















Leaders' Guide















Written by
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innovation



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The Fusion Programme[™] Leaders' Guide is for each leader of The Fusion Programme[™] First published 2008

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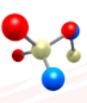
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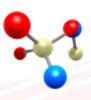
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The Fusion Programme™

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:

- 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.

Katy Phillips Karen Todal

Enjoy your families!



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.

Page 8 How to lead Fusion © Crown Copyright 2008



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 seperate Resource Section document.

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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?

Page 10 My Time © Crown Copyright 2008



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?

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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 seperately 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 seperately 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.
\square Choose the Ice Breaker to use for the session.
\square Familiarise yourself with the Skills Practice for the session.
 Allow yourself adequate time to prepare the venue, prior to participants arriving (approx. 30 mins).
\square Set up the DVD player, TV, projector or screen.
\square 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.

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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.

(photocopy or print to reuse)

Session 1 Checklist	<u>Ice Breaker resources</u>
☐ Refreshments	Choose one of the ideas:
 □ Register □ Name Labels □ Fusion Leaders' Guide x 2 □ Fusion Workbook x 14 (for each participant and leader) □ Pencils x 20 □ Spare paper □ Fusion DVD □ DVD Player □ Large TV/Projector/Screen 	☐ 'Finding Out About You': 15 question slips (5 copies of page 78 in the Resource Section) ☐ 'Who's Who?': No resources required Skills Practice resources 'Who Owns the Problem?': ☐ Rope (approx. 2 metres) ☐ Adult & Child sheets (pages 63-64 in the Resource Section) ☐ 15 scenario slips, 3 per A4 page (pages 65-69 in the Resource Section)
	Resource Section)
Additional preparation On page 107 of each participar of both leaders, prior to the sta	nt's Workbook, write the contact details art of the session.

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 Precourse 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.

Contents

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

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.

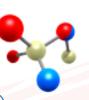
Read out the Introduction from Session 1

- 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.

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.

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.



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.



Skills Practice

Session 1

'Who Owns the Problem?'

Lay a 2-metre rope or piece of string in a straight line in the middle of the floor to split it into two halves.

Using the Skills Practice resources (pages 63-69 in the Resource Section), put the title 'Adult' at the top of one side of the string and the title 'Child' at the top of the other side of the string.

Hand out all the scenario slips to the participants and ask them to put each slip on either the 'adult' or 'child' side of the string, depending on who they think owns the problem (or on the string if it is jointly owned).



Introduction to Session 2

Learning to listen

This session gives us the opportunity to look at the importance of learning to listen.

Initially, we will be looking at our usual response to our family members and the effect it may have on them. After that, we will be taking time to introduce some new approaches in order to develop our communication skills with our family members and teach us the importance of different listening styles.



One of the skills we will be introducing is active listening. This offers us a chance to have more in-depth conversations, possibly about matters concerning family members.

Another skill we will be looking at is introducing an emotional vocabulary into the family unit, giving all family members the chance to express their feelings more accurately.

(photocopy or print to reuse)

Session 2 Checklist	Ice Breaker resources
☐ Refreshments	Choose one of the ideas:
□ Register	☐ '11 Straws Make 9':
☐ 'Sessions missed' Register	11 Drinking straws
□ Name Labels	☐ 'Eyes Shut':
☐ Fusion Leaders' Guide x 2	Paper, Completed ladybird to show the group at
☐ Fusion Workbook x 2 (for leaders)	the end (page 79 in the Resource Section)
☐ Pencils x 20	☐ Optional prize for winner.
☐ Spare paper	
☐ Fusion DVD	Skills Practice resources
□ DVD Player	'Negative and Positive Listening':
□ Large TV/Projector/Screen	☐ Set of 2 instruction slips per group (page 70 in the Resource Section)

© Crown Copyright 2008 Session 2 Checklist Page 21

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.

Contents

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

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.





7 DVD (Leader 1)

(approximately 20 mins)

Ask the participants to turn to page 34 of the Fusion Workbook, play the DVD Session 2 - Learning to listen, and encourage members to take notes.

After this, ask participants to work in pairs to discuss the DVD.

Read out the questions from 'Trying Something New' on page 35 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 'Negative and Positive Listening' (from page 25 of this Guide). Hand out the appropriate resources and run it.

9 Graphical Mind Map (Leader 1)

(approx 3 mins)

Ask the group to turn to pages 38-39 and look at the Graphical Mind Map.

10 Taking it home (Leader 2)

(approximately 10 mins)

Ask the group to turn to page 37, '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.



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'.
- 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:

- I. 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'

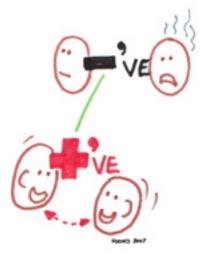
Hand out the 'negative listening' slips (on page 70 of the Resource Section). Ask the group members to get into pairs (the leader must time the session).

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.



Introduction to Session 3

Encouraging each other

This session gives us the opportunity to look at the importance of encouraging all family members in their individual strengths, as well as developing responsibility.

Initially, we will be looking at what we are currently doing for our child/children, that they could be doing for themselves and introducing the idea of reward charts where appropriate.



After that, we will be taking time to introduce some new approaches, allowing us to develop each family member's contribution to the smooth running of the home. Next, we will be looking at how we might encourage the individuality of each family member.

In order to achieve this, we will be considering the difference between encouragement and praise, and how we can use constructive criticism within the family unit.

(photocopy or print to reuse)

Session 3 Checklist	Ice Breaker resources
Session 3 Checklist Refreshments Register 'Sessions missed' Register Name Labels 4 Charts - enough copies for whole group if required, pages 58-61 in the Resource Section) Fusion Leaders' Guide x 2 Fusion Workbook x 2 (for leaders) Pencils x 20 Spare paper Fusion DVD DVD Player Large TV/Projector/Screen	Choose one of the ideas: 'Ball Name Game': Soft ball 'Nine Dots': 15 Nine Dot sheets (page 80 in the Resource Section), Nine Dot solution to show the group at the end (page 81 in the Resource Section) Optional prize for winner. Skills Practice resources

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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.

Contents

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

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.

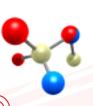
6 Scenario (Leader 2)

(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.





7 DVD (Leader 1)

(approximately 25 mins)

Ask the participants to turn to page 46 of the Fusion Workbook, play the DVD Session 3 - Encouraging each other, and encourage members to take notes.

After this, ask participants to work in pairs to discuss the DVD.

Read out the questions from 'Trying Something New' on page 47 and ask the participants to discuss them in pairs.

After a further few minutes, read out the questions from 'Trying something else' on page 49-50 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 'Finding their Strengths' (from page 31 of this Guide). Hand out the appropriate resources and run it.

9 Graphical Mind Map (Leader 1)

(approx 3 mins)

Ask the group to turn to pages 52-53 and look at the Graphical Mind Map.

10 Taking it home (Leader 2)

(approximately 10 mins)

Ask the group to turn to page 51, '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.

Hand out sample star charts and morning/evening charts if desired (pages 58-61 in the Resource Section).

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.



Skills Practice

Session 3

'Finding their Strengths!'

Hand out pencils and the Strengths sheets (pages 71-72 in the Resource Section) and ask the group members to work as individuals initially.

Explain the following:

Each person is to spend 10 minutes looking through the list of strengths and qualities, whilst considering all their family members. After looking through the list, write down the names of each family member, including a spouse/partner and themselves, next



to the strength or quality that you recognise in them. Try to list at least 5 strength and/or qualities for each family member.

After this, ask the group members to get into pairs and discuss with each other how they found this exercise. Ask them to explain some of the thoughts and emotions it raised, to talk about how difficult or easy it was to link the listed strengths to their family members, and to discuss how they might share this with their own families.

Introduction to Session 4

Planning Family Time

This session gives us the opportunity to look at the importance of introducing planned Family Time. Initially, we will be looking at how our family currently functions, and how much time we spend with one another. We will be considering each individual relationship within our family, as well as the complete family unit.



After that, we will take time to discuss new approaches in order to best facilitate having Family Time, involving children in appropriate decisions and encouraging healthy relationships within the structure of the family unit.

One of the skills we will be introducing is family meetings. We consider these to be a valuable opportunity for each family member to be heard and to have a platform to contribute their own opinions.

It can be very rewarding creating a safe environment within our families, nurturing deeper relationships and encouraging each other to grow as individuals. One way that this can be achieved is to use a strategy called Diary Dates. This puts emphasis on the importance of developing 1:1 time between each adult and child relationship within the family unit.

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Ice Breaker resources
Choose one of the ideas: 'Names in Boxes': 12 questionnaire sheets (page 82 in the Resource Section) 'Items on a Tray': Tray, 20 unique items, Tea towel, paper. Optional prize for winner. Skills Practice resources 'What would You Do?': 3 scenarios slips (page 73 in the Resource Section)

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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
- 2. Ice Breaker
- 3. Feedback
- 4. Session 4 Intro
- 5. Real life story
- 6. Scenario
- 7. DVD
- 8. Skills Practice
- 9. Graphical Mind Map
- 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)

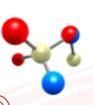
(approximately 10 mins)

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.





7 DVD (Leader 1)

(approximately 20 mins)

Ask the participants to turn to page 63 of the Fusion Workbook, play the DVD Session 4 - Planning Family Time, and encourage members to take notes.

After this, ask participants to work in pairs to discuss the DVD.

Read out the questions from 'Trying Something New' on pages 64-65 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 'What would You Do?' (from page 37 of this Guide). Hand out the appropriate resources and run it.

9 Graphical Mind Map (Leader 1)

(approx 3 mins)

Ask the group to turn to pages 68-69 and look at the Graphical Mind Map.

10 Taking it home (Leader 2)

(approximately 10 mins)

Ask the group to turn to page 66, '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.



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



Skills Practice

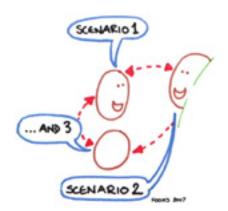
Session 4

'What would You Do?'

Divide everyone into three groups and hand out one scenario to each group (page 73 in the Resource Section).

Explain the following:

Each group has been given a family with a specific issue to discuss. Each group is to work out how best the family members can come to an agreement, and how they will reach that decision.



The group members can either act out the scenario first, and then again using new skills and strategies (if comfortable doing so) or take it in turns to share their scenario with the whole group, and then explain how they have used new skills and strategies to help the family reach an amicable decision.



Introduction to Session 5

Problem solving

This session gives us the opportunity to look at the importance of developing our problem solving techniques.

Initially, we will be looking at our current methods of problem solving and how we react to the issues that arise within our family.



After that, we will be taking time to introduce some new approaches. We will consider appropriate

consequences and the idea of giving choices in certain situations. Next, we will be looking at how we can check that our own emotions and reactions are valid, as well as recognising when we get it wrong and the need to say sorry.

Another skill we will be looking at, is using the 'l' word. In some situations, this skill can defuse a potential argument or power struggle developing.

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Session 5 Checklist	Ice Breaker resources
☐ Refreshments	Choose one of the ideas:
□ Register	☐ 'Food for You':
☐ 'Sessions missed' Register	No resources required
☐ Name Labels	☐ 'Who are You in the Circus?':
☐ Fusion Leaders' Guide x 2	No resources required
☐ Fusion Workbook x 2 (for	Skills Practice resources
leaders)	'Problem Solving Scenarios':
☐ Pencils x 20	☐ Set of 3 scenario slips per
☐ Spare paper	group (page 74 in the
☐ Fusion DVD	Resource Section)
□ DVD Player	☐ Scenario chart for each
☐ Large TV/Projector/Screen	group

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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
- 2. Ice Breaker
- 3. Feedback
- 4. Session 5 Intro
- 5. Real life story
- 6. Scenario
- 7. DVD
- 8. Skills Practice
- 9. Graphical Mind Map
- 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)

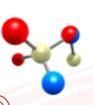
(approximately 10 mins)

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.





7 DVD (Leader 1)

(approximately 25 mins)

Ask the participants to turn to page 78 of the Fusion Workbook, play the DVD Session 5 - Problem solving, and encourage members to take notes.

After this, ask participants to work in pairs to discuss the DVD.

Read out the questions from 'Trying Something New' on pages 80-82 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 'Problem Solving Scenarios' (from page 43 of this Guide). Hand out the appropriate resources and run it.

9 Graphical Mind Map (Leader 1)

(approx 3 mins)

Ask the group to turn to pages 84-85 and look at the Graphical Mind Map.

10 Taking it home (Leader 2)

(approximately 10 mins)

Ask the group to turn to page 83, '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.



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.



Skills Practice

Session 5

'Problem Solving Scenarios'

Use the scenario script (page 74 in the Resource Section).

Separate everyone into groups of twos/ threes, encouraging the group members to work with people they have not worked with previously.

Hand out a problem solving work sheet to each group (page 75 in the Resource Section).



Explain the following:

The leaders will read or act out part 1 of the script. Then the small groups, using their problem solving work sheets, will discuss how they would deal with that scenario.

Repeat this process until all the scenarios have been discussed. Ask for feedback from each group.

Introduction to Session 6

Living it out

This session gives us the opportunity to bring together all of our skills and strategies and evaluate the ways in which we can continue to grow as a family unit. It may be that this course has allowed us to look at how our family functions currently. Having done so, we have begun to introduce some fresh skills and strategies to complement and work together with our existing techniques.



As with any new skill, it takes practice, and it is inevitable that old habits may creep in. For this reason, the workbook was designed to enable you to refer back to the graphical mind maps of each session, giving you an easy visual reminder of the skills and strategies introduced.

We have found that one of the most successful strategies for maintaining these new skills is to ensure that you have continuing support within your community and likewise, are able to offer support to others. This may be in the form of Fusion Drop-Ins. As leaders, you should be prepared to answer questions about further support.

·	

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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
- 2. Ice Breaker
- 3. Feedback
- 4. Session 6 Intro
- 5. Real life story
- 6. DVD
- 7. Skills review
- 8. Skills Practice
- 9. So what's next?
- 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.



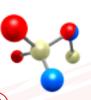
7 Skills review (Leader 2)

(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.



8 Skills Practice (Leader 1)

(approximately 20 mins)

Introduce the Skills Practice 'Living it out Chart' (from page 49 of this Guide). Hand out the appropriate resources and run it.

9 So what's next? (Leader 2)

(approx 5 mins)

Ask the group to turn to page 96 and read the options available in 'Further support'.

10 Living it out (Leader 1)

(approximately 10 mins)

Ask the group to turn to pages 98-99, 'Living it out'.

Ask each group member to spend some time making their own plans for the future.

Invite all participants to share their answers for Living it out and encourage each other.

11 Certificates (Leader 2)

(approx 2 mins)

If using, present certificates to each participant.

Pick two or three encouraging features of the group and thank them for it as a group, e.g. hard work, honesty and perseverance.



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.



Skills Practice

Session 6

'Living it out Chart'

Hand out a red, green and blue colouring pencil to each group member and a copy of the 'Living it out Chart' (on page 77 of the Resource Section) and ask the group to work as individuals.

Show the group the example on page 76 of the Resource Section.

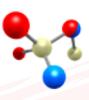
Ask the group to evaluate individually how much time they have spent, since the last session, engaging in the specified areas: My Time; Family Time; 1:1 time. Ask them to fill out the chart as accurately and honestly as possible, using the colour code.

After a few minutes, hand out another 'Living it out Chart' to each participant. This time, ask each member to spend time considering how they would like to introduce all three colour-coded areas into their week. Using the coloured pencils, mark the times available and those family members concerned. This may include suggestions for how that time could be spent.

This 'Living it out Chart' may be taken home to continue the planning with other family members.



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Resource Section

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Date

Pre-course Questionnaire

Leaders _

In order to help us suppor you would complete this F	•		•		ls, we	e wou	ıld a _l	opred	ciate it if
Please circle the appropria have any questions, we wi			.				_		•
How many children do	you have	?							
What ages are they? _									
What do you hope to g	jain from	attendi	ng Th	e Fus	ion P	rogra	amm	e [™] ?	
Are there any specific of through this course?	challenges	,							ess
Honestly, how effective	•	hink yo	u are			t?		Ę,	veellent
Effectiveness:	Poor 1	2 3	4		rage 6	7	8	9	10
Please read the followi	ng statem	nent an	d sign	belo	w:				
I realise that my identit disclosed unless I have				y me	mber	s wil	not	be	
Print name			Signe	d					

Register

Session	Date	Name	Signed

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'Sessions missed' Register

Name	Session missed	Phone Number

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.

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Feedback Form

	Poor				Ave	rage			Ex	cellen
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 have used skills and st	n exampl trategies	e of a learn	situ it on	ation The F	with usio	iin yo n Pro	ur fa gram	mily nme [™]	wher ?	e you
Please can you give an have used skills and st	n exampl trategies	e of a	a situ	ation The F	with	iin yo	ur fa gram	mily nme [™]	wher ?	e you

Page 56 Feedback Form © Crown Copyright 2008

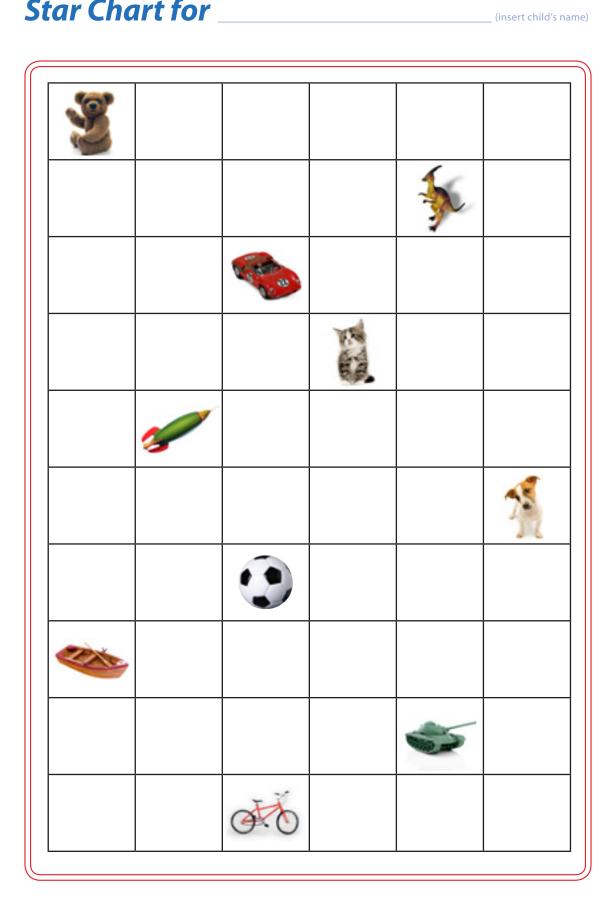
Feedback Form (continued)

Honestly, how effective	do you	thin	k you	ı are	as a p	oarer	t sin	ce Fu	sion?	•
	Poor				Ave	rage			Ex	cellent
Effectiveness:	1	2	3	4	5	6	7	8	9	10

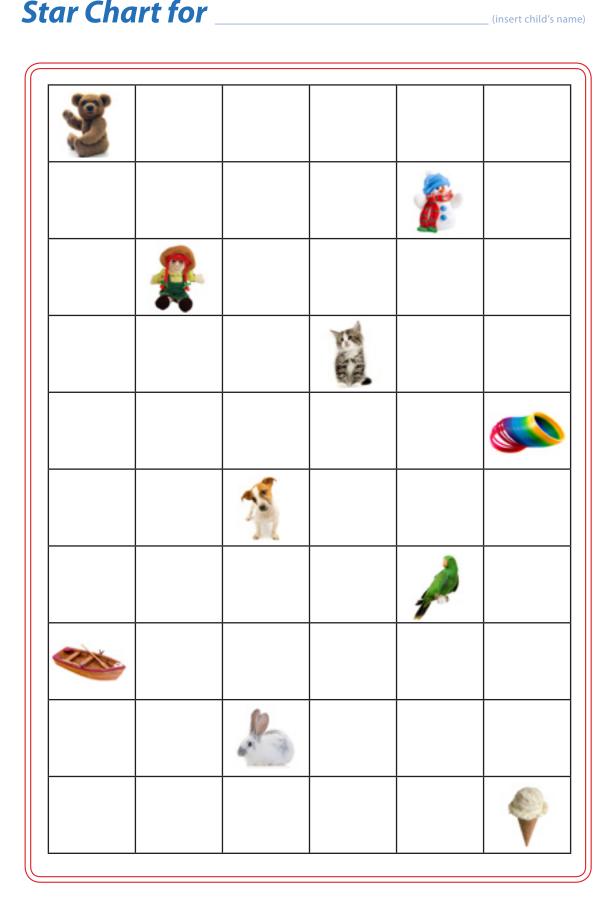
Please use the space below for any additional success stories, comments, encouragement or constructive suggestions regarding the course:
Please read the following statements and tick the relevant boxes:
$\hfill \square$ I am happy to be contacted in the future regarding the comments I have made on this feedback form.
$\hfill \square$ I am happy for these comments to be reproduced in future publications or for marketing of the course.
$\hfill \square$ 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

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Star Chart for



Page 58 Star Chart 1 © Crown Copyright 2008



© Crown Copyright 2008 Star Chart 2 Page 59

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					

Page 60 Morning Chart © Crown Copyright 2008

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					

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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



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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.

Finding their Strengths

Page 1

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	
 Good use of imagination 	
10. Pottery	
.on setter,	
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	

Finding their Strengths

Page 2

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	
<u>Functional</u>	Family member's name
46. Tidy 47. Organised 48. Common sense 49. Adaptable 50. Disciplined	
<u>Talents</u>	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 ...

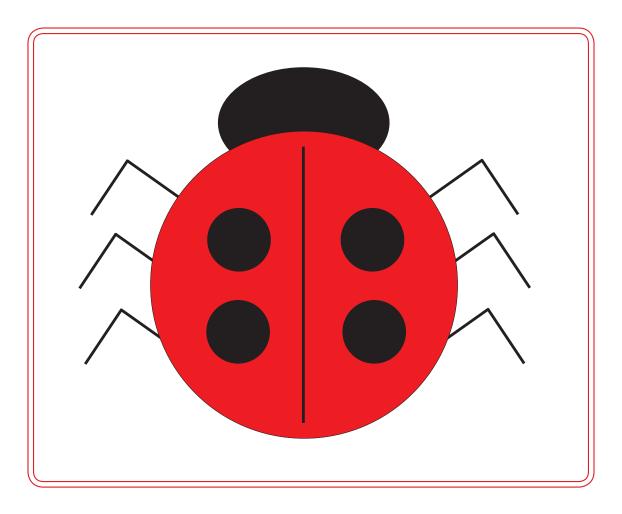
When and how can the situation be calmly talked through?			
Could the 'l' word be used in this scenario?			
How could the child/children evaluate their behaviour and understand the consequence?			
What consequence could you choose that is appropriate to the behaviour?			
In this scenario would it be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

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

Sunday					
Saturday					
Friday					
Thursday					
Wednesday					
Tuesday					
Monday					
Session 6 Skills Practice My Time = Red Family Time = Green 1:1 with a Family Member = Blue	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?	
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what is your name?	
How many children do you have (if any)?	our name?
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What do you hope to gain from this course?	ny children do you have (if any)?

Session 2 - Ice Breaker 'Eyes shut'

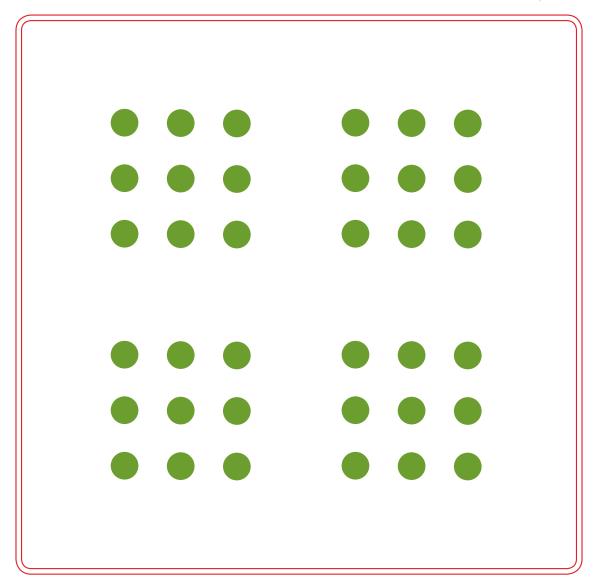


8 cm (size of inside of a large roll of sticky tape).

- 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.

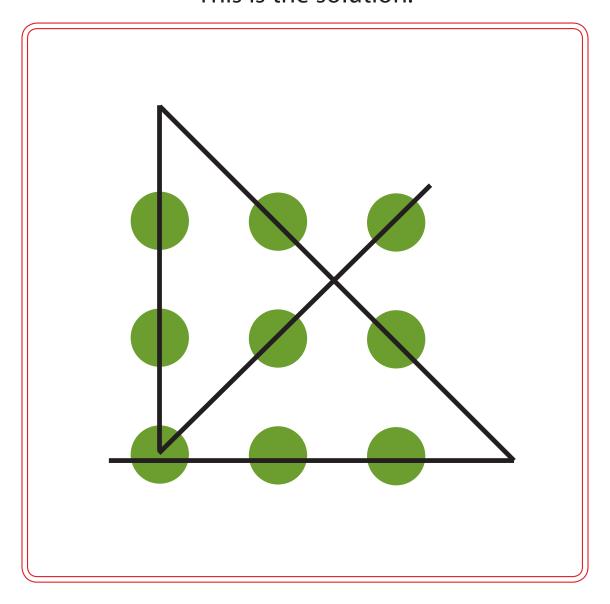


Your pen must not leave the page and you may not repeat any line.

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	Owns 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
ا			

Session 6 - Ice Breaker 'Whose child?'

	Which child belongs to:	Number(s)
(



"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.

















