

By the end of this session, trainees will be able to:

- List and use the steps of empathy.
- Facilitate empathy-building and communication skill role-plays.
- Articulate children's and adolescents' psychosocial needs during crisis.

Session	Duration
Parenting Training Session 3: Empathy and children's psychosocial needs	8 hours
3.1 Welcome to Day 3 training	45 minutes
<i>Tea break</i>	<i>15 minutes</i>
3.2 Empathy for children and adolescents	2 hours
<i>Lunch break</i>	<i>1 hour</i>
3.3 Understanding child and adolescent psychosocial needs	1 hour, 45 minutes
<i>Tea break</i>	<i>15 minutes</i>
3.4 Overview and practice of sessions 6, 10, 11 and 12	3 hours
3.5 Wrap up Day 3	30 minutes
2.6 Wrap up Day 2	30 minutes



Parenting Skills Training Session 3:

Empathy and children's psychosocial needs

Training session summary | Duration: 8 hours

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- List and use the steps of empathy.
- Facilitate empathy-building and communication skill role-plays.
- Articulate children's and adolescents' psychosocial needs during crisis.

MATERIALS REQUIRED

- SHLS Parenting Skills Trainer's Manual
- SHLS Parenting Skills Curriculum for Caregivers of Children (6–11 years)
- SHLS Parenting Skills Curriculum for Caregivers of Adolescents
- [Resource 1: Proposed Parenting Skills Training Agenda](#)
- [Resource 3: Parenting Skills Training – Attendance Form](#)
- [Handout 2: Impact and symptoms](#)
- Flipcharts and markers/chalkboard and chalk
- Large sheets of paper
- [PowerPoint slides](#)

PREPARATION REQUIRED

- Review Parenting Skills Sessions 6, 10 and 11 in the Parenting Skills Curricula.
- Print [Handout 2: Impact and symptoms for all trainees](#).
- Prepare or print out the Attendance Form ([Resource 3](#)).
- Write 'Notice Board' on the top of a flipchart paper and paste it on the wall in a place accessible by all trainees.
- Be at least 30 minutes early.
- Prepare the space for the session and ensure it will be conducive to uninterrupted dialogue.

TRAINING SESSION OVERVIEW

The trainer welcomes trainees and everyone shares their memories from the previous day's training and reviews the day's agenda. The trainer provides an overview of increasing empathetic responses to help children and adolescents handle difficult feelings and help them learn to solve problems. The group practices the '4 steps of empathy', including role-play scenarios to practice helping teenagers.

To understand the psychosocial impact of crisis on children and their parents, trainees work in small groups. They brainstorm the impact of crisis and



conflict on children and examine the psychological symptoms that can be observed. The group looks at the vicious cycle that happens when parents ignore stress symptoms. They then look at how to help parents give children the love and trust they need through talking and listening.

Finally, trainees review and practice delivering sections of the Parenting Skills Curricula: how to

nurture parent–child relationships by communicating empathetically; the 4-step process to help us respond to children and other adults with empathy; strategies for understanding and meeting the psychosocial needs of children and adolescents. After the group exchanges feedback, the trainer provides a debrief on the activities and closes the training for the day.

Steps to follow

3.1 Welcome to Day 3 Training

Time: 45minutes | **PowerPoint Slides:** DAY 3 – Slides 1 to 4

Welcome and review

Time: 25 minutes | **Arrangement:** Whole group | **Slide** 1

1. Welcome trainees to Day 3 of the Parenting Skills Training.
2. Have trainees sign the Attendance Form (Resource 3) for the day.
3. Have the volunteer from the previous day present a 5-minute summary of Day 2.

Slide 2

4. Have trainees turn to a partner and discuss:
 - What are some ways of playing with children that promote brain development?
 - Did you have a chance to play with your own children (or a friend's or relative's children) in a way that promotes brain development?
5. Encourage them to do their home assignment because this will further their learning and help them become better Facilitators.



Slide 3

6. Review the agenda of the day.

Activity: What do I remember from yesterday?



1. SAY >

- Stand up and form a circle. I will give you a ball to throw to each other.
- Each person who catches the ball will say one thing he or she remembers from yesterday. Then throw the ball to someone else.
- This exercise will help us all remember the key points from the previous day. Repetition helps improve memory!

2. Ask trainees if they have any questions. Address them now or write them on the Notice Board to come back to later.

Energizer

Time: 20 minutes | **Arrangement:** Whole group | **Slide** 4

1. Distribute pens and paper to all the trainees.
2. Tell trainees that they will be playing this game with parents in the Parenting Skills sessions as well.
3. Give trainees instructions for the '**Categories**' activity:
- Divide the paper into 5 columns – one thin column and 4 thick ones.

TIP > Show the illustration below.



4. SAY >

TIP > You can change these categories.

- We have 4 categories in this game – name, place, animal and food. Write the names of these categories in the columns.
- I will pick a trainee, and when I say, "Go!" that person will start reciting the letters of the alphabet in his or her head, until someone else says, "Stop!"
- The trainee who was reciting the alphabet will tell everyone which letter they stopped at, and everyone has to write down a name, a place, an animal and a food beginning with that letter.
- The person who completes all 4 categories correctly first, will win that round.



5. Play this game for as long as the time allows.

SAMPLE

	Name	Place	Animal	Food
A	Ali	Africa	Ant	Apple

3.2 Empathy for Children and Adolescents

Time: 2 hours | **PowerPoint Slides:** DAY 3 – Slides 5 to 13

Empathy

Time: 1 hour 15 minutes | **Arrangement:** Whole group; Pairs | **Slide** 5

Activity: Body Mapping – When I was a child...

1. Tell trainees that we have 30 minutes to complete this activity.
2. Have them draw a body shape on a piece of paper.
3. Have trainees remember some happy memories and some unhappy memories from their childhood.
4. Ask them to make a dot on the drawings of their bodies where they felt good while remembering a happy memory.
5. Ask them to make a cross on the drawings in the areas where they felt pain while remembering.
6. Have trainees pair up with a partner and discuss the following:
 - Their happy and unhappy memories from childhood, if they feel comfortable sharing them.
 - Whether adults around them in their childhood understood their feelings.
 - Whether adults around them in their childhood acknowledged their feelings and offered to help.



Slide 6

Stages of empathy development**1.** Explain:

- Empathy is a human characteristic that allows us to understand and feel for our fellow human beings. It is the ability to perceive the emotions, needs and desires of another person, to understand and act with care. It involves being able to walk in the shoes of another person and feel what it is like.

Slide 6

- Children experience strong feelings that shape their personalities as they grow up. That is, they build memories through experiences.
- Children want and need their parents to understand and help with their difficult feelings.
- Children need their parents to be empathetic, loving and nurturing and to understand their feelings.
- Empathy helps children feel safe and secure.
- As it relates to parenting, empathy is the ability to perceive the emotions, needs and desires of a child, and to be able to respond in a nurturing way, keeping the positive welfare of the child at the forefront.
- **Both boys and girls** need their parents to show empathy.
- It helps children become sensitive to other people's needs, and to be able to handle difficult feelings in acceptable ways.

Slide 8

**2. SAY >**

- *A 1-year-old child feels distress when another child falls or cries.*
- *A 2-year-old child becomes more aware that they are distinct from others and may even try to soothe another child in distress.*
- *In late childhood, children can understand the feelings of another person when he or she tells a story about a prior experience.*
- *Human beings are born with the capacity to be empathetic. It is a parent's job to teach children how.*





→ **3. ASK >** *Do you have any questions about empathy?*

Slide 9



→ **4. SAY >**

- *You are going to learn a technique for increasing empathetic responses to help children and adolescents handle difficult feelings and learn to problem-solve.*
- *The method is a 4-step process:*

Step 1. Identify the feeling

Example: "You look like you are feeling sad."

Step 2. Determine the reason

Example: "Please tell me what happened, I would like to help."

The exercise should take no longer than 15–20 minutes.

Step 3. Validate or honor the feeling

Example: "I am sorry you got into an argument with your friend, I would feel sad, too."

Step 4. Help the child with their feelings. Take action and find a solution if appropriate.

Example: "How can I help?"



→ **5. SAY >** *Remember that taking action for older children and adolescents can often mean just listening to them.*

Slide 10

Skills practice: 4 steps of empathy



→ **1. SAY >** *Let's practice the 4 steps.*

Role-play for skills practice: The 4 steps of empathy

- 2.** Pick 2 trainees for the role-play. One will be the 'parent or caregiver' and the other will play the '13-year-old daughter'.
- 3.** Present the scenario – The 13-year-old daughter is being sexually harassed in the community by teenagers much older than her.



4. Coach the 'parent' and the '13-year-old girl' on the role-play. You can adapt the sample script provided, or create your own.
5. Have the volunteers present the role-play in front of the group.

This is a sample script. Please adapt to your context or create your own. Please change the names to ones that are familiar in your context.

Parent: [Notices that the daughter looks sad.] Oh, Sarah you look so sad,

[Step 1] do you want to tell me what is making you sad? **[Step 2]**

Girl: On my way to school, some older boys have been making sexual comments, and it makes me feel really uncomfortable.

Parent: I am so sorry that this is happening to you, Sarah, and it is not okay. **[Step 3]** What can I do to help? **[Step 4]** Can we find an adult to walk you to school?

6. Debrief on the role-play:
 - Ask the trainee playing the 13-year-old girl:
 - *How did you feel to have your feelings acknowledged and validated?*
 - *How did you feel to know that your 'parent' was going to help you?*
 - Ask the trainee playing the parent how it felt to respond to her 'daughter' in this way.

Slide 11



7. SAY >

- *We have talked a bit about typically developing teenagers and the problems they may face, but what about teenagers experiencing a mental or physical disability?*
- *Teenagers with disabilities need care and support just like any other teen.*
- *Let's imagine for a moment what it would be like to be a child who learns more slowly than others, who is unable to walk or cannot hear. What assistance or understanding would we want from our caregivers?*
- *There are different kinds of barriers in families and communities that can get in the way of providing adequate educational, social and physical opportunities for disabled children. Can you think of some of these barriers?*



Example answers:

- Help walking to school for a blind teen.
- The ability to play games with other teens for a teenager who cannot walk.
- Attitudes of other children towards boys and girls with disabilities.



8. **SAY >** Teenagers with disabilities need their caregivers to be empathetic, loving and nurturing in order to understand and help overcome barriers to participating in important family and community activities that make us feel connected to the people and world around us.

9. Have trainees get into pairs and practice the 4 steps. They can use the same scenario or create a new one.

10. Walk around and observe/coach trainees while they are doing this. This will be a new skill for many of them. Do not hesitate to make them practice as much as needed. This is very important session.



11. **ASK >** How would you use the 4 steps of empathy with a boy who is disabled?

12. Brainstorm some ideas about using the 4 steps in a scenario with a child with disabilities, and then have trainees practice in the same ways as above.

This is a sample script. Please adapt to your context or create your own. Please change the names to ones that are familiar in your context.

17-year-old boy in wheelchair: Dad, some of the students at school are saying that I should just stay home and not take up a space at school. They say I can't do anything anyway because I am in this wheelchair. It is really hard to keep going day after day and listen to them say I can't do anything.

Father: Oh, son I am sorry and know this must make you feel sad. I know how hard you work at school and so I know you must be disappointed that they can't see the smart, capable person that you are.

Boy: Do you think I should drop out of school or do you think there is a job for someone like me?

Father: I will support you in whatever decision you make, but if you feel strong and capable and you work hard in school, I am confident we will find the right opportunity for you to have a meaningful future.



13. Debrief on the role-play:

- Ask trainees to reflect on how they felt as a 'parent' responding to their 'child' this way.
- Ask the 'child' how it felt to have his 'father' respond in this way.

Slide 12



14. ASK > *What are situations for adolescents that would require adult help, and situations that might just require listening?*

15. *After trainees have responded, share the following answers, if needed:*

Situations requiring adult help:

- *Problems at school*
- *Drug or alcohol use*
- *Sexual harassment*
- *Sexual activity, sexually transmitted disease*

Situations that may require help or just listening:

- *Argument with a friend*
- *Problems at school with peers*
- *Goals for the future*

Energizer

Time: 15 minutes | **Arrangement:** Whole group | **Slide** 13

- 1.** Ask for a volunteer to leave the room.
- 2.** While the volunteer is away, the rest of the trainees decide on an occupation for him/her, such as a driver, or a fisherman.
- 3.** When the volunteer returns, the rest of the trainees mime activities.
- 4.** The volunteer must guess the occupation that has been chosen for him/her from the activities that are mimed.



3.3 Understanding child and adolescent psychosocial needs

Time: 1 hour 45 minutes | **PowerPoint Slides:** DAY 3 – Slides 14 to 18

Psychosocial impact of a crisis on children

Time: 1 hour 25 minutes | **Arrangement:** Whole group; small groups

1. Distribute Handout 2: Impact and symptoms to all the trainees.

Slide 14

2. Divide the trainees into 4 groups and ask them to think for one of the age groups: Children aged 6, 9, 12, and 15. Give about 25 minutes to each group to brainstorm and another 15 minutes to present their work.
 - What is the impact of a crisis on children?
 - What are the psychological symptoms that can be observed?
3. Use Resource 7: Impact and symptoms – Answer key for example answers.

Slide 15

4. Explain the impact of crisis on children:
 - Crisis affects children in all the same ways that it affects adults, but also in different ways.
 - Childhood is already a difficult and stressful time due to body changes and the developing brain.
 - Children are dependent on the care, empathy and attention of adults who love them.
 - Attachments can be disrupted in times of crisis, due to the loss of parents, extreme preoccupation of parents in protecting and providing for the basic needs of the family, and emotional unavailability of depressed or distracted parents.
 - Children often feel what their parents feel, including their stress and their emotions.



Children are often exposed to very traumatic events during crisis. Losses of loved ones and disruptions in their lives and routine can lead to depression and anxiety during adolescence.

- Research has shown that the earlier we start helping children to cope with the stresses of crisis, the more likely we are to prevent serious psychosocial problems from developing later in life.¹⁹

5. Remind the trainees of the session on brain development and how toxic stress can affect the brain and neuron connections.



6. **ASK >** *How have children been affected by the conflict?*

7. Explain further:

- **These are common reactions.** They are normal in the sense that most children will experience some of them at some point, although most children will recover. Every child responds differently, according to their age, gender, background, or temperament, and there are **no right or wrong reactions**. It can sometimes be helpful for you to discuss positive changes in children's behavior as well.
- **These are understandable reactions.** Adults are very good at noticing changes in behavior, but it is much harder for them to know about children's internal distress. In this case, it is helpful for a parent to make the links between adults' and children's distress.
- Children commonly have distressing, intrusive memories after exposure to war-time stressors.
- These may be in the form of nightmares, intrusive pictures or thoughts during waking hours.
- As with adults, the natural reaction of children is to try to push these thoughts away, or to avoid reminders of the event that can trigger them.

TIP > Use case examples of your own, or ask for examples from the group.



8. **ASK >**

- *Can you give examples of ways parents or children push away or avoid their own difficult memories?*
- *Do you have ways to avoid repetitive thoughts about a specific difficult event?*

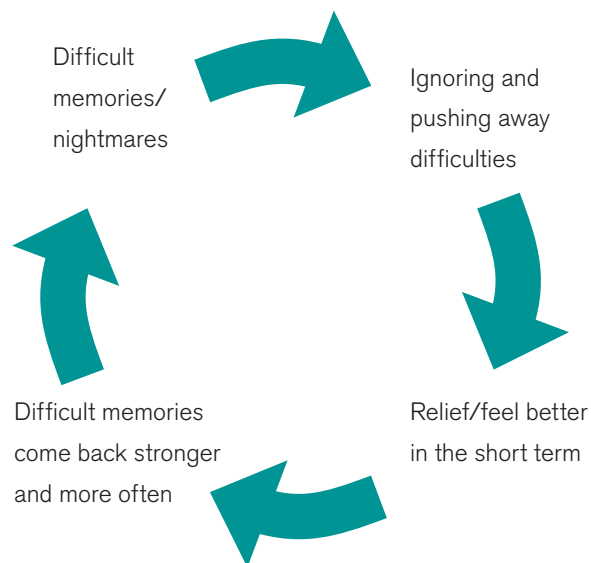
¹⁹. Children and War Foundation. 2010. Teaching recovery techniques. Bergen, Norway. Retrieved from: <http://www.childrenandwar.org/resources/teaching-recovery-techniques-trt>.



9. Draw the following diagram of the vicious cycle on a flipchart and explain how pushing away or avoiding difficult memories may provide temporary relief, but in the long term, it prevents recovery. To break the cycle, talking about the traumatic event and finding comfort is the key! The parts of the diagram are explained below:

- **Difficult memories/nightmares** – Some thoughts, difficult memories and nightmares of traumatic events that keep coming into your mind.
- **Ignoring and pushing away** – The immediate reaction is to push away or ignore these difficult memories.
- **Relief in the short term** – Feeling better for a short period of time.
- **Difficult memories/nightmares come back stronger and more often** – Bad memories coming back more frequently and with a greater intensity, thus continuing the vicious cycle.

Ignoring symptoms of stress: A vicious cycle



Talking and listening²⁰

Time: 20 minutes | Arrangement: Whole group | Slide 17

10. Explain that we are going to think more about what children need from the adults they love and trust.

- During a crisis, families are commonly split up and normal daily life seems impossible.
- Children can become confused as well as scared seeing what is happening around them. They often become afraid of their own reactions, fearing that they are going crazy or losing control. They may worry about the future and about their own safety as well as the safety of those closest to them.
- Although children, like adults, need to have time to switch off from thinking about crisis, they will not be able to forget what has happened to them.
- Talking about what has happened in the past, and about their worries for the future with someone they trust will help children to make sense of what is happening around them and their memories will become less distressing.

11. Remind trainees that they should not encourage violence or revenge towards 'the enemy'. Maintaining a culture of revenge prevents recovery and strengthens stress.

Slide 18

12. Explain:

- Children need to **make sense** of what is happening around them, at a level appropriate to their development and age, if they are to feel safe and secure.
- They need time to talk about what has happened to them, and to **express their feelings** associated with bad memories. This requires parents to be ready to listen to their children.

20. Session inspired by Children and War Foundation. 2010. *Teaching Recovery Techniques*. Bergen, Norway. Retrieved from: <http://www.childrenandwar.org/resources/teaching-recovery-techniques-trt>.



- **Sensitive listening** means finding the right time to talk, and leaving enough time for children to talk and fully express difficult things.
- It means parents showing children that they are attending to what the child is saying, and that they are interested, by making encouraging comments and asking questions, and through body language and tone of voice.
- It means **accepting all of the child's feelings** as natural and normal in the crisis situation, even if these are difficult for a parent to hear.
- Sometimes parents are not ready to hear their children and may say: "Don't cry now" or "We do not need to talk about that."
- If children are willing to talk, it's important that parents **give them the opportunity to do so**. If parents are busy at that particular moment, they should fix a time where they will make themselves available to listen and answer children's questions.

3.4 Overview and practice of Sessions 6, 11 and 12

Time: 3 hours | **PowerPoint Slides:** [DAY 3 – Slide 19](#)

Instructions for practice

Time: 30 minutes | **Arrangement:** Small groups

1. Ask trainees to get into their groups from the first day.



2. **SAY >**

- *I will assign each group a section from the Parenting Skills Curriculum to facilitate with all the trainees.*
- *Each group will have 30 minutes to present to the rest of the group (10 minutes for each group member), followed by 15 minutes of feedback and discussion.*
- *You will have 45 minutes to prepare.*
- *Since we do not have time for all the groups to present, only 3 groups will present today. Every group will have at least 2 opportunities to present to the whole group in this training.*
- *This exercise will help you to understand the theory and skills a bit better, and also begin to understand the skills required for facilitation.*

3. Allocate the following sections of the curricula to the various groups:



Group 1:

Parenting Skills Curriculum for caregivers of adolescents –

Session 6: Communication and empathy with children and adolescents

- Activity 3: Communication takes time and respect
- Activity 4: Concept of empathy

Group 2:

Parenting Skills Curriculum for caregivers of adolescents –

Session 6: Communication and empathy with children and adolescents

- Activity 5: Showing empathy the 4-step technique

Group 3:

Parenting Skills Curriculum for caregivers of adolescents/Parenting Skills

Curriculum for caregivers of children (6–11 years) –

Session 11: Understanding adolescents' psychosocial needs/providing psychosocial support to children

- Activity 2: The impact of war (shorten to 20 minutes)

Group 4:

Parenting Skills Curriculum for caregivers of adolescents/parenting Skills

Curriculum for caregivers of children (6–11 years) –

Session 11: Understanding adolescents' psychosocial needs/providing psychosocial support to children

- Activity 3: Relaxation

Group 5:

Parenting Skills Curriculum for caregivers of adolescents –

Session 12: Providing psychosocial support to adolescents

- Activity 2: Talking and listening

Group 6:

Parenting Skills Curriculum for caregivers of adolescents –

Session 12: Providing psychosocial support to adolescents

- Activity 4: Education and learning to support children's psychosocial needs



TIP > Generously praise trainees after the role-plays to build their confidence and model how you would like them to support parents in their groups.

Skills practice

Time: 2 hours, 30 minutes | **Arrangement:** Small groups

1. After groups have finished preparing, select 3 groups to facilitate the activity with the rest of the group. Select groups that have not presented in the training until now.
2. Have groups come up and present one by one.
3. Make notes about the positive things you are observing as well as any challenges. Use [Resource 4: Parenting Session Feedback and Fidelity Report](#) and [Resource 5: Observation Monitoring Form For Parenting Group Activities](#), to help you give feedback.

Slide 20

TIP > The debrief is key to encourage Facilitators to analyze and improve their facilitation skills.

4. Debrief in the following 3 steps:
 - **Step 1: Self-evaluation** – Ask the trainees who presented to think about:
 - What went well?
 - What could they have done differently?
 - **Step 2: Whole group debrief** – Ask for positive feedback on the presentation. Then ask if anyone has any suggestions for improving the session.
 - **Step 3: Feedback from trainer** – Highlighting the positive aspects of the presentation and make suggestions for improving the session, if needed. Remember to give specific feedback that is positive, constructive and non-judgmental. For example, you can say, “I can see that you are really trying hard to engage trainees and, one way to do this more effectively, is to make good eye contact and smile!”



3.5 Wrap up Day 3

Debrief and closing

Time: 30 minutes | **Arrangement:** Whole group | **PowerPoint Slides:** DAY 3 – Slide 21

1. Review the following:
 - How to nurture parent–child relationships by communicating empathetically.
 - The 4-step process to help us respond to children and other adults with empathy.
 - Strategies for understanding and meeting the psychosocial needs of children and adolescents.
2. Remind trainees that today they reviewed Sessions 6, 11 and 12 in the Parenting Skills Curricula.
3. Ask if trainees have any questions. Address them now or write them on the Notice Board to address later.
4. Go over questions on the Notice Board and address any that are relevant to the topics discussed today.

Slide 21

5. Facilitate a discussion based on the following questions:
 - What did you learn today?
 - What did you like best about the session?
 - What did you like least? Why?
 - What would you have liked to discuss that was not covered?
 - Suggestions or comments?
6. Have a trainee volunteer give a brief, 5-minute summary of the learning from today at the beginning of Day 4 training.
7. Inform trainees that on Day 4 of training they will learn about family meetings and agreements, non-violent disciplining techniques and problem-solving techniques that parents can use with children and adolescents.
8. Tell trainees that their homework before the next day's training is to try to use the 4 steps of empathy in their conversations with children.
9. Thank trainees for their active participation.



Day 4

Session objectives

By the end of this session, trainees will be able to:

- List and use the steps of family meetings and agreements.
- Facilitate role-play to promote non-violent discipline.
- Name 2 non-violent discipline techniques.
- Articulate the STEP problem-solving process.

Session	Duration
Parenting Training Session 4: Communication and discipline	8 hours
4.1 Welcome to Day 4 training	45 minutes
<i>Tea break</i>	<i>15 minutes</i>
4.2 Guiding healthy choices and increasing responsibility	1 hour, 30 minutes
4.3 Non-violent discipline: Use of 'Ignore' and 'Time-out'	1 hour, 15 minutes
<i>Lunch break</i>	<i>1 hour</i>
4.4 Supporting good decision-making (for adolescents)	1 hour
<i>Tea break</i>	<i>15 minutes</i>
4.5 Overview and practice of sessions 7, 8 and 9	3 hours
4.6 Wrap up Day 4	30 minutes



Parenting Skills Training Session 4:

Communication and discipline

Training session summary | Duration: 8 hours

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- List and use the steps of family meetings and agreements.
- Facilitate role-plays to promote non-violent discipline.
- Name 2 non-violent discipline techniques.
- Articulate the STEP problem-solving process.

MATERIALS REQUIRED

- SHLS Parenting Skills Trainer's Manual
- SHLS Parenting Skills Curriculum for Caregivers of Children (6–11 years)
- SHLS Parenting Skills Curriculum for Caregivers of Adolescents
- [Resource 1: Proposed Parenting Skills Training Agenda](#)
- [Resource 4: Parenting Session Feedback and Fidelity Report](#)
- Flipcharts and markers/chalkboard and chalk
- [PowerPoint slides](#)

PREPARATION REQUIRED

- Review Parenting Skills Session 7 in the SHLS Parenting Skills Curriculum for caregivers of adolescents; review Session 7, 8 and 9 in the SHLS Parenting Skills Curriculum for caregivers of children (6–11 years).

- Prepare or print out the Attendance Form ([Resource 3](#)).
- Write 'Notice Board' on the top of a flipchart paper and paste it on the wall in a place accessible by all trainees.
- Be at least 30 minutes early.
- Prepare the space for the session and ensure it will be conducive to uninterrupted dialogue.

TRAINING SESSION OVERVIEW

The trainer welcomes trainees and everyone shares their memories from the previous day's training and reviews the day's agenda. The trainer guides the group through a discussion to examine what discipline is and why children need discipline, predictable routines and structure. The group looks at how children need to be guided by parents to become good community and family members and how to facilitate a Parenting Skills session on creating family rules and agreements. The trainees break into small groups to practice creating and explaining rules, including generating rules for different age groups. The group also looks at how parents can create consequences for children's actions and using 'Ignore' and 'Time-out' to encourage children's positive behavior without giving attention to negative behavior.



Trainees look at the characteristics of healthy friendships to help parents support their teenagers to make good decisions and problem-solve in their peer groups. The group uses the STEP problem-solving process, with stories to illustrate the different stages of the process.

Finally, trainees review and practice delivering sections of the Parenting Skills Curricula: children and adolescents need structure, rules, and guidance; family meetings, non-violence discipline strategies, such as consequences, ignore and time-out; how parents can help their children learn in and out of school. After the group exchanges feedback, the trainer provides a debrief on the activities and closes the training for the day.

Steps to follow

4.1. Welcome to Day 4 Training

Time: 45 minutes | **PowerPoint Slides:** DAY 4 – Slides 1 and 2

Welcome and review

Time: 25 minutes | **Arrangement:** Whole group | **Slide** 1

- 1.** Welcome trainees to Day 4 of the Parenting Skills Training.
- 2.** Have trainees sign the Attendance Form (Resource 3) for the day.
- 3.** Have the volunteer from the previous day present a 5-minute summary of Day 3.
- 4.** If not already discussed, review the 'vicious cycle of stress' with the trainees.
- 5.** Ask trainees if they did their home assignment and practiced using the 4 steps to empathy. Have 1 or 2 trainees share their experience.
- 6.** Encourage them to do their home assignment because this will further their learning and help them become better Facilitators.



Slide 2

7. Review the agenda of the day.

Slide 3

Activity: What do I remember from yesterday?

8. **SAY >**

- *Stand up and form a circle. I will give you a ball to throw to each other.*
- *Each person who catches the ball will say one thing he or she remembers from yesterday, then throw the ball to someone else.*
- *This exercise will help us all remember the key points from the previous day. Repetition helps improve memory!*

9. Ask trainees if they have any questions. Address them now or write them on the Notice Board to come back to later.

Energizer

Time: 20 minutes | **Arrangement:** Whole group



1. **SAY >**

- *Form a large circle.*
- *I will begin a story and then we will go around and each person must add one meaningful sentence to the story, building on what the previous trainees have said.*

2. Start the story by saying, "Once upon a time there was a..."

3. Go around the circle and have trainees add a sentence each to build the story.

4. End the story after each person has contributed 2 sentences to the story.



4.2 Guiding healthy choices and increasing responsibility

Time: 1 hour 30 minutes | **PowerPoint Slides:** DAY 4 – Slides 4 to 15

Children need discipline, predictable routines and structure

Time: 10 minutes | **Arrangement:** Whole group | **Slide 4**



1. ASK >

- *What is discipline?*
- *Can you describe your idea of discipline?*

2. Explain:

- Children need to be guided by parents to become good community and family members.
- They need to know which values/principles will help them thrive (respect for others, caring for the most vulnerable, loving family and community, respecting yourself and learning to be happy).
- Parents can help children learn to be good people and citizens by guiding their behavior through daily routines and household rules.
- Parents can set household rules, use their attention strategically and follow through with consistent consequences for negative behavior.
- Parents need to make clear to children what is expected of them and children should feel confident that they can look to parents for guidance.

Slide 5

3. Explain:

When all members of the household have clear roles and expectations:

- Children tend to have their needs met appropriately and equally.
- Children are allowed to express developmental needs.
- Parents take ownership of their own behavior.
- Parents find comfort, support and companionship with peers, not with their children.



Creating family rules and agreements: Family meetings

Time: 45 minutes | **Arrangement:** Whole group

1. Explain to the group that, now they have a better understanding of age-appropriate expectations, you will now turn to the subject of family rules and guidelines.
 - Creating family rules and agreements will promote a predictable and secure environment for children.
 - Children have a sense of control and security when they know what is expected from them.



2. ASK >

- *What are the family rules in place at your home?*
- *What are the expectations of children and adults in the home?*

Slide 6

3. Explain the following:
 - For children 6–11 years old, parents/caregivers should make sure they communicate rules and guidelines clearly and effectively.
 - The rules must be age-appropriate.
 - If the child or adolescent follows a rule or a request, the parent should thank and praise them. This way, the child will know what kind of behavior is expected of them!
 - For adolescents it will be more effective to involve them in creating family rules.
 - Adolescents need guidance and freedom in order to develop healthy adult habits.
 - Adults in the home must also follow the family rules. For example, if there is a rule about using kind words with family members, then adults need to be good role models and use kind words, too!



Slide 7

4. Break trainees into 3 groups
5. Assign one group to think about 6- to 9-year-old children, another group 10- to 13-year-old children, and the last group 14- to 15-year-old children. Give each group 15 to 20 minutes to generate 3 to 5 rules for each age group. Specify if some rules are different for boys and for girls.

Slide 8

6. Explain that rules are effective when:
 - They tell children what they can do as well as what they should not to do.
 - They are developmentally appropriate.
 - They are few and expectations are clear.
 - Adolescents have more freedom and rules are reviewed often.
 - Parents use rules to guide new behaviors and keep children safe and healthy!
7. Bring the entire group together and have them share their rules for each age group. If trainees generate rules that are not developmentally appropriate, invite the whole group to discuss this and create developmentally appropriate ones.
8. Select 2 trainees to practice a role-play in which a parent explains rules to a 7-year-old child. Emphasize that the 'parent' needs to explain the rules of the house in a clear, positive, polite manner. For example, a parent might tell the child:

"I am really proud of you and I want to continue to help you do well at home and with your friends, so I want to tell you about our family rules. There are 3 important rules in our house – they are rules for everyone in the house, not just you!"

[Specify if some rules are different for boys and for girls]

"The first rule is to treat everyone in the house with respect by using kind words, the second is that everyone will do their chores, and the third is that everyone will wash their hands before eating."



9. Explain that, when rules are set and agreed on, parents do not need to threaten children with punishment, because children will know the predetermined consequences.
- For example, parents may establish a rule that children will go to bed at 8 o'clock. If they do not follow this rule, they will not be allowed to play outside the next day (or must go to bed even earlier – at 7.30pm the following night).
 - Parents must make sure they follow through with the consequence so the child learns that it is better to follow the rules than not.
 - Consequences for children are most effective when they are immediately given and short-term in length.
 - Earning privileges: If children comply with the rules, parents should show appreciation for the good behavior by rewarding children with outside play with the parent or choosing what the family will eat for dinner. Parents don't need to reward children every time, but occasional rewards go a long way in reinforcing their good behavior!

Slide 9



1. **ASK >** *What are some consequences you would suggest if children break the rules for each of the age groups?*
2. Write their answers below the rules for each age group.

Example answers:

- *Removal of privileges (such as not being allowed to go out with friends)*
- *Additional chores*

Slide 10

3. Explain the rules for establishing effective consequences.

Consequences:

- are non-violent and fair
- are proportionate to the misbehavior
- have a beginning and an end
- are time-limited to few days or one week





4. **ASK** > *Do you have any questions about consequences?*

Slide 11

5. Remind trainees that the consequences for breaking rules really applies to children. For adolescents, we are going to discuss another method called family meetings.

Creating time and space for family meetings²¹

Time: 20 minutes | **Arrangement:** Whole group | **Slide** 12

1. Explain:

- Regular family meetings are a great way to keep the lines of communication open between parents and children, particularly adolescents.
- During family meetings, parents can get updates on how children are doing in school, divide up the household chores and have fun together as a family.
- Family meetings gather all the family members.
- The idea behind family meetings is to give older children and adolescents a space to voice their changing developmental needs, discuss household responsibilities as they get older, and find solutions to improve family life.



2. **ASK** > *Why is it important to create time to meet as a family?*

3. After trainees have responded, share the following answers, if needed:

- Strengthens the sense of belonging to a family.
- Makes children feel valued and loved.
- Creates and maintains positive parent–child relationships.
- Encourages children to express their points of view, their frustrations and concerns in a positive way. This makes them feel listened to.
- Promotes equality among family members and reduces power struggles.

²¹. Nelson, J., Lott, L. 2012. *Positive discipline for teenagers, revised 3rd edition: Empowering your teens and yourself through kind and firm parenting*. New York, Three Rivers Press.



Slide 13

4. Explain that family meetings are more effective when:

- They are regular and not only set up to manage a family crisis.
- You keep an open discussion until family consensus is found, even if it takes more than one meeting to find a solution.
- All concerns and questions are welcomed, as common or extraordinary as they may be.
- The meetings are not too long – 30 minutes is a good average time; one hour is too long.
- Older children are genuinely able to talk and be listened to. It is important that they get a chance to speak and express their thoughts and ideas.

Slide 14

ADAPTATION > Adapt the names in the examples to your context, if required.

5. Explain family meetings in 4 steps:

- **Step 1:** Family meetings always start best with a round of positive feedback on family life. Ideally, each family member has a chance to say something positive about every other family member. This encourages children and teenagers to appreciate good times they spend together, to express gratitude and appreciate other family members.
For example, “*Esther, thank you for preparing dinner yesterday and John, I appreciated how you looked after your younger brothers while I was at the market.*”
- **Step 2:** The family follows up on the solutions adopted during the last meeting. **For example, “*We agreed during our last meeting that everybody should be home by 6 o’clock. How did it work this week? Did everybody arrive home on time?*”**
- **Step 3:** All agenda items are identified. Everyone gets a chance to say what they would like to talk about. All conflicts and issues will not be solved but this is to give an opportunity to give space to anybody to share their thoughts and listen. Listening doesn't mean that we agree but it is an opportunity to better understand each other's perspectives. Items on the agenda are not necessarily issues; they can also be family projects. **For example, “*Gertrude, you expressed your frustration*”**



at not being able to come to the market with me. As you know, for security reasons, we cannot let you go. Is there something else that you would like to do that would be safer? Would you like to attend weekly classes at the Safe Healing and Learning Space?"

- **Step 4:** Enjoy family time together. Have fun, plan family events together. For example, *"Who has an idea for something fun we can do together? What about taking a walk and having a picnic together next Saturday?"*

Energizer

Time: 15 minutes | **Arrangement:** Whole group | **Slide** 15

1. Have trainees sit or stand in a tight circle with one person in the middle.
2. The person in the middle shouts out, "The sun shines on..." and names a color or articles of clothing that someone in the group possesses. For example, "The sun shines on all those wearing blue," or "The sun shines on all those wearing socks," or "The sun shines on all those with brown eyes."
3. All the trainees who have that attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place.
4. The new person in the middle shouts out, "The sun shines on..." and names a different color or type of clothing.
5. The game continues for the remaining time in this session.



4.3 Non-violent discipline: The Use of 'Ignore' and 'Time-Out'

Time: 1 hour, 15 minutes | **PowerPoint Slides:** DAY 4 – Slides 16 to 25

Toxic stress: The effects of violence on children

Time: 10 minutes | **Arrangement:** Whole group | **Slide** 16

1. Remind trainees that:

- Harsh physical discipline teaches the use of violence and creates fear in children.
- Discipline with dignity respects children and nurtures life lessons.

Slide 17

- Witnessing violence has similar effects on children's brains and development as actually suffering violence.
- Witnessing violence can disrupt the development of a child's brain, increase the risk of illness and interfere with a child's ability to think and solve problems, well into their adult years.

Slide 18

2. Explain that the following practice is something trainees will do with parents when they facilitate Parenting Skills sessions.

- The goal of the activity is to encourage parents to think about how their actions (nurturing and not nurturing) have lasting effects on children.
- Parental strategies to help children behave non-aggressively:
 - Model self-control and calm reaction
 - Teach calmness through 'time-out'
- Discipline with dignity
 - Clear family rules: Tell children what to do!
 - Choices and consequences
 - Praise and ignore
 - Privileges as rewards: Spend extra time with children!



'Ignore'

Time: 10 minutes | **Arrangement:** Whole group

We know that children **love receiving their parents' attention**, whether it is positive or negative. There are 3 important steps to 'ignoring' behavior:

Slide 20



1. **ASK** > *What are the types of misbehavior that parents can ignore?*

Slide 21

2. Explain that parents can ignore misbehavior that is not harmful for the children or others. Typically, parents can ignore a tantrum. 'Ignore' is not just the lack of praise; it is the removal of all attention, positive and negative!

Slide 22

3. Explain how a parent can ignore behavior:

- **Ignore the negative behavior immediately.** If your child starts complaining because they want a sweet and you do not have money for a sweet, after you have explained that the child can not have one, don't pay any attention to the complaining: Don't say anything, don't look at the child, don't even smile.
- You might even turn your back and start doing a chore around the house.
- You do not need to hit or shout at the child; ignoring them will send them the message that their crying will not work to get the sweet and eventually they will stop.
- **Ignore consistently.** Ignoring might sound easy but it can actually be very difficult.
- Children don't like being ignored, and sometimes when you start ignoring them, they will act up even more!
- They will try different things to see if they can get your attention. For example, they might start to cry or yell even louder.
- Make sure you keep ignoring those negative behaviors.



- You don't want to start ignoring and then give your attention when they start yelling louder. That will teach the child to get your attention through negative behavior, such as yelling or screaming loudly.
- **The most important part of ignoring: PRAISE your child once the negative behavior stops.**
- So if she is yelling, as soon as she stops, tell her: "I really like it when you are quiet and kind," or "Thank you for calming down."
- This will teach your child that negative behavior gets no attention, but positive behavior gets a lot of attention.



4. **SAY** > *Some behaviors cannot be ignored – for example, when the child is hurting someone else or themselves. Such behavior can require other techniques such as a time-out, losing a privilege, and so on.*

Teaching children to calm down with time-out

Time: 30 minutes | **Arrangement:** Whole group | **Slide** 23

1. Explain time-outs:

- When a child has exhibited a negative behavior (particularly aggressive behavior like hitting, kicking or biting), parents can place the child in a 'time-out space', a separate area with no contact or communication with adults or other children.
- Parents should keep the child in time-out until he or she has calmed down.
- Remember that young children love attention and, in a time-out, parents remove all attention.
- **'Time-out' will only work if 'time-in' is quality time.**

Slide 24

2. Explain that, before using a time-out, certain conditions need to exist:

- Time-out works best for children between the ages of 3 to 10 years.
- Be sure to explain clearly the reason for a time-out: **"You hit your brother and that is not acceptable, so you have to go to time-out."**
- Make sure you have an appropriate area to use for time-outs, a place that is quiet and away from other people engaging in fun activities.



- Everyone in the home needs to understand and respect the rules of time-out; no one should talk to or interact with the child until time-out is over and the child has calmed down.
- It is critical that parents re-engage the child soon after he or she has calmed down. Parents should give positive attention to any good behavior they observe after time-out ends.

Slide 25

- Establish (if possible) the duration of a time-out. It usually takes 3 minutes for a child to calm down. A child is ready to come out of timeout when he or she:
 - No longer yells and screams
 - Sits quietly
 - Breathes slowly and peacefully

3. Explain that, when using time-out:

- First explain time-out to the child and then practice it. Tell children: "From now on, when you hit or hurt another person, you will need to take a time-out to calm down."
- Once you tell the child that they are going to time-out, they must go, no matter what they do or say. They may say, "I promise to be good now," or "But I love you!" Ignore such statements and lead the child to the time-out place peacefully (or with minimum force, such as calmly taking the child by the arm or carrying the child).
- Remind the child that time-out starts when they are quiet. Help the child take deep breaths to calm down.
- After time-out, praise the child for calming down and redirect their activities appropriately.

Skills practice: Time-out

4. Have 2 trainees volunteer for role-playing how a parent gives a time-out to a child.
 - One will be the 'parent' and the other will be the 'child'.
 - You will coach them in front of the whole group.
 - Allow 15 to 20 minutes for the activity.



5. Coach the actors on the scenario:

- Have the 'parent' initiate a time-out for the child.
- Next instruct the 'child' to try to avoid the time-out: they might whine, protest, sulk, blame others, promise to be good, complain of illness – anything to avoid the punishment.
- Then have the 'parent' gently but firmly lead the 'child' to the time-out place.

6. Debrief after the role-play. Encourage other trainees to provide praise and constructive feedback after the role-play. Ask how the 'parent' felt and then how the 'child' felt.

7. Tell trainees that, after this discussion, they should ask the parents to think about a good time-out space they can use in their homes.



8. **ASK >** *Do you have any questions about time-out or other discipline strategies discussed today?*

9. Answer the questions if possible, or add them to the Notice Board to address later.

4.4 Supporting good decision-making (for adolescents)

Time: 1 hour | **PowerPoint Slides:** DAY 4 – Slides 26 to 29 | **Slide** 26

1. Ask trainees to discuss the following in 2 or 3 small groups:

- *What are the characteristics of a healthy friendship?*
- *What are the characteristics of an unhealthy friendship?*

Slide 27

2. Explain some characteristics of healthy friendships:

- Healthy friendships are not one-sided. Both people benefit from knowing each other. In unhealthy friendships, one person always seems to give a lot more than the other.
- Healthy friendships are based on mutual respect. In unhealthy friendships, people ridicule one another, gossip or spread rumors, or act mean to one another.



- Healthy friendships allow each other to grow and change. Unhealthy friendships are threatened when one person grows or changes.
- Healthy friendships are not possessive. In unhealthy friendships, one person is threatened by other people.
- In healthy friendships you are accepted for who you are. Unhealthy friendships require you to act the way someone else wants you to in order to be accepted.
- Healthy friendships allow you to have your feelings. Unhealthy friendships only accept certain feelings.
- Healthy friendships respect differences. Unhealthy friendships demand conformity.²²

Slide 28



3. SAY >

- *We will now learn a process for problem-solving to teach adolescents to make good decisions about friendships and other life issues.*
- *This problem-solving process is called STEP.*
 - *S – State the problem – what is the problem?*
 - *T – Think of possible solutions*
 - *E – Evaluate possible solutions*
 - *P – Pick the best solution*

Slide 29

- *Let's use problem-solving in the following scenario using the STEP process.*

ADAPTATION > Of the following 2 stories, please use the story that relates more closely to the children and caregivers in your context. Adapt the names in the story, if needed.

4. Read aloud the stories below:

Story 1:

Timothy is a 15-year-old boy and he has been depressed since moving to the camp 4 months ago. Nothing seems to be going right in his life. Timothy's mother is working all the time. Timothy has not seen his dad since coming to the camp and he does not know if his dad is still alive. Timothy feels really lonely and does not seem to have a lot of friends. Timothy has decided that he does not want to attend school as he sees no future for himself.

²² Excerpt adapted from Bluestein, J. and Katz, E. 2007. *High school's not forever*. Deerfield Beach, FL, Health Communications, Inc.



Story 2:

Ahmed is 15 years old and has been really feeling depressed since moving to the camp 6 months ago. Nothing seems to be going right in his life. His parents are fighting all the time and he is doing poorly in school. Ahmed spends a lot of time alone and does not have many friends. Recently, Ahmed met some older boys in the camp and they have been talking about joining armed groups. Ahmed is seriously considering running away with them. Ahmed thinks it might be better to fight and die with dignity than to live feeling humiliated.

5. Ask trainees to identify each of the 4 STEP processes after you are done reading the story.
6. Ask trainees to work through each of the 4 steps to help Ahmed or Timothy safely solve his problem. Use the examples below to guide their discussion.
 - **S – State the problem**, for example:
 - Ahmed is feeling humiliated and hopeless and is considering joining armed forces.
 - Timothy is feeling depressed and hopeless and no longer wants to attend school.
 - **T – Think of possible solutions**, for example:
 - Seek help for Ahmed's/Timothy's depression, parents and caregivers should spend positive time with Ahmed/Timothy.
 - Ahmed could return to Syria/Timothy could drop out of school.
 - Help Ahmed/Timothy to do better in school. Communicate with his Facilitator about the help he needs.
 - Find opportunities in the family and community to engage Ahmed/Timothy in positive, peaceful and meaningful activities.
 - **E – Evaluate possible solutions**, for example:
 - Work through the pros and cons of each of the above solutions. For example, a pro (positive) of getting Ahmed/Timothy help for his depression could be that he would feel better; and the con (negative) could be that he may refuse the help.
 - **P – Pick the best solution**, for example:
 - From the choices above, a parent may pick spending more positive time supporting Ahmed/Timothy.



4.5 Overview and practice of Sessions 7, 8 and 9

Time: 3 hours | **PowerPoint Slides:** DAY 4 – Slide 30

Instructions for practice

Time: 30 minutes | **Arrangement:** Small groups

1. Ask trainees to get into their groups from the first day.



2. **SAY >**

- *I will assign each group a section from the Parenting Skills Curriculum to facilitate with all the trainees.*
- *Each group will have 30 minutes to present to the rest of the group (10 minutes for each group member), followed by 15 minutes of feedback and discussion.*
- *You will have 45 minutes to prepare.*
- *Since we do not have time for all the groups to present, only 3 groups will present today. Every group will have at least 2 opportunities to present to the whole group in this training.*
- *This exercise will help you to understand the theory and skills a bit better, and also begin to understand the skills required for facilitation.*

3. Allocate the following sections of the curricula to the various groups:

Slide 30

Group 1:

Parenting Skills Curriculum for caregivers of adolescents –
Session 7: Encouraging responsibility and problem-solving

- Activity 5: Family meetings and agreements

Group 2:

Parenting Skills Curriculum for caregivers of children (6–11 years) –
Session 7: Guiding healthy choices

- Activity 5: Supporting good decision-making

Group 3:



Parenting Skills Curriculum for caregivers of children (6–11 years) –

Session 8: Discipline with dignity

- Activity 4: Taking personal time to calm down
- Activity 5: Using 'Ignore' for minor misbehavior

Group 4:

Parenting Skills Curriculum for caregivers of children (6–11 years) –

Session 8: Discipline with dignity

- Activity 6: Teaching children 'Time-out' to calm down

Group 5:

Parenting Skills Curriculum for caregivers of children (6–11 years) –

Session 9: Education at home and at school

- Activity 5: What are other way parents help children with school?

Skills practice

TIP > Remember to generously praise trainees after the role-plays to build their confidence and model how you would like them to support parents in their groups.

Time: 2 hours, 30 minutes | **Arrangement:** Small groups

1. After groups have finished preparing, select 3 groups to facilitate the activity with the rest of the group. Select groups that have not yet presented in the training.
2. Have groups come up and present one by one.
3. Make notes about the positive things you are observing as well as any challenges. Use [Resource 4: Parenting Session Feedback and Fidelity Report](#) and [Resource 5: Observation Monitoring Form For Parenting Group Activities](#), to help you give feedback.

Slide 31

TIP > This is a key part of the debrief to encourage Facilitators to analyze and improve their facilitation skills.

4. Debrief in the following 3 steps:
 - **Step 1: Self-evaluation** – Ask the trainees who presented to think about:
 - What went well?
 - What could they have done differently?
 - **Step 2: Whole group debrief** – Ask for positive feedback on the presentation. Then ask if anyone has any suggestions for improving the session.



- **Step 3: Feedback from trainer** – Highlight the positive aspects of the presentation and make suggestions for improving the session, if needed. Remember to give specific feedback that is positive, constructive and non-judgmental. For example, you can say, "I can see that you are really trying hard to engage trainees, and one way to do this more effectively is to make good eye contact and smile!"

4.6 Wrap up Day 4

Time: 30 minutes | **PowerPoint Slides:** DAY 4 – Slides 32 and 33

Summary

Time: 15 minutes | **Arrangement:** Whole group

1. Review the following:
 - Children and adolescents need structure, rules, and guidance.
 - Family meetings.
 - Non-violence discipline strategies, such as consequences, ignore and time-out.
 - How parents can help their children learn in and out of school.
2. Ask if trainees have any questions. Address them now or write them on the Notice Board to address later.
3. Go over questions on the Notice Board and address any that are relevant to the topics discussed today.

Debrief and closing

Time: 15 minutes | **Arrangement:** Whole group | **Slide** 32

1. Facilitate a discussion based on the following questions:
 - What did you learn today?
 - What did you like best about the session?
 - What did you like least? Why?
 - What would you have liked to discuss that was not covered?
 - Suggestions or comments?



2. Have a trainee volunteer to give a brief, 5-minute summary of the learning from today at the beginning of Day 5 training.
3. Inform trainees that on Day 5 of training they will learn about how parents can talk to their adolescents about puberty, reproductive health, the need for healthy relationships and the harmful effects of early marriage. They will also learn group facilitation strategies they can use in the Parenting Skills sessions.

Slide 33

4. Remind trainees to practice self-care!
5. Thank trainees for their active participation.



Day 5

Session objectives

By the end of this session, trainees will be able to:

- Articulate and use ways to talk about puberty and reproductive health to adolescent boys and girls.
- Communicate about the needs for healthy relationships and the harmful effect of early marriage.
- List parent group facilitation skills.

Session	Duration
Parenting Training Session 6: Sexual health and relationships	6 hours, 30 minutes
5.1 Welcome to Day 5 training	30 minutes
<i>Tea break</i>	<i>15 minutes</i>
5.2 Puberty, reproductive health and early marriage	2 hours
<i>Lunch break</i>	<i>1 hour</i>
5.3 Healthy relationships	30 minutes
5.4 Group facilitation skills	1 hour, 15 minutes
<i>Tea break</i>	<i>15 minutes</i>
5.5 Handling difficult situations	1 hour
5.6 Fidelity Monitoring	30 minutes
5.7 End of SHLS Parenting Skills Training	45 minutes



Parenting Skills Training Session 5:

Sexual health and relationships

Training session summary | Duration: 8 hours

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Articulate and use ways to talk about puberty and reproductive health to adolescent boys and girls.
- Communicate about the need for healthy relationships and the harmful effect of early marriage.
- List parent group facilitation skills.

MATERIALS REQUIRED

- SHLS Parenting Skills Trainer's Manual
- SHLS Parenting Skills Curriculum for Caregivers of Children (6–11 years)
- SHLS Parenting Skills Curriculum for Caregivers of Adolescents
- [Resource 1: Proposed Parenting Skills Training Agenda](#)
- [Resource 3: Parenting Skills Training – Attendance Form](#)
- [Resource 8: SHLS Parenting Skills Training Certificate Template](#)
- [Handout 3: Parenting Skills Training Post-test](#)
- SHLS Parenting Skills Training certificates for all eligible trainees
- [PowerPoint slides](#)

PREPARATION REQUIRED

- Gather relevant information about the reporting and referral system in your SHLS program and adapt the section on reporting and referral systems accordingly.
- Print copies of [Handout 3: Parenting Skills Training Post-test](#) for all trainees.
- Review Parenting Skills Sessions 8, 9 and 10 in the Parenting Skills Curriculum for parents of adolescents.
- Prepare or print out the Attendance Form ([Resource 3](#)).
- Write 'Notice Board' on the top of a flipchart paper and paste it on the wall in a place accessible by all trainees.
- Print certificates for all trainees who have completed the 5 days of training. Refer to [Resource 8: SHLS Parenting Skills Training Certificate Template](#).
- Write the following on 5 separate flipchart papers:
 - The physical and emotional changes of puberty
 - The impact of hormones
 - The process of menstruation
 - Managing menstruation with the right tools
 - How sexual reproduction works
- Be 30 minutes early.
- Prepare the space for the session and ensure it will be conducive to uninterrupted dialogue.



TRAINING SESSION OVERVIEW

The trainer welcomes trainees to their final day of training. The group shares their memories from the previous day's training and reviews the day's agenda. The group investigates issues of puberty, reproductive health and early marriage. Trainees are encouraged to reflect on their own experiences of puberty to understand why it is important for parents to talk to their teens about puberty. The trainer talks through the science behind puberty and asks the group to consider important questions parents and their children might have about menstruation, sexually transmitted diseases and unplanned pregnancies. The group also looks at issues concerning early or forced marriage. The group practices helping adolescents to problem-solve, using the STEP process and uses a role-play scenario to look at risks children face in

the community. The group brainstorm important safety rules for teens and how families can reduce the risk of violence in the home.

The trainer explains tools trainees can use for successful facilitation and group management, including: creating helping relationships, listening actively and reflectively, asking open-ended questions, affirming and validating parents, handling difficult situations, and reporting and referral when necessary.

For training programs to be effective, the trainer explains the importance of program fidelity. There is a review and reflection of the session and a post-test. As the final session of Parenting Skills Training, the trainer distributes certificates of participation to the trainees.

Steps to follow

5.1 Welcome to Day 5 Training

Time: 30 minutes | **PowerPoint Slides:** DAY 5 – Slides 1 and 2

Welcome and review

Time: 30 minutes | **Arrangement:** Whole group | **Slide** 1

1. Welcome trainees to Day 5 of the Parenting Skills Training.
2. Have trainees sign the Attendance Form (Resource 3) for the day.
3. Have the volunteer from the previous day present a 5-minute summary of Day 4.



Slide 2

4. Review the agenda of the day

Slide 3

Activity: What do I remember from yesterday?

5. SAY >

- *Stand up and form a circle. I will give you a ball to throw to each other.*
- *Each person who catches the ball will say one thing he or she remembers from yesterday. Then throw the ball to someone else.*
- *This exercise will help us all remember the key points from the previous day. Repetition helps improve memory!*

6. Ask trainees if they have any questions. Address them now or write them on the Notice Board to come back to later.

7. If there is time, you can have an energizer before going on to the next activity.

5.2 Puberty and reproductive health, and early marriage

Time: 2 hours | **PowerPoint Slides:** DAY 5 – Slides 4 to 18

The experience of puberty for boys and girls

Time: 30 minutes | **Arrangement:** Whole group



1. SAY >

- *It is very important for men and women to understand the process of puberty for both boys and girls.*
- *Today we're going to talk about puberty – the science behind it, the specific changes that happen during puberty, why these changes happen, and how parents can support their girls and boys as they transition through this difficult stage of life.*
- *Some of the material may be a bit uncomfortable or strange to talk about. That reaction is normal.*



- *We don't talk about these things in a large group every day.*
- *But by learning about this process here in a safe space, you will be more comfortable in talking about the changes of puberty with parents and caregivers.*
- *It is important that parents have accurate information to share with their sons or daughters.*

Slide 4



2. **ASK >** *What is puberty?*

3. Share the answer, "Puberty is defined as the period in life when people reach sexual maturity and become capable of reproduction."



4. **ASK >**

- *Do you know some of the signs that a girl has entered the stage of puberty?*
- *Do you know some of the signs that a boy has entered puberty?*

Slide 5

5. If possible, show the videos on puberty for boys and for girls. Check first if they are relevant to your context.

The videos are available at the following link in Arabic with English subtitles:

Girls: <https://www.youtube.com/watch?v=Z5SdRIq238k>

Boys: <https://www.youtube.com/watch?v=jY30dqXT39E>

Please note that you will require a VLC player on your computer for this video.

6. Once trainees have shared their responses to the 2 questions, add the points that were not mentioned using the list below:

Slide 6

- Growth of breasts – girls
- Monthly menstruation or a 'period' – girls
- Growth of hair in genital region and under-arm area – boys and girls
- Changes in voice – it gets deeper – boys
- Facial hair – boys



- Changes in mood or disposition – boys and girls.
- Hormonal changes – boys and girls (we will discuss this in more detail later in this session).
- Teens may want to be alone more – boys and girls.
- Possible interest in sexual intercourse and activities – boys and girls.
- Wanting to spend less time with family and more time with friends – boys and girls.
- Engaging in sexual activity – this increases the risk of early pregnancy and contracting sexually transmitted diseases – boys and girls.

Slide 7



7. ASK > *Why is it important for parents to talk about puberty with teens?*

Example answers:

- *Teens know that something is happening to their bodies and they will look for information.*
- *It is safer to communicate the right information upfront, coming from trusted adults to avoid myths and misinformation.*
- *Communication builds trust and positive relationship with teens so they feel comfortable talking to parents about their problems.*
- *Puberty can be challenging. Having a loving parent who shows understanding and gives comfort will help teenagers go through this difficult time more easily.*

8. Explain that everything mentioned on this list is a typical and natural result of puberty:

- Some teenagers may have an easier time going through puberty than others.
- Some teenagers have a hard time during puberty. This is also normal and, most often, not a sign that something is going wrong.
- Parents and caregivers can be a source of support and strength for teens as they go through this stage of life.
- Teenagers may seem like completely different people during this stage, but remember, it is only a stage in life and the process of puberty allows each adolescent to grow into a healthy, happy adult.





9. SAY >

- *Let's learn more about the science behind puberty.*
- *We're going to talk about what is going on inside adolescent girls and boys as they go through the changes of puberty that we talked about.*
- *Let's discuss 2 of the biggest changes that happen within the stage of puberty: hormonal change and menstruation for girls.*

Slide 8



10. ASK > *What are hormones?*

11. After trainees have responded, share the following answers, if needed:

- Hormones are chemical substances produced in our bodies. They control and regulate the activity of certain cells or organs.
- We all have hormones, even as adults, that can affect our health and well-being.
- It is a change in these hormones that causes menstruation to begin and they initiate the other symptoms of puberty we have talked about.
- Hormones are responsible for the increased feelings of sexual attraction we begin to feel when we are teenagers. This is why teenagers think about and want to have sex.
- Hormones are also responsible for changes in mood, which sometimes leads to mood swings in teenagers.

Slide 9



12. ASK > *What does it mean when we say a girl is menstruating?*

13. After trainees have responded, share the following answers, if needed:

- Menstruation means that a girl can get pregnant. This is important for both boys and girls to know.
- In addition to early pregnancy, menstruation often poses some other challenges for most girls, including how they can stay clean and endure some of the side effects of menstruation.
- There are many ways for parents to help their daughters to manage their monthly cycle in a way that is hygienic, dignified and supportive.

14. Split trainees up into small groups (3 or 4 trainees per group) and ask them to answer the following question as a group:



ADAPTATION > If needed, adapt to your context and ask if any of the below consequences are relevant to their context.

- *What are some of the issues or challenges for girls in your community when they are menstruating?*

15. Give each group 5 minutes to share how their group answered the above questions.

Example answers:

- **Light to severe abdominal pain** – *This is caused by the shedding of the uterine wall, which is the source of monthly bleeding.*
- **Emotional changes.** *Some women and girls feel sadder or irritable during menstruation. However, this is not universal. Individual women and girls respond differently.*
- **Public or even private stigma**
- **Missing school** – *If girls do not have a method or adequate resources for keeping their clothes protected, they will often opt out of going to school during times of each month. This leads to girls falling behind in their lessons and, ultimately, may lead to them dropping out of school if they feel inadequate in their studies.*
- *Girls are forced to miss school because they feel ashamed, do not have the appropriate hygiene and sanitation facilities at their school, or they do not have the supplies to manage their periods in a safe and clean way.*
- **Not having the proper sanitary products to keep her clothes clean** – *Many girls do not have access to sanitary napkins or pads that can keep blood from staining her clothes.*
- *This is often the primary reason that girls do not leave the house during their 'time of the month'.*
- *This doesn't need to happen!*
- *There are sanitary pads, washable cloths, and other means to protect clothing. We'll talk more about this later.*

16. Explain some points about menstruation:

- Women and girls often feel ashamed about something that is a natural part of being a woman and eventually becoming a mother.
- In most cases, a woman must have her period in order to conceive a child.
- Menstruation is a sign that an adolescent girl is healthy and growing!
- It is not a disease or a sickness.
- The local economy suffers when women or adolescent girls are required to stay at home and discontinue work or their education.



- Girls do not need to stay at home during menstruation unless they feel so unwell that it disrupts their daily activities.
- There are tools to help young women stay clean, healthy and keep their dignity.

Slide 10



17. ASK > *What are the locally accepted ways for women and girls to manage menstruation?*

18. Write their responses on a flipchart.

19. After trainees have responded, share the following answers, if needed.

- **Clean pieces of cloth** – These are cut to fit in the panty area by sewing several layers of cotton cloth on top of each other. These must be clean.
- **Pads or sanitary towels** – These are designed to fit the panty area close to the body. They have strips of tape that keep them attached to the panties, and the panties help to hold the pads close to the opening of the vagina. Pads must be disposed of in a pit latrine, buried or burned after use. They should not be left in the garbage pile or flushed down the toilet.
- **During menstruation it is important to stay clean and healthy.**
These are some things girls can do:
 - Bathe with soap and water once a day.
 - Wash underpants with soap and water to avoid stains.
 - Change the pad or cloth regularly to avoid soiling clothes and bad odor.
 - Wash hands after changing sanitary pads, tampons or cloth.

NOTE FOR THE TRAINER > Assess the mood in the room. Does anyone seem especially uncomfortable with the subject matter? Has anyone spoken out or left? If there seems to be significant discomfort, start a discussion around that. Try to encourage discussion around the reasons for feeling uncomfortable, but continue to emphasize that this information is critical to know, both for parents/caregivers and girls. It will keep girls healthy and protect their dignity.



What girls and boys need to know and when

Time: 30 minutes | **Arrangement:** Whole group; Small groups

1. Stick flipchart paper with the following themes on all the walls of the rooms:
 - The physical and emotional changes of puberty
 - The impact of hormones
 - The process of menstruation for girls
 - Managing menstruation with the right protection
2. Explain that, on the wall, there are sheets of paper labeled with some of the experiences of puberty that you talked about today.

Slide 11

Repeat the themes for trainees, as outlined on the slide:

- The physical and emotional changes of puberty
 - The impact of hormones
 - The process of menstruation
 - Managing menstruation with the right tools
 - How female and male bodies work
 - How sexual reproduction works
3. Ask trainees to move around and write under each topic at what age girls and boys should know this information.



4. SAY >

- *It is critical that boys and girls know and understand the changes in their bodies and how their bodies work.*
- *It will make them more confident, less fearful and better able to protect themselves.*
- *You reduce the risk of misinformation and abuse.*

Skills practice: The experience of puberty

1. Split trainees into 4 groups.
2. Inform trainees that each group will be assigned one question, and they must create a 5-minute role-play of a 'parent' explaining their topic to a 'teenager'. They will have 15 minutes to create the role-play.



3. Go over the following questions and brainstorm answers with trainees before they work in groups to create their own role-plays.



4. **SAY >** *Let's practice answering some questions adolescents might ask, about the changes they are going through and the pressures they are facing during puberty.*

Slide 12

▪ **What is puberty and what changes should we expect?**

Example answers:

- *The time in life when people reach sexual maturity and become capable of having children.*
- *Teenage boys and girls begin to develop hair under their arms and in their pubic areas.*
- *Girls grow breasts.*
- *Boys can grow facial hair and their voices change and become deeper.*

▪ **How should we care for our bodies?**

Example answers:

- *Bathe and wash daily.*
- *For girls, change sanitary materials regularly and wash hands after changing.*
- *Wash face regularly to help with acne.*

▪ **How should we make wise and healthy decisions regarding our bodies?**

Example answers:

- *Getting enough sleep*
- *Exercise*
- *Use relaxation methods to help with stress*
- *Eat good, healthy foods*

▪ **How do we understand sexual feelings and attraction?**

Example answers:

- *Hormones are chemical substances produced in our bodies. They control and regulate the activity of certain cells or organs. We all have hormones, even as adults, that can affect our health and well-being.*



- *It is a change in these hormones that causes menstruation to begin and they initiate the other symptoms of puberty we have talked about.*
- *Hormones are responsible for the increased feelings of sexual attraction we begin to feel when we are teenagers. This is why teenagers think about and want to have sex.*

Sexually transmitted diseases and unplanned pregnancies

Time: 20 minutes | **Arrangement:** Whole group

1. Explain some issues about teenagers becoming sexually active:

- Sexual activity often begins during puberty and, when teenagers become sexually active, their risk for contracting sexually transmitted diseases increases.
- Parents may feel uncomfortable thinking about their son or daughter being sexually active.
- Preparing teenagers to protect themselves and make safe decisions is critical to their overall well-being and reproductive health, which will affect their ability to have healthy children in the future.



2. ASK >

- *What are condoms and how do we use them?*
- *How do girls get pregnant?*
- *What happens when people have sex? Does it hurt?*
- *How do you get HIV/AIDS?*



3. SAY > *These are the kinds of questions that teenagers often have and we want to prepare parents to be able to discuss and answer these kinds of questions.*

4. Explain that you are going to talk about sexually transmitted diseases and then practice how to communicate with boys and girls when they have questions about sex, pregnancy and sexually transmitted diseases.

- Some of the most common sexually transmitted diseases are **chlamydia, gonorrhea, syphilis, genital herpes, pubic lice** and **HIV**.

5. Explain the **ABC of protection**

- Unfortunately when people have a sexually transmitted disease, they might not even know they have one. This means a person can feel



healthy, but still have an infection, which is why they are so easy to catch and pass to others.



6. **ASK >** *What are some ways of preventing sexually transmitted diseases and/or early pregnancy?*

7. Give trainees a chance to share some ideas before you discuss the ABC method. Explain:

- The ABC method can help prevent sexually transmitted diseases.
- The ABC method can also help to avoid pregnancy, especially early pregnancy during adolescence when boys and girls are not ready to be parents and a girl's body is still growing and not ready to have a baby.
- Many people only discover that they have a sexually transmitted disease when a person they had sex with tells them, or they are examined by a doctor.

Slide 13



8. **SAY >**

- **A stands for Abstinence:** *(Abstinence means not having sex. This is the only 100% certain way to prevent sexually transmitted disease and pregnancy.)*
- **B stands for Be monogamous:** *(Be monogamous means that the risk of sexually transmitted diseases decreases significantly if a person only has sex with the same person and not with multiple partners.)*
- **C stands for Condom:** *(Condoms can prevent many sexually transmitted diseases and help to avoid unwanted pregnancy.)*

Energizer

Time: 10 minutes | **Arrangement:** Whole group | **Slide** 14

1. Have trainees stand up.
2. Show the group how to spell out C-O-C-O-N-U-T by using full movements of the arms and the body.
3. All trainees then try this together.



Early or forced marriage

Time: 30 minutes | **Arrangement:** Whole group

1. Have trainees look at the drawing of a girl being forced into early marriage from Resource 9: – Early or forced marriage.



2. **ASK >** *How do you think the girl felt when she did this drawing?*

Slide 15



3. **ASK >**

- *Why do people marry?*
- *At what age do you think people can start thinking about marriage?*
- *What skills or context is necessary for a long-lasting marriage?*

Slide 16

4. Write down the responses on flipchart paper and add anything missing from the list below:

- Ability to collaborate with your spouse in decision-making for the family.
- Being able to recognize when a marriage is dangerous or harmful to oneself.
- Stage of bodily development that is safe and ready for sexual intercourse and pregnancy.

Slide 17



5. **SAY >** *'Child marriage' is defined as marriage that occurs before the age of 18. (Convention on the Rights of the Child)²³*



6. **ASK >**

- *How do you feel about this statement?*
- *What age do most women get married in this community?*

²³ *Convention on the Rights of the Child*. 1989. Retrieved from: <http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>.



- *If girls marry under the age of 18, why do they do so?*
- *What could potentially be harmful to girls marrying under the age of 18? Under 15?*

7. Write down the responses on flipchart paper and add anything missing from the list below.

- Girls who marry young are often pulled out of school and miss important years of their education.
- Because of this, as a wife, they will have limited knowledge, skills and experience needed to negotiate adult marital roles (UNICEF 2011).
- Girls married at early ages tend to have larger age differences with their husbands than those who marry later, and it is more likely their marriages were arranged, often without their knowledge (Mensch, Bruce, and Greene, 1998; Erulkar, 2013; Lloyd, 2005).
- Entering into a marriage with someone you don't know, who you didn't have a role in choosing, and who is much older can be traumatic for young girls. Often, they have very little information about 'adult relationships' and sexual reproduction.
- Childbearing is frequently expected after marriage, with early first births being the most risky.
- Girls who bear children before the age of 15 are 5 times more likely to die of pregnancy-related causes compared to older mothers.
- Girls under the age of 18 have bodies that are still changing and growing. Pregnancy at this time is very dangerous. Doctors recommend that girls finish puberty and adolescence before attempting to have children.
- Having a much older husband can compromise a girl's role within the marital relationship, including having no say in decisions about childbearing and family planning, as well as those related to her own body.
- Girls married before age 15 are often sexually initiated by force, through rape, and many before they begin menstruation (Erulkar 2013). Again, this can be extraordinarily traumatic and can cause health problems.

8. Tell a story of each girl looking at the possibility of being married.

- Story 1 – 12-year-old Mariam's father wants her to marry an older man who promised 1000JD to the father for the marriage.



- Story 2 – 18-year-old Jamila, who has a healthy relationship with her fiancé, wants to wait until she has finished her studies and has a job before getting married.
- Story 3 – 15-year-old Asmaa loves her 16-year-old boyfriend who says he will leave her if she doesn't promise to marry him.
- Story 4 – 20-year-old Najoua just came back from college and her boyfriend of 2 years asks her to marry him.

Slide 18

9. Have the trainees break into small groups and talk about the different stories and answer the following questions.
- Which girl is in the best position to get married now?
 - Which girl should wait?
 - Who is making good decisions?
 - Which girl needs help and support in avoiding a marriage decision that could be harmful?
 - Why would the decision to marry now be harmful?

5.3 Healthy Relationships

Time: 30 minutes | **PowerPoint Slides:** DAY 5 – Slides 19 to 24

Safety in the family and community

Time: 30 minutes | **Arrangement:** Whole group | **Slide** 19

1. Explain some facts affecting safety in the family:
- Families experiencing stress can often experience violence within their homes.
 - This can negatively affect the physical, emotional and psychological development of adolescents.
 - Even witnessing violence between adults, including parents, can traumatize children and demonstrate a negative example of how people should communicate and problem-solve.



- Violence, neglect and abuse affect how children's brains work and decrease the prospects for a healthy, happy adulthood.
- Violence and abuse at home also increases the possibility that boys and girls will enter into abusive relationships, marriages, or may use violence themselves against their own children.
- Parents can be powerful models for safe and healthy relationships.

Slide 20



2. ASK > *What are the important aspects of a healthy, safe relationship between a male and female or husband and wife?*

Example answers:

- *Talking to each other in kind ways without shouting or calling names.*
- *Allowing both mothers and fathers to have opinions about raising children, educating children and how to spend the family's money.*
- *Listening to each other and showing empathy.*
- *Respecting each other as people and supporting each other's goals or hopes and dreams.*

Slide 21



3. ASK > *What are the risks children face in the community?*

Example answers:

- *Sexual abuse by adults or older children*
- *Violence coming from or going to school*
- *Violence in public spaces like latrines*
- *Sexual harassment for teenage girls and boys*
- *Bullying; gangs controlling camp supplies*
- *Physical violence or fighting*

4. Explain some of the risks:

- Children aged 12 to 17 are equally at risk of violence in the community and family as young children.
- At the same time as giving older children more freedom, they should understand important safety rules as well.



Slide 22 (brainstorm before showing the slide)

 → **5. ASK >** *What are some important safety rules for teens?*

Example answers:

- *Walking in pairs to the latrines or walking with a trusted adult at night.*
- *Walking in pairs or groups of children to and from school. (If a parent is available they could also accompany the children.)*
- *Yelling for help if children are in danger of physical or sexual violence.*
- *If children see someone being bullied or hurt, they should tell an adult and seek help.*

Slide 23 (brainstorm before showing the slide)

 → **6. ASK >** *How can families reduce the risk of violence in the home?*

Example answers:

- *Listening*
- *Believing*
- *Taking time to talk with teenagers on a daily basis*
- *Knowing what makes teenagers feel unsafe*
- *Paying attention to the clues a child may be sending that they are being hurt*
- *Not tolerating violence between any family members*
- *Keeping adult arguments and issues away from children*

7. Explain how parents can talk to their teenagers:

- When parents speak with teenagers, they should do so in a calm and non-threatening manner. Adults do not need to frighten teenagers to get their point across.
- Parents should speak openly about safety issues. Teenagers will be less likely to come to parents if the issue is shrouded in secrecy and shame. If they feel that parents are comfortable discussing the subject matter, they may be more forthcoming.
- Practice – parents may think their teenagers understand the message, but until they can incorporate it into their daily lives, it may not be clearly understood. Encourage parents to find opportunities to practice ‘what if’ scenarios.



- Parents can teach children that it is more important to get out of a threatening situation than it is to be polite. They also need to know that it is okay to tell parents what happened.

Slide 24

Role-play for skills practice: Helping adolescents problem-solve



8. SAY >

- *Do you remember the STEP problem-solving process?*
- *We are going to use it again for the following scenario.*

9. Pick 3 parents for the role-play. Two trainees will play 'parents' and one will play the 'adolescent', Ahmed or Timothy.
10. Present the scenario – Ahmed/Timothy knows that some other boys are harassing some younger children on the way to school. Ahmed/Timothy sometimes hangs around with these boys and lately they have been pressuring him to bully and harass these younger children too. Ahmed/Timothy knows that he is not comfortable participating in the harassment, but he is not sure what to do.
11. Coach the 'parents' and the 'adolescent' on the role-play.
12. Have the volunteers present the role-play in front of the group.



This is a sample script. Please adapt to your context or create your own. Please change the names to ones that are familiar in your context.

Parent: Ahmed/Timothy, how was school today?

Ahmed/Timothy: [Looking sad] Fine, I guess.

Parent: Is there something you would like to talk about?

Ahmed/Timothy: I just have some friends who are doing some things that are bothering me.

Parent: What kind of things? I have heard concerns about some younger children being bullied and harassed on their way to school. Is that what you are talking about?

Ahmed/Timothy: Well, I don't want to get my friends in trouble.

Parent: Ahmed/Timothy, it is really important that children feel safe in our community and if you know of a situation that is not safe, it is important that you do the right thing so these children can safely get to school.

Ahmed/Timothy: There are some guys who have been threatening and making fun of some of the younger kids on their way to school. I have seen some little kids crying and I feel bad. I have not been doing any of that. **(This is the S in STEP – State the problem.)**

Parent: Well I am glad you are telling me Ahmed/Timothy, but being silent can be as harmful to those kids.

Ahmed/Timothy: I know, but I don't know what to do.

Parent: Well, let's think of some possible solutions. **(This is the T in STEP – Think of possible solutions.)**

Stop the role-play here and have the whole group complete the STEP process.

13. Brainstorm possible solutions using the STEP process.

Example answers:

- *S – State the problem – the boy's friends are bullying younger children.*
- *T – Think of possible solutions – stop being friends with these boys, tell the boys to stop harassing the younger kids, walk with the younger kids and help protect them.*



- *E – Evaluate possible solutions – then talk about the pros and cons for each solution.*
- *P – Pick the best solutions – ask the group to pick the best solution.*

14. Thank all the trainees for their hard work in this session today!

5.4 Group Facilitation Skills

Time: 1 hour 15 min | **PowerPoint Slides:** DAY 5 – Slides 25 to 32

Tools for facilitation success and group management

Time: 25 minutes | **Arrangement:** Pairs | **Slide** 25

TIP > Today you will be discussing group facilitation skills. Remember to model good facilitation by using the skills you are teaching!

1. Have trainees pair off for a 10-minute discussion on the following question:
 - *What skills will Parenting Skills Facilitators need to manage parent groups?*
2. Have the group reconvene to share their skill sets. Write the skill sets on the flipchart and keep them posted throughout the day for reference.

Slide 26

3. Explain that the group will discuss and practice 4 key facilitation skills:
 - Creating helping relationships
 - Listening actively and reflectively
 - Asking open-ended questions
 - Affirming and validating parents

Creating a helping relationship

Time: 20 minutes | **Arrangement:** Whole group; Small groups | **Slides** 27

1. Explain the 4 aspects to creating a helping relationship:
 - **Respect:** Value parents as individuals, believe in their ability to rear their children in loving, nurturing ways.
 - **Empathy:** Show an understanding of the challenges a parent faces, and see situations from their point of view.



- **Genuineness:** Be sensitive, honest, open and trustworthy.
- **Humility:** Work in the context of an equal relationship, using parents' strengths, views and knowledge alongside your own at every stage of the process.²⁴

Slide 28

Skills practice: Creating a helping relationship

2. Split the group into 4 smaller ones and give each group one of the 4 skills above:

- Respect
- Empathy
- Genuineness
- Humility

3. Ask each group to take 10 minutes to work together to list ways to support and help parents according to their assigned skill.

For example, Facilitators can show *genuineness* by keeping their word and accepting their limitations. If parents ask a question the Facilitator can't answer, the Facilitator should say, "I am not sure about that, but let me look into it and get back to you."

4. Bring everyone together so each group can present their work.

Listening actively and reflectively

Time: 5 minutes | **Arrangement:** Whole group | **Slide** 29

1. Explain that active and reflective listening involves:
 - Showing that you hear and understand the person speaking by providing cues through body language.
 - Reflecting the feelings and thoughts you hear by repeating them back in your own words, with a positive tone of voice.

²⁴ Roberts, K. 2009. *Early home learning matters: A brief guide for practitioners*. Family and Parenting Institute, London.



2. Skills for active and reflective listening include:

Attending skills

- **Eye contact:** Steady, not staring
- **Posture:** Relaxed, leaning forward
- **Gestures:** Nodding
- **Environment:** Comfortable and confidential

Following skills

- Acknowledgment of responses
- Allowance of time (for a person to think and respond, known as active silence)
- Open-ended questioning

Responding skills

- **Reflect feelings:** Identify the feelings you believe the person is experiencing.
- **Reflect meanings:** Share your thoughts about what you believe the other person is trying to convey.
- **Summarize Ideas:** Briefly rephrase or paraphrase the main ideas the person is expressing.

Asking open-ended questions

Time: 5 minutes | **Arrangement:** Whole group | **Slide** 31

1. Explain what an open-ended question is:

- Open-ended questions begin with words and phrases such as 'how?', 'Tell me more', 'Can you describe that?'
- Open-ended questions invite conversation and collaboration between the Parenting Skills Facilitator and the parents.

For example, Facilitators can ask questions or prompt discussion:

- *"Tell me how your home assignment (of playing with your children) went this week?"*
- *"Describe what it felt like to praise your children? How do you think your children felt and why?"*



2. The SHLS Parenting Skills materials use open-ended questions to create a collaborative, participatory environment.

Affirming and validating

Time: 20 minutes | **Arrangement:** Whole group; Small groups | **Slide** 32

1. Explain that there are 2 ways to affirm or validate another person:

Verbally:

- *I can see why you would feel upset about that.*
- *You must feel proud about your accomplishment.*

Nonverbally:

- *Nodding*
- *Making eye contact*
- *Showing concern (making empathetic facial gestures)*

Skills practice: Open-ended questions; active and reflective listening

2. Have trainees divide into groups of 3.
3. In each group, everyone will take a turn role-playing a 'parent', a 'Parenting Skills Facilitator' and a 'coach'. Allow 15 minutes for this exercise.
4. Present the scenario: The parent should make up a story about struggling with a child. The Facilitator will ask the parent open-ended questions and practice active, reflective listening with verbal and nonverbal cues.
5. The coach will take notes on the skills they observe the Facilitator using. After each round of role-playing, the coach should list the skills they saw the 'parent' using.



5.5 Handling difficult situations

Time: 1 hour | **PowerPoint Slides:** DAY 5 – Slides 33 to 35

Group management strategies

Time: 40 minutes | **Arrangement:** Whole group | **Slide** 33



1. **ASK >** *What potential problems or difficulties might you encounter while facilitating parent groups?*

Example answers:

- One parent in the group talks all the time.
- Some parents are very quiet and rarely talk.
- A parent may get upset and cry or become angry.

2. Have trainees pair off and brainstorm potential problems for 10 minutes.
3. Have the group reconvene and share their findings.
4. Pairs can trade lists of problems with another pair in the group.
5. Then send the pairs off again to brainstorm some solutions to the problems the pair they traded with noted, for 10 minutes.
6. Select 4 parents for a quick role-play. One will be the Facilitator and the other 3 can play 'parents' in the Parenting Skills session. Of these 3, one person should play a talkative, somewhat dominating parent.
7. Present the scenario to the actors – The Facilitator asks the group what they think about praising their children. The talkative parent will interrupt. The Facilitator can kindly remind the talkative parent that everyone needs a chance to talk, or offer another solution the group generated moments earlier.
8. Give the group 5 minutes to prepare the role-play.
9. Have the group present the role-play to the rest of the group.
10. After the role-play, ask the group how the solution worked and generate more solutions if needed.



Managing risk of harm

Time: 10 minutes | **Arrangement:** Whole group | **Slide** 34

1. Explain how to manage the risk of harm:
 - There is a strong likelihood that group leaders will encounter families experiencing violence during the implementation and delivery of the Parenting Skills Intervention.
 - It is important to report concerns for children or anyone experiencing abuse or neglect to the proper authorities.
 - Children experiencing the following need help:
 - Physical abuse
 - Sexual abuse
 - Neglect (not being fed or clothed properly)
 - Exploitation (child labor or sexual exploitation)
 - Intention of self-harm (or harm to others)

ADAPTATION >

Adapt this section according to the reporting and referral system in the SHLS program in your context.

Reporting and referral

Time: 10 minutes | **Arrangement:** Whole group | **Slide** 35

1. Explain that the reporting and referral structure will depend on context:
 - The Parenting Skills Intervention is part of the SHLS interventions. You should refer cases to the appropriate service provider.
 - Child abuse should be reported to local government social workers or to national or international non-government organizations based on the referral pathway developed for the SHLS. (Refer to the information shared in the Foundational Training.)
 - The reporting and referral process should ensure confidentiality. The best interests of the child should be the priority.
 - Respect applicable laws in the country you are working in.
 - Parenting Skills Facilitators should not act as child-protection caseworkers while implementing the Parenting Skills Intervention in the SHLS. Your job is to make the appropriate referral.



5.6 Fidelity Monitoring

Time: 30 minutes | **PowerPoint Slides:** DAY 5 – Slide 36

Monitoring fidelity

Time: 30 minutes | **Arrangement:** Whole group

1. Explain that, for programs to be effective, Facilitators must maintain program fidelity.



2. **ASK >** *What is fidelity?*

3. After trainees have responded, explain that it is the process of ensuring that the protocol and methods of a program are followed.



4. **ASK >** *Why do we promote fidelity?*

Slide 36

5. After trainees have responded, explain:
 - We promote fidelity to ensure that core elements are maintained throughout the program so it will be as effective as possible.
 - As part of the Parenting Skills Interventions, Facilitators will fill out Resource 4: Parenting Session Feedback and Fidelity Report after each Parenting Skills session.
6. A copy of this form can be found at the end of the Parenting Skills Curricula.
7. It is important that Facilitators fill out this form honestly and accurately, thereby helping the program creators make improvements.
8. The Fidelity Checklist asks the Facilitators to record parents' feedback from each Parenting Skills session.
9. Recording parents' feedback helps the creators of this program make necessary changes.
10. Please go through the Fidelity Monitoring Form step by step with trainees to answer any questions they might have.



5.7 End of SHLS Parenting Skills Training

Time: 45 minutes | **PowerPoint Slides:** [DAY 5 – Slide 37](#)

Review and reflection

Time: 5 minutes | **Arrangement:** Whole group; Pairs | **Slide** 37

1. Ask trainees to discuss the following with their neighbors:
 - *What is something new you learned during this training?*
 - *What was your favorite part of this training?*
 - *What do you want to learn more about?*
 - *Did the training meet your expectations and were your fears alleviated?*
2. Give trainees 10 minutes to talk and then ask for volunteers to share their thoughts with the group.

Post-test

Time: 40 minutes | **Arrangement:** Whole group

1. Distribute the [Parenting Skills Training Post-test \(Handout 3\)](#) and give trainees 30 minutes to complete it.
2. If there are government officials present, give them a few moments to say some words to the trainees.
3. Thank trainees for their active participation, and share some words of encouragement.
4. Distribute certificates of participation for this training.



PART 3

Training Resources



1 Resource 1: Proposed Parenting Skills Training Agenda

DAY ONE

Session objectives

By the end of this session, trainees will be able to:

- Name the 3 key components of effective parenting.
- Explain the difference between sex and gender.
- Articulate the meaning of parental stress and its impact on children.
- List techniques to help parents cope with stress.

Session	Duration
Parenting Training Session 1: The basics of parenting skills	8 hours
1.1 Introduction and expectations	1 hour, 25 minutes
<i>Tea break</i>	<i>15 minutes</i>
1.2 Introduction to the Parenting Skills Intervention	45 minutes
1.3 What science says about parenting, relationships and children's and adolescent's well-being	45 minutes
<i>Lunch break</i>	<i>1 hour</i>
1.4 The difference between sex and gender	45 minutes
1.5 Understanding parental stress	30 minutes
1.6 Coping and healing	20 minutes
<i>Tea break</i>	<i>15 minutes</i>
1.7 Practice and overview: Parenting Skills sessions 1, 2 and 3	3 hours
1.8 Wrap up Day 1	30 minutes



DAY TWO

Session objectives

By the end of this session, trainees will be able to:

- Articulate the key concepts of adolescent and child brain development and the impact of 'toxic stress.'
- Explain the value and potential of parental attention.
- List techniques to promote positive relationships, growth and development.

Session	Duration
Parenting Training Session 2: Brain development and promoting positive relationships	8 hours
2.1 Welcome to Day 2 training	30 minutes
<i>Tea break</i>	<i>15 minutes</i>
2.2 Child and adolescent brain development	1 hour, 45 minutes
2.3 Building positive relationships with children and adolescents to support development	50 minutes
<i>Lunch break</i>	<i>1 hour</i>
2.4 Play and praise: Positive attention shapes positive behavior and builds brains!	1 hour, 25 minutes
<i>Tea break</i>	<i>15 minutes</i>
2.5 Practice and overview: Parenting Skills sessions 4 and 5	3 hours
2.6 Wrap up Day 2	30 minutes



DAY THREE

Session objectives

By the end of this session, trainees will be able to:

- List and use the steps of empathy.
- Facilitate empathy-building and communication skills role-plays.
- Articulate children's and adolescents' psychosocial needs during crisis.

Session	Duration
Parenting Training Session 3: Empathy and children's psychosocial needs	8 hours
3.1 Welcome to Day 3 training	45 minutes
<i>Tea break</i>	<i>15 minutes</i>
3.2 Empathy for children and adolescents	2 hours
<i>Lunch break</i>	<i>1 hour</i>
3.3 Understanding child and adolescent psychosocial needs	1 hour, 45 minutes
<i>Tea break</i>	<i>15 minutes</i>
3.4 Overview and practice: Parenting Skills sessions 6, 10, 11 and 12	3 hours
3.5 Wrap up Day 3	30 minutes
2.6 Wrap up Day 2	30 minutes



DAY FOUR

Session objectives

By the end of this session, trainees will be able to:

- List and use the steps of family meetings and agreements.
- Facilitate role-play to promote non-violent discipline.
- Name 2 non-violent discipline techniques.
- Articulate the STEP problem-solving process.

Session	Duration
Parenting Training Session 4: Communication and discipline	8 hours
4.1 Welcome to Day 4 training	45 minutes
<i>Tea break</i>	<i>15 minutes</i>
4.2 Guiding healthy choices and increasing responsibility	1 hour, 30 minutes
4.3 Non-violent discipline: Use of 'Ignore' and 'Time-out'	1 hour, 15 minutes
<i>Lunch break</i>	<i>1 hour</i>
4.4 Supporting good decision-making (for adolescents)	1 hour
<i>Tea break</i>	<i>15 minutes</i>
4.5 Overview and practice: Parenting Skills sessions 7, 8 and 9	3 hours
4.6 Wrap up Day 4	30 minutes



DAY FIVE

Session objectives

By the end of this session, trainees will be able to:

- Articulate and use ways to talk about puberty and reproductive health to adolescent boys and girls.
- Communicate about the needs for healthy relationships and the harmful effect of early marriage.
- List parent group facilitation skills.

Session	Duration
Parenting Training Session 6: Sexual health and relationships	6 hours, 30 minutes
5.1 Welcome to Day 5 training	30 minutes
<i>Tea break</i>	<i>15 minutes</i>
5.2 Puberty, reproductive health and early marriage	2 hours
<i>Lunch break</i>	<i>1 hour</i>
5.3 Healthy relationships	30 minutes
5.4 Group facilitation skills	1 hour, 15 minutes
<i>Tea break</i>	<i>15 minutes</i>
5.5 Handling difficult situations	1 hour
5.6 Fidelity Monitoring	30 minutes
5.7 End of SHLS Parenting Skills Training	45 minutes



2

Resource 2: List of materials for Parenting Skills Training

- SHLS Parenting Skills Trainer's Manual
- PowerPoint slides (<https://rescue.app.box.com/s/idpja0gqe41m91caikh71ta6oamnalyu>)
- SHLS Parenting Skills Curriculum for caregivers of children (6–11 years)
- SHLS Parenting Skills Curriculum for caregivers of adolescents
- Flipcharts and markers
- Chalkboard and chalk
- Fun stickers
- A soft toy or ball
- Large sheets of paper
- Tape
- Scissors
- Notebooks and pens for trainees
- Envelopes
- Fun stickers and colored markers
- Laptop/computer
- Computer speakers
- Computer projector
- SHLS Parenting Skills Training certificates for all eligible trainees



3

NOTE TO TRAINERS: You need to make one of these for each day of training and trainees must sign in and out each day.



4

Resource 4: Parenting Session Feedback and Fidelity Report

Name:

Affiliation:

Position/Job Title:

1. Please provide a brief description of the material covered in today's session:

.....
.....

Please describe any changes made and why these changes were made:

.....
.....
.....
.....

Activity	Total	Male	Female	Comments
Total no. of participants				
Total no. of children in attendance				
Total no. of others present				

2. Was the activity conducted on the scheduled day/time?

YES ☐

NO ☐

If no, please explain:

.....
.....

3. Was the activity carried out according to the manual?

YES ☐

NO ☐

PARTIALLY ☐

4. Were you able to complete the entire session today?

YES ☐

NO ☐

5. At the start of the session, did you ask participants to reflect on what they learned or took away from the last session?

YES ☐

NO ☐

If yes, please list key lessons learned or 'take aways' that participants mentioned (please do not write names):

.....
.....
.....
.....



6. Did you ask participants to share any things that they tried with their children since the last session (e.g. homework).

YES ☐

NO ☐

What worked and what didn't?

.....
.....
.....

If yes, please list some examples that participants mentioned (please do not write names):

.....
.....
.....

7. Did all participants actively participate in today's session?

YES ☐

NO ☐

If no, please explain (e.g. are some participants hesitant to speak, did people seem distracted, etc.)

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8. Please describe any things that went well during today's session (e.g. participants took part particularly actively to one session, good experience sharing, etc.)

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9. Please note any things that did not work well, or challenges you faced during today's session: (E.g. aggressive reactions, reluctance from participants, disturbance of the session, etc.)

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.....

10. Please note any other reflections you have about the session, including changes you are seeing, any concerns you have, or any feedback received from participants).

.....
.....
.....
.....

11. Please describe any suggestion of amendments to the training module (e.g. allocate more time to a particular session, add more practical examples or activities to a particularly difficult session, remove exercises that are too difficult or too long). Please mention the session/exercise and page number.

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Facilitator(s) Signature:

.....

Area Officer: Date of reception and supervision:

.....
.....
.....



5

Resource 5: Observation Monitoring Form for Parenting Group Activities

Name of observer:.....

Date of observer:

Name/location:

No. of participants present: Total Female Male

No. of children present: Total.....

Session topic:

Start time: End time:.....

	Yes	No	Comments:
Are the planned Facilitators present?	☐	☐	
Was attendance taken?	☐	☐	
Did the session start and end on time?	☐	☐	

KEY: A=Meet Expectations/Standards | B=Mostly Meets Expectations/Standards | C=Needs Improvement

1. Program Fidelity and methodology	A	B	C	NA	Comments:
1 Did the Facilitator explain the session objectives?					
2 Did the Facilitator clearly explain all of the main points that the session guide says to explain?					
3 Did the Facilitator follow the session plan (without missing any activity)?					



1. Program Fidelity and methodology	A	B	C	NA	Comments:
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If a parent was upset or distressed, how was the Facilitator sensitive to his or her needs?

Did the Facilitator praise parents achievements and efforts in trying new parenting skills?

Did parents demonstrate an understanding of the techniques through participation in activities and role plays?

5 OVERALL RATING

2. Participation	A	B	C	NA	Comments:
------------------	---	---	---	----	-----------

1 Did the Facilitator give each parent an opportunity to participate (asking questions, involvement in activities)?

2 Was the Facilitator warm, friendly, non-judgmental, and respectful to participants?

3 Did the Facilitator manage the session well, encouraging discussion but keeping the session on track?

4 Did all participants actively participate in the session?

5 Did participants appear to understand and be interested in the sessions?

All parents are engaged in the activities (50% or more participation)?

6 OVERALL RATING

3. Logistics	A	B	C	NA	Comments:
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1 Were all of the required materials available (flip chart, attendance sheet, handouts, etc.)

2 Was the discussion held in a safe location?

3 OVERALL RATING



OVERALL RATING (ALL SECTIONS):

OBSERVATION: Were there any activities or discussion topics that went particularly well? If so, please explain.

OBSERVATION: Were there any activities or discussion topics that worked less well? If so, please explain.

OTHER COMMENTS AND OVERALL OBSERVATIONS:

ACTION PLAN/NEXT STEPS:

	Yes	No	Comments:
Has constructive feedback been provided and have action points been discussed with the Facilitators?	☐	☐	

Signature:Date:



6 Resource 6: Brain Development and Toxic Stress

Brain development

Image 1:

The brain with neurons

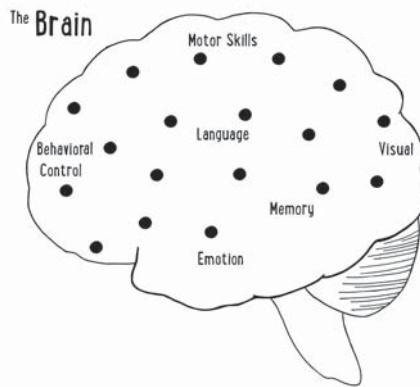


Image 2:

The brain with 'electrical connections' via synapses

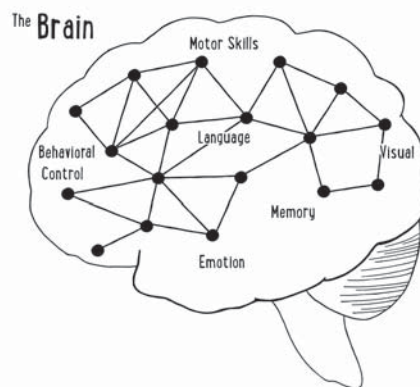


Image 3:

The brain with stronger 'electrical connections' thanks to love and encouragement

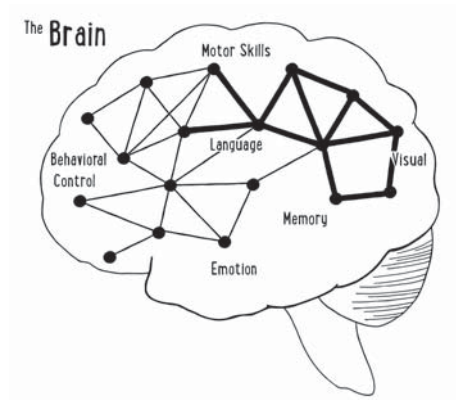


Image 5:

The 'electrical connections' are renewed with loving, nurturing and predictable adult relationships

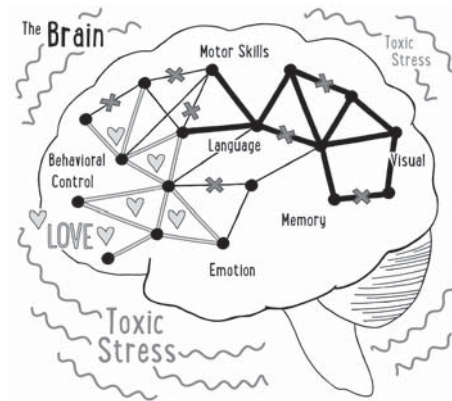
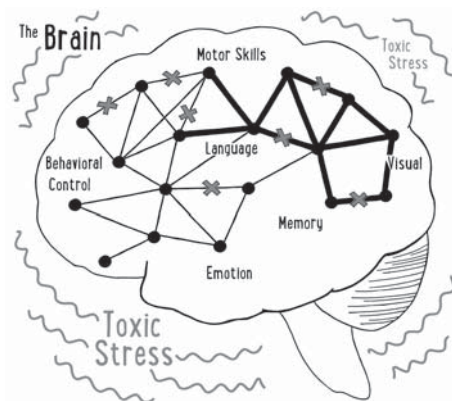


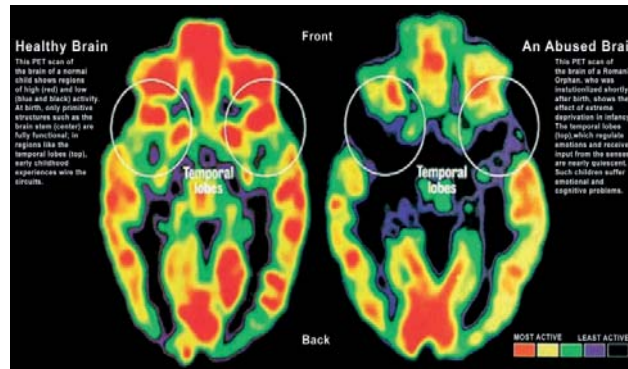
Image 4:

The 'electrical connections' are destroyed due to toxic stress and violence



Brain scan images¹

The images below were taken using scanners that produce detailed images using magnetic fields and radio waves.

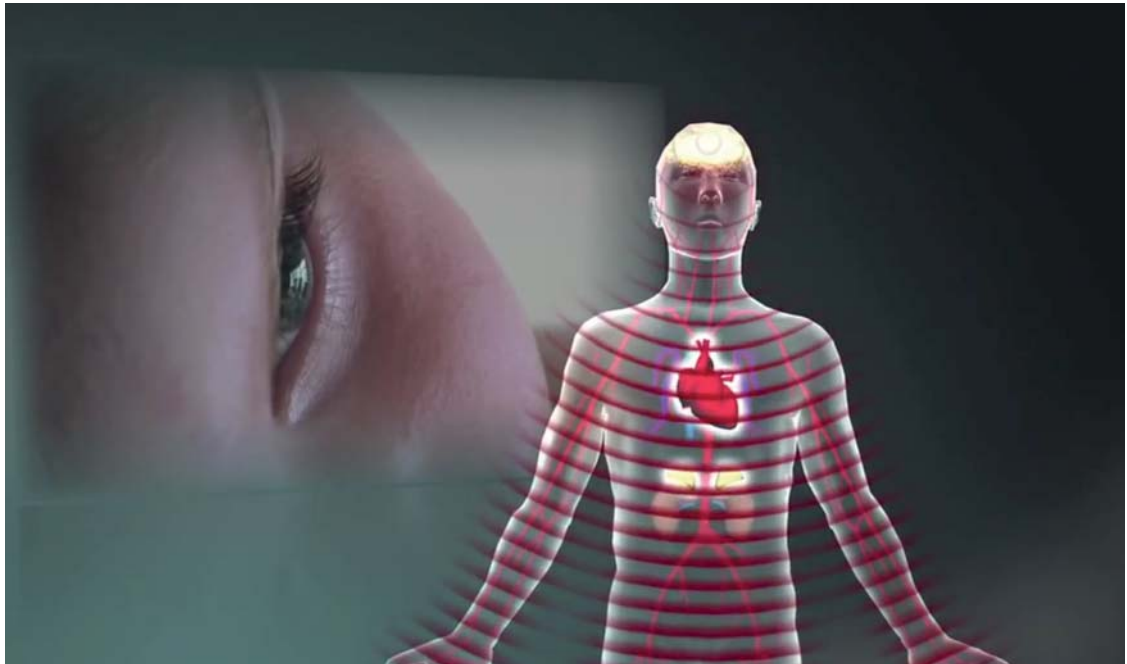


Toxic stress²

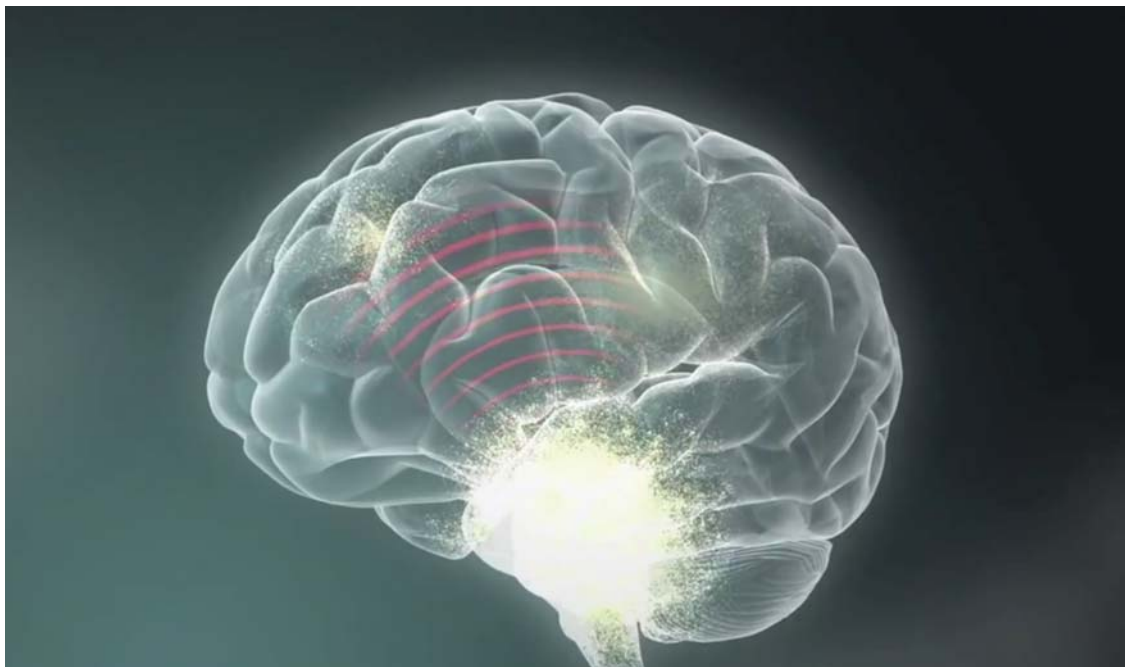
Learning to deal with stress is an important part of healthy development. When a person experiences stress, the body's stress response system is activated. The brain and body go into high alert, increasing the heart rate and blood pressure, and releasing stress hormones such as cortisol. If the stress is relieved after a short period of time or a young child receives support from caring adults, the body's stress response system is brought back down and the body returns to normal. In situations of ongoing abuse and neglect where a child does not have supportive adult relationships, the stress response system remains activated. Even without apparent physical harm, the lack of responsive relationships with caring adults can cause a prolonged stress response in a child. Constant activation of the stress response system in the absence of protective relationships is called toxic stress. Toxic stress in childhood disrupts the development of the brain. This can result in serious lifelong consequences, from learning delays in the short-term to a higher risk of disease in the longer-term.

1. Well Commons. 2011. *This is a child's brain on trauma; This is the life of that traumatized brain*. Retrieved from: <http://wellcommons.com/groups/aces/2011/jul/22/this-is-a-brain-on-trauma-this-is-the-li>.
2. Center on the Developing Child at Harvard University. 2011. Toxic stress derails healthy development. Retrieved from: <https://www.youtube.com/watch?v=rVwFkcOZHJw>.





Toxic stress has a direct effect on a child's brain architecture; we see that the areas of the brain dedicated to learning and reasoning have fewer and weaker connections across neurons.



Science shows that the prolonged activation of stress hormones in early childhood can actually reduce neural connects in these important parts of the brain, right at the time in a child's development when these connections should actually be growing. The image shows that toxic stress is damaging the neural connections.

The negative effects of toxic stress can be prevented and reversed if children have supportive, responsive relationships with caring adults as early in life as possible.



7 Resource 7: Impact and Symptoms – Answer Key

Age	What are the ways that war and crisis impact your children?	What are the psychosocial symptoms that can be observed?
9 years old	▪ Loss of friends, education opportunities, toys, clothes, loss of marks of identity, change of food, of environment, loss of routine. ▪ Less attention from their parents, less interaction, less stimulation. ▪ Loss of hobbies, pastimes (TV, books, games, etc.) ▪ Memories of the war, exposed to a violent environment.	▪ Crying ▪ Depressed ▪ Jumpiness, especially at loud noises ▪ Difficulty falling asleep ▪ Nightmares ▪ Refusing to eat ▪ Eating too much ▪ Isolation ▪ Refusing to leave the tent ▪ Scared of everything ▪ Eczema ▪ Stomach aches ▪ Feeling sick ▪ Starts smoking ▪ Fighting ▪ Playing war games ▪ Loss of empathy ▪ Moodiness or rapid mood changes ▪ Problems concentrating



8

Resource 8: SHLS Parenting Skills Training Certificate Template

Adapt the following certificate and have it signed by the relevant authorities, such as the Facilitator or Leader.



Certificate of Participation
Safe Healing and Learning Spaces –
Parenting Skills Training

This is to certify that

Has completed the Parenting Skills Training,
as part of the Safe Healing and Learning Spaces
Parenting Skills Intervention

SHLS Manager

Date

9 Resource 9: Early or Forced Marriage



9

Resource 9: Early or Forced Marriage



10

Resource 10: Parenting Skills Training Pre- and Post-test – Answer Key

1. What are the 3 components of effective parenting? (0.5 for each, 1.5 points total)
 - **Predictable**
 - **Stimulating**
 - **Loving/nurturing**
2. What is difference between sex and gender? (1 point)
 - **'Sex' refers to the body differences between males and females.**
 - **'Gender' refers to the social and cultural differences between men and women.**
3. What are the 3 forms of stress? (0.5 for each, 1.5 points total)
 - **Positive stress response**
 - **Tolerable stress response**
 - **Toxic stress response**
4. What is the impact of parental stress on children? (1 point)
 - **This means that the more stress parents feel, the more adolescents and children misbehave and show disrespect.**
5. What is the impact of toxic stress on the brain? (1 point)
 - **The 'electrical connections' or synapse between neurons are destroyed due to toxic stress and violence. The brains are smaller.**
6. What is needed to build neurons' electrical connection or synapse? (1 point)
 - **Positive early experiences**
 - **Nurturing environment**
 - **Stimulation**



7. At what age is the brain fully developed? (1 point)

Mid 20's

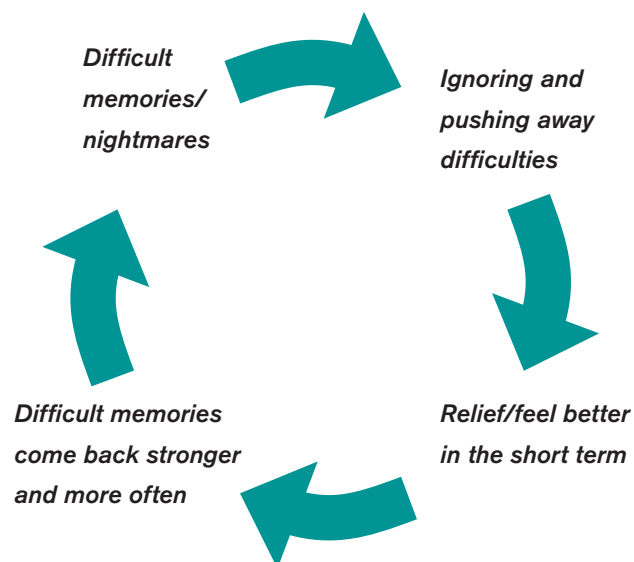
8. What is the definition of empathy? (1 point)

Empathy is the ability for one person to perceive the emotions, needs and desires of another person. It is the ability of one person to walk in the shoes of another person and feel what that is like.

9. What are the 4 steps of empathy? (0.5 each, 2 points total)

- **Step 1: Identify the feeling**
- **Step 2: Determine the reason**
- **Step 3: Validate or honor the feeling**
- **Step 4: Take action. Help the child with their feelings.**

10. Complete the diagram below (0.5 each, 2 points total)



11. List 2 ways parents help their children/adolescents cope with stress during an emergency. (0.5 each, 1 point total)

- **Talking**
- **Listening**



12. List 4 positive discipline techniques for children and adolescents.

(0.5 each, 2 points total)

- ***Ignore***
- ***Time out***
- ***Family rules and consequences***
- ***Praising good behavior***
- ***Family meetings***

13. List the positive parenting techniques that for children and adolescents:

(0.5 each, 4 points total)

- ***Playing***
- ***Predictable routines***
- ***Showing affection***
- ***Spending quality time***
- ***Listening and talking***

14. What are the steps in good decision making for adolescents?

(0.5 each, 2 points total)

- ***S – State the problem. What is the problem?***
- ***T – Think of possible solutions***
- ***E – Evaluate possible solutions***
- ***P – Pick the best solution***



PART 4

Handouts



1 Handout 1: SHLS Parenting Skills Training Pre-Test

1. What are the 3 components of effective parenting? (0.5 for each, 1.5 points total)

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.....

2. What is difference between sex and gender? (1 point)

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3. What are the 3 forms of stress? (0.5 for each, 1.5 points total)

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4. What is the impact of parental stress on children? (1 point)

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5. What is the impact of toxic stress on the brain? (1 point)

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6. What is needed to build a neuron's electrical connection or synapse? (1 point)

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7. At what age is the brain fully developed? (1 point)

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8. What is the definition of empathy? (1 point)

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9. What are the 4 steps of empathy? (0.5 each, 2 points total)

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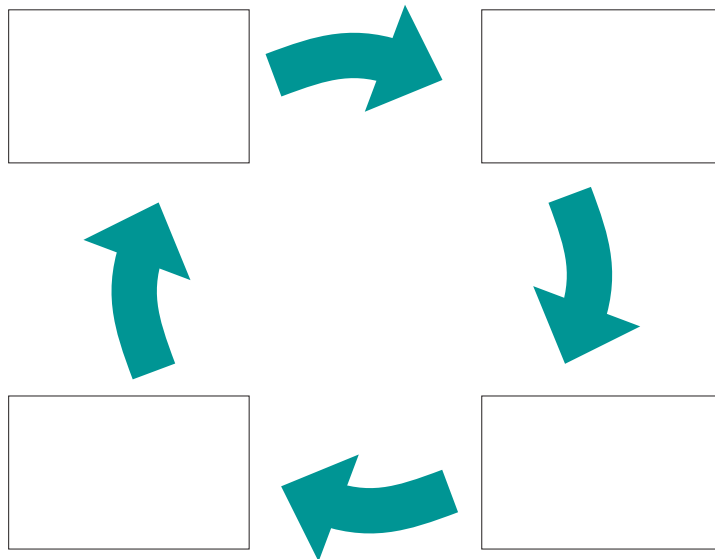
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10. Complete the 'vicious cycle' diagram below (0.5 each, 2 points total)



11. List 2 ways parents help their children/adolescents cope with stress during an emergency. *(0.5 each, 1 point total)*

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.....

12. List 4 positive discipline techniques for children and adolescents. *(0.5 each, 2 points total)*

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13. List 4 positive parenting techniques each, for children and adolescents. *(0.5 each, 2 points total)*

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14. What are the steps in good decision making for adolescents? *(0.5 each, 2 points total)*

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Handout 2: Impact and Symptoms

[illegible]

3

Handout 3: SHLS Parenting Skills Training Post-test

1. What are the 3 components of effective parenting? (0.5 for each, 1.5 points total)

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2. What is the difference between sex and gender? (1 point)

.....

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3. What are the 3 forms of stress? (0.5 for each, 1.5 points total)

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4. What is the impact of parental stress on children? (1 point)

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5. What is the impact of toxic stress on the brain? (1 point)

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6. What is needed to build a neuron's electrical connection or synapse? (1 point)

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7. At what age is the brain fully developed? (1 point)

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8. What is the definition of empathy? (1 points)

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9. What are the 4 steps of empathy? (0.5 each, 2 points total)

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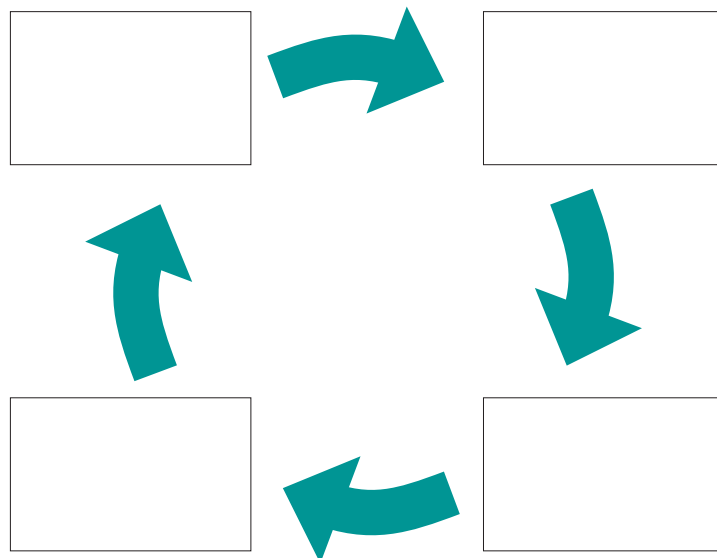
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10. Complete the 'vicious cycle' diagram below (0.5 each, 2 points total)



11. List 2 ways parents help their children/adolescents cope with stress during an emergency. *(0.5 each, 1 point total)*

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12. List 4 positive discipline techniques for children and adolescents. *(0.5 each, 2 points total)*

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13. List 4 positive parenting techniques each, for children and adolescents. *(0.5 each, 2 points total)*

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14. What are the steps in good decision making for adolescents? *(0.5 each, 2 points total)*

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