



# FAMILIES TOGETHER

Home Visiting Parenting Guide – Flip Book





# How to Use the Flipbook

## Acknowledgement

*Changing The Way We Care*<sup>SM</sup> (CTWWC) is an initiative designed to promote safe, nurturing family care for children: those reunifying from institutions or those risk of child-family separation. CTWWC is a consortium of Catholic Relief Services and Maestral International, and key partners like Investing in Children and Families in Kenya (ICS), Better Care Network and others, joined, through a Global Development Alliance (GDA), by three donors (McArthur Foundation, USAID and GHR Foundation).

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## Illustrations by Alfred Ombati, Formatting by Dudusquad.

Families Together is a positive parenting program for use with families at risk of separation and families undergoing reintegration of children from residential care. It should be delivered by facilitators who have been trained in Families Together and are working within a structured care reform or parenting program.

The information in the flipbook should be used together with the Home Visit Facilitator Guide. The Guide provides guidance on delivering Families Together during home visits and additional information on the parenting topics addressed in this program. It is important to read the Guide/ before delivering Families Together.

## Using the flipbook

The Flipbook is delivered in eight home visit sessions:

1. **Session 1:** Family relationship (page 3)
2. **Session 2:** Child development and meeting children needs (pages 5)
3. **Session 3:** looking after ourselves (page 7)
4. **Session 4:** Values and discipline (page 9/11)
5. **Session 5:** Communication (page 13)
6. **Session 6:** Building strong and secure attachments (page 15)
7. **Session 7:** Communicating with your child about safety (page 17/19)
8. **Session 8:** Helping our children feel safe secure and loved (page 21)

For each session, there is an illustration for discussion on the front panel, with an accompanying table on the back.

The home visitor should show the illustration to parents and caregivers and other family members, while following the back table as a guide.

Each session introduction back page has four key steps:

- Reflection questions: Questions that are used to help to start and maintain conversations while referring to the illustrations in each module. This takes 10 minutes
- Two suggested activities to practice with parents and caregivers: A small number of short activities designed to stimulate reflection and introduce key parenting techniques for parents and caregivers. Activities take around 30 minutes.
- Home activities: A number of additional activities that the case worker can encourage parents and caregivers to practice at home in their own time.

There is a panel including key messages that the home visitor can use to help summarize the session.

**For Sessions 2, 4 and 7** there is an additional page of the flipbook. These include illustrations to be used for the suggested activities – when you see an instruction to go to Illustration #2, turn over the illustration and discuss the topic, before moving back to the main session page to continue with the next step.

Families Together is intended to build on the strengths and knowledge of parents and caregivers. The home visitor should pose the questions and encourage sharing. You can guide the discussion by providing further information where this is useful and gently correct information if the parent or caregiver has incorrect knowledge or talk about experiences or guidance that are contrary to good parenting.

**Each session should take around 45 minutes in total.**



# Family Relations

## Home visit guide 1

*A family tie is like a tree. It can bend but it cannot break.*



### 1. Reflection questions

 (10 minutes)

Explain that a family is a group of people who live together – they are often related, or have taken responsibility for caring for each other – Families Together is all about **supporting families to become caring and secure.**

- What does the word “family” mean to you?
- How do you feel this family feels towards each other?
- Can you think of other ways that this family might show affection?
- Why is it important for children to grow up in families?

### 2. Family tree

 (15 minutes)

Think about your family members and start drawing a family tree.

- Who are the adults living in the home?
- Who are their children? Are they in the home?
- Are there other children, like cousins or foster children? Who is looking after them?
- Who are the parents of the oldest people in your family? Can you add their names?
- Who else would you like to add to this family tree?

### 3. Family meetings

 (15 minutes)

- Can you think of times when the family is together and laughing or peaceful? What is the family doing to make it happy?
- When might you be able to meet together to share ideas and appreciate each other?

### 4. Home practice

 (5 minutes)

Here are some ideas. What would you like to do as a family before our next visit?

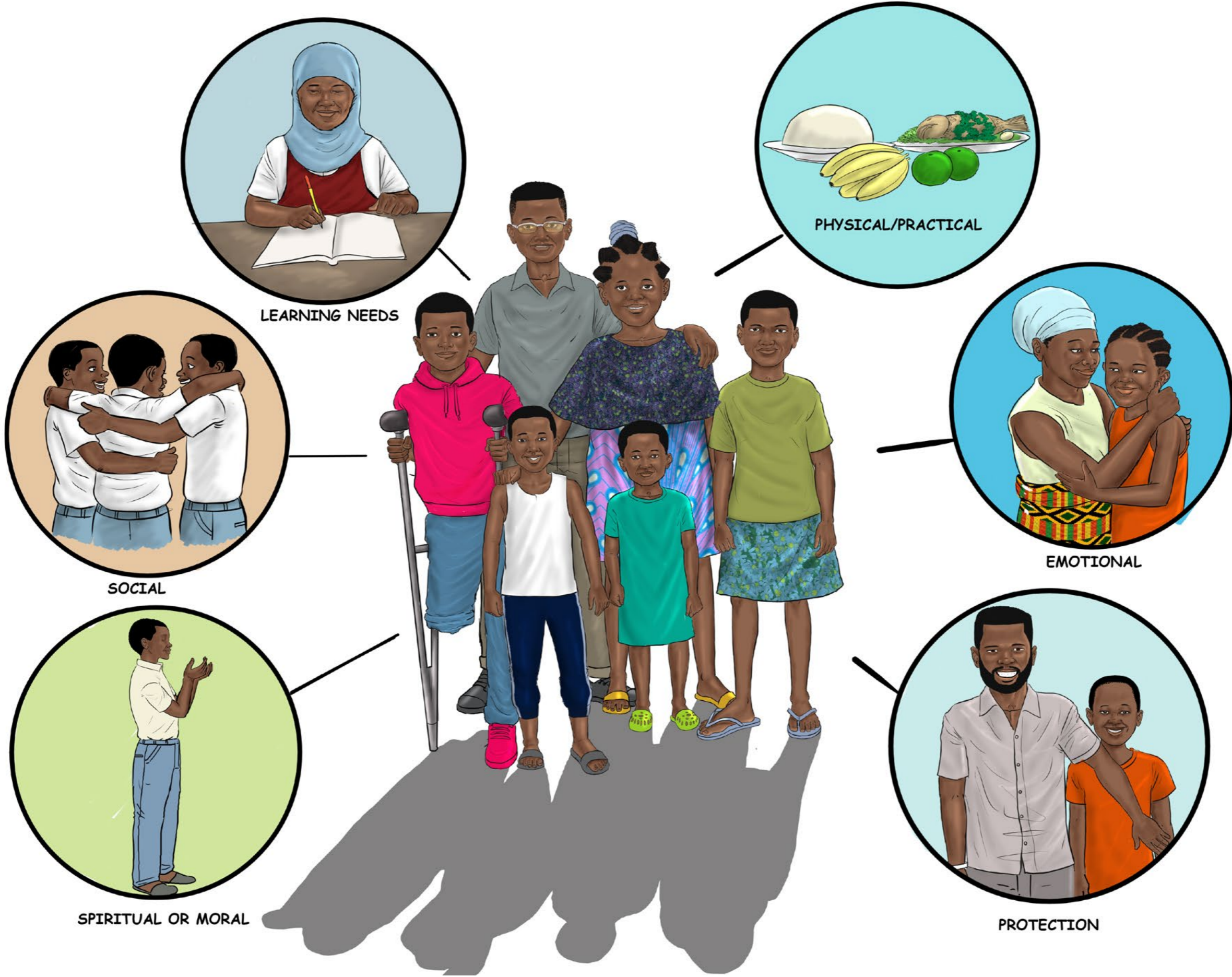
- Hold a family meeting.
- Finish the family tree together.
- Show appreciation to other people in the family in a simple way.

### Tips for family meetings

- Make it fun and enjoyable. Add meals and refreshments.
- Find a time when everyone is available to participate.
- Hold the family meetings frequently.
- Involve everyone who lives in the home to join in the meeting.
- Give everyone a chance to talk about their needs, wants, and ideas, including children and people with disabilities.
- Avoid disruptions – phones, and TVs may limit conversations and concentration.
- Think about how you manage disagreements: **What triggers conflict in the family? What are the relationships or behaviors that can lead to conflict? In times of conflict, how do you mediate or resolve conflict?**

### Key messages

1. Loving and respectful family relationships help everyone feel safe and secure, more able to stay together, and overcome challenges when they arise.
2. Children and adults who have caring and secure family relationships are more likely to be emotionally stable, have better educational outcomes and health, than children and adults who live with constant family tension and conflict.
3. We are going to look at skills for building family relationships, including: having common values and mutual respect; practicing open communication; spending quality time together; playing our roles responsibly; recognizing and appreciating each other.



# Child Development and Meeting Childrens Needs

## Home visit guide 2 #1

*As you bring up a child, so they will become. / Mtoto umleavyo ndivyo akuavyo.*



### 1. Reflection questions

(10 minutes)

Explain that we are going to look at what every child needs to develop and grow, whatever the child's age or his or her unique circumstances. Point to the first picture (children's needs).

- **These are pictures of children's needs? What do you see in each of the six small pictures?**
- **How are you giving your children each of these six needs?**
- **Why do you think all of these six needs are important?**

### 2. About child development

(15 minutes)

Show the following flipchart picture (developmental milestones).

**Point to each illustration and ask:**

- **What does a child need at this age?**

Encourage the caregiver to think about the needs not yet mentioned. E.g.,

**“Is food enough or can we include other things so that this child can be happy?”**

A child may have developmental delays because of a disability or because they have been separated and discuss what can be done to support the child.

### 3. Stimulation activities

(15 minutes)

Ask the caregiver to think about their child or children and think of fun activities that can stimulate their growth.

Encourage them to think of activities that meet all needs, not only physical needs.

Explain that these can be fun and done during the day. See the back of the following flipchart for more practical ideas

### 4. Home practice

(5 minutes)

- Think of one (or more) ways that you can play with your child to stimulate their mind or body/ and try to spend some time with your child every day doing this activity.

### Reflection questions

Six children's needs or rights.

- **Physical needs:** providing food, water, clothes, shelter.
- **Emotional needs:** making children feel loved, heard, understood, accepted, valued, and respected.
- **Learning needs:** learning inside and outside of school (for example, discussions at home on topical issues, providing age-appropriate information, and listening to children's views)
- **Social needs:** like having friends and joining in with school or community activities
- **Spiritual needs:** enabling children to feel connected to their God, a belief system, and cultural values.
- **Safety needs:** protection from harm at home, outside and online.

### Key messages

1. Children's bodies and minds (brains), language, thought and emotions progress from birth to the beginning of adulthood; this is known as child development. Understanding what we can do at each stage can help our children develop new skills and reach their full potential.
2. Each child is unique and develops differently, but all children have the same essential needs. Physical needs are important but children also need love and attention, someone to protect them, someone they can talk to and play with.
3. Sometimes children may be slow in meeting a growth or development milestone, but there is a lot that you can do to support your child to grow well and thrive. If you are worried about your child, it is good to talk to someone to identify any problems early on.



3 MONTHS



6 MONTHS



12 MONTHS



18 MONTHS



2 YEARS



3-5 YEARS



6-8 YEARS



9-10 YEARS



11-14 YEARS



15-19 YEARS



# Child Development and Meeting Childrens Needs

## Home visit guide 2 #2

*As you bring up a child, so they will become. / Mtoto umleavyo ndivyo akuavyo.*



3 months	6 months	12 months	18 months – 2 years	3 – 5 years	6 – 8 years	9 – 10 years	11 – 14 years	15 – 19 years
<p>Follows objects with eyes</p> <p>Turns head toward sounds</p> <p>Holds head upright Smiles when you speak</p> <p>Reaches for object</p>	<p>Sits without support</p> <p>Babbles</p> <p>Rolls over</p> <p>Tries to get things out of reach</p> <p>Responds to caregiver emotions</p>	<p>Crawls and stands without support</p> <p>Picks up objects with two fingers Imitates sounds and gestures of caregiver</p> <p>Responds to own name</p> <p>Says first words, waves “bye-bye” Points to objects</p>	<p>Feeds herself/himself with a spoon Walks supported by hand</p> <p>Imitates actions of adults Says 2–3 words Uses short sentences</p> <p>Responds to requests Searches for hidden objects</p> <p>Begins to point to body parts.</p>	<p>Plays with other children</p> <p>Groups similar objects</p> <p>Builds towers of 4 or more blocks Says first name and tells a short story Begins to dress and undress by her/himself.</p>	<p>Can complete instructions with 3 or more steps</p> <p>Cooperates and plays with other children</p> <p>Can hold and use a pen for writing or drawing Can brush teeth, comb hair May begin to challenge parents or caregivers</p>	<p>Can follow complicated instructions Will start to form strong peer relationships</p> <p>Might begin to have an online peer group</p> <p>Might start to challenge parents or caregivers Some may start puberty</p>	<p>Can undertake some more complicated chores and tasks (but still needs time to play and is not fully grown)</p> <p>Puberty Can begin to ‘test’ adult rules Can go through strong emotions and feel unconfident and insecure</p> <p>Still needs time to play on own and with friends</p>	<p>Growing towards adult body (but still not fully adult)</p> <p>Starting to make decisions and develop own sense of morals and values May have risk-taking behaviours</p> <p>Often an interest in romantic relationships</p>
<ul style="list-style-type: none"> <li>• Talk and sing</li> <li>• Show colors and gentle sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Play ‘peek a boo’</li> <li>• Clapping and singing</li> <li>• Blow bubbles</li> </ul>	<ul style="list-style-type: none"> <li>• Naming objects while doing things</li> <li>• Playing silly games</li> <li>• Dancing</li> </ul>	<ul style="list-style-type: none"> <li>• Fun household chores e.g. washing</li> <li>• Hide and seek and imaginary games</li> </ul>	<ul style="list-style-type: none"> <li>• Telling stories together</li> <li>• Balancing, throwing, jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Playing games or music Joining in local kids groups</li> <li>• Ask your child to choose a movie night,</li> <li>• meal, games night</li> <li>• Play a sport together</li> </ul>	<ul style="list-style-type: none"> <li>• Playing games or music Joining in local kids groups</li> <li>• Ask your child to choose a movie night,</li> <li>• meal, games night</li> <li>• Play a sport together</li> </ul>	<ul style="list-style-type: none"> <li>• Allow your teen to teach you something new, e.g., their online game</li> <li>• Involve in family discussions</li> <li>• Allow time to spend with friends</li> </ul>	<ul style="list-style-type: none"> <li>• Allow your teen to teach you something new, e.g., their online game</li> <li>• Involve in family discussions</li> <li>• Allow time to spend with friends</li> </ul>



# Looking After Ourselves

## Home visit guide 3

Choose the best saying – see suggestions that I made in the Facilitator Guide



### 1. Reflection questions

 (10 minutes)

The importance of self care

- What does the parent on the left look like he is feeling?
- What does the parent on the right look like she is feeling?
- What do you think the parent on the right is doing so that she is feeling like this?

### 2. Talking About Our Feelings

 (15 minutes)

Ask the parents or caregivers to point to the Feelings cards that they are feeling right now. If they have chosen happy feelings, ask them why and how they can stay happy. If they have chosen unhappy feelings, ask them to practice saying what they are feeling and why.

- What can you do to look after yourself?

**This activity can be skipped if Activity 1 takes longer than 10 minutes.**

### 3. Practical ideas for looking after ourselves

 (15 minutes)

Introduce the idea of looking after ourselves, using the key messages. Discuss together practical solutions that might be helpful and encourage the caregiver to think about when and what would help to deal with negative feelings.

### 4. Home practice

 (5 minutes)

What would you like to do to look after yourself?

- Can you think of how to give yourself a little bit of time to look after yourself every day?
- What can you do to have some relaxing time with your children to reduce stress and have fun?

## Key messages

1. It is important to take care of yourself, so that you can stay healthy. When as parents and caregivers we do not look well enough after ourselves, this can affect our health and make it harder to provide the care and support that we wish for our children.
2. Being a parent is a happy and rewarding thing. However, it can sometimes be stressful, tiring or worrying. Parents and caregivers therefore need time to relax, rest, and unwind too.
3. Looking after yourself can also help your children's emotional and physical health. Finding healthy ways to deal with adult stress makes it easier to support our children.

## Practical ideas for managing stress

- Focus on thinking and talking positively.
- Decide what is essential and stick to a routine.
- Step away to calm down before showing stress to others.
- Ask for help from other people if children are presenting challenges.
- Make time for yourself.

## Practical ideas for self care

- Make time to spend with a friend – use the time to talk about yourselves and what you enjoy.
- Have a cup of tea and relaxing when the children are asleep or busy.
- Go for a walk or stopping and looking around you at nature.
- Play a game with your children and family or sing together.




# Values and Discipline

## Home visit guide 4 #1

*Train up a child in the way they should grow, and when they are old they will not depart from it.*



### 1. Reflection questions

 (5 minutes)

- “What do you see happening in this picture?”
- Why do you think that this is happening?
- How do you think the parent is feeling?
- How do you think the child is feeling?
- What do you think might happen next?

### 2. Understanding positive discipline

 (20 minutes)

Remind parents and caregivers about children’s development – they may misbehave because they are learning and growing.

Use the examples below to discuss the difference between punishment and discipline, asking: “Why might the child do this? Does the child understand what they have done is “wrong”? Is there another reason for the child’s behavior (e.g., hunger, disability, sadness)? Are we treating all children the same, e.g. boys and girls?”

- Baby (9 months) cries even when asked to stop.
- Child (10 years) steals food because hungry.
- Teen (15 years) skips off rather than coming home after school.

### 3. Stimulation activities

 (15 minutes)

Show the picture on the next picture (Values and Discipline #2). Ask what is happening in the picture using the guiding questions on the back of the flip chart.

Ask the parent or caregiver which techniques will be useful with their own children.

Once you have discussed these techniques, turn back to this sheet to discuss activity.

### 4. Home practice

 (5 minutes)

- Discuss rules and consequences (in an age appropriate way with your children)
- Think about how you might role model important values
- See if you can ‘catch your child being good’ and praise them

## Key messages

1. Family values are the foundation for children to learn, grow and behave. They are a powerful way to influence children positively and to shield them from the harmful influences they may encounter from the outside world.
2. Positive discipline helps children learn about how to uphold their values through their own behaviors. Positive discipline means helping a child learn and practice positive choices and it is instilled with teaching, consistency and firmness. Hitting and beating or humiliating children do not prevent children behaving badly, and affects children’s physical and emotional health and wellbeing, even when they are adults.
3. There are different non-violent discipline methods that can be used, depending on the cause of misbehavior and the child’s age and circumstances.
4. Discipline needs to be adapted to children’s circumstances. If children have moved in with a new caregiver, they may have experienced different family values and discipline methods and may have strong feelings, so might push boundaries.



# Values and Discipline

## Home visit guide 4 #2

*Train up a child in the way they should grow, and when they are old they will not depart from it.*



### Praise

If you praise a child for behaving well, they are likely to want keep behaving well. Describe what you are praising so your child understands exactly what it is that you like. For example, “Thank you for staying calm when you didn’t win the game”. Focus on praising values, e.g. kindness, honesty, trying hard, rather than on the achievement – not every child can be top in class, but every child can try as hard as they can. **“Catch them when they are doing good”** – draw attention to something that is good when it happens. It will mean all the more.

### Redirect

If a child is starting to get distracted and might start behaving unacceptably soon, it may be because a child is bored, tired or restless. If this is the case, direct their attention to something new. **For example**, if they are bored while you are preparing the meal, encourage them to join in the food preparation safely, for example, or sing them a song.

### Rules and consequences

Set expectations of what behavior is expected. For example, “When we are all sitting together to eat, it is not right to be looking on your phone, because it is rude to ignore the people you are with.” Make it clear what will happen if the rule is broken intentionally and repeatedly, with a consequence that is age-appropriate. For older children you can set the rule together. Teach children about the set rules and expectations and check whether they have understood. Link the consequence to the behavior. For example, “I have asked you three times to put your phone down while we eat. I will take the phone now until bed time.” Be consistent. Children will learn about right and wrong, and respect for themselves and others. They will also learn to be aware of themselves and others when they are held accountable for their actions.

### Ignore

As long as your child isn’t doing something dangerous and gets plenty of attention for good behavior, ignoring minor misbehavior can be an effective way of stopping it.

## Supporting teenager positive behavior

Teens start to develop independence, but they still depend on parental/caregiver guidance, even if they may not wish to admit it often! Two things are key to effective discipline for teenagers: being clear about expectations and involving the teenager in decision making.

- Where possible, agree rules together. For example, when a teenager starts going out in the evenings, agree what is a reasonable and safe time to come home. Practice listening skills and find out what the teenager wants to do and communicate your expectations clearly. Explain the consequences of breaking the rules ahead of time.
- When problems arise, sit down with your child and resolve the problem together. When a teenager has input into solving the problem, they are more likely to follow through the solution. Also, together you will probably come up with better and more creative solutions.

**For children of all ages, remember to be flexible and accept that there may be times when the most important value is kindness, not discipline!**





# Communication

## Home visit guide 5

*A wise person fills their brain before emptying their mouth.*



### 1. Reflection questions

 (10 minutes)

- “How can you see the people in this picture communicating?”
- “Why do you think it is important for everyone in the family to communicate with each other?”
- “How is the communication in your own family with your children? And with other adults?”

#### Summarize:

- If you and your children are used to communicating a lot, it can make it easier to talk when big or tricky issues come up.
- Try to find some time every day to talk to your children and encourage conversations.

### 2. Conversations with children

 (5 minutes)

Explain that we are going to practice really listening.

Explain the tips for good communication and show how they work with practical examples:

- Ask a question and show active listening (nodding, no distractions, checking you have understood, use open questions) e.g., “What was the most enjoyable thing that you have done this week?”
- Ask how it felt to be listened to. Summarize what the parent says about communication.
- Ask the parent or caregiver to think about times and ways to communicate.

### 3. Having sensitive conversations

 (15 minutes)

- Now think about how to use these communication skills to talk about more difficult or sensitive communication.
- Is there a difficult or sensitive topic that you wish to talk with your child about?

**Tip: Remember talking about feelings from Home visit guide 2.**

### 4. Home practice

 (5 minutes)

Find some time as a family together to talk about how your day has been.

## Key messages

1. Effective communication is the foundation for healthy family relationships. Being able to express our needs, wants, and concerns to each other in our family helps build a caring and secure family. A family that communicates with each other easily can find it easier to resolve problems when they arise and be a safe place for family members to seek shelter or support.
2. Communicating effectively with children helps children’s development. When adults are responsive and attentive to children, especially when they are young, this builds a strong foundation in a child’s brain for all future learning and development. How we help communication changes with age and for individual children, but the most important aspect is for us to listen actively and show children that we believe they are important.
3. Children who have been living apart or are moving to a new home environment may need time and space as they learn to communicate with family members.

## Tips for good communication

- Active listening.
- Use open questions so that the other person is free to answer how they like.
- Focus on what you feel or what you want, not what is wrong with the other person



# Building Strong and Secure Attachments

## Home visit guide 6

*It is easier to build strong children than to repair broken adults.*



### 1. Reflection questions

 (10 minutes)

- Attachment is when a child feels safe and secure.
- What is this family doing so that all the children and the adults feel safe and secure with each other?
- Why do you think that it is important for children to have a secure attachment?

### 2. Maintaining stability and routines

 (15 minutes)

- Why do children need routines to feel secure?
- How can you have a regular morning till evening routine for your children?

#### Tips for planning regular routines.

- Agree on waking and sleeping routines with your children and stick to them.
- Make household chores and study time part of your child's daily routine.
- Help teenagers think of rules to help them spend their spare time productively? For example, screen time limits and rules about going out.
- Be flexible - it's ok to break a routine for something special.

### 3. Practical activities for building attachment with your children

 (15 minutes)

- When and how might you show your children that they can trust and depend on you?
- What practical ways might you use?

**Tip:** Are there any parenting tips from previous sessions that might help?

### 4. Home practice

 (5 minutes)

Here are some ideas. What would you like to do as a family before our next visit?

- Talk with your children and other family members about a family routine.
- Spend some time with each of your children, so that you can focus on spending 'quality time' together.

## Key messages

1. When parents and caregivers connect with their children, they are helping their children have the best possible start in life. Secure attachment develops when the caregiver is sensitive to the child's needs and responds in ways that are warm, caring, and make the child feel safe. Secure attachment, especially in the first three years of a child's life, helps lifelong development.
2. It is possible to build or rebuild attachment after separation, and for families who have been affected by violence or other challenges. It is still possible to (re) build and strengthen these relationships. Children who have moved regularly need patience and will take time to develop trust. We can help create a reliable, stable and safe environment. It's important to remember the difficulties the children we live with face in attaching to people, and how this makes it difficult for them to trust and open up to people.

## Tips for building attachment

#### For younger children

- Regularly cuddle, sing to and talk with your child and find time to play.
- Recognize and respond to cues (e.g., tears, laughter).
- Set limits and structure.
- Spend time together as a family.

#### For teens

- Teens with secure attachment are less likely to engage in high risk behaviors or have mental health problems
- Let adolescent children know that you love them, setting boundaries for behavior
- Find out what your children think and feel, by establishing trust, active listening, finding fun things to do together.



# Communicating With Your Children About Safety

## Home visit guide 7 #1

*Prevention is better than cure. / Usiboziba ufa, utajenga ukuta.*



### 1. Reflection questions

🕒 (10 minutes)

Explain that this module is going to look at how we can keep our children safe.

- “What is the family in this picture doing to keep their children safe from harm?”

**Tip:** Use a strengths-based approach and focus first on the positive aspects. If the parent points to things that may harm the child, ask them how this can do harm and explain that we will look further at this.

### 2. Talking to children about abuse

🕒 (30 minutes)

- Many children in Kenya have experienced some kind of violence or abuse.
- Often children do not talk about this to anyone because they are scared of what might happen, do not know how to talk about something, or have been asked to keep it a “secret”.
- Of we spend time and talk with our children, we can notice when something is wrong. With open communication, it can be easier for children to talk to us. Think of times or places to talk about abuse with your child. Practice discussing the issue together.

### 3. Home practice

🕒 (5 minutes)

- Talk about safety with your family – see if there are ways you can make your home even more safe.
- Think about how to talk about abuse with your child..

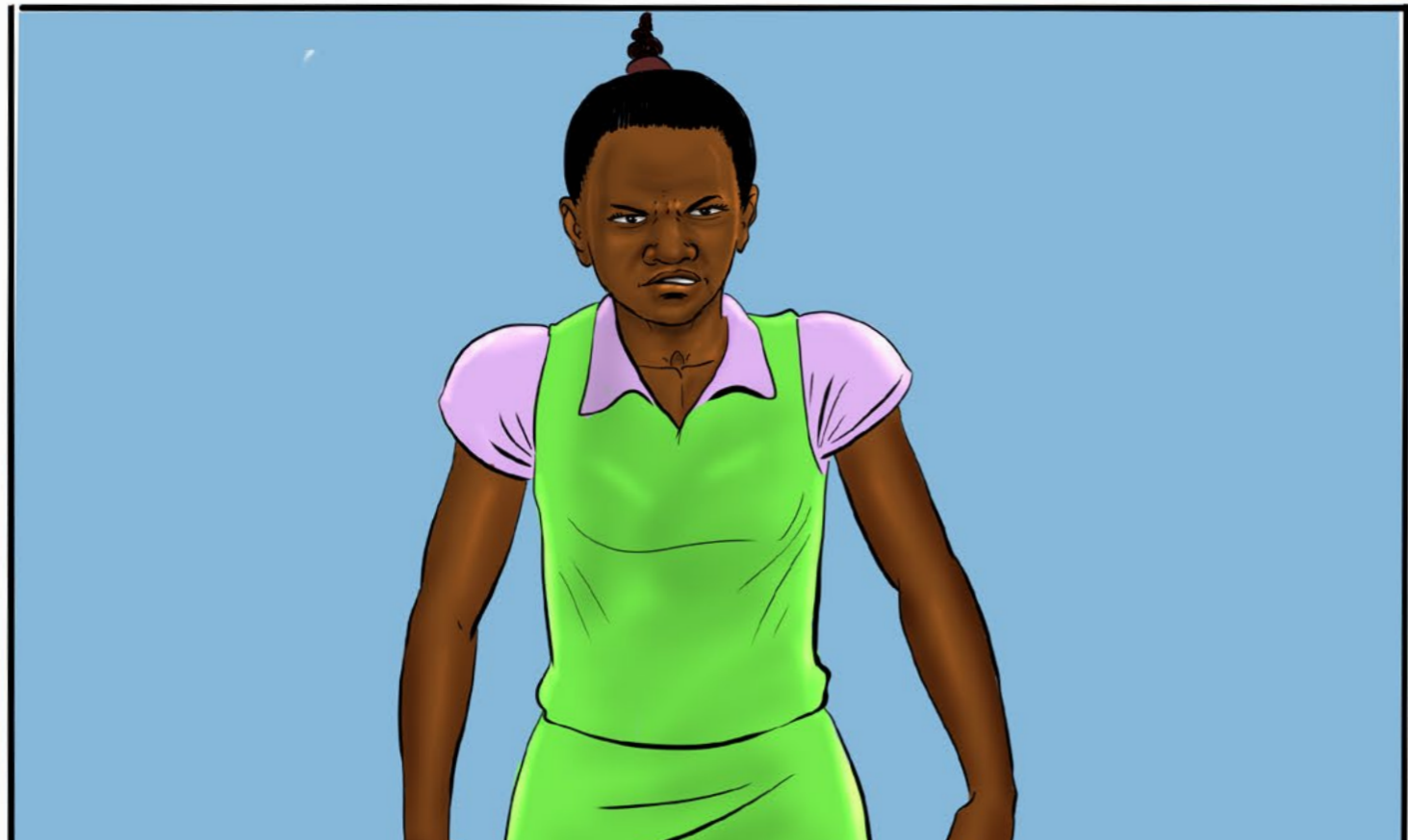
### Key messages

1. It is important to make our homes are safe from accidents or other possible dangers. Newly arrived children may not be as familiar with risks as other children their age.
2. Talking to children from an early age about safety, their bodies, and how they can protect themselves, is an important part of keeping them safe. If you talk to your child regularly, they will find it easier to talk when something bad or scary has happened to them. Children should know that their body is their own and they have the right to say ‘no’, even to a family member or someone that they love or respect.

### Tips for talking about abuse

- Find the right time and always start with general discussions.
- Use language appropriate for the child’s age and level of emotional development – the key message is **‘It is okay to say NO’**.
- Teach and use the correct terms for body parts, including private parts, from when children start to speak.
- Use clear and simple communication – be ready with accurate information to share.
- Follow the child’s lead – give accurate answers to questions, find out what they know already.
- Use **‘teachable moments’**, when a child asks about abuse or the subject is raised in an appropriate way.
- Be alert to when and how a child may display warning signs of possible abuse

# Communicating With Your Children About Safety



# Communicating With Your Children About Safety

## Home visit guide 7 #2

Prevention is better than cure (Usiboziba ufa, utajenga ukuta)



### 1. Reflection questions

(10 minutes)

- “Did you have a chance to talk about safety with your children and family?”
- “Have you any questions about our last chat?”  
*(take longer if there are questions to cover)*

### 2. Supporting a child who says they have been abused

(15 minutes)

- What might you say if a child (your own or another) said they were being abused?  
**Discuss the tips (on the right)**

Look at the front of the flip book and discuss the possible signs.

- Why might a child not talk about something bad that is happening?
- What can you do as a family to make it easier for children to disclose abuse?  
End the discussion by stressing the importance of telling someone. Share 116 Childline information.

### 3. Online safety

(15 minutes)

- What do you already know about online safety?
- If you have a mobile device or use the internet, how do you keep your information safe?
- What are the good things about your child’s online activities? Are there any risks that your child might face with their online activities?

Show Handout X and discuss the key messages. Discuss what the family can do to have safe online access.

### 4. Home practice

(5 minutes)

- Discuss with your family who you might contact if you heard of a child that was experiencing violence.

### Key messages

1. If you suspect your child is at risk of abuse or harm, your most important role is to listen to and support your child.
2. Child survivors can regain confidence and catch up on lost experiences with love and care from a supportive family.

### Tips for online safety

- Never share personal information online unless it’s a trusted source, e.g., contact details, M-Pesa details.
- Have open communication with your child about online safety
- Develop rules about safe internet use.

### If a child reports abuse

- Stay calm and praise the child for sharing.
- Believe the child and show him or her that they did the right thing.
- Let the child know that it is NOT his or her fault.
- Be patient – don’t insist on the child telling you everything straight away and don’t ask questions that might be traumatic for the child.

- Explain to the child what you will do next.
- After you have comforted the child, tell someone – report to your home visitor or a trusted neighbor or call the police or 116.





# Helping Our Children Feel Safe, Secure and Loved

## Home visit guide 8

*There are two gifts we should give our children. One is roots, the other is wings.*



### 1. Reflection questions

 (10 minutes)

- What do you think is happening in this picture?
- How do you think these children are feeling?
- What do you feel about the adult in the picture?
- Do you think this might be happening to children in our community?"

### 2. Helping children who have anxiety

 (15 minutes)

- Do your children ever show anxiety? How do they show this?
- Have you noticed a specific 'trigger' that sets off your child's anxiety?
- What are you currently doing to support the child when he or she is anxious? Does this help?

**Discuss possible techniques and solutions from the tips.**

### 3. Helping children who may be depressed

 (15 minutes)

- Do your children sometimes feel very down?
- What might you do if your child is showing less interest in the world around them, not sleeping or eating well?
- Who might you talk to to get support?

### 4. Home practice

 (5 minutes)

- Think about ways to support any children who are going through tough times
- Think of something fun to do together this week that will make everyone in the family feel happy!

### Key messages

1. A healthy mind and a healthy body fit together. It is as important to look after our psychosocial wellbeing physical health.
2. Having strong feelings can be overwhelming. The more we talk about our feelings, the more we can see that having these feelings is nothing to be ashamed of.
3. Children who have moved home and lived in different care settings are likely to have had negative experiences that affect their emotions.
4. There are many simple things that families can do to help children deal with feelings of sadness, anxiety and depression..

### Tips for dealing with possible depression

- Find ways to talk about what is happening – let your child know that you can see they are not happy.
- Listen and show support, rather than coming up with quick solutions.
- Try again another day if they don't want to communicate.
- Encourage them to talk to someone else if they don't want to talk to you.
- Reassure them.
- Encourage the child to sleep and eat well, without pressure.



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