

Session 8 DEALING WITH PROBLEMS WITHOUT CONFLICT (Part 1)

INTRODUCING THE SESSION

The next two sessions will be delivered in separate groups for parents and adolescents. Welcome to Session Eight of the Healthy Homes Parenting Program for Parents and Adolescents!

Session Eight, we will be talking about how to identify problem behaviors that affect the family whether it be behaviors of adolescents or parenting behaviors. We will focus on establishing relationships and behaviors that are positive in the family. In Session Eight, the parents' and adolescents' sessions will have different lessons. For parents the session discussions will focus on:

- Sticking to today's problem: Remember it is the behavior that is bad, not the adolescent.
- Saying exactly what you want to get what you want.
- Using praise to get good behavior.

And for adolescents the core lessons will be on:

- Giving your parent a chance! Sometimes you can work out a problem together.
- Remembering to consider your parent's point of view, too.
- It's sometimes good to say sorry.

In Session Eight, we will talk about problem behaviors in the family. This may be a challenging topic to facilitate for you as a facilitator and for the parents and the adolescents. It's important that everyone keeps an open mind during this session and next week's session as much of what will learn focuses on how we behave at times. The fact that we are learning new skills of relating does not mean we have bad relationships...it just means we can have better ones!

Parents: As we mentioned in the beginning of the program it is challenging to be parent.

None of us were born with the full understanding of parenting skills. Parents had to learn most of them through their own personal experiences and in other cases from others. It is important to remember that the way parents interact with children has a lasting effect on their wellbeing. It is important that parents are satisfied with the way they behave towards their children and be willing to change if their behaviors negatively impact them. Raising adolescents can be challenging. Sometimes the way they behave may affect how parents behave.

It is important that parents are able to effectively handle problem behaviors of their adolescents in a constructive manner. Remind parents that the adolescent years are an important stage when they need to prepare our child for adulthood. A healthy parent child relationship is important for encouraging positive behaviors.

Adolescents: Being an adolescent can be both one's best or worst experience.

Adolescents face so many pressures around. Their bodies are changing They have new responsibilities and people have high expectations of them.

Sometimes, they are not sure about how to deal with some of these changes.

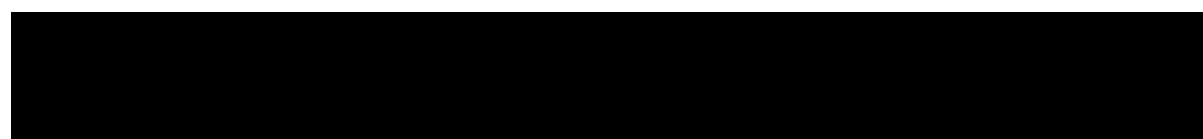
They also are learning how to take more responsibility of their lives and the decisions that they make. The paths they choose now can affect them forever! That's why how adolescents behave during this period is important. Adolescents need to also realise that their parents during this period tend to be highly concerned about them and what they do.

They want to know where their adolescents are, who they are with and what they are doing and this may make them uncomfortable or upset. It can help to try to understand their parents fears and understanding that their parents have their best interest at heart. This may help adolescents see these concerns in a different light. They need to understand that sometimes parents do not know how to express these concerns to them. In this session, we hope that both parents and adolescents will be able to identify some of the behavior challenges they encounter in the home and learn to establish habits and practices to improve relations.

SESSION 8 PREPARATIONS & OUTLINE

Goal of the session	The goal of the session parents and adolescents will get an opportunity to reflect on some challenges faced in families and how to deal with them. Specifically, the session will assist parents on how to manage difficult adolescent behaviors and assist adolescents manage their behaviors and be more responsible.
Core Principles	<ul style="list-style-type: none">▪ There are peaceful ways to approach difficult situations and resolving conflicts.▪ It's good to say "I'm Sorry" <i>For parents:</i> <ul style="list-style-type: none">▪ Stick to today's problem: Remember it is the behavior that is bad, not the adolescent. <i>For Adolescents:</i> <ul style="list-style-type: none">▪ Give your parent a chance, sometimes you can work out a problem together
Training materials & resources	<ul style="list-style-type: none">▪ Flip chart, paper, pens, markers, prestik▪ Attendance register▪ Name tag materials▪ Printed copies of Session Illustration "The Soccer Bully"
Venue Preparations:	<ul style="list-style-type: none">▪ Make sure that the workshop venue is clean.▪ Set up chairs where the participants will sit in a circle▪ Prepare all the materials that you will use during the group session

COMPONENT	TIME	ACTIVITIES	
Welcome & Session Preparation	40 mins	<ul style="list-style-type: none"> Facilitators take attendance. Participants settle down Welcome, thank everyone for coming and praise time keeping Home activity discussion 	
Session overview for the day	30 mins	<ul style="list-style-type: none"> Song: If you follow me Physical exercise Framing the day Overview for parents Overview for Adolescents Exercise: Tembo says Discussion: Say what you want to get what you want 	
Core Lesson	60 mins	<u>PARENTS SESSION</u> <ul style="list-style-type: none"> Negative role-play: "I can't hear the news!" Discussion about negative role-play Positive role-play: "I can't hear the news!" Discussion: Tackling problems: Make it positive Energizer (facilitator's choice) 	<u>ADOLESCENTS SESSION</u> <ul style="list-style-type: none"> Negative role-play: "Late to school" Discussion about negative role-play Positive role-play: "Late to school" Discussion: Tackling problems: You be the parent Energizer (facilitator's choice)
Session Close	20 mins	<ul style="list-style-type: none"> Preparing for Home Activity <u>Home activity for the week</u> <ul style="list-style-type: none"> ◆ Practice taking a pause ◆ Visit your Healthy Homes Friend at least once a week ◆ Complete a physical exercise once a day Today's session review Reminder of next session date and thank & close Make sure you leave the room in order Share your observations in facilitator report 	



1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling today in one word.

1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behavior – including providing praise!

1.4 HOME ACTIVITY DISCUSSION

Facilitators lead a discussion about the previous week's home activity.

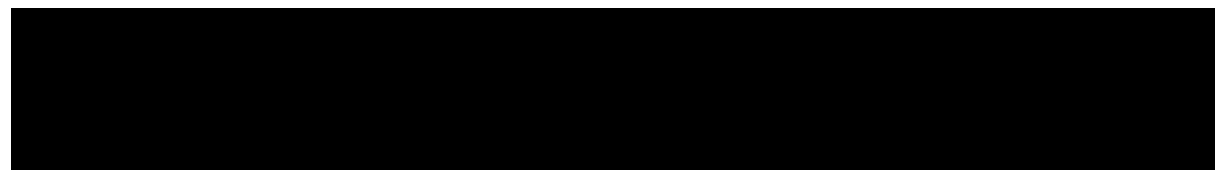
As a reminder, last week participants were encouraged to save and make a budget. Some activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- Brainstorm solutions with participants
- Practice applying the solution.
- Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them.

Remember that you can use **Who? What? Where? Why? When? How?** during the discussion.

Always give big praise and applause to everyone brave enough to share.



2.1 FRAMING THE DAY

Everybody behaves badly sometimes, including parents and adolescents:

- Conflicts can happen in every family and house.
- Adolescents go through a lot of changes and can sometimes act badly.
- Sometimes parents feel so stressed they let feelings of anger take over.

There are lots of different ways to approach difficult situations like these without hitting and yelling, which is what we will be focusing on in the next two sessions:

In this session, parents will focus on giving clear instructions to their adolescents in order to encourage good behavior to happen more often.

And adolescents will focus on working with their parents in order to problem-solve.

Can you think of any skills we talked about in previous sessions that might be helpful for this session?

In the next two sessions we are going to make good use of skills we have already learnt. Before we start, let's remind ourselves in detail about some of the skills we already have that might be useful in these two sessions.

- Praising positive behavior (Session Three)
- Being aware of your emotions (Session Four)
- Learning to cool down and take a pause (Session Five)
- Problem-solving (Session Six)

This may have already come up during home activity discussion, but if not, facilitators should remember to use materials from previous sessions.

2.2 OVERVIEW FOR PARENTS

It is our job as parents to try to **stay calm and try to control stressful situations**. In order to do that as well as we can, let's remember some of the skills from our previous sessions:

Breathing: In other sessions we talked about “taking a pause” and being aware of anger and stress. Being able to cool down when we are feeling angry is important to remember today. This is because taking a deep breath or counting to ten before you react to your adolescent can help us to solve the problem better than by hitting them or yelling at them.

Listening: Sometimes instead of jumping to thinking bad things about your adolescent, it can help to remember that there are two sides to every story. It's important to encourage your adolescent to tell you what they feel and then to listen to what they have to say.

Talking: Reminding our adolescents that they can behave well encourages more of that good behavior. It also helps us to be clear about saying exactly what we want from our adolescents.

2.3 OVERVIEW FOR ADOLESCENTS

It's important to remember that even though they are sometimes not very cool, our parents have been around for longer than we have, and have important things to teach us. Sometimes when we have a problem that scares or worries us or feels too big for us to handle, **it can be helpful to talk it through with our parents** in case they have good ideas about how to help.

And sometimes we have problems that are about our parents. They might have boyfriends and girlfriends that we don't like, or they may want us to help out so much at home that we don't have enough time to do our homework or go out with our friends.

These kinds of problems are also good to talk about with our parents, instead of just letting them make us more frustrated.

In this session, we build on the problem-solving skills we have already learnt. Can anybody remember any (or all?) of the steps we take to problem solve?

Remember the six steps to problem-solving?

1. **Identify the problem (Where is the fire? What is the problem?)**
2. **Brainstorm solutions (What are the different solutions?)**
3. **Figure out what the consequences of each solution would be (What are the pluses and minuses?)**
4. **Choose one solution (Which solution should we chose?)**
5. **Try it (Try it out!)**
6. **Reflect on whether it worked (Did our solution work?)**

Now we focus on problem-solving difficult behaviors (including our own!).

One thing to know is that there are consequences to our behaviors, which means that our actions have an effect or result.

Another thing to remember is to think about our parents' side of the story.

2.4 SONG & EXERCISE

SONG: IF YOU FOLLOW ME

(song from Zambia sung as a call and response)

Leader: If you follow meeeeeeee
Group: If you follow meeeeeeee
Leader: I will make you...
Group: Fishers... (Females stand) of Men (Males stand) x 3

Repeat once.

PHYSICAL EXERCISE

Encourage participants to do their physical exercises once a day! Lead them through the head-to-toe stretch that we introduced in the first session. Ask participants if they did the exercise at home during the week and praise those who did!

2.5 ACTIVITY

ACTIVITY: TEMBO SAYS

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

1. Participants start by standing in a straight line. Tembo is the only one who talks.
2. The aim is for the participants to stay in a straight line by moving at the same time following instructions that the facilitator ("Tembo") gives to them.

(Only Tembo is allowed to speak!)

3. Facilitator: "Everybody in a straight line? Ready to play?"

4. First provide the following negative instructions:

Facilitator: "Tembo says: Do not walk backwards"
Facilitator: "Tembo says: Do not stand on one foot"
Facilitator: "Tembo says: Do not jump"
Facilitator: "Tembo says: Do not smile"
Facilitator: "Tembo says: Do not walk forwards"

What happens to the line?

5. Now try using the following positive instruction:

Facilitator: "Tembo says: Walk forwards!"
Facilitator: "Tembo says: Stand on one foot!"
Facilitator: "Tembo says: Jump!"
Facilitator: "Tembo says: Smile!"
Facilitator: "Tembo says: Walk backwards!"

Facilitator: "WELL DONE TEAM!"

What happens to the line now? Remember to praise participants for their efforts to stay together in one line!

6. Try again with some of the following instructions:

Facilitator: "Tembo says: Don't sit down" (negative)
Facilitator: "Tembo says: Stand up" (positive)

2.6 DISCUSSION: SAY WHAT YOU WANT, TO GET WHAT YOU WANT

Let's talk about the Tembo Says game that we just played. Start the discussion by asking the following questions:

- 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?

Parents: It's important to be clear with your adolescent about what behaviors are okay and which are not.

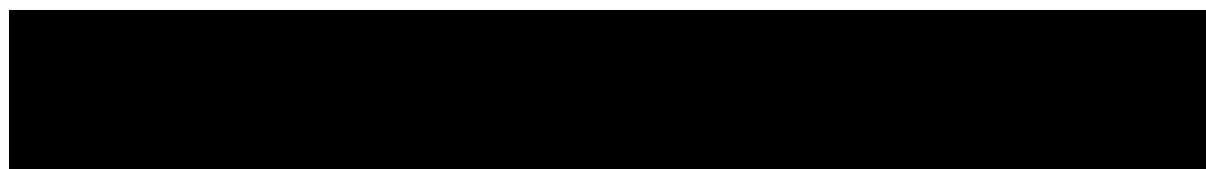
When you're trying to teach your teen how to behave well, focus on the (difficult) behavior that you want to address, and not your adolescent as a person.

Remember to stick to one problem at a time! That usually means making sure your message to your adolescent is about the thing they are doing wrong, and not at them.

It's also important to give specific praise when your teen acts in a way that you want to see more of.

This will help to encourage more of their good behavior and gives you the chance to be positive!

GROUP DIVIDES FOR CORE LESSON



Core Lesson for Parents: DEALING WITH PROBLEMS WITHOUT CONFLICT

These role-plays also look at what happens when we give unclear, negative instructions, and what happens when we use clear instructions and praise! Start by watching the negative role-play and giving Amai advice on how she could have handled her emotions differently.

3.1 ROLE-PLAY: I can't hear the news! (NEGATIVE)

Luyando and her parents are sitting watching news on T.V. Luyando is singing her favourite song from school.

Amai: "Luyando, don't sing. It's important for your Atate and I to hear the news. And while you're at it, shouldn't you be writing a card to your Bibi? I thought I asked you to write to your Bibi a week ago!"

Luyando (*sulking*): "But mom, I'm singing quietly. You told me to make sure my homework was done and its done! I'm trying to practice for my choir concert. Don't you want to hear my song?"

Luyando keeps singing.

Atate (*shouting*): "Luyando I said, stop this singing nonsense, it is annoying. Now we can't hear what is happening in the country because of you!"

Luyando storms out of the room and starts singing VERY loudly.

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions for role play:

- What advice can you give Amai about how she could have handled the situation better?
- Before you start brainstorming, let's think through the following things:
- What is the difficult behavior Amai and Atate want to change?
- Do Amai and Atate stick to one problem?
- Do Amai and Atate get the result that they want?

3.3 ROLE-PLAY: I can't hear the news! (POSITIVE)

Luyando and her parents are sitting watching news on T.V. Luyando is singing her favourite song from school.

Atate (*looks annoyed but takes a deep breath*): "Mhhhh Luyando my girl, you are singing very beautifully. Can you keep quiet for now, whilst your Amai and I are watching the news? We will sing the song together after the news (smiling). Maybe you can teach it to us?"

Luyando (*smiling*): "Yes Dad, I'll teach you. Let me watch the news too."

After the news...

Amai: "Thank you Luyando for keeping quiet when we were watching the news. Come teach us that lovely song you were singing. By the way who taught the song?"

Luyando: "My teacher at school. We're going to sing it in the concert later this year so I want to practice as much as possible."

Atate: "Well done for practicing. Maybe every night after the news you can teach us a little bit of the song and we can all learn it together?"

Luyando starts teaching them the song.

3.4 DISCUSSION: TACKLING PROBLEMS: MAKE IT POSITIVE

We start the discussion by thinking about the following questions and then move on to practicing making these changes ourselves:

- What changed in this role-play from the first one you saw?
- What is the problem Amai and Atate are trying to solve?
- How do Amai and Atate try to solve the problem?
- What impact has it had on Luyando?

Facilitators can write participant ideas down on a flipchart if they want. As a reminder, some of the skills Amai uses include:

- Atate takes a deep breath before he gets too annoyed with Luyando.
- He tries to be specific about what the problem is.
- Amai remembers to be positive as much as possible!

3.5 MAKE IT POSITIVE

Now we will get a chance to practice making the same changes that Amai did in the role-plays we just saw!

Practice re-framing – or changing – these different negative reactions to bad behaviors.

GUIDELINES: Facilitating “Make it Positive!”

1. Facilitators divide parents into three groups.
2. Each group gets one scenario.
3. Each group discusses their scenario, paying attention to identifying the problem in the scenario.
4. Remember to focus on the behavior and not the adolescent! Remember also to be specific about the behavior that is causing the problem.
5. Small groups come back together to share or present their findings.
6. Facilitator can ask big group to think about how they would change the negative scenario in the scenarios to positive reactions.

Scenarios:

Scenario A – Staying out late: Your adolescent comes home two hours after they were supposed to. It is late and dark and you have been worried about whether or not they are safe.

As soon as they walk in the door you start yelling: “Where have you been? Didn’t you think I would be worried about you? You only ever think about yourself!”

Scenario B – Chores: You have asked your adolescent twice to do the dishes, but instead she or he stays in front of the TV. After asking a third time, and still they won’t move from the TV you get angry: “Do you think I am the only one who has to do all the work in this house? You are so lazy!”

– OR –

Scenario C – Getting ready for school: You have asked your adolescent to help you get your younger children ready for school. They often don’t do this in time and the children are late for school, but you don’t feel you have enough energy to do it yourself.

You find yourself blaming your adolescent that everybody is late for school all the time.

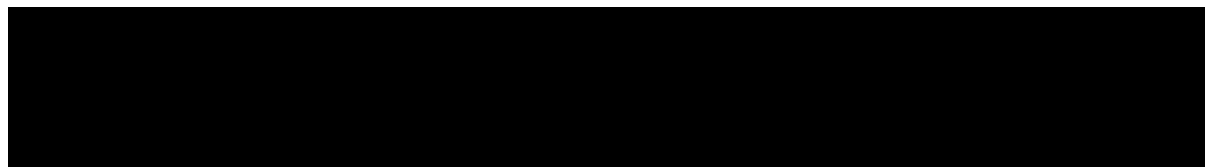
Scenario D – Fight with friend: You hear your adolescent fighting with his or her best friend outside. When your adolescent comes in, he or she looks very upset and says that they have just lost their friend.

You feel relieved and say: “Oh that is good news. That friend was a very bad influence on you, always making you stay out late and talk rudely to your parents.”

– OR –

Scenario E – Fight with Ambuya: Your mother has been coming over to help with the children because you are feeling so tired all the time lately.

You appreciate it very much because there is so much to do, but your adolescent keeps fighting with her Ambuya and won’t listen to her. You find yourself yelling at your adolescent to “listen to your Ambuya if you know what is good for you!”



Core Lesson for Adolescents: DEALING WITH PROBLEMS WITHOUT CONFLICT

In these role-plays and discussions, we want adolescents to remember that it can be helpful to share problems with their parents. Often parents have helpful suggestions that mean that their problems become smaller and not bigger. Sometimes parents don't understand them and adolescents have to explain themselves so that they can help them out.

3.1 ROLE-PLAY: Late to school (NEGATIVE)

Amai (*angry*): "Mutinta, the kids were late to school once again today!"

Mutinta: "Amai I'm doing my best!"

Amai: "You know I don't have any energy and need your help, but what use is it if everybody is always late?"

Mutinta: "They don't listen to me! And Michelo and Luyando are always fighting so then we all lost time. Do you even care that they are making me late to school as well? When will this ever end?"

Amai: "Ach, Mutinta, you are taking even more energy away from me when what I need is some help!"

Mutinta (*frustrated*): "Well maybe I should just drop out of school then!"

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions for discussing the role play:

- What is Amai's problem?
- What is Mutinta's problem?
- What solution does Mutinta come up with?
- Do you think her solution will work?

Facilitators should guide the discussions following each role-play in order to remind adolescents of the importance of staying calm and explaining themselves and problem solving with their parents.

3.3 ROLE-PLAY: Late to school (POSITIVE)

Amai (*angry*): “Mutinta, the kids were late to school once again today!”

Mutinta: “Amai I’m doing my best!”

Amai: “You know I don’t have any energy and need your help, but what use is it if everybody is always late?”

Mutinta: “They don’t listen to me! And Michelo and Luyando are always fighting so then we all lost time. Do you even care that they are making me late to school as well? When will this ever end?”

Amai: “Okay, I can see that we are both upset. Let’s take a deep breath and then see what we can do to solve this problem.”

(Both take a deep breath)

Mutinta: “I know you need help in the house because you don’t have any energy these days, Amai, but is there anything else I can do to help?”

Amai: “That’s a great suggestion, Mutinta. It would be great if you could help the others with their homework. It is important to me that you are also on time for school – I know you work hard and you are doing so well.”

Mutinta: “I can also help put out their school uniforms in the morning. Maybe that will help everybody get out of the house earlier in the morning?”

Amai: “Great idea. And thank you, Mutinta, I appreciate all the help you give. I know it is not easy for you, either.”

3.4 DISCUSSION: TACKLING PROBLEMS: YOU BE THE PARENT

Questions for discussing the role play:

- What is different between the two role-plays you just saw?
- What solution do Amai and Mutinta come up with?
- Do you think this solution is going to work? Why? Why not?
- What are the advantages of them working out a solution together?
- What would you do differently?

3.5 ACTIVITY: YOU BE THE PARENT

In this activity, facilitators let adolescents be the parent and the facilitators will be the adolescent. Present adolescents with a series of different problems that adolescents sometimes have.

Adolescents will share how they think parents could be helpful in solving problems by pretending to be the parent.

This will also help adolescents see problems from two points of view. It will also help adolescents to see that when they work with their parents, they can achieve the things that they want to!

GUIDELINES: Facilitating Tackling Problems: To be the Parent

1. Facilitator will read out a scenario to the whole group.
2. Adolescents should pretend to “be the parent” in the scenario and give advice to the facilitator about what to do.

Facilitators should encourage participants to debate with each other as they work out solutions to the problems that are presented.

3. Adolescents should remember to try to think of positive solutions to the problems in each scenario. This will help adolescents to see problem from two points of view.

Having trouble with this step? Ask adolescents to imagine what they would want their parents to say if they were the adolescent in trouble in each scenario.

4. Repeat with each scenario.

Option: If you have time you can act out two of the scenarios instead of reading all four scenarios.

Scenarios:

Scenario A – Lying:

Adolescent says s/he is visiting his/her Ambuya overnight but really goes to a party with their friends.

Adolescent worries that parent will say “no” and they will not be able to go with their friends. Parent worries about what else the adolescent might be lying about.

Scenario B – Boyfriend:

Adolescent girl wants to date a man who is much older than her. He has a lot of money and brings her home really late. Adolescent wants to be allowed to date who she wants – especially her cool, older boyfriend. Parent is worried that boyfriend might be taking advantage of their daughter.

– OR –

Scenario C – Walking in unsafe areas:

Adolescent boy keeps walking home through an unsafe area because he wants to walk his girlfriend home. Parents repeatedly warn him against doing this. Adolescent boy is trying to help his girlfriend to be as safe as possible. Parent wants their Adolescent boy to be as safe as possible.

Scenario D – Short skirt:

Adolescent wears her school dress that is above her knees despite parents telling her not to. Teacher makes a comment and eventually issues a “warning” that needs to be given to the parent. Adolescent doesn’t want to give their parent the warning note.

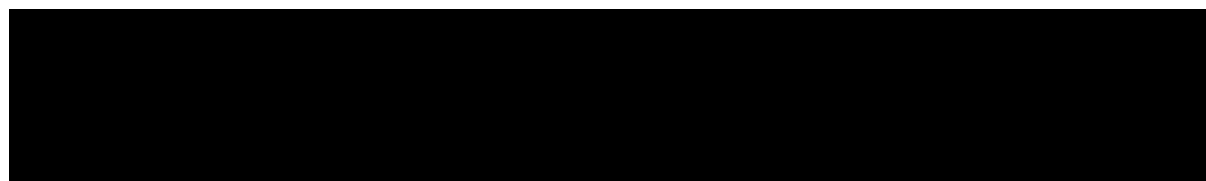
Adolescent wants to show her personality and not look like everybody else. Parent is worried that people will think the adolescent is flirtatious and sexually promiscuous...

GROUP COMES BACK TOGETHER

3.6 ENERGISER

ENERGISER: FACILITATOR CAN CHOOSE

Facilitators choose an energiser to do with the group when they feel everybody needs some energy! Remember to use energisers when participants need a break or when adolescents need to stretch their legs!



4.1 HOME ACTIVITY

Practice Taking a Pause.

VISIT YOUR HEALTHY HOMES FRIEND AT LEAST ONCE A WEEK

COMPLETE A PHYSICAL WARM-UP ONCE A DAY

Participants can either use the physical exercise we did at the beginning of the session, or they can invent their own.

4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today? Ask if the participants can remember any of the core principles from this session? Let participants repeat the core principles after the facilitator:

Parents:

- Stick to today's problem: Remember it is the behavior that is bad, not the adolescent
- Say exactly what you want to get what you want
- Use praise to get good behavior

Adolescents:

- Give your parent a chance! Sometimes you can work out a problem together.
- Remember to consider your parent's point of view, too.
- It's sometimes good to say sorry

Use the illustration from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

In the next session, we will continue discussing how to solve problems without conflict.

We will explore another strategy – consequences – that can be used instead of yelling and hitting in order to improve discipline and help avoid problems at home.

The next session will have adolescent-only and parent-only groups for the core lesson.

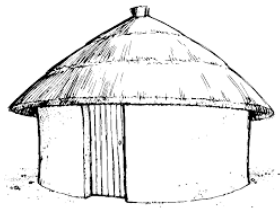
But before then, please remember to do your home activity!

Facilitators remind participants about time and location of next session.

It's important to stress that they meet at the same time, even though the group will separate into smaller adolescent-only and parent-only groups for the core lesson.

4.4 THANK AND PRAISE PARTICIPANTS

Invite one of the participants to close the session with a song.



Healthy Homes Parenting Program HOME VISITS

Guardian's Name _____
Adolescent's Name _____
Date _____ **Group** _____
Facilitator's Name _____

Session Eight: DEALING WITH PROBLEMS WITHOUT CONFLICT (I)

Goal: Identify problem behaviors and focus on the behaviors you want

Overview: Conflicts can happen in every family and house. There are lots of different ways to approach difficult situations without hitting and yelling. In this session:

- Parents focus on giving clear instructions to their adolescents in order to encourage good behavior.
- Adolescents focus on working with their parents to problem-solve.

Core Lesson:

Practice communicating and problem-solving the following case:

Amai asked her adolescent to help get the younger kids ready for school. The kids are now always late for school, but Amai is sick and doesn't have enough energy to do it herself. Amai blames the adolescent that everybody is late for school. Adolescent feels resentful that she is being blamed and has extra responsibility.

Home activity: Practice Taking a Pause

Attending sessions can be difficult. Is there anything we can do to help you attend sessions?

It is important to have a non-blaming attitude about attendance!

Did any other members of the household participate in this Home visits? Who?