

**MODULE 7 COACHING
CHILDREN ON COMMUNICATING
WITH CAREGIVERS**

MODULE 7

Theme:

Coaching Children on Communicating with Caregivers

Materials:

- **Interventionist Workbook** (*Module 7 Log*)
- **Interventionist Manual**
- Pens/markers
- Snacks
- Optional supplies for an activity for kids



OVERVIEW: MODULE 7

- Check-In
- Defining Resilience
- Building Communication Skills
- Planning for the Family Meeting
- Check-Out

NOTE FOR INTERVENTIONISTS

MODULE 7

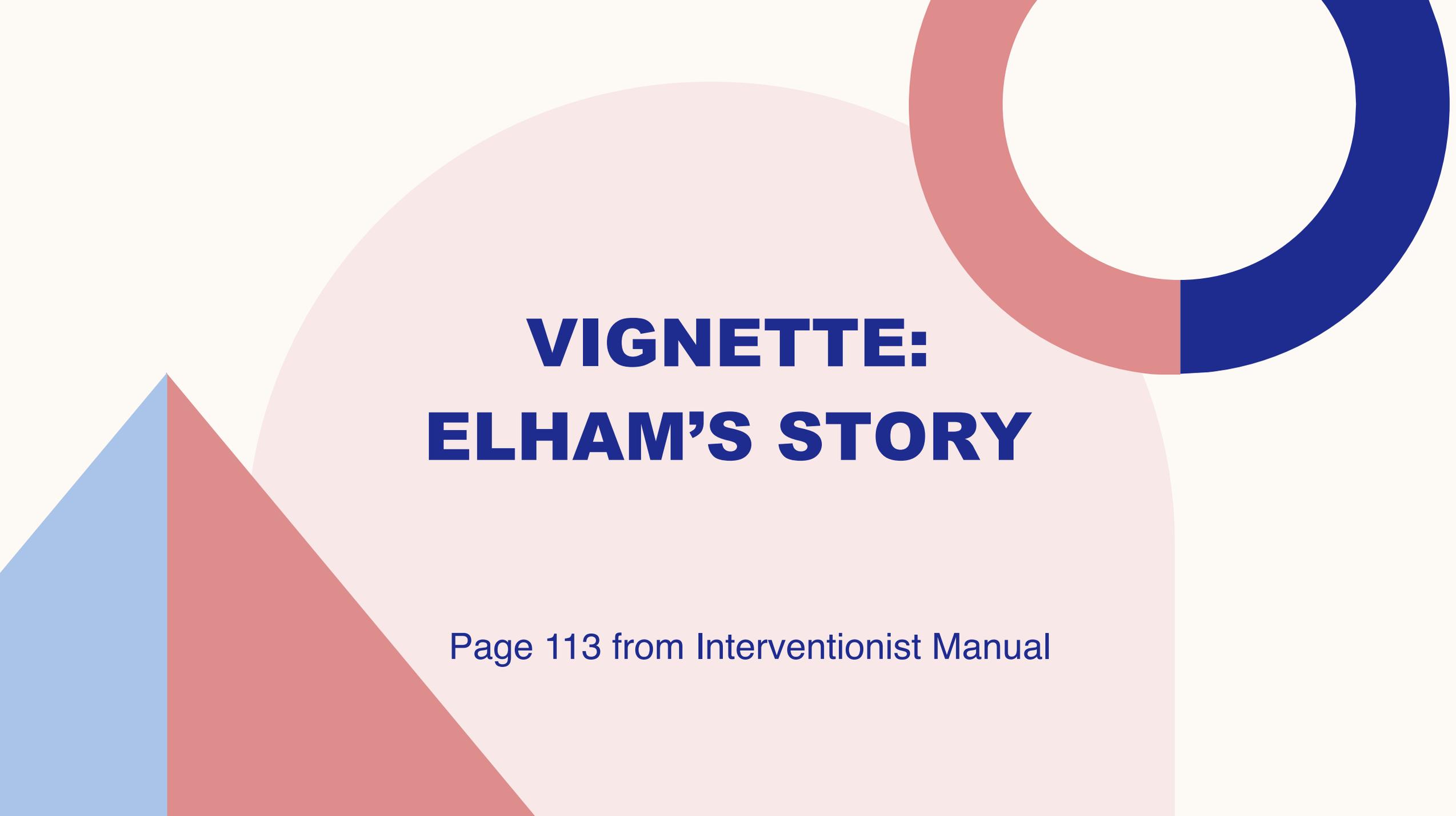
- Remember to read over your notes before this Module to make sure that you know all items on the caregiver Family Meeting agenda.
- Review parent strengths that build children's resilience. Focus on personal traits that protect from resettlement stressors.
- When you finish this module, read the Family Meeting agenda. Highlight topics that might be challenging and think about how you will help the family if there are problems.

DEFINING RESILIENCE





How might defining resilience be different with the children than with the caregivers?



VIGNETTE: ELHAM'S STORY

Page 113 from Interventionist Manual

ACTIVITY: DEFINING RESILIENCE

Read to the children the story in the workbook. Afterwards ask the children:

- How is this family resilient?:
- How is your family resilient?
- Was there a specific time that your family was resilient? Let's find it on the timeline and talk about it.
- When was a time when you were resilient and overcame this hardship?

Record Answers in Workbook!



What are characteristics of resilient children?

WHAT ARE CHARACTERISTICS OF RESILIENT KIDS?

- Resilient kids are involved in activities like sports, clubs, and associations.
- Resilient kids have a lot of social support—they have people that can help them (e.g., aunt, uncle, grandparent, best friend, teacher).
- Resilient kids understand problems that they have experienced and choose the best path going forward.
- They try to help, but they do not blame themselves or think the problem is all their fault.

BUILDING COMMUNICATION SKILLS





What additional challenges might children have with good communication?

COMMUNICATION SKILLS

When you are the listener:

- Be respectful and wait to talk or ask questions until the speaker is finished.
- Try to understand the speaker. You don't need to agree but you can still listen well.
- Look at the speaker and smile. You can also nod when you agree with what the speaker says.

When you are the speaker:

- Make eye contact with your listeners.
- Speak confidently, clearly and slowly.
- **IMPORTANT:** Use I-statements for sensitive topics

Activity

Have one child be the listener and the other be the speaker. The speaker will talk about something that is important to him/her and the listener will summarize. They will then switch roles. If they are an only child, you will play one of the roles.

FOR DISCUSSION & REFLECTION



How are children traditionally expected to communicate with their parents and elders in Afghan culture?

PLANNING FOR FAMILY MEETING





What concerns might children have about the family meeting? How can you help address these concerns?

KEY TAKEAWAYS FOR INTERVENTIONISTS

FAMILY MEETING

- Have children create a list of topics (questions or concerns) to discuss with their caregivers during the family meeting. **Record in *Family Meeting Agenda*** (include ideas on how to increase resiliency)
- What concerns or questions do children have about the family meeting?
- How can you help the children during the meeting?
- Remind children of their strengths and the strengths of their family
- Role play the family meeting with the children, taking the role of a supportive caregiver

ROLE PLAY

COMMUNICATION SKILLS & FAMILY MEETING PREPARATIONS



[Communication Skills]

- Role play teaching children communication skills
 - skills
 - activity
- Offer feedback and reflect

[Family Meeting Preparations]

- Role play preparing for the family meeting with the children
 - Agenda
 - Concerns
 - Role play prep.
- Offer feedback and reflect



Q & A