

Tools for the Facilitator of the Grandparenting Program



South Vancouver Neighbourhood House
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Grandparents as Caregivers Education and Support Project

Introduction

“Grandparenting is a very complex, diverse, and constantly changing process. With such diverse and complex experience, it can be challenging for the grandparents. Some grandparents live with their children and grandchildren; other grandparents live in the same city, different province, or different country. Grandparenting can be even more complex because grandparenting often involves many more people, including grandchildren, the other set of grandparents, the adult child, the child-in-law. Then there are the possible family situations, such as divorce, remarriage, and so many more.” (Rosenthal and Gladstone, 2000).

With immigrant or ethnic minority grandparents there are the additional challenges of language barriers, lack of the new culture knowledge and practices, and lack of previously established social networks from the home country.

Therefore, grandparenting program targeting immigrant families is created to better serve their unique needs and challenges.

Objective of the workshop

- To provide them with simple, yet affordable ways to interact with their grandchildren that would benefit young children and their families
- To provide the grandparents with practical ideas and tips that they can do with their children
- To empower grandparents to set boundaries between the grandparents, parents, and grandchildren
- To provide the grandparents with ways to create and share memories between grandchildren and grandparents
- To provide grandparents with information about Canadian community resources, and to use the services available in the community
- To provide grandparents with opportunity to develop a network for support

Needs Assessment

Conduct a needs assessment before beginning program. The best way is through observation and talking to grandparents in the area. By talking to grandparents directly and to staff providing services to grandparents can provide invaluable information. Another option is to conduct a written questionnaire. The questionnaire can be provided to individual participants who can fill it and send it back to you. It is important to give participants enough time to respond and allow you time to prepare. Another great way is to speak to different service providers, working with grandparents, families, and the children. They include workers working with seniors, family program staff, and early childhood education staff.

Sample questions to use to determine the needs of the grandparents:

- ✓ Are you interested in a grandparenting program?
- ✓ What language do you speak?
- ✓ What are the challenges of being a grandparent in Canada?
- ✓ What would you like to know about being a grandparent in Canada?
- ✓ What is the best time for you to attend a grandparenting program?
- ✓ Do you need assistance with transportation or child care in order to attend the program?

Determine the target audience for the workshop

Based on the needs assessment and population, decide on the target audience. Several factors to consider might be the ethnic group, language spoken, age group of both grandchildren and grandparents.

Determine the ideal number of participants for the workshop

In order to run a successful program it is recommended to keep the group size small, approximately 8 to 12 participants. It is very important to keep the group small in order to encourage and have successful discussions. The small group size also allows the participants to have enough time to talk, to be comfortable asking questions and to provide opportunities to address their challenges or issues.

To ensure a full class, register a maximum of 15 families. There is often the possibility of participant drop out. Expect about 10% drop-out rate or cancellation. If there are more than 20 participants registered consider splitting the group into two separate groups, each with their own room, with separate facilitators. Alternatively, hold the two groups at different times, with same facilitators. If not, consider putting the participants on a waitlist for next available program.

Determine the funding sources and the cost of the workshop

Agencies may consider applying for grants from foundations and government. It is important to know that applying for funding is time consuming and takes much effort.

If funding from government and/or a foundation is not available, agencies may consider charging participants a fee to cover the cost. Determine the cost for hosting the workshop, and charge the participants accordingly to cover the cost. However, it is important to note that charging a fee might discourage families who cannot afford to pay for the program, yet who might benefit the most from such a program. One option is to offer to help the participants who cannot afford to pay the fee.

There are ways to keep the cost low to ensure the program is accessible for all families. For the cost of room, use available space in your agency to avoid paying for space. In addition, for snacks and refreshment, ask participants to take turns bringing refreshments and snacks. If there are funds available for purchasing food and refreshment, buy local and buy fruits in season.

Determine the language used to conduct the workshop

Language barriers can be a crucial factor in deterring participants from joining the group. It is important for the participants to feel comfortable by being able to understand and speak the language used in the workshop. Determine the language to be used in the program, depending on the needs of the participants in the area.

If there is a group of participants from one particular cultural group, try to ensure at least one of the facilitators will be able to speak the language and is from the same cultural background. It can be beneficial to have one facilitator from the same cultural background to reduce communication barriers. If this is not possible, have a translator available to help with translation during the sessions.

In addition to the spoken language, it might also necessary to provide the majority of the materials provided to grandparents in the language that the grandparents speak and read.

Refreshments & Breaks

Providing breaks half way through the workshop is optional, but it can be beneficial for the participants and the facilitators. Breaks can be a great way for facilitators and participants to relax and re-capture the participants' attention.

Depending on the group, have water, and coffee or tea available on the refreshment table, with the appropriate number of cups. If providing snacks to grandparents and their grandchildren make sure to check if there are any food allergies. If a light snack is provided, choose healthy snacks, such as fresh fruits, cheese & crackers. However, do keep in mind the grandparents' cultural background and food preference.

Marketing & Promotion

(How to get grandparents to attend the program)

Marketing Strategies

Any good program requires good marketing strategies to ensure a good turnout for the program. There are many marketing strategies available. However, there are many factors such as costs, time, and resources, to consider before implementing one method over another. You need to know who your audience is and develop your message and program with them in mind.

Determine the target audience, and figure out how to reach them.

Decide on the grandparents and find out how to market to them. To reach the families effectively and successfully it is important to have better understanding of the target audience. Figure out some common gathering place, language spoken, their values and interests, and so on.

Offer an incentive for participants to come

The incentive could include providing child minding, free snacks, bus tickets, door prizes and many other possibilities. If there are funds available offer inexpensive take-home materials such as donated storybooks, pencils, erasers or a mini notebook for the grandchildren attending the program. In some areas where it is necessary, offer a take home snack in a lunch bag.

Childminding Services

The additional cost of child care and/or lack of child care can often deter participants from attending the program. Therefore, it is important to provide quality childminding services for participants when they are attending the program. And it is even more important to advertise these important service to others.

Invitation Flyer (See sample flyer in Appendix B)

Ensure the flyer is:

- Print on bright coloured paper
- Attractive & simple graphics
- Brief and bullet items about the program
- Incentives are highlighted

Focus on the wording of the program. As this program is targeting grandparents, the emphasis is on building positive relationships and memories with their grandchildren. Grandparents with grandchildren age 0 to 5 are invited to attend the program to share and learn together.

Inform participants of start and end dates and times, location, and other information.

Possible Recruiting Method:

- Person-to-person contact
- Networking/word of mouth
- Personal visit
- Telephone call
- Flyers
- Pamphlets
- Radio advertising
- TV advertising
- Internet
- Direct Mail
- Writing Press releases

Effective recruiting

The most effective recruiting method is person-to-person/face-to-face contact. By having face to face communication, there are more opportunities to answer questions and explain the program to the potential participants.

When recruiting participants, it is essential to be positive and enthusiastic about the program. Explain to the potential participants why it is worthwhile for them or their friends to attend. Emphasize that the program is to enhance the relationship and not because there is something wrong. In fact, the program is to provide them with a safe space to support and meet other grandparents, and to learn some practical ideas for activities to do with their grandchildren.

Lastly, emphasize to the grandparents the incentives available, such as free childminding or bus tickets.

Where to promote the program

- Family Resource Programs (e.g. neighbourhood house/family places)
- Community Centres
- Day Care & Preschools
- Local Public Libraries
- Local Health Unit
- Local parks and school playgrounds
- Local community bulletin board in the neighbourhood
- Places of worship
- Ethnic stores
- Immigrant & Settlement Agencies

Facilities

The physical environment has a strong impact on participants' mood and interaction. Book rooms in advance, and find out the rate for using the room, if any.

When booking the room, find out about:

- The rules and policies for room use prior to booking the room
- The emergency exit doors and procedures
- The location of light switches and thermostat, in case the need to adjust the room temperature
- How much clean up is expected after your session? (e.g. Are the facilitators expected to sweep the floor or move the chairs and table back to a certain position?)
- If the time of the program is not during regular operating hours, make sure that there is a designated person within the agency to open and close the centre after the program
- Find out who may be of assistance in case you need help or have any questions (eg. receptionist, location manager, information staff...)
- Do the facilitators and participants have to clean up the room and be out of the building by a certain time?
- Can the materials be left in the room from one session to the next?

Ensure the site of program is:

- On a public transit route
- Has sufficient parking space

Two rooms are needed for the program, a room for the workshop and another room for the grandchildren, with the childminders. Ensure that the rooms are:

- Accessible for strollers and wheelchairs
- Easy access to washroom.
- A place where strollers can be parked in a secure place, and keep clear of exit doors
- Has a door that can be closed for privacy and for safety
- Comfortable heating and ventilation
- Quiet and well-lit room
- Accessible to kitchen
- Close access to childminding and workshop room (preferably on the same floor)
- Sufficient in size to accommodate 20 people in a room
- Room with sufficient number of moveable tables and chairs

Room Layout

The room should be set up with sufficient chairs for all participants in a circle. As there will be some activities involving working in small groups, rearrange the room so that 4 or 5 participants can sit in a smaller circle. Depending on the activities, arrange the room according. For most of the sessions, the room is set up with circle of chairs, without any table. It allows participants to see each other without any obstruction, and is great for group discussion. At the same time, the participants can easily move their chairs to form a smaller group when working in small group, without moving big tables. Minimizing the moving of furniture is important for the grandparents.

Roles of Facilitators

Prior to the workshop:

- Thoroughly prepare for the workshop by knowing the materials and have enough materials for all participants

At the beginning:

- Get the group started
- Create the initial mood or climate of the program
- Use a friendly tone with participants when communicating with participants at all times
- Make the participants feel welcome when arriving at the workshop
- Be aware of cultural practices that are common in the culture
- Find out appropriate ways to greet the participants in their particular culture
- Prepare several appropriate fun energizers/icebreakers for the participants

During:

- Clarify the objectives for the workshop
- Provide clear instructions and a smooth structure
- Ensure that everyone understands the tasks assigned
- Keep the group on task and on time
- Provide equal opportunities for all to participate
- Help the group to move from task to task
- Record key points and observations along the way
- Rely on the desire of participants to contribute to the discussion and to implement the ideas
- Ensure every participant has equal opportunity to speak. Invite the quiet members to share their ideas if they like, but do not pressure them. Suggest to the talkative participants to let others have a chance to talk.
- Demonstrate your respect for each person's right to remain silent, to speak up, to agree or disagree.
- Ensure that the discussions do not stray too far off topic
- Acting as a traffic control during participatory activities
- Ensure participants understand what they are expected to do and how much time is available.
- Ensure that the group is a safe place where participants can share personal information by emphasizing the importance of confidentiality and respecting others' opinions and perspectives

Towards the end:

- Thank everyone for participating in the activities and discussion in the program
- Allow participants provide feedback about the program by having roundtable/check-in activity
- Be available to talk/debrief with participants before or after the sessions
- Evaluating the experience and write down notes for future sessions

Working with a co-facilitator

It is highly recommended to conduct the workshops with a co-facilitator. Working with a co-facilitator will reduce anxiety considerably. The two facilitators are able to share responsibilities, use each other as a sounding board, and learn from each other. Co-facilitators can offer each other emotional support. In addition, it allows opportunities for co-facilitators to complement each other in their skills and facilitating style. Having different styles and a change of face is beneficial to participants as well, as it can help in maintaining optimal level of energy and interest and maximizing learning outcome.

If conducting the workshop with a co-facilitator, make sure to clarify both the task and the roles. The person who has most knowledge of the subject matter would need to assume the role of the lead facilitator.

Before the workshop:

- Go over the materials and divide the main tasks, such as: introducing the topic, delivering content, writing on the flip chart and doing the wrap up.
- Ensure equal distribution of work with the other person
- If one facilitator decides to take the speaking role the other can take the task of recording on the flipchart or “add-on” role, for adding comments during the session that the other facilitator may have left out.

During the workshop:

- While it is desirable to have different opinions, it is important that the co-facilitators do not present conflicting messages on the topics discussed. It can leave the participants feeling confused and frustrated
- Whatever the role or task, stick to the agreement, don't change mid-stream and throw the other person off guard
- If yours is a supportive role, to back up the facilitator if he/she forgets to point out an important fact, stay out of the discussion until you get your cue from the other facilitator to join in. Seeming to “fight” in front of the group could create tension for everybody.
- Having one facilitator sit in the back of the room and intervene when invited to do so, to reinforce a point or add something that may have been left out, is both helpful and supportive. Make your point, but don't take over!

After the workshop:

- Always review the collaboration at the end of the day and discuss what worked, what didn't and why, and where improvement may be necessary
- Manage your time, don't over run your allotment and ask the other person to hurry up because “we need to finish on time”.

When co-facilitating it is important to:

- Be honest with each other
- Maintain open communication
- Work toward understanding instead of agreement

Preparation - Getting Ready

Involve your co-facilitators in all the decision-making regarding the course. Review materials and any reference documents and share needs assessment feedback with him/her.

Time formats:

Assess and determine the time period for the sessions. It can range from 90 minutes to 2 ½ hours. As every group's needs are different the facilitator of each program knows the participants much better and should design and adjust the timing formats depending on the participants' response and workshop progress. The facilitator can shorten or lengthen the time format depending on the needs of participants or to accommodate in-depth discussion. Below are two sample time formats.

See suggested agenda and time frame for more detailed information. The timing used here is approximate and works best with a group of about 10-12 participants.

Sample #1

Introduction	5 minutes
Warm up activity (grandparents only)	10 minutes
Topic discussion (grandparents only)	45 minutes
Action plan & summary (grandparents only)	10 minutes
Break & snack time (Grandparents & grandchildren)	15 minutes
Memory Building Activity (Grandparents & grandchildren)	30 minutes
Closure & Appreciations	5 minutes

Sample #2

Introduction	5 minutes
Warm up activity	10 minutes
Topic discussion	45 minutes
Break & snack time	15 minutes
Experiential learning activity	30 minutes
Action plan & summary	10 minutes
Closure & Appreciations	5 minutes

Once the time format is set, it is important to try to start on time to respect the participants who arrive on time. However, if it is necessary to delay the start time or change the end time, obtain the participants' permission to delay or change and explain the reasoning.

It is common for some participants to go off topic and discuss unrelated topics. Therefore, it is important to have the agenda and the time schedule for each session posted for everyone to see. However, it is important also that the time schedule is not to be rigidly followed, but it to act as a guide and to help keep participants on topic and on schedule. It is up to the facilitators to adjust the time depending on the discussion or group progress.

Starting things off

On the day of facilitation, arrive at least 30 minutes before the start time to:

- Prepare directional signs for participants to find the room
- Set up the room
- Test and double check equipment needed for the session
- Write-up and post the workshop objectives and Agenda for the participants to see.
- Prepare refreshments
- Greet participants as they arrive

1) Introduction

Especially for a new group where participants do not know each other, it is important to provide opportunities for the participants to get to know each other. It also allows the facilitators to learn the name of the participants. The first step is through name tags. Provide participants with dark coloured markers and name tag. Make sure the name tag is large enough so that the participants can read the name from a distance.

Self-introduction

- Introduce yourself by telling participants your name, and how you would like to be called (if they don't know you)
- Convey respect and appreciation
- Communicate your interest in the topic, your competence and experience in this area
- Share what you have in common with participants
- Communicate your interest in working with the group, interest in getting to know the participants better (if you don't already know them)
- Explain the role of facilitators

Participant-introductions

- Participants can introduce themselves by saying "My name is....."
- Something interesting about myself/my family...
- What I most want to achieve through this workshop... "

2) Address any logistical issues such as parking restrictions, location of washroom and emergency exit.

3) Introduce participants to ice-breaker or warm up activity.

4) Tell participants what they can expect to gain at the end of the workshop by introducing the goals and review the agenda which you have written on a flip chart and posted in the room; ask what comments and questions they have. If their expectations go beyond what the workshop can deliver, say so and point to the sources where they may be able to find the additional topics.

5) Invite participants to be involved in the creating of the group's guidelines. Write the expectations or guidelines held by the group on a large paper or flip chart. If possible, display the group's written guidelines at every session, so that it can be referred to if needed.

Possible guidelines:

- ✓ Maintain confidentiality
- ✓ Being on time and attend the program regularly
- ✓ Act in a positive, constructive manner
- ✓ Ask questions
- ✓ Provide appropriate feedback
- ✓ Participate voluntarily
- ✓ Express opinions, for and against
- ✓ Encourage others to express their ideas
- ✓ Fully listen to the other participants
- ✓ Criticize ideas, not people
- ✓ View discussions an opportunity to learn
- ✓ Avoid disruptive behaviour such as side conversations and jokes

6) Important Issues to address

Photographs

It is important to obtain participants' permission to take their photographs. It is best to have a permission form, translated for the grandparents, to be signed by the grandparents. Explain to the participants about the permission form, and how the photographs will be used. If certain photographs are taken, it might be nice to provide a copy to the participants who appear in the photographs.

Confidentiality

Because some cultural groups prefer to keep problems within the family, maintaining confidentiality is critical. Participants must be assured that their problems will not become public knowledge. If required, participants can sign a group confidentiality agreement.

Experiential Activity Topics

Exploring common issues in grandparenting...

1) What's in a grandparent's name?

Grandma, Po Po, Lao lao, Na Na, Grampy, Mimi, Bube, Grandpa, Papa, Nonna, Nonny, Nana, Yie Yie, Yia Yia, Papu, Gong Gong, Grandfather, Grandmother. ...

Is there any cultural implication? Is it related to your personality or family history?

2) Modern grandparents / Grandparents of the 21st century

a) Role reversal (male/female) – e.g. father or grandfather changing diapers

b) Different family composition – e.g. Divorce (parents or grandparents) / Single / Adoption / Inter-racial family / Children with special needs

3) Different Perspectives

What are they thinking? Grandparent / Child / Grandchild

4) Family Dynamics

Who is in charge? Family gathering / Grandparents' house / Child's house

5) The benefits of holding regular family meetings, and how to hold successful family meeting

Factors to consider:

- ✓ Set positive environment by always start and end with positive notes
- ✓ Take into consideration the age of children
- ✓ Make action plan to address concerns and issues
- ✓ Importance of taking notes
- ✓ Importance of follow up and setting rules
- ✓ Making a commitment to family meeting
- ✓ Create a team environment by involving every family member

6) Grandparents' rights: right to ask for help / right to make mistake / right to say no, etc.

Possible Ways for Grandparents to Contribute

7) Ways of introducing and teaching of values and virtues

Example of virtues: Gratitude / Kindness / Positivism / Honesty

Ways of introducing values and virtues: storytelling / storybooks / role model / teachable moments

8) What is the best way to “spoil” grandchild? Gifts / Compliments and bragging / Meaningful Interaction (playing, storytelling)

9) When and how to give advice?

Only give advice when asked / Avoid giving advice in front of grandchildren

10) Sharing family stories and secrets

What to share and what not to share

Appropriateness of stories

11) Affordable Grandparenting...

Grandparenting does not always have to involve expensive trips or gifts

Teach grandchildren to appreciate the simple things in life.

Some ideas include:

- ✓ Gardening in the garden (especially planting organic foods)
- ✓ Cooking in with your own food or do some simple baking
- ✓ Collect leaves, flowers, or leaves
- ✓ Taking a walk
- ✓ Fishing
- ✓ Make family collage
- ✓ Looking through old photo album
- ✓ Sharing of stories of great grandparents or distant relatives

12) The different roles of grandparents and how to incorporate their role in everyday activities

Some possible roles:

- ✓ Ancestor
- ✓ Caregiver
- ✓ Friend
- ✓ Historian
- ✓ Mentor
- ✓ Model of aging
- ✓ Nurturer
- ✓ Safety Net
- ✓ Spiritual Guide
- ✓ Spoiler
- ✓ Storyteller
- ✓ Student
- ✓ Teacher
- ✓ Transmitter of cultural values

Ice-Breaker Activities & Questions

Draw your Name:

Objective: To make the name more memorable, introduce an ice breaker activity.

Provide participants with a piece of 8 by 11 inch paper, with markers. Using markers and papers, participants are to sketch or draw (do not write) their name on the piece of paper, without using any words. The drawing can relate to the sound of the name, the meaning of the name, or just something to help others remember the name. Get together with partner and explain the drawing to each other. After that, participants are invited to share their drawing and explain the name with the whole group.

Similar Attracts:

Objective: To get to know each other in the group.

Have participants mingle in the group and identify the person who has a common interest or characteristics, such as closest birthdate (Date and month), or same hometown, same number of grandchildren, etc. After that, find out two additional things the two participants have in common. Invite the participants to share something they learn about the other participants (with the other participants' permission).

Memory Game Required: Subjects for memory, tray, paper and pencil

Objective: Practice memory

Pick a subject like foods the participants would eat. Lay the items all in a tray for viewers to see and have participants pass tray around. Remove tray from sight and have participant's list what was on tray. Divide the groups of three or four participants. The group that lists the most objects in the shortest time is the winner. You can give extra points or break ties by asking specific questions like the colour of the apple and so on.

The Telephone

Objective: To illustrate the importance of communication

Participants should sit or stand in a circle. The facilitator quickly whispers a message to one participant. This participant passes the message in a whisper to the next person and so on. The last person shouts out the message. Chances are the final message will be different from the original.

Brainstorming

Objective: To practice working together as a team

Divide the participants into teams of five people. Ask the teams to list, for example, things that are square, things associated with a holiday, things that are red, things they can make out of a coat hanger, etc. The teams are not allowed to discuss, but just to list items! The team with the most items on their list in less than one minutes wins.

Other possible warm up or energizer questions:

Where do you come from?

Hobbies or something you like to do...

Three words associated with yourself...

What is the most enjoyable thing you did this week?

What is the most enjoyable thing you did with your grandchild/family this week?

What do you do well in?

What do you like about your family?

My ideal vacation would be...

Grandparenting today... Possible Discussion Topics
Potential topics for all grandparents:

Looking Back

Many of our hopes and desires about grandparenting are rooted in our personal experiences. In this activity, I am inviting you to reflect on your own experience with your own grandparents and share them with the group. What do you remember about your own grandparents?

What are some of the meanings associated with grandparenthood?

Looking back at your own experience as a grandchild, what were the pleasures and pressures of that role? Example of pleasure: going fishing with grandfather or eating delicious food prepared by grandmother. An example of pressure: having to sit still and listen for what seemed like hours while the grown ups were talking.

Now, let's reverse this. What are the pleasures and pressures of being a grandparent?

Intergenerational Roles, expectations and obligations

Compare the role of caring for your children versus caring for your grandchild

What are the grandparent's roles?

There are many demands made on you in the role as grandparent. Would you help me make a list of some of them?

What specific functions are you expected to perform for your children and for your grandchildren?

What is it like to have these expectations placed on you? Which ones would you like to have reduced, which increased? What changes, if any, would you like to make?

As a grandparent, are you expected to be available at all times to care for your grandchildren?

Discuss the physical and emotional energy required for caring for the young grandchildren.

Challenges

Does cultural difference become a barrier?

What are the benefits and challenges of living together with children and grandchildren?

Does geographical difference become a barrier?

Have you or do you know some grandparents who are denied access of grandchildren by their children or children-in-law. What can we do?

How can we deal with a possible death and mourning situation with grandchildren?

What are the financial implications of taking care of grandchildren, part time or full time?

When there is divorce and remarriage in your grandchild's family, how can grandparents play an important role in grandchildren's life?

The Silent Partner - What do you do when you have strong views, but are not able to express them? What do you do when your child rearing views are not welcome?

Building relationship & bond

How much contact do grandparents and grandchildren have with one another?

How to maintain a positive long distance grandparenting relationship?

Creating closeness and connection with grandchildren

Building strong bonds with grandchildren

How to improve the relationship through sharing everyday experiences

What do grandparents do for grandchildren?

What do grandchildren do for grandparent?

How can we delegate responsibilities and chores at home?

How do grandparents make time for self and for grandchildren?

Looking forward

What do you do to relieve stress?

Describe your support network and how to enhance your support network.

What gets in the way of the grandparent being utilized as a resource? And how can we overcome the obstacles?

What do grandparents have to offer for the next generations?

Examine ways to be assertive and to set boundaries.

Potential questions for grandparents who are primary caregivers

What are the challenges of being a primary caregiver (parent) to your grandchild?

Why is this so prevalent today?

What are the financial responsibilities and limitations of being a primary caregiver for my grandchild?

Is there any financial support for grandparents being primary caregivers?

How do I cope with caring for a grandchild?

How do I deal with being a grandparent, and yet sometimes having to act like a parent?

Do I have legal standing as a primary caregiver of my grandchild?

What can I expect as far as problems are concerned?

How does my grandchild feel and how will the changes affect our grandparent-grandchild relationship?

How do I deal with the parents?

What can I do when my grandchild has emotional and/or behavioural issues?

How do you deal with issues of abuse or drug use, as a grandparent being a primary caregiver?

Where can I get more resources and help?

Is help available and where can I get it?

Closure & Summary

Close the training by thanking the group for their participation, the work they did, for sharing their ideas. Describe plans for follow-up, and summarize the content for the session. Provide them with relevant contact numbers for the session for more information, if applicable.

At the end of each session, it is important to end with “Pulse-taking” or end of session check-in. One option includes roundtable - going around the participants to share one thing they appreciate and something they would like to share.

To help them start off, provide them with a list of possible options...

I appreciate...

I realized...

What I learned...

What I re-learned...

What I will practice/do differently...

The most important learning for me today was....

What I will do as a result of today’s session is....

What worked/did not work for me today was...

Monitor how you are doing daily by asking participants to rate their level of satisfaction at the end of each session.

Action Planning and follow-up

Action planning can be helpful for the participants. If workshop output includes actions or recommendations that need follow-up type them up and circulate them among grandparents.

Action Plan

1. How will you proceed? What specific action will you take? Next week? Next month?
2. What obstacles do you see? How do you plan to overcome these obstacles?
3. Whose support would you need to proceed with your action plan?

Appendix A: Evaluation Form

We would like to know your thoughts about how the grandparenting program went. Please take a few minutes to answer the questions. Your feedback will help us make this program better. Please do not put your name on the form, as the feedback is confidential.

Why do you attend this program?

Which sessions or topics do you find most useful to you?

What do you see, do or think about differently after coming to the program?

What part of the program do you find least useful and why?

We would like to know how useful the tools are: Please check below:

	Very Useless	Useless	Neutral	Useful	Very Useful
Handout Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video clips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small group discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take home suggested activities with grandchildren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B: Materials & Equipment Checklist

Materials	Quantity	Available at the facility	Need to bring
Attendance sheets			
Camera			
Evaluation forms			
Extension cord			
Flipchart stand			
Flipchart pad			
Index cards in three or four colors			
Handout materials for the sessions			
Large name tags			
Overhead projector			
Pens & pencils			
Post-it note			
Powerpoint projector			
Resource books for reference			
Thick Coloured Markers – preferably the ones that does not smell and does not stain			
Thick Masking tape			
Writing paper/pad			
White Board with white board Markers			
VCR/DVD player and TV (if needed)			

Appendix C: Sample Flyer

Grandparenting Program

Inviting Chinese grandparents with grandchildren 0 to 5 years old to join
a program specially designed for grandparents
To explore new ways to interact & build memories with grandchildren



A FREE eight-week program
for grandparents and grandchildren

Share Together; Learn together; Play Together

Where:

When:

Language:

Cost: FREE
Snacks will be provided
Child Minding Available
Pre-registration Required

To register or for more information
Contact:

Funded by:

Sponsored by:
Appendix D: Family Information Form

Grandparent Name : _____

Grandchild Name : _____ Age: _____

_____ Age: _____

Telephone: _____

Address : _____
(optional)

E-mail: _____

Language spoken: _____

Any medical condition or food allergies: _____