

SESSION TWO: KEEPING IT POSITIVE: PRAISE AND INSTRUCTIONS

SESSION TWO OVERVIEW		
GOALS	<ul style="list-style-type: none">Parents and teens learn how to praise and appreciate each otherParents become more effective at giving specific, positive, and realistic instructionsTeens learn how to communicate their needs and wants in a clear and calm way	
CORE PRINCIPLES	<ul style="list-style-type: none">Praise the behaviour you want to see in your parent/teenAppreciate your parent/teen for the positive things that s/he doesBe specific, immediate, and enthusiastic when you praise your parent/teenYour parent/teen will feel better about him/herself when you praise him/herInstructions should be positive, specific, and realistic and given in a calm voicePraise your teen when s/he follows your instructionExplain what you want to your parent/teen in a clear and calm wayPraise yourself!	
MATERIALS	<ul style="list-style-type: none">Attendance register, name tags, temporary adhesive, pens, paper, flipchart, toys, refreshments for the breakHouse 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">WelcomeTake a PausePhysical exercise	
HOME ACTIVITY DISCUSSION (40 min)	<ul style="list-style-type: none">Remind parents/teens of core home activityAsk parents/teens to share highlights and challengesDiscuss solutions to challenges and practice solutions	
BREAK (5 Minutes)		
CORE LESSON – PRAISING YOUR PARENT/TEEN (20 min)	<ul style="list-style-type: none">Role-play: Ignoring the GoodRole-play: Noticing the PositiveDiscussion: Why should we praise each other?Practice: Praising your parent/teen	
CORE LESSON – KEEPING IT POSITIVE (25 min)	Parents: <ul style="list-style-type: none">Role-play: Negative instructionsRole-play: Positive instructionsActivity: Identifying things we would like our teens to do	Teens: <ul style="list-style-type: none">Role-play: A misunderstandingRole-play: Say what you wantActivity: Identifying needs & wants, and how to ask for them
ASSIGN HOME ACTIVITIES (10 min)	<ul style="list-style-type: none">Practice praising your parent/teen at least three times per dayParents: Notice how you give instructions and try to make them positive, specific and realisticTeens: Talk in a calm and clear way about things that are important to youDo something nice for yourself during the weekSpend 10 minutes each day in One-on-One Time with your parent/teen<i>Take a Pause</i> whenever you are feeling stressed or upsetDo the Physical Exercise every morning when you wake upMeet with, or contact, your PLH Buddy once during the week	
CLOSING (5 min)	<ul style="list-style-type: none">Review core topics covered, remind families about next session and home activitiesThank and praise families	

1 NOTES FOR SESSION TWO

Read this in preparation for delivering the session.

1.1 Overview

Session Two of PLH Teens keeps the focus on building positive relationships between parents and their teens. This is done by helping families understand the importance of appreciating each other through **Praise**. They also learn how to **specific, positive, and realistic** instructions to help support compliance and positive relationships.

As families learned in Session One, it is important to establish a strong and positive relationship with each other. Teenagers develop positively when they have a solid and healthy relationship with their parents/caregivers. Parents will also understand more and worry less if they feel they have a teenager who trusts and communicates with them.

Positive communication plays an important role in establishing a warm relationship.

Speaking to teenagers in a positive and encouraging way makes them to develop confidence and feel good about themselves. When teenagers speak to their parents in a positive way, parents feel that their hard work as parents is appreciated.

When spoken to in a harmful way, teenagers feel bad about themselves and about others around them. When the foundation is right, parents/caregivers are able to communicate with their teens about a number of issues. Even sensitive issues are better talked about when the relationship is healthy.

During Session Two, you want to accomplish 3 things:

1. Discuss home activities from Session One
2. Families discuss and practice praising each other
3. Parents discuss and practice giving positive, specific, and realistic instructions
4. Teens discuss and practice identifying and communicating their needs and wants clearly

1.2 Using Praise To Encourage Good Behaviour

Session Two introduces families to using positive reinforcement in the form of ***praise*** and ***simple rewards*** to help teens improve their behaviour.

It is important to praise teens (and parents) when they do something that we would like them to do more often.

Everything we do is more likely to happen again if it is rewarded in some way. Behaviour that is ignored, or not rewarded, is less likely to happen again.

When parents/caregivers reward good behaviour with praise or simple rewards, teens will be encouraged to behave that way more often in the future.

This session emphasizes the importance of praise (an expression of approval, warmth, or appreciation) and rewards (simple, affordable, and tangible incentives) that are directly connected to a specific behaviour.

For example, "It is great to see that you did your schoolwork before dinner, (Name of Teen)!" or "Thank you for making my favourite dessert, Mother!"

Self-praise is equally important for parents/teens. It recognizes their own efforts in building a healthy, stable, and happy life for their family and themselves.

The way we praise is also important.

Praise should be specific. Parents/teens should say exactly what they have done that has pleased them.

Praise should also be immediate. Parents/teens should try to praise as soon as possible after the good behaviour.

Praise should also be enthusiastic and genuine. People respond much better when the person who praises them really means what s/he is saying.

It can sometimes be difficult for parents to notice **any** behaviour that they can praise in their teens, especially those who have behavioural problems. The same is true for teens who have a negative attitude or relationship with their parents.

To begin with, parents/teens might have to praise them for small things, such as folding their clothes nicely or playing a game with their little sibling. Their patience will soon be rewarded as their relationships improve over time.

It can also be difficult for teens to notice anything positive about their parents when they have a difficult relationship with them. It can be helpful for teens to notice the small things that parents do things all the time to help them, and praise them for these things: like making dinner, working so that they can go to school, coming with them for an appointment.

Many parents/teens feel embarrassed about praising each other and may have few experiences of praise or positive attention themselves. Many parents/caregivers also may have had little praise when they were teens themselves, so they are lacking a positive example.

Praising becomes easier each time that they do it and it is also rewarded by the responses that it gets for them.

1.3 Giving Specific, Positive, And Realistic Instructions

Many parents have problems getting teens to follow instructions. Even well-behaved teens who do not have behaviour problems only follow about 75% of the instructions that they are given by their parents.

This is especially true during adolescence when teens start questioning authority.

Unfortunately, if parents know that teens have challenging behaviour, they usually only notice the times when they do not follow instructions and miss the times when they do.

There are a number of common mistakes often made when giving instructions.

Instructions are often phrased in a negative way.

Parents often give instructions in a negative way to their teens, like "Stop doing that," or "Don't do that."

It is better to give a specific instruction that ***identifies what you want your teen to be doing.*** So instead of "Don't forget to do your schoolwork before watching T.V.," you could say "Please remember to do your schoolwork before watching T.V."

Learning how to give positive instructions can be very difficult for anyone, especially parents. Parents are used to seeing problem behaviour and telling the teen to stop doing it.

You need to be persistent in reminding participants about giving instructions in a positive way and praise them when they do. Remind them to describe the behaviour that they want to see.

You can model this yourself!

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** can even be a couple deep breaths!

2.3 Physical Exercises

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!

2.4 Progress on the House of Support

Show participants their progress in building the House of Support.

3 DISCUSSION OF HOME ACTIVITIES

This is the first discussion on home activities in the PLH Teens programme. Divide the parents and teens so that both can feel more comfortable talking about their experiences openly.

Explain that you are separating parents and teens to help them feel more comfortable talking openly with their peers, and not to get parents and teens to tell on each other. You should answer any questions or worries participants might have about this.

Home Activities Recap

The core home activities were to **1) share their goals with their families** and **2) to spend 10 minutes One-on-One Time together**

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.

Possible questions for Discussion on Home Activities in Session Two:

- Who did you share your goal with? What was their response? What was it like to share your goal?
- Did anyone have any challenges when discussing their goals with their family? What happened? How did you feel?
- Who was able to spend One-on-One Time with your parent/teen this week? How often did you do this? What did you do? What was your experience like?
- Parents:
 - Were you able to allow your teen to take the lead during One-on-One Time?
 - Were you able to use active listening skills to show your teen that you were really listening to him/her?
 - How did your teen respond during One-on-One Time?
 - How did you feel during and after One-on-One Time? How did your teen feel?
- Teens:
 - Did your parent allow you to take the lead in the conversation/activity??
 - How did your parent show (or not show) that s/he was really listening to you?
 - How did you feel during and after One-on-One Time?
- Did anyone encounter any challenges to spending One-on-One Time?

It may be helpful to remind participants of the main principles for One-on-One Time from the previous session.

Remember to praise the participants for even *trying* to do One-on-One Time. Ask them how they think their parents/teens were feeling when they did the activity.

3.2 Sharing Highlights and Challenges

What to do when a participant shares a challenge?

Some participants will have experienced some challenges doing One-on-One Time with their teens/parents. This is perfectly normal. When someone shares a challenge, you can do the following:

1. Thank the participant for sharing. It is not easy to share something that was challenging!
2. Notice and comment on how the participant is feeling or was feeling when s/he experienced the challenge. It is important to affirm the participant's emotions.
3. Ask **Exploring** questions (Who, What, Where, When, How, Why) to help you understand exactly what happened. This will also help develop his/her own observation skills.
4. Make sure you understand the challenge. You should already have one or two solutions in mind that you can guide the group to identify.
5. Ask the group for possible solutions to each challenge. Write these solutions down on the flip chart. *Only write down solutions that might work!*
6. Ask the participant to choose one of these solutions (or a combination of a few).
7. Ask the participant to **Practice** this solution in a role-play.
8. Debrief on the experience with the participant.
9. Praise the participant and encourage her/him to try the solution at home. Remind her/him that we are here to help out if s/he has more challenges next week.

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

What to do if nobody wants to share or if nobody did the home activities?

Sometimes, parents and teens may feel shy or uncomfortable sharing about their experiences at home in between the sessions. This may be because they have not been able to do their home activities or they experienced challenges or conflict at home.

You may want to try the following strategies to encourage more sharing:

- Be enthusiastic and genuine when you praise parents/teens for sharing their home activities. You can even use simple rewards like stickers for those who share. It is amazing how well this works even with adults!
- Explore reasons why parents/teens were not able to do their home activities. Then explore solutions to these challenges.
- Be clear that it is normal for parents/teens to have difficulties finding time to do their home activities. Explore possible times when the home activities might be easier to do.
- Explore with parents/teens the benefits of doing the home activities. Let them come up with the reasons.
- Allow parents/teens to share in pairs first. This makes them feel more comfortable sharing with the bigger group.

3.3 Discuss Solutions to Challenges and Practices

- Explore solutions to difficulties in doing the Home Activities with parents/ teens.
- Encourage parents/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 parent/teen to try it again at home.

BREAK

4 CORE LESSON: PRAISING YOUR PARENT/TEEN (TOGETHER)

4.1 Role-play – Ignoring the Good

Shukuru is doing her homework. She is practicing reading her book out loud while her sister Faraja is helping her. Mother is busy cooking dinner and does not notice the girls.

Shukuru: (*struggling over a difficult word*): "The girl braw... broo... brought the ball to her brother."

Faraja (*happy*): "Shukuru! Well done! You read well! Keep reading! The more you practice the better you will get."

Faraja (*calling her mother*): "Mother! Come and hear Shukuru read! She's doing so well!"

Mother (*doesn't really listen*): "Mmmmmm, that's good but dinner will be ready soon, so hurry up. I wish you could do your schoolwork earlier. I want to sleep early today. I am tired."

Faraja: "But Mother, I'm helping Shukuru and she is getting so much better. You should come and listen!"

Mother (*angry*): "I don't have time for that – I said I was tired! Now stop working and come and help serve dinner."

Faraja and Shukuru look upset.

Questions for Role-play:

1. What do you like about the way Faraja praises her younger sister?
2. How does the mother make Faraja and Shukuru feel when she criticises her daughters?
3. How could the mother respond differently to her teens? What could she do if she was feeling stressed?

BUILDING BLOCKS

Notice when your teens are behaving well and praise them.

Take a Pause when you are feeling stressed so you can respond to your teens in a positive way.

Praise your teens for their good behaviour without criticism.

4.2 Role-play – Noticing the Positive

Shukuru is doing her homework. She is practicing reading her book out loud while her sister Faraja is helping her. Mother is busy cooking dinner, but looks at her daughters regularly.

Shukuru: (*struggling over a difficult word*): "The girl braw... broo... brought the ball to her brother."

Faraja (*happy*): "Shukuru! Well done! You read well! Keep reading! The more you practice the better you will get."

Mother: "I am very proud of you, my two daughters. Shukuru, you are working so hard. I know reading is no easy. And thank you very much, Faraja, for helping your sister so I can cook. You are a big help to me."

Questions for Role-play:

1. Why do you think Mother praises her teens?
2. How do the teens feel when Mother praises them?
3. What works about the way Mother praises her daughters?
4. How do you think Shukuru feels when her sister praises her?

BUILDING BLOCKS

Be specific when you praise your teens.

Praise your teens for good behaviour even when it is expected.

Use your teens' name when you praise them.

Praise your teen with enthusiasm!

4.3 Discussion – Why Should We Praise Each Other?

Lead a discussion about the reasons why participants should praise each other. Write down their ideas on the flip chart.

The following questions may be useful:

- Why should you use words to show your appreciation of your teen/parent?
- What does your teen learn when receiving attention and praise for good behaviour?
- Why should we praise behaviour that we already expect our teens to do?
- Why might it be important to praise your parent when sh/he does things that you like?

Possible suggestions for why we should praise each other:

- Praise motivates us to do the behaviour again.
- Praise boosts confidence. We feel appreciated.
- Praise improves trust and communication.
- We like being praised and will feel good about the behaviour.
- We will put effort into doing good things and being helpful.
- When praised, teens will learn to also praise others, including parents/caregivers.
- We feel good about ourselves when we praise genuinely.
- Praise strengthens positive relationships between teens and parents/caregivers.

4.4 Practice – Praising Your Teen/Parent

Note: You should model how each part is done by demonstrating with your co-facilitator.

Part One:

1. Ask participants to work with their parent/teen in pairs.
2. Each parent/teen should think of ONE thing that s/he appreciates that his/her parent/teen has done recently.
3. Make sure each participant chooses a specific behaviour.
4. Parents/teens practice praising their teen/parents for this one thing.
5. Report back to the group about what it was like to praise each other.

Part Two:

1. Each parent/teen should think of ONE positive thing that s/he would like her parent/teen to notice about his/herself.
2. Make sure each participant chooses something specific (e.g., "I was on time for school today" or "I came to the PLH Teens programme with you.").
3. Parents/teens share this with their teens/parents.
4. Parents/teens practice praising them for it.
5. Report back to the group.

5 CORE LESSON: KEEPING IT POSITIVE (PARENTS & TEENS TOGETHER)

Tell participants that they are now going to move on to a new topic focusing on giving instructions.

5.1 Activity: Sipho Says (Parents and Teens Together)

This activity helps everyone to see the value of giving clear, positive instructions:

1. Participants stand in a big circle.
2. You play "Sipho" who is the only one who talks.
3. Participants can **only** Do as Sipho Says when Sipho says **positive instructions**.
4. First step: Only provide positive instructions. Example:
 - a. Sipho says: Walk backwards
 - b. Sipho says: Stand on one foot
 - c. Sipho says: Jump up and down
5. Second step: Start to alternate with negative instructions. Example:
 - a. Sipho says: Walk around the room
 - b. Sipho says: Don't walk
 - c. Sipho says: Stand still
 - d. Sipho says: Jump up and down
 - e. Sipho says: Don't jump
 - f. Sipho says: Don't stand still
 - g. Sipho says: Stand still
6. Praise participants when they get it right.
7. Play until you have a winner!

Questions for activity:

- How did you feel about being given negative instructions?
- How did you feel about being given clear, positive instructions?
- How does it feel to get praise when you follow an instruction?
- Why might you want to praise your parent/teen when s/he follows an instruction?

Parents and teens separate into 2 groups for the next activities

6 CORE LESSON: KEEPING IT POSITIVE – GIVING INSTRUCTIONS (PARENTS)

6.1 Role-plays

Role-play – Negative Instructions

Bibi is cleaning the house while Amina is practicing dance moves with her friend.

Bibi: "Don't make such a mess while I am cleaning the house. You are in the way!"

Amina: "But I need to practice for the competition at school tomorrow. You never let me do anything."

Bibi: "Don't you talk back to me!"

Amina walks out of the house and drags her friend along.

Amina (*embarrassed and angry*): "Let's go. I hate Bibi. She is always yelling at me."

Bibi (*mumbling to herself*): "That child is always making trouble."

Questions for Role-play:

1. How did Amina feel when Bibi yelled at her?
2. Why do you think Amina responded in a disrespectful way to Bibi?
3. What was the impact of the story on their relationship?
4. How could Bibi have asked Amina in a way that would make it easier for her to follow instructions?

BUILDING BLOCKS

Teens need time and space for themselves to explore the world.

Take a Pause before reacting to your teens in a negative way.

Your teens will respond negatively when you communicate in negative ways towards them.

Role-play – Positive Instructions

Bibi is cleaning the house while Amina is practicing dance moves with her friend.

Bibi: "Amina, it is nice to see you practicing your dance moves with your friend. Please take it outside, so I can finish cleaning the house. Afterwards, you can show me your dance."

Amina: "Okay, Bibi!"

Amina and her friend practice their dance moves outside while Bibi cleans inside.

After a while, Bibi comes outside too.

Bibi: "Thank you for practicing outside while I finished cleaning the house, Amina. Now, I have some time to watch your dance."

Bibi is watching the girls dance.

Bibi: "Wow, Amina! You have such good dance moves!"

Questions for Role-play:

1. How did Bibi manage to avoid a conflict with Amina this time? What did she do that was effective?
2. How did this help make it easier for her to get Amina to do what she wanted?
3. What did Bibi do to after Amina followed her instruction that made it more likely that she will do it again? How did this effect their relationship?

BUILDING BLOCKS

Use positive words when you give instructions to your teen.

Say your teen's name when you give him/her instructions.

Speak calmly and politely to your teen when you give instructions.

Make sure that your teen can follow your instructions.

Praise your teen for following instructions.

6.2 Activity: Identifying Things We Would Like Our Teens To Do

This activity helps parents identify things that they would like their teens to do more often and to practice using positive words to give instructions to their teens:

1. Parents think of behaviours or activities that they would like their teens to do more often. Make sure that they are SPECIFIC, POSITIVE, and REALISTIC behaviours.
2. Parents share in pairs with a partner.
3. Parents report to big group. Write these behaviours/activities on the flip chart.
4. Parents practice with their partner.
 - a. Use positive words to give instructions to their teens
 - b. Praise them using specific words afterwards.
 - c. Take turns being the "parent" and "teen"
5. Discussion about how the activity was for the parents:
 - a. What would be the benefit of giving instructions in a positive way?
 - b. How would this be good for you?
 - c. What would this teach your teen?

7 CORE LESSON: KEEPING IT POSITIVE – SAY WHAT YOU WANT (TEENS)

7.1 Role-plays

Role-play – A Misunderstanding

Father and Amani are inside. Father is cleaning the mud from his shoes.

Amani: "I am going with friends to the computer shop."

Father: "No, you are not. You need to stay here and finish your schoolwork."

Amani (*trying to explain*): "But, I need to go to the shop..."

Father (*stern, looking at his shoes*): "No Buts. You are not going anywhere."

Amani (*angry complaining*): "Who made you the boss of my life? You never listen or let me do what I want! It's always no, no, no!"

Questions for Role-play:

1. Why do you think the interaction between Father and Amani got so heated and angry?
2. How do you think Amani feels about his Father? What about how Father feels about Amani?
3. What could the Father have done to avoid it becoming negative? What could Amani have done?

BUILDING BLOCKS

Take a Pause before reacting to your parents in a negative way.

Take your time to explain what you want and what you need.

Recognise when your parents are saying what THEY want too!

Role-play – Say What You Want

Father and Amani are inside. Father is cleaning mud from his shoes.

Amani: "Hi Father, I have an assignment at school that requires me to use a computer. Is it okay if I go to the computer shop with Alex and Junior?"

Father: "Thank you for asking me, Amani. It is nice to see you making your schoolwork a priority. As long as you are back before dinner, it is okay. I would also like to see your finished project."

Father: "How about you treat yourself to some sweets. Here is some money. You might get hungry doing that assignment"

Amani *(smiling)*: "Thank you, Father! I will get you some, too!"

A few hours later Father and Amani are sitting at the table after dinner looking at Amani's assignment.

Father: "This essay on typhoons is really well written, Amani. Well done!"

Amani: "Thanks, Father! I worked hard on this one! I know that you and Mother work so hard to get us to continue our studies, so I try my best in my studies."

Questions for Role-play:

1. Why do you think that the story ended up differently than the previous one?
2. What did Amani do to make sure his father listened to him?
3. Why do you think Father wanted to see the finished project?
4. Why do you think Father rewarded Amani?

BUILDING BLOCKS

Take the time to think about how you can ask your parents for something.

When you talk to your parents in a calm and respectful voice,
they are more likely to listen to you.

When you are honest with your parents, they will trust you with other
responsibilities too.

Tell your parents when you appreciate them.

7.2 Activity: Identifying Needs & Wants and How To Ask For Them

This activity helps teens identify things that they need or want from their parents and to practice how to express these needs and wants in clear and calm ways.

1. Teens think of something that they want or need from their parents. Make sure that they are SPECIFIC, POSITIVE, and REALISTIC.
2. Teens share in pairs.
3. Teens report to big group. Write these needs and wants on the flip chart.
4. Teens practice in pairs expressing these needs/wants to their parents in a calm and clear way. Teens practice praising their parents for listening.
5. One teen plays him/herself and the other teen listens as his/her "parent".
6. Discussion about how the activity was for the teens:
 - a. What would be the benefit of speaking in a polite and calm way to your parents?
 - b. How will this help them listen to what you need or want?
 - c. How would this be good for you?

8 ASSIGNING HOME ACTIVITIES

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

Assign Home Activities to practice at home:

- Practice **Praising your parent/teen** at least **3 times a day**.
- **Praise yourself** when you notice you are doing something good, too. You deserve it!
- 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!
- Spend **at least 10 minutes** of **One-on-One Time** each day with your teen/parent.
- **Take a Pause** whenever you are feeling stressed or upset. You can even **Take a Pause** to appreciate a positive emotion!
- 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 **Praising, Giving Instructions, and Communicating in a Calm and Clear Way**.

Families should also make the commitment to spend **One-on-One Time**.

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

9 CLOSING

9.1 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 parent/teen.

9.2 Take A Pause

After taking a brief pause with parents/caregivers (30 seconds), ask them to notice how they feel emotionally and in their bodies.

9.3 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!