

parents

deal

Module 1 - Getting to know each other





War Child Holland believes no child should be part of war. Ever. Nevertheless, millions of children and young people worldwide grow up in conflict-affected areas. Children and young people's rights to be protected from violence, abuse and neglect, to live a dignified life and be supported in their healthy development are violated on a massive scale.

We empower children and young people to change their own future by protecting them from the effects of war, promoting psychosocial support and stimulating education. We enable them to strengthen their self-confidence and to build positive relationships with their peers, family and wider community. We unleash children's inner strength with our creative and involving approach. We inspire as many people as we can.

War Child Holland is an independent and impartial, international nongovernmental organisation investing in a peaceful future for children affected by armed conflict. Our work is based on the United Nations Convention on the Rights of the Child. An up to date list of countries where we work can be found on our website: www.warchildholland.org or www.warchild.nl

www.warchildlearning.org

GETTING TO KNOW EACH OTHER

Module 1 of War Child Holland's PARENTS DEAL intervention

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THEME INTRODUCTION

Goals of the module ‘Getting to know each other’:

In this first module, the participants are introduced to each other and the PARENTS DEAL intervention.

Sessions:

- 1 Getting started
- 2 Getting to know each other



Session 1: Getting started

Goals: Participants understand the goals and structure of the PARENTS DEAL intervention. Participants have established group rules.

Session 2: Getting to know each other

Goal: Participants know each other and have shared their experiences as parents.

INTRODUCTION TO PARENTS DEAL

What is PARENTS DEAL?

In 2006, War Child Holland (War Child) developed the creative life skills intervention I DEAL for groups of children and young people in conflict-affected areas. The I DEAL intervention is a theme-based workshop cycle that aims to improve children and young people's psychosocial wellbeing.

Parents, caregivers, and other key adults play important roles in the lives of children and young people and therefore also need to be engaged in order to fully support their healthy development. Children and young people spend much of their time with their families and in their communities. By supporting their families and strengthening community structures, War Child can help ensure that children and young people grow up in an environment that supports their healthy psychosocial development.

Therefore, to further strengthen the impact of the I DEAL intervention on children and young people, a complementary intervention for parents and caregivers (hereafter referred to as ‘parents’) called PARENTS DEAL has been developed. This intervention targets primary caregivers, those who take care of children on a daily basis. Primary caregivers include biological parents, foster or step parents, grandparents, or other family members or guardians of children.

Through PARENTS DEAL parents explore concepts of child development and wellbeing, child rights and parental responsibilities, and develop solutions to challenges they may face in raising their children. The intervention also looks at positive and constructive ways of supporting children.

Ideally, the parents of children participating in an I DEAL intervention should be asked to participate in a PARENTS DEAL intervention simultaneously. However, PARENTS DEAL can also be implemented with groups of parents whose children are not participating in an I DEAL intervention.

If children and their parents participate simultaneously in I DEAL and PARENTS DEAL interventions, it is possible to conduct joint sessions with the two groups (see the modules 'Childhood', Session 1a: Parents and children share about their childhood and 'Future', Session 3: The closing event). These sessions should only be implemented jointly if children and parents both feel comfortable participating together.

Structure of PARENTS DEAL

PARENTS DEAL follows the same structure and uses methodology similar to the I DEAL intervention. Like I DEAL, the intervention consists of 5 different thematic modules that build on one another. Creative activities such as drama, role-play, drawing, and communication games are combined with group discussions, reflections, and short home assignments.

Each of the 5 modules consists of 2 to 4 sessions of 1.5 hours each. The 5 PARENTS DEAL modules are:

- Getting to know each other
- Challenges and strengths
- Childhood
- Rights and responsibilities
- Future

Additional modules will be developed on child protection, and sexual and reproductive health.

Also, similar to I DEAL, monitoring and evaluation exercises are integrated into the sessions of the modules. Therefore, simply following the sessions will ensure that the participants' progress and the impact of PARENTS DEAL is regularly monitored and evaluated.

In Module 2: 'Challenges and strengths', parents define their strengths and the challenges they face with regards to the care and support of their children, and they determine a personal goal for the intervention. At the end of the intervention, in Module 5: 'Future', parents reflect on the challenges and strengths they identified at the beginning of the intervention, and discuss the challenges they managed to overcome and the strengths they acquired or improved. They also reflect on the personal goal they set for themselves, and discuss the extent to which they achieved their goal. (For more information on monitoring and evaluation (M&E), see the M&E toolkit).

How to use the modules

The introduction and session instructions in each of the modules take you through the intervention step by step. The modules, as well as the sessions within the modules, build on one another and so it is important to follow the order and structure of the intervention. Always start with Module 1: 'Getting to know each other', continue with Module 2: 'Challenges and strengths', Module 3: 'Childhood', Module 4: 'Rights and responsibilities' and finish with Module 5: 'Future'. Within each of the modules it is important that you follow the order of the sessions and the activities within the sessions.

- Each module starts with the Theme Introduction. This provides background information for the facilitator on the theme of the module.
- Each session begins and ends with an energizer so that the participants begin and end the session with a positive feeling. Sometimes, this is the only goal of the energizer exercise; you can replace these exercises with energizers that you feel are more appropriate and suitable for your context and group. However, always discuss this with your supervisor in advance. If an energizer has a specific goal related to a particular theme, you cannot replace the energizer with another one.
- The other exercises in each session provide the content of the session and should not be changed. If you have concerns regarding a certain exercise, discuss them with your supervisor. Most sessions include a home assignment to help participants prepare for the next session.

The sessions also have notes for the facilitator; this is specific information for the facilitator to take into consideration while facilitating an exercise.

Working with adults

In many ways, working with adults requires a different approach and attitude than working with children does. A few points to remember:

- Addressing the parent-child relationship can be sensitive. Make sure you don't start telling parents how to raise their children! The role of the facilitator is to facilitate discussion and interaction between the participants so they can share their experiences and ideas.
- Differences in social and cultural backgrounds, levels of education, or economic status among the adults participating in a workshop have a more significant impact on the workshop dynamics than when such differences exist between children participating in a workshop. For example, it is difficult to conduct a workshop that is challenging and interesting for a well-educated mother that is, at the same time, understandable and engaging for a mother who never attended school.
- It could happen that an exercise triggers an emotional reaction from a participant. For example, a parent may start to cry or become angry. Every person is different; there is no one correct way to respond. Assess whether it is best to immediately offer support (for example the co-facilitator can sit separately with the parent) or to continue with the discussion or exercise and approach the participant after the session to offer support. Whichever decision you make, it is important not to ignore such reactions; always offer support in some way. It is also a good idea to discuss these situations with your supervisor.

Tips for facilitators

- Make sure that the overall objectives of PARENTS DEAL, as well as the objectives of the different modules and sessions, are clear to everybody.
- Make sure to involve a translator if participants speak different local languages, or if you don't speak the local language yourself.
- Create a physically safe environment; find a safe location, limit the number of participants (maximum 16), and work with a co-facilitator.
- Create an emotionally safe environment; set group rules and create an atmosphere in which participants feel respected, safe, and free to express themselves. Let participants decide whether they want to share their thoughts, or talk about their experiences; don't force a participant to share their experiences if they don't want to.
- Certain exercises might not be appropriate for mixed groups. If you are working with both men and women, you may want to separate them for these exercises.

INTRODUCTION TO MODULE 1

You will now start with Module 1: 'Getting to know each other'. This module provides an introduction to the intervention, its purpose, methods, and themes. Participants have the opportunity to get to know each other and come to a common understanding of what to expect from the intervention. You, the facilitator, have the responsibility to establish an environment that is safe and in which all participants feel free and comfortable to participate in the group. You can do this by establishing a set of group rules together with the participants.



SESSION 1 **Getting started**

Goal	Participants understand the goals and structure of the PARENTS DEAL intervention. Participants have established group rules.
Resources	2 small balls, flipchart papers, markers
Exercise 1	Name game with ball (15 minutes)
Exercise 2	Introduction to PARENTS DEAL (25 minutes)
Exercise 3	Expectations, concerns, and group rules (40 minutes)
Exercise 4	Name game with expression (10 minutes)

Welcome the group: Welcome to this first session of PARENTS DEAL! In this first session we will discuss what PARENTS DEAL is all about. We will also agree on when and where we will meet in the coming weeks. But first, let's introduce ourselves through the name game.



Exercise 1: Name game with ball (15 minutes)

Goal of the exercise: To warm up and get to know each other's names.

- Step 1.** Ask the participants to stand in a circle. You, the facilitator, hold a ball. First, say your name and ask each of the participants to say theirs.
- Step 2.** Now, throw the ball to one participant in the circle and say the name of that person. He or she should catch the ball.
- Step 3.** Then, that participant throws the ball to another person, and says the name of the person they threw the ball to. Keep going until everyone has had a chance to throw the ball. Try to make sure that nobody gets the ball more than once.
- Step 4.** Repeat this a few times, picking up speed as you go, until everyone remembers each other's names. .



Exercise 2: Introduction to PARENTS DEAL (25 minutes)

Goal of the exercise: Participants understand the goals and structure of PARENTS DEAL.



Ask everyone to sit in a circle so that they can all see and hear you. You are going to provide some background information about War Child [or your organisation] and explain the goals and structure of PARENTS DEAL.

Tell the group: Welcome to the group, everybody. My name is ... and I will facilitate this PARENTS DEAL group, together with... [name of co-facilitator].

In PARENTS DEAL we will focus on you as parents and caregivers. As you know, children face many challenges while growing up; but, it is also not easy to deal with the challenges of parenthood. In this group you will have the opportunity to share your experiences and discuss ways to deal with the challenges you face as parents.

In the coming ... *[mention the number]* weeks we will meet once every week *[adjust if different]* for 1.5 hours to share experiences, learn from each other, and work on the challenges we face as parents through creative exercises and discussions.

Before we discuss some practical matters, it will be good to share a bit more about War Child Holland.

Ask the group: Who knows about the work of War Child Holland already?

! *If you are representing another organisation, adjust this part to make it fit your organisation. When talking about PARENTS DEAL, explain that this intervention was developed by your partner organisation, War Child Holland.*

Give some participants an opportunity to briefly explain what they know about War Child Holland (or your own organisation) and add the following information:

Tell the group: War Child Holland is an organisation that works with children and young people who live in countries affected by conflict, like here in... *[name of location]*. War Child implements interventions that help children and young people deal with the challenges in their lives, feel better, and gain a sense of hope for the future. War Child uses creative activities to strengthen children and young people's emotional and social skills.

War Child also works with parents, teachers, and other people who influence the lives of children and young people. By working together, we can do more to improve the lives and wellbeing of children.

Optional: A short explanation of the type of work that War Child does in your area.

Now, let's discuss some practical matters about our PARENTS DEAL group:

- What is a good day and time for us to meet? *[Let the participants briefly discuss this with each other]*
- It is important that you try to attend every session so that you get the most out of this intervention. What can a participant do if they are not able to come? *[Let the participants decide. For example, if one of the participants is not able to come, they should inform somebody within the group]*
- PARENTS DEAL covers 5 modules. Each module consists of 2 to 3 sessions, or meetings, that cover a specific theme. Each session is 1.5 hours. The themes of the modules are:
 - Getting to know each other
 - Challenges and strengths
 - Childhood
 - Rights and responsibilities
 - Future

[Also present any of the optional modules that you plan to implement to the group.]

- Every week you will get a short assignment to help you prepare for the next session. You might find some assignments easy, while others might be more difficult. We would like to encourage you to do the assignments because they will help you to get more out of the intervention.

Ask the group: Is this clear or do you have any further questions about the intervention?



Exercise 3: Expectations, concerns, and group rules (40 minutes)

Goal of the exercise: Participants have shared their expectations and concerns, and established group rules.

Tell the group: Now, let us look at what we expect to gain from the intervention. It will be good for us as facilitators to know what you expect, and for you as participants to know what we, as facilitators, can offer. This will help ensure that our expectations are realistic. This is also a time to share any concerns you may have about the intervention.

Step 1. Divide the participants into small groups of 4.

Step 2. Ask the participants to discuss their expectations and concerns with each other for about 10 minutes. Ask them to think about what they expect to gain from the intervention and from the other participants, and any fears or concerns they might have about the intervention.

Give an example: “I expect to learn from other participants”; “I fear that the intervention will take too much time”.

Step 3. Ask each group to share their expectations and concerns with the rest of the participants.

Step 4. Write the expectations and concerns shared by the groups down on a flipchart. Write each expectation or concern down only once even if more than one group shares it.

Step 5. Review each of the expectations and concerns with the participants and discuss how to deal with each of them. Explain that this discussion can provide input for setting group rules

For example: One participant may have said: “I’m concerned that other group members will laugh at my ideas”.

Explain that it is important to respect each other and not laugh at each other’s ideas or views. Ask the group which rule could be created to make sure that this fear will be overcome. For example, the rule could be: We will respect the opinions and views of each member of this group.

Step 6. Repeat the process for the other expectations and concerns. Write down the rules that result from the discussion on a separate flipchart paper. Not every expectation or concern will necessarily become a rule.

Step 7. Ask the group to make a drawing of each rule. Stick the drawings of all the different rules on the wall.

Tell the group: In the coming weeks we will be working as a group. We will be learning, sharing, and doing a lot of things together. It is important to have group rules so that we all feel comfortable working together.

Ask the group: Are there any rules that you think should be added to this list?

Step 8. Let the participants come up with any additional rules. Add these to the flipchart and have the group make a drawing of these additional rules.

Make sure all participants understand the rules.

 *You as the facilitator are part of this group and have to commit to the same rules. You can also add rules that you find necessary to ensure a safe and structured environment.*

Be sure that the list of rules includes the following:

- Be on time.
- Inform a member of the group if you cannot come to one of the sessions.
- Respect the other group members; for example, listen to the person talking even if you disagree with what they are saying.
- Everything a person says in the group is confidential [explain what this means, if necessary] and not to be repeated outside the group.
- There are no wrong answers; we are all here to learn.
- Substance abuse is not allowed. No smoking, drinking alcohol etc., during the sessions.
- Anyone can ask for a time-out at any time if they feel uncomfortable participating in any of the exercises.

Ask the group: How can we show that we are committed to following these rules?

 *Let the group decide on this. For example, they could all sign the flipchart with the rules written on it, or create a group cheer, a group handshake etc.*

 *Remind the group of these rules at the beginning of each session. You can use the different drawings for this; bring them with you and stick them on the wall before each session.*



Assignment for next time

Tell the group: Now that we have introduced ourselves, shared our expectations and fears, and established group rules, we will try to get to know each other better in the next session.

For the next session, think about how you would describe yourself as a parent. If you had to use one symbol, sign, picture, poem, drawing, or object to represent yourself as a parent, what would it be? Have something in mind before you come to the session next week– we will continue working with this idea then.

- ! If you think the participants would find it difficult to think of a symbol or sign, ask them instead to think of a few words that describe the kind of parent they are, and to explain their choices next week.



Exercise 4: Name game with expression (10 minutes)

Goal of the exercise: Participants know each other's names and end the session with a positive feeling.



- Step 1. Ask the participants to stand in a circle. Start clapping to create a rhythm.
- Step 2. Explain that one by one the participants will enter the circle and introduce themselves by saying their name and at the same time making a movement that expresses the kind of person they are.

- ! You can also give them another instruction, such as: making a movement that expresses the activity you like to do best.

- Step 3. After the participant has stepped back from the centre of the circle, the rest of the group steps into the circle and welcomes the participant by repeating that participant's name and the movement they made.
- Step 4. Explain that you will start the activity and step into the circle first. The participant on your right is next. Continue until all participants have introduced themselves by saying their names and making a movement that shows the kind of person they are.

Tell the group: Thanks everyone. I very much look forward to working with you in the coming weeks. See you next time.

SESSION 2 Getting to know each other

Goal	Participants know each other and have shared their experiences as parents.
Resources	Flipchart paper, 1 piece of A3/A4 paper for each participant, rope/wool, 2 balls, colored pencils, and tape
Exercise 1	Name game with ball (10 minutes)
Exercise 2	Your symbol (30 minutes)
Exercise 3	Option 1 - Getting to know each other (40 minutes) Option 2 - Walking billboard (40 minutes)
Exercise 4	Pass the beat (10 minutes)



Exercise 1: Name game with ball (10 minutes)

Goal of the exercise: To warm up and to get to know each other's names.

Tell the group: Welcome everybody. Last time, we introduced ourselves to each other. Today we will try to get to know each other a bit better. First, let's repeat the name game with the ball to see if we can remember all of each other's names.

- Step 1.** Ask the participants to stand in a circle. You, the facilitator, hold a ball.
- Step 2.** Throw the ball to one participant in the circle, saying the name of that person. He or she should catch the ball.
- Step 3.** Then, that participant throws the ball to another person, and says the name of the person they threw the ball to. Make sure that nobody gets the ball more than once. Try to repeat the same round a few times.
- Step 4.** Once the group has established a fixed pattern of throwing the ball around the circle, introduce a second ball. Add the second ball to the game when the first one has been thrown to the fourth person in the pattern.
- Step 5.** If the group can keep both balls going easily in the same pattern, and you still have some time left for the exercise, you can have them throw the second ball in the reverse order. This means you throw the ball to the last person (the one from whom you, the facilitator, received the ball), who will throw it to the person they normally receive the ball from, etc.



Exercise 2: Your symbol (30 minutes)

Goals of the exercise: Participants have created a safe place for self-expression. Participants have shared something about their role as parents.



Tell the group: Did you think about the assignment from the last session? Did you manage to come up with a symbol or sign that represents you as a parent?

! If the participants have not thought about a symbol or sign, ask each participant to describe the kind of parent they are, and go straight to Step 3.

- Step 1.** Give the participants 5 minutes to prepare their symbol, sign, or object. Let them draw on paper, or look for materials with which they can create symbols of themselves as parents.
- Step 2.** Ask the participants to stand or sit in a circle with their drawings or symbols visible to the rest of the group.
- Step 3.** Take a ball of rope or wool and throw it to one of the participants, while holding on to the end of the rope with one hand.
- Step 4.** Ask the person who caught the ball of rope to hold their symbol in front of their chest and explain it to the group. Ask why they chose this particular symbol or object.
- Step 5.** Ask the participant to throw the ball to another participant, while still holding their piece of the rope.
- Step 6.** Continue to throw the rope from person to person until all participants have shared their symbol or object. The rope will form a web connecting all participants.



Group talk

Ask the group [*while still standing or sitting in the circle holding the rope*]: What have we created while doing this activity? What could this web stand for or represent? [*Give some participants the opportunity to answer.*]

Tell the group: As you can see from all of our different symbols, we are all individuals with our own personalities. At the same time, as parents and caregivers we are part of a group of people who are all responsible for the care of our children. The rope shows our connection. In the coming weeks we will learn from each other. We will discuss the challenges we face as parents, and share our experiences and knowledge.

! There are two exercises that you can choose from next. **OPTION 1** is 'Walking billboard', and **OPTION 2** is 'Getting to know each other'. The goal of both activities is that the participants get to know each other better as parents. Read both options and choose the one that you think is most appropriate and you feel most comfortable with.

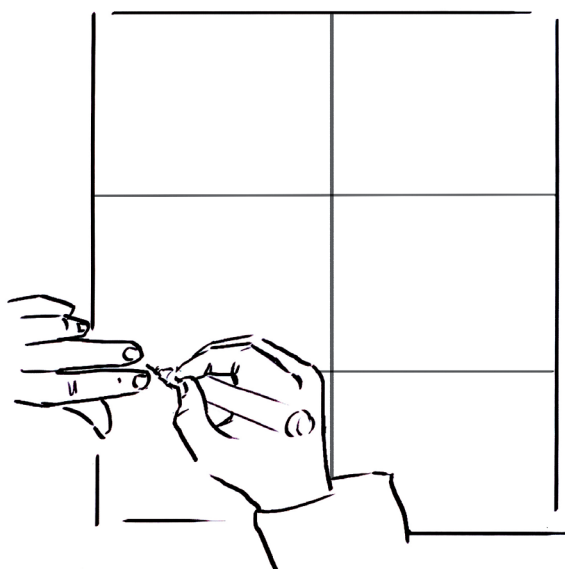


OPTION 1 - Exercise 3: Walking billboard (40 minutes)

Goal of the exercise: The participants have shared about themselves as parents.

Tell the group: What are billboards? What are they used for? Explain that each participant is going to make a personal billboard in order to tell others more about themselves as parents.

Step 1. Give the participants a piece of paper and ask them to divide the paper into 6 equal sections by drawing lines on the page. Instruct the participants where to draw the lines, or prepare the pieces of paper before the session.



Step 2. Ask them to draw in:

- Section 1: Their family
- Section 2: An activity they like to do with their child
- Section 3: Something they don't allow their child to do
- Section 4: Something they think is important to teach their child
- Section 5: Something they find difficult as a parent
- Section 6: Something they feel they are good at as a parent

! Some participants may feel uncomfortable drawing. Explain that the drawings can be very simple or that they can also write their answers in each section, or ask another participant or the facilitator for help.

Step 3. After they have finished, ask the participants to stick their billboards on their chests with tape or hold their billboards in front of them.

Step 4. Now, ask the participants to walk around, looking at each other's billboards.

Step 5. Have them pair up to ask each other about their drawings. Let them look at and discuss what they have in common with each other, and where they differ.

Step 6. After a few minutes, ask them to walk around again and pair up with someone else. Repeat this until they have talked to 3 or 4 people.

Step 7. Now ask the participants to identify one person with whom they have something in common and stand close to that person. Ask the participants to share the similarities they discovered.



OPTION 2 - Exercise 3: Getting to know each other (40 minutes)

Goal of the exercise: The participants have shared about themselves as parents.

Step 1. Let participants walk around and find a partner, forming pairs.

Step 2. Explain that the pairs will ask each other questions about their experiences as parents. Ask each pair to decide which one of them will ask questions first. They have 2 minutes each to ask questions.

Possible questions are:

- How many children do you have? How old are they?
- When do you spend the most time with your children?
- What do you like to do with your children?

The participants decide which questions they would like to ask.

! Make sure the participants understand that the questions shouldn't be too personal. You can also write a few example questions down on a flipchart for the participants to use as guidelines.

Step 3. Let the first person start. After 2 minutes, ask them to change roles.

Step 4. After another 2 minutes, ask the participants to walk around again and find a new partner. Again, let each pair interview each other for 2 minutes each.

You can repeat the process a few times.

Step 5. After a few rounds ask the participants to sit in a circle. You, the facilitator, say the name of each of the participant one at a time around the circle. When you say the name of a participant, other participants who interviewed him or her can share something about the participant with the group.

Make sure you say the names of all participants.



Continue from here after exercise 3.



Group talk

Tell the group: Through this exercise we learned more about each other as parents. As we continue to participate together in this group, we will get to know each other better.



Assignment for next week

This was the last session of Module 1: 'Getting to know each other'. Next time we will start with Module 2: 'Challenges and strengths'. For the next session, I would like to ask you to think about the challenges that you as a parent, or parents in general, face in your daily life. Try to think of challenges related to raising your children. Bring your ideas to the next session.



Exercise 4: Pass the beat (10 minutes)

Goal of the exercise: To close the session with a positive feeling

- Step 1.** Ask the participants to stand in a circle; explain that you are going to pass a beat to the person standing next to you. The beat will be made by clapping once. Explain that the beat can only be passed to another person by making contact with them while you are passing the beat. That person should receive the beat before passing it on to the next person.
- Step 2.** Pass the beat to the person next to you. He or she will pass it to the next person until everyone in the circle has received and passed the beat, and it comes back to you.
- Step 3.** Pass the beat around the circle a few times and try to establish a consistent tempo. When there is a clear tempo, encourage the participants to gradually speed up. Continue to speed up until the beat is being passed as quickly as possible without the participants losing contact with the person they are receiving it from or giving it to.

Tell the group: Thanks everyone! See you next time!

