

MODULE 3
CHILDREN & FAMILY
RELATIONSHIPS

MODULE 3 (WITH KIDS!)

Theme:

Children & Family Relationships

Materials:

- **Interventionist Workbook** (*Module 3 Log*)
- **Interventionist Manual**
- Pens/markers
- Toys/activities for the kids





OVERVIEW: MODULE 3

- Check-In
- Intervention Guidelines
- Building Trust Among Kids
- The FSI-R Goals and Intervention Guidelines
- Child Strengths and Family Strengths
- Child Goals and Family Goals
- Preparing for Family Meeting
- Check-Out

FOR DISCUSSION & REFLECTION

- What experience, if at all, do you have working with Afghan youth?
- How might that inform your work as an interventionist?

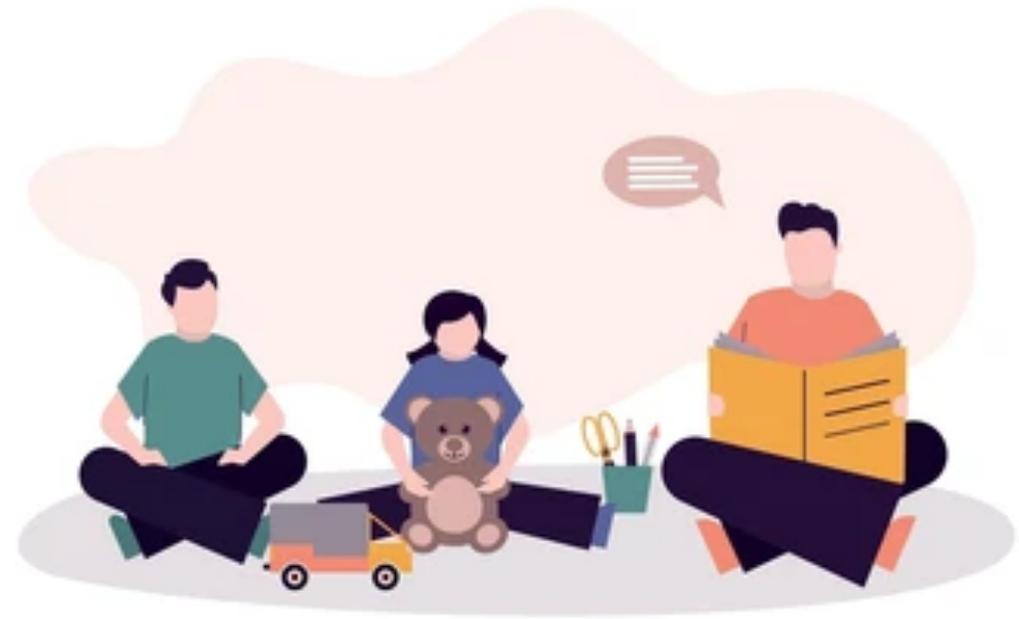


NOTE FOR INTERVENTIONISTS

In this session, you will introduce children to the intervention. Tell them:

- The sessions are private, even from their parents. Explain that you will be recording so your supervisor can help you improve.
- You want to help the family understand the child's perspective because their voices are important.
- This module can be one or two sessions, depending on the ages of the children in the family.
- When working with children:
- Ask children about each family member and to describe relationships (Remember they could discuss family who has passed away).
- **Change your interview style to the child and his/her age.**
- Talk about child's strengths and goals.

ORIENTATION TO THE INTERVENTION (FOR KIDS!)



ORIENTATION TO THE INTERVENTION

- Explain why you are meeting with them (the children)
 - Some caregivers do not provide much information on the intervention to children
 - Ask children what they were told about purpose of meeting
- Provide brief overview of intervention
 - Tell children that you have met with caregivers already
 - Tell them about their involvement in upcoming sessions

INTERVENTION INTRODUCTION: SUGGESTED SCRIPT

I want to make sure you know a few things about what we'll be doing together: As you may have heard, the program we are doing is called the Family Strengthening Intervention and we are working with many families from our community to help families overcome challenges and grow stronger together. I will come meet with your family for 10 modules over the next few months. There will be two sessions just between me and you, and the others are just with your caregivers or everyone together.

The sessions are private, and no information will be shared with others without your permission. There is one exception, and that is if you inform me that you or someone else is in danger of getting hurt. In that case, I will have to tell an adult who can help.

I want to help your family succeed and better understand your perspective. Your voices and experiences are important. And everyone's perspective is meaningful.

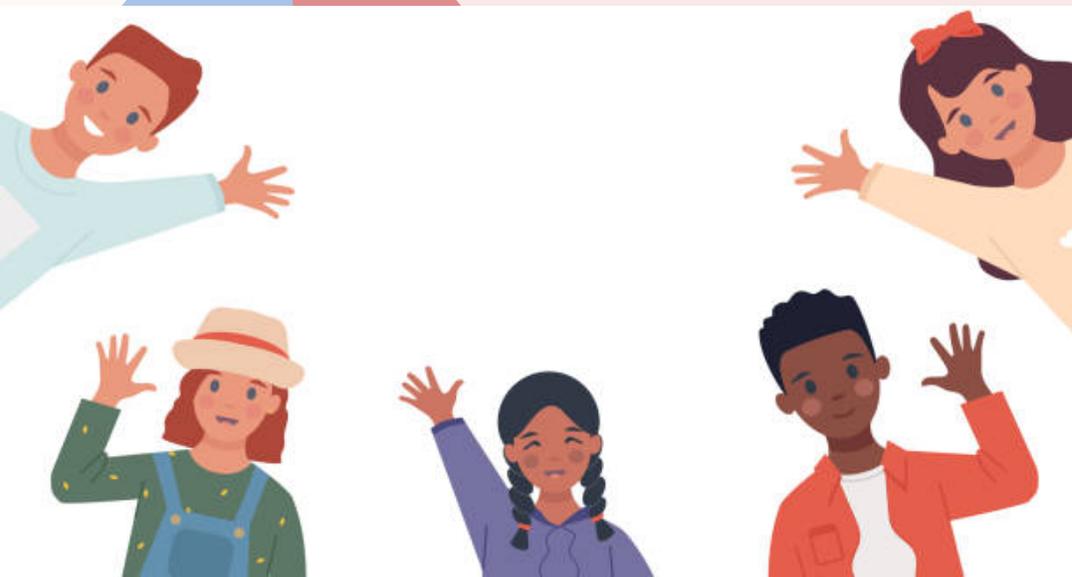


How can you explain the intervention using terms and methods that children will understand?

PRESENTING INTERVENTION GUIDELINES

1. Respect each other
2. One person speaks at a time – everyone’s opinion is important
3. Listen to each other
4. Pay attention
5. Ask questions by raising your hand
6. Keep phones off or on silent
7. [Any guidelines added by caregivers]
8. Ask children if they want to add any guidelines

BUILDING TRUST AND RAPPORT AMONG KIDS





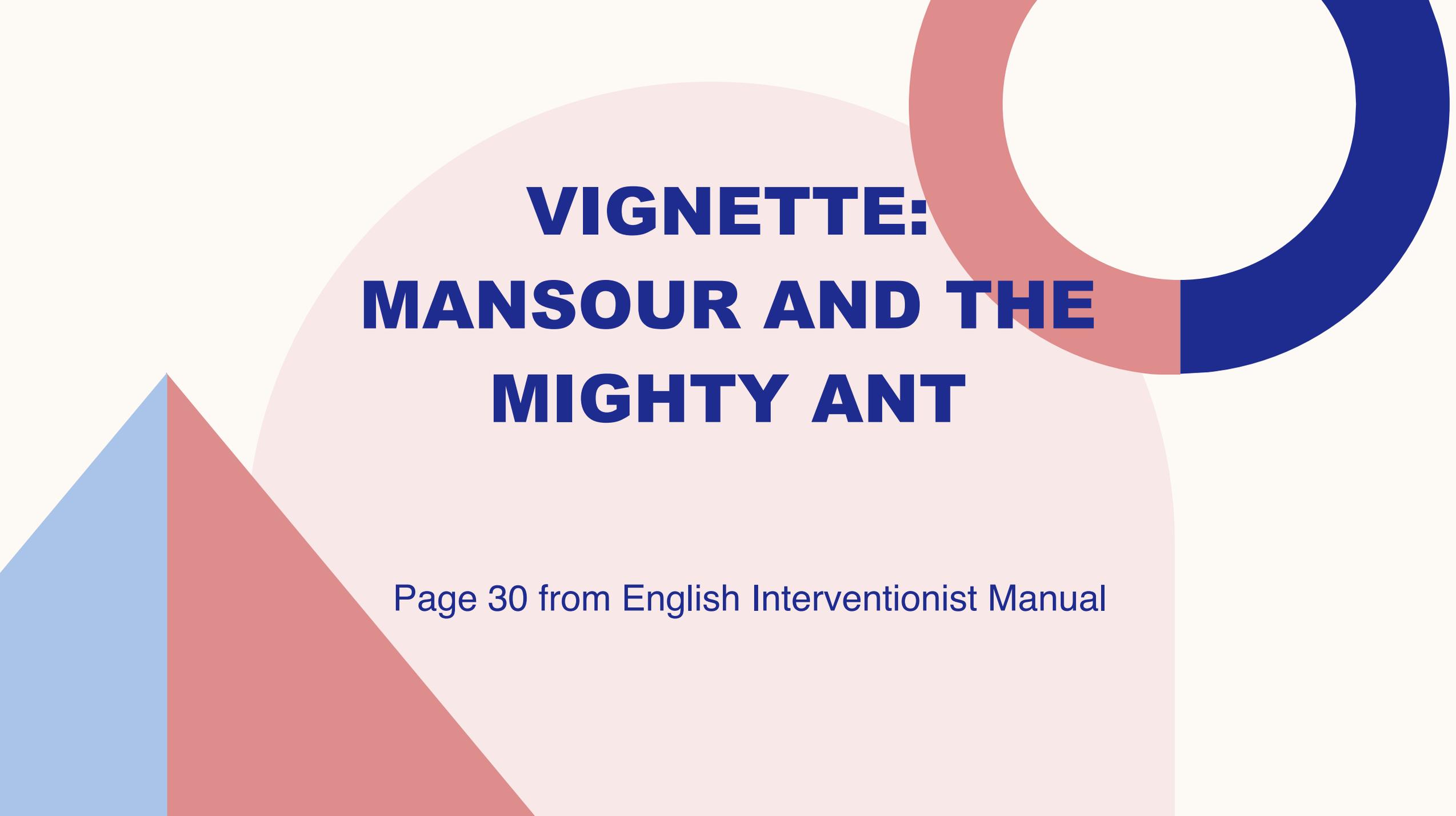
What can you do to build trust and rapport with the children before diving into the material? Why is this important?

BUILDING TRUST AMONG KIDS

- Ask some general questions to help kids warm up
- What do you like doing?
- Where do you like going?
- Do you like school (only ask if children are attending school)?
- Tell me about something you have done well
- Tell me a little about your family
- What do you like about your family?
- Do an activity
- Draw pictures
- Share jokes or stories
- Play an icebreaker

STRENGTHS & GOALS





**VIGNETTE:
MANSOUR AND THE
MIGHTY ANT**

Page 30 from English Interventionist Manual



Instead of just discussing these topics as you did with the adults how can you incorporate these concepts into age appropriate activities?

NOTE FOR INTERVENTIONISTS

In module 3 you will focus on identifying and building individual strengths and family strengths with the children.

- *Remember*, your individual strengths are skills, abilities or qualities that you have as a person, like:
 - being punctual,
 - being good in Maths.
- A family strength is the skills, qualities or abilities of a family unit, like:
 - having open communication within the family,
 - having an environment within the household that is supportive for everyone.

DISCUSS FAMILY STRENGTHS



Discuss how challenges can be overcome when a family has strengths.

- What are some of your strengths?
- What are some sources of strength in your family?
- How does having strength help the family get through difficult times?
- What is a time that you have helped a family member?
 - How did this make you feel?
 - How did the family member respond?

NOTE FOR INTERVENTIONISTS

In module 3 you will also be focusing on identifying and building individual goals and family goals with the children. *Remember, a goal is something that we want to achieve.*

- You can have individual goals like:
 - you want to develop the habit of running everyday.
 - want to know how to ride a bike in 5 years.
- You can have family goals like:
 - learn how to have family conversations about difficult topics,
 - finding the time to pray together as a family.

DISCUSS FAMILY GOALS

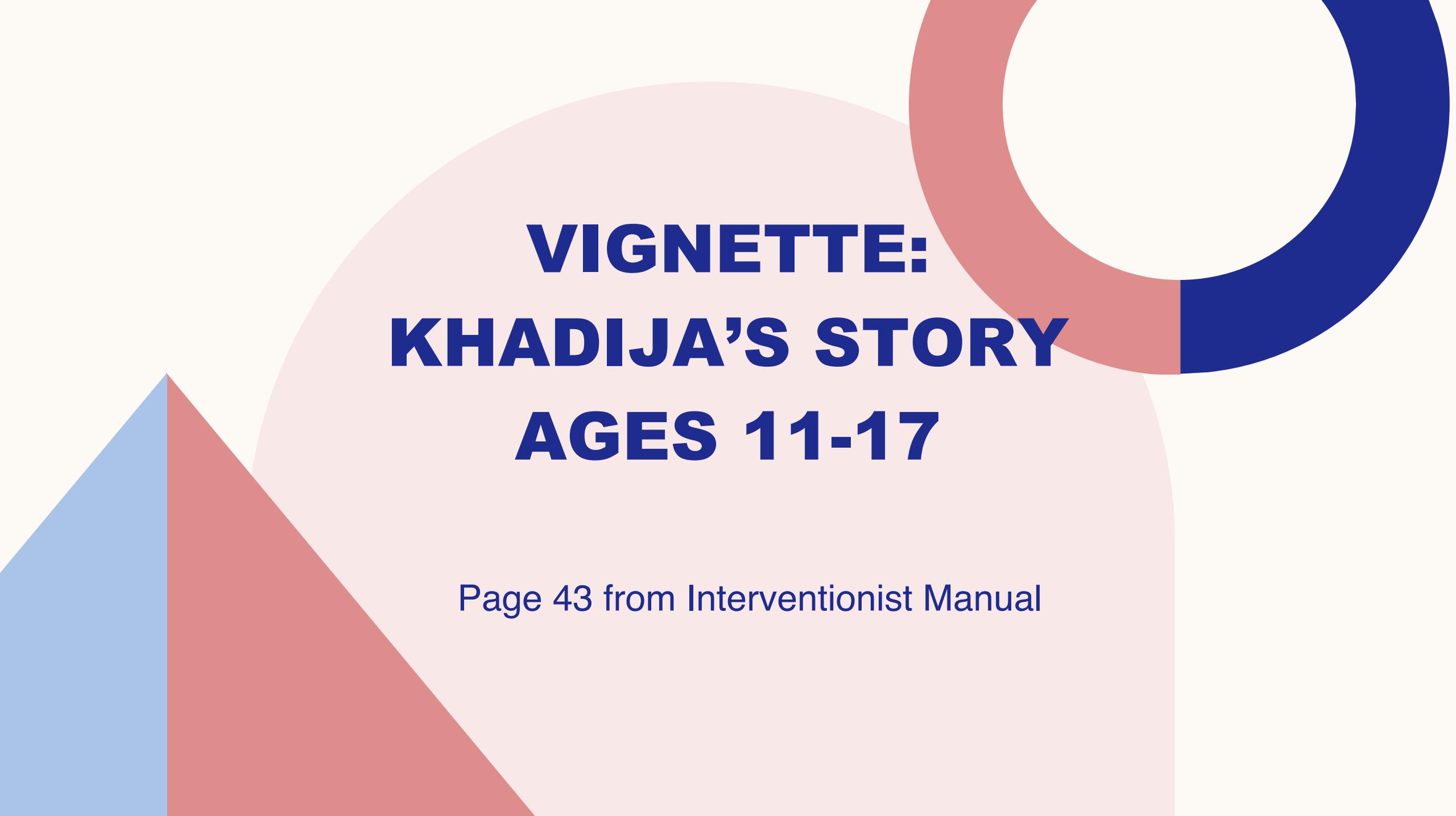


- Explain **the importance of family goals** and how they can be achieved through small steps.
- **Ask the children** come up with a few goals together.
 - What are some of your goals?
 - What are some goals for your family?
 - How do these goals help you be strong as a family?
- **Provide examples** if needed:
 - Join a sports team; join a club; do more activities together as a family; graduate high school or go to college; professional

FOR DISCUSSION & REFLECTION

What family goals might be important to younger children? Older children?





**VIGNETTE:
KHADIJA'S STORY
AGES 11-17**

Page 43 from Interventionist Manual

DISCUSS FAMILY MEETING

- Review what the family meeting is and its purpose
- Ask child for ideas about topics they want to discuss at the family meeting
- Examples
 - Discussing school, friends, bullying, activities you like to do as a family
- Make a list of questions that they would like to talk about during the family meeting
- Reminder: If the children cannot come up with any topics today, they will have a chance again in later modules
- **Tip:** If they mentioned something earlier that might be a good agenda topic you can say:
 - *“You mentioned _____ before and I think that might be a good topic to discuss with the family. Would it be okay if I add it to the list?”*

SPECIAL CIRCUMSTANCES IN WHICH CONFIDENTIALITY **MUST BE BROKEN**



- 
- Review notes from the child meeting and identify important problems the children in the family face related to resettlement and family functioning.
 - There may be problems that cannot be ignored, such as child sexual abuse or severe family violence.
 - It is important that referrals are made and additional services be accessed using best practices.
 - In case of child sexual abuse or severe violence, the interventionist (Tas-heel-Konandah) **must break confidentiality to protect the participants.**
 - The interventionist (Tas-heel-Konandah) should follow these steps:
 - Inform the supervisor immediately about any risk of harm situation

KEY TAKE AWAYS FOR INTERVENTIONISTS

- **Use age-appropriate strategies that fit each child's developmental stage.**
- **Encourage reflection and strengths-based dialogue to build self-awareness and resilience.**
- **Foster trust through active listening so children feel seen and heard.**

ROLE PLAY

FAMILY STRENGTHS AND GOALS

- Get into groups and role play discussing individual and family strengths and goals
- Offer feedback and reflect





Q & A