

# **SESSION ONE: FAMILY GOALS AND ONE-ON-ONE TIME**

SESSION ONE OVERVIEW	
<b>GOALS</b>	<ul style="list-style-type: none"> <li>Families identify specific, positive, and realistic goals</li> <li>Families understand the importance of One-on-One Time</li> </ul>
<b>CORE PRINCIPLES</b>	<ul style="list-style-type: none"> <li>Goals should be specific, positive, and realistic</li> <li>Short-term goals can lead to long-term achievement in life</li> <li>One-on-One Time with your parent/teen builds trust, communication, and positive relationships</li> <li>Use Active Listening skills during One-on-One Time</li> <li>One-on-One Time shows that you value your teen</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>Attendance register, name tags, temporary adhesive, pens, paper, flipchart, toys, refreshments for the break</li> <li>House of Support poster</li> </ul>
<b>PREPARATION</b>	<ul style="list-style-type: none"> <li>Set up the room with chairs in a circle.</li> <li>Prepare materials for name tags and refreshments for break</li> </ul>
<b>WELCOME</b> (20 min)	<ul style="list-style-type: none"> <li>Welcome</li> <li>Name Game</li> <li>Overview of Programme</li> <li>Physical exercise</li> <li>Ground Rules</li> </ul>
<b>CORE LESSON – STAGES OF CHILD DEVELOPMENT</b> (15 min)	<ul style="list-style-type: none"> <li>Discussion: Becoming a Teenager</li> </ul>
<b>CORE LESSON – FAMILY GOALS</b> (30 min)	<ul style="list-style-type: none"> <li>Art Activity: Identifying Positive, Specific, and Realistic Goals (10 min)</li> <li>Discussion: Sharing Positive, Specific, and Realistic Goals (20 min)</li> </ul>
<b>BREAK (5 Minutes)</b>	
<b>CORE LESSON – ONE-ON-ONE TIME</b> (30 min)	<ul style="list-style-type: none"> <li>Role-plays</li> <li>Benefits of One-on-One Time with Your Parent/Teen</li> <li>Discussion: Activities you can do together</li> <li>Practice: One-on-One Time</li> <li>Review Tips for One-on-One Time</li> </ul>
<b>TAKING A PAUSE</b> (5 min)	<ul style="list-style-type: none"> <li>Activity: Taking a Pause</li> </ul>
<b>BUDDIES</b> (5 min)	<ul style="list-style-type: none"> <li>Assign PLH Buddies</li> </ul>
<b>ASSIGN HOME ACTIVITIES</b> (10 min)	<ul style="list-style-type: none"> <li>Have a conversation with your parent/teen about your goals that you identified during the session</li> <li>Spend 5 minutes each day in One-on-One Time with your parent/teen</li> <li><b>Take a Pause</b> whenever you are feeling stressed or upset</li> <li>Do the Physical Exercise every morning when you wake up</li> <li>Meet with, or contact, your PLH Buddy once during the week</li> </ul>
<b>CLOSING</b> (5 min)	<ul style="list-style-type: none"> <li>Review core topics covered</li> <li>Inform parents/caregivers of text messages</li> <li>Remind families about next session and home activities</li> <li>Thank and praise families</li> </ul>

# **1      NOTES FOR SESSION ONE**

*Read this in preparation for delivering the session.*

## **1.1 OVERVIEW**

Session One sets the tone for the entire programme. It is important to create a space that is welcoming and safe for the participants to feel at ease.

You and your co-facilitator should begin the programme by welcoming and thanking the families for their participation and commitment to improving their relationships and supporting each other. Then introduce the programme so that the families know what they can expect.

You and your co-facilitator should allow participants to express their own reasons and goals for participating in the programme. This gives participants a sense of ownership in the process and helps us know more about each parent.

During Session One, you want to accomplish 5 things:

1. Introduce the programme to the families
2. Establish ground rules
3. Discuss changes that occur during adolescence
4. Share SPECIFIC, POSITIVE, and REALISTIC goals of parents and teens for the programme
5. Discuss and practice One-on-One Time together

## **1.2 OVERVIEW OF PLH TEENS**

Many programmes involve lots of lecturing and passive listening. This programme is different. Instead of sitting, there will be lots of ***doing***.

Parents/caregivers and teens ***actively*** learn skills to strengthen their relationship with their teens and to manage their teens' difficult behaviour in a fun and collaborative setting.

Parents/caregivers and teens ***participate*** in practical exercises, learn stories and games, practice parenting together, and also have lots of time to practice at home.

Also, most parents/caregivers and teens will expect us to have all the answers.

**But that's not the way PLH Teens works.**

In PLH Teens, you are ***collaborators or partners*** working with parents/caregivers and teens to identify plans and practice solutions that will help each other improve life at home.

**The parents/caregivers and teens are the experts in their own situation! Your job is to help them learn for themselves how to achieve their own goals.**

You should be aware of different ages, values, and circumstances. Try to be respectful of the fact that parents/caregivers and teens may have a diverse range of values.

It is important that parents/caregivers and teens feel comfortable to express themselves freely, but it is also important that they know that they only share what they are comfortable with.

**Parents/caregivers can be many different people!**

When we refer to “parents/caregivers” in PLH Teens, we mean any person who is responsible for the care of a child. While this includes biological parents such as mothers and fathers, it also means other caregivers like grandparents, aunts, uncles, cousins, foster parents/caregivers, and even neighbours.

**Remember that the parents/caregivers and teens are the experts and you are the guide!**

### **1.3 ESTABLISHING FAMILY GOALS**

During Session 1, you will help parents/caregivers and teens identify positive, specific, and realistic goals for the programme. This activity builds on the discussion that you had with the parents/caregivers during the pre-group session home consultations, but includes the teens in the setting of goals.

**It is important that you help the parents/caregivers and teens to identify ONE positive, specific, and realistic goal that they want to achieve during the programme.**

PLH Teens helps participants visualise these goals in an interactive and experiential way through an arts activity. Participants identify one short-term goal that is related to how they want their relationship to change over the course of the programme.

#### **1.3.1 UNDERSTANDING TRANSITIONS DURING ADOLESCENCE**

It is important that participating families understand the many different stages of development and transition before working with them to establish family goals.

Adolescence is a time in which youth experience dramatic transitions on a biological, psychological, and social level.

***It is the second most active time of brain development after infancy.***

These changes can be very challenging for both parents and their teens. This is an important time when teens require reassurance and support.

Teens can feel awkward, self-conscious, and sensitive, while at the same time being more able to manage their anger and tolerate frustration.

Young teens are also more likely to question authority and assert themselves more as individuals. They are forming their own identity, and are influenced by peers often more than by their family. They may explore new activities and take more risks to try to discover things for themselves.

They are more able to communicate their ideas and start to think about longer term goals regarding their future.

It often requires a lot of patience from parents to help guide their teens through this critical stage of development.

It is important that parents are able to maintain supportive, loving, and positive connections with their teens so that they feel comfortable, secure, and safe.

While they continue to monitor and set limits on their teens, they can also help foster responsible decision-making skills and nurture independence.

### **1.3.2 GOALS SHOULD BE POSITIVE, SPECIFIC, AND REALISTIC.**

**Positive** means that the goal should describe something they want to happen instead of something that they do not want.

**Specific** means that the goal should describe something that is detailed enough that someone understands exactly what it means. For example, "to be good in school," or "to understand me" are too vague or general for someone to understand what "good" or "understand" means. A more specific goal would be "to do homework every day when you come home from school" or "to listen and accept me to me when I share something about my life" would be more specific.

Lastly, **Realistic** means that it needs to be possible that the families can achieve the goal during the course of the programme. Often parents/caregivers or teens will choose goals that are long-term or not even likely to be achieved. It is up to **YOU** to help them make their goals more practical and realistic so that they can succeed!

## **1.4 ONE-ON-ONE TIME**

### **1.4.1 INTRODUCTION TO ONE-ON-ONE TIME**

Session 1 helps families discover that by spending quality time with each other, they will build positive relationships together. We call this "One-on-One Time."

When someone really listens to you and notices what you are doing it makes you feel good because you feel valued.

Think of the people who seem to care about you. You know it because they show an interest in you and let you know that your views matter to them.

This happens naturally when a relationship between a parent and teen is going well. Teens notice their parents' attention and, in return, respond more positively to it.

#### **1.4.2 WHAT IS ONE-ON-ONE TIME?**

One-on-One Time means that parents and teens spend time together to develop a strong sense of security and attachment that will lead to positive parent-teens relationships.

One-on-One Time between parents/caregivers and teens is very important for teens, especially when it allows teens to explore the world more independently as adolescents.

During One-on-One Time, teens get to choose what the activity or conversation is about. It may even mean that the parents/caregivers and teens can spend One-on-One Time sitting next to each other doing parallel activities with occasional observations.

**One-on-One Time is about showing interest in a teen for who he or she is.**

One-on-One Time lets teens know that parents/caregivers are interested in what they are doing. When parents/caregivers show that what their teens are doing or interested in is important to them too, it improves their relationship with their teens.

One-on-One Time is **NOT** about keeping track of a teen's behaviour or school performance, which is another important skill that parents/caregivers need that will be addressed later in the programme.

Many parents/caregivers who have difficult relationships with their teenage child do not get much pleasure from spending time with them. Instead they spend a lot of time disciplining them or complaining about how they are behaving.

When teens are occupying themselves quietly, parents/caregivers often heave a sigh of relief and leave them alone. But this is just when it helps to "attend" to the teen and to notice what they are doing.

One-on-One Time helps teens feel that their parents/caregivers value them as individuals, appreciate the things that they do and are not **only** concerned with getting them to do as they are told.

#### **1.4.3 PRACTICING ACTIVE LISTENING DURING ONE-ON-ONE TIME**

Active Listening means that parents/caregivers are paying attention and showing their teens that they are really listening to them, and that teens are doing the same with their parents/caregivers.

As a facilitator, you model this skill for parents/caregivers by using the **Accept, Explore, Connect**, (and Practice) method. Parents/caregivers can learn this skill, too!

### Steps for Active Listening for parents/teens based on A, E, C

- **Accept** what the person is saying by **paying attention** and **acknowledging** that you have heard him/her.
  - Show that you are listening and are interested by making eye-contact (if culturally appropriate), nodding, and verbal acknowledgement (e.g., "uh-huh").
  - Stay focused on the person speaking. Avoid being distracted by cell phones, T.V., or other people.
  - Allow the person to finish speaking without interruptions.
  - Repeat back in your own words that you have heard what has been said.
  - Avoid judging or lecturing!
- **Explore** what has been shared to you by asking **open-ended questions**.
  - **Who, What, Where, Why, and How**
  - Ask for clarification if you do not understand something.
- **Connect** to emotions about how you feel or behaviours you want to see happen more often
  - Use **"I Feel" Statements** (e.g., "I feel concerned that you were late at school today.")
  - **Praise** your teen/parent (e.g., "Well done for working so hard on your school work!" or "It was so great that you were able to come to my soccer game today!")

Active Listening using A-E-C has benefits for both the teen, the caregiver, and their relationship:

- Builds confidence and self-esteem. It also shows teens that their suggestions are important to their parents/caregivers.
- Helps teens develop autonomy and gives them a chance to make their own choices. Many teens spend most of their lives being told what to do or what not to do.
- Gives parents/caregivers the opportunity to see what their teens like to do and to follow their activity by simply saying, "Yes, let's do that!" – within limits of course!

#### 1.4.4 POTENTIAL CHALLENGES WITH ONE-ON-ONE TIME

**One-on-One Time may also be challenging for teens.**

Many teens will also find it weird or difficult to spend One-on-One Time with their parents. They often have never been given a chance to decide on an activity or to take the lead. It might feel strange for them at first!

Parents/caregivers can help their teens by suggesting a number of safe and developmentally appropriate activities that teens can choose.

It is important that the activities or topics of conversation are those that the teen is interested in. During this session, you will help families think of possible activities or topics that might be appropriate to do together.

### **It can be difficult to find time for One-on-One Time**

Due to various demands that parents/caregivers and teenagers encounter daily – such as school and work, it can be challenging sometimes to find time to spend time together. **A strong parent-teen relationship is not possible without spending quality One-on-One Time together.**

Spending time creates the space for the parent to be more available to their teen and they can play a protective role in their lives. This helps parents/caregivers to be more involved in their adolescents' lives - protecting them from risky behaviours including risky sexual behaviours, for example.

**One-on-One Time also does not need to be a lot of time. The important thing is that parents and teens are able to focus on each other.**

### **Maintaining parental authority.**

If parents/caregivers feel uncomfortable about **One-on-One Time**, you can reassure them that they still have the authority to allow their teens to take the lead. At the same time, they need to be open and react to their teens' initiative in wanting to spend One-on-One Time.

When parents/caregivers let teens take the lead or initiative in One-on-One Time (in the conversation or activity), the teen will also more likely listen to and comply with their parents' efforts to apply rules and guidelines on bigger issues. When parents give teens the feeling of independence in small things, parents can continue to have authority in bigger issues (e.g. curfew).

### **Sharing of personal things.**

As they spend more One-on-One Time together, the teens may also share personal things that make them feel stressed or worried. It is much easier to share personal issues with a parent when they have developed a sense of trust and open communication.



Parents/caregivers may initially want to react in a negative way. Remind parents/caregivers to **Take a Pause** (or just a few breaths) so that they can respond to their teens in a way that keeps them feeling secure.

Another good way that parents/caregivers can develop positive relationships during One-on-One Time with their teens is to spend time with them when they are doing something that they enjoy. For example, seeing their teens play a sports match, or demonstrating a new dance move.

**PLEASE NOTE: For more guidance on One-on-One Time, please review the “Tips for One-on-One Time” that are outlined later in this session of the manual.**

## **2 INTRODUCTION**

### **2.1 WELCOME and NAME TAGS**

Welcome parents and teens warmly and enthusiastically when they arrive to the session. Praise them for coming to the programme!

As participants settle down, they should create name tags that they will use during each session. These name tags should be handed out at the beginning of each session and collected at the end of each session.

- Hand out blank name tags and markers.
- Each participant writes his/her name on the name tag using whatever colours they want to use.
- Make sure they use markers so that we can all see their name tags properly!

### **2.2 FORMAL WELCOME**

Once all the participants have arrived, you can formally welcome the group to the first session of PLH Teens.

Allow everyone to briefly introduce themselves. You should keep this introduction as short as possible. Participants should share their names and the name of their parent/teen. Ask the participants to show their name tags and explain what they drew or wrote on it.

It might help to explain that there will be lots of other opportunities to share.

### **2.3 NAME GAME (5 min)**

This game helps the participants get to know each other.

- Group stands in a circle
- One person says his/her name and makes a shape
- The entire circle then repeats that person's name and makes the same shape
- The person sitting next to them says their name and makes a shape
- Repeat for everyone in the circle!

## 2.4 INTRODUCE THE PROGRAMME (5 min)

The introduction provides an overall picture of the programme. It is important to outline what will happen over the next 9 sessions. It is like giving a map of the journey that the families travel on together as a group.

The programme uses the House of Support to demonstrate why it is important to build a strong, positive relationship between parents and teens.

The foundation of the House of Support rests upon setting goals.

**Having a strong foundation for positive parenting is the most important part of the programme. If the foundation is strong, the House of Support will stay upright and sturdy.**

The walls symbolise the skills needed to support teens through healthy and positive development:

- Family Goals and One-on-One Time together
- Keeping it Positive: Praise and Instructions
- Keeping it Cool: Managing Anger and Stress
- Establishing Rules to Keep Healthy and Safe

If the walls are made poorly, out of bad or negative material, the House of Support will fall down. Teens will feel disconnected and emotionally insecure and misbehave. Parents/caregivers will feel stressed and unhappy.

The roof focuses on setting limits, solving problems together, and dealing with difficult behaviours. Parents learn effective ways of disciplining their teens without having to resort to verbal or physical violence. At the same time, teens learn how to communicate their needs and to accept responsibility for their actions.

The garden is about establishing ways to provide and support the family, which includes ensuring that there is money to provide for the family needs.

Finally, the fence symbolizes the importance for teens to receive as much care and protection as possible from their parents.

As teens encounter various challenges, parents need to provide continual guidance and support in order for them to be emotionally prepared and adjusted to cope with life experiences.

**Ask the participants if they have any questions about the House of Support.**

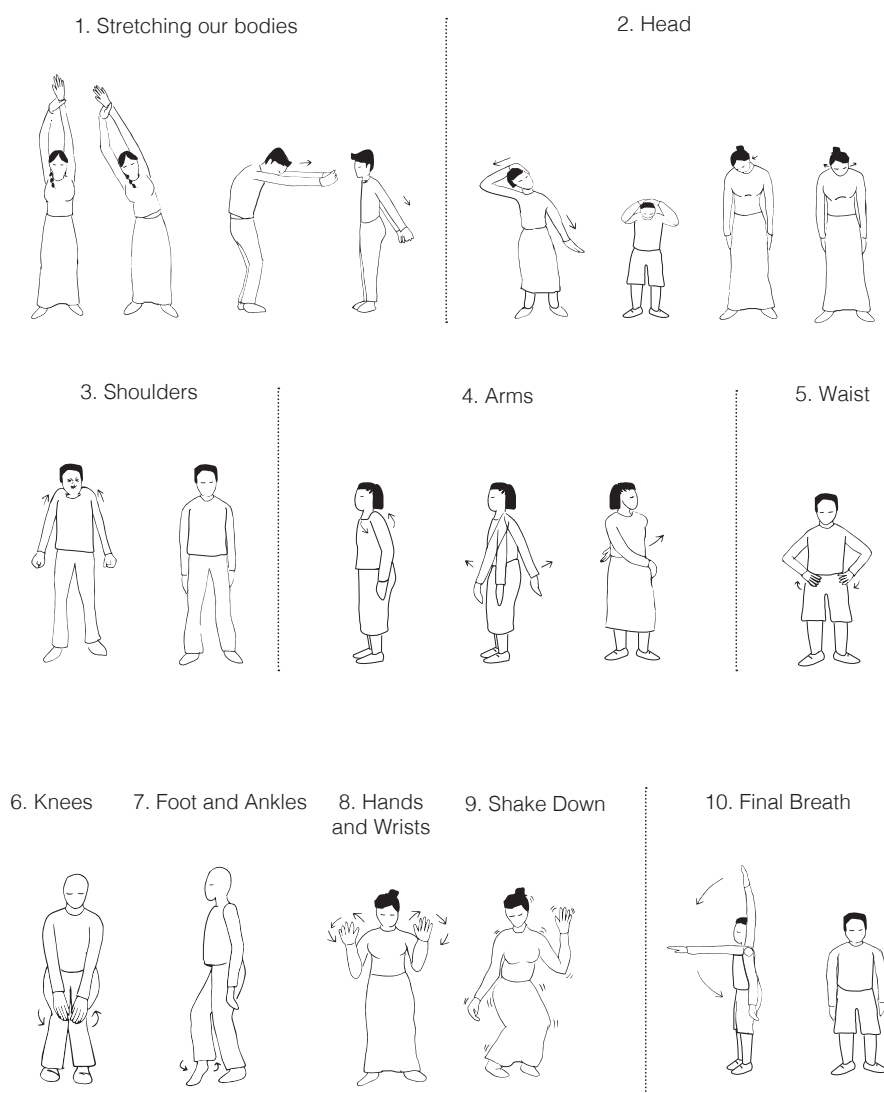
## 2.5 PHYSICAL EXERCISES (5 min)

Lead the group in the physical exercises. When teaching the physical exercises with participants for the first time, you need to be patient and explain each movement clearly.

Instruct participants in the movements, moving through the body from head to toe. It is okay to pause and gently correct postures and movements if necessary.

Many of the parents/caregivers will not be used to moving their bodies and may need encouragement and more guidance than you expect. If someone needs to sit down, you should encourage that person to participate as best as he/she can from a sitting position.

It is also very important to make sure the **movements are smooth** and the **breath is relaxed**. It is also important that the participants' bodies are relaxed – especially arms, legs, neck, shoulders, and face.



## 2.6 GROUND RULES – THINGS THAT WILL HELP US WORK TOGETHER (5 min)

Establish Ground Rules to help make the programme a safe place to learn together. Ask the participants to think what is important to them to feel comfortable, respected, feel safe and supported in the group.

PLH Teens is a special programme! It brings families together to learn and share common experiences with each other.

It is important that the group sets ground rules on how they will ensure that their time and experiences together over the 9 sessions are fruitful. These rules should be developed as a group and owned by the group.

Ground rules are also useful for helping you to run these sessions as facilitators. They can be helpful when reminding participants that **they** created the rules for how they sessions should be run.

**When discussing Ground Rules, you can use the following format:**

- Participants share in a group.
- One of you should lead the discussion while the co-facilitator writes rules and comments on the flip chart to keep for later reference.
- **Make sure Ground Rules describe a positive behaviour.**
- You can prompt participants for rules on specific issues like arriving on time, cell phone use, respect, etc.
- You can repeat back what you hear and explore the rule to make sure everyone in the group agrees and understands.
- For example, if someone mentions "Respect", ask what that means to her or him. What sort of behaviour shows "Respect"?
- Make sure everyone agrees and has the opportunity to contribute before moving on to another suggestion.

**Some helpful ground rules may include:**

You can add these after the participants have shared their own rules.

- Please try to come on time and make the decision to try to attend every session.
- If you cannot attend, please tell the facilitators or send a text message.
- Cell phones are off during the session.
- Accept diversity of opinions!
- Everyone is different and will have different experiences to share from the programme.
- Everyone will have an opportunity to speak and practice.
- Respect each other by taking turns to speak, listening to and paying attention.
- What we say in the group, stays in the group.
- Share only what you feel comfortable to share.
- Accept and respect that people hold different rules.
- Feel free to ask the facilitators any questions you might have.

**PLEASE NOTE! Save the Ground Rules and display them on the wall in the room for each session.**

### **3      CORE LESSON – STAGES OF CHILD DEVELOPMENT**

#### **3.1 GROUP DISCUSSION ABOUT BECOMING A TEENAGER**

Facilitate a group discussion about why it is important to understand transitions during adolescence. The following questions might be helpful:

- Why do you think is important for us to understand the different transitions that adolescents experience?
- How does this affect the way we relate to our teens/parents?
- What are some of the responsibilities that parents/caregivers have for their teens? What about responsibilities that teens have?
- What are some of the things that parents/caregivers should provide to their teens?
  - What physical needs do teens have?
  - What emotional needs do teens have?
  - What else do parents/caregivers need to provide their teens?
  - Why are these things important for teens?

Write the benefits of understanding transitions that the group suggests on the flipchart.

#### **Possible reasons to understand transitions during adolescence:**

- It allows us to have realistic expectations for our teens/parents
- We can be patient with our teens/parents as they/we undergo changes
- We can better support our teens
- We can be aware if our teens are experiencing developmental delays or problems that might need extra support

#### **Possible suggestions for things that parents/caregivers should provide for their teens:**

- Time to play/enjoy leisure activities and rest
- Space to communicate
- Consistent routines and rules
- Awareness of consequences
- Positive role models
- Good values
- Protection from exploitation, abuse, violence
- Education and opportunities to learn
- Healthcare, and clean and safe environments
- Love and affection
- Opportunities to practice independence
- Opportunities to develop peer relationships

**PLEASE NOTE:** Remember that it is your job to guide participants to find their own reasons instead of lecturing them. Use questions to help guide the discussion!

#### **4 CORE LESSON – REVIEWING GOALS**

During this activity, participants are asked to share their one **SPECIFIC, POSITIVE, and REALISTIC GOAL** that they would like to accomplish during the programme. Make sure that the focus on sharing goals is on the future and not the past. Keep the focus the positive: what participants want to accomplish instead of what they want to get rid of or stop.

**PLEASE NOTE!** Keep the focus on **POSITIVE, SPECIFIC, and REALISTIC GOALS**:

- Put up the flipchart papers with all parent goals and all teen goals that the participants identified during the pre-group session home visit.

**Please note:** All goals have to be phrased in a positive way! The flipchart papers with parent and teen goals should be put on the wall in each session.

- Ask each participant to read their goal out loud  
(or read out goals if participants have limited literacy)
- Discuss with the group:
  - What stands out to you when you see everyone's goals?

*(Possible answers from participants include: Many people have similar goals; All goals are stated in a positive way; The goals focus on the future; All goals link to one or more parts of the House of Support).*

- **Stay focused!** Keep the focus on goals instead of problems. It can be difficult for participants to identify one specific goal.
- **Change takes time!** Reassure participants that it may take some time for them to realise their goals. Encourage them to persist with the group sessions and home activities!

#### **BREAK OR ENERGISER**

#### **5 CORE LESSON – ONE-ON-ONE TIME**

##### **5.1 ROLE-PLAYS**

The following role-plays introduce the participants to the idea of spending One-on-One Time together. The first one is a negative story. You can ask the participants to act out the positive alternative scenario that they discuss before moving to the next role-play.



## ROLE-PLAY – CELLPHONE DURING ONE-ON-ONE TIME

*Mother and Amina are spending One-on-One Time together.*

**Mother:** "How was your day today, Amina?"

**Amina:** "My day was great! I got into the soccer team!"

*Mother's phone rings and she answers.*

**Mother, (speaking on the phone):** "Yes... I see"

*Mother finishes talking on the phone*

**Mother:** "Okay, now what were you saying, Amina?"

**Amina (sulking, angrily):** "What, NOW you have time for me?"

### Questions for Role-play

1. How does Amina feel when his mother takes the call?
2. Why do you think he responded negatively to his mother after her phone call?
3. What behaviour is his mother modelling to him?
4. What could she have done differently?

### BUILDING BLOCKS

One-on-One Time is time for your teen.

Give him/her all of your attention.

Listen to your teen when s/he is talking to you.

Look at your teen when s/he is talking to you.

Respond with interest and ask follow-up questions.

## ROLE-PLAY – LISTENING TO YOUR TEEN DURING ONE-ON-ONE TIME

*Mother and Amina are spending One-on-One Time together.*

**Mother:** "How was your day today, Amina?"

**Amina:** "My day was great! I got into the soccer team!"

*Mother's phone rings and she doesn't answer it.*

**Mother:** "Oh wow! You got into the soccer team! That is so exciting! What position will you play?"

**Amina:** "I am forward!"

**Mother:** "I feel so proud of you, Amina. Father and I look forward to cheering for you at your first game"

**Amina (smiling):** "Thank you, Mother. It is nice to talk to you"

### Questions for Role-play:

1. How does Mother show that she is listening to Amina?
2. How does she encourage Amina to tell her more about his experience?
3. How does this make him feel?
4. How do you think this might affect their relationship?
5. What will it encourage Amina to do more often (i.e., communicate about his experiences)?

### BUILDING BLOCKS

One-on-One Time means giving your attention fully to your teen.

Repeat back what your teen/parent says to show you are listening.

Look at your teen/parent while s/he is speaking.

Show interest in your teen by asking follow-up questions.

Share with your teen how you feel.

Praise your teen/parent for his/her accomplishments.

Teens can also listen and reflect back what they hear!

## ROLE-PLAY – ONE-ON-ONE TIME DURING HOMEWORK

*Father is at home when Shukuru comes back from school.*

**Father:** "Hi Shukuru, how was your day?"

**Shukuru:** "I am doing fine, Father, I just came from school."

**Father:** "I have 5 minutes of one-on-one time to spare before I have to go to work. What would you like to do together?"

**Shukuru:** "I was about to do my project for Science. The topic for the project is to make something out of recycled materials by Friday. Would you mind helping me with it?"

**Father:** "I would be happy to!"

*Shukuru takes different materials from her backpack.*

**Shukuru** (*excited*): "I thought of building a Recycled House using old bottles, cardboard, and other recycled materials. Look, I picked these up on my way home. They were thrown away by the side of the road and outside the store here in the neighbourhood."

**Father** (*smiling*): "What a good idea, Shukuru. It sounds like you thought about this a lot and want to put a lot of effort in your project. How would you want me to help you?"

**Shukuru:** "Could you please clean these bottles for me? They will be the foundation of the house. Then I will make the cardboard walls and roof. I was thinking we could even paint the cardboard and bottles so they look beautiful."

**Father:** "I may have some left-over paint outside the house. I will go look for it later, but first let me clean those bottles for you."

*The next day after school, Shukuru is painting the Recycled House while Father holds the paint can for her. The Recycled House is finished.*

**Father:** "Wow, it looks different now! You would not even think that house is made from the trash. You also painted the walls and the roof beautifully! I think your teacher will be proud of you once she sees your project!"

**Shukuru:** "Thank you for your help, dad. You know, there were a lot of fun things that happened in school a while ago..."

**Father** (*smiling*): "Go ahead, tell me more!"

### Questions for Role-play:

1. How did Father show that he wanted to do One-on-One Time with Shukuru?
2. How did Father respond to Shukuru when she said what she wanted to do for One-on-One time?
3. What did Shukuru feel and do after Father followed her lead during One-on-One time?

### BUILDING BLOCKS

School-related activities can be an opportunity for One-on-One-time (if suggested by the teen, and the parent is able to keep the teen in the Sunshine of Positive Attention during the activity).

One-on-One Time is also a way of supporting and motivating teens in their school work.

One-on-One Time can be a way for parents to praise teens for their efforts *and* for teens to open up to parents about other experiences.

## 5.2 DISCUSSION: BENEFITS OF ONE-ON-ONE TIME WITH ACTIVE LISTENING

Lead participants in a group discussion about the benefits of spending One-on-One Time with each other. Useful questions include:

- How would spending One-on-One Time change your relationship with your teen/parent?
- How would you and your teen/parent benefit from the One-on-One Time with you? What would you or s/he learn or gain from the experience?
- Why would you want to **actively listen** to your teen/parent during One-on-One Time? What does **Active Listening** mean to you?

*Write down participants' ideas as principles about WHY they should spend One-on-One Time together. Make sure that you are modelling active listening!*

### Possible benefits of One-on-One Time that can come up:

- One-on-One Time improves the relationship between parents/caregivers and teens.
- Parents/teens feel valuable and loved.
- Shows your teen/parent that you think that what they are doing is important.
- Increases trust and improves communication with parents and teens.
- Listening carefully to teenagers and valuing their ideas encourages them to think for themselves and take the lead in other areas of their lives.
- Gives parents a chance to learn a lot about their teens' interests and abilities.

**PLEASE NOTE!** The list above is just a suggestion. It is okay if participants do not identify all of these benefits. They may also provide other reasons about why spending One-on-One may be a positive experience for parents and teens. This is wonderful!!

### 5.3 DISCUSSION: ACTIVITIES TO DO DURING ONE-ON-ONE TIME

This group discussion will help participants identify possible activities they can do during One-on-One Time.

It can be challenging for participants to know what to do with each other – especially if there is only a little time to spend together or they do not have a good relationship between them.

Ask participants to think of activities that they could do together. These could be things that the teen likes to do, or a chore that parents and teens could do together (instead of parents making their teen do the chore by him/herself).

It can even be a conversation about the day – whatever the teen wants within acceptable limits!

It is important that the activity is something that is FREE and REALISTIC!

Write the suggestions on the flipchart!

#### **Possible activities do with teens:**

- Talking about the day
- Talking about something your teen likes like sports, T.V. show, friends
- Doing a chore together
- Eating dinner
- Telling a story
- Supporting with school work
- Going for a walk

### 5.4 PRACTICING SKILLS - ONE-ON-ONE TIME

This is the first time participants practice skills during the programme. Practicing skills allows participants to try out their home activities in the safe environment of the group. They also have the opportunity to sometime experience a scenario from the perspective of their teen/parent.

#### **Format for leading the first practice:**

##### **A. Introduction**

- Introduce that participants are now going to practice spending One-on-One Time together using Active Listening skills.
- Explain that practicing now will make it easier to do the activities at home, especially since this might be a new thing even for their teens.
- Explain that everyone will get a chance to practice new skills before using them at home.

## B. Parent/Teen Discussion

- Ask parents and teens to discuss what activity they would like to do together that would allow them to spend One-on-One Time together
- They can choose from the list or come up with a new one.

## C. Group Sharing Game

- Each family shows the group what activity they have chosen for One-on-One Time. They must do this in silence.
- The group has to guess what that activity the family has chosen. The family keeps playing until they guess correctly.
- Ask for feedback from each pair in a group discussion on how the practice went.

## 5.5 REVIEW – TIPS FOR ONE-ONE-ONE TIME

Discuss the tips for **One-on-One Time**. Go through each point with the group.

1. Set aside a specific time to spend **One-on-One Time** with your teen/parent each day.  
  
Choose a time when you and your teen are unlikely to be interrupted and when your teen does not have something else that they want to do, like watching TV. ***Switch off the television and put away phones.***
2. Tell your teen that you would like to spend some time with them and that they can choose what to do or talk about.  
  
Your teen might think this is weird at first but will gradually start to enjoy having this dedicated time with you!
3. **Give your teen/parent all of your attention.**  
  
Make sure that you will not be distracted by other people or other responsibilities so that you can give all of your attention to your teen/parent.
4. **Physically and verbally acknowledge** that you are listening to your teen/parent.  
  
Look at your teen/parent. Nodding or “I see” shows them you are really paying attention. **Accept** what your teen is saying without judging him/her.
5. Give as few **instructions** or directions as possible.

When you are spending One-on-One Time with your teen, s/he or she should lead the activity. If your teen asks a question, you can answer, but try to avoid telling them what to do or judging your teen. Put the choice back to the teen: "That is an interesting question, what do you think?"

6. **Reflect** back what your teen says to you.

**Repeat back what your teen says when s/he speaks to you.** You can use different words to show that you are really listening to your teen. E.g., Teen, "This math problem is really hard." Parent, "Yeah, I see that you are finding it difficult."

7. Try to do something different than watching TV or playing with a phone.

This is a lot more useful and enjoyable for your teen than just sitting together in front of the television or playing with a phone. Sometimes, it may be just enough to watch your teen's favourite TV programme with him/her. S/he may feel comfortable doing other activities with time.

8. Make only **positive comments** and avoid critical comments.

Remember this is your teen's activity. Can you think how you have felt recently when someone has been critical of you? There is no right or wrong during One-on-One Time. The parents' job is to show an interest and say something nice.

9. When you become better at paying attention to your teen during One-on-One Time, start to **do it at other times**.

When you feel confident about paying attention to your teen during One-on-One Time, you can involve yourself in other activities with your teen, like helping out with chores.

## **6 TAKING A PAUSE<sup>1</sup>**

During Session 1, we introduce **Taking a Pause** to participants as a way to help them regulate their own emotions, especially around conflict.

### **Taking a Pause:**

**Taking a Pause** is a simple activity that allows parents/caregivers and teens to stop and reconnect with the present moment through their breathing. It also gives them a chance to calm down when feeling angry or upset.

**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.

**Taking a Pause** can also be helpful when parents/caregivers or teens find that their teen or parent is irritating them or has done something wrong. It gives them a chance to respond in a more positive way instead of reacting negatively.

**Taking a Pause** can also be useful for you as a facilitator!

### **Suggestions for teaching participants “Taking a Pause”:**

Use the below text as a guide to leading participants in **Taking a Pause**.

You should pause for about 5 seconds at each [Pause] in the text. It is helpful to follow your own instructions during the pause.

### **Step 1: Preparation**

Sometimes when we are experiencing stress, we need to take a moment to stop, acknowledge our experience, and compose ourselves.

1. Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap.
2. Close your eyes if you feel comfortable. *[Pause]*

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

1. Ask yourself, “What is my experience in this moment?” *[Pause]*
2. Notice what thoughts you are experiencing. Notice if they are negative or positive. *[Pause]*

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<sup>1</sup> **Taking a Pause** is an adaptation from Mindfulness Based Stress Reduction’s Breathing Space. Williams, Teasdale, Segal, & Kabat-Zinn (2000).



3. Notice how you feel emotionally. Notice if your feelings are pleasant or unpleasant. *[Pause]*
4. Notice how your body feels. Notice any discomfort or tension. *[Pause]*

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

1. Bring your focus to your breath. *[Pause]*
2. You may want to place one hand on your stomach and feel it rise and fall with each breath. *[Pause]*
3. Follow your breath all the way in, how it pauses, and how it exhales out. *[Pause]*
4. If you notice that you are feeling very stressed or angry, you may want to reassure yourself by saying "It's okay. Whatever it is, I am okay." *[Pause]*
5. Then bring your awareness back to the feeling of your breath. *[Pause]*
6. Keep your focus on your breath for a few moments. *[Pause]*

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

1. Allow your focus to expand to the whole body. *[Pause]*
2. Allow your focus to expand to the sounds in the room. *[Pause]*

### **Step 5: Reflecting**

1. Taking a moment to reflect whether you feel any different from before Taking a Pause. *[Pause]*
2. When you are ready, open your eyes. *[Pause]*
3. You can Take a Pause at any moment in the day – especially when feeling stressed or angry.

## **7 BUILDING A NETWORK OF SUPPORT: PLH BUDDIES**

Introduce the participants to the system of PLH Buddies as a way to receive peer support in between group sessions.

The purpose of PLH Buddies is to share experiences, successes, and solutions, and to build an external support network that will last after the programme is over.

It may be helpful to select pairs who live close to one another so that it is easy to meet once a week to discuss how their home activities are going.

**Please note:** You should try to plan ahead to make sure everyone has a PLH Buddy who lives within walking distance or at least a short distance from each other.

Both parents and teens can have PLH Buddies!

## **8 HOME ACTIVITIES**

### **It Is What You Do at Home That Makes the Difference!**

At the end of each session, you will assign Home Activities for families to practice during the week.

Make sure that each family has identified a specific goal for themselves for the Home Activity.

Make sure they go home knowing the following:

- Where will they do the Home Activity?
- When will they do the Home Activity?
- What types of activities could they do during One-on-One Time with their teen/parent?

*Write each family's home activity on a large piece of paper to review next session.*

### **10 MINUTES OF ONE-ON-ONE TIME EACH DAY**

- Spend at least 10 minutes of One-on-One Time with your parent/teen each day.
- Allow your teen to choose what activity he or she wants to do. You can give the teen options if you want.
- Practice **Active Listening** during **One-on-One Time** by repeating back to your teen what you hear him/her say.

### **SHARE YOUR GOALS WITH YOUR FAMILY**

- Find some time to share your goals with your teen/parent. Have a conversation about why this is important to you. You can also share your goals with other family members.

### **DO THE PHYSICAL EXERCISE EVERY MORNING**

- The physical exercise can help you with stress and pains in your body. Try to do it every day in the morning when you wake up.

### **TAKE A PAUSE**

- Take a Pause whenever you are feeling stressed or upset, especially if it is about something your teen/parent has done or said. You can even take a very short pause – even one or two deep breaths. This may help you to choose to respond in a different way!

### **MEET WITH YOUR PLH BUDDY**

- Find some time to meet with your PLH Buddy to talk about how you are doing during the week.

***THE KEY ACTIVITY IS SPENDING ONE-ON-ONE TIME WITH YOUR TEEN/PARENT!!!***

## **9 CLOSING**

You will close each session with a goodbye activity. Allow participants to decide how they would like to end the session. This may be a prayer or a group clap.

The Closing is also an opportunity to remind participants of the Home activities.

### **9.1 INTRODUCTION OF THE FAMILY GUIDEBOOK**

Introduce the participants to the Family Guidebook that they will be taking home after each session. The guidebook reminds participants of the activities, role-plays, and core building blocks during the session.

It also has a place for participants to record whether they have done the home activities. You should explain the content to the participants for each session and encourage them to write down their goals. Tell the participants that they should bring their guidebook to every session.

Remind participants of the core home activities for the session. Thank and praise the participants for coming!

### **9.2 TEXT MESSAGES**

Explain to parents/caregivers that they will be receiving text messages in between each session. These will remind them of the core topics from each session and to do their home activities.

**PLEASE NOTE:** If there are parents/caregivers who cannot read, see if it is possible to send audio messages to them.

### **9.3 THANK AND PRAISE PARTICIPANTS FOR COMING**

Thank participants for the commitment they have made to each other by coming to the group!

Remind them of the next session.