

SESSION FOUR: ESTABLISHING RULES TO KEEP HEALTHY AND SAFE

SESSION FOUR OVERVIEW	
GOALS	<ul style="list-style-type: none"> • Parents and teens learn how make rules together • Parents and teens learn how to create rules to keep them safe
CORE PRINCIPLES	<ul style="list-style-type: none"> • Rules should be simple, clear, and expressed in a positive way • Be consistent when enforcing and following rules • Parents and teens can make rules together • Learning how to follow rules helps build responsibility and independence • Some rules are necessary to keep teens safe and healthy
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 • Emotional Check-In • 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 – ESTABLISHING RULES AS A FAMILY (20 min)	<ul style="list-style-type: none"> • Role-play: Making a Rule • Role-play: Amani's cellphone • Role-play: Rules for Girls or Boys? • Role-play: I don't want to go to school! • Discussion: Establishing rules as a family • Practice: Establishing rules as a family
CORE LESSON – TALKING ABOUT RELATIONSHIPS AND SEXUAL BEHAVIOUR (25 min)	<ul style="list-style-type: none"> • Role-play: My New Boyfriend • Role-play: Talking About Sex • Discussion: Sexual and reproductive health (parents and teens separate) • Review: Tips for talking about sexual and reproductive health with your teen
ASSIGN HOME ACTIVITIES (10 min)	<ul style="list-style-type: none"> • Establish ONE household rule and ONE daily routine with your teen/parent • Have a conversation with your parent/teen about sexual and reproductive health • Spend 15 minutes each day in One-on-One Time with your parent/teen • Take a Pause whenever you are feeling stressed or upset • Other activities from previous sessions • 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 FOUR

Read this in preparation for delivering the session.

1.1 Overview

Session Four is focused on making family rules. Parents and teens will be together again in this session.

Session Four has following core skills and principles on establishing rules and routines:

- Rules should be simple, clear, and expressed in a positive way
- Be consistent when enforcing and following rules
- Parents and teens can make rules together
- Learning how to follow rules helps build responsibility and independence
- Some rules are necessary to keep teens safe and healthy

Families explore the benefits of having clear and consistent household rules and routines for their teens.

Rules describe what behaviour is appropriate and what behaviour is not appropriate for teens. They help establish clear boundaries that can help teens feel secure and keep them safe from potential dangers both inside the house and in the community.

Rules help teens to know what kind of behaviour is expected from them. Parents sometimes yell at their teens for being noisy in the house or not doing their household chores.

It is essential that teens know what behaviour is expected from them. Establishing household rules gives them guidance.

Household rules can either be rules that apply all the time (e.g. – Talk respectfully to your elders) or rules that happen at a specific time for a teen (e.g. – Come home before sunset).

When teens know what is expected from them and why, they will be more likely to follow these rules – ***especially when we praise them afterwards.***

1.2 Establishing rules together as a family

Rules can be developed together by parents and teens. Adolescence is a time when teens start testing the boundaries to previously expected rules. This may mean that they question their parents or even disobey rules due to peer pressure, a desire to be seen as more grown-up, or just because their more mature brains can think of alternatives to rules.

The more parents involve their teens in establishing rules, the more likely they are to follow these rules. They feel like they own the rule as much as their parents.

When rules are clear, reasonable, and consistent, teenagers learn how to become more responsible. They can also learn that there are consequences for when they do not follow these rules.

When rules are set up at home, parents are able to monitor their teens a bit better. Monitoring teens includes knowing where they are and what they are doing during supervised and unsupervised times.

Rules also help life at home to be predictable and orderly. Certain rules can be everyday routines like having meals together every evening, having a set time for family discussions, or going to church together. This also creates a sense of connectedness in the family.

Routines can also help keep us safe, like taking medicine at the same time every day or calling home as soon as we have arrived at a new place. These routines can make rules easier to follow.

1.3 Rules to keep teens safe and healthy

Rules also help parents protect their teens from risky behaviours or harm. Teens may start feeling pressured by their peers into behaving irresponsibly or doing things that may cause them harm. They are also starting to engage in intimate relationships, and may feel pressure from others to do something they don't want to or they may feel curious about doing something possibly risky.

Rules can protect young people from a number of harmful experiences and also help positively manage their behaviours and health. This is especially important around sexual behaviour.

It is very important that parents are able to maintain that Sunshine of Positive attention when communicating about these rules with their teens so that they feel accepted and heard!

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 Emotional Check-In

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

You can model this: "I feel anxious. I feel it in my shoulders. I am worried about having enough money this month for food," or "I feel proud. I feel it in my chest. I did well on my math test."

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:

- 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 at least 1 time during the week.
- Practice **I Feel Statements** when talking about feelings at least 1 time during the week.
- *Take a Pause* whenever you are feeling stressed or upset

Key points to be aware of during this home activity discussion:

- What happened when participants noticed how they were feeling?
- Were participants able to change negative thoughts into positive thoughts?
- How did parents and teens respond to each other when they shared their emotions?

Possible questions for Discussion on Home Activities in Session Four:

- Did anyone notice any time when they were feeling a positive emotion? What were you feeling? What was the circumstances? What thoughts were connected to this emotion?
- Did anyone notice any time when they were feeling a negative emotion? What were you feeling? What was the circumstances? What thoughts were connected to this emotion? Were you able to change that negative thought to a positive one?
- Who remembered to share their feelings with their parent/teen? Did you use **I Feel Statements**? What did you say? How did they 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: ESTABLISHING RULES TOGETHER AS A FAMILY

4.1 Role-play – Making a Household Rule...

It's 7:15 PM and Amani is laying on the living room sofa. Mother comes in looking angry.

Mother (*angry*): "Amani, you have been coming home from playing with friends after sunset."

Mother (*worried, puts arms around Amani*): "It is too dangerous in the community after dark. From now on, our household rule is that you need to come home before sunset, okay?"

Amani (*sighs but accepts*): "Okay, Mother."

The next day, Amani enters the house. A smiling Mother greets him at the door.

Mother (*smiling*): "Thank you, Amani, for coming home before sunset. Tomorrow, let's go to the soccer match together."

Amani smiles as Mother hugs him.

Questions for Role-play:

1. How does his Mother communicate the household rule to Amani?
2. How could his Mother talk to Amani to make sure that he is really listening?
3. Is the household rule connected to a specific behaviour?
4. What does his Mother do to support Amani when he follows the household rule?

BUILDING BLOCKS

Open communication with your parent/teen is important.

Make your household rules clear and specific.

Make your household rules fair and realistic.

Make sure your teen understands the rule.

Allow your teen the chance to ask questions.

Praise your teen when s/he follows a household rule.

4.2 Role-play – Amani’s cellphone

Amani is sitting by the dining table watching a video on his cell phone. He ignores his school work in front of him.

Father: “Amani, you have been spending too much time on your cell phone, especially before doing your homework. It is important that you are able to get your homework done so that you can do well in school. I think we need to establish a rule about how much time and when you can use your cell phone.”

Amani: “Okay, Father.”

Father: “What do you think would be an appropriate rule?”

Amani: “Hmmm...well, maybe I can use my cell phone as much as I want but only after I do my homework.”

Father: “Using your cell phone after you do your homework is fine, but I would prefer that we limit your cell phone use to 1 hour per day. How does that sound?”

Amani: “That’s fine, Father.”

A month later, Amani is finishing his homework.

Father: “For the past month, you have been very responsible doing your homework every day before using your cell phone, Amani. I really appreciate it, and your grades have improved, too! I think that we can increase your time to an hour and a half... as long as you still follow the rules!”

Amani: *(smiling)* “Thank you, Father!”

Questions for Role-play:

1. How did Father explain to Amani that there needs to be a new rule?
2. How did the family decide what the new rule should be?
3. What do you think would have happened if Father did not monitor whether Amani followed the rule or not?
4. What did Father do when he saw that Amani was consistently following the rule?

BUILDING BLOCKS

Explain the reason behind the rule.

Make rules together with your parent/teen.

Rules can be adjusted according to the situation!

4.3 Role-play – Rules For Boys And Girls

Mother is washing the dishes.

Mother (*annoyed*): "Faraja! The rule in the house is that you need to help out with the cleaning up after dinner!"

Faraja (*complaining*): "But, Mother, why can't Amani help out instead!"

Mother: "Amani is helping his Father fix our bicycle."

Faraja (*sad*): "Aw... that is unfair. He gets to do fun things with Father just because he is a boy."

Mother hugs Faraja.

Mother (*smiling*): "You know, you are right, Faraja, it is unfair. Amani should learn how to clean up, and you should get quality time with your Father. How about we change the household rules so that every other night you and Amani trade chores with quality time with your Father?"

Faraja (*hugs Mother back, smiling*): "That would make me happy, Mother. Thank you for listening to me."

Questions for Role-play:

1. What is the household rule?
2. Why does Faraja feel like the household rule is unfair?
3. How does the Mother respond to Faraja in a supportive way?
4. How do you think Amani will feel about the new household rule?
5. Do you think boys and girls should have different rules? Why?
6. What are some other rules that you could have in your household?

BUILDING BLOCKS

Make sure your teen knows what the household rules are.

Make your household rules clear and specific.

Make your household rules fair and realistic.

Involve your teen in establishing household rules.

Praise your teen when s/he follows a household rule.

Boys and girls can have the same household rules.

4.4 Role-play – I don't want to go to school!

Mother is surprised to find Shukuru sitting on the sofa and playing with her doll.

Mother (*shouts*): "Shukuru! What are you still doing here? You are late for school!"

Shukuru (*keeps her eyes on her doll*): "Don't shout at me, Mother. And anyway, I just don't want to go to school today!"

Mother (*sad and worried*): "I am sorry for shouting at you, Shukuru. I'm worried that you will miss school again, you know that education is very important for your future. Tell me, why do you not want to go to school today?"

Shukuru (*sighs, worried*): "Sorry, Mother. I forgot to do my homework last night. I do not want to go to my teacher without it."

Mother: "Thank you for telling me this, Shukuru. I understand that you were tired after a long day at school. But doing your homework is necessary for you to learn your lessons. It is too late now, but what do you think we can do next time to help you remember to do your homework?"

Shukuru (*smiling*): "I guess I can set aside an hour after dinner for homework... but can you be there to help me if I need it?"

Mother (*smiling*): "That is a great idea, Shukuru! And, after Amani and I wash the dishes, we can help you with your homework. Alright, let's go get you ready for school."

Shukuru (*smiling*): "Thank you, Mother!"

Questions for Role-play:

1. Why did Mother react the way she did when she saw Shukuru playing at home?
2. How did Mother explain to Shukuru why she has to go to school?
3. How did Mother show that she understands Shukuru's needs?
4. Why do you think the solution was not for Mother to just quickly do the assignment for Shukuru and get her to school?

BUILDING BLOCKS

Remember to take a pause when you are feeling stressed,
and use words to describe what you are feeling.

Explain the reason behind the rule.

Rules should be simple and clear.

There are consequences for when we do not follow rules.

Learning how to follow rules helps build responsibility and independence.

4.5 Discussion – Establishing Rules Together As A Family

Lead participants in a discussion about why it might be important to establish household rules as a family. Possible questions include:

- What would be the benefits of parents and teens establishing rules together?
- What are some rules that are important to you?

Write their responses on a flip chart.

Possible benefits of parents and teens establishing rules together as a family:

- Teens are more likely to follow rules if they are involved in creating them.
- Teens will feel listened to and respected.
- Teens will learn responsibility and know what is expected of them.
- Rules can help family members stay safe and to make sure that everybody helps in the household.
- Rules and daily routines help create a sense of security in the household.

4.6 Practice – Establishing Rules and Routines Together As A Family

1. Parents and teens discuss in pairs what rules and routines they would like to establish together.
 - a. Household rules can either be rules that apply all the time (e.g. Talk respectfully to your elders) or routines that happen at a certain time in the day and specifically for teens (e.g. – Come home at 6 pm).
 - b. Household rules and routines can also be specifically for the teen (e.g., Do your homework before watching T.V.) or they can be for the whole family (e.g., Gadgets can only be used before or after dinner.)
2. Parents and teens identify ONE household rule and ONE routine that they would like to start using after the session.
3. Allow each family to share their ONE household rule and ONE routine with the group. Write these on the flipchart.

5 CORE LESSON – TALKING TO YOUR TEEN ABOUT RELATIONSHIPS AND SEXUAL BEHAVIOUR

5.1 Role-play – My New Boyfriend

George is hanging out with Faraja.

George *(smiling)*: "Tomorrow is Saturday, let's go to the mall and watch a movie together."

Faraja *(smiling)*: "I don't know... I will WhatsApp you later."

As Faraja walks home, she is thinking about what George said...

Faraja *(thinking)*: "I really want to see George again. But what should I tell my Mother and Father? And what if something bad happens?"

When Faraja gets home, she goes to her Mother who is sitting in the dining room.

Faraja: "Can I talk to you about something private?"

Mother *(thinking to herself)*: "How has my daughter grown up so fast? What now? Take a deep breath..."

Mother *(says calmly)*, "Sure, my darling. What is the matter?"

Faraja sits down next to Mother

Faraja: "George wants me to watch a movie with him tomorrow. I really like him but I am not sure what to do."

Mother *(calmly)*: "Thank you for sharing this with me, Faraja. I know that you are fond of George, but this is a serious issue. You are only 16 and he is 18. I feel concerned that it is not safe for you to be alone with him. He might pressure you into doing something that you are not prepared to do. I don't want to tell you who you can see but we need to have some rules about how you spend time together."

Mother: "What do you think would be a fair rule about how you spend time together?"

Faraja: "How about: We can spend time together if there is an adult with us?"

Mother: "That would be fine as long as his parents also know. I will give them a call later."

Faraja *(smiling, hugs Mother)*, "Okay. Thank you for understanding, Mother."

Questions for Role-play:

1. What do you think about the Mother's response to Faraja?
2. Notice how the Mother used a "I Feel" statements when talking to Faraja about her concern. Why do you think she did this instead of using "You Statements" directed at Faraja?
3. Why do you think the Mother involved Faraja in solving the issue?
4. Do you think the solution will work? Why? If not, what would you suggest?

BUILDING BLOCKS

Give your teen space to talk to you and listen to what s/he says.

Reflect back what your teen says to you to show that you heard him/her.

Treat your teen with respect and s/he will do the same to you.

"I feel" statements can help someone else understand your situation better.

Explain to your teen about the risks of his/her behaviour.

Involve your teen in identifying a solution to the risks.

5.2 Role-play – Talking about Sex

Amina is on her way to leave the house looking very pretty.

Bibi: "Where are you going looking like that?"

Amina: "I am going out with some of my friends."

Amina accidentally drops her bag, and a packet of condoms falls out.

Bibi: "What is that Amina? Condoms? Why are you carrying those in your bag where did you get them?!"

Amina: "I got it from one of the girls at school today, we were talking about safe sex and she was mentioning how she uses birth control so that she does not get pregnant."

Bibi (angry): "What is this talk of sex in my house! You are too young..."

Amina (interrupting): "– But Bibi, it's not like that...!"

Bibi: "No, no, no, Amina! I am not going to have this discussion with you. Is that what you spend your time at school doing? Talking about things not suited for your age instead of focusing on school. If this is what you are doing, you are no longer allowed to go out on the weekends anymore with those friends of yours. You want to bring shame in this home. Come here now! I am going to hit you. Stupid girl!"

Amina (screaming): "No Bibi please don't hit me, it's not what you think!"

Questions for Role-play:

1. Why do you think Bibi reacted the way she did?
2. What are the consequences of her reaction in her relationship with Amina?
3. What message do you think Amina understood from Bibi?
4. Do you think there could be consequences to how Amina thinks about sex?
5. In what ways do you think Bibi can make Amina understand some of the consequences of early sex without shouting or beating her?
6. How could either Bibi or Amina use I Feel Statements to avoid this conflict?

BUILDING BLOCKS

It is normal for teens to start exploring their sexuality
and engage in intimate relationships.

Remember to take a pause when you are feeling stressed
and use words to describe what you are feeling.

It is important that parents are able to maintain the Sunshine of Positive
Attention when communicating about these rules with their teens so that
they feel accepted and heard!

Open communication with your parent/teen is important.

Practice the solutions with I Feel Statements

1. Ask parents and teens to identify the different emotions that they might feel if they were either Bibi or Amina.
2. Parents and teens create **I Feel Statements** to communicate it in a calmer way: I feel [EMOTION] because/when [REASON OF EMOTIONS]. I want [WISH OR DESIRE].
 - a. Parent example: I feel concerned because you are already talking about sex and you are so young. I want you to feel like you can talk to me about anything.
 - b. Teen example: I feel hurt when you yell at me. I want you to listen and accept what I am saying.
3. Parents and teens practice in pairs.
4. Discuss with participants about the experience and potential challenges that might make it difficult.

Parents and teens separate into 2 groups for the next activity

5.3 Discussion – Sexual and Reproductive Health

Divide parents and teens into 2 separate groups when you lead this discussion about sexual and reproductive health. Write their responses on the flipchart. Make sure that everyone has the opportunity to share their opinions.

- Why it is important you to have a discussion about sexual and reproductive health, and safety with your parent/teen?
- Parents: How can parents help teens understand and prepare for the physical changes in their body that take place during adolescence, like developing body hair, menstruation in girls, voice dropping and wet dreams in boys?
- Teens: What do you need from your parents to help you understand and prepare for the changes that happen to your body as you get older, like developing body hair, menstruation in girls, voice dropping and wet dreams in boys?
- Television, music, and discussions between teens often circle around romance, love and interests in boyfriend/girlfriend relationships. How can you discuss these topics with your parent/teens and help them understand the responsibilities that go along with having a sexual relationship?
- What information is necessary to have sexual and reproductive health, staying safe and protecting themselves? How can families discuss these topics together?
- Parents: What should parents do if they discover that their teen is having sex with their boy/girlfriend? How can they discuss this with their teen and maintain a loving and trusting relationship?

Parents and teens come back together in one group

After the groups discuss separately, ask parents and teens to discuss what they talked about in pairs. Then have a big group discussion on key tips (see below) and further questions.

5.4 Review – Tips for talking about sexual reproductive health with your teen

- Teens generally behave responsibly when they feel that their parents take them seriously.
- Teens think about the consequences of their actions when they are part of the discussion.
- Teens trust their parents when they feel trusted. This means that they are more likely to share if they are in trouble.

- Teens are more likely to ask for advice if they are used to talking to their parents/caregivers.
- Discussions around sexual and reproductive health can start early, before the age of 9, by just responding to questions child may have in a simple and accurate way. From the age of 10, teens start to enter puberty and need to know about their changing bodies and feelings and how to cope with sexual feelings safely.
- It is okay to feel awkward about discussing sexual and reproductive health with teens, but it is your responsibility to be open and factual. Making these topics secret just makes them more mysterious and interesting.
- Explain that a sexual relationship is good for mature people who care for each other and can carry responsibility for each other.
- If a parent discovers that his/her teen is having sex, she should try to remain calm (though you can express that you feel disappointed). Anger towards the teen will harm their relationship.
- Teens are finding their way in life and typically insecure. Try to discuss and explore together how they could wait with sex until they are older. Be calm and focus on finding solutions together.
- Discuss solutions together: Ask for and listen to each other's opinions. When making decisions, think through the possible consequences together.

6 ASSIGNING HOME ACTIVITIES

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

Assign Home Activities to practice at home:

- Establish **ONE daily routine** and **ONE household rule** with your teen
- Have a **conversation** with your parent/teen about **sexual and reproductive health**
- 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. You can even **Take a Pause** to appreciate a positive emotion!

Ongoing home activities

- Try to be more **aware of your own emotions and the emotions of others.**
- Ask your parent/teen about how s/he is feeling at least **1 time during the week.**
- Practice **I Feel Statements** at least **1 time during the week.**
- **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 **establishing rules and routines** and **talking about health and safety.**

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.*

7 CLOSING

7.1 Sharing One Thing You Learned

Ask parents and teens to share ONE thing that they learned during the session with their parent/teen.

7.2 Compliment Circle

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.

7.3 Take A Pause

Take a brief pause with families (30 seconds).

7.4 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 how to create fair rules together."

7.5 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!