

FOLLOW-ON COACHING TO HOUSEHOLDS

Para-Social Worker's Guide



**September 2016
ESFAM Program**



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Version 1
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Acknowledgements

This training guide is made possible by the generous support of the American people through the United States Department of State and the United States Agency for International Development. It was prepared by Making Cents International in collaboration with ChildFund International for the Economic Strengthening to Keep and Reintegrate Children into Families (ESFAM) Project, Sub-Agreement No. FHI360-PO16000581-SA01, issued under the Accelerating Strategies for Practical Innovation and Research in Economic Strengthening Project, Cooperative Agreement No. AID-OAA-LA-13-00001. The contents are the responsibility of the authors and do not necessarily reflect the views of USAID or the United States Government.

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Version 1

September 2016

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Introduction to the Guide

Welcome! This is the *Follow-On Coaching Guide* developed for Para-Social Workers (PSWs) working under the Economic Strengthening to Keep and Reintegrate Children into Families (ESFAM) project.

The ESFAM project supports the prevention of unnecessary separation of children and families at risk and reintegration and permanency of children with family.

Coaching is one of several approaches that ESFAM Para-Social Workers use during home visits to vulnerable children and families, to reinforce ESFAM interventions in the areas of 1) economic strengthening, 2) responsive parenting, 3) psychosocial support, and 4) child wellbeing and protection.

This Coaching Guide supports PSWs to provide households with targeted coaching to increase the adoption of new skills, practices, and knowledge key to child and family wellbeing. The coaching approach outlined in this Guide is aligned with and mutually reinforcing to other approaches and tools utilized by the PSW as part of the ESFAM program.



Providing Services during Home Visits

A Casework Methodology

Para-Social Workers engage and support vulnerable children and family through a casework methodology to provide specialized inputs and services so that they can achieve child and family wellbeing and protection.

One crucial way PSWs provide households with these specialized services and inputs is during home visits.

What are Home Visits?

Home visits are key to the ESFAM project. During home visits, PSWs offer support, guidance, information, integrated project services, and linkages to other external services for ESFAM households.



Home visits put the PSW and the family in regular and close contact for a purpose that is clear –**the wellbeing and protection of the child and preservation of the family** that is at risk of separation or re-separation after being reunited.

To be able to support successful interventions, the PSW must develop a trusting relationship with the family. Through regular, honest, clear, instructive and supportive interactions, the PSW identifies the families' strengths and needs and works with the family to improve the wellbeing and protection of the child and other members. Building a real understanding of the family and developing trust between a PSW, a caregiver, and the wider family is central to progress on these goals.

During home visits, PSWs do many activities, including:

- Observe, listen, and talk;
- Help households access resources and services;
- Model behaviors that can be repeated;
- Counsel, build self-esteem, provide hope, and offer psychosocial support;
- Assist to address the causes that lead to child separation;
- Create linkages to other programs; and
- Coach and mentor on different key topics.



Home Visits help a PSW to:

- Tailor interventions to individual household situations;
- Build on existing routines of the household so new knowledge, skills, and attitudes can be applied in their real-life context;
- Support households that may not be able or willing to participate in more structured settings;
- Be flexible to household's schedule, as visits can take place during times that are suitable to the work, school and overall routines of the household;
- Build a close and trusting relationship with households members;
- Make observations that can help their understanding of the household situation;



- See interactions and relationships between households and community supports, such as neighbors, friends, and relatives;
- Verify information in files; and
- Regularly monitor and evaluate services offered.

Being Observant for any Red Flags

When PSWs visit a household, they have an opportunity to see the daily interactions of the child and family together to reinforce strengths and help caregivers address vulnerabilities. During home visits, PSWs need to

- recognize and build on parental strengths demonstrating that these efforts are valued
- recognize parents as decision-makers and build these skills so they work in the best interest of the child
- encourage and provide techniques to manage stress effectively

The PSW must also keep an eye out for any “red flags”, especially in the case of reunification of a child back to the family from whom s/he has been separated. Specific red flags to keep an eye out for include:



- Child-specific issues
 - Unaddressed health, behavioral, and/or psychological problems
- Parent-specific issues
 - Inadequate parenting skills
 - History of domestic violence
 - Criminal behavior within the family

- Substance use
- Mental health issues
- Competency limitations
- Family's circumstances
- Single parent with no support
- Inadequate housing
- Financial difficulties
- Lack of social support and connectivity
- Service-specific issues
 - Absence of services following reunification
 - Inadequate assessment of risk factors
 - Termination of support services immediately or soon after the child's return to the family

A PSW that identifies these elements during a home visit should:

- Respond immediately to address a crisis situation
- Help the caregiver to discuss difficult situations and identify needs and problem solve
- Provide guidance, tools, and skills to address challenges
- Provide information and connections to services

It's important to remember that the regular interactions of the PSW with the caregiver and family can help them build knowledge, skills, confidence, and resilience to address adversity and its negative consequences. The role of the PSW is to **assist, support, and empower the family for the wellbeing and protection of children.**

Using Multiple Approaches during Home Visits

Home visiting allows the PSW an opportunity to observe the environment in which families live, and to identify and tailor information and services to meet their particular needs.

It is up to the PSW, with the support from the ESFAM Social Worker, to decide the specific activities to take place during a home visit. However, there are some common approaches that PSWs use to support the vulnerable child and family to achieve wellbeing, including:

Coaching

One approach that PSWs use during home visits is **coaching**. Coaching is a structured process led by a skilled person that allows participants to gain extra support in the **application of new knowledge, skills, and attitudes to their day-to-day activities**. Coaching is done both on a scheduled basis and on-demand/as needed. Coaches take on only a few key tasks at a time, but work until each task is fully completed. This often means that households have successfully adopted a new skill and can use it on their own.



Counselling



As another approach utilized during home visits, PSWs provide counselling to children and caregivers. Counselling is a helping relationship that involves a process of face-to-face dialogue and dynamic interaction between a skilled helper

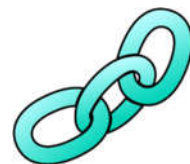
or counselor and an individual or group about their problem/s. It is aimed at assisting a person/s to **better understand themselves and their present situation and problems.**

Counseling supports PSWs to:

- create trust and comfort in an atmosphere of empathy for exchange of personal issues, emotions, behaviors, or problems that may be difficult to share
- help to explore problems and build awareness of different choices for dealing with them
- assist for informed problem solving
- support to work out practically what to do about a problem
- motivate and assist to acquire knowledge, skills, and resources to meet change goals
- support empowerment, resilience and positive adaptive behavior in response to setbacks

Making Linkages and Referrals

Sometimes a PSW may identify a specific family situation where specialized support is needed to support the child and family. In this case, a PSW can **make referrals or linkages to other community or project support structures** that can offer the specific services and inputs needed to support the child and family wellbeing.



About this Guide:

This Guide focuses on one of these approaches, **Coaching**, and provides the PSW with an understanding of the coaching process and topics as well as samples exercises and tools to use when coaching.

Other resources focusing on counseling, referrals, and other approaches that PSW use during a home visit are available. Please ask an ESFAM Social Worker for resources on these other approaches.

This Coaching Guide is aligned with and mutually reinforcing to these other approaches and tools utilized by the PSW as part of the ESFAM program.

Aligning Home Visit Services with ESFAM Interventions

The ESFAM project includes a set of interventions that support achievement of the project's objectives. These interventions support children and caregivers in the areas of 1) economic strengthening, 2) responsive parenting, 3) psychosocial support, and 4) child wellbeing and protection. These services are provided to children and families at risk of separation and children reunited with families and being reintegrated.

PSWs, during home visits, reinforce these interventions by utilizing the casework methodology and the multiple approaches of coaching, counseling, and referrals.



Economic Strengthening Interventions

Coaching

PSWs provide coaching support to household caregivers, and potentially youth and children within the household too. The job as a coach is to give participants an opportunity to **practice business skills and apply the skills to their individual households.**



Coaching activities link to the ESFAM *Catalyzing Business Skills* training program. The training introduces and builds financial literacy and business knowledge, skills, and attitudes for children, youth, and caregivers. Participants learn key financial literacy and enterprising life skills, including managing wants and needs, saving and borrowing, planning, and expanding opportunities, amongst others.

Table 1 Overview of Financial Literacy and Business Skills Training Program

Topics for Children	Topics for Youth	Topics for Caregivers
Introductory Sessions	Introductory Sessions	Introductory Sessions
Financial Literacy	Financial Literacy	Financial Literacy
How Can I Make Money?	Thinking Ahead	Planning for the Household
Exploring the Market	Identifying Opportunities to Make Money	Making Wise Investments
Decision Making	Sustaining a Business	Decision Making in the Household
Negotiation	Decision Making	Expanding Opportunities
Exploring Who You Are	Negotiation	Closing Sessions
Closing Sessions	Making Wise Investments	
	Being Different	
	Closing Sessions	

Economic Strengthening Facilitators (ESFs) hired by the ESFAM project form and oversee ESFAM savings groups. The ESFs deliver one *Catalyzing Business Skills* session at the beginning or end of a savings group meeting. PSWs will find it helpful to work closely with the ESF in their district to:

- Discuss training topics
- Learn about challenges faced in training
- Coordinate training and coaching sessions
- Share the outcomes of household visits



Counseling

As a PSW, there may times when counselling is necessary to raise awareness and help an individual address specific self-destructive economic behaviors.

For example, there may be a situation where a caregiver consistently spends their income on their 'wants', rather than the family's 'needs'. In this situation, a PSW could counsel the caregiver on identifying the reasons why this behavior occurs as to divert from future behavior.

Child Wellbeing and Protection Interventions

Coaching

PSWs provide coaching support to households to ensure child wellbeing and protection, especially in the case of reunification of children into families. Coaching provides an opportunity to refresh key child wellbeing and protection concepts and give households a chance to **practice key skills that support the wellbeing of the children in their household.**



Coaching sessions may focus on helping families strengthen their skills to identify when there are disruptions to child wellbeing and how to avoid future disruptions. Coaching may also include how to advocate for child

wellbeing and how to seek support from others when children's wellbeing is disrupted.

Counseling

Depending on the specific family situation, counselling on child wellbeing and protection may be necessary.

For example, the PSW may observe that a caregiver consistently beats his children. A PSW would work with the caregiver to raise awareness of stress triggers that can lead a parent to lose their temper and result in beating of a child. S/he can work with the caregiver to identify when these situations are likely to occur and how to intervene early to diffuse them, so that the level of stress that can lead to beating is reduced. The PSW can also share examples of alternative non-violent measures of discipline that can be used when difficult behaviors or situations occur in the future.

Referrals

The PSW may need to leverage the support of other support services in the community and district in the case that there are significant child wellbeing and protection issues within a specific household.

Responsive Parenting Interventions

Coaching

PSW can provide coaching on responsive parenting to support caregivers to **practice key parenting skills**, like responding to children's emotional needs, helping children learn and grow, and managing negative feelings, and apply them to their specific household situation.



Counseling

Depending on the specific family situation, counselling with individual caregivers on responsive parenting may be necessary.

For example, the PSW may observe that a young and new caregiver is unresponsive and ignores her child's physical and emotional needs. A PSW may want to work with the caregiver to identify her personal situation and her understanding of her child's needs. She may support the caregiver to access services for her personal condition, provide coaching on child care and development, support to mobilize extended family and other supports and services, assist to develop responsive parenting skills, and help the caregiver set goals for demonstrating her child's healthy development.

Referrals

The PSW may need to leverage the support of other support services in the community and district to support caregivers and children in difficult situations to address urgent or immediate needs or in cases where there is a child in imminent or real danger within a specific household.

Psychosocial Support Interventions

Coaching

PSWs may provide coaching to strengthen psychosocial support and care for children and youth beyond everyday support offered by caregivers. Coaching sessions may focus on key elements of psychosocial wellbeing, including development of coping skills: development of social-emotional competence, expressing, managing and separating feelings and emotions from actions – can feel angry without hitting -, stress reduction, , developing resilience, and reaching their full potential.



Counselling

PSWs may also provide targeted counselling services when they observe specific situations or behaviors that are impacting the child's socio-emotional health and wellbeing.

For example, a PSW may observe that a child is reluctant to participate in school and social activities with peers. S/he may hear concern from the caregiver that the child is lazy and not coping with stress of the work needed for school. The PSW could work with the child to identify the problems that are preventing the child's participation in school and in activities with peers. The PSW can facilitate discussion between the child and caregiver on the situation of the child, for example if she is being bullied, and support them in considering a course of action. S/he can assist with information, guidance, and skills building to support goals and reinforce better understanding between the caregiver and child.

Referrals

PSWs may make referrals to specialized services in cases that, due to their serious nature, require more specialized psychosocial interventions than those provided through psychosocial first aid. Such case may include, for example, domestic violence, defilement, sexual abuse, or drug abuse.

About this Guide

The rest of this Guide focuses specifically on **Coaching**, not counselling or referrals. The next pages help the PSW understand what coaching is and how to do it.

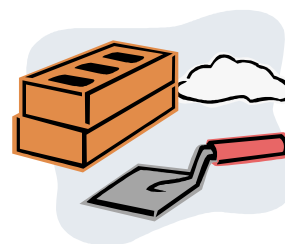
How to Conduct Coaching

Starting with a Coaching Mindset

Building upon the Household's Existing Skills

Coaches understand that households already have existing skills and knowledge, some of it acquired through ESFAM trainings. Often the household's struggle is deciding how and when to apply these skills to their everyday lives.

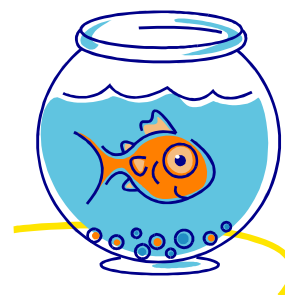
Coaches work with households to respond to opportunities and challenges they encounter with the existing 'materials' they already have and then use coaching techniques to add critical binding elements – in the same way that mortar strengthens a structure made of bricks.



Creating Space for Growth and Fostering Independence

We all grow over time when given the right amount of space and necessary support. Coaches work to support households in their growth by giving them the right amount of space and independence at the right time. By allowing them to grow and fostering their independence, coaches promote:

- Household's self-reliance
- Household's graduation to the next level
- Sustainability
- Lasting behavior changes



Providing Scaffolded Support

“Scaffolded learning” is a systematic approach to coaching that provides temporary supports to households with the ultimate goal of transferring responsibility for learning to them.

Some of the common strategies that coaches use in scaffolded learning include:

- Offering motivation to generate interest;
- Breaking a complex task into small steps;
- Modeling through “think aloud” talk;
- Offering hints or partial solutions;
- Facilitating engagement and participation;
- Guiding households to make predictions of what might occur;
- Asking questions to generate critical thinking and reflection;
- Turning setbacks or challenges into coachable moments; and
- Suggesting possible strategies or approaches to tackling a challenge.



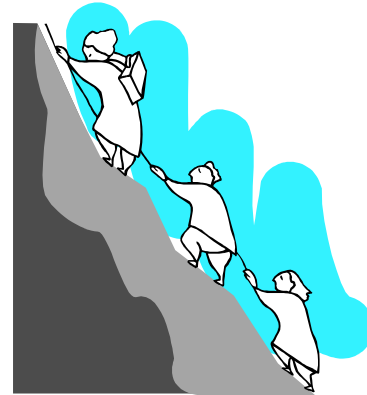
Good coaches know that they need to wait patiently on the sidelines and not try to play the game themselves, but rather be a source of “scaffolded learning” supports. The impact of good coaching is not always immediate – but often is like planting seeds for the future.

Building Your Coaching Skills

Qualities of a Good Coach

Good coaches participate in training to develop their coaching skills, but many coaches already possess some, if not all, of the following characteristics:

- Patient
- Empathetic
- Adaptable
- Forward-thinking
- Knowledgeable but not an expert
- Unbiased and fair
- Communicative
- Committed



Coaching Techniques & Skills

Coaches rely on a variety of techniques and skills to support ESFAM households, including:

- **Listening** – As a coach, you need to learn to listen with real focus, suspending all of your judgments and opinions. You also need to be listening not just to the words but also to the non-verbal signals such as body language.
- **Questioning** –When coaching, you need to be using powerful questions. These are questions that: (i) are open rather than closed; (ii) deepen the learning of the person being coached; and (iii) move the person forward towards a goal.

- **Constructively Challenging** – Good coaches challenge clients to achieve their goals. They offer feedback, in a respectful way, that pushes the client to learn and grow.
- **Holding to account** – Accountability is one of the most powerful aspects of coaching. When the person being coached gives a commitment to doing something and they know that they will be held to account, it drives them forward.
- **Seeing different perspectives** –When coaching, you need to be able to help your client to explore different perspectives, so that they can choose those that are most powerful.
- **Encouraging and supporting** – Encouraging and supporting when coaching can be the difference between someone keeping going or giving up. Acknowledging another person is an incredibly powerful way of keeping them motivated.
- **Anticipating** – Coaches are often well-placed to anticipate common challenges, and to help the person being coached to prepare for them ahead of time (either to go around problems, or to seize opportunities).
- **Normalizing** – Coaches can also help the person they are coaching to not blame themselves or be overly hard on themselves when they face setbacks , by pointing out when such setbacks are common (or normal), and by sharing strategies others (“just like you”) have used to overcome them

The Coaching Cycle



1. Listen to Identify a Coachable Moment

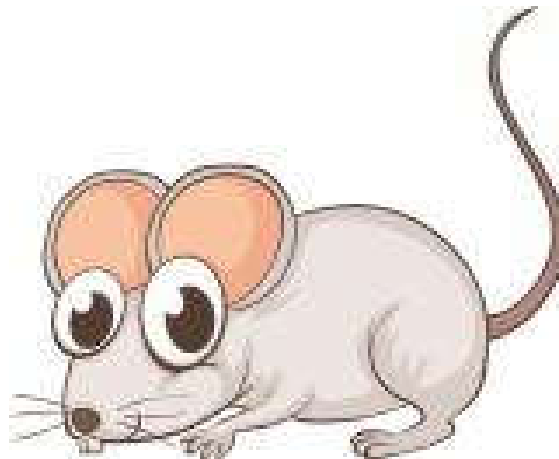
As a Para-Social Worker, you will be conducting Home Visits at households in your community. During these visits, be like a mouse, which listens and observes more than they talk.

During these visits, try to identify:

Coachable Moments – While listening to households, coaches may hear many different challenges and opportunities. By probing further into these challenges and opportunities, coaches can surface the root of these situations. These ‘roots’ are coachable moments.

Example: Households express that they do not have enough money to cover school fees for their children. A possible ‘root’ might be that they are unsure on how to manage their household’s money and deciding between wants and needs.

When you identify a coachable moment, move to Step 2 on the Coaching Cycle.



2. Prepare to Link a Coachable Moment to Key Skills to Practice

After you identify a coachable moment, you will need to prepare a coaching session. Be sure to pay attention to these elements:

Preparing Work Space – Coaches need space to work. Work with the household to find a suitable space. It may be under a tree or in the fields. While the space is being arranged, take this opportunity to organize your thoughts and prepare possible exercises.

Preparing Materials – Coaches use different resources and tools to help them conduct exercises. These resources do not need to be costly but they do need to be effective. Often a coach's best resources are ones that households already have. ESFAM Social Workers also have materials that you can use for exercises.

Filling in Gaps – Remember that coaches do not retrain households, but instead help them strengthen what they recall from training so they can apply learning to their lives. This step is important as coaching builds on training and helps households use skills in their daily lives.

Focusing on Key Skills – A good coach focuses on key skills that are linked to the coachable moment and training and that can be practiced. A coach conducts exercises so households can practice using the skills and applying them to their individual situations.



3. Facilitate Exercises to Reinforce Key Skills

When you have identified a coachable moment and prepared to link the coachable moment to skills (steps 1 and 2), it is time to:

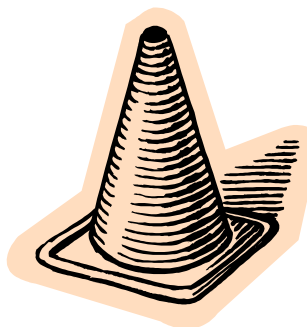
Conduct Exercises – Exercises are an important step in coaching as they allow households to experiment and practice applying skills to different scenarios while receiving feedback. The key steps of an effective exercise are:

- Break down a skill into steps
- Practice steps in a hands-on way
- Debrief the practice
- Repeat the exercise for further practice

A simple way to think about “exercises” is that they involve:

- breaking a complex skill down into smaller components so that it can be learned in a step-by-step manner
- introducing someone to a new skill via repetition until it becomes a habit

Coaches can use exercises found in this guide (see Exercises section) or develop their own, drawing on other resources that the ESFAM Social Worker can supply.



4. Plan Together for Ongoing Application of Key Skills

After you conduct an exercise with the household you are visiting, it is important to:

Identify Challenges during and after Exercises – Practicing key skills can be challenging for households. Coaches can anticipate and identify challenges households may face while applying skills, normalize these challenges, and prepare them for different ways of working through challenges.

Take Responsibility – Coaches help households to develop a process to apply skills to their real lives. Coaches work with households to decide how to apply key skills by identifying who will do what and when it will be done.

Arrange Follow-Up – Coaches are clear that they will follow-up on commitments made by households to coaches. Coaches share when they will follow-up and agree together with households what households are accountable for.



5. Follow-up to Hold Household Accountable and to Provide Encouragement

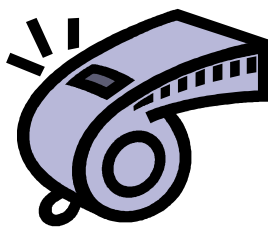
After a coaching session is finished during the home visit, it does not mean that your work as a coach is done. Instead, it is important to:

Refresh Coaching Concepts – During the application of skills, questions and challenges may arise. Offering refresher support helps households work through challenges while applying skills to their life.

Follow-up to Hold Households Accountable – As a coach, you have a valuable role in supporting the households to begin using key skills in their daily lives. By following up on previous coaching sessions during home visits, you hold households accountable to using the skills.

Provide Encouragement – Good coaches find ways to encourage the households to continue using key skills, even when they face challenges.

Find New Coachable Moments – During follow-up coaching sessions, coaches and households may identify new opportunities for the next round of coaching – at which point, you begin the five-part coaching cycle once again.



Coaching Exercises

Introduction to Exercises

In this section, you will find many exercises that you can use during home visits. There are exercises related to economic strengthening, child protection, parenting, and psychosocial support. It is up to you to decide what exercises will be the best for the household during each home visit.

There are many different exercises that you can choose from, and you will probably not use them all during your home visits. There are:





- 12 Economic Strengthening exercises, linked to ESFAM business training topics
- 2 Child Wellbeing and Protection exercises
- 4 Responsive Parenting exercises, linked to Parenting Skills manual
- 4 Psychosocial Support Exercises


Some exercises you can use with caregivers, youth, and children, while others target specific age groups. Look for these letters to help you know what exercise is for whom:




- **C** – exercises targeting children
- **Y** – exercises targeting youth
- **Ca** – exercises targeting caregivers



You may also create your own exercises based on your own experiences or on other resources that the ESFAM Social Workers may share with you. There are blank exercise forms in this section that you can use to write down your exercises.



Economic Strengthening Exercises




ES Coachable Moment 1: How I Am Valuable		C Y Ca
Linked to: <ul style="list-style-type: none"> My Place in the Household (Child 1.2, Youth 1.2)/Contributions to the Household (Caregiver 1.2) My Place in the Community (Child 1.3, Youth 1.3)/Contributing to the Community (Caregiver 1.3) 		
 ASK	<ul style="list-style-type: none"> <i>Do you feel like a valued member of the household? Why or why not?</i> <i>Have you found ways to get involved as a member in a community group?</i> 	
 SHARE	<p><i>During training, the ESF shared how everyone in a household has an important role to play. For example, you may support the household by cooking food for the family or taking care of young siblings. These are important roles! By having these responsibilities, you help the household succeed.</i></p> <p><i>Likewise, you have a valuable role to play in your community. There are many ways to get involved in the community. Most of the times, we just need to find the right people and then tell them that we are interested in joining in.</i></p>	
 PRACTICE	<p>Invite all participants to identify four people in their lives and explain why they are valuable to these people. Before the next coaching session, participants should interview these people to learn more about the ways that they are valued by these individuals.</p>	
	<p>Ask participant how they see themselves in their family and community after the activity. Challenge them to share how they have valuable roles in</p>	



DEBRIEF	the household and community. Provide encouragement through your feedback. Repeat activity as necessary.
 ASK	<ul style="list-style-type: none"> <i>Going forward, how can you make sure you are valued in your household and in the community?</i>




ES Coachable Moment 2: Managing Needs and Wants		C Y Ca
Linked to: <ul style="list-style-type: none"> Money Flow (Child 2.1, Youth 2.1, Caregiver 2.1) Managing Needs and Wants (Child 2.2, Youth 2.2, Caregiver 2.2) 		
 ASK	<ul style="list-style-type: none"> <i>How do you decide how to spend your money?</i> <i>What does spending responsibly mean?</i> 	
 SHARE	<p><i>When we take the time to understand where our money comes from and where it goes, we can often see where there is an opportunity to use our money more wisely.</i></p> <p><i>Needs are the items that we must have to survive and to have a healthy, successful life (e.g., food, water, shelter, clothing, medicine, and education). Wants are the items that we would like to have, but that we can live without (e.g., candy, phones, and televisions).</i></p> <p><i>We should only spend money on our 'wants' after we are sure that we can pay for all of our 'needs.'</i></p>	
 PRACTICE	Facilitate the Money Flow activity, during which participants list all the places where their money comes in and goes out. Then, invite participants to distinguish between their needs and wants.	

 DEBRIEF	Facilitate a conversation on the participant's needs and wants and how they can manage these in the future. You may want to ask questions about their spending on 'wants' at the expense of their 'needs.' You may also want to share the importance of planning for future 'needs' and budgeting their money accordingly.
 ASK	<ul style="list-style-type: none"> <i>In what ways are you going to spend your money wisely going forward?</i> <i>What can you do now to ensure you can pay for your needs in the future?</i>






ES Coachable Moment 3: Borrowing		Ca
Linked to: <ul style="list-style-type: none"> Borrowing Money in the Community (Caregiver 2.6) 		
 ASK	<ul style="list-style-type: none"> <i>Is it a good idea to borrow money? Why or why not?</i> <i>How can you make sure you borrow money wisely?</i> 	
 SHARE	<p><i>Remember, there are many places to borrow money from, including:</i></p> <ul style="list-style-type: none"> <i>VSLA group</i> <i>Family or household member</i> <i>Bank</i> <i>Money lender</i> <p><i>Borrowing money is always risky but can be a good idea if you are making an investment, such as an investment in your business or your children's education.</i></p> <p><i>When thinking about taking a loan, make sure to consider the risks of each borrowing source.</i></p>	

 PRACTICE	<p>Ask the participant to name all of the places in their community where they could get a loan if needed. For each source, ask the participant to share the advantages and disadvantages of borrowing from that source, as well as the risks they might face when borrowing money.</p>
 DEBRIEF	<p>Facilitate a conversation around what lending source might be most appropriate for the household. Outline a process together with the participant for them to decide how to borrow money wisely in the future. Emphasize that money should be borrowed for investments or emergencies, but not for 'wants.'</p>
 ASK	<ul style="list-style-type: none"> • <i>How will you make sure you borrow money wisely?</i> • <i>What will you do each time before borrowing money to make sure it's a good idea?</i> • <i>What type of investments might you borrow money to make?</i>

ES Coachable Moment 4: Making Money Safely		C Y
<p>Linked to:</p> <ul style="list-style-type: none"> • Different Ways to Make Money (Child 3.1) • Finding Safe Places to Make Money (Child 3.2, Youth 2.5) 		
 ASK	<ul style="list-style-type: none"> • <i>What are the different ways for children and young people to make money in our community?</i> • <i>Why might a type of work be unsafe for children and young people?</i> 	
 SHARE	<p><i>There are many ways to make money in our community. Some work is better than others, and some work makes more money than others. But it is important that we find work that is safe.</i></p> <p><i>Some things that could make us feel unsafe are:</i></p> <ul style="list-style-type: none"> • <i>Work that could cause us <u>physical</u> harm</i> 	






	<ul style="list-style-type: none"> • <i>Work that could cause us <u>emotional</u> harm</i> • <i>Work that makes us uncomfortable</i> • <i>Work that requires us to keep secrets</i> <p><i>If you ever find yourself in unsafe work, please tell me or another trusted adult.</i></p>
 <p>PRACTICE and REPEAT</p>	<p>Invite participants to share if they have ever been in an unsafe work environment or known someone who has. What made this environment unsafe? How did it make them feel? What did the person do to resolve the situation? What might the person do in the future if such a case arose again?</p> <p>Repeat activity for additional unsafe workplace environments that participants are aware of.</p>
 <p>DEBRIEF</p>	<p>Facilitate a conversation emphasizing the importance of finding safe places to work. Make it clear that you are available to support them if they find themselves in unsafe work environments.</p>
 <p>ASK</p>	<ul style="list-style-type: none"> • <i>How can you avoid doing work in unsafe environments?</i> • <i>Who will you talk to if you feel unsafe doing work?</i>




ES Coachable Moment 5: Planning	C Y Ca
<p>Linked to:</p> <ul style="list-style-type: none"> • Planning for Business the Household (Caregiver 3.1) • Planning to Make Money (Child 3.3) • How to Plan (Youth 3.1) 	



 ASK	<ul style="list-style-type: none"> • <i>What is planning?</i> • <i>How can you plan for business?</i>
 SHARE	<p><i>Most of the time when we want to do something, we are in a hurry but may not know where to begin. We need to plan to be successful.</i></p> <p><i>To plan, we need to think about where we want to go and then all of the steps to help us get there.</i></p> <p><i>For example, to plan for business, you will want to 1) make observations of what products are in the market, 2) find out what people want to buy but can't find, and 3) find out prices for different products.</i></p>
 PRACTICE and REPEAT	<p>Invite participants to think about one thing they want to plan for. Then, give them a few minutes to come up with all the steps they would take to achieve this goal. This is their plan.</p> <p>Repeat this activity for a different goal they want to plan for.</p>
 DEBRIEF	<p>Facilitate a conversation on each person's plan. Help them identify any steps that might be missing. Challenge participants to think about how they might need to adapt their plan if they face any difficulties along the way.</p>
 ASK	<ul style="list-style-type: none"> • <i>What will you do before my next home visit to start following your plan?</i> • <i>When do you hope to finish your plan?</i> • <i>How can I support you to follow your plan?</i>



ES Coachable Moment 6: Finding Business Opportunities




Y



Linked to:		
<ul style="list-style-type: none"> Finding Opportunities for Business (Youth 4.1) 		
 ASK	<ul style="list-style-type: none"> <i>How can you start a successful business?</i> <i>Do you have any ideas of businesses to start in your community?</i> 	
 SHARE	<p><i>Remember, during the training you learned that people start businesses because they see an opportunity in the market. There can be business opportunities when customers can't find a product they are looking for or the product currently available is too expensive or bad quality.</i></p> <p><i>Business people also consider the skills they have that they can use for business. There are many business ideas to consider! The most successful businesses leverage a market opportunity and people's skills.</i></p>	
 PRACTICE	<p>Invite participants to think about different market opportunities that exist in the local community. Then, ask participants to think about their own skills and how they might be able to use these skills to start a business taking advantage of the market opportunity. Invite participants to come up with as many possible business ideas that they can.</p>	
 DEBRIEF	<p>Facilitate a conversation around what businesses might be a good to start. Challenge participants to think about how they could start a business, especially using their planning skills. How can they use their skills to start a business? How can they take advantage of market opportunities?</p>	
 ASK	<ul style="list-style-type: none"> <i>How can you make your business idea reality?</i> <i>How can you draw upon the support of others to help you start a business?</i> 	
ES Coachable Moment 7: Making Wise Investments		Y Ca




<p>Linked to:</p> <ul style="list-style-type: none"> • Knowing Your Costs and Gains (Caregiver 4.2) • Making Wise Investments (Youth 8.2) 	
 ASK	<ul style="list-style-type: none"> • <i>What is a wise investment?</i> • <i>How do you make sure an investment is wise?</i>
 SHARE	<p><i>Before we make a decision, we should always consider four questions about costs and gains:</i></p> <ul style="list-style-type: none"> • <i>How much is the object being sold for? This is called the Direct Cost.</i> • <i>What are the other costs associated with buying the object? These extra expenses are called the Indirect Costs.</i> • <i>What are the risks that we might run into by surprise? These are called Hidden Costs.</i> • <i>Why do we want to buy this object and what benefits may we get from it? These are the Potential Gains.</i> <p><i>Only after thinking about all four of the questions can we determine if the investment that Bate is considering is wise or not.</i></p>
 PRACTICE and REPEAT	<p>Ask participants to think about one investment they are thinking about making. Invite them to determine the direct costs, indirect costs, and hidden costs of this potential investment. Then, ask participants to think about the potential gains from the investment. Are the gains higher than costs or vice versa? Is this a good investment?</p> <p>Repeat this activity for a different investment.</p>

 DEBRIEF	Facilitate a conversation during which participants reflect on the importance of considering the costs and potential gains before making an investment. What might be the consequences of not considering costs and gains before making an investment?
 ASK	<ul style="list-style-type: none"> • <i>Are there any investments you are considering right now?</i> • <i>How will you make sure that this investment is wise?</i> • <i>How can I support you to make wise investments?</i>

ES Coachable Moment 8: Decision-Making		C Y Ca
<p>Linked to:</p> <ul style="list-style-type: none"> • Finding All Options, Making the Right Decision (Caregiver 5.1, 5.2) • Finding All Options, Deciding on the Best Option (Youth 6.1, 6.2) 		
 ASK	<ul style="list-style-type: none"> • <i>How do you make a decision?</i> • <i>How do you make sure you make the <u>right</u> decision?</i> 	
 SHARE	<p><i>Remember, before making a decision, is important to remember to consider and study as many different, reasonable options as you can before making your choice.</i></p> <p><i>When you have come up with all possible options, you need to choose which option is the best. To do, think about the ‘pros’ and ‘cons’ of the options.</i></p> <ul style="list-style-type: none"> • <i>A pro is an advantage or positive thing about that option.</i> • <i>A con is a disadvantage or negative thing about that option.</i> <p><i>When we know the pros and cons of each option, we can compare the different options to see which one is best. This helps us make a good decision!</i></p>	




 PRACTICE and REPEAT	<p>Ask participants to identify one decision they need to make. Participants should reflect on all the possible options that could take to make this decision. Then, work with the participant to think about the pros and cons about each option. The participant should decide what the best option is.</p> <p>Repeat this activity for additional decisions as necessary.</p>
 DEBRIEF	<p>Facilitate a conversation around why it is important to make good decisions. How can considering all options and then the pros and cons of each option help you make a good decision? If they do not use this process, what might be the consequences (i.e. of making a bad decision)?</p>
 ASK	<ul style="list-style-type: none"> • <i>How will you make sure you make a good decision next time?</i> • <i>How can I and others help you make good decisions in the future?</i>



ES Coachable Moment 9: Advocating and Negotiating		C Y
<p>Linked to:</p> <ul style="list-style-type: none"> • Advocating for Yourself (Child 6.2, Youth 7.2) 		
 ASK	<ul style="list-style-type: none"> • <i>What does “advocating” mean?</i> • <i>Why is it important to advocate for yourself?</i> 	
 SHARE	<p><i>Advocating for something is a great way to negotiate for what we want from another person.</i></p> <p><i>When advocating for something, there are three important steps to follow:</i></p> <ol style="list-style-type: none"> 1. <i>Find out what you have in common with the other person by listening attentively to what they say.</i> 	



	<p>2. <i>Let the other person know that you understand what is important to them.</i></p> <p>3. <i>Share what is important to you and how this will match with what is important to them.</i></p> <p><i>Some common situations in which you may need to advocate for yourself are:</i></p> <ul style="list-style-type: none"> • <i>Getting a good price from a wholesaler (business)</i> • <i>Selling at a high price to a retailer or customer (business)</i> • <i>Convincing your family to pay your school fees (life)</i>
 <p>PRACTICE and REPEAT</p>	<p>Invite participants to identify one scenario in their lives where they may need to advocate for themselves, either now or in the future. Who will they advocate for themselves to? How can they use these three steps to advocate successfully? As part of this exercise, invite participants to role-play a conversation during which they would advocate for themselves. You can role-play the other person in the conversation. Repeat this activity for another situation.</p>
 <p>DEBRIEF</p>	<p>Facilitate a conversation about the importance of advocating for yourself. In what future situations might the participants need to advocate for themselves? What happens when you do not advocate for yourself?</p>
 <p>ASK</p>	<ul style="list-style-type: none"> • <i>How can you make sure you advocate for yourself in the future?</i> • <i>What support do you need from me to support you to advocate for yourself?</i>




ES Coachable Moment 10: Adding Value

C Y Ca

<p>Linked to:</p> <ul style="list-style-type: none"> • Adding Value (Child 4.2, Youth 5.2, Caregiver 6.2) 	
 <p>ASK</p>	<ul style="list-style-type: none"> • <i>What does 'adding value' mean?</i> • <i>What are the ways that you can 'add value' to a business?</i>
 <p>SHARE</p>	<p><i>'Adding value' means making changes to a product or service so that customers will pay more money for it.</i></p> <p><i>There are many ways that you can change your product or service to 'add value':</i></p> <ul style="list-style-type: none"> • <i>You can decide where to sell a product. Some customers may pay more for your product if you bring it to their home instead of selling it at the market.</i> • <i>You can decide when you sell the product. For example, if no one else sells your product in the early morning, a customer might be willing to pay more for it at that time.</i> • <i>You can improve the quality of the product. For example, a customer might pay more for well-made shoes that will last many years.</i> • <i>You can design the presentation of the product. Many customers will pay more for a product that looks nice or that is packaged in a way that is clean and hygienic.</i> • <i>You can decide to turn the product into something new. For example, if you used to sell oranges, you might be able to turn those oranges into juice and sell orange juice instead.</i>
 <p>PRACTICE</p>	<p>Invite participants to bring a product that they are currently selling. If they do not currently have a product, ask them to think about a product they are thinking about selling. Then, think about how to add value to the product for each of the ways (from the SHARE above). You can even try some of these changes at the same time!</p>





	Repeat for additional products or services.
 DEBRIEF	Facilitate a conversation around why 'adding value' is a good idea. Encourage participants to find practical and realistic ways to add value to the products/services they sell or want to sell. When will they start selling improved products?
 ASK	<ul style="list-style-type: none"> • <i>Do you plan to make any changes to your products/services after this session?</i> • <i>When do you anticipate being able to start selling improved products/services?</i> • <i>Will you increase the price of your product or service after value is added?</i>


ES Coachable Moment 11: Being Different		C Y
Linked to: <ul style="list-style-type: none"> • Being Different (Child 7.1, Youth 9.1) • How Are You Different (Child 7.2, Youth 9.2) 		
 ASK	<ul style="list-style-type: none"> • <i>What does it mean to be different?</i> • <i>Is being different a good or bad thing?</i> • <i>What are some ways we can be different from others?</i> 	
 SHARE	<p><i>It is ok to be different from everyone else. Being different is not always easy but it can lead to many opportunities and can have many advantages.</i></p> <p><i>There are three different things that we can do to be different:</i></p> <ul style="list-style-type: none"> • <i>Creativity</i> <i>is finding new opportunities and ways of doing something. Successful businesspeople are full of ideas and are willing to think differently and in new ways.</i> 	

	<ul style="list-style-type: none"> • Flexibility is being willing to change and adapt. Successful businesspeople are passionate about their ideas but are willing to change course to make their ideas work in real life. • Determination is continuing to do something until you succeed. Successful businesspeople do not let challenges get in their way; instead, they work very hard until they can overcome these challenges.
 PRACTICE	<p>Choose one of the three characteristics (creativity, flexibility, or determination) to focus on with the participants. Ask them to think about ways that they already show this characteristic, providing specific examples. How can they strengthen this characteristic too? How can they use this characteristic in their lives or businesses to be more successful?</p> <p>Repeat activity for other characteristics.</p>
 DEBRIEF	<p>Facilitate a conversation about why being different can be a good thing. Challenge participants to find ways that they can be creative, flexible, and determined in their lives or businesses. Together, come up with specific examples from their lives where they can be different and show these characteristics.</p>
 ASK	<ul style="list-style-type: none"> • <i>What is one thing you can do <u>now</u> to be more creative in your life or business?</i> • <i>What is one thing you can do <u>now</u> to be more flexible in your life or business?</i> • <i>What is one thing you can do <u>now</u> to be more determined in your life or business?</i>






ES Coachable Moment 12: Dreams for the Future






C Y Ca






<p>Linked to:</p> <ul style="list-style-type: none"> Dreams for the Future (Child 8.1, Youth 10.1, Caregiver 7.1) 	
 ASK	<ul style="list-style-type: none"> <i>What is a goal?</i> <i>How can you achieve a goal?</i>
 SHARE	<p><i>A goal is something we want to achieve.</i></p> <p><i>To achieve our goals, we need to believe in ourselves and our ability to achieve our goal. We call this self-confidence. We also need to keep trying until we succeed, even if we encounter challenges. We call this perseverance. When we have self-confidence and we persevere, there is nothing that we cannot achieve!</i></p> <p><i>During your training, each of you developed a “goal tree” outlining:</i></p> <ul style="list-style-type: none"> <i>Your goal</i> <i>The steps how you will achieve the goal (written on the roots of the tree)</i> <i>The results you will have when you achieve your goal (written on the branches and leaves of the tree)</i>
 PRACTICE	<p>Ask participants to think about another goal they hope to achieve. What steps will they take to achieve the goal? What will be the results of achieving the goal? They may want to draw another goal tree for this activity.</p> <p>Challenge participants to be realistic about the steps they will take and the results they might achieve. Use probing questions to push them to think deeper about their goal and how they can achieve it.</p>
 DEBRIEF	<p>Facilitate a conversation around the goals they have. What steps will they take first, to start working towards their goal? When do they think they will</p>






	achieve their goal? Would they benefit from support from family and friends while working towards this goal?
 ASK	<ul style="list-style-type: none"> • <i>What is the first step you will take to achieve your goal?</i> • <i>When will you complete the first step of the goal?</i> • <i>How can I support you to achieve your goal(s)?</i>

Use the forms below to develop your own economic strengthening coaching exercises during home visits.






ES Coachable Moment:		
 ASK		
 SHARE		
 PRACTICE		
 DEBRIEF		
 ASK		






ES Coachable Moment:		
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Child Protection Exercises






CP Coachable Moment 1: Child Protection Basics		Ca
 ASK	<ul style="list-style-type: none"> • <i>What does it mean to protect a child?</i> • <i>Why is it important to protect a child?</i> • <i>From what types of things must we protect children?</i> 	
 SHARE	<p><i>Child Protection means that all children are treated equally and live in a loving, safe, and secure environment.</i></p> <p><i>As caregivers, we have a duty to protect children. We need to prevent child abuse and support children to learn, grow, and thrive.</i></p>	
 PRACTICE	<p>Invite participants to think about how they protect children under their care right now. How can they create a loving, safe, and secure environment for their children? What are some small changes that can be made to the household to make children more protected?</p>	
 DEBRIEF	<p>Facilitate a conversation reflecting on how protected children in this household are now. Challenge caregivers to come up with concrete action points that can help make the household environment more supportive for children.</p>	
 ASK	<ul style="list-style-type: none"> • <i>How can you protect the children under your care?</i> • <i>How can you ensure that other children in your community are protected?</i> • <i>Who will you turn to when you see a child who is not protected?</i> 	






CP Coachable Moment 2: Drug and Alcohol Abuse		Ca
 ASK	<ul style="list-style-type: none"> • <i>What are the consequences of drug and alcohol abuse?</i> • <i>Why is it important that children and young people in your household are aware of the dangers of drug and alcohol abuse?</i> 	
 SHARE	<p><i>People may use drugs and alcohol for many reasons, including stress, grief, low self-esteem, absence of caregivers, easy availability of drugs/alcohol, and peer pressure. Overusing drugs and alcohol can lead to addiction. Addiction is a disease that causes a continuous urge to drink/use drugs, even when it harms the family.</i></p> <p><i>Abuse of drugs and alcohol can cause health, emotional, family/social, money, and school problems and risky sexual behavior, increased violence, and child neglect.</i></p> <p><i>It is very important for you not to abuse drugs or alcohol. It is also important that your children also understand the consequences of drug/alcohol abuse, so they do not start using these substances as well.</i></p>	
 PRACTICE	<p>Invite the caregiver to practice sharing information on the dangers of drug and alcohol abuse in the way they would to a child or young person (you can play the youth role). What information would they share during this conversation? How would they make sure the child/young person listens and participates in this conversation?</p>	
 DEBRIEF	<p>Facilitate a conversation reflecting on the importance of educating children and young people on the dangers of alcohol and drug abuse. Also, share resources that are available in the community to support households that have someone with a drug/alcohol problem.</p>	
 ASK	<ul style="list-style-type: none"> • <i>How will you talk to the children and young people under your care about drug and alcohol abuse?</i> • <i>How can you help someone who abuse drugs or alcohol to seek help?</i> 	

Use the forms below to develop your own child protection coaching exercises during home visits.





CP Coachable Moment:		Ca
 ASK		
 SHARE		
 PRACTICE		
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Parenting Exercises



Parenting Coachable Moment 1: Setting Daily Practices		Ca
 ASK	<ul style="list-style-type: none"> • <i>What activities does your family do every day?</i> • <i>Why is it important for children to do similar activities at home each day?</i> 	
 SHARE	<p><i>It is important for a parent or caregiver to set activities that happen every day at the household. These daily activities may include:</i></p> <ul style="list-style-type: none"> • <i>Setting regular household routines for waking, meals, bathing, brushing teeth, going to school, doing homework, play, and bedtime.</i> • <i>Eating meals as a family</i> <p><i>By setting daily activities, your children feel more secure and safe. You also help your children to build a sense of responsibility too!</i></p>	
 PRACTICE and REPEAT	<p>Invite caregiver(s) to reflect on the current practices that take place in the household every day. Who makes sure these practices take place? Are there any practices that do not occur every day that should? Challenge caregivers to reflect on the entire day, beginning with the waking hour an ending with the time everyone goes to bed.</p>	
 DEBRIEF	<p>Facilitate a conversation during which the caregiver identifies specific practices that should be introduced to the household. Challenge the caregiver to identify why this specific practice is important to begin. For each daily practice, assist the caregiver to explain how this specific routine will be started and when. Who will be in charge of making sure this routine happens? Who will follow this daily practice (all children or specific age group)</p>	



	Repeat for each daily practice the caregiver wants to introduce to the household.
 ASK	<ul style="list-style-type: none"> • <i>What are you going to do today to start setting daily activities in your household?</i> • <i>How are you going to make sure these activities are followed by household members?</i>




Parenting Coachable Moment 2: Managing Negative Feelings		Ca
 ASK	<ul style="list-style-type: none"> • <i>Do you ever get angry or upset at your child? Does your child ever get angry or upset at you?</i> • <i>How do you show your child you are angry or upset? How does your child show you that they are angry or upset?</i> 	
 SHARE	<p><i>It is not always easy to maintain control of your feelings, especially when you are angry or upset. But it is very important to manage your negative feelings. You can manage your negative feelings by maintaining calm and talking, not fighting.</i></p> <p><i>When you do this, you are teaching your children very important lessons, like it's okay to be angry or upset but you can share these feelings without using destructive behavior. When you manage your negative behaviors, you also reduce angry behaviors that can impact your relationship with your child.</i></p>	
 PRACTICE and REPEAT	<p>Invite caregiver(s) to share how they would respond to their child in the following scenarios. Role-play the scenarios if desired. Scenarios can be repeated multiple times so caregivers come up with multiple strategies to manage their negative feelings.</p> <ul style="list-style-type: none"> • Your child has failed an exam at school. • Your child is bullying their younger siblings. 	

	<ul style="list-style-type: none"> • Your child did not complete the chores as you asked. • Your child is angry at you because you did not buy them a new object. • Your child is crying because the older sibling has insulted them. • Your child got in a fight with a neighbor. • Your child is mad at their teacher for giving them a bad grade.
 DEBRIEF	Facilitate a conversation during which the caregiver reflects on the possible consequences of managing their negative feelings vs. not managing them well. What might the consequences be for each scenario? How would the child feel in each scenario?
 ASK	<ul style="list-style-type: none"> • <i>How will you try to manage your negative feelings when you are angry and upset?</i> • <i>How can I support you to manage your negative feelings?</i>

Parenting Coachable Moment 3: Active Listening		Ca
 ASK	<ul style="list-style-type: none"> • <i>What does active listening mean?</i> • <i>How can you show a child that you are listening to what they say?</i> 	
 SHARE	<p><i>Remember, active listening means giving your full attention to your child. This helps them feel valued and loved.</i></p> <p><i>We can listen actively by:</i></p> <ul style="list-style-type: none"> • <i>Asking probing questions</i> • <i>Providing encouragement and supporting</i> • <i>Validating the child's comments (i.e., letting them know it's okay to think or feel this way)</i> 	
	Role-play the conversations below with the caregiver with you playing the role of the child. Challenge the caregiver to practice using specific active	






PRACTICE and REPEAT	<p>listening skills during these conversations. Repeat the conversations as necessary.</p> <ul style="list-style-type: none"> • The child tells the caregiver about their day at school. • The child explains a problem they are having currently with their friends. • The child expresses their dreams for the future. • The child is upset with their older sibling. • The child recounts a conversation they had with a vendor in the market.
 DEBRIEF	<p>Facilitate a conversation during which the caregiver reflects on how the child feels when a caregiver listens actively to them. What benefits might the caregiver also get from listening actively to the child? What challenges might get in the way of a caregiver listening actively to their child?</p>
 ASK	<ul style="list-style-type: none"> • <i>Identify three specific instances over the next 2-3 days when you will make sure you listen actively.</i> • <i>How can you make sure you listen actively going forward?</i>






Parenting Coachable Moment 4: View of Self and Others		Ca
 ASK	<ul style="list-style-type: none"> • <i>What does it mean to see something from another person's point of view?</i> • <i>Are you able to see things from your child's point of view?</i> 	
 SHARE	<p><i>It can be very helpful to see things from your child's perspective. By understanding their point of view, you can:</i></p> <ul style="list-style-type: none"> • <i>Better understand your child's thoughts, feelings, and actions</i> • <i>Better explain your thoughts, feelings, and actions to your child</i> • <i>Better understand why you may be disagreeing with your child</i> <p><i>How do we see something from another person's point of view?</i></p> <ul style="list-style-type: none"> • <i>Imagine what things must be like as a child like them</i> 	






	<ul style="list-style-type: none"> • <i>Imagine how you would react to a situation if you were a child</i> • <i>Ask questions to learn more about their perspective of a situation</i>
 PRACTICE and REPEAT	<p>Present the scenarios below to the child. Challenge the caregiver to imagine the child's perspective in the situation. Given the child's perspective, how could the caregiver respond to the situation in a positive way, reducing any conflict?</p> <ul style="list-style-type: none"> • Your very young child cries when you are leaving the child at the house to go to town. • Your young child becomes upset when they are going to school for the first time • Your adolescent child begins spending time with older children who engage in risky behavior • Your adolescent child has been playing football with friends instead of completing their homework • Your teenage child is skipping school to spend time with their boy/girl friend • Your teenage daughter has been spending a lot of time with an older man • Your teenage son has begun spending his money on gambling <p>Repeat the scenarios as necessary to allow caregivers more chances to practice the skill.</p>
 DEBRIEF	<p>Facilitate a conversation with the caregiver to discuss why it might be helpful to see situations through their child's eyes. What might be the consequences in each situation if the caregiver does not think from the perspective of the child before responding to the situation?</p>
 ASK	<ul style="list-style-type: none"> • <i>How can you be sure to see a situation from the view of others?</i> • <i>What challenges might you face in seeing the view of others before responding to a situation?</i>






	<ul style="list-style-type: none"> • <i>How can I support you in seeing situations from another point of view?</i>
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Use the forms below to develop your own parenting coaching exercises during home visits.





Parenting Coachable Moment:		Ca
 ASK		
 SHARE		
 PRACTICE		
 DEBRIEF		
 ASK		


Parenting Coachable Moment:		Ca
 ASK		
 SHARE		
 PRACTICE		
 DEBRIEF		
 ASK		





Parenting Coachable Moment:		Ca
 ASK		
 SHARE		
 PRACTICE		
 DEBRIEF		
 ASK		


Parenting Coachable Moment:		Ca
 ASK		
 SHARE		
 PRACTICE		
 DEBRIEF		
 ASK		




Psychosocial Support Exercises



PSS Coachable Moment 1: Overcoming Setbacks		C Y
 ASK	<ul style="list-style-type: none"> • <i>Do you ever face challenges or setbacks in your life?</i> • <i>How do you feel when you face challenges or setbacks?</i> 	
 SHARE	<p><i>As a tree grows, it is a natural for a branch to break from time to time. It might bear too much fruit and break under the weight or a strong storm might break it off. It is true that branches might break, but the entire tree doesn't fall down. And when the branches break it might actually make the tree stronger by relieving some pressure or getting rid of a part that is bad for the whole tree. Life can be like this too. It's natural for life to run into 'broken branches' or things that may not go well.</i></p> <p><i>Even though you may not feel good about challenges and setbacks at the time, you can always learn a lesson from these experiences.</i></p> <p><i>The key to remember is to learn from what happened and try again but this time with an idea of how to do it differently.</i></p>	
 PRACTICE and REPEAT	<p>Ask participants to recall a time when they had a "broken branch" (challenge or setback). What do you think made those branches break? How did it feel when the branches broke? What do you think you might do differently in the future?</p> <p>Repeat exercise for several different challenges and setbacks that have occurred.</p>	
 DEBRIEF	<p>Facilitate a conversation during which the participant reflects on how they have faced challenges in the past and overcome them. Motivate them that even if they face additional challenges or setbacks in the future, they can learn lessons from them that will only make them stronger with time.</p>	



 ASK	<ul style="list-style-type: none"> • <i>How can you learn from challenges and setbacks in the future?</i> • <i>How can you get support from others, including me, when you are facing a challenge or setback?</i>
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PSS Coachable Moment 2: Coping with Stress		C Y
 ASK	<ul style="list-style-type: none"> • <i>Do you ever feel overwhelmed in your life?</i> • <i>How do you manage these feelings?</i> 	
 SHARE	<p><i>In life, sometimes we may feel stressed. Stressed is when we feel a lot of emotional and physical pressure on us, and it can make us feel very overwhelmed, worried, and sad. Everyone feels stressed sometimes; it is part of life.</i></p> <p><i>But if we can find ways to manage our stress, it can help us feel better more quickly. Some ways we can manage stress are:</i></p> <ul style="list-style-type: none"> • <i>Talk to a trusted friend or family member</i> • <i>Get enough sleep</i> • <i>Find time to relax or play</i> • <i>Think positively</i> 	
 PRACTICE	<p>Invite participants to reflect on a time in their life when they felt stressed. How did they manage this stress? Did it help them feel better? How could they have managed this stress differently?</p> <p>Repeat exercise for different scenarios where they were stressed.</p>	
 DEBRIEF	<p>Facilitate a conversation for participants to reflect on stress they may be under now. Support them to identify ways to manage this stress, reaching out to a supportive caregiver or family member to assist, if appropriate. Make clear that you are also available to support them to manage the</p>	

	stress, and can be a trusted adult they turn to when they are feeling overwhelmed.
 ASK	<ul style="list-style-type: none"> • <i>Who can you turn to in the future if you are feeling stressed?</i> • <i>How can I help you manage the stress that you may be facing now in your life?</i>






PSS Coachable Moment 3: Expressing Your Feelings		C Y
 ASK	<ul style="list-style-type: none"> • <i>What are feelings?</i> • <i>How do we know what people are feeling?</i> • <i>Is it a good idea to show people how you are feeling?</i> 	
 SHARE	<p><i>We have many different feelings depending on what is going on inside of us and around us. That's part of being human.</i></p> <p><i>It is a good idea to express our feelings with others, but in a way that doesn't hurt other people, like getting angry and fighting with others.</i></p> <p><i>To express our feelings: first, we need to know how we are feeling. Then, we can express our feelings by talking and by our actions.</i></p>	
 PRACTICE and REPEAT	<p>Role play the scenarios below with the children and youth so they can practice how they might express their feelings in each situation. Scenarios can be repeated multiple times so participants come up with multiple strategies to express their feelings.</p> <ul style="list-style-type: none"> • You failed an exam at school. • You are being bullied by an older sibling. • You have won a prize at school. • Your parent bought you what you wanted from the shop. • A close friend has insulted you. • Your sibling is moving away from the house. 	






	<ul style="list-style-type: none"> • Your grandparent has expressed disappointment in you. • Your teacher has given you a passing grade.
 DEBRIEF	Facilitate a conversation during which the child/youth reflects on the possible consequences of expressing their feelings vs. keeping them inside. What might the consequences be for each scenario?
 ASK	<ul style="list-style-type: none"> • <i>How will you express your feelings in an appropriate way?</i> • <i>How can I support you to express your feelings appropriately?</i>






PSS Coachable Moment 4: Managing Negative Feelings		C Y
 ASK	<ul style="list-style-type: none"> • <i>Do you ever get angry or upset at your family or friends?</i> • <i>How do you show your family or friends that you are angry or upset?</i> • <i>What happens when you are angry or upset at your family or friends?</i> 	
 SHARE	<p><i>Feeling angry or upset sometimes is normal. Everyone feels that way. And many times, it is not always easy to maintain control of your feelings during these moments. But it is very important to manage your negative feelings. You can manage your negative feelings by maintaining calm and talking, not fighting.</i></p> <p><i>Some strategies to manage your negative feelings are:</i></p> <ul style="list-style-type: none"> • <i>Take a deep breath</i> • <i>Go for a walk (get away from the situation)</i> • <i>Listen before speaking</i> • <i>Speak slowly, softly, and carefully</i> • <i>Think from the other person's perspective</i> 	






 <p>PRACTICE</p>	<p>Role play the scenarios below with the children and youth so they can practice how they might manage their feelings in each situation. Scenarios can be repeated multiple times so participants come up with multiple strategies to manage their negative feelings.</p> <ul style="list-style-type: none"> • You failed an exam at school. • You are being bullied by an older sibling. • Your young sibling took something that belonged to you. • Your parent did not buy you what you wanted from the shop. • A close friend has insulted you. • You got in a fight with a neighbor. • Your teacher has given you a bad grade.
 <p>DEBRIEF</p>	<p>Facilitate a conversation during which the child/youth reflects on the possible consequences of managing their negative feelings vs. not managing them well. What might the consequences be for each scenario?</p>
 <p>ASK</p>	<ul style="list-style-type: none"> • <i>How will you try to manage your negative feelings when you are angry and upset?</i> • <i>How can I support you to manage your negative feelings?</i>

Use the forms below to develop your own parenting coaching exercises during home visits.

PSS Coachable Moment:		Ca
 ASK		
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 DEBRIEF		
 ASK		

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 PRACTICE		
 DEBRIEF		
 ASK		

Coach's Tools

Household Coaching Monthly Tracker

This tool helps you track household visits per month, coaching topics covered on each home visit, and the date of next visit.

PSW: _____ Month: _____

Household	Home Visit Date	Coaching Conducted on Home Visit	Date of next Home Visit

Post-Household Coaching Report

This tool is used to record details of coaching conducted during a household visit. Complete this report immediately after the coaching session so you don't forget any details.

PSW: _____ Date: _____

Household Information			
Household		Household ID	
HH Head Name		Contact Info	
District		Sub-county	
Parish		Village	
Summary of Coaching Activities			
Purpose of the Visit			
Household Questions and Challenges			
Coachable Moments Identified			
Exercises Conducted			
Next Steps: <ul style="list-style-type: none"> Who will do what? 			

<ul style="list-style-type: none"> • When? • Follow-Up? 	
Other Notes	
Date of Next Visit	
Follow-up on Coaching Session (to be completed after follow-up)	
What follow-up actions were taken?	
Is further coaching required? <ul style="list-style-type: none"> • When? • How? 	

Conversation Planner Tool

ESFAM Household	Key Information to Share with Colleague
1	
2	
3	
4	
5	
6	

7	
8	
9	
10	
11	
12	

ESFAM Household	Key Information Learned from Colleague
1	
2	
3	
4	
5	
6	

7	
8	
9	
10	
11	
12	

Coach's Observation Matrix and Tool

Key Competency	Level 1	Level 2	Level 3	Level 4	Level 5
1. Listen to Identify a Coachable Moment	Coach <u>makes contact with household</u> and expresses interest in their recent experiences	Coach makes contact, and <u>surfaces current challenges and opportunities</u> facing the household via open ended questions and probing	Coach makes contact, surfaces challenges and opportunities, and <u>normalizes current experiences</u>	Coach makes contact, surfaces and normalizes experiences, and helps household <u>identify specific skills</u> from ESFAM interventions that could be linked to a coachable moment(s)	Coach accomplishes all Level 4 tasks and helps the household <u>prioritize which coachable moment to start with</u>
2. Prepare to Link a Coachable Moment to Key Skills to Practice	Coach invites household to <u>prepare work space</u>	Coach invites to household to prepare space and <u>refreshes his/her familiarity with relevant coaching exercises</u>	Coach invites preparation of space, refreshes familiarity with coaching exercises, and gets household to <u>share their general recollection</u> of the relevant skill from the ESFAM intervention	Coach invites prep of space, refreshes familiarity with coaching exercise, gets household to share recollections, and briefly <u>shares content related to coachable moment</u> to fill in key gaps in their recollection	Coach accomplishes all Level 4 tasks, and helps household to <u>focus on a few key skills from ESFAM interventions that they need practice applying</u>
3. Facilitate Exercises to Reinforce Key Skills	Coach <u>breaks down skills</u> into smaller steps	Coach breaks down skills into smaller steps and <u>supports the household's application</u> of these steps to a specific challenge	Coach breaks down skills into steps, supports household application of the steps to a specific challenge, and <u>debriefs the household</u> to identify lessons learned	Coach breaks skills into steps, supports household application of steps to a specific challenge, identifies lessons learned, and then <u>repeats application</u> to same or similar challenge	Coach accomplishes all Level 4 tasks and helps the household to <u>identify other priority challenges</u> the household could apply same skillset to solving

4. Plan Together for Ongoing Application of Key Skills	Coach helps household <u>identify ongoing challenges</u> they will apply targeted skills to	Coach helps household identify ongoing challenges to apply skills to and <u>results they expect to achieve</u>	Coach helps household identify ongoing challenges to apply skills to, results they expect to achieve, and <u>who</u> will take on <u>what specific task</u>	Coach helps household identify ongoing challenges to apply skills to, results they expect to achieve, who will take on what specific tasks, <u>and when</u> they will complete the tasks	Coach accomplishes all Level 4 tasks and <u>sets a time(s) when they will follow-up</u> with the household to track achievements
5. Follow-up to Hold Household Accountable and to Provide Encouragement	Coach <u>follows-up with the household</u> to see if they are applying targeted skills to specific challenges	Coach follows-up with household on application of skills, <u>results achieved, and who has carried out specific tasks</u>	Coach follows-up with household on application of skills, results achieved, who has carried out specific tasks and <u>provides encouragement</u> to reach goals	Coach follows-up on application of skills, results achieved and by whom, provides encouragement, and offers <u>refresher coaching</u> on key steps in skill application	Coach accomplishes all Level 4 tasks and <u>makes the transition to using "listening" skills to identify new coachable moments</u>

Coach: _____ Location: _____ Date of Session: _____

Coachable Moment: _____ Participants: _____ Observer: _____

Key Competency	Self (Score 1-5)	Coach's Self Feedback	Observer (Score 1-5)	Observer's Feedback
<i>1. Listen to Identify a Coachable Moment</i>				
<i>2. Prepare to Link a Coachable Moment to Key Skills to Practice</i>				
<i>3. Facilitate Exercises to Reinforce Key Skills</i>				
<i>4. Plan Together for Ongoing Application of Key Skills</i>				
<i>5. Follow-up to Hold Household Accountable and to Provide Encouragement</i>				

