

Session 9 DEALING WITH PROBLEMS WITHOUT CONFLICT (Part 2)

INTRODUCING THE SESSION

Welcome to Session Nine of the Healthy Homes Parenting Program for Parents and Adolescents! In this session, we continue talking about dealing with problems in the home. We focus on learning relevant and non-harmful methods to dealing with problems at home. We look at issues pertaining to discipline, consequences and how to be constructive in solving problems. Session 9 builds on the last session we had last time we met. We will be using the same format of separate group discussions during the core lesson.

In this session the parents will focus on the following:

- Hitting and screaming make you and your adolescent both feel worse, not better.
- **Discipline** is about training for the future and not punishment
- There are some things that you can do that work better than hitting

The adolescents will focus on the following

- Stay calm and explain yourself
- Bad behavior comes with **consequences**
- Remember to problem-solve with your parents
- “I’m sorry” are two important words

SESSION 9 PREPARATIONS & OUTLINE

Goal of the session	The goal of the session focuses on how problems that arise at home can be effectively addressed without using harsh forms of discipline. The session also builds on the importance of being able to differentiate between discipline and punishment and the benefits of establishing common ground on dealing with problems.
Core Principles	<ul style="list-style-type: none">▪ There are alternative ways in which we can deal with problem behaviors that are not harsh or violent.▪ There is need for one to take on responsibility for their actions
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 Chitumbuwa and the Bully” (positive)
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 and adolescents Song: Participant can choose Physical exercise 	
Core Lesson	60 mins	<u>PARENTS SESSION</u> <ul style="list-style-type: none"> Negative role-play & discussion: The chitumbuwa and the bully Positive role-play: The chitumbuwa and the bully Discussion about positive role-play Freeze-and-play role-plays: Turn down the volume, Sex Talk (negative) Energizer: facilitator chooses 	<u>ADOLESCENTS SESSION</u> <ul style="list-style-type: none"> Negative role-play & discussion: The chitumbuwa and the bully Positive role-play & discussion: The chitumbuwa and the bully Negative role-play & discussion: The curfew Positive role-play & discussion: The curfew Stay calm and explain yourself Energizer: facilitator chooses
Session Close	20 mins	<ul style="list-style-type: none"> Preparing for Home Activity: Introducing “I feel...” sentences <u>Home activity for the week</u> <ul style="list-style-type: none"> ◆ : “I feel...” statements. ◆ 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 activities.

As a reminder, last week participants were asked to try Taking a Pause at home.

Does anybody have any ideas about why this might have been useful to practice at home?

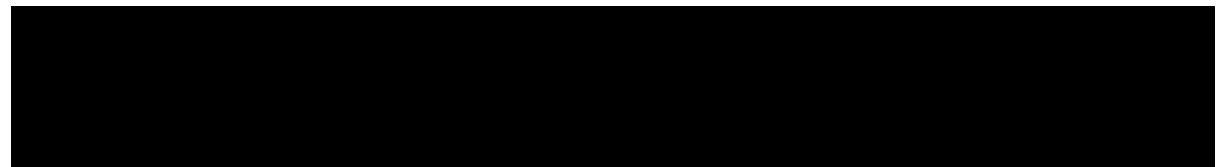
Home activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- 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

In Session 8, we learned about identifying problems (also, remember the six stages to problem solving?).

In this session, we learn how to deal with the problem behavior participants learned how to identify. We focus on how to do that without using very harsh or forceful methods of discipline – physically or verbally. Like the last session, this session focuses on the different ways we can express that we are not happy with our adolescents' or parent's behavior without using violence. Can anybody think of any other skills that might help us think and talk about dealing with bad behavior (remember structured praise)? In this session we also look in particular at how we can use consequences as a type of discipline:

- Parents work on making consequences for bad adolescent behavior.
- Adolescents focus on staying calm and explaining themselves and being aware of consequences.

So what's a consequence? A consequence is the result of an action: Like the consequence of driving drunk might be a car accident. It's important for adolescents to learn that their negative actions have consequences, like not doing the dishes today might mean eating off a dirty plate tomorrow! It is also important that parents learn the core principles of consequences. Consequences must be realistic, immediate, consistent, and reasonable.

- Realistic: Parents must be able to follow through with the consequence they give
- Immediate: Consequences should happen as soon as possible after the negative behavior
- Consistent: Whenever your adolescent breaks a rule or does a negative behavior, you need to be able to use a consequence. If you only do it some of the time, then your adolescent will think that s/he can get away with it sometimes!
- Reasonable: Consequences should be related to the behavior and fair!

It's also important for parents to use praise so that adolescents understand all of their good behaviors, like doing the dishes today means we eat off a clean plate tomorrow. This will encourage them to behave in this way more and more.

2.2 OVERVIEW FOR PARENTS

In this session, parents learn that hitting and screaming make you and your adolescent feel worse, not better. There are things parents can do that work better than hitting – especially since hitting our adolescents can teach them that it's okay to hit other people. It is important to remember that discipline is about teaching and not about punishment. It can be done in a calm and authoritative way without getting angry.

In this session, we introduce specific alternatives to harsh types of discipline. Parents will learn that if their adolescent does something wrong, you want to teach them that there are consequences. But before we can discuss consequences with our adolescents, it's helpful to remember to take a deep breath and calm any anger we might be feeling. This lets us focus on teaching our adolescents instead of punishing them.

2.3 OVERVIEW FOR ADOLESCENTS

In this session, adolescents will learn that there are consequences to bad behavior. Building on last session, they also remember to give their parents a chance and try to work out problems together. They do this by learning techniques to stay calm and explaining themselves. We also remind adolescents how important it is to practice saying 'I'm sorry' to their parents. Saying 'I'm sorry' can make everybody feel better!

2.4 SONG & EXERCISE

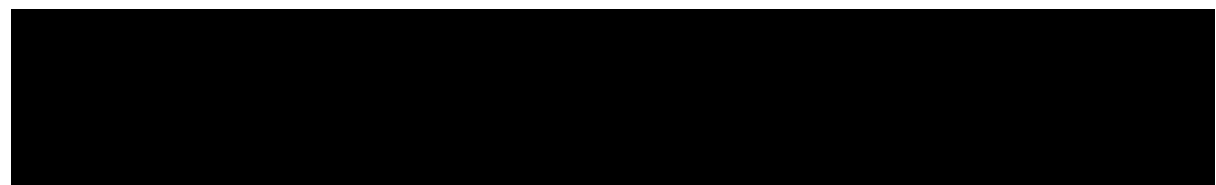
SONG: PARTICIPANT CAN CHOOSE

Invite a participant to nominate and lead their favourite song in this session.

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.

GROUP DIVIDES FOR CORE LESSON



Core Lesson for Parents: DEALING WITH PROBLEMS WITHOUT CONFLICT (Part 2)

3.1 ROLE-PLAY: The chitumbuwa and the bully (NEGATIVE)

Amai enters the room. She is very stressed after a hard and long day at work. She is not feeling well and her job keeps her on her feet all day.

Amai (talking to herself): "Ay. My poor feet. I need to sit down for a moment and have a cup of tea before I start preparing food for everybody."

Amai enters kitchen and sees Michelo taking lots of chitumbuwa and eating them as quickly as possible.

Amai (shouting): "Michelo! What are you doing? Those chitumbuwa are for dinner!"

Michelo (looking worried): "Sorry Mom, I didn't know."

Amai(angry): "How could you not know? Every night we eat the same thing! Now there won't be enough to feed us all!"

Michelo: "I can explain, Mom, you see, the thing is that at school..."

Amai (interrupting Michelo raising her hand as if she is going to hit him): "– Michelo, money doesn't grow on trees! I don't have enough money to go out and buy more chitumbuwa! Why are you hungry? What happened to your lunch?"

Michelo (frustrated, ducking under his mother's raised hand): "That's what I was just trying to explain to you! You never listen to me! You hate me!"

Michelo storm out frustrated, raising his hand to his sister Luyando as if to hit her on the way out. Amai follows Michelo.

Luyando looks afraid after her brother threatens to hit her, and then sneaks over to the table and takes a chitumbuwa and eats it quietly, without getting caught.

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions for discussing the role play:

- Does hitting and yelling help the situation?
- Does anger make the situation worse? How?
- What do you think Michelo learns from his mother's anger?
- What has Luyando learnt by stealing the chitumbuwa and getting away with it?
- How do you think Amai could have responded differently?

3.3 ROLE-PLAY: The chitumbuwa and the bully (POSITIVE)

Amai (*enters the room*): “Ay. My poor feet. I need to sit down for a moment and have a cup of tea before I start preparing food for everybody.”

Amai *enters kitchen and sees Michelo taking lots of chitumbuwa and eating them as quickly as possible.*

Amai (*shouting*): “Michelo! What are you doing? Those chitumbuwa are for dinner!”

Michelo (*looking worried*): “Sorry Amai, I didn’t know.”

Amai (*angry, but takes a deep breath and calms herself down before she starts speaking again*): “How could you not know, Michelo? Every night we eat the same thing! This makes me worry that we might not all have enough to eat.”

Michelo: “I’m really sorry, Amai, and I can explain.”

Amai: “Maybe that’s a good idea. Let me just make myself a cup of tea and we can sit down and talk. I’ve had a long day and am not feeling very well.”

Michelo: “Let me help you.”

Amai: “Thank you. Now tell me, why are you so hungry? Did you not eat your lunch?”

Michelo: “Well actually, that’s the problem. There’s a bully at school who is picking on me and he takes my lunch every day. He says if I don’t hand it over he will hurt me.”

Amai: “I’m sorry to hear that and glad that you told me. That still doesn’t mean that it’s okay to eat everybody else’s dinner, Michelo, so after we speak I’m going to ask you to run to the shop to buy some more chitumbuwa. But first let’s work out a solution to the bully problem together. Do you think it would help if I speak to your teacher about the bully tomorrow?”

3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Questions for discussing the role play:

- What happened?
- How does Michelo feel in this scenario?
- How does Amai feel in this scenario?
- How do they resolve the problem?

Facilitators should continue to guide the discussion by stressing the importance of remaining calm and developing clear consequences for bad behavior from their adolescent.



3.5 WHY HAVE CONSEQUENCES FOR BAD BEHAVIOR?

Facilitators can use the information about consequences to help guide the conversation.

Sometimes it feels like adolescents are experts at making parents feel stressed or frustrated. This can sometimes make us want to react with hitting or yelling. Hitting is a way of punishing that usually only makes the problem worse for everyone in the long run. It may also teach your adolescent that it is okay to hit or yell, which may cause more problems: What if they hit their little sister or yell at their teacher?

The first step to dealing with their bad behavior is to remember what we have discussed in other sessions about being in control of our own emotions. That means remembering to take a deep breath or some time apart, and then after that talking about the consequences of bad behavior with our adolescents. All sorts of relationships and actions have consequences – not just those affecting caregivers and adolescents. Can you think of other relationships and issues that may be affected by consequences? Friendships? Romantic relationships? Professional relationships, for instance, with the clinic nurse or doctor?

So why have consequences? Here are three things to remember about consequences:

1. Consequences teach our adolescents that their negative behaviors, like staying out late or not doing the dishes when you ask them, have results that they might not like. These could be things like not being allowed out after school for a week, or not being allowed to watch television until they wash the dishes are done. And these results will help adolescents to remember to fix their bad behavior.
2. Consequences should focus on the negative behavior you want to change.
3. In order for consequences to work, they must be realistic, immediate, consistent, and reasonable:
 - Realistic: Parents must be able to follow through with the consequence they give
 - Immediate: Consequences should happen as soon as possible after the negative behavior
 - Consistent: Whenever your adolescent breaks a rule or does a negative behavior, you need to be able to use a consequence. If you only do it some of the time, then your adolescent will think that s/he can get away with it sometimes!
 - Reasonable: Consequences should be related to the behavior and fair!

3.6 BRAINSTORMING ALTERNATIVES TO VIOLENCE AND YELLING

Use the role-plays “Turn down the volume!” and “Sex Talk” to help participants think about alternatives to violent behavior. Facilitators can start acting out the following role-plays, and participants can yell “STOP!” or “FREEZE” at any stage in order to make a “correction” to the action and suggest what they might do differently. When the role-play is frozen, facilitators should remind participants that it is important to think about managing their anger, talking to their adolescent and developing consequences.

3.7 ROLE PLAY: Turn down the volume (NEGATIVE)

Amai has lost her job. She comes home, frustrated and stressed, and finds Michelo listening to loud music. She sits down and tries to think through her situation, but she can't concentrate because of the music.

Amai (shouting): "Michelo, why do I have to repeat myself every day? Please stop playing music so loud! I can't hear myself think!"

Michelo (shouting over the music): "What's wrong Amai?"

Amai (angry): "You don't listen to me when I am talking, Michelo – I asked you to TURN THE VOLUME ALL THE WAY DOWN! I can't hear myself think! Come here so I can twist your ear!"

Michelo (covering his ears): "No! Amai! You will hurt me if you do that!"

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

Luyando: "Michelo! Look! I have built a house made out of paper!"

Michelo (angry) is not interested in playing with his sister and crushes her house with his hand.

Michelo: "Who cares about your stupid house!"

Luyando runs out of the house, crying... Amai sits and watches, looks upset and discouraged.

3.8 ROLE-PLAY DISCUSSION:

Questions to help discuss the role play:

- How do you feel about the role play that you saw?
- How did Amai handle the situation?
- Is there a better way Amai could have expressed herself or managed the situation a bit better?
- Is there a relationship between Mother's reaction and how Michelo treated his sister?
- What were some of the alternative methods did you as a group identify that mother can use to handle the situation?

Parents also sometimes worry that their **adolescents** will not be able to think about the consequences for the decisions and actions they make outside of the home. Consider the following role-play:

3.9 ROLE PLAY: Sex talk (NEGATIVE)

Mutinta is going out with her friends for the day. As she passes Amai in the kitchen, her bag which she was trying to close falls onto the ground and a few items come out including a packet of condoms.

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

Mutinta: "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 doesn't get pregnant."

Amai: "What is this talk of sex in my house! You are too young! – "

Mutinta (interrupting): "– But Amai!"

Amai: "No, no Mutinta 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. They are putting silly ideas in your head!"

Mutinta: "Fine then! I won't talk about it with anybody at all!"

3.10 ROLE-PLAY DISCUSSION:

Questions to help discuss the role play:

- Why do you think Amai reacted the way she did?
- What are the consequences of her reaction in her relationship with Mutinta?
- What message do you think Mutinta understood from her mother?
- Do you think there could be consequences to how Mutinta thinks about sex?
- In what ways do you think Amai can make Mutinta understand some of the consequences of early sex without shouting or beating her?

3.11 STAY CALM AND EXPLAIN YOURSELF: "I FEEL" STATEMENTS

Sometimes it feels like our adolescents just don't understand us! Other times it feels like they just don't listen. This can be very frustrating and make us feel like we should just give up trying to talk to them. One way to try to talk to your adolescents about something difficult is to use an "I feel" sentence. These are easy ways to express exactly what you are feeling in a simple way. They work like this:

"I feel [emotion]" ... when you [name action] ... and I would like you to [name wish]."

So one example could be: "I feel sad when you yell at me. I would like you to talk to me in a normal voice."

Let's practice with Michelo's role play!

Can you think of some ways Michelo could use an "I feel..." statement based on the role-play you just saw?

Can you think of some ways Amai could use an "I feel..." statement based on the role-play you just saw?

Can you think of any other "I feel..." statements that might work in this role-play?

Can you offer any "I feel..." statements about yourself right now?

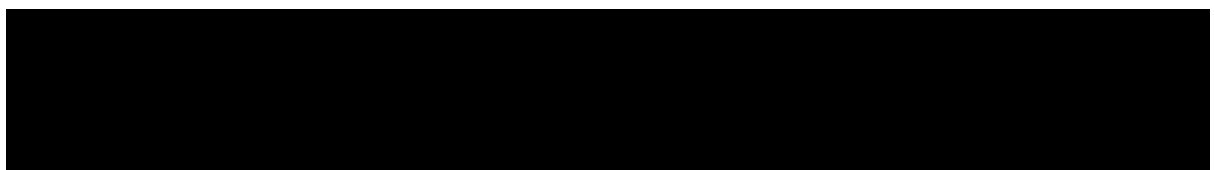
Let's practice with Mutinta's role play too!

Can you think of some ways Mutinta could use an "I feel..." statement based on the role-plays you just saw?

Can you think of some ways Amai could use an "I feel..." statement based on the role-plays you just saw?

Can you think of any other "I feel..." statements that might work in this role-play?

Can you offer any "I feel..." statements about yourself right now?



Core Lesson for Adolescents: DEALING WITH PROBLEMS WITHOUT CONFLICT (Part 2)

3.1 ROLE-PLAY: The chitumbuwa and the bully (NEGATIVE)

Amai enters the room. She is very stressed after a hard and long day at work. She is not feeling well and her job keeps her on her feet all day.

Amai (talking to herself): “Ay. My poor feet. I need to sit down for a moment and have a cup of tea before I start preparing food for everybody.”

Amai enters kitchen and sees Michelo taking a lot of chitumbuwa and eating them as quickly as possible.

Amai (shouting): “Michelo! What are you doing? That chitumbuwa is for dinner!”

Michelo (looking worried): “Sorry Amai, I didn’t know.”

Amai(angry): “How could you not know? Every night we eat the same thing! Now there won’t be enough to feed us all!”

Michelo: “I can explain, Amai, you see, the thing is that at school...”

Amai (interrupting Michelo raising her hand as if she is going to hit him): “–Michelo, money doesn’t grow on trees! I don’t have enough money to go out and buy more chitumbuwa! Why are you hungry? What happened to your lunch?”

Michelo (frustrated, ducking under his mother’s raised hand): “That’s what I was just trying to explain to you! You never listen to me! You hate me!”

Michelo storm out frustrated, raising his hand to his sister Luyando as if to hit her on the way out. Amai follows Michelo.

Luyando looks afraid after her brother threatens to hit her, and then sneaks over to the table and takes a chitumbuwa and eats it quietly, without getting caught.

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions for discussing the role play:

- What do you think about the consequences you just saw?
- Should there be a consequence to Michelo stealing the chitumbuwa? Why?
- Is Amai unfair with the consequences she gives when Michelo steals the chitumbuwa?
- What does the consequence teach Michelo?
- Can you think of a better consequence?

3.3 ROLE-PLAY: The chitumbuwa and the bully (POSITIVE)

Amai (*enters the room*): “Ay. My poor feet. I need to sit down for a moment and have a cup of tea before I start preparing food for everybody.”

Amai enters kitchen and sees Michelo taking a lot of chitumbuwa and eating them as quickly as possible.

Amai (*shouting*): “Michelo! What are you doing? That chitumbuwa is for dinner!”

Michelo (*looking worried*): “Sorry Amai, I didn’t know.”

Amai (*angry, but takes a deep breath and calms herself down before she starts speaking again*): “How could you not know, Michelo? Every night we eat the same thing! This makes me worry that we might not all have enough to eat.”

Michelo: “I’m really sorry Amai, and I can explain.”

Amai: “Maybe that’s a good idea. Let me just make myself a cup of tea and we can sit down and talk. I’ve had a long day and am not feeling very well.”

Michelo: “Let me help you.”

Amai: “Thank you. Now tell me, why are you so hungry? Did you not eat your lunch?”

Michelo: “Well actually, that’s the problem. There’s a bully at school who is picking on me and he takes my lunch every day. He says if I don’t hand it over he will hurt me.”

Amai: “I’m sorry to hear that and glad that you told me. That still doesn’t mean that it’s okay to eat everybody else’s supper, Michelo, so after we speak I’m going to ask you to run to the shop to buy some more chitumbuwa. But first let’s work out a solution to the bully problem together. Do you think it would help if I speak to your teacher about the bully tomorrow?”

3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Questions for discussing the role play:

- What could Michelo say to his Amai?
- What does Michelo feel when he gets angry with his Amai? How does Amai feel?
- Why does Amai act the way she does?
- What does Michelo’s Amai do when she sees him eating chitumbuwa?
- What would he like her to do instead of getting angry with him?

Facilitators should continue to guide the discussion by stressing the importance of **adolescents** trying to remain calm when confronted with angry parents.

3.5 ROLE-PLAY: The curfew (NEGATIVE)

Mutinta is sneaking in late after a night out. She wakes her mother up by accident.

Amai (annoyed): "Mutinta! What time is it! It is late!"

Mutinta: "Sorry Amai – go back to sleep."

Amai: "It is WAY past your curfew!"

Mutinta: "I can explain, Amai, I can."

Amai: "I don't want to hear your excuses, Mutinta! Wait till I tell your father about this. He'll teach you a lesson that you won't forget!"

Mutinta: "But Amai, I can explain! If you would only listen to me!"

Amai: "Rules are rules, Mutinta, and you just broke one. They are there for a reason! You come around at this time of the night. A young woman your age running the streets at this time of the night. You want to bring problems into this house...next you are pregnant or have HIV. Mutinta I am not interested in hearing it. And neither is your father."

Mutinta: "That's SO unfair! I'm not waiting around here for that punishment!"

Mutinta storms back into the night.

3.6 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions for discussing the role play:

- Should Mutinta be punished for breaking her curfew? Why?
- Is Amai unfair with the consequences that she gives to Mutinta? Why?
- What does the consequence teach Mutinta?
- Can you think of a better consequence?
- How else could Mutinta's Amai encourage her to follow the curfew without having to use a consequence?

3.7 ROLE-PLAY: The curfew (POSITIVE)

Mutinta is sneaking in late after a night out. She finds her mother up, waiting for her.

Amai (annoyed): "Mutinta! What time is it! It is late!"

Mutinta: "Sorry Amai – go back to sleep."

Amai: "It is WAY past your curfew!"

Mutinta: "I can explain, Amai, I can."

Amai (angry but firm): "Mutinta, it is the middle of the night and you have broken your curfew. Whatever the reason is, you must understand that this is not acceptable. Atate bako and I were really worried."

Mutinta: "The guy who was supposed to drive us home was drunk, so I decided not to get in the car and then I had to wait for someone else to drive me home."

Amai (takes a deep breath): "I'm glad you didn't get in the car with a drunk driver, Mutinta, that was a good decision. Let's talk more about this in the morning when we have had some rest."

Mutinta: "I'm sorry I worried you and Atate."

Amai: "Thank you. Now go to bed, but just to be clear, as you have broken your curfew, you will not be allowed to go out next weekend."

3.8 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Questions for discussing the role play:

- Why does Amai act the way she does?
- Why does Mutinta act the way she does?
- Do you think Mutinta's consequence is fair?

3.9 STAY CALM AND EXPLAIN YOURSELF: "I FEEL" STATEMENTS

Sometimes it feels like our parents just don't understand us! Other times it feels like they just don't listen. This can be very frustrating and make us feel like we should just give up trying to talk to them. One way to try to talk to your parents about something difficult is to use an "I feel" sentence. These are easy ways to express exactly what you are feeling in a simple way. They work like this:

"I feel [emotion]" ... when you [name action] ... and I would like you to [name wish]."

So one example could be: "I feel sad when you yell at me. I would like you to talk to me in a normal voice."

Let's practice with Michelo's role play!

Can you think of some ways Michelo could use an "I feel..." statement based on the role-play you just saw?

Can you think of some ways Amai could use an "I feel..." statement based on the role-play you just saw?

Can you think of any other "I feel..." statements that might work in this role-play?

Can you offer any "I feel..." statements about yourself right now?

Let's practice with Mutinta's role play too!

Can you think of some ways Mutinta could use an "I feel..." statement based on the role-plays you just saw?

Can you think of some ways Amai could use an "I feel..." statement based on the role-plays you just saw?

Can you think of any other "I feel..." statements that might work in this role-play?

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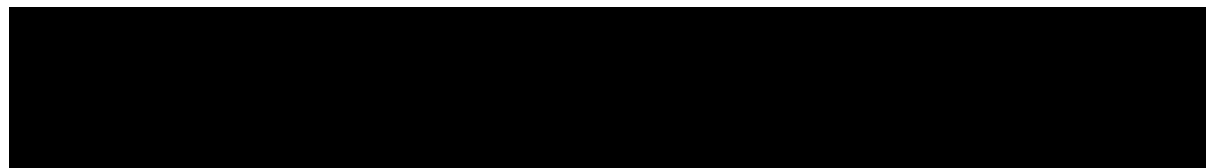
GROUP COMES BACK TOGETHER

3.10 ENERGISER

ENERGISER: FACILITATOR CAN CHOOSE

Facilitators choose an energiser from the Appendix 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 PREPARING FOR HOME ACTIVITIES

Sometimes the best way to let your parent or adolescent know how you feel is just to start a conversation by saying “I feel”.

Parents can use this sentence as a way to talk about behavior that they find difficult in their adolescent. They can then use the same conversation to let their adolescent know that there will be consequences if they continue the difficult behavior. Parents should think about whether there is a behavior that annoys them that they could talk about with their adolescent in this way.

Adolescents can say “I feel” as a way to talk to their parents if they feel like their parents are not being fair or not giving them a chance to speak.

It’s a calm way to tell your parents exactly what you are feeling, to explain your side of the story... and even to say “I feel sorry”! Is there a recent time when you have wanted to say “I feel sorry” to your parents?

If there is time, participants can pair up and practice using an “I feel” statement about their adolescent or parent.

HOME ACTIVITY: “I FEEL”

Adolescents should look out for opportunities to say “I’m sorry” to their parents.

Parents and adolescents should also try to have an “I feel” discussion with each other. Next week you will have a chance to share what you practiced at home.

VISIT YOUR HEALTHY HOMES FRIEND AT LEAST ONCE A WEEK

If you haven’t had a chance at home to practice using an “I feel” sentence, try practicing on your Healthy Homes Friend:

“I feel annoyed at my adolescent because...”

“I feel frustrated with my Amai because...”

“I feel proud of my adolescent because...”

“I feel sorry when I anger my Atate...”

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:

- Hitting and screaming make you and your adolescent both feel worse, not better.
- Discipline is about teaching for the future and not punishment
- There are some things that you can do that work better than hitting
- “I feel” statements can help someone else understand your situation better

Adolescents:

- Stay calm and explain yourself
- Bad behavior comes with consequences
- Remember to problem-solve with your parents
- “I’m sorry” are two important words
- “I feel” statements can help someone else understand your situation better

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 ACTIVITIES

In the next session, we focus on household rules and discuss why it is important to have them and how we can make them together.

Before then, please remember do your home activities!

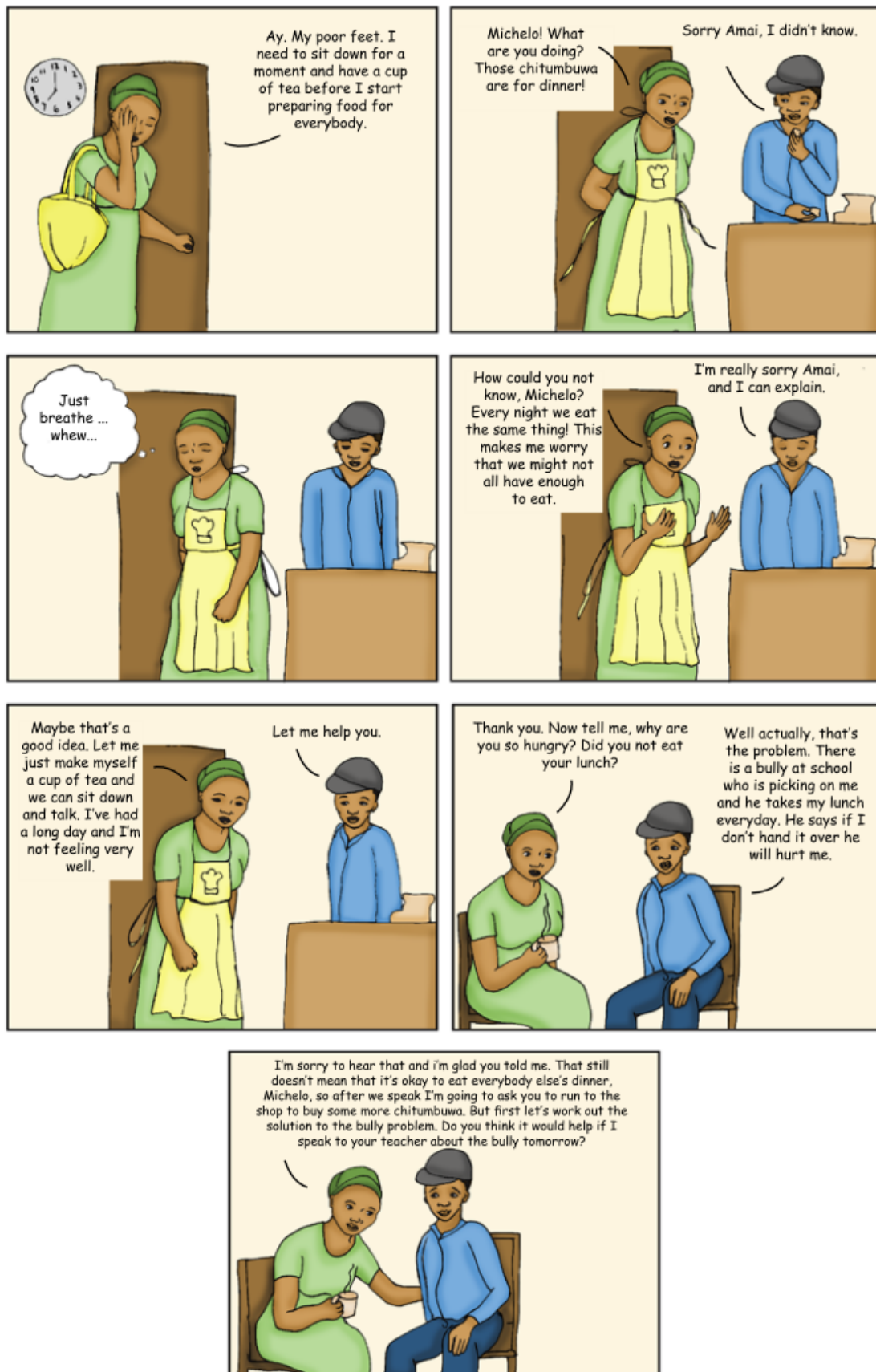
Facilitators remind participants about time and location of next session.

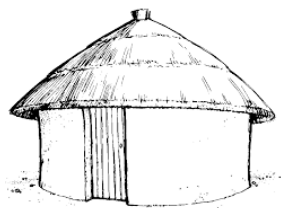
4.4 THANK AND PRAISE PARTICIPANTS

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

Handout: ILLUSTRATION FOR SESSION 9

The chitumbuwa and the bully (positive)...





Healthy Homes Parenting Program HOME VISITS

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

Session 9: DEALING WITH THIS PROBLEMS WITHOUT CONFLICT (Part 2)

Goal: Learn relevant and non-harmful alternatives to harsh discipline.

Overview: In the last session we practiced identifying problems. In this session, we think about acting on problems without violence, by using consequences.

Illustration: The chitumbuwa and the bully (positive)

Core Lesson: What is the problem in this illustration? How do Michelo and Amai feel? How do they solve the problem? Do you think this is a good solution?

Sometimes it feels like adolescents are experts at making parents feel stressed or frustrated. This can sometimes make us want to react with hitting or yelling. Hitting is a way of punishing that usually only makes the problem worse for everyone.

The first step to dealing with their bad behavior is to remember to try to be in control of our emotions.

We can do this by using **"I feel" statements** to express ourselves when we have to talk about a difficult problem. Talking about the consequences of bad behavior with our adolescents is also a good idea:

Consequences tell our adolescents that their actions may have results that they don't like, and this may help them fix their bad behavior.

Consequences should focus on the specific behavior you want to change.

For consequences to work, they need to be **realistic, immediate, consistent, and reasonable**.

Home activity: Practice "I feel [name emotion]" statements. Can you think of any "I feel" statements that Amai or Michelo could use in the illustration you saw?

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 visit? Who?