

Leaders' Guide

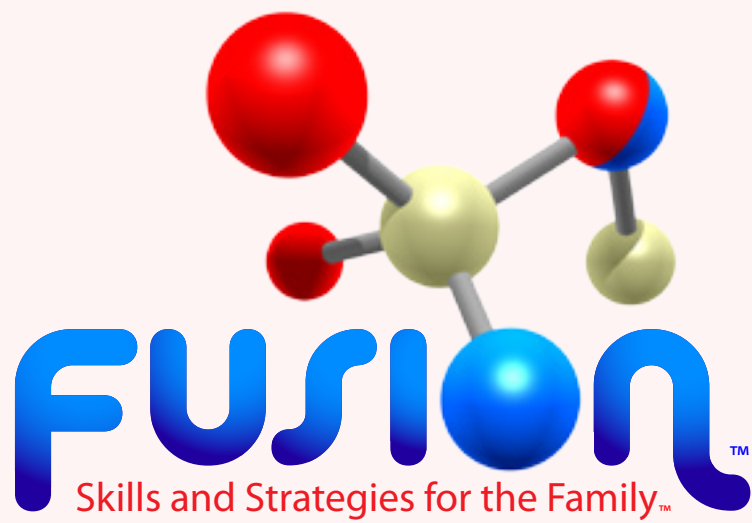


Written by

Katy Phillips & Karen Todd

**better
parents** 

innovation



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Katy Phillips & Karen Todd



The Fusion Programme™ Leaders' Guide is for each leader of The Fusion Programme™

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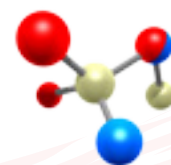
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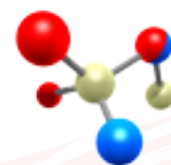
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The Fusion Programme™

Overview

Welcome to The Fusion Programme™. We hope you will enjoy leading this 6-session programme and find it equally beneficial for your own unique family as you and the group practice the skills and strategies covered in this course.

Over the years, we have found developing The Fusion Programme™ immensely rewarding. We are continually challenged as parents ourselves, as each time we run the programme, we are able to re-establish skills within our own family units. Leading a group of people, often with varied backgrounds, values and family dynamics, gives us the privilege of not only seeing the participants' personal growth, but also the development of a community within the group setting.



The Fusion Programme™ values the individuality of each participant. Equally important is the diversity of each family unit considering cultural and ethnic backgrounds. Fusion recognises that each member already brings their own unique qualities and strengths to their family. Throughout The Fusion Programme™, as group leaders, we hope you will encourage the participants to practise new approaches in their current situations, whilst not losing their own individuality. For this reason, our objective is to enhance positive communication within the family unit, and so empower them in their role.

The Fusion Programme™ contains a number of key features that make it both easy to follow and easy to lead. The result is often a positive development of skills and strategies, that helps families to work together for the better. These features include the following:

1. We recognise that you have busy lives and so have deliberately designed the course so that there is no set reading or written homework in between sessions. This maximises your time to implement and practise all you have learnt each session with your families.
2. Family members, who have previously attended a course, share their real life stories in each session, describing their challenges, strategies and successes.
3. We have included realistic scenarios that deal with common, everyday, relevant family issues.

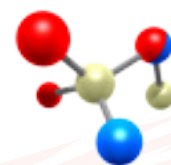
4. To help you review the whole session, Graphical Mind Maps offer a concise summary of the material for each session. They also provide better accessibility for those of you who find visual learning more engaging.
5. To ensure you get the most from each session, we encourage you to consider how you might implement what you have learnt, in your own family. These include 1:1 Diary Dates, Family Time, child-led play and the always popular My Time.

In addition, by popular request, we have put in place further support for participants before, during and after the course has finished. This includes Fusion Drop-Ins™, ongoing website advice, forums, contact with course colleagues and further course opportunities. These will be covered during the course, but additional information is also available on the Better Parents™ website, www.BetterParents.co.uk.

Fusion Drop-Ins™ ideally take place after the programme has finished, giving opportunity to maintain friendships, a sense of community and offer ongoing support. These are held in an informal setting. Suggestions include regular coffee mornings, shared lunches (where everyone brings some food and all the food is laid out as a buffet), evening groups, parties or any other activity that suits the attendees and gives an opportunity to share and discuss their challenges and successes. This informal environment allows the group to continue supporting each other beyond the formal programme. It also offers a fantastic way to invite new people interested in improving their family skills, some of whom may wish, as a result, to attend The Fusion Programme™ for themselves.

Enjoy your families!

Katy Phillips Karen Todd



Getting started

Frequently asked questions

What will we need to get started?

- 2 x Fusion Leaders' Guide
- 2 x Fusion Workbook (for leaders)
- Up to 12 Fusion Workbooks (one each per participant)
- 1 x Fusion DVD

How long does The Fusion Programme™ last?

It is a 6-session programme, usually run over 6 weeks.

Who can run The Fusion Programme™?

Two leaders are needed to run the programme. It is helpful if the leaders have attended a Fusion training course.

How long does each Fusion session last?

Each session is designed to last for approximately 1½ hours.

How many people can take part in The Fusion Programme™?

Ideally the programme is best suited to a group of 8-12 members plus the two group leaders.

Who is The Fusion Programme™ suitable for?

The programme is suitable for most family members, including fathers, mothers, step-fathers, step-mothers, grandparents, carers and even older siblings.

The programme is equally suited to the professional and voluntary sector, working with families, e.g. social workers, teachers, teaching assistants, health visitors, community and family support workers.

What would be a suitable venue?

The venue should be chosen carefully, as the group members need to feel comfortable in the environment.

What facilities would need to be available?

The following additional facilities are required:

- DVD facilities (DVD player or computer).
- Large screen (TV or projector and screen).
- Tea and coffee making facilities.
- Toilets (easily accessible).

How to lead Fusion

The role of the leaders

The Fusion Programme™ has been specifically designed to be facilitated by two leaders. There are a number of reasons for this, but one of the main benefits is that it brings balance to the sessions.

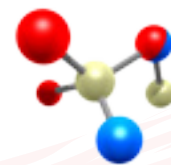
As you co-lead The Fusion Programme™, it is helpful if you both have an understanding of each other's strengths and leading style. If this is your first time as a Fusion leader, or if you are working with a new partner, you would benefit from spending some time together to familiarise yourselves with the material and each other's roles.

Ideally, as leaders, you will have already attended a Fusion Training day, equipping you with lots of guidance, practice and top tips on how to lead a Fusion group effectively. As a leader, your primary role is to facilitate the group as they work their way through the programme. You will also need to keep the group focused on each session's topic, ensure that the timings of each section are being followed and find ways to include all participants in discussions.

It is very important to welcome input from any participant and to value their opinions, regardless of whether or not you agree with them. However, it is not the leaders' role to get drawn into discussions or arguments, especially if they are of a sensitive or controversial nature. If this happens, it may lead to group participants feeling isolated or preached at, and can also affect the impact of future sessions.

It is likely that group members will ask your opinion on a matter and then it is perfectly valid for you to offer it. However, it can be counter-productive to impose your own views on the group, unless those views have been invited. Remember, as stated in the participant's agreement, what works for one family may not work for others. Ideas should only be offered as suggestions, not as definite solutions.

If this sounds daunting, don't panic! As group members become more familiar with each other, and as you practise the skill of leading Fusion, facilitating the group will become easier and more instinctive. Also, we will provide you with specific support via the Better Parents™ website.



Using this Guide

The Leaders' Guide has been designed to contain all the essentials for running The Fusion Programme™ and is laid out in a straightforward and user-friendly way. Each session is in chronological order, giving you an introduction to the session's topic, Ice Breaker suggestions and an explanation of the Skills Practice for that session. There is also a checklist so that you can make sure you have made all the necessary preparations.

The actual session guides are clearly marked with a contents list, giving you an overview of that session. Each section in the session guide is colour-coded either red (Leader 1) or blue (Leader 2), allowing you to see at a glance which sections each leader is responsible for.

The Resource Section

The Resource Section, at the back of the Guide, contains most of the resources required to run the programme. Permission is given to photocopy these resources for use during the course.

Alternatively, the Resource Section is available separately for free download from the Better Parents™ website, www.betterparents.co.uk, if you wish to print them out.

It is essential that you photocopy or print out all of the relevant resources necessary, prior to the session. It is also a good idea to have extra blank paper to offer people, as and when they might require it (e.g. when someone forgets their Workbook). We would suggest that you allow yourselves adequate time to prepare the materials and the room before each session.

Available downloads

The following downloads are available to use during the The Fusion Programme™ and in promoting Fusion events:

- Fusion Workbook*
- Fusion Leaders' Guide*
- Fusion Resource Section
- Fusion & Better Parents™ logos

Note: All files except logos are in Adobe PDF format - get FREE Adobe Reader from www.adobe.com to access these on your computer)

* These resources are intended for the leaders' personal use in running the course and, as such, are not press quality. If you wish to print resources for use on a course, use the separate Resource Section document.

My Time

An introduction

One of the unique factors of The Fusion Programme™ is recognising the importance of each family member feeling valued. In order for this to be fully achieved, we have introduced the section entitled 'My Time'. We believe that family dynamics will function more successfully if each member is encouraged to take time out for his or her self in order to relax or pursue an interest or hobby.

The idea of My Time was initially included with adults in mind. People who are caring for others, often give little time to their own personal needs. It has been suggested that if adults are able to give themselves regular My Time, they could potentially function better within their given family situation.

We appreciate that it is not always easy to achieve this. However, the significance is not so much in the length of My Time but rather in having some sort of regular My Time experience.

My Time suggestions

We're sure you can come up with lots of your own ideas, but here's just a few to get you started ...

Bubble bath (perhaps with wine, candles, etc.)

Time out (with a friend, partner or relative)

Exercise (swimming, jogging, walking, the gym, etc.)

Reading a book or magazine

Watching a movie or TV programme

Evening classes (pottery, dancing, languages, etc.)

Crafts (knitting, crochet, genealogy, cards, etc.)

D.I.Y. project

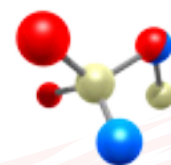
Cinema trip

Playing a computer game

Eating out / Takeaway meal

Bottle of wine (with a friend, partner or relative)

Something else?



Family Time suggestions

Here are some ideas for Family Time. Most of them can be applied to 1:1 Diary Dates as well as whole families ...

Board games

Movie with treats

Trip to the seaside

Walk

Treasure hunt *(at home / in the garden)*

Camping *(away or in the garden / house)*

Cooking a meal together

Baking *(cakes / biscuits / cookies)*

Going out for milkshake / ice cream

Trip to place of interest

Fishing

Swimming

Play a game *(rounders / football / bowling)*

Picnic

Cinema trip

Crazy golf

Ice skating

Something else?

Ice Breakers

An introduction

We have found that using Ice Breakers at the beginning of each session is a great way of setting the tone for the session and generally helps everyone to relax and feel more comfortable with each other.

In this Guide, there are different suggestions for Ice Breakers for each session. Only one is needed each session. We have tried where possible to make them appropriate to that session's topic, but you may feel more comfortable coming up with your own Ice Breaker ideas.

An optional idea is to have a small selection of inexpensive prizes that can be given out to the winner of some of the Ice Breakers.

Ice breaker resources are available to photocopy in the Resource Section at the back of this Guide. Alternatively, the Resource Section is available separately for free download from the Better Parents™ website, www.betterparents.co.uk, if you wish to print them out from a computer.

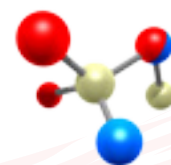
Skills Practices

An introduction

Using Skills Practices each session in The Fusion Programme™ has proved to be a very practical way of demonstrating the new skills and strategies introduced during that session. The Skills Practice gives an opportunity for group members to participate, getting involved in thinking through the New Approach introduced that session.

The Skills Practices are also recorded on the Graphical Mind Maps, giving group members easy pictorial references, linked to the New Approach. We have made all the Skills Practices appropriate to that session's topic. Each individual Skills Practice is explained in this Guide.

Skills Practice resources are available to photocopy in the Resource Section at the back of this Guide. Alternatively, the Resource Section is available separately for free download from the Better Parents™ website, www.betterparents.co.uk, if you wish to print them out from a computer.



Session Preparation

Preparation checklist

Session preparation checklist *(photocopy or print to reuse)*

The sessions are designed to last for approximately 1½ hours.

As a Fusion leader, you will need to:

- Read through the relevant session in the Fusion Workbook, before the start of each session.
- Familiarise yourself with the relevant Session Guide.
- Allow adequate time to prepare the materials (approx. 30 mins).
- Look at the Session Checklist and prepare any resources required, e.g. paper, pencils, etc.
- Photocopy or download and print any resources required.
- Choose the Ice Breaker to use for the session.
- Familiarise yourself with the Skills Practice for the session.
- Allow yourself adequate time to prepare the venue, prior to participants arriving (approx. 30 mins).
- Set up the DVD player, TV, projector or screen.
- Set out the chairs.
- Prepare refreshments.

Please note: It is helpful to keep a register of the sessions missed by group members, using the 'Sessions missed' Register (found in the Resource Section at the back of this Guide, or as a download for printing). This record can be used to identify sessions that participants may wish to attend at a later date, during another course.

The leaders need to discern whether to divide the group members into pairs, groups of 3, or to work as individuals during some of the exercises.

If choosing Ice Breaker 1 and/or Ice Breaker 2 for Session 6, the leader needs to inform the group members, during Session 4, to bring the necessary items, and continue to remind them thereafter.

Introduction to Session 1

Session 1 - Staying calm

This session gives us the opportunity to look at the things that most frustrate us within our family unit.

This may be other family members and possibly how they behave. Initially, we will be looking at our current methods and how effective they are, as well as looking at the things that trigger this irritation.

After that, we will take time to discuss some different approaches in order to facilitate staying calm. Often, we react to things in a certain way without ever having given it a second thought. This may have been influenced by our own upbringing or subsequent events. It is important for us to think about why we do things in order to decide if we should try a different approach.

One way to illustrate this is to consider how we fold our arms. We automatically fold our arms in a certain way. If we stop and try folding them the other way, this can feel uncomfortable and unnatural. It can be the same when we learn new skills and strategies. At first, they can seem awkward but, as we persevere, these skills should become second nature.

Another area for us to reduce frustration, and thus our own stress levels, is by learning whether or not our responses are valid and if the problem that is frustrating us is really ours to get irritated by. In order to achieve this, we need to think about who owns the problem.

Also, for us to be able to stay calm more often, we need to recognise the importance of our own well being. At the end of this session, we will be introducing the section called My Time.



Session Guide

Session 1 - Staying calm

As participants arrive:

- Offer drinks and biscuits to participants.
- Hand out a Fusion Workbook to each participant, ask them to fill out a Pre-course Questionnaire.
- Give a name label to each participant, ask them to write their first name on it, stick it on and fill in the Register.

1 Introduction (Leader 1)

(approximately 10 mins)

Welcome the group and introduce both leaders. Point out the location of toilets and Fire Exits.

Ask all participants to turn off mobiles.

Ask participants to turn to page 107 in the Fusion Workbook. Explain that the leaders' contact details are there so that they can phone if unable to attend a session. They can also use this space to write down other participants details if they want to stay in touch.

Explain that participants are free to offer comments or ask questions at any time.

Outline the format of the session:

- The course lasts for 6 sessions.
- *Optional idea: If you are awarding a certificate (page 61 in the Resource Section) upon completion, explain this here.*
- The session starts with an Ice Breaker (this is an opportunity to get to know each other).
- We then look at how we got on since the last session, known as 'Taking it Home'.
- After this, we introduce the topic for the session.
- This is followed by a Real life story.
- Next, we look at a Scenario, which the group discusses.
- We watch a DVD and discuss the New Approach.
- After this, we introduce a Skills Practice.
- We then show the Graphical Mind Map for the session.
- Finally, we plan our 'Taking it Home' exercise.

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2 Agreement (Leader 2)

(approximately 3 mins)

Ask those participants, if happy to do so, to read out in turn a paragraph of the 'Participant's Agreement', found on pages 8-9 of the Fusion Workbook. Ask if the group wants any additional ground rules.

3 Ice Breaker (Leader 1)

(approximately 10 mins)

Introduce the Ice Breaker chosen for Session 1 (from page 18 of this Guide). Hand out the appropriate resources and run it.

4 Session 1 Intro (Leader 2)

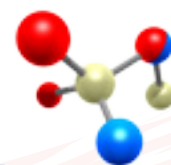
(approximately 3 mins)

Ask the participants to turn to page 10 in the Fusion Workbook. Read out the Introduction from Session 1 - Staying calm (pages 10-11).

5 Real life story (Leader 1)

(approx 5 mins)

Ask the participants to turn to page 12 in the Fusion Workbook. Read out the Real Life Story and ask if anyone wishes to comment on it.



6 Scenario (Leader 2)

(approximately 10 mins)

Ask the group to turn to page 13 and to read the Scenario in pairs. Ask each pair to discuss the questions on pages 14-17 honestly with each other.

Suggest using the space provided to make personal notes.



7 DVD (Leader 1)

(approximately 25 mins)

Ask the participants to turn to page 18 of the Fusion Workbook, play the DVD Session 1 - Staying calm and encourage members to take notes.

After this, ask participants to work in pairs to discuss the DVD and then move on to the points raised in 'Why do we do it?' (reading out the questions on pages 19-20).

After a few minutes, read out the questions from 'Trying Something New' on page 21 and ask the participants to discuss them in pairs. Afterwards, ask the group to feedback.

8 Skills Practice (Leader 2)

(approximately 20 mins)

Introduce the Skills Practice 'Who Owns the Problem?' (from page 19 of this Guide). Hand out the appropriate resources and run it.

10 Taking it home (Leader 2)

(approximately 10 mins)

Ask the group to turn to pages 22-23, Taking it Home. Read out My Time (page 23) and the questions for Taking it Home.

Ask each group member to spend some time making their own plans for the time until the next session.

Invite all participants to share their answers for Taking it Home and encourage each other.

Once complete, ask if anyone has any further questions.

Thank everyone for attending and close the session.

9 Graphical Mind Map (Leader 1)

(approx 3 mins)

Ask the group to turn to pages 24-25 and explain the purpose of the Graphical Mind Map. This is an opportunity to summarise the session in a pictorial way.



Ice Breaker suggestions

Session 1

Idea 1 'Finding Out About You'

Hand out question slips (page 78 in the Resource Section) to each person (including leaders) containing these questions:

1. What is your name?
2. If you have children, how many do you have and what are their ages?
3. What do you hope to gain from this course?

Give everyone a chance to read through the questions, and starting with one of the leaders, go round the whole group giving each person an opportunity to answer the questions.

or

Idea 2 'Who's Who?'

Suggest that each person gets up from their seat and talks to three people they do not know, to find out their name and where they were born (no paper, pens or pencils!).

After 3 minutes, ask the whole group to return to their seats. Ask each person in turn to tell the group the name of the people they met, and where they were born.

Session Guide

Session 2 - Learning to listen

As participants arrive:

- Offer drinks and biscuits to participants.
- Give a name label to each participant, ask them to write their first name on it and stick it on.
- Ask each participant to sign the Register.

1 Introduction (Leader 1)

(approximately 5 mins)

Welcome the group.

Introduce the 'Sessions missed' Register (found on page 54 of the Resource Section) and explain what it is for.

Fill in the 'Sessions missed' Register if required.

2 Ice Breaker (Leader 1)

(approximately 10 mins)

Introduce the Ice Breaker chosen for Session 2 (from page 24 of this Guide). Hand out the appropriate resources and run it.

3 Feedback (Leader 2)

(approximately 3 mins)

Ask the group to turn to page 22 and feedback how they got on with the 'Taking it Home' exercise since the last session.

4 Session 2 Intro (Leader 2)

(approximately 3 mins)

Ask the participants to turn to page 26 in the Fusion Workbook. Read out the Introduction from Session 2 - Learning to listen.

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5 Real life story (Leader 1)

(approx 5 mins)

Ask the participants to turn to page 27 in the Fusion Workbook. Read out the Real Life Story from Session 2, and ask participants to comment on it.

6 Scenario (Leader 2)

(approximately 10 mins)

Ask the group to turn to page 29 and to read the Scenario in pairs. Ask each pair to discuss the questions on pages 30-31 honestly with each other.



After a few minutes, ask participants to answer the questions on page 32-33 on their own.

Suggest using the space provided to make personal notes.

Ice Breaker suggestions

Session 2

Idea 1 '11 Straws Make 9'

Place 11 drinking straws randomly on the floor in front of the group. Ask members of the group to reposition the straws to make the 11 straws become 9. Straws cannot be cut, joined together or left unused.

After sufficient time, show some or all of the other ways this can be achieved.

Solutions:

1. The eleven straws can be positioned on the floor to make the digit '9'.
2. The eleven straws can be arranged to spell the word NINE.
3. The eleven straws can be arranged in Roman numerals to create IX, using 3 straws for the numeral I and 8 straws for the numeral X.
4. The eleven straws can be positioned to create the sum $4 + 5$.

or

Idea 2 'Eyes Shut'

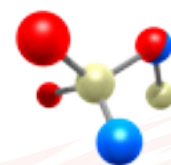
Hand out paper and pencils. Ask the group to position their sheet of paper 'portrait style' on their laps. Show a reel of sticky tape and a penny piece as a size guide. Ask the group members to close their eyes for the duration of the exercise.

Whilst the group listens carefully, start to describe what should represent a ladybird:

1. Draw a circle the size of the reel of sticky tape.
2. Draw a vertical line down through the centre of the circle you have just drawn, joining the top edge of the circle to the bottom edge of the circle.
3. Draw two penny piece sized circles in a vertical formation, on each side of the vertical line.
4. On the top edge of the original circle, draw a semi-circle arch from left to right.
5. Everyone opens their eyes to reveal their drawing.

Note: A copy of the ladybird can be found on page 79 of the Resource Section and should be shown to the participants at the end of the Ice Breaker.

Optional idea: A prize may be given for the picture that most resembles a ladybird.



Skills Practice

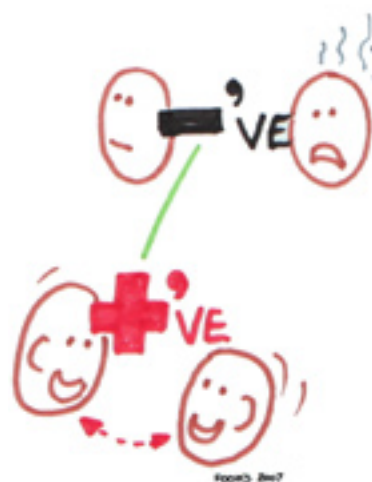
Session 2

'Negative and Positive Listening'

Hand out the 'negative listening' slips (on page 70 of the Resource Section). Ask the group members to get into pairs (the leader must time the session).

Explain as follows:

- One person will be the speaker, whilst the other will listen.
- The Speaker's role is to talk for 2-3 minutes about a hobby or interest. As they talk, they must try and look at their partner, without being put off.
- The Listener's role is to show as little interest as possible whilst their partner is speaking, such as looking around the room or at others, looking at their watch, yawning, etc.



After the timed exercise, ask each speaker in turn to reflect back to the whole group how they felt during the exercise when not being listened to.

Next, hand out the 'positive listening' slips (on page 70 of the Resource Section) and ask the group members to swap roles and follow the new instructions.

Session Guide

Session 3 - Encouraging each other

As participants arrive:

- Offer drinks and biscuits to participants.
- Give a name label to each participant, ask them to write their first name on it and stick it on.
- Ask each participant to sign the Register.

1 Introduction (Leader 1)

(approximately 5 mins)

Welcome the group.

Fill in the 'Sessions missed' Register if required.

2 Ice Breaker (Leader 1)

(approximately 10 mins)

Introduce the Ice Breaker chosen for Session 3 (from page 30 of this Guide). Hand out the appropriate resources and run it.

3 Feedback (Leader 2)

(approximately 3 mins)

Ask the group to turn to page 37 and feedback how they got on with the 'Taking it Home' exercise since the last session.

4 Session 3 Intro (Leader 2)

(approximately 3 mins)

Ask the participants to turn to page 40 in the Fusion Workbook. Read out the Introduction from Session 3 - Encouraging each other.

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5 Real life story (Leader 1)

(approx 5 mins)

Ask the participants to turn to page 41 in the Fusion Workbook. Read out the Real Life Story from Session 3, and ask participants to comment on it.

6 Scenario (Leader 2)

(approximately 10 mins)

Ask the group to turn to page 43 and to read the Scenario in pairs. Ask each pair to discuss the questions on pages 44-45 honestly with each other.



Suggest using the space provided to make personal notes.

Ice Breaker suggestions

Session 3

Idea 1 'Ball Name Game'

Start with a soft ball and introduces themselves by saying 'My name is <name> (e.g. Karen) and this is <another participant's name> (e.g. Katy)' and then they throw the ball to the group member they introduced. The participant now holding the ball then says 'My name is (e.g. Katy) and this is <another participant's name> (e.g. George)'. They proceed to throw the ball to the member of the group they introduced. This continues until all group members have been introduced by somebody else.

or

Idea 2 'Nine Dots'

Hand out a pencil and a Nine Dot sheet (page 80 in the Resource Section) to each member of the group. Ask each member to try and join all nine dots on the sheet, using only four straight lines, not letting their pencil leave the paper.

After an appropriate length of time, the leader asks each member to show their results, and if necessary the leader shows the answer (page 81 in the Resource Section).

Optional idea: A prize may be given to the person who accomplishes this first.

Session Guide

Session 4 - Planning Family Time

As participants arrive:

- Offer drinks and biscuits to participants.
- Give a name label to each participant, ask them to write their first name on it and stick it on.
- Ask each participant to sign the Register.

1 Introduction (Leader 1)

(approximately 5 mins)

Welcome the group.

Fill in the 'Sessions missed' Register if required.

2 Ice Breaker (Leader 1)

(approximately 10 mins)

Introduce the Ice Breaker chosen for Session 4 (from page 36 of this Guide). Hand out the appropriate resources and run it.

3 Feedback (Leader 2)

(approximately 3 mins)

Ask the group to turn to page 51 and feedback how they got on with the 'Taking it Home' exercise since the last session.

4 Session 4 Intro (Leader 2)

(approximately 3 mins)

Ask the participants to turn to page 54 in the Fusion Workbook. Read out the Introduction from Session 4 - Planning Family Time.

Contents

- | | |
|--------------------|-----------------------|
| 1. Introduction | 6. Scenario |
| 2. Ice Breaker | 7. DVD |
| 3. Feedback | 8. Skills Practice |
| 4. Session 4 Intro | 9. Graphical Mind Map |
| 5. Real life story | 10. Taking it home |

5 Real life story (Leader 1)

(approx 5 mins)

Ask the participants to turn to page 56 in the Fusion Workbook. Read out the Real Life Story from Session 4, and ask participants to comment on it.

6 Scenario (Leader 2)

(approximately 10 mins)

Ask the group to turn to page 58 and to read the Scenario in pairs. Ask each pair to discuss the questions on pages 59-60 honestly with each other.



After a few minutes, ask participants to answer the questions on page 61-62 on their own.

Suggest using the space provided to make personal notes.

Ice Breaker suggestions

Session 4

Idea 1 'Names in Boxes'

Hand out pencils and the questionnaire sheets (page 82 in the Resource Section). Each person has to ask as many people as possible to answer the questionnaire. For each section, they must write down a maximum of three names, of anyone who answers yes to the questions (you can write your own name for questions to which you can answer yes).

After an appropriate length of time, each person swaps their questionnaire sheets and adds up the total number of names on the sheet.

Optional idea: A prize may be given to the person with the most names on their sheet.

or

Idea 2 'Items on a Tray'

Previously place 20 small items on a tray and cover the tray with a cloth (for example: pencil, rubber, pen, thimble, etc.).

Hand out a pencil and a sheet of paper to each group member (asking them to make a list, numbered 1-20 and put their name at the top of the sheet).

Explain that once the cloth is removed, everybody has one minute to look at all the items on the tray and memorise them. After the minute is over, reposition the cloth on top of the tray and each person has three minutes to list as many of the items from the tray that they can remember. Each person then swaps their answer sheet with another group member.

Read out the list of all the items on the tray.

Optional idea: A prize may be given to the person with the most correct answers.

Session Guide

Session 5 - Problem solving

As participants arrive:

- Offer drinks and biscuits to participants.
- Give a name label to each participant, ask them to write their first name on it and stick it on.
- Ask each participant to sign the Register.

1 Introduction (Leader 1)

(approximately 5 mins)

Welcome the group.

Fill in the 'Sessions missed' Register if required.

2 Ice Breaker (Leader 1)

(approximately 10 mins)

Introduce the Ice Breaker chosen for Session 5 (from page 42 of this Guide). Hand out the appropriate resources and run it.

3 Feedback (Leader 2)

(approximately 3 mins)

Ask the group to turn to page 66 and feedback how they got on with the 'Taking it Home' exercise since the last session.

4 Session 5 Intro (Leader 2)

(approximately 3 mins)

Ask the participants to turn to page 70 in the Fusion Workbook. Read out the Introduction from Session 5 - Problem solving.

Contents

- | | |
|--------------------|-----------------------|
| 1. Introduction | 6. Scenario |
| 2. Ice Breaker | 7. DVD |
| 3. Feedback | 8. Skills Practice |
| 4. Session 5 Intro | 9. Graphical Mind Map |
| 5. Real life story | 10. Taking it home |

5 Real life story (Leader 1)

(approx 5 mins)

Ask the participants to turn to page 71 in the Fusion Workbook. Read out the Real Life Story from Session 5, and ask participants to comment on it.

6 Scenario (Leader 2)

(approximately 10 mins)

Ask the group to turn to page 73 and to read the Scenario in pairs. Ask each pair to discuss the questions on pages 74-76 honestly with each other.



After a few minutes, ask participants to answer the questions on page 77 on their own.

Suggest using the space provided to make personal notes.

Ice Breaker suggestions

Session 5

Idea 1 'Food For You'

Ask the members of the group to think of a food that best describes themselves. In turn, each member shares what food they have chosen, and why they think it describes them.

For example: A bar of Aero chocolate - I have a bubbly personality, not always seen at first sight.

or

Idea 2 'Who are you in the Circus?'

Ask the group members to consider the question, "If life was a circus, what part do you see yourself playing and why?"

For example: Clown, tightrope walker, juggler, lion tamer, behind the scenes etc.

Session Guide

Session 6 - Living it out

As participants arrive:

- Offer drinks and biscuits to participants.
- Give a name label to each participant, ask them to write their first name on it and stick it on.
- Ask each participant to sign the Register.
- Give each participant a Feedback Form and ask them to spend a few minutes filling it in before the session starts. Wait until everyone has completed this before starting, and avoid reading them when participants are present.

1 Introduction (Leader 1)

(approximately 5 mins)

Welcome the group.

Fill in the 'Sessions missed' Register if required.

2 Ice Breaker (Leader 1)

(approximately 15 mins)

Introduce the Ice Breaker chosen for Session 6 (from page 48 of this Guide). Hand out the appropriate resources and run it.

3 Feedback (Leader 2)

(approximately 3 mins)

Ask the group to turn to page 83 and feedback how they got on with the 'Taking it Home' exercise since the last session.

4 Session 6 Intro (Leader 2)

(approximately 3 mins)

Ask the participants to turn to page 86 in the Fusion Workbook. Read out the Introduction from Session 6 - Living it out.

Contents

- | | |
|--------------------|--------------------|
| 1. Introduction | 6. DVD |
| 2. Ice Breaker | 7. Skills review |
| 3. Feedback | 8. Skills Practice |
| 4. Session 6 Intro | 9. So what's next? |
| 5. Real life story | 10. Living it out |
| | 11. Certificates |

5 Real life story (Leader 1)

(approx 5 mins)

Ask the participants to turn to page 87 in the Fusion Workbook. Read out the Real Life Story from Session 6, and ask participants to comment on it.

6 DVD (Leader 1)

(approximately 20 mins)

Play the DVD Session 6 - Living it out, and encourage members to take notes in the spaces provided on pages 89-95.



7 Skills review (Leader 2)

(approximately 10 mins)

Ask the group to turn to pages 89-94 and, working in pairs, discuss the skills and strategies introduced in previous sessions, concentrating on those that have had an impact on their families.

Suggest using the space provided to make personal notes.

Afterwards, ask the group to feedback.

Ice Breaker suggestions

Session 6

Idea 1 'Family Photo'

Note: Ask participants in advance to bring an individual photo of each of their children (if a participant does not have children, ask them to bring a photo of themselves as a child).

Number each photo consecutively, using stickers. Display the photos of the participants' children (previously collected) around the room. Hand out pencils and the 'Whose child?' sheet (on page 83 of the Resource Section), instructing the group to write the names of each group member in the 'Which child belongs to:' column. Each person must then determine which child belongs to which group member.

After an appropriate length of time, ask everyone to swap their answer sheet with another person so that they are not marking their own. Starting with photograph number 1, the leader asks the parent or carer of the child to stand up. This continues until all of the children's photographs have been identified with their parent/guardian. Each member marks the answers appropriately.

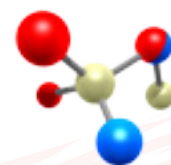
Optional idea: A prize may be given to the person with the most correct answers.

and / or

Idea 2 'Bring and Share'

Each member of the group, having been previously invited to do so, can bring in some savoury or sweet nibbles, and drink, to enjoy during their last meeting together.





Resource Section

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Pre-course Questionnaire

Date _____ Leaders _____

In order to help us support your families' unique needs, we would appreciate it if you would complete this Pre-course Questionnaire.

Please circle the appropriate number, 1 being poor and 10 being excellent. If you have any questions, we will be happy to help you. Many thanks in advance.

How many children do you have? _____

What ages are they? _____

What do you hope to gain from attending The Fusion Programme™?

Are there any specific challenges in your family that you hope to address through this course?

Honestly, how effective do you think you are as a parent?

	Poor				Average					Excellent
Effectiveness:	1	2	3	4	5	6	7	8	9	10

Please read the following statement and sign below:

I realise that my identity and that of my family members will not be disclosed unless I have granted permission.

Print name _____ Signed _____

Name Labels

As there are different labels and layouts on the market, the easiest way to assist you is to provide name label templates for popular label sheets. These will be available for download from the Better Parents™ website, www.betterparents.co.uk.

If the label template you require is not available, please let us know and we will attempt to provide one for you. Alternatively, logos can be downloaded from the site if you wish to make your own Fusion labels. Also, hand-written labels are fine if you prefer.

Feedback Form

Date _____ Leaders _____

We are keen to receive feedback about how you found the course and would appreciate it if you would kindly complete this form and return it to one of the leaders.

Please circle the appropriate number, 1 being poor and 10 being excellent. If you have any questions, we will be happy to help you. Many thanks in advance.

	Poor			Average				Excellent		
Course Materials:	1	2	3	4	5	6	7	8	9	10
Course Content:	1	2	3	4	5	6	7	8	9	10
Course Leaders:	1	2	3	4	5	6	7	8	9	10
Course Venue:	1	2	3	4	5	6	7	8	9	10

Please can you give an example of a situation within your family where you have used skills and strategies learnt on The Fusion Programme™?

Have you noticed any specific improvements within your family dynamics as a result of attending The Fusion Programme™? If yes, please give details.

Feedback Form *(continued)*

Honestly, how effective do you think you are as a parent since Fusion?

Poor

Average

Excellent

Effectiveness:

1 2 3 4 5 6 7 8 9 10

Please use the space below for any additional success stories, comments, encouragement or constructive suggestions regarding the course:








Please read the following statements and tick the relevant boxes:

- I am happy to be contacted in the future regarding the comments I have made on this feedback form.
- I am happy for these comments to be reproduced in future publications or for marketing of the course.
- I am happy for my name and/or the names of my family members to be disclosed alongside my comments.











I understand that my identity and that of my family members will not be disclosed unless I have granted permission.

Print name _____ Signed _____

Star Chart for _____ (insert child's name)

Star Chart for _____ (insert child's name)

Morning Chart for _____ (insert child's name)

Jobs to do before school	Monday	Tuesday	Wednesday	Thursday	Friday
Get dressed					
Make bed					
Eat breakfast					
Help get lunch ready					
Brush teeth					
Put shoes on					
Get bag					
Smile					

Evening Chart for _____ (insert child's name)

At home	Monday	Tuesday	Wednesday	Thursday	Friday
Hang coat up					
Put shoes and bag away					
Hang school clothes					
Get changed					
Do homework or reading					
Eat my tea					
Put toys away					
Pyjamas on Brush teeth					
Bedtime					

Certificate of Attendance



The Fusion Programme™

On _____ (Date)

At _____ (Venue)

This is to certify that

successfully attended and
completed The Fusion Programme™.

Course Tutors

Signed _____ Signed _____

Print name _____ Print name _____

dated _____

Adult

Child

***15-year-old oversleeps
for school***

***Child speaks rudely
in front of guests***

***7-year-old constantly
ignores bedtime***

***Child leaves bike
outside, unlocked***

***14-year-old gets final
warning from their boss
and could lose their
paper round job***

***13-year-old announces
they need to be at
a club in 10 minutes***

***10-year-old
constantly leaves
bedroom in a mess***

***8-year-old and
6-year-old are fighting
over a computer game***

***2-year-old has
left toys out***

***4-year-old
constantly whining***

***12-year-old has brought
muddy football boots
into the flat/house***

***5-year-old is upset
because their toy
has broken***

***3-year-old cross
because dinner was not
what they wanted***

***9-year-old has a
new friend and has
since begun using
bad language***

***16-year-old
doesn't want to do
their coursework***

Negative listening

The Speaker's role is to talk for 2-3 minutes about a hobby or interest. As they talk, they must try and look at their partner, without being put off.

The Listener's role is to show as little interest as possible whilst their partner is speaking, such as looking around the room or at others, looking at their watch, yawning, etc.



Positive listening

The Speaker's role is to talk for 2-3 minutes about a hobby or interest. As they talk, they must try and look at their partner.

The Listener's role is to show as much interest as possible whilst their partner is speaking, such as, using eye contact, nodding their head, saying little affirming things such as 'umm', 'I see', 'really', 'and possibly asking encouraging questions without taking over the conversation by adding their own opinions. The listener should also be trying to retain what it is that the speaker is talking about.

Artistic strengths

Family member's name

1. Painting
2. Drawing
3. Model making
4. Photography
5. Crafts
6. Sewing
7. Fashion sense
8. Map reading
9. Good use of imagination
10. Pottery

Personality

Family member's name

11. Patient
12. Kind
13. Caring
14. Trustworthy
15. Honest
16. Reliable
17. Sensitive
18. Hardworking
19. Easy Going
20. Responsible
21. Generous
22. Confident
23. Affectionate
24. Disciplined
25. Happy
26. Mature
27. Independent
28. Determined
29. Gentle
30. Loyal

Social skills

Family member's name

- 31. Encouraging
- 32. Understanding
- 33. Good listener
- 34. Team player
- 35. Shares
- 36. Helpful
- 37. Peacemaker
- 38. Friendly
- 39. Humorous
- 40. Leader
- 41. Good with children
- 42. Good with animals
- 43. Sociable
- 44. Polite
- 45. Courteous

Functional

Family member's name

- 46. Tidy
- 47. Organised
- 48. Common sense
- 49. Adaptable
- 50. Disciplined

Talents

Family member's name

- 51. Computer skills
- 52. Reading
- 53. Remembering facts
- 54. Joke telling
- 55. Problem solving
- 56. Mathematical
- 57. Scientific
- 58. Creative writing
- 59. Storytelling
- 60. D.I.Y.

Scenario 1

Session 4 Skills Practice

Mum needs to talk to her two teenage daughters, Elizabeth, 16 and Sarah, 14 about the impending visit of their new step-sister Chloe, 12. The sisters have not accepted the new marriage very well.



Scenario 2

Session 4 Skills Practice

Parents are trying to go out for the day with their three children. Trevor, 6, Amy, 12, and Stephen, 14. Arguments are preventing the family from managing to agree on any trips, as the children's choice of activities range from cinema, beach, ice skating, skateboarding and swimming, and they all want to take friends!



Scenario 3

Session 4 Skills Practice

Dad has been promoted and his company want him to move to the next county within the next month. His daughter, Megan, 15, is in the middle of her GCSEs and son, Craig, 10, loves being in the local football team.

Scenario 1

Session 5 Skills Practice

9-year-old Kerry has a new friend and has since begun using bad language.

- Parent: "Kerry, get me the wet wipes will you?"
Kerry: "Get them yourself."
Parent: "I can't. I'm changing Tim's nappy."
Kerry: "So? Why should I do it?"
Parent: "Coz I said so!"
Kerry: "I'm going out!"
Parent (shouts): "Get me them NOW!"

Kerry goes out the front door, swearing obscenely.



Scenario 2

Session 5 Skills Practice

16-year-old Tracey doesn't want to do her coursework.

- Parent: "You shouldn't be going out tonight. Your tutor sent that letter home, saying you were behind with your English coursework."
Tracey: "Oh, give it a break, I need to go out with my mates too!"
Parent: "Well, you don't have much longer to get the work done."



Scenario 3

Session 5 Skills Practice

8-year-old Toby is fighting with his 6-year-old step-brother, Luke, over a computer game.

- Toby: "Get off, Luke! It's my game and you're not playing it!"
Luke: "But my dad said you had to share your games with me."
Toby: "I don't care what he said. It's my game and you're not playing it!"
Luke: "I'm telling on you!" (he starts to cry)"
Toby: "Go on then! See if I care."

As Luke starts to leave the room, Toby trips him up and punches him!

Then, the parent enters the room ...

Session 5 Skills Practice	In this scenario would it be valid to step back and deal with it later?	What consequence could you choose that is appropriate to the behaviour?	How could the child/children evaluate their behaviour and understand the consequence?	Could the 'I' word be used in this scenario?	When and how can the situation be calmly talked through?
<u>Scenario 1</u> 9-year-old Kerry has a new friend and has since begun using bad language.					
<u>Scenario 2</u> 16-year-old Tracey doesn't want to do her coursework.					
<u>Scenario 3</u> 8-year-old Toby is fighting with his 6-year-old step-brother, Luke, over a computer game.					

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Session 6 Skills Practice My Time = Red Family Time = Green 1:1 with a Family Member = Blue							
Morning				1:1 Breakfast with partner			
Lunchtime							
Afternoon			1:1 Play game with child				Family Time Family walk
Teatime						1:1 Shopping Trip with teenager	
Evening	My Time Watch favourite television programme	Family Time Family go swimming			1:1 Time with partner		My Time Bubble bath

Session 6 Skills Practice My Time = Red Family Time = Green 1:1 with a Family Member = Blue	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Lunchtime							
Afternoon							
Teatime							
Evening							

What is your name? _____

How many children do you have (if any)? _____

What are their ages? _____

What do you hope to gain from this course? _____



What is your name? _____

How many children do you have (if any)? _____

What are their ages? _____

What do you hope to gain from this course? _____



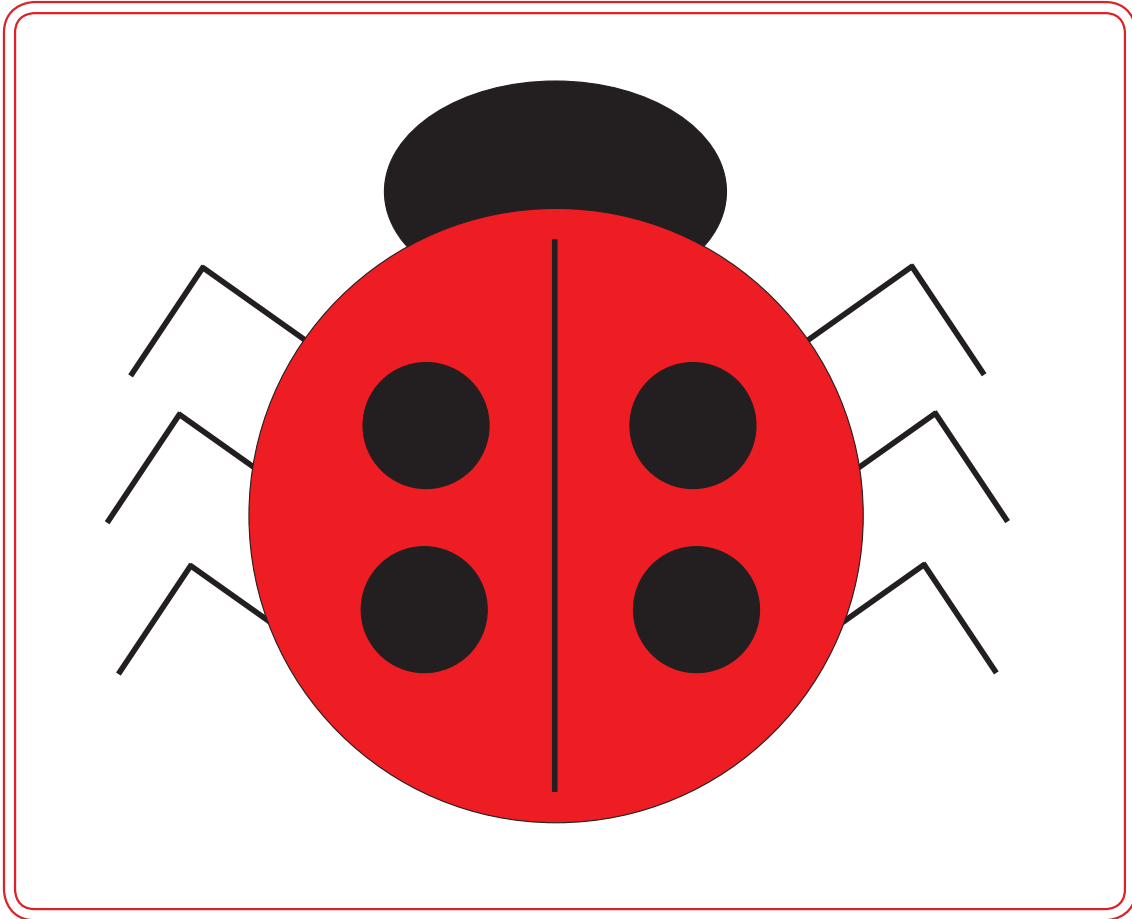
What is your name? _____

How many children do you have (if any)? _____

What are their ages? _____

What do you hope to gain from this course? _____

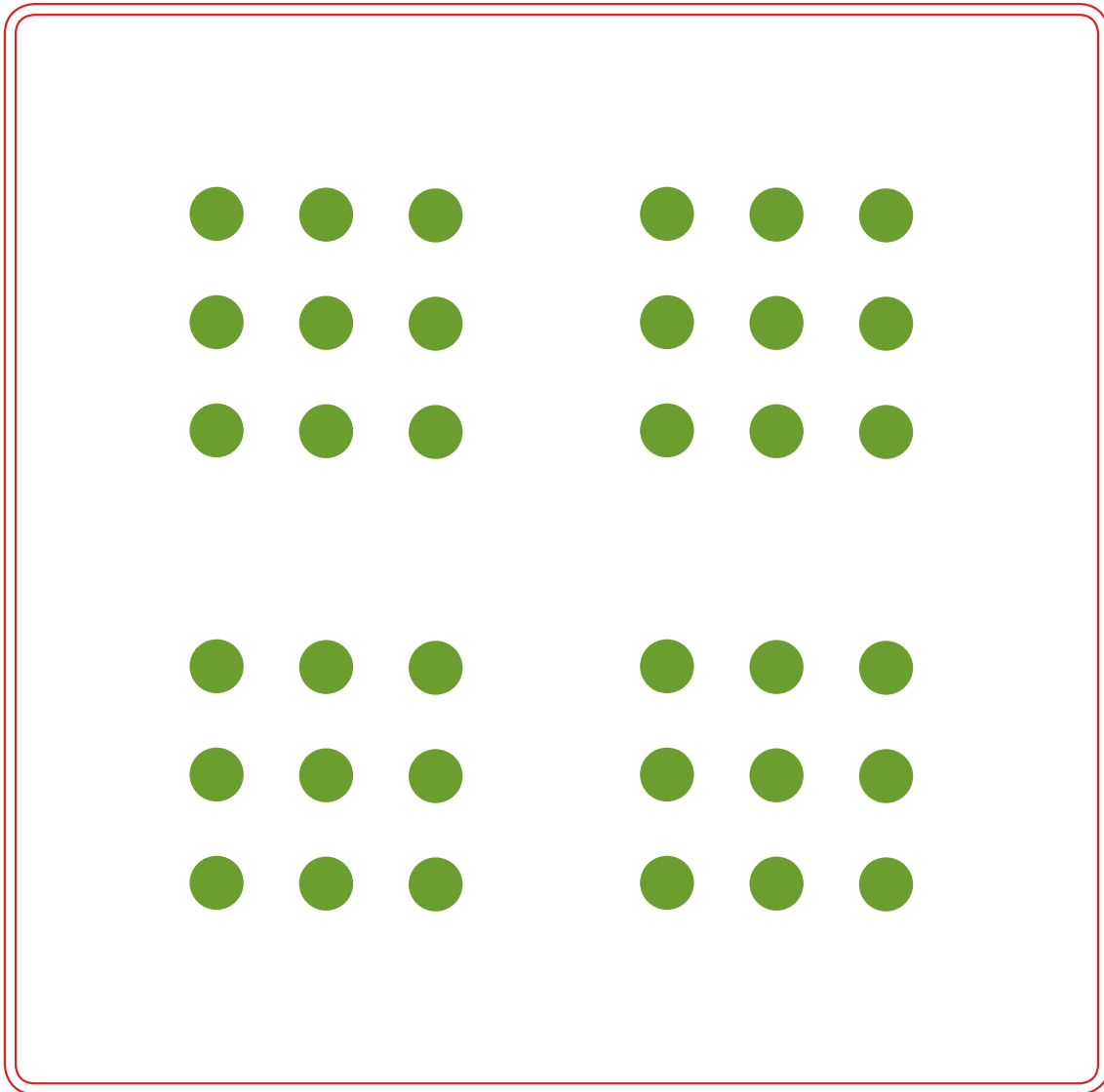
Session 2 - Ice Breaker 'Eyes shut'



8 cm (size of inside of a large roll of sticky tape).
2 cm (size of a one pence piece)
4 cm (size of a toilet roll middle)

Session 3 - Ice Breaker 'Nine Dot Exercise'

Join the nine dots, using four straight lines only.

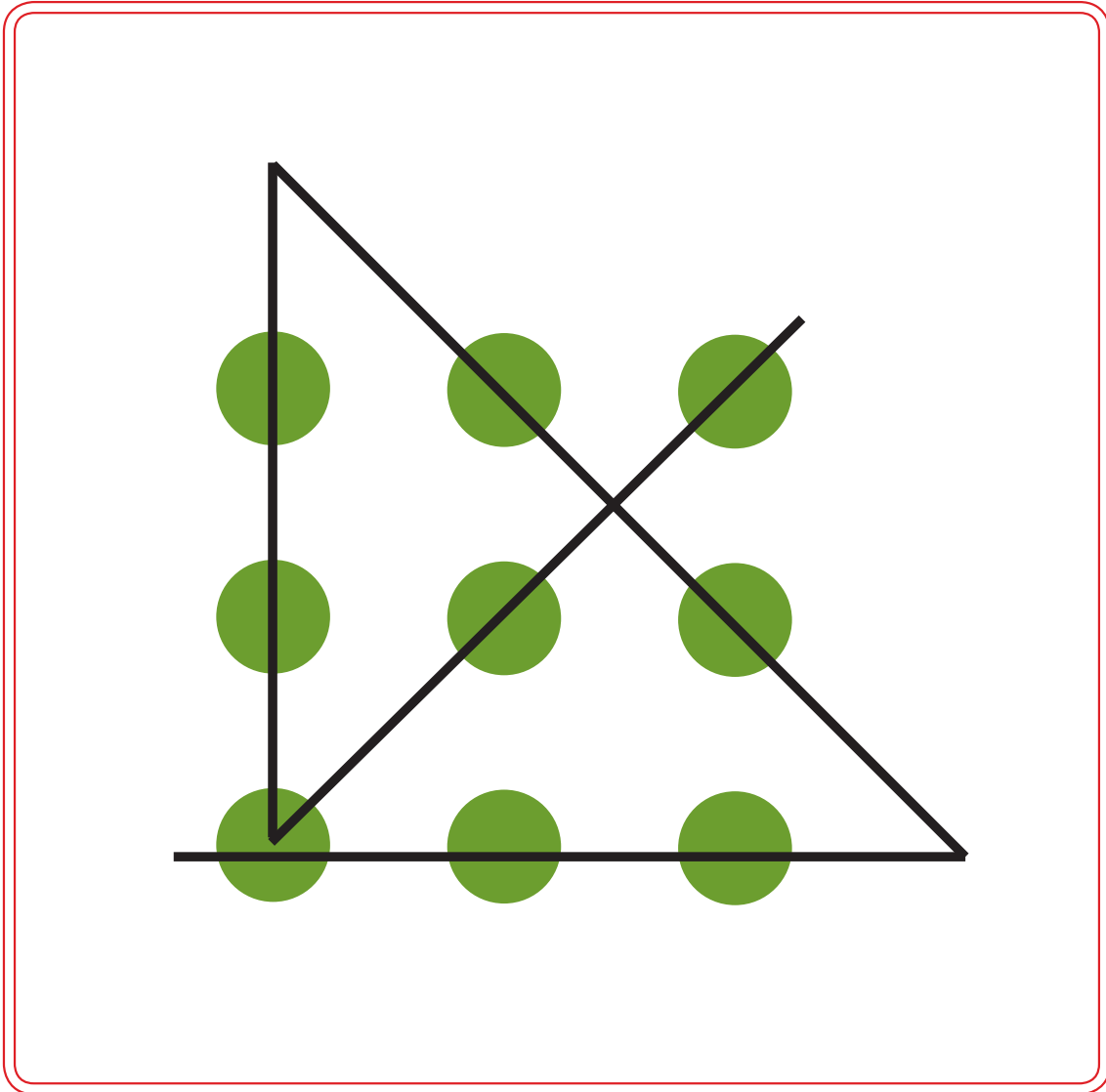


Your pen must not leave the page and you may not repeat any line.

Four sets of dots have been provided, so that you can try different methods.

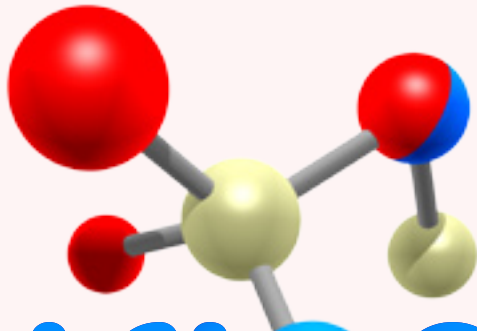
Session 3 - Ice Breaker 'Nine Dot Solution'

This is the solution:



Session 4 - Ice Breaker 'Names in boxes'

Wears vests in winter	Owens a dog	Regularly watches a soap opera
Has naturally blonde hair	Has had a speeding fine	Goes for a walk every day
Has an allergy	Goes to the gym at least once a week	Prefers white wine rather than red



FUSION™
Skills and Strategies for the Family™

"The 6-week course concentrates on trying out small, everyday changes that can make a big difference. The straightforward Leaders' Guide can be used by appropriately trained parents, with groups of parents who want to find out how Fusion can provide a place to reflect on family life and learn from each other."

Anne Page
(Policy Manager, Family & Parenting Institute)

"... as a Primary School teacher, I thought the [Fusion] course might benefit me in the classroom ... Completing the course has improved my skills working with children by equipping me with simple strategies to deal with challenging behaviour and encourage children's development within a calm and positive environment."

Bethany Hoile
(Primary School Teacher)



THE FUSION PROGRAMME™

Skills and Strategies for the Family™

Fusion is a 6-session course (comprising Workbooks, Leaders' Guide and DVD), aimed at equipping families, and family professionals, with skills and strategies to improve positive communication within the family unit. The Fusion Programme™ is both easy to follow and easy to lead, featuring:

- No set reading or written homework
- Real life stories in each session
- Realistic scenarios
- Graphical Mind Maps
- Post-course support community
- And much more ...

KATY PHILLIPS has four children and works in Behavioural Support in a Primary School in Dorset. She is a founder of Better Parents and, in this capacity, teaches family skills to both parents and teaching professionals.

KAREN TODD has three children and has worked with young people in the voluntary sector for over 10 years. Also a founder of Better Parents, she regularly works alongside families and teaching staff, developing family skills and communication.



**better
parents** 

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