

# TALKING ABOUT EMOTIONS

## INTRODUCING THE SESSION

Welcome to the Session Four of the Healthy Homes Parenting Program for Parents and Adolescents! This session explores emotions, learn how to identify, name and discuss emotions.

In Session Four, adolescents and parents are in different groups for the core lesson. Inform them that this is a new way of working for some of the sessions.

In this session parents and adolescents will be taught on the following:

- How one can be aware of their own emotions
- Understand how to react and deal with other people's emotions.
- How talking about emotions makes us happier and helps us build stronger relationships.

Remind participants that what they say in sessions remains confidential.

### About emotions...

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

Young people risk the negative impact of unmanaged emotions that can lead them to risky behaviors such as violence, resorting to alcohol and even risky sexual behaviors – all which can make them more at risk of acquiring HIV or negatively affecting their health if they are HIV positive.

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

## SESSION 4 PREPARATIONS & OUTLINE

Goal of the session	The goal of this session is to help parents and adolescents to learn how to be aware of their emotions and express them in a healthy way. Both positive and negative emotional experiences are part of our normal life and being aware of them helps one to manage them better.
Core Principles	<ul style="list-style-type: none"><li>▪ Talking about our emotions helps us control how we react or respond in difficult situations.</li><li>▪ Talking about our emotions helps develop awareness of our feelings and thoughts.</li><li>▪ Talking about emotions helps us to move past difficult them and resolve conflicts better.</li></ul>
Training materials & resources	<ul style="list-style-type: none"><li>▪ Flip chart, paper, pens, markers, Prestik</li><li>▪ Attendance register</li><li>▪ Name tag materials</li><li>▪ Printed copies of Session Illustration "Talking about emotions"</li></ul>

Venue Preparations:	<ul style="list-style-type: none"> <li>▪ Make sure that the workshop venue is clean.</li> <li>▪ Set up chairs where the participants will sit in a circle</li> <li>▪ Prepare all the materials that you will use during the group session</li> </ul>
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COMPONENT	TIME	ACTIVITIES	
Welcome & Session Preparation	40 mins	<ul style="list-style-type: none"> <li>▪ Facilitators take attendance.</li> <li>▪ Participants settle down</li> <li>▪ Welcome, thank everyone for coming and praise time keeping</li> <li>▪ Home activity discussion</li> </ul>	
Session overview for the day	30 mins	<ul style="list-style-type: none"> <li>▪ Framing the day</li> <li>▪ Song: Aipepeta</li> <li>▪ Physical exercise</li> <li>▪ Game: Contagious Emotions</li> <li>▪ Discussion on Contagious Emotions Game</li> </ul>	
Core Lesson	60 mins	<b>PARENTS SESSION</b> <ul style="list-style-type: none"> <li>▪ Negative Role play: Ignoring our own emotions</li> <li>▪ Discussion about negative role play</li> <li>▪ Positive role play: Acknowledging our own emotions</li> <li>▪ Discussion about positive role play</li> <li>▪ Taking a pause</li> </ul>	<b>ADOLESCENTS SESSION</b> <ul style="list-style-type: none"> <li>▪ Negative Role play: Luyando's Test</li> <li>▪ Discussion about negative role play</li> <li>▪ Positive role play: Luyando's Test</li> <li>▪ Discussion about positive role play</li> <li>▪ Taking a pause</li> </ul>
Session Close	20 mins	<ul style="list-style-type: none"> <li>▪ Preparing for Home Activity</li> </ul> <p><b><u>Home activity for the Week</u></b></p> <ul style="list-style-type: none"> <li>◆ Practice giving each other structured praise once a day</li> <li>◆ Visit your Healthy Homes Friend at least once a week</li> <li>◆ Complete a physical exercise once a day</li> <li>▪ Today's session review</li> <li>▪ Reminder of next session date and thank &amp; close</li> <li>▪ Make sure you leave the room in order</li> <li>▪ Share your observations in facilitator report</li> </ul>	

## 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.

## 1.3 THANK AND PRAISE EVERYONE FOR COMING

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

## 1.4 HOME ACTIVITY DISCUSSION

Lead a discussion about the previous week's home activity. As a reminder, last week participants were asked to try to give each other structured praise at least once a day.

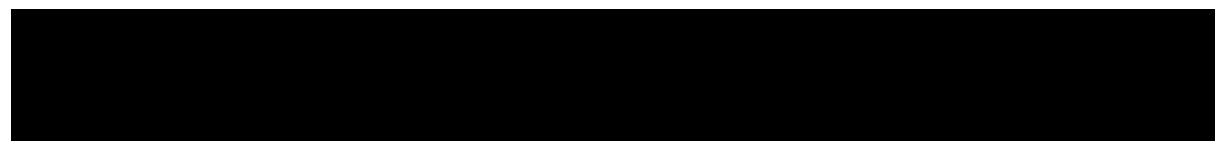
They also tried out the Healthy Homes Friend system last week, so we'd love to hear about their experiences!

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 Four, participants continue to practice communication skills, this time by focusing on naming feelings and talking about them.

We also work on being aware of the feelings that others have, and responding to their feelings by showing that we understand. Before we start it's important to say that talking about emotions is probably a new thing for lots of us. It's something we may not have tried before, especially with our children/parents, and this means that it might feel strange or hard to do.

We use this space to try talking about emotions for the first time, remembering that there is no right or wrong way to do this.

- “Naming feelings” is being aware of emotions and learning to talk about them.
- This is an important step to help people deal with anger, disappointment and frustration – emotions connected to difficult behavior.

*Facilitators emphasize that naming feelings for ME is as equally important as naming feelings for YOU (your adolescent or parent).*



## EMOTIONS AND HIV RISK BEHAVIOR

Facilitators should also include a brief discussion about how emotional health is also related to HIV-risk behavior: One's emotional health is also related to HIV risk behavior.

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

They might use alcohol to make them feel better, some may think that having sex with someone will make them better. Just like how some adults can also make poor decisions when their emotions are not managed, young people at risk of making emotional decisions that can affect them for the rest of their life. Young people living with HIV may experience many emotions as they enter adolescents. Naming feelings can help to deal with fear, resentment, anger, shame, rejection or self-stigma that may occur as they process and manage their HIV status.

The way parents sometimes respond to their children when they face emotional issues can either result in positive or negative management of those issues. That is why it is important that parents too are able to model positive control of their own emotions so that the children to may learn from them. When one knows how they feel they are able to make better choices when they are able to acknowledge and process how they feel.

## 2.2 SONG & EXERCISE

### **SONG: AIPEPETA**

**Leader:** Aipepeta, Aipepeta  
**Response:** Aipepeta  
**Leader:** I pick the ball  
**Response:** I pick the ball  
**Leader:** Aipepeta  
**Response:** Aipepeta  
**Leader:** I put it here  
**Leader:** Aipepeta  
**Response:** Aipepeta

(Repeat)

### **GUIDELINES: Facilitating AIPEPETA**

1. Teach with call and response.
2. Sing together as a group.
3. Pick the imaginary ball on the ground, lift it up, stretch arms in front winnow imaginary ball, do the same in different directions (left, right, top, back). While stretching your body.
4. End by placing the ball on the ground.

### **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.

*Remind parents and adolescents to do the physical exercise every day at home!*

## 2.3 GAME

### **CONTAGIOUS EMOTIONS GAME**

This is an ice-breaker, a game that will help us all to loosen up our feelings and feel more open about sharing our emotions

### **GUIDELINES: Facilitating the Contagious Emotions Game**

1. Participants sit in a circle.
2. The facilitator starts by naming an emotion and then showing that emotion on their face.
3. The facilitator will then turn to the person sitting next to them, make the face, and the participant will have to make the same face and “pass it on” to the person sitting next to them.
4. Participants will pass an emotion around from person to person. Don’t worry if an emotion gets lost in a chain!
5. Once the emotion has been passed around the circle, it’s somebody else’s turn to think of an emotion and make a face to pass around!

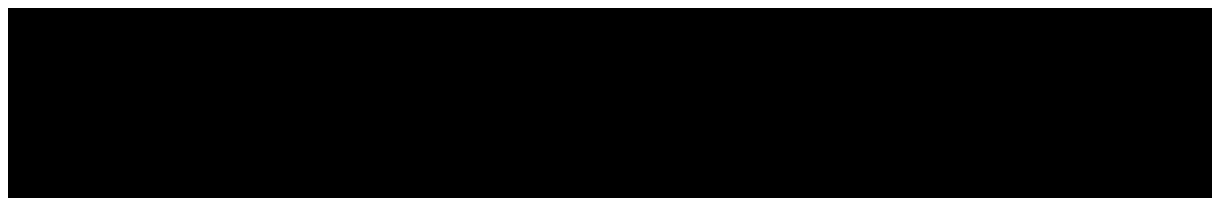
*Having trouble thinking of emotions? Try out these ideas: Happy, sad, angry, scared, excited, worried, funny, proud.*

### **DISCUSSION:**

Why do you think we played this game? Did we learn anything about emotions from this?

This game should help participants to start thinking about the different emotions we feel and how we express them. This game also introduces the idea that our emotions rub off on those around us and can be “contagious”!

## **GROUP DIVIDES FOR CORE LESSON**



### **Core Lesson for Parents: NAMING FEELINGS & TALKING ABOUT EMOTIONS (45 minutes)**

#### **3.1 ROLE-PLAY: Ignoring our own emotions (NEGATIVE)**

*Amai has just come back from the doctor after she has been informed that she has Tuberculosis. Amai is very sad and afraid. On her way home she meets up with her friend.*

**Amai’s friend:** “Hello my friend! How are you?”

**Amai** (*low energy*): "I'm not sure how I am."

**Amai's friend**: "I saw someone like you at the clinic are you not feeling well?"

**Amai**: "I am fine, just needed to see a doctor."

**Amai's friend**: "I see. But you don't look too good?"

**Amai** (*shouting*): "No! I am not well! And I'm sure that will give you plenty to talk about with the neighbors!"

*Amai comes home upset. Luyando greet her when she enters the house.*

**Luyando**: "Hello Amai! You don't look very happy. Is everything okay?"

**Amai** (*shouting*): "Luyando! Leave me alone and mind your own business!"

*Luyando cries.*

## 3.2 DISCUSSION ABOUT ROLE-PLAY

*Discuss how the way Amai handles her emotions affect the action on the role play you just saw. Here are some questions to get you started:*

- What emotions was Amai experiencing?
- How did her emotions affect the way she responded to her friend and Luyando?
- How do you think Amai felt at the end?
- How do you think the friend and Luyando felt?
- What advice would you give Amai?
- What advice would you give Amai's friend?

When discussing the role-plays in this session, be sure to have participants talk about and try the following steps:

1. Identifying emotions
2. Accepting emotions
3. Responding in a controlled way to emotion

### 3.3 ROLE-PLAY: Acknowledging our own emotions (POSITIVE)

*Amai has just come back from the doctor after she has been informed that she has tuberculosis (TB). Amai is very sad and afraid. On her way home she meets up with her friend.*

**Amai's friend:** "Hello my friend! How are you?"

**Amai (low energy):** "I'm not sure how I am."

**Amai's friend:** "I saw someone like you at the clinic are you not feeling well?"

**Amai:** "Yes it was me I needed to see a doctor, I have not been feeling too well."

**Amai's friend:** "I see. You look sad"

**Amai (shouting):** "I am feeling sad my friend. The doctor told me I have tuberculosis which is sometimes difficult to treat and I am afraid that it will make it difficult for me to take care of the family when I go on treatment. This is also making me worry about my children's health, what if they get it too!"

**Amai's friend:** "I know for now the news from the doctor may seem overwhelming to you my friend. The good thing is that TB can be treated. It's important to focus on getting better so that you can care for your family. It's difficult to make good decisions when you feel down."

*Amai comes home upset. Luyando greet her when she enters the house.*

**Luyando:** "Hello Amai! You don't look very happy, are you okay?"

**Amai:** "Thank you for asking, my child. I'm feeling a bit down at the moment."

**Luyando (worried):** "Oh no."

**Amai:** "Don't worry too much. I'm a little overwhelmed about a problem I am facing. But I feel very blessed to have you with me right now! Come, let us cook together now."

### 3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Discuss how the way Amai handles her emotions affect the action in the role-play you just saw in a positive way. Here are some questions to get you started:

- Why is Amai feeling down?
- Do you think it helps her to say how she is feeling? How does Amai feel at the end?
- How does she respond to Luyando's question?
- Have you ever felt any of the things that Amai feels?

Now let's talk more generally about why we think it is important to speak about emotions.

*While one facilitator is in charge of asking the questions that guide this discussion, the other one writes the participants' ideas on the flipchart.*

## **Importance of expressing emotions:**

There are a number of life experiences which can make us experience negative emotions: loss of job, maybe a family member is sick or has died or even our own child has failed at school or fallen pregnant for example.

Our responses to these issues may lead us and our children to react in a certain way. Parents should allow their children to feel safe to express their emotions. When they are angry or sad, parents should be able to recognize or find out the emotional issues that are affecting their children.

This can help children process how they feel before they seek other ways to express their emotions which may have a negative impact on their lives. As parents talk about emotions let us consider how naming and acknowledging emotions can help us and our children manage them better.

*Some things that might come up during the discussion:*

- Talking about emotions helps us control our reactions to these emotions. If we are frustrated and we speak about it, we are less likely to shout in anger at other people.
- It helps us to decide what we want to do about this situation we are in, and helps show our kids that they can do this.
- It increases the joy we get from the positive emotions.
- By sharing our emotions, we strengthen our relationships. It helps us understand each other better so we can learn how to support each other.
- Letting feelings “out” in a controlled way actually helps us stay healthy (by reducing the risk of heart disease, high blood pressure etc.).



# CORE LESSON

## 60 minutes

### Core Lesson for Adolescents: NAMING FEELINGS & TALKING ABOUT EMOTIONS (45 minutes)

#### 3.1 ROLE PLAY: Luyando's Test (NEGATIVE)

*Luyando comes home from school. Atate is sitting at home.*

**Atate:** "Hello my dear, how was your day at school?"

**Luyando** (*in a terrible mood*): "Who cares?"

**Atate:** "Luyando, please don't talk to me that way. Did you get the results of your math test? How did you do?"

**Luyando:** "Yes! I failed, OK?! I hate school! And I hate you for making me go!" (*Luyando storms out of the house.*)

#### 3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY :

Think about how Luyando's emotions affect the negative action in the role-play you just saw. Here are some questions to get you started:

- What is upsetting Luyando?
- How does she respond to her Atate's question about her test?
- How do you think Atate feels about her response?

*When discussing the role-plays in this session, be sure to have participants talk about and try the following steps:*

- Identifying emotions
- Accepting emotions
- Responding in a controlled way to emotion

#### 3.3 POSITIVE ROLE PLAY: Luyando's Test (POSITIVE)

*Luyando comes home from school. Atate is sitting at home.*

**Atate:** "Hello my dear, how was your day at school?"

**Luyando** (*in a terrible mood*): "Who cares?"

**Atate:** "Luyando, you don't seem very happy, do you want to talk about it?"

**Luyando:** "I'm sorry, I just find it so frustrating that I studied so hard for my Math test and still failed!"

**Atate:** "That is frustrating. I know how hard you studied. Maybe we can ask your teacher for extra help with Math? I can come in to talk to her tomorrow if that would help?"

**Luyando:** "Thank you, I think that might be a good idea."

**Atate:** “You know, you might feel frustrated about not being good at math right now, but I’ve never met someone who can write stories the way you can, Luyando!” (*Luyando smiles at her Atate*)

### 3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Think about how the way Luyando handles her emotions affect the positive action in the role-play you just saw. Here are some questions to get you started:

- How does Luyando handle her bad mood at first?
- Does Luyando get a good response when she is rude to her atate?
- What happens when Luyando apologizes to her atate and explains to him what is wrong?

Sometimes when we experience something we tend to respond in a negative way and make bad decisions. Can you give examples of when one experiences negative emotions and makes a wrong decision as a result of that emotion?

What are some bad decisions someone can make when:

1. They are angry
2. They are sad or feeling low

Sometimes we go through experiences that affect us deeply that may cause us to see life’s experiences in a negative way. It is important that we realize that negative experiences are part of life but they should not determine the decisions we make or the goals we have set for ourselves. Remember at the beginning of the program you set some great goals about what you would like to see in your future?

If something happens that affects how we feel we should not allow it to affect our plans. We are going to do another role play and in this role play we will discuss a bit more about how emotions and how they can affect one’s future decision-making

### 3.5 ROLE PLAY: Feeling positive about the future (POSITIVE)

*Luyando is leaving her classroom when her teacher holds her back.*

**Luyando’s teacher:** “Luyando, I’d like to speak to you.”

**Luyando:** “Yes, teacher? Am I in trouble?”

**Luyando’s teacher:** “Luyando you did so well on your Math test. I was very impressed.”

**Luyando** (*shrugs her shoulders*): “Really? Oh, okay. Whatever.”

**Luyando’s teacher:** “That’s not the attitude I expect from you, Luyando. I am trying to talk to you.”

**Luyando:** “I don’t really care. Since my old Math teacher passed away from AIDS, it is a sad time. It feels wrong somehow to be happy about something in her classroom.”

**Luyando’s teacher:** “Your teacher’s passing was very sad. I remember the funeral well. But let’s think about this together. What would she say if she knew about your Math test?”

**Luyando** (*thinking*): “I don’t know... maybe she would be happy?”

**Luyando’s teacher:** “I think she would definitely be happy! She would see that you have worked hard to get stronger at Math and she would be very proud of you.”

**Luyando** (*smiling a little bit*): “I guess you are right.”

**Luyando’s teacher:** “You should be so proud of yourself, you had one of the top grades in the class. You deserve to feel happy about that.”

## 3.6 DISCUSSION FOR ROLE PLAY:

- How does Luyando express her sad feelings at first?
- How does the teacher's death affect how she sees life? Is it hopeful?
- What happens when she explains how she is feeling to her teacher?
- How does Luyando feel at the end of the scenario?

*Facilitators can close-off the core lesson discussion with the following text:*

Now let's talk more generally about why we think it is important to speak about emotions.

It's easy sometimes to allow our emotions affect the decisions we make or how we look at life. Sometimes these decisions have a lasting effect.

For example, when one is angry it is easy for them to resort to violence or if feeling sad drink alcohol and even when depressed seek other ways to make them feel happy like having sex.

That is why it is important for us to talk about emotions. By naming and acknowledging our emotions it can help us process them better.

*While one facilitator is in charge of asking the questions that guide this discussion, the other one writes the participants' ideas on the flipchart.*

Some things that might come up:

- Talking about emotions helps us control our reactions to these emotions. If we are frustrated and we speak about it, we are less likely to shout in anger at other people.
- It increases the joy we get from the positive emotions.
- By sharing our emotions, we strengthen our relationships. It helps us understand each other better so we can learn how to support each other.

Letting feelings "out" in a controlled way actually helps us stay healthy (by reducing the risk of heart disease, high blood pressure etc.).

## GROUP COMES BACK TOGETHER

### 3.7 ACTIVITY: TAKING A PAUSE

**Taking a Pause** is an activity that participants can use to help them deal with stress.

This might be a new thing for you – it was new for us!

*Taking a Pause* is a simple exercise that allows us to stop and feel calm by taking a deep breath. This is different from taking a break: It is taking a break from a problem by reminding ourselves that we are okay.

The **Taking a Pause** can be used at any time during the day. It can also be a short activity (30 seconds) or as long as 3 minutes.

The **Taking a Pause** is introduced in 3 key steps:<sup>1</sup>

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<sup>1</sup> Thanks to Bartley, Crane, Williams, and Soulsby.

### **1. Becoming Aware:**

We recognize what is happening and acknowledge our experience.

We stop ourselves from thinking over and over about a problem.

We become aware of our thoughts, emotions, and physical body.

### **2. Gathering Attention**

We focus on the feeling of the breath moving in and out of our body.

We keep our attention on our breath for as long as we feel is necessary.

We notice when our mind wanders off and bring the attention back to the breath.

### **3. Expanding Awareness**

We open to the whole body and into the world.

We notice our thoughts, emotions, and physical sensations.

We prepare ourselves to take our next step in our day.<sup>2</sup>

*You can Take a Pause at any moment in the day – especially when feeling stressed.*

## **GUIDELINES: Leading taking a pause**

Sometimes when we are experiencing stress or our children are making us very annoyed, we need to take a Moment to stop, acknowledge our experience, and compose ourselves.

We call this **Taking a Pause**.

### **Step 1: Preparation**

Find a comfortable upright sitting position with your feet flat on the floor, your hands resting in your lap.

Close your eyes if you feel comfortable.

### **Step 2: Becoming Aware**

Ask yourself, “What is my experience in this moment?”

Notice what thoughts you are experiencing. Notice if they are negative or positive.

Notice how you feel emotionally. Notice if your feelings are pleasant or unpleasant.

Notice how your body feels. Notice any discomfort or tension.

### **Step 3: Gathering Attention**

Notice that you are breathing.

You may want to place one hand on your stomach and feel it rise and fall with each breath.

Follow your breath all the way in, how it pauses, and how it exhales out.

If you notice that you have started to think about something, this is completely natural.

Just keep bringing your focused attention back to the feeling of your breath.

### **Step 4: Expanding Awareness**

Allow your focus to expand to the whole body.

Noticing if there is any discomfort, tension, or pain.

Allow your breath to travel to that part of the body.

You may want to reassure yourself by saying “It’s okay. Whatever it is, I am okay.”

When you are ready, open your eyes.

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<sup>2</sup> Williams, Teasdale, Segal, & Kabat-Zinn’s *The Mindful Way through Depressions*. pp. 181-210.

## Step 5: Reflecting

Taking a moment to reflect whether you feel any different from before taking a Taking a Pause.



### 4.1 HOME ACTIVITY

At least once during the week comment on your own emotions and ask your teen about theirs. Need a tip? This is often easiest to do when they look happy. Or maybe when you are spending quality time together!

- Try Taking a Pause at home
- Think about how you feel
- Share that feeling with your parent or teen. You can also share with teachers and neighbours and friends!

If you find this strange to do at first, keep it very simple:

- “Today I feel...”
- “How are you feeling?”

### VISIT YOUR HEALTHY HOMES FRIEND AT LEAST ONCE A WEEK

Need something to discuss? How are you finding talking about your emotions at home?

### COMPLETE A PHYSICAL EXERCISE 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:

- Be aware of your own emotions
- Understand how to react and deal with other peoples' emotions
- Speaking about emotions makes us happier and helps us to build stronger relationships

*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 build on what we learnt about emotions in this session.

We will focus on one important emotion in particular: anger and how best to handle ourselves when we feel angry.

In the next session, we also separate the participants into teen and parent groups for the core lesson.

But before then, don't forget 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 teen-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.

# Handout: ILLUSTRATION FOR SESSION 4

Talking about emotions...



ANGRY



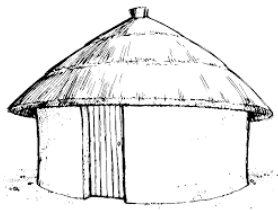
STRESSED



PROUD



HAPPY



# Healthy Homes Parenting Program HOME VISITS

**Guardian's Name** \_\_\_\_\_  
**Adolescent's Name** \_\_\_\_\_  
**Date** \_\_\_\_\_ **Group** \_\_\_\_\_  
**Facilitator's Name** \_\_\_\_\_

## Session Four: TALKING ABOUT EMOTIONS

**Goal:** Learn to identify, name and discuss emotions

**Overview:** Participants continue to practice communication skills, this time by focusing on naming feelings and talking about them.

We also work on being aware of the feelings that others have, and responding to their feelings by showing that we understand. Talking about emotions is probably a new thing for lots of us.

**Illustration:** Talking about emotions

**Core Lesson:** Can participants guess the emotion expressed in the illustration? Can they mimic the emotion? Can they offer a response in their own faces?

Now let's talk about why we think it is important to speak about emotions:

- Talking about emotions helps us control our reactions to these emotions. If we are frustrated and we speak about it, we are less likely to shout in anger at other people.
- By sharing our emotions, we strengthen our relationships.
- Letting feelings "out" in a controlled way actually helps us stay healthy.

Try **Taking a Pause** – which can help us control our reactions to stressful emotions:

- We stop ourselves from thinking over and over about a problem.
- We become aware of our thoughts, emotions and physical feelings.
- We focus on the feeling of the breath moving in and out of your body.

**Home activity:** At least once during the week comment on your own emotions and ask your teen about theirs.

**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?