

SESSION THREE: KEEPING IT COOL: MANAGING ANGER AND STRESS

SESSION THREE OVERVIEW	
GOALS	<ul style="list-style-type: none"> • Parents and teens learn how to become more aware of their own emotions • Parents and teens learn how to respond effectively to other people's emotions • Parents and teens learn how to communicate about their own emotions
CORE PRINCIPLES	<ul style="list-style-type: none"> • Being aware of how you feel can help you cope with difficult emotions • Noticing how your teen feels can also help him/her cope with his/her own emotions • If we communicate about our frustrations, we are less likely to act in anger • Communicating about emotions improved relationships • Communicating about emotions helps us understand each other better so we can learn how to support each other
MATERIALS	<ul style="list-style-type: none"> • Attendance register, name tags, temporary adhesive, pens, paper, flipchart, toys, refreshments for the break • House of Support poster
PREPARATION	<ul style="list-style-type: none"> • Set up the room with chairs in a circle. • Prepare materials for name tags and refreshments for break
WELCOME (20 min)	<ul style="list-style-type: none"> • Welcome • Take a Pause • Physical exercise
HOME ACTIVITY DISCUSSION (40 min)	<ul style="list-style-type: none"> • Remind parents/teens of core home activity • Ask parents/teens to share highlights and challenges • Discuss solutions to challenges and practice solutions
BREAK (5 Minutes)	
CORE LESSON – TALKING ABOUT EMOTIONS (PARENTS AND TEENS SEPARATE) (40 min)	<ul style="list-style-type: none"> • Identifying emotions • Emotions Game: I said a Boom Chicka Boom • Role-plays • Discussion: Benefits of talking about how we feel • Practice: Acknowledging emotions • Review: Key steps of acknowledging and accepting emotions
ASSIGN HOME ACTIVITIES (10 min)	<ul style="list-style-type: none"> • Become aware of your own emotions and the thoughts connected to them • Try to be more aware of the emotions of others • Ask your parent/teen about how s/he is feeling • Practice I Feel Statements when talking about feelings • Take a Pause whenever you are feeling stressed or upset • Spend 15 minutes each day in One-on-One Time with your parent/teen • Practice praising your parent/teen at least once per day • Become more aware about how you give instructions • Do something nice for yourself during the week • Do the Physical Exercise every morning when you wake up • Meet with, or contact, your PLH Buddy once during the week
CLOSING (5 min)	<ul style="list-style-type: none"> • Sharing one thing you learned with your parent/teen • Compliment Circle • Take a Pause • Emotional Check Out • Remind families about next session and home activities • Thank and praise families

1 **NOTES FOR SESSION THREE**

Read this in preparation for delivering the session.

1.1 Overview

Session Three of PLH Teens helps families to become more aware of emotions and to learn to talk about them. This is an important step to help adolescents deal with anger, stress, anxiety, disappointment and frustration – emotions connected to difficult behaviour.

For example, an adolescent experiencing emotional problems such as depression may feel very sad and try to look for ways to help them feel better. However, some of the choices that they make may not be good choices.

They might avoid interacting with anybody because they feel ashamed or use alcohol to make them feel better. Some may think that having sex with someone will make them better. Just like how some adults can also make poor decisions when their emotions are not managed, young people are at risk of making emotional decisions that can affect them for the rest of their life.

The way parents/caregivers sometimes respond to their teens when they face emotional issues can either result in positive or negative management of those issues.

Caregivers often feel they need to protect their teens from emotions, but may realise that this is not as healthy for themselves or their families as they believe.

That is why it is important that parents/caregivers too are able to control their own emotions. Additionally, if parents can model positive control of their emotions, their teens can learn from them!

During Session Three, you want to accomplish 4 things:

1. Discuss home activities and challenges experienced from Session Two
2. Parents and teens learn how to acknowledge and accept emotions
3. Parents and teens learn how to communicate about emotions
4. Parents and teens learn how to respond to difficult emotions in a healthy and accepting way

1.2 Acknowledging and Accepting Emotions

Parents and teens learn how to recognise their own emotions and the emotions of others. They also explore how emotions are connected to thoughts and behaviour.

Emotions play a big role in how we make decisions. If emotions are not well managed, they can affect a persons' wellbeing and judgement. Strong emotions such as depression, anger, or anxiety - if not regulated - can contribute to poor decision making.

Young people risk the negative impact of unmanaged emotions that can lead them to risky behaviours such as violence, resorting to alcohol and even risky sexual behaviours – all of which can make them more at risk of harm or negative effects on their health.

Parents/caregivers are able to play an important role of recognizing the emotional issues that are affecting their teens and help them manage them better.

There are 6 Basic Emotions: Happy, Sad, Angry, Disgusted, Surprised, and Afraid

Teens of all ages can feel and express these emotions. As teens get older, they learn to identify lots of other emotions like excited, frustrated, proud, lonely, peaceful, guilty, or confused.

Often, when someone feels a certain way, his/her mind begins telling a story about those feelings. These thoughts get played over and over and over again in his/her mind making the feelings more intense.

This can lead to behaviour or thoughts that lead to “spinning out” or losing control. Sometimes, these feelings can get so overwhelming that someone might feel as if the world is crashing down or that there is nothing positive in life.

When parents and teens can connect feelings to thoughts and behaviour, and sometimes a place in the body, they can stay in the present moment and allow those feelings to run their course and pass. This can help them from being trapped in their feelings.

1.3 Talking About How We Feel

Session Three also helps parents and teens communicate about emotions, especially difficult or uncomfortable feelings.

Complicated or difficult emotions may come up due to not being able to afford expensive things, or experiencing bullying at school, or simply not being able to do something an older sibling can do. As teens get older, they may also experience complex feelings around school work, sexual identity, relationships, peer pressure, or even abuse.

It is normal for both parents and teens to have difficulty talking about and expressing emotions and feelings. Many people were told not to cry when they were sad or laugh when they were happy. This may be especially the case for boys and men. It is important for participants to understand that boys/men and girls/women have the same feelings, even if they might express them in different ways.

It is also important to emphasize that negative emotions are as normal as positive ones. Some parents/caregivers might feel disrespected or defied when their teens display negative emotions.

Allowing teens to express negative emotions does not mean that the parent is “losing control or authority” over their teen. It also does not mean that the teen is disrespectful or rebellious. It is more helpful to allow teens to become aware of their emotions and talk about their emotions, as this will help them to learn to regulate their emotions.

Parents can help adolescents learn how to communicate about how they are feeling by modelling this for their teens. When parents use words to describe their own feelings, it also helps them to develop emotional control.

Talking about feelings with teens is an important step to help teens manage anger, disappointment, and frustration – emotions connected to challenging thoughts and difficult behaviour.

Talking about feelings also brings awareness to the positive emotions such as a sense of peace, happiness, or calmness. It can also allow teens to appreciate a beautiful moment or feeling of love!

Responding in a positive way to difficult emotions

It is important that parents are able to accept their teens’ emotions and communicate with them in a calm and supportive way.

If parents react negatively to teens when they raise difficult issues, teens will feel unheard, unloved, and unwanted. This will weaken their relationship, causing their teens to turn to other less healthy or even dangerous sources of support.

PLH Teens helps both parents and teens remember to Take a Pause whenever they are feeling stressed or angry ***before*** reacting in a negative way. This may help them respond in a more controlled and effective way.

If the emotions are too much, parents and teens can also walk away from the situation. This is much better than acting in a violent or abusive way!

1.4 I Feel Statements

Using “I Feel” Statements may be an effective way of communicating about emotions. Sometimes teenagers feel that their parents do not understand them or that they are not listening to what they need or want. This can be very frustrating and make teens feel like they should just give up trying to talk to them.

“I Feel” Statements are simple ways to express exactly what one is feeling without directly attacking the other person:

“I feel [**emotion**] because [**reason of emotion**].” For example, “I feel **sad** because **I was not invited to the party.**”

Parents and teens can also use **“I Feel” Statements** as a way to talk something that they find is difficult or annoying about how their teen or parent is behaving towards them:

“I feel [**emotion**] ... when you [**name action**] ... and I would like you to [**name need or wish**].”

An example could be: “I feel **sad** when you **yell** at me. I would like you **to talk to me in a normal voice.**”

It’s a calm way to tell their parents exactly what they are feeling, to explain their side of the story without lashing out in anger.

2 INTRODUCTION

2.1 Welcome

Welcome participants warmly and enthusiastically when they arrive to the session.

2.2 Take a Pause

Take a Pause with the participants. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

Remind participants that they should try to **Take a Pause** before reacting to their parents or teens when they do something that annoys or angers them. This may help them respond in a less negative and violent way.

Take a Pause is also a good time to identify and acknowledge any emotions you are dealing with right now.

Take a Pause can even be a couple deep breaths!

2.3 Emotional Check-In

Parents and teens check into the group by sharing how they feel at the beginning of Session Three. They describe their emotion, where they feel it in their body, and what thoughts are associated with it.

This allows participants to share how they are feeling at the beginning of the session. You should model how to check-in or -out by demonstrating, before going around to each participant in a circle:

1. Describe how you are feeling emotionally.
2. Describe where you feel this in your body.
3. Describe the physical sensation of that feeling in your body
(if the participant is aware of where s/he feels the emotion in his/her body).
4. Describe the thought that is connected to that feeling.

For example:

"I am stressed. I feel it in my shoulders, which are heavy. I am worried about the bills I have to pay this month."

"I am happy. I feel it in my heart. My son passed his exams!"

At the end of the session, participants will also have an opportunity to check-out as a way of transitioning back into the rest of their daily lives.

Please note: If you are short on time or there are too many families in your group, you can also do the Emotional Check-In and Check-Out in pairs

2.4 Physical Exercises

Ask participants to notice how they feel at the end of the physical exercises. Ask participants to notice if they feel any differences in their bodies.

Ask them if they have been doing any of the physical exercises in the morning. Praise and encourage those who are trying!

2.5 Progress on the House of Support

Show participants their progress in building the House of Support.

3 DISCUSSION OF HOME ACTIVITIES

Divide the parents and teens so that both can feel more comfortable talking about their experiences openly.

Home Activities Recap

The core home activities were to:

- Practice praising your parent/teen at least once per day
- Become more aware about how you give instructions

Ask participants to share their experience when they tried to do the home activity. When challenges are being discussed, try to encourage the participants to come up with solutions and support them in trying them.

There are three key points to be aware of during the home activity discussion on praise and instructions:

- Are parents and teens praising a specific behaviour? Was there criticism involved?
- Were parents and teens able give positive and specific instructions?
- Were teens able to remain calm when talking about their needs to their parents? How did the parents respond their teens?

Remember to also check in about One-on-One Time. Try to be like a detective and investigate whether the parents and teens are following the instructions for One-on-One Time correctly and which Building Blocks they have used.

Possible questions for Discussion on Home Activities in Session Three:

- What happened when you were praising your teen or parent? Did you encounter any difficulties in praising your teen or parent?
- Were you able to notice times when you were doing a good job? Did you remember to praise yourself?
- Parents
 - Who can share an experience of giving instructions to your teen?
 - Were you able to remember to praise your teen for following instructions?
- Teens
 - Did anyone talk to their parent about something that was important to you? What happened? How did your parent respond?

Please remember: You need to check in with **each participant** to explore his/her experience doing Home Activities:

- Explore solutions to difficulties in doing the Home Activities with parents and teens.
- Encourage parents and teens to offer ways to overcome challenges as a group.
- Choose a strategy from the group's solutions and practice it.
- Then evaluate how it worked and encourage the participant to try it again at home.

BREAK

4 CORE LESSON: TALKING ABOUT FEELINGS (PARENTS & TEENS TOGETHER)

4.1 Identifying Emotions Activity

This activity helps participants identify different kinds of emotions. It also helps them notice that emotions are connected to thoughts and feelings in the body.

- Ask the group to name different emotions that people experience. Write these on the flipchart with a circle around each one.
- Ask the group what sort of thoughts are connected to each emotion. Write these thoughts as branches coming off each circled emotion.
- Ask the group where they feel these emotions in their bodies? (i.e., a sharp pain in the shoulders when angry, or a dull ache in the head when stressed, or lightness in the chest when happy).

4.2 Emotions game – Boom Chicka Boom

This playful call-and-response activity helps participants identify and name emotions based on how someone is physically acting.

Steps in emotions game are as follows:

1. Participants stand in a circle.
2. Tell group to say what you say and do what you do.
 - a. I said Boom Chicka Boom (repeat)
 - b. I said Boom Chicka Rocka chicka rocka chicka boom! (repeat)
 - c. Oh yeah?
 - d. Ah hah!
 - e. One more time.
 - f. A little _____ this time...
3. Tell the group: "a little *happier* this time".
4. Repeat call-and-response with everyone expressing "happy" with their faces and bodies.
5. Tell the group to show a different emotion and repeat call-and-response.
(You can try: happy, sad, angry, scared, excited, worried, proud)

Discussion on emotions game:

- What can we learn from this game about how our physical appearance may or may not show how we feel?
- What can we do to really know how someone is feeling?

- What would happen if we do not notice how someone is feeling?
- How do our emotions affect each other? What happens when you are with someone who is feeling sad, happy, angry, or scared?

Parents and teens separate into 2 groups for core lesson

5 CORE LESSON: TALKING ABOUT FEELINGS (PARENTS)

5.1 Role-plays

Role-play – Dealing with Negative Feelings

Father has lost his job. He sits in a chair with a beer looking frustrated and stressed.

Father (*thinking to himself*): "How am I going to tell the family that I lost my job?"

Amani enters.

Amani: "Hello Father! Can I have money to buy some airtime?"

Father (*snapping angrily*): "Leave me alone and mind your own business!"

Amani (*shouting*): "What did I do? You never listen!"

Father: "I said leave me alone or you will get a beating!"

Amani's sister Shukuru comes running into the room to show her brother that she has made a house out of paper.

Shukuru: "Amani! Look! I have built a house made out of paper!"

Amani (*angrily crushing the house with his hand*): "Who cares about your stupid house!"

Father sits and watches, looks upset and discouraged.

Questions for role-play:

1. Why do you think Father acted that way towards Amani?
2. What could Amani have done differently when he saw his father upset?
3. Why do you think Amani responded to Shukuru like he did?
4. How could Father communicate differently to his teens?

BUILDING BLOCKS

Identify how you feel and what thoughts are connected to those feelings.

It is okay to feel upset or angry.

Take a Pause when you are feeling upset.

Communicate and explain to your teens how you feel in a calm way.

You are a model to your teens. They will act as you act.

Role-play – Acknowledging Our Own Emotions

Father has lost his job. He sits in a chair with a beer looking frustrated and stressed.

Father (*thinking to himself*): "How am I going to tell the family that I lost my job?"

Amani enters and notices his father is upset.

Amani: "Hello Father! Is everything okay?"

Father (*breathes*): "It's okay, son. You can come sit here. I had a difficult day today. I lost my job."

Amani (*worried*): "Oh no! What are we going to do? I was hoping to be able to get a new school uniform."

Father (*puts his arm around Amani*), "Let's see what we can do to make that happen. And your Mother's job will help us get by while I look for another job."

Amani: "I can help out with looking for work, too, Father?"

Father: "No it's okay, Amani. I appreciate you offering. Right now, the most important thing is that you work hard at school so that you can go to university. Thank you for listening me."

Father: "Let's play some soccer together. It will help me get this stress off my mind for a bit."

Amani: "Okay, Father!"

Questions for Role-play:

1. How does Father handle his emotions in a positive way here?
2. How does he respond to Amani's question? How does he provide comfort to his son?
3. What do you think would have happened if he avoided his son?
4. How do you think playing soccer with his son will help him feel?
5. What are some of the ways you can cope with negative emotions?

BUILDING BLOCKS

It is okay to allow your teens to see you sad.

Talking about emotions helps us control our actions.

It is good to accept both positive and negative emotions.

Notice where you feel these emotions in your body.

Notice what thoughts are connected to these emotions.

Role-play – Talking about feelings

Amina comes home from school. Bibi is sitting at home.

Bibi: "Hello Amina, how was your day at school?"

Amina (*sad, sulking*): "Who cares?"

Bibi (*concerned*): "Amina, you don't seem very happy, do you want to talk about it?"

Amina (*sad*): "I am sorry Bibi, I just find it so frustrating that I studied so hard for my math test and still failed."

Bibi (*hugging Amina*): "That is frustrating, my girl. I know how hard you studied. Maybe we can ask your teacher for extra help with math? I can come to school to talk to her tomorrow if that would help?"

Amina (*smiling*): "Thank you, I think that might be a good idea."

Bibi: "You know, you might feel frustrated about not being good at math right now, but I have never met someone who can write stories the way you can, Amina!"

Questions for Role-play:

1. How does Bibi respond when her granddaughter rejects her greeting?
2. How does Bibi help her granddaughter cope with her emotions?
3. What does Bibi do to show that she recognises how her granddaughter is feeling?
4. What specifically helped the Amina communicate to Bibi how she is feeling?
5. What do you think would have happened if Bibi responded negatively to her granddaughter when she rejected her greeting?

BUILDING BLOCKS

Notice how your teen is feeling.

Allow your teen space to share how s/he feels and why.

Appreciate when your teen shares.

Reflect back what your teen tells you.

Respond in a calm and compassionate way.

Accept both negative and positive emotions.

Explore solutions with your teen.

Offer emotional and physical support.

5.2 Discussion – Talking About Emotions

Lead a discussion about why it would be helpful to communicate about emotions with teens. Write the ideas of the parents/caregivers on the flipchart.

Possible questions include:

- What would be the benefit of accepting your child's positive and negative emotions?
- Why do you think it is important for you to communicate about your own emotions?
- Why might be helpful for us to learn how to cope with anger and stress?
- What are some possible strategies for coping with anger and stress?

Some things that might come up:

- Talking about emotions helps us control our reactions to these emotions.
- If we communicate about our frustrations, we are less likely to act in anger.
- Communicating about emotions increases the joy we get from the positive emotions.
- Communicating about emotions improves relationships.
- Communicating about emotions helps us understand each other better so we can learn how to support each other.
- Letting feelings "out" in a controlled way actually helps us stay healthy (by reducing the risk of heart disease, high blood pressure etc.) and safe (by preventing impulsive or sudden decisions that may have harmful consequences).

5.3 Practice – Acknowledging Difficult Emotions In Ourselves and Others

1. Parents/caregivers practice helping their teens cope with negative emotions. You can use this scenario as a guide. Make sure you establish the scenario clearly so that they understand their roles:
 - a. Teen is sad because s/he received a poor result from school.
 - b. Parent: "I see that you are sad. What do you want to talk about it?"
 - c. Teen: "I didn't do as well as I wanted on the math test even though I studied so hard."
 - d. Parent Response
 - i. Appreciate teen for sharing: "Thank you for telling me."
 - ii. Reflect back what s/he heard: "I am sorry that you didn't do well on your math test."
 - iii. Respond in a calm way.
 - iv. Accept that the feeling is okay: "It is okay to feel frustrated about it."

- v. Offer emotional and physical support (if appropriate).
 - vi. Explore solutions with teen: "What do you think we could do to help you improve in your math?"
 - e. Teen responds with an idea: "Maybe you could go with me to ask for help from our neighbour – she is good with math!"
 - f. Parent accepts teen's idea and praises him/her.
2. Provide plenty of support to the parent while s/he practices.
 3. Stop the practice after 1 minute or less. Ask for feedback about Parent and Teen's experience.
 4. Ask parents/caregivers to talk in pairs about other times when a teen might be upset about something.
 5. Share these scenarios as a group. Ask parents/caregivers for suggestions on how they can help their teens cope with these difficult emotions.
 6. Parents/caregivers practice these scenarios in pairs with you and your co-facilitator providing support.
 7. Tell parents/caregivers to switch roles after practicing for about 1 minute.
 8. Ask for feedback from each pair in a group discussion on how the practice went.

5.4 Review – Key Steps for Acknowledging Emotions of Your Teens

1. Notice how your teen is feeling.
2. Allow your teen to share how s/he feels and why.
3. Appreciate when your teen shares.
4. Reflect back what your teen shares.
5. Respond in a calm and compassionate way.
6. Accept that the feeling is okay, even if it is negative.
7. Explore solutions with your teen if appropriate.
8. Offer emotional and physical support.

6 CORE LESSON: TALKING ABOUT FEELINGS (TEENS)

6.1 Role-plays

Role-play – Dealing with Negative Feelings

Amina comes home from school. Bibi is sitting at home.

Bibi: "Hello Amina, how was your day at school?"

Amina (*in a terrible mood, sad, sulking*): "Who cares?"

Bibi: "Don't talk to me that way. How did your math test go? You failed again, right?"

Amina: "Yes! I failed, OK?! I hate school! You should not have enrolled me!"

Amina storms out of the house while Bibi looks angry.

Bibi (*thinking*): "She is so rude. It is so difficult to deal with her."

Amina (*thinking*): "Uuugh I wish Bibi did not ask these things. I am stupid with Math. I don't want to go to school anymore."

Questions for Role-play:

1. Why do you think Amina reacted that way to Bibi?
2. What could have Bibi done differently when she said, "Who cares?" to her?
3. What did Amina need from Bibi?

BUILDING BLOCKS

Identify how you feel and what thoughts are connected to those feelings.

It is okay to feel upset or angry.

Take a Pause when you are feeling upset.

Communicate and explain to your parent how you feel in a calm way.

Role-play – Talking about feelings

Amina comes home from school. Bibi is sitting at home.

Bibi: "Hello Amina, how was your day at school?"

Amina (*in a terrible mood, sad, sulking*): "Who cares?"

Bibi (*concerned*): "Amina, you don't seem very happy, do you want to talk about it?"

Amina (*sad*): "I am sorry Bibi, I just find it so frustrating that I studied so hard for my math test and still failed."

Bibi (*hugging Amina*): "That is frustrating, my girl. I know how hard you studied. Maybe we can ask your teacher for extra help with math? I can come to school to talk to her tomorrow if that would help?"

Amina (*smiling*): "Thank you, I think that might be a good idea."

Bibi: "You know, you might feel frustrated about not being good at math right now, but I have never met someone who can write stories the way you can, Amina!"

Questions for Role-play:

1. How does Bibi respond differently this time when her granddaughter rejects her greeting?
2. How does Bibi help her granddaughter cope with her emotions?
3. What does Bibi do to show that she recognises how her granddaughter is feeling?
4. What specifically helped the Amina communicate to Bibi how she is feeling?
5. What do you think would have happened if Bibi responded negatively to her granddaughter when she rejected her greeting?

BUILDING BLOCKS

Notice how you are feeling.

Allow yourself space to share how you feel and why.

Accept both negative and positive emotions.

Respond in a calm and compassionate way.

Explore solutions with your parent.

6.2 Discussion – Talking About Emotions

Lead a discussion about why it would be helpful to talk about emotions. Write the ideas on the flipchart. Possible questions include:

- What would you get out of sharing how you feel with someone else? What about positive emotions? And negative emotions?
- Why do you think it is important for you recognise the emotions of other people?
- What can we do to help us cope when we are stressed or angry or upset?
- What are some possible strategies for coping with anger and stress?

Some things that might come up:

- Talking about emotions helps us control our reactions to these emotions.
- If we communicate about our frustrations, we are less likely to act in anger.
- Communicating about positive emotions increases the joy we get from the positive emotions.
- When we share our emotions, we are more likely to get the support we need.
- Communicating about emotions helps us understand each other better so we can learn how to support each other.
- Letting feelings “out” in a controlled way actually helps us stay healthy (by reducing the risk of heart disease, high blood pressure etc.) and safe (by preventing impulsive or sudden decisions that may have harmful consequences).

6.3 Practice – Talking About Difficult Issues

1. Make a list with the teens about different issues that might be emotionally difficult to talk about. Write these on one side of the flip chart.
2. Ask teens to think of something that they could do to help them cope with their difficult emotions. Write these on the other side of the flip chart.
3. Teens practice using “I Feel” Statements.
 - a. Teen 1 is sitting looking [Emotion].
 - b. Teen 2: “How are you doing, [Name]?”
 - c. Teen 1: “I feel **[emotion]** because **[reason of emotion]**.”
For example, “I feel **sad** because **I was not invited to the party.**”

- d. Teen 2 (accepts emotions and helps Teen 1 see a positive): "I see you are feeling [**emotion**]. [Suggest positive activity]." For example, "I am sorry you feel upset. Let's do something fun together instead of going to the party."
4. Provide plenty of support to the participants while they practice.
5. Tell participants to switch roles after practicing for about 1 minute.
6. Ask for feedback from each pair in a group discussion on how the practice went.

7 ASSIGNING HOME ACTIVITIES

IT IS WHAT YOU DO AT HOME THAT MAKES THE DIFFERENCE!

Assign Home Activities to practice at home:

- Try to be more **aware of your own emotions and the thoughts that are connected to those feelings.**
- **Try to notice the emotions of others – positive and negative ones.**
- Ask your parent/teen about how s/he is feeling at least **1 time during the week.**
- Practice **I Feel Statements** when sharing about your feelings to your parent or teen at least **1 time during the week.**
- Spend **at least 15 minutes** of **One-on-One Time** each day with your teen/parent.
- **Take a Pause** whenever you are feeling stressed or upset:
 - Notice how you are feeling.
 - Notice what thoughts are connected to that feeling.
 - Notice where you feel it in your body.
 - Notice if you feel any differently after Taking a Pause.

Ongoing home activities

- **Praise** your parent/teen, yourself, and others in your family!
- Parents: Notice how you **give instructions** and try to make them **positive, specific, and realistic.**
- Teens: Remember to be **calm and clear** when talking to your parent about things that are important to you.
- Do something nice to **reward yourself** for your hard work in the PLH Teens programme!
- Do the **Physical Exercise** every morning.
- **Meet with or contact (call or text message) your PLH Buddy** one time during the week.

The **core activities** are to practice **Being Aware of How You Feel** and **Communicating about Emotions.**

Please note: Discuss with the families each goal for the coming week.
Make a note of it so that you know what they are planning to do at home.
Then you can follow this up during the next session's discussion on home activities.

Parents and teens come back together in one group

8 CLOSING

8.1 Sharing One Thing You Learned

Bring all of the participants together for the closing activity. Ask parents and teens to share ONE thing that they learned during the session with their family member.

8.2 Compliment Circle

Introduce participants to the Compliment Circle, something that they will do at the end of every session before closing.

Model the compliment circle for participants before they do it in pairs.

- Parents and teens take turns praising each other.
- Then parents and teens take turns praising themselves for something specific that they did well.
- Encourage participants to make eye contact and use the name of their parent/teen. The compliments can be about anything as long as they are sincere.

Ask the participants what it was like to be praised and what it was like to praise themselves.

8.3 Take A Pause

Take a brief pause with families (30 seconds).

8.4 Emotional Check-Out

Model the emotional check-out by describing your emotion, where you feel it in your body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy to have learned about emotions."

8.5 Goodbye

Remind participants of the Home activities.

Refer to the Family Handbook and to the place for families to record whether they have done the home activities. Remind families of the core home activities for the session.

Thank and praise the parents/caregivers and teens for coming!