| **Module Title: Building Positive Family Relationships**  **Session #1 – Positive Relationships & Quality Time** | | | |
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| **Description of the Learning Activities** | **Timing (minutes)** | **Materials/ Equipment Required** | **Learning Outcomes** |
| Workshop Opening:   * The facilitator(s) opens the workshop by welcoming all learners and introducing the topic of **Building Positive Family Relationships.** * The facilitator(s) will introduce the theme of the session and explain the relevant information and skills of this unit as set out in the presentation.   Mini-activity: Icebreakers   * Facilitator(s) should split participants into pairs and give participants 1 minute to ask each other the following questions. Participants should rotate partners every minute until everybody has spoken to each other. * Questions to ask: * What’s your dream holiday? * Where did you grow up? * Do you have any pets? | 10 minutes  15 minutes | Training venue with IT equipment  Flipchart and markers  Sign-in sheet  Pens and note-taking materials for participants |  |
| Activity 1: Bonding and Boundaries   * This is a self-reflective activity that makes the participants consider the way that they encourage positive and healthy relationships at home. * Facilitator(s) should pass around Handout 1.1 to all participants and gives participants 20 minutes to work through the worksheet by themselves. * After the 20 minutes is complete, facilitator(s) should lead the group in a discussion for 10 minutes about they’ve just completed using the following questions: * Do you think it will be easy or difficult to incorporate some of the new activities into your routine? * Do you have any reflections onto your family dynamics from the checklist? | 30 minutes | Training venue with IT equipment  Flipchart and markers  Sign-in sheet  Pens and note-taking materials for participants  Handout 1.1 | List examples of when one’s own family doesn’t communicate properly, or doesn’t spend time together  Openness to reflect on one’s own family dynamics  Willingness to reflect on how much quality time one’s own family spends together, and to make changes to prioritise family time |
| Activity 2: Four Family Fun   * Facilitator(s) should split participants into groups of 4 and provide each group with a piece of flipchart paper and a marker. * For the next 20 minutes, groups have to come up with 40 ideas of fun activities to do with their families to spend some quality time using the template in the presentation. * Facilitator(s) should set a timer for 20 minutes, and when the time is elapsed, should display all the charts around the room. * After this is complete, facilitator(s) should encourage participants to note down any ideas from other groups that they think would be useful for their own families. | 30 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants | Theoretical knowledge of the importance of spending time together as a family and individually with children  List examples of when one’s own family doesn’t communicate properly, or doesn’t spend time together  Openness to reflect on one’s own family dynamics  Willingness to reflect on how much quality time one’s own family spends together, and to make changes to prioritise family time |
| Activity 3: Our Family Traditions   * Facilitator(s) should provide each participant a copy of Handout 1.2. Participants should spend the next 20 minutes reflecting on their current family traditions, and creating some new family traditions that they can implement. * This is a self-reflective exercise aimed at improving the quality time that families spend together. * For the final 5 minutes, facilitator(s) should get each participant to share one special family tradition that they have or will start going forward. | 25 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants  Handout 1.2 | Theoretical knowledge of the importance of spending time together as a family and individually with children  Openness to reflect on one’s own family dynamics  Willingness to reflect on how much quality time one’s own family spends together, and to make changes to prioritise family time |
| Workshop Closing   * The facilitator(s) bring the workshop to a close with a short wrap-up summary slide, and answer any questions that the participants may have to the material learned today.   + - If the participants have any questions that the facilitator(s) cannot answer, they should redirect the participants to the micro-learning resources provided in this toolkit. * The facilitator(s) should circulate the remaining self-directed learning activity sheets to the participants. * Facilitator(s) thank the participants for their participating and close the workshop. | 10 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants |  |
| **Total duration of the module** | **2 hours** |

| **Module Title: Building Positive Family Relationships Session #2 – Healthy Communication** | | | |
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| **Description of the Learning Activities** | **Timing (minutes)** | **Materials/ Equipment Required** | **Learning Outcomes** |
| Workshop Opening:   * The facilitator(s) opens the workshop by welcoming all learners and introducing the topic of **Building Positive Family Relationships.** * The facilitator(s) will introduce the theme of the session and explain the relevant information and skills of this unit as set out in the presentation.   Activity 1: I’m Listening   * Facilitator(s) should split participants into pairs and assign each person as either A or B. Facilitator(s) should circulate the appropriate handout to each pair making sure that participants A have handout A, and participants B have handout B. * Facilitator(s) should give each group 5 minutes to complete scenario #1, before announcing they must move onto scenario #2. * After 10 minutes, facilitator(s) should give participants 10 minutes to complete the reflection activity in their pairs, before completing scenario #3. * Once the activity is complete, facilitator(s) should lead the group in a discussion using the following questions: * What went poorly in scenario #1? * What went poorly in scenario #2? * How was this improved in scenario #3? * What did these scenarios teach about the importance of active listening? | 15 minutes  30 minutes | Training venue with IT equipment  Flipchart and markers  Sign-in sheet  Pens and note-taking materials for participants  Handout 1.3 | Factual knowledge of the role of communicating and listening in building strong families  Willingness to work on communication style |
| Activity 2: Banishing Communication Boulders   * Facilitator(s) should split participants into groups of 4-5 and provide each group with a sheet of flipchart paper and a marker. * Participants have 25 minutes to identify as many “communication boulders” as possible and write them down on the piece of paper. * Once the time has elapsed, facilitator(s) should display each group’s boulders somewhere in the room. * Facilitator(s) should encourage the group to discuss ways to counteract or prevent these boulders from happening in conversations at home. * Some prompt questions: * How would you avoid using sarcasm in the home? * Why should put-downs be avoided? * How can we protect ourselves and others in our families from getting offended or defensive during communication? | 35 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants | Theoretical knowledge of how to manage difficult family dynamics  Factual knowledge of the role of communicating and listening in building strong families  List examples of when one’s own family doesn’t communicate properly  Openness to reflect on one’s own family dynamics  Willingness to work on communication style |
| Activity 3: Staying Positive   * This is a self-reflection activity. * Facilitator(s) should give participants a copy of Handout 1.4 each. Set a timer for 20 minutes for participants to reflect on their own relationships and how they can seek to improve them using the handout. * After the activity is complete, facilitator(s) should ask participants the following questions: * Has your answers changed since the beginning of the workshop? * How can healthy and open communication help you achieve these goals? | 20 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants  Handout 1.4 | Theoretical knowledge of how to manage difficult family dynamics  Factual knowledge of the role of communicating and listening in building strong families  List examples of when one’s own family doesn’t communicate properly  Openness to reflect on one’s own family dynamics  Willingness to work on communication style |
| Workshop Closing   * The facilitator(s) bring the workshop to a close with a short wrap-up summary slide, and answer any questions that the participants may have to the material learned today.   + - If the participants have any questions that the facilitator(s) cannot answer, they should redirect the participants to the micro-learning resources provided in this toolkit. * The facilitator(s) should circulate the remaining self-directed learning activity sheets to the participants. * Facilitator(s) thank the participants for their participating and close the workshop. | 10 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants |  |
| **Total duration of the module** | **2 hours** |