

Fegans
real
parenting
FAMILY SUPPORT FOR ALL

AMBASSADOR'S HANDBOOK





WELCOME TO REAL PARENTING

The primary goal of the Real Parenting programme is to improve the relationship between parents and children. From this foundation we can build simple practical skills and strategies to help parents increase family harmony and communication; and manage the challenging behaviours of their children.

The programme consists of four sessions run over four weeks, with each session covering two parenting topics.

This workbook is designed to help you as a Parenting Ambassador to deliver the course in your local community. It provides a detailed description of how to run each session, including suggested timings.



PROJECT DESCRIPTION

EVIDENCE BASED:

The principles are evidence based and really work “in the field”. We measure how attendees feel at the beginning of the course and then again at the end.

INCLUSIVE:

The sessions should be a judgement-free zone. You may find a wide range of parenting styles within a workshop group. This makes it very important to emphasise right from the beginning that no one is to judge or criticise anyone else’s parenting style.

SAFEGUARDING:

If anyone is concerned about another member of the group (or their children), ask them to approach you privately outside of the workshop (perhaps at the end, or in a phone call or email to you). Explain that you are not, yourself, a safeguarding professional but instead you will contact your own organisation’s safeguarding lead for advice.

OUTCOMES:

We measure how attendees feel at the beginning of the course and then again at the end. Parents report that this course:

- Reduces their stress levels
- Increases their self-esteem
- Improves tensions between parents (where there are two parents)
- Greatly improves the behaviour of their children



COMMUNICATION AND LEARNING

ENGAGING VIDEOS

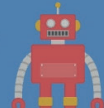
The average reading age of British adults is nine years old. Many British children leave school without being able to read or write and we therefore need to be sensitive to the fact that one or more of our participants may find reading difficult. The bulk of the course therefore minimises the use of text, and instead focusses on short, animated videos produced by Fegans, short presentations by you, the Ambassador, and exercises and discussions in pairs, and in the group as a whole.

PRESENTATION SLIDES

We have incorporated short Powerpoint presentations for you to give throughout the course. These presentations enable you to tailor the tone of the workshop to your local environment and to the attendees, and it establishes your authority as the focal point of the workshop.



Most of our Ambassadors prefer to use a flip chart rather than slides. If that is also how you want to do it, we recommend that you write out the content of the slides on a flipchart before you start each workshop.



EXPERIENTIAL* LEARNING

ROLE-PLAY!

Everyone can find it hard to learn sometimes, just by watching or listening to others. Parents can find it even harder when they are stressed, or if English is not their first language, for example. Another useful way to learn is to use role-play.

Role-play can be a great way to practice and model different family scenarios, by playing the parts of the children and the parents. This can be a fun way of building up the trust and communication of the group as they 'act' out scenarios and realise that they are not alone in what they are experiencing. You and your co-leader may have to do this the first week while the parents are getting to know each other.

Don't ever force someone into an uncomfortable position to join in, but remind them that it can be a fantastic way to practice what they are learning.

** the process of learning through experience*

DOWNLOADABLE WORKBOOKS



We recommend you print out the Parenting Workbooks and insert the pages into slide binders (see image on the right). Parents are likely to lose or forget their binders in later weeks so this approach will make it cheap and easy to hand out extra copies. Always take spares.



HANDOUTS AND VIDEOS



SESSIONS	HANDOUTS	VIDEOS TO DOWNLOAD
Under 10s Week 1 How a Child's Brain Works One to One Time and Child-led Play	<ul style="list-style-type: none"> • One to One Time Exercise • One to One Time Top Tips • One to One Time Diary 	<ul style="list-style-type: none"> • How a Child's Brain Works Animation • Car Manufacturer Youtube • Child-led Play and One to One Time Animation • Child-led Play "focus, and top tips" Animation
Under 10s Week 2 Specific Praise Emotions	<ul style="list-style-type: none"> • Emotions Exercise • Emotions "focus, guidance, top tips" • Tiny Turtle's Anger Management Steps • Praise Phrases • Specific Praise Exercise • Specific Praise "focus, guidance, top tips" 	<ul style="list-style-type: none"> • Specific Praise Animation • Specific Praise "focus, guidance and top tips" whiteboard Animation • Emotions animated Video • Emotions "focus, guidance and top tips" Whiteboard Animation
Under 10s Week 3 Clear Instructions Ignoring and Staying Calm	<ul style="list-style-type: none"> • Ignoring and Staying Calm "focus, guidance and top tips" • Ignoring Exercise • Intro to Clear Instructions • Clear Instructions "focus, guidance and top tips" • Clear Instructions Exercise 	<ul style="list-style-type: none"> • Clear Instructions Animation • Clear Instructions "focus Guidance Top Tips" Whiteboard Animation • Ignoring and Staying Calm Animation • Ignoring • Guidance Top Tips
Under 10s week 4 Rewards and Incentives Household Rules and Boundaries	<ul style="list-style-type: none"> • Rewards and Incentives, "focus, guidance and top tips" • Rewards Exercise • Reward Charts: sample and blank to fill in • Incentives Exercise for Children over 8 years old • Examples of Behaviour to Reward • Home Rules, Family Agreements 	<ul style="list-style-type: none"> • Rewards and Incentive Animation • Rewards Focus Guidance Whiteboard • Boundaries and Household Rules Animation • Boundaries Focus Guidance Top Tips



PROMOTING THROUGH YOUR CHURCH

Ideally the best way to start your course is to run the first one for members of your own church. This will build your confidence for running the course for members of your local community.

If you are not the leader of your church you will need to get the backing of your church leadership before promoting the course to parishioners.

Church leaders will be able to promote it to church members and perhaps encourage others to help and support you, for example in promoting the course or in attending workshops with you to help you make people feel welcome. It will be very helpful to have at least one assistant, to ask or answer questions in order to break the ice, and also to help you demonstrate role-play.

Once you have run several workshops it would be really helpful if parents who have attended your course as participants are open to volunteering to help you welcome and reassure newcomers.



- Introduce the course from the front of the church
- Promote the course in any church handouts or flyers
- Promote the course on the church website and social media

PROMOTING TO THE LOCAL COMMUNITY



We provide free A5 flyers which you can download, print off and personalise with the time, date and location of your Real Parenting course. You can place these flyers (with permission) in your local GP surgeries, cafes, gyms and other relevant community boards. You may also find that your local schools may be willing to let you promote the course on their website or outside their gates.

Don't forget your local newspapers and community publications - you might be able to submit an article or advertorial about the course.



BEFORE WE BEGIN

EQUIPMENT NEEDED

- Flipchart and pens or whiteboard/blackboard and flipchart/whiteboard pens or the ability to show powerpoint slides to your participants.
- Bluetack/sellotape - you never know when you might need it!
- Laptop/tablet and if possible overhead projector so you can show videos.
- Wi-fi password in case anyone needs to connect to the internet to complete the impact questionnaire.
- Clipboard with a list of names of people who have booked - so you can tick them off as they come in and hand them a name label/badge.
- Parenting Workbooks which you can print off and put into slide binders (see image on the bottom of page 4)
- You will need multiple copies of the One to One Time Diary Sheet each week – one per child.
- Name badges: it's a great ice breaker if you can hand out name badges for anyone; just ask them to write their name with a thick felt-tip pen.
- Spare pens/pencils in case anyone wants to take notes.
- Post-it notes and felt tip pens so people can write on them.
- Tea, coffee, milk, sugar, cups, spoons, biscuits etc.

GETTING STARTED

BEFORE PEOPLE ARRIVE

- Write the agenda onto a flipchart or whiteboard where everyone can see it.

AS PEOPLE ARRIVE

- Offer people a welcome cup of tea, coffee and biscuits.
- Be aware of anyone who looks alone, this is where a helper will be... helpful!
- Try to encourage people to take a seat; this will make it less awkward for anyone who doesn't know any of the other participants.
- Hand out the Parenting Workbooks and name tags for everyone.

HOUSEKEEPING

- Make sure you know where the fire exits are and what to do in an emergency.
- Let everyone know where the toilets are at the beginning of the session.



TIMETABLE FOR WEEK ONE

WRITE OUT THE AGENDA ON A FLIP CHART BEFORE PEOPLE ARRIVE

- Introductions
- Welcome
- Fill in short pre-course Impact Questionnaire
- Video 1 - How the Child's Brain Develops
- Exercise and Discussion
- Video 2 - How Advertising Uses our Limbic System
- Exercise and Discussion
- Break (15 minutes)
- Video 3 - One to One Time and Child-led Play
- Exercise and Role-play with assistant
- Homework - One to One Diary!

TIMETABLE FOR A 7.30PM START

7:15 - 7:30pm

People start arriving; you and your assistant welcome people, offer a drink and a name badge (first name only). Tick off a list of who has arrived.

7:30pm Introduction and Welcome

After you have introduced yourself and your assistant(s), go round the room and ask people to introduce themselves and if they are comfortable to say how old their child(ren) are and what they hope to get out of the course. This will help to build trust and relationships within the group.

7:50pm Impact Questionnaire

Pre-course anonymous Fegans questionnaire for people to complete. We do provide downloadable paper copies but we prefer these to be filled in using smartphones so it reduces the administration overheads for Fegans and for you.

8:00pm Video - How A Child's Brain Works

8:05pm Video - The Adult Emotional Brain

Alert the attendees that to illustrate how adults also make decisions from the limbic system, you are about to play a short car advert and you'll be doing an exercise afterwards.



TIMETABLE FOR WEEK ONE continued...

8:10pm Discussion about the Emotional Brain

After the advert, ask them the following questions as a group, and ask how did they 'get' these messages:

- How much of the advert is about the features of the car?
- How do you think the advert is meant to make us feel?
- Why do the manufacturers want us to feel that way?

Before the break ask if they see how we as adults also make decisions about our behaviour with the non-logical part of the brain. How much more for children!

8:30pm BREAK

8:45pm Video - One to One Time & Child-led Play & Video - One to One Time Top Tips

8:55pm Powerpoint Presentation

You now give a short PowerPoint presentation about One to One Time and Child-led Play.

9:00pm Exercise in Pairs Part 1

Put the parents into pairs (have a group of three if there is an odd number).

Ask them to open their Parenting Workbooks at the One to One Time Exercise page and in pairs:

- discuss & write down what they think are some of the challenges and difficulties that they face when looking to have play time with their children.
- discuss and write down some ideas to help overcome or reduce these challenges.

9:10pm Exercise Part 2

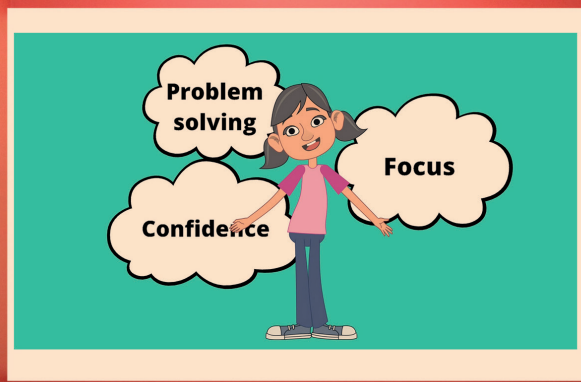
Ask the parents whilst they are still in their pairs to write down some of the benefits they can think of from spending play time with their children.

9:15pm Group Discussion

Ask the parents to come back into the main group and ask them what they thought were the main challenges they face with One to One Time.

9:20pm Homework and Goodbye

Hand out copies of the One to One Time diary – one per child. Explain how to use it and ask them to fill it in over the week for discussion next week.



TIMETABLE FOR WEEK TWO

WRITE OUT THE AGENDA ON A FLIP CHART BEFORE PEOPLE ARRIVE

- Welcome
- Review of last week's One to One Time diaries
- Emotions
- Exercise and Discussion
- Break (15 minutes)
- Specific Praise
- Homework - One to One Diary!

TIMETABLE FOR A 7.30PM START

7:15 - 7:30pm

People start arriving; you and your assistant welcome people, offer a drink and a name badge (first name only). Tick off a list who has arrived.

7:30pm Welcome and Agenda

Welcome and go through the agenda. One or more people may not have turned up; this is common so please don't take it as a reflection on you.

7:40pm Review

Hold up a copy of the One to One Time Diary which you handed out last week.

Ask if anyone have any unexpected results after last week? This can be anything, not just One to One Time.

- Does anyone have anything to share specifically about One to One Time?
- Do any of the parents have any questions about the homework or about anything else about last week?

7:50pm Video - Emotions

& Video - Emotions Focus, Guidance and Top Tips

8:00pm PowerPoint Presentation

You now give a short PowerPoint presentation about Emotions

8:05pm Exercise in Pairs

Assign the parents into pairs and ask them to turn to the Emotions Exercise in their Parenting Workbooks. Remind the parents that there are likely to be different parenting styles and to support each other and suggest ideas based on what they are learning in the course.



TIMETABLE FOR WEEK TWO continued...

1. Write down a strong emotion that their child(ren) experiences.
2. Discuss together how they could handle the situation, using the Emotions "Focus, Guidance and Top Tips" given in their workbooks.

8:15pm Exercise... continued

After ten minutes, ask the parents to spend another five minutes on what they could do or say after the child has calmed down to help them learn how to manage their emotions.

8:20pm Group Discussion

Bring the pairs back into the group as a whole and ask them:

- Did anyone deal with anger? Anxiety? Sibling rivalry? Any other strong emotions?
- What were some of the strategies the parents came up with to handle these emotions while the child was still experiencing them? These strategies are likely to differ according to age and perhaps other factors, and parents might well get great ideas from others in the group!
- Did anyone have any ideas for what to do once the situation had calmed down to help their child learn how to manage their own emotions?

8:45pm Video - Specific Praise

& Video - Specific Praise Focus, Guidance and Top Tips

8:55pm PowerPoint Presentation

You now give a brief PowerPoint presentation about Specific Praise

9:00pm Praise Phrase Group Exercise

Use the flip chart. Draw a vertical line down the middle and on the left-hand side title it "Common "Don't" Phrases". Ask them to come up with examples, and then convert them to positive comments.

Ask them to think of a common situation they often find themselves in when they tell their child "Don't..." and in their groups write down on a post-it note a common "don't phrase" that they use.

9:15pm Homework and Goodbye

Hand out copies of the One to One Time Diary, explain how to use it and ask them to fill it in over the week for discussion next week.

8:30pm BREAK



TIMETABLE FOR WEEK THREE

WRITE OUT THE AGENDA ON A FLIP CHART BEFORE PEOPLE ARRIVE

- Welcome
- Review and Homework
- Ignoring and Staying Calm
- Break
- Clear Instructions
- Assignment

TIMETABLE FOR A 7.30PM START

7:15 - 7:30pm

People start arriving; you and your assistant welcome people, offer a drink and a name badge (first name only). Tick off a list who has arrived.

7:30pm Welcome and Agenda

Welcome and go through the agenda. One or more people may not have turned up; this is common so please don't take it as a reflection on you.

7:40pm Review

Remind the parents that the subjects we covered last week were Emotions and Specific Praise. Ask if anyone had any interesting results after last week that they would like to share, or any questions they would like to ask.

Once any sharing has finished, hold up a copy of the One to One Time Diary which you handed out last week and ask how their One to One time assignments went.

Ask if anyone has anything to share about the One to One Time assignment? Any problems? Any questions?

7:50pm Video - Ignoring and Staying Calm & Video - Staying Calm Focus, Guidance and Top Tips

8:00pm PowerPoint Presentation

You now give a brief PowerPoint presentation about Ignoring and Staying Calm

What I can ignore

What I cannot ignore



TIMETABLE FOR WEEK THREE continued...

8:05pm Exercise in Pairs

With your assistant do a brief demonstration (based on the Santiago/Nicola "biscuit" scenario) of ignoring.

Assign the parents into pairs and ask them to turn to the Ignoring and Staying Calm Exercise in their Parenting Workbooks.

Ask them in their pairs to spend a couple of minutes:

- listing any behaviours they can ignore in their home context
- listing any behaviours they can not ignore in their home context

8:15pm Exercise... continued

In their pairs, ask the parents to role-play ignoring and staying calm. Give them two minutes each to play the child and the parent.

8:20pm Group Discussion

Bring the pairs back into the group as a whole and ask them:

- What kind of behaviours did they decide they can ignore? Do they have any concerns about this?
- If the children choose to escalate their behaviour, what will they do?
- Do they have any way of helping themselves to keep calm while they are ignoring?

8:30pm BREAK

8:45pm Video - Clear Instructions & Video - Clear Instructions Focus, Guidance and Top Tips

8:55pm PowerPoint Presentation

You now give a brief PowerPoint presentation about Clear Instructions.

9:00pm Exercise in Pairs

Ask the parents to get into pairs again and turn to the Clear Instructions exercise in their Parenting Workbook.

There are five examples of poor or unclear instructions; ask them to work in their pairs to turn each one into a clear instruction.

9:10pm Group Discussion

Come back together as a group and go through the five poor instructions; ask them to call out ideas of better ways of wording the instructions. Ask if they have any questions or examples of other instructions they would like to improve.

9:15pm Homework and Goodbye

Hand out fresh "One to One time" sheets.

Ask them to review the Parenting Workbook notes on Ignoring, Staying Calm and Clear Instructions over the next week and start to put them into practice for review next week.



TIMETABLE FOR WEEK FOUR

WRITE OUT THE AGENDA ON A FLIP CHART BEFORE PEOPLE ARRIVE

- Welcome
- Review and Homework
- Rewards and Incentives
- Break
- Household Rules and Consequences
- End of course Impact Questionnaire
- Assignment

TIMETABLE FOR A 7.30PM START

7:15 - 7:30pm

People start arriving; you and your assistant welcome people, offer a drink and a name badge (first name only). Tick off a list who has arrived.

7:30pm Welcome and Agenda

Thank them all for coming so faithfully!

Share with them, if you can, things you have particularly found enjoyable or thought provoking from doing this course with them. Let them know they will be having a break slightly earlier this week to allow time for them to do the Impact Questionnaire again so Fegans can assess any areas we can improve the course.

7:40pm Review

Hold up a copy of the One to One Time Diary which you handed out last week. Ask:

- Does anyone have anything to share specifically about One to One Time?
- Did anyone have any unexpected results after last week's session on Ignoring and Clear Instructions? This can be anything, not just One to One Time.
- Do any of the parents have any questions about the homework or about anything else about last week?

8:00pm Video - Rewards and Incentives & Video - Rewards and Incentives Focus, Guidance and Top Tips

8:05pm PowerPoint Presentation

You now give a brief PowerPoint presentation about Rewards and Incentives



TIMETABLE FOR WEEK FOUR continued...

8:10pm Exercise in Pairs

In this exercise we're going to start to put together a reward chart.

Most parents will have multiple children so ask them to start with one of the younger children because they are simpler to reward.

Assign the parents into pairs and ask them to turn to the Reward Chart Exercise in their Parenting Workbooks.

If parents only have older children (ie 8 years old and above), ask them to turn to the Incentive Chart exercise in their Parenting Workbooks.

Ask them to work together to list four things they would like their child to do, and six possible rewards or incentives to suggest. The children can then choose which rewards they prefer (or can suggest others).

8:20pm Group Discussion

Bring the pairs back into the group as a whole and ask them:

- For those who planned a reward chart for a younger child, what possible low cost or no cost rewards did they come up with?
- For those who planned an incentive chart for older children what incentives did they come up with?

It's quite possible they might inspire each other with fresh ideas.

8:25pm BREAK

8:40pm Video - Household Rules & Video - Household Rules Focus, Guidance and Top Tips

8:50pm PowerPoint Presentation

You now give a brief PowerPoint presentation about Household Rules.

8.55pm Exercise in the Group

Based on the "Household Rules" role-play video in the Ambassador training part of the Real Parenting Website, suggest a rule they might want to include in their household and ask them to suggest an appropriate consequence for breaking that rule. Do this for four or five rules.

If they get stuck they can refer to the "Home Rules Exercise" page in their Parenting Handbooks where they will find examples of consequences and rules.

9:05pm Impact Questionnaire

Ask them to fill in the "end of course" questionnaire which will help us to understand how much the course has helped them, and to identify if there are areas where the material can be improved.

9:15pm Wrap-up and Goodbye

Once they have finished the questionnaire, thank them all for taking part and give them the opportunity to ask any final questions.

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