

# Parenting for Lifelong Health Programme for Parents and Teens

9-session version

## Facilitator manual



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# **Parenting for Lifelong Health Programme for Parents and Teens (PLH Teens)**

## **Facilitator Manual (9-session version)**

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The Parenting for Lifelong Health Programme for Parents and Teens was originally developed as the Sinovuyo Caring Families Programme for Parents and Teens as part of Parenting for Lifelong Health, a partnership between the World Health Organization, UNICEF, the Universities Cape Town and Oxford, and Clowns Without Borders South Africa.

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**Disclaimer:** The original PLH Teens programme has been tested in a Randomised Controlled Trial with supporting qualitative research in South Africa. Detailed information on the evidence of effectiveness can be accessed via: <https://www.who.int/teams/social-determinants-of-health/parenting-for-lifelong-health>. This 9-session version of the facilitator manual is yet to be tested in order to establish evidence of effectiveness.

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# **PART ONE: INTRODUCTION TO PARENTING FOR LIFELONG HEALTH PROGRAMME FOR PARENTS AND TEENS (PLH TEENS)**

## **INTRODUCTION**

Welcome to the Parenting for Lifelong Health Programme for Parents and Teens facilitator's manual! This manual is for YOU!!!

This manual is a guide to help you deliver the Parenting for Lifelong Health Programme for Parents and Teens, or PLH Teens. It contains instructions on how to structure each session, how to facilitate each activity, and specific information on the content of the programme.

It is very important that you try your best to follow all of the activities and instructions in the manual. However, please remember that the manual is only a guide to support you after participating in a training workshop by a certified PLH trainer.

**The extent to which PLH Teens can improve relationships between parents and their teens is entirely up to YOU.**

We like to say that **WHAT** you deliver – that is the content of the PLH Teens manual – **is only 20% of the programme.**

**80% of the programme is HOW you deliver the programme.** Your behaviour towards the parents and the way you facilitate the programme is the most important part.

The core skills of a facilitator model the collaborative approach to problem solving and bring about the change we want to see in parents and the community. These include understanding stages of child developmental, praising and encouraging parents, using active listening skills, being consistent and compassionate, exploring problems, and practicing solutions.

Remember that if there is anything that you cannot remember or feel unsure of, practice it with your co-facilitator.

Just as we say to the parents and teens, "**It is what you do at home that makes the difference,**" the same thing applies to you. When you practice facilitation skills before a session, you will be more confident and able to deliver the programme for parents and teens.

It is also important that you practice the skills from the programme with your own teens at home (if you have any). You may also find that many of the skills are applicable and can be helpful to have positive relationships with others – even your colleagues, friends, and loved ones!

Thank you for your commitment and dedication to reducing violence against teens and promoting child wellbeing through positive parenting.

You are a shining star for happy families!

## **1 | OVERVIEW OF PLH TEENS**

The Parenting for Lifelong Health Programme for Parents and Teens (PLH Teens) programme is a group-based family strengthening programme for parents and their (pre)adolescent children ages 10 to 17.

It has been designed specifically for families facing challenges with the goal of promoting positive parent-child relationships to reduce the risk of child abuse and neglect in their communities.

The core theme in PLH Teens is "Building a House of Support for You and Your Child." By helping parents and adolescents build a House of Support, we help participants develop positive parent-teen relationships.

The intention of this manual is to provide a guide for you to deliver PLH Teens. It is expected that you will have attended an intensive training in programme delivery prior to facilitation, and that you facilitate the programme under supervision.

### **WHO DEVELOPED THE PROGRAMME?**

Lots of different people!

This 9-session version of the Parenting for Lifelong Health Programme for Parents and Teens (PLH Teens) was adapted from the original 14-session PLH Teens programme, which was developed in South Africa as part of Parenting for Lifelong Health.

PLH Teens was developed in collaboration with the Universities of Cape Town and Oxford, the World Health Organisation, UNICEF, various government institutions and non-governmental organisations, and Clowns Without Borders South Africa ([www.cwbsa.org](http://www.cwbsa.org)). We also consulted families, practitioners, service providers, and policymakers to make a programme suitable for low- and middle-income settings.

Everyone who developed the programme agreed that the manual would be available for free to families and communities. Nobody will make money or profit from this programme.

### **PARENTING FOR LIFELONG HEALTH**

PLH Teens is part of a larger initiative called Parenting for Lifelong Health ([www.who.int/violence\\_injury\\_prevention/violence/child/plh/en/](http://www.who.int/violence_injury_prevention/violence/child/plh/en/)). Its objective is to develop and test a suite of effective, feasible, culturally relevant, and scalable parenting programmes to reduce the risk of violence against children and improve child wellbeing in low- and middle-income countries.

At present, there are few parenting programmes to prevent child maltreatment that cover the age range from 0 to 18 years and are evidence-based and affordable for low- and middle-income countries, where the need is the greatest.

Parenting programmes that strengthen families through the development and reinforcement of positive parenting practices and enhancement of positive parent-child relations are an effective strategy to reduce the risk of child maltreatment and other forms of violence against children.

These programmes promote parenting practices and behaviours that build the skills of parents or caregivers to interact positively and provide adequate support and care to their children. Parenting programmes have been also shown to be effective at preventing and treating disruptive behaviour amongst children and reducing maternal mental health problems.

Although there is a large body of evidence on the effectiveness of parenting programmes in high-income countries, there are currently very few evidence-based interventions that are well-suited for the cultural and developmental contexts of low- and middle-income countries. There may also be limitations to transporting evidence-based parenting programmes developed in high-income countries to low resource settings due to cost, licensing, and cultural relevance.

To respond to this need for locally adapted, affordable and scalable parenting programmes in low-income settings, the Parenting for Lifelong Health initiative developed prototype programmes for families with young children and adolescents.

Initially developed and tested in South Africa, the programme has now been implemented all over the world in more than 20 different countries by facilitators just like you.

## **SUPPLEMENTARY RESOURCES: PLH TEENS FAMILY GUIDEBOOK**

There is a PLH Teens Family Guidebook that goes with this facilitator manual. This Guidebook is for the parents and teens to use at home during the programme. The guidebook provides an overview of what was discussed during each group session section and some activities parents and teens can do together at home. At the end of each chapter of the guidebook, there is a section where the parents and teens can report on whether or not they did their home activities.

## **WHAT IS THE PROGRAMME AIMING TO DO?**

The Parenting for Lifelong Health Programme for Parents and Teens is for caregivers and their pre-teens and teenagers between the ages of 10 to 17. Many children and youth are cared for by someone who is not their biological mother or father (e.g., aunts and uncles, older siblings, cousins and foster parents). When we talk about 'parents' and 'parenting,' we mean the caregiver

of the teenager, whether that person is their biological parent or not. This includes any person who is a primary caregiver, responsible for the wellbeing of the teenager.

The goal of PLH Teens is to help cultivate open, caring and trusting relationships between caregivers and their children. Healthy and positive relations help parents to protect their adolescents against a variety of negative health and social outcomes. Positive parenting also helps parents teach their children responsible behaviour and assist them towards attaining goals that their children have set for themselves.

Raising children - especially teenagers - can be challenging for most parents, especially today. Many parents find themselves dealing with a number of issues that negatively influence their children and are harmful to their health and wellbeing. Risks such as school drop-out, substance use and delinquency, and sexual risk-taking are areas of growing concern amongst many parents.

Being a teenager also comes with its own difficulties. With major and simultaneous changes taking place in the body, brain, emotions, and relationships; and the different pressures faced at home, at school and within the community – many young people find themselves not sure what to do or who to talk to. Sometimes they get the wrong advice and end up making decisions that may be harmful to them. Talking to a parent about these difficulties or uncertainties can seem very difficult or intimidating.

Parents sometimes find it difficult to relate to their teenagers, let alone speak about sensitive issues such as sexual risk-taking which may be affecting their children. This can be very hard for both the parent and their teenager!

By being more involved in their children's lives parents are able to support their teenagers to establish the right decisions about their present and their future. In turn, young people are able to communicate more effectively with their parents and approach them for help and guidance when faced with challenges.

**In summary, PLH Teens aims to:**

- Increase parenting skills and confidence in raising teenagers
- Improve positive parenting behaviour
- Help teenagers to manage their behaviour including HIV risk behaviours
- Help families to respond better to crisis situations
- Improve mental health and social support
- Improve problem-solving skills
- Decrease harsh discipline
- Reduce some of the stress that families feel about money
- Improve knowledge of referral services available in the community

## EVIDENCE-BASED APPROACH

The programme uses culturally relevant approaches based on core principles called **Building Blocks** found in evidence-based parenting programmes from around the world.

**These core principles include:**

- Facilitators and participants working to solve problems together
- Activities for participants to engage with
- Practicing the things we've learned when we go home
- The importance of support, encouragement, and praise in developing strong and positive relationships
- Establishing house rules and giving clear instructions
- Alternative means of discipline, including using consequences
- How participants can take care of themselves and relieve stress
- The importance of providing a safe space to talk about difficult topics, such as sexual behaviour, substance use, safety in the community, and conflicts at home

There are also many other, more specific, building blocks throughout the programme that are connected to each session's main theme.

Although the programme includes some teaching of skills to help develop positive parent-teen relationships, we mainly focus on *practicing skills* by learning through doing.

We need to make sure that participants practice the new skills and ways of doing things, because they remember things much better when they do these themselves, and they are then more likely to do the same things at home.

***It is what we do at home that makes the difference!***

## **2 | PROGRAMME CONTENT AND DELIVERY**

### **BUILDING A HOUSE OF SUPPORT**

PLH Teens uses the model of a House to demonstrate why it is important to build a strong, positive relationship between caregivers and their teenagers. Like building a strong House with walls to support the roof that keeps everybody sheltered, PLH Teens helps families work together to make plans and practice solutions that will help improve their lives at home.



## **1. The Foundation**

Every home requires a strong foundation to build upon. In PLH Teens, parents and teens first create a foundation for positive relationships and development by identifying **positive, specific, and realistic goals** to achieve during the course of the programme.

## **2. The Walls**

The walls symbolize the importance of establishing positive and healthy interactions between the parents and teens. This includes spending quality One-on-One Time with each other, learning how to communicate about emotions, managing anger and stress, and praising and supporting each other.

The more parents and teens focus on positive relationship building (the walls), the less likely there will be negative interactions between parents and their teens. If teenagers feel disconnected and emotionally insecure, they engage in risky behavior that may endanger their lives or affect their future. This will make parents will feel stressed and unhappy.

When parents spend more time building positive relationships with their teens, they often need to do less disciplining. Teens begin to feel more comfortable about communicating openly to their parents. They will also be more likely to behave in a positive way. At the same time, parents will feel respected and appreciated, with less stress. Both will feel mutually loved and supported.

As a result, the walls provide a structure for healthy development and the ability to solve problems together when they arise.

## **3. The Roof**

As we move to the roof, we focus on setting limits, establishing house rules, and dealing with difficult behaviors. 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.

If the foundation and walls of the House are strong, the roof will be easier to maintain. If the walls are made out of bad material (negative interactions), or if we spend all our time worrying about the roof (making rules, disciplining, and punishing our teens), the House will fall down.

## **4. The Garden**

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

## 5. The Fence

Finally, the fence symbolizes the importance for teens to receive as much care and protection as possible from their parents. Parents need to provide continual guidance and support in order for teens to be adjusted and emotionally prepared to cope with life experiences and challenges. Through consistent care and support, parents are able to respond to their teens' needs and ensure that they achieve their aspirations for a positive future.

### OVERALL STRUCTURE

PLH Teens has the following components:

- One-on-one consultations with parents and teens before group sessions;
- 9 weekly group sessions on developing positive parent-teen relationships (some delivered together and some with separate groups for parents and teens);
- Phone consultations and text messages in between each session to support engagement in home activities;
- Participants are encouraged to meet weekly with their **PLH Buddy** to discuss home activities. This is another participant that they have been 'paired' with from the programme;
- Final celebration or graduation ceremony at the end of the programme;
- If participants want to, they can continue meeting in groups in order to keep supporting each other. These support groups are also opportunities to address other issues facing the community including health care, school support and involvement, and government support.

***You will work in teams of 2 facilitators when delivering the programme.***

You and your co-facilitator can support each other and also help with taking notes of the parent's ideas and contributions during the programme. It also helps to give everyone individualised attention when you are facilitating more than one group.

Before the group sessions, you will conduct one-on-one consultations either at home (or at a centre if the family would prefer to meet there) with each participating family to learn more about the home environment, parent/teen goals, and challenges with their teens (see below).

During the programme, families meet as a group (maximum 15 families per group) to explore key themes of the programme. Although there may be more than one teen between the ages

of 10-17 years, the programme is best delivered to pairs of parents and teens – one parent/caregiver for every teen in the family.

Parents/caregivers should choose the teen that they are having the most difficulties with to be their target child. However, the skills that they learn may be useful for all of the children in the family.

Participants learn new skills, or building blocks, of how to improve their relationships. They also discuss why these skills might be helpful in supporting a happy and peaceful environment at home as their children develop into adults.

Each session, families are given home activity assignments to practice these skills with each other. We also include weekly phone consultations to check in with parents/caregivers about how they are doing with their home activities with their teens, and text messages to remind them of the core principles and skills from each session.

Some parents, especially those who are very poor, may not have regular access to a telephone. In this case, you may want to try to visit the families at home or at a community centre to check in with them individually in between sessions.

Towards the end of the programme, participants are given the opportunity to organise their own celebration of their journey and what they have learned. This typically involves sharing experiences of the programme, singing traditional songs, traditional dancing, as well as storytelling. This may include the parents' other children, teens' other siblings, as well as other members of their families.

If parents want to, they can continue meeting in ongoing support groups to help each other as their children grow up. Parents should also be encouraged to create Facebook or other community-based groups in order to stay in contact and support each other.

The support groups are also opportunities to address other issues facing the community including health care, school support and involvement, and government and NGO welfare support.

You also need to consider whether your agency can offer them any additional or ongoing support. Even text messages or letters/cards by post after 6 months or other similar tokens can make a difference in maintaining positive parenting in the family!

## **SESSION CURRICULUM**

The following is a brief overview of the structure of PLH Teens, which includes pre-group session consultations for each family, 9 group sessions, and a group celebration. A more detailed description is provided in subsequent chapters.

### **Foundation | Establishing Parent-Teens Goals**

Pre-group session consultations are done with each family to establish goals and learn about the context in the family.

### **Walls | Positive Parent-Teen Relationships**

Session 1: One-on-One Time with Your Parent/Teen

Session 2: Keeping it Positive: Positive Reinforcement of Positive Behaviour

Session 3: Keeping it Cool: Managing Anger and Stress

Session 4: Establishing Rules and Routines

### **Garden | Family Budgeting**

Session 5: Family Budgeting and Ways to Save

### **Roof | Positive Discipline and Managing Conflicts**

Session 6: Accepting Responsibility for Our Actions

Session 7: Resolving Conflicts in the Family

### **Fence | Safety and Responding to Crisis**

Session 8: Keeping Safe in the Community and Responding to Crisis

### **Celebration | Widening Circles of Support**

Session 9: Reflecting and Moving On

## DAILY SESSION STRUCTURE

Every session is structured in similar way in which you and your co-facilitator guide parents and teens through a series of activities along a core central theme.

While the content might vary from week to week, the core activities remain the same.

Sessions always start with welcoming activities. Then participants have an opportunity to discuss their experience with home activity assignments, including exploring and practicing solutions to challenges encountered in between sessions at home.

After a brief break, participants are then introduced to the core lesson of the session. This includes identifying building blocks from role-plays, discussing principles about why these skills would benefit their relationships, and practicing the skills in role-plays.

At the end of each session, participants are assigned a new home activity to apply the skills at home. This is then followed by the closing ritual.

This manual provides an overview of the session activities at the beginning of each chapter. The Facilitator Report Form also has a checklist with **core activities in bold** and supporting activities in normal font. This is to help you and your co-facilitator prioritise the most important parts of the session.

Session Breakdown	Time (2 hours)
1. Welcoming Activities	10 minutes
2. Home Activity Discussion	40 minutes
3. Break	10 minutes
4. Core Lesson	40 minutes
5. Assignment of Home Activity	10 minutes
6. Closing	10 minutes

### ***PLEASE NOTE: GO AT YOUR FAMILIES' PACE!***

***It is very important that you make sure that the families understand and can apply the core lessons from each session before moving on to the next topic. That might mean that the programme takes a little longer than 9 sessions.***

## FAMILY GUIDEBOOK

The programme includes a Family Guidebook to support the learning and retention of new skills learned during the group sessions.

At the end of each session of the guidebook, there is a section where the families can record whether or not they did their home activities for that session.

Explain to participants that they should put a check in the box if they do that activity each day. At the beginning of the next session, they can show their report to you.

If they have completed their home activities, or at least made an effort to do them, you can give them a sticker, a simple reward, or even just extra special praise!

HOME ACTIVITIES  
Session 1, week 1

• Plan your home activities  
• Record your progress  
• See how well you are doing!

In our next group session, we can refer back to this guide to share all about our week of Sinovuyo home activities...

What must I do?	When and where will I do it?	How did it go?
Complete 1 Physical Exercise  This week I can do this: _____ _____ _____ _____	Every Day !  What time will I do it? _____  In the house? Or outside? _____ _____ _____ _____	Think about what it was like to accomplish this home activity.  What happened? How did it feel?  _____ _____ _____ _____
Review my goals  • Read through and reflect on your goals for Sinovuyo  • Share your goals with your teen/ parent and one other person in your household	Find some time to do this once during the week.	Think about what it was like to accomplish this home activity.  What happened? How did it feel?  _____ _____ _____ _____

### Example of a Home Activities Report

### **3 | INDIVIDUAL FAMILY CONSULTATIONS BEFORE GROUP SESSIONS**

It is important that you or your co-facilitator meets with each family before beginning the group sessions. These consultations give families the opportunity to learn more about the programme and ask any questions about their involvement. They are also to give you the chance to learn more about each family who will be participating in the group.

You can divide the families so that each of you is responsible for half of the group. It is important that you are aware of each parent and teen's issues and goals, so please meet with your co-facilitator and discuss the backgrounds for the entire group.

Individual family consultations are best done at the home of the family. In exceptional circumstances, when this is not possible or the parent refuses to accept a visit at home, you can arrange to meet the parents at a community centre or other public place near where they live.

When participants begin to change the ways they interact in the household, it will also affect everyone else. You may want to meet with the entire family to explain PLH Teens to everyone, and to encourage them to support those who are attending the programme.

You should bring a flyer of the House to the home visit to help explain the programme to everyone involved. You can also bring the Family Guidebook with you so that every family has a copy before the programme begins.

#### ***Learning about the family, teen, and relationship between parent and teen.***

You should use the pre-group session consultations to learn as much as you can about the family circumstances and challenges:

- How many children/teens are in the household?
- Who else provides care for the children/teen?
- What are some of the difficulties that the parent is facing with her/his teen?

Lastly, it is important that you help the parents and teens to identify ONE positive, specific, and realistic goal that they want to achieve during the programme.

#### ***These goals should be stated in a positive way.***

Ask the parents and teens to describe their expectations about the programme. Try to help them identify a specific goal or goals for their relationship with each other. The goal should be:

1. **Positive:** The goal should describe something they want to happen instead of something that they do not want.

2. **Specific:** The goal should be detailed, so that the parents and teens can understand exactly what it means.
3. **Realistic:** The family should be able to achieve the goal during the course of the programme.

For example, instead of saying, "I want my teen to stop swearing at me," a parent should be helped to state the behaviour that she or he wants to see: "I want my teen to talk in a polite and friendly way to me" or "I want my teen to communicate in a calm way when s/he is angry."

Finally, pre-group session consultations are opportunities to discuss any logistical matters with the families about the time and place for the sessions, any transportation or childcare needs for younger children, or specific food requirements for any snacks during the programme.

### ***Participant profiles***

After each consultation, you should create a participant profile for each family.

These profiles will help you remember the individual circumstances that each family is experiencing. You can also update the profiles as the parent progresses through the programme.

Make a note if there are any particular challenges or situations at home that might be important to remember when delivering the programme.

**PLEASE NOTE:** It is often difficult to schedule a pre-group session consultation with both the parent and target teen present. If this is the case, you can prioritise meeting with the parent individually without his/her child.

### **Suggested Structure for Pre-Group Session Consultations:**

- A. Introduce yourselves to the parent and the whole family if present.
- B. Provide an overview of programme using the House as an example.

(This can just be the basics like the programme will help families strengthen their relationship and parents' ability to guide and support them as they make life decisions)

- C. Discuss with the parent about his/her relationship with his/her teen:
  - a. *If the programme is being delivered as part of a study:*

Remind the parent that s/he will be focusing on the target teen selected during the baseline assessment.

b. *If the parent has not selected a specific teen to focus on during the programme:*

Ask the parent to select one teen between the ages of 10 and 17 years old to focus on during the programme. If the parent has more than one teen between this age range, s/he should select the teen with whom s/he is having the most difficult relationship or challenges when managing the child's behaviour.

You can also reassure the parent that the skills learned in the programme may be applicable to all of the other children in his/her family but that s/he should focus on this one child.

- c. What is life like at home with your teen? Who else cares for the teen?
- d. What is your relationship with your teen like? What are some challenges that you are facing in terms your relationship with your teen?
- e. Are there other challenges that make it difficult as a parent?

D. Family background:

- a. Who else lives at home? Husband/Wife? Partner? Grandparents? Are there other adults who are involved in the family life but do not live at home (e.g., work elsewhere)?
- b. What kind of support do you already receive from close friends and family members that you can trust nearby?

E. Goals for the Programme

- a. What are your goals, expectations, or hopes that you would like to achieve during the programme?
- b. How do you want your relationship with your teen/parent to be different?
- c. **Please Note:** Help the parents/teens identify ONE specific, positive, and realistic goal
- d. Write it down at the bottom of the family case profile.

F. Practicalities

- a. Time and place of session
- b. Transport, food, and childcare needs (can they arrange for someone to look after their teen during the sessions?)

G. Any other questions?

## **4 | GUIDE TO FACILITATING GROUP SESSION ACTIVITIES**

### **4.1 WELCOMING ACTIVITIES**

The welcoming activities establish a sense of regularity and consistency throughout PLH Teens. At the beginning of each session, facilitators set up the room, welcome the parents and teens, lead the group in a physical exercise, and give families the opportunity to check in on how they are feeling.

#### **PREPARATION**

It is very important for you to be well prepared. This shows respect for the participants and makes them feel welcome. For every session you should prepare as follows, working with your co-facilitator to do this:

- Study the session you will be giving and make sure you are absolutely clear on your goals for that session. You also need to agree with your co-facilitator on who is leading which part.
- Allocate your time according to the needs of the group.
- Remember that you will need to plan approximately two hours for the sessions.

#### **SETTING UP THE ROOM**

Arrive early!

Make sure you have plenty of time to set up the room and prepare yourself for each session. You should set up the room in a way that makes a comfortable environment to learn together as a group.

Chairs should be placed in a circle. Make sure there are enough chairs for everyone. A participant can feel rejected if she or he arrives and there isn't a chair for her or him.

Make sure you have all your materials necessary. These include:

- Snacks and drinks for the break
- Flip chart, paper, and pens or markers, name tags
- Tape/adhesive to display flip chart paper with participants' ideas on the wall
- Video camera if you are recording your session
- Lunch if you are providing it
- Any other materials such as transportation reimbursements, attendance lists, etc.

***PLEASE NOTE: Be sure to check the manual before each session to see if any extra materials are needed for the session!***

## **WELCOME THE FAMILIES**

Welcome families individually as they arrive and praise them for making the effort to attend each session.

You can give extra praise to those who arrive early!

The warmth and kindness that you show a participant can make a huge difference on how he or she feels during the session. It also encourages them to attend more frequently.

If possible, it is also nice to provide some coffee, tea, or juice and a small snack (fruit or biscuits) for those who arrive early to the session.

This can also boost attendance and participation!

## **STARTING THE SESSION**

Each session should start on time. This should be a time that is clearly stated during the pre-group session consultations and emphasized as a Ground Rule during Session One.

You should model the principle of following the rules one sets by starting on time.

At the beginning of the session, you should also greet and welcome the entire group and thank them for making the effort to come to the session.

## **PHYSICAL EXERCISES**

Each session begins with a short physical activity to help participants connect to their body and relieve stress or tension in the body and mind. For the parents, exercises help circulate blood, ease pains, release stress, and become aware of breath. For the teenagers, it relieves stress and tension but also energizes the group and warms up the imagination while playing together.

When teaching the physical exercise with participants for the first time, you need to be patient and explain each movement clearly. It is also very important that participants only do the exercises that are comfortable for them. Everybody is different and has different abilities – we don't want anybody to hurt themselves!

***It is okay to pause and gently correct postures and movements if necessary.***

Many of the participants may not be used to moving their bodies and may need encouragement and more guidance than you expect. As you lead the physical exercise during each session, the participants will gradually become more comfortable with the movements.

If someone needs to sit down, one should encourage him or her to participate as best as they can from a sitting position. It is also very important to make sure the ***movements are smooth***, and ***breathing is relaxed***.

Encourage participants to do the physical exercise at home on an ongoing basis. You can suggest that they do it first thing in the morning.

### **Leading the Physical Exercise:**

*You can read out loud the following text below or use the drawing to help you during the first few times you lead the physical exercise.*

#### *1. Stretching our bodies*

Stretch arms straight up as if you want to touch the sky. Stretch to both sides. Stretch to the front. Stretch to the back.

#### *2. Head and Neck*

Stretch right arm up and put your head on your right shoulder, then put your hand on your ear. Hold for 4 breaths.

Stretch left arm up and put your head on your left shoulder, then put your hand on your ear. Hold for 4 breaths.

Place your chin on your chest. Slowly roll your head gently up so that your right ear is near your right shoulder. Slowly roll your head back to your chin. Do the same to your left shoulder. Do this 4 times in each direction.

Slowly allow your head to roll around in a circle. Listen to the crackling sounds in your neck. Do this 4 times in each direction.

#### *3. Shoulders*

Roll your shoulders around to the front (4 times). Roll your shoulders around to the back (4 times).

Squeeze your shoulders tightly up to your ears as you breathe in, scrunch your eyes, and hold your breath. Release your shoulders and relax your body (4 times).

#### *4. Arms*

Relax your arms and let them swing to the same direction. The arms should swing from your shoulders NOT your elbows. This is good for your lower back.

Relax your arms and let your arms swing sideways and turn your upper body. Your arms should gently hit your back as you twist from side to side.

*5. Waist*

Hold your waist and make small circles (4 circles each direction).

*6. Knees*

Bend your knees a little and hold them with both hands and make small circles to both sides. Make sure the circles are smooth and that you do not lock your knees (4 circles each direction)

*7. Feet and Ankles*

Place one foot in front of the other and make small circles from ankles and remember to turn to both sides. Do each foot with 4 circles in each direction.

*8. Hands and Wrists*

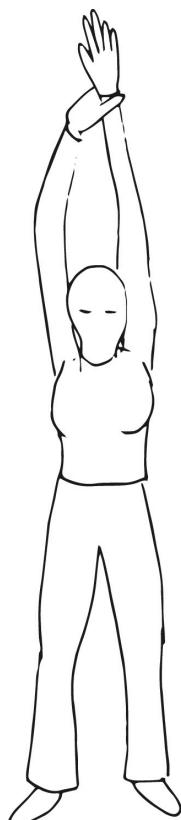
Turn your wrist as if you are painting, with both sides in and out.

*9. Shake the whole body: move your body high, low, centre, all around. Have fun!*

*10. Notice how your body feels. **Remind participants to breathe in a relaxed way!***

# Physical Exercise

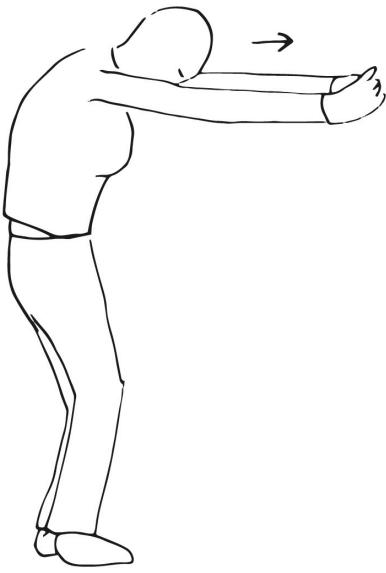
## 1. Stretching our bodies



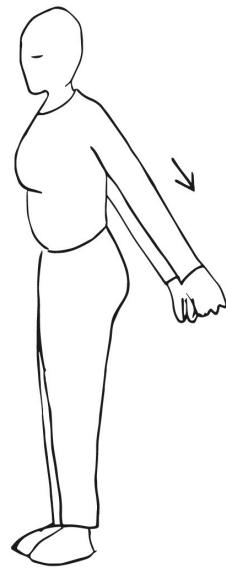
Stretch arms straight up as if you want to touch the sky  
(4 deep breaths)



Stretch up into your left and right sides  
(4 deep breaths)

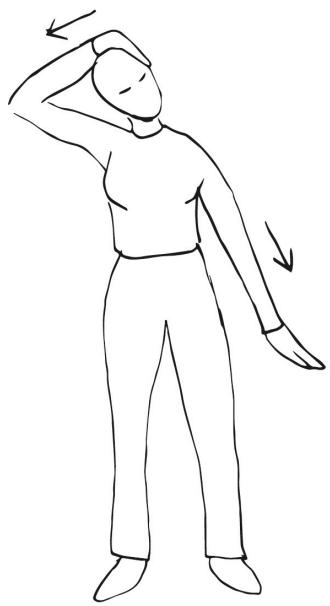


Stretch to the front  
(4 deep breaths)



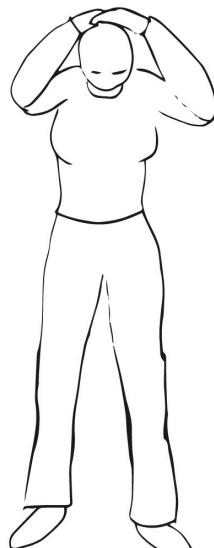
Stretch to the back  
(4 deep breaths)

## 2. Head

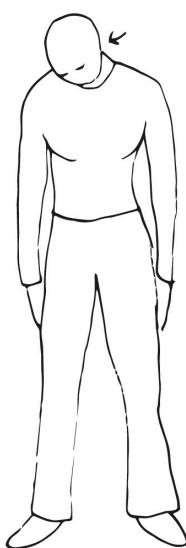


Stretch right arm up and put your head on your right shoulder, then put your hand on your ear.  
(4 deep breaths)

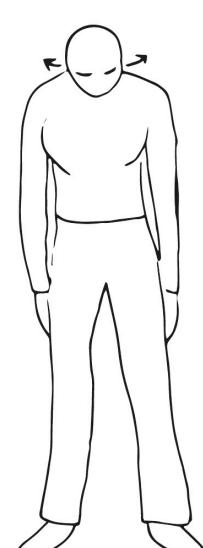
Stretch left arm up and put your head on your left shoulder, then put your hand on your ear.  
(4 deep breaths)



Link your hands and use the weight of your arms to hold the back of your head down  
(4 deep breaths)

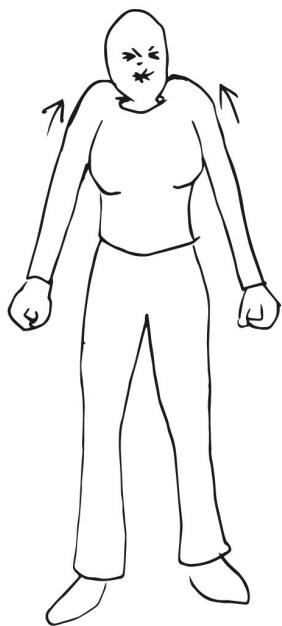


Place chin on your chest and then move your head to the left so that your ear is near your shoulder Then move head to the right. (4 times)

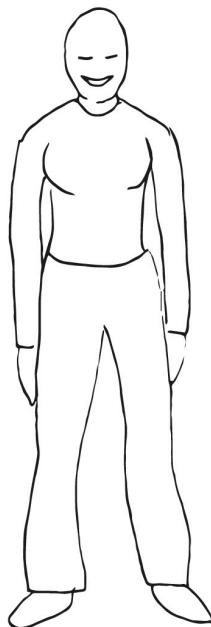


Move your head around in full circles slowly (4 times)

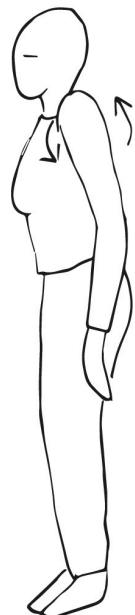
### 3. Shoulders



Scrunch face, squeeze hands and bring shoulders up to ear. Hold body tight with breath.

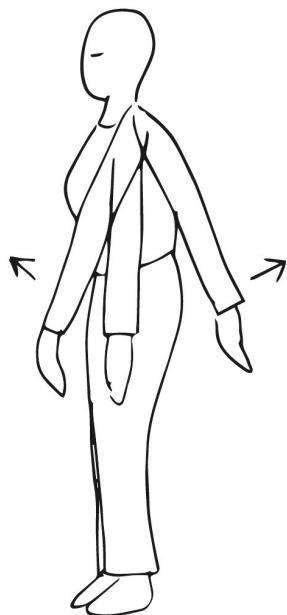


Release everything breathing out loudly.  
(4 times)



Rotate your shoulders in circles to the front (4 times)  
Rotate your shoulders in circles to the back (4 times)

### 4. Arms

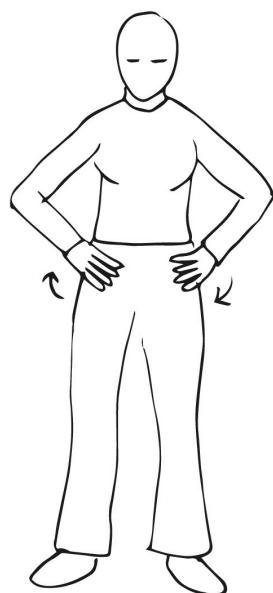


Relax your arms and let them swing them from your shoulders forward and backward with your knees bent slightly (10 times)



Slightly bend your knees and relax your arms. Turn from side to side leading with your hips and letting the rest of your body follow, including your arms, neck, and head. Allow your arms to swing from side to side. (10 times)

### 5. Waist



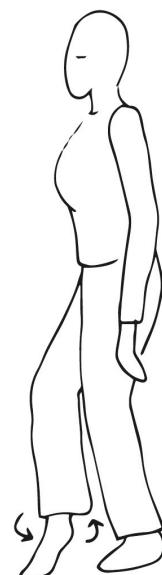
Hold your waist and make small circles in both directions (10 circles each direction)

### 6. Knees



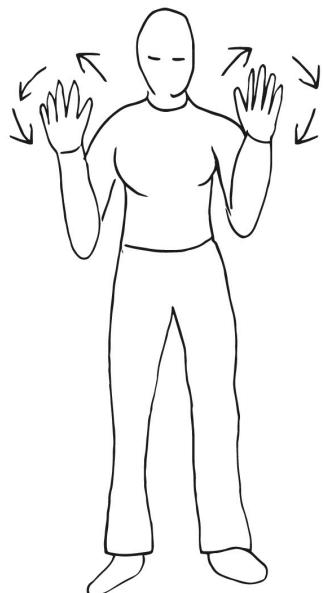
Bend your knees a little and hold them with both hands, and make small circles in both directions (10 circles each direction)

### 7. Foot and Ankles



Place one foot on the ground in front of you. Rotate your ankle outward and inward. After 10 circles in each direction, switch feet.

### 8. Hands and Wrists



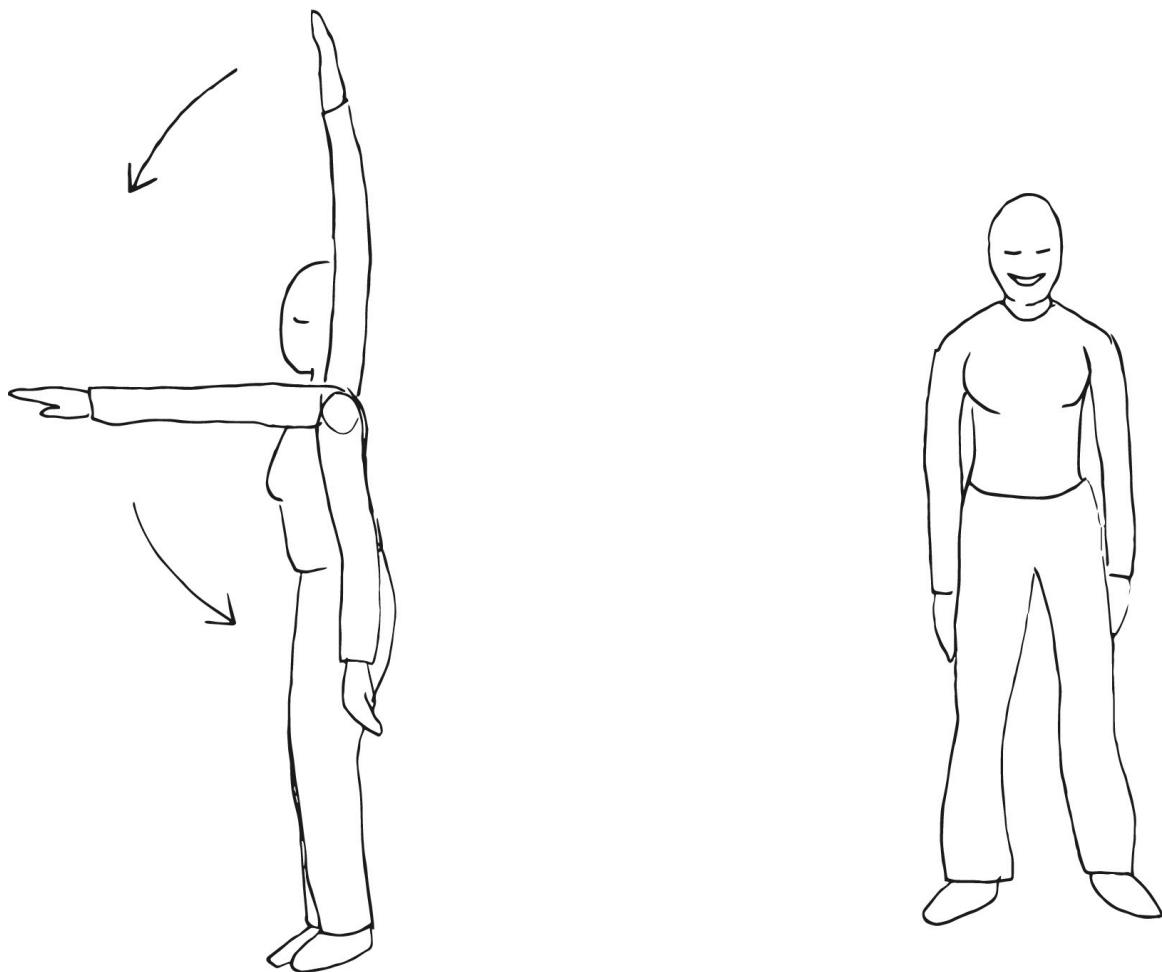
Rotate your wrists in circles as if you are painting. Make sure you go in both directions.

### 9. Shake Down



Shake your whole body in all directions.

## 10. Final Breath



Raise your arms above your head breathing in.  
Slowly allow your hands to float down by your side as you breathe out.

Stand with your eyes closed and notice how your body feels now.

**Do these exercises every morning when you wake up!**

## CIRCLE SHARE: EMOTIONAL CHECK-IN AND CHECK-OUT

We also begin and end each session with an emotional check-in/check-out.

This allows participants to share how they are feeling at the beginning of the session. You should model how to check-in or out by demonstrating before going around a circle:

1. Describe how you are feeling emotionally.
2. Describe where this feeling resonates in your body.
3. Describe the quality of that feeling or physical sensation in your body (if the participant is aware of where s/he feels the emotion in his/her body).
4. Describe the thought that is connected to that feeling.

For example:

*I am stressed. I feel it in my shoulders, which are heavy. I am worried about the bills I have to pay this month.*

*I am happy. I feel it in my heart. My son passed his exams!*

By connecting emotional feelings to physical sensations in the body, participants avoid getting caught up in the story about how or why they feel in a certain way.

***This helps them stay in the present moment.***

Bringing awareness to one's present experience can deepen one's appreciation of the positive aspects in life and a sense of compassion towards one's own challenges.

It is also a skill that they need to learn in order to observe their teens' behaviours and emotions accurately.

At the end of each session, participants will also have an opportunity to check-out as a way of transitioning back into the rest of their daily lives.

## **4.2 HOME ACTIVITIES**

### **HOME ACTIVITIES DISCUSSION (40 minutes maximum)**

During each session, participants are given activities to practice at home that strengthen what they have learned during the session. These activities are related to the core Building Blocks for each session.

***This is an essential part of the programme!!!***

Participants will only change their behaviour and attitudes when they practice changing them in their own lives (it is what they do at home that makes the difference!).

The Home Activity Discussion at the start of the session provides opportunities for parents and teens to share successes and positive experiences during the previous week(s). They may also want to share changes that they have seen in their own lives.

***Participants may have difficulty doing the home activities and you need to let them know that you also want to hear about this.***

They may face challenges or resistance from their teens/parents or other family members. They may also misunderstand a building block or do the skills incorrectly.

It is your job to help guide the participants to find solutions to the different challenges that they have faced during the week. These difficulties could be about doing the activities themselves or could be resistance from other family members. You may need to practice or rehearse with them conversations that they could have with their partners.

You should use Home Activity Discussion to share with the group the parenting principles that each parent has used in home practice, and make sure everyone in the group understands a particular parenting principle or skill before moving on to the next one.

If it is apparent that several families have not grasped the content of the previous session, you will need to revisit the previous session content and do practicing of skills (or group practices) instead of introducing the content of the next session.

For example, if several families are struggling with understanding how to use establish rules and routines, you may want to repeat this session and redo all the role-plays.

### ***It is important to go at your parents' pace!***

Finally, you should actively praise all families for trying and encourage those who have difficulties in finding realistic and achievable goals.

Every family will have both positive and negative experiences at different times during the programme. By praising participants, you are modelling for them how to praise each other – praise them often! It's our job to promote the positive while helping families overcome their challenges!

***Please note: Remember that the programme is delivered in a group but with an individualised approach, so it has to address individual needs and circumstances!***

## **HOW TO LEAD THE DISCUSSION ON HOME ACTIVITIES**

Discussions on home activities should start with reminding families of what you asked them to do, including the key building blocks.

Each session has a series of questions to help guide you discuss experiences at home.

If you have a large group, you might want to split it into two and have one facilitator in each, in order to manage time and facilitate group interaction. If you do this, remember to share key learnings from each small group when returning to the large group.

You can first ask for an example of something that went well for them. Tell them that: "We cannot hear about everything you have done this week so think of one example".

If a participant presents a challenge during his/her home activity, you need to decide:

- a) if exploring it is something that is relevant to the programme,
- b) whether the discussion will benefit the whole group, or
- c) is something that you need to address outside the group.

Even if it is relevant to the group, it still may not be the time to address it so you may need to put it on the list of things to cover later in the programme.

If you are going to address it, you should first be clear about exactly what happened. Practice using your Accept, Explore, Connect, and Practice (A-E-C-P) facilitation skills to explore the problem (see below).

***Practice or rehearse those solutions that you think will address the challenge effectively as a practice in front of the whole group.***

***The participant or family who had the challenge should have the opportunity to rehearse the solution.***

In summary, in addition to sharing successes, home activity discussions should follow these steps whenever challenges are presented:

- Participant share a challenging experience.
- Decide:
  - a) whether exploring it is something that is relevant to the programme,
  - b) whether the discussion will benefit the whole group, or
  - c) whether it is something that you need to address outside the group;
- Clarify so that you understand exactly what happened. Ask as many questions as necessary.
- Identify a goal and then brainstorm solutions with the parents in the group to achieve the goal.
- Discuss possible solutions with participants.
- Ask the participant with the challenge to choose a strategy to use from *those solutions that you think will be effective.*
- Practice applying the solution in role-play.
- Evaluate how it worked. Process the practice for both "teen" and "parent" in the role-play.
- Praise the participants for practicing and predict success.
- If useful, let everyone practice in pairs.
- Praise the participant for raising this challenge and having the courage to practice ("We all learn from our challenges.")
- Encourage the participant to try it again at home and predict success.

***Please note: Practicing skills and solutions to problems or challenges can happen at any time during the session.***

***The more often participants practice during the session, the more likely they will practice the skill or try the solution at home and...***

***IT IS WHAT THEY DO AT HOME THAT MAKES THE DIFFERENCE!***

## TAKING NOTES ON HOME ACTIVITIES

If you are conducting the Home Activity Discussion with your co-facilitator (as one group, not as two small groups), one of you should lead the home activity discussion while your co-facilitator takes brief notes as to what each family did during the week.

For example:

"Amina and her son Mike went for a walk together during One-on-One Time," or

"Faraja had challenges giving positive instructions to her grandchild. She practiced this during the session."

This will allow you to reflect after the session about whether a family needs extra help or maybe even a home visit to support their learning.

The note-taker should also be ready to write any new building block that comes up during the home practice discussion on the flip chart.

The note-taker should also be prepared to write on the flip chart solutions to challenges encountered so that the parent can choose one solution to practice.

***Only write down solutions that you think will work!***

## KEY BUILDING BLOCKS FOR FACILITATING HOME ACTIVITY DISCUSSIONS

The following are some key building blocks to help you guide families during discussions about home activities:

### **1. Recap/summarise what a participant shares by involving the whole group.**

Even though you are focusing on one family member's experience, it is important to involve the entire group in the conversation so that everyone stays engaged during the discussion. Include the entire group when you are talking by turning to face everyone in the group. You can also check with the group and ask if others have the same or similar experience.

### **2. Reinforce positive experiences.**

Even though a participant might share a challenge, there may be small but positive things that s/he has done that you can still praise. Make sure you notice the good. Even if it is just for trying!

### **3. Connect to the previous sessions' building blocks and principles.**

Look for opportunities to praise participants for using skills from previous sessions. Even when it is later in the programme when you are discussing nonviolent behaviour management skills,

you can bring attention to the positive reinforcement and relationship building skills that parents share.

#### **4. Praise, praise, and praise!**

Praise participants so that they feel encouraged to practice skills at home more often.

#### **5. Get to the core of the experience.**

It is important that you manage the responses of participants so that everyone has an opportunity to share. You can gently interrupt a participant to ask for more information, or to move forward in his/her story in order to get to the core of what happened at home. This can be very useful for time management!

#### **6. Use open-ended questions to explore experiences.**

Explore experiences with open-ended questions. Instead of, 'Did you do the home activity?' ask, 'How did your home activity go?'. It is okay to ask follow-up questions! It will help everyone have a clearer picture of what happened at home and how the participant felt about the experience.

#### **7. Be a detective!**

Look for the problem/issue while a participant is sharing and use questions to help the participant identify what the problem was. Think ahead about possible solutions that you can guide the group to identify.

Even a discussion about why it was difficult to do the home activities can be very helpful. If participants were not able to complete their home activity or even do the activities once, ask them what some of the challenges were with doing their home activity.

#### **8. Be open and flexible.**

Even though you might have a solution to a challenge, be prepared for participants to surprise you with something that you have not thought of. Remember that the participants are the experts and our role is to guide them to their own solutions.

#### **9. Practice, practice, practice!**

Practice solutions to challenges during the discussion. If it is something that might be relevant to other families, you can also have the entire group practice. When they practice during the session, it is more likely that they will try it at home!

### ***Have a box of important things to return to!***

Sometimes participants bring up issues or questions that are important but not on the topic of discussion for the session.

If it is something that will be addressed later in the programme, thank the parent for raising it and then put it in the "Box of things to return to" or "Refrigerator" and save it for later!

This will reassure participants that their input is important even though you cannot discuss it at this point in the programme.

You can write it down on a piece of flipchart paper under "**Box of things to return to**" to be discussed later.

Only put topics in the "Box of things to return to" if they are going to be addressed in the programme.

### **INTRODUCING HOME ACTIVITIES (5-10 minutes at the end of the session)**

It is very important that you introduce the next week's home activity to the families at the end of each session.

Emphasise the main activity from the session that families will practice at home. You can do this by showing the parents where they can record their activities in the Family Guidebook.

At the same time, families need to continue to do the things that they have learned earlier in the programme. This will continue to reinforce the Building Blocks for the House.

After introducing the activity, link it to the session content by reminding families of the session building blocks that you want them to use.

### ***Ask every family to identify and share their own goal for home activities with a specific example.***

Make sure you get each parent and teen to verbally commit to their home activity. You should also help them plan when and how the practice will be accomplished.

Make sure that families set themselves ***positive, specific, and realistic goals*** about when, where, and what they will be doing with each other.

You can record each family's commitment in their profile so that you are able to check in with them during the phone consultations.

***It is very important to make sure that goals are positive, specific, and realistic:***

**Positive:** Has the participant worded his/her goal using positive language that describes what s/he is going to do instead of what s/he is not going to do?

**Specific:** Is the goal for home activities specific as to what, where, when, who, and how (i.e. – We will spend 5 minutes a day of One-on-One Time before we prepare dinner). Is the activity connected to the participant's goals and the specific home activities? When will the home activities be achieved?

**Realistic:** Are the families setting goals that are realistic? Do the goals take into consideration the home environment and potential things that might make the home activities difficult to do? How will the families know that they have accomplished the goal for home activities?

***Finally, PRAISE participants for their commitment to improving their relationships by coming to the programme and predict success for them in achieving their goals.***

## **4.3 BREAKS, ENERGISERS, AND GAMES**

### **BREAKS**

After home activity discussion, you might be ready for a short break (with tea or coffee and a snack if available). This should take no more than 5 to 10 minutes.

Give the parents a transition warning before the end of the break to prepare them for the next part of the session.

### **ENERGISERS**

Whenever the energy levels of the group are low, you can lead a brief energising activity with the parents.

Energisers help keep the participants alert and alive in their bodies, ready for the next part of the programme.

You can also use energizers when participants need a break or when teens need to stretch their legs! It can also be any of the suggested energisers that are included at the end of the manual.

***You should be ready to do an energiser whenever the energy levels of the group are low. It can even be a brief stretch or changing seats.***

### **GAMES**

Games and lesson activities give participants a sense of play and creativity. The programme uses this opportunity to let parents and teens pretend to be kids again – to have fun and play together. At the same time, activities and games are connected to the key goals of the session and are usually a way to lead us into the core lesson.

Sometimes it makes more sense to show the game or activity and explain the rules at the same time. Other times it is easier to explain the rules first and then show participants how the game or activity is done. It is up to you to decide what works best for you.

Try to allow the participants to explore the activity themselves, unless they do not understand. Ask themselves **WHY** they are participating in a certain game or activity and encourage them to explore this question in discussion after they have played the game.

## **4.4 CORE LESSON**

*The Core Lesson should take about 40 minutes*

Every session of PLH Teens contains a Core Lesson that follows the theme of the session. The Core Lesson focuses on specific parenting principles and skills, the Building Blocks that construct the House.

Each Core Lesson begins with a role-play to help families understand the core skill or principle that is the focus of the session. The stories show families using these skills either successfully or unsuccessfully.

The Core Lesson also includes a group discussion for why we are addressing the specific topic or skill. Make sure that you allow families to come up with their own reasons for why a specific skill or approach would be helpful.

*You only need one or two ideas about why families should do us a specific skill. This should take no more than 5 minutes.*

Finally, Core Lessons include time to practice new skills via role-playing. Practicing skills helps strengthen families' understanding of and capacity to do these skills at home.

These may take place between the role-plays and may involve re-enacting them or may occur after the stories based on examples from families.

### ***Prioritize time for the Core Lesson.***

It is important that you work through each role-play and do practicing skills (group practice) with enough time to problem-solve any challenges in understanding the new concepts.

## **ROLE-PLAYS**

During PLH Teens, we use Role-plays to help parents understand how to problem-solve about specific parenting challenges.

PLH Teens follows the lives of two fictional families. These families have parents/caregivers who sometimes struggle to manage their teens' behaviour, much like all parents/caregivers - including those in the group.

The first family consists of **Mother**, **Father**, and their children, **Faraja** (17-year-old girl), **Amani** (15-year-old boy) and **Shukuru** (10-year-old girl).

There is another family consisting of **Grandma Sara**, the mother of Mother, who takes care of two children, **Amina** (16-year-old girl) and **Baraka** (12-year-old boy) who are cousins of the other teens.

The role-plays give families the opportunity to learn about how to improve their own relationships through the lives of these fictional families. The scenarios are common experience that might sometimes remind them of their own families.

***All parents have to deal with challenging relationships with their teens.***

The stories help family members identify important Building Blocks or relationship building skills that connect to the core lesson and principles for each session.

Participants will enjoy getting to know these families.

**Types of Role-plays**

There are three types of role-plays: 'negative', 'positive' and 'open'.

- **Negative:** These are stories that show a negative scenario, where a problem or situation or discussion does not end well.
- **Positive:** These are stories that show a positive scenario, where a problem or situation or discussion ends well.
- **Open:** These are stories that end with someone having to decide. They are 'open'-ended, so could end well or badly – depending on what the participants discuss.

'Open' and 'negative' stories are discussed and then corrected by the participants.

**PLEASE NOTE: Each session has about 4-5 role-plays that are connected to the overall session topic. There are always 2 stories that you should prioritise doing during each session.**

**The other stories may have specific content that might be applicable to the group of families you are working with, such as regarding substance use or sexual behaviour.**

### **Example of a Role-play from Session One**

*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"

#### **Format for working with an role-play:**

1. Read through the stories before the session. Prepare yourself so that you know the questions you want to ask and the Building Blocks you will help participants to identify.
2. Allow participants to read through the story aloud. Go panel by panel. Some participants might have difficulty reading so you need to take your time.
3. Explore the actions, behaviours, and, most importantly, the emotions in each panel.
4. Use guided questions to explore the story with parents.
5. If the story is about a negative or challenging experience, discuss possible solutions about how the family members could have responded.
6. Write down these solutions and ask participants to choose one to practice.
7. Practice the solution to the scenario, either as a big group or in pairs.

***Work through the stories at a comfortable pace. It should only take you about 5 minutes or less to discuss each story!***

## BUILDING BLOCKS

The programme uses the metaphor of ***Building Blocks***, or bricks, that help build our House.

Building Blocks describe **HOW** to use a specific parenting skill. For example: *Follow your child's lead during One-on-One Time.*

The main Building Blocks for the programme include:

- It's what you do at home that makes the difference!
- Follow your child's lead during One-on-One Time.
- Use words to describe your actions and emotions.
- Take a Pause when you are feeling stressed or angry.
- Praise the behaviour you want to see more of.
- Give positive, specific, and realistic instructions.
- Be consistent with household rules and routines.
- Use warnings for realistic and immediate consequences to support compliance.
- Work together when solving problems to reduce conflict in the family.
- Take time to care for yourself.

Each session also has specific Building Blocks for the core skill that the families learn. It is important that you find a way of prompting the participants to find these Building Blocks.

Building Blocks can be identified at any time: during role-plays, discussion on home activities, group discussions, and practicing skills.

Write these Building Blocks on the flip chart whenever someone mentions one.

***Any time that you hear someone say a building block, praise them, and repeat the building block to emphasise it and try to restate it in a memorable way.***

## GROUP DISCUSSION ABOUT CORE THEME

*This should take no more than 5-10 minutes.*

Group discussions are brief introductions to the content to help parents come up with their own reasons for using a specific skill or approach.

These discussions help participants identify the reasons **WHY** we should use a specific parenting skill or Building Block.

For instance, in Session One, we ask participants what parents and teens would get from spending One-on-One Time with each other.

It can be tempting to teach participants about the benefits of a skill, but that is not how PLH Teens works.

You need to ask specific questions to help participants to come up with the ideas that you know are the reasons for the specific content of the session.

It may take a little longer but is better that the participants discover them for themselves. They will "own" the reasons and feel empowered to use the ideas at home.

**Ask open-ended questions.** If you ask closed questions that have a "Yes" or "No" answer, it usually ends the discussion quickly.

Your role is to guide participants by asking open-ended questions. These are questions that begin with "Why" or "How" or "What"? They allow for discussion of ideas and sharing of experiences.

Follow-up with comments such as "So what I think you said is ..." or "Tell me more" to encourage participants to share more.

At times, participants will disagree with you or with each other. Your job is to accept their view and guide them towards the benefits of positive parenting and setting limits without telling them how to get there.

You also need to help them to accept that they may have differences with each other without taking sides and just move on with the programme.

We are like conductors of a big band. We know the music, but our job is to help the participants to play their instruments!

## PRACTICING SKILLS

There are two sorts of practices: those that take place in front of the whole group (group practice) and those that are done in pairs (practice in pairs).

Group Practices, or role-plays, give participants the chance to practice a new parenting skill in the safe environment of the group before trying it at home.

During Group Practices, participants have the opportunity to be both "parents" and "teens."

***Sometimes parents will play teens and teens will play parents.***

This helps participants rehearse or practice new skills. Also, when they take on the role of a teen/parent, they experience the world through their child's or parent's eyes.

Remind participants that this is a safe environment – that we are not here to criticize (possibly existing poor) practices, but to learn together, as a group, about things they can all improve about their relationships.

### **Format for leading Group Practices:**

#### **Introduce the Practice**

1. Tell participants that they now have the chance to practice the main skill from the Role-play (e.g., One-on-One Time or Talking about Feelings).
2. Establish the scenario (e.g., where the scene takes place, who is part of the scene, what is the activity).
3. Ask for volunteers. You might want to select participants whom you think will be easy to engage at first since they may be shy or hesitant.
4. Praise participants for volunteering!
5. Assign roles. One participant will act as the "Parent." Another participant will pretend to be the "Child." (The teen can act as "parent", and the parent can act as the "teen"!)
6. Describe the scene **exactly** how you want it to be. Tell the "Teen" how you want him/her to behave.
7. Remember that the focus is on the relationship between the parent and the child!
8. When you are explaining the steps, make sure you are standing in a way that all of the participants can see and hear you.

#### **During the practice**

9. Be a "Shadow" or "Angel" for those who are practicing. Stay physically close to and give suggestions or support if necessary.
10. You can also stop the practice and start over if things go wrong.
11. Allow the role-play to happen for about 2 minutes – ***not too long***.

#### **After the group practice**

12. Ask the "Parent" and "Teen" what the experience was like.

13. Ask the group for specific positive feedback on what they saw the participants do.
14. Once they see how easy and fun group practices are (and when you give them simple rewards for practicing), it will be easier to get volunteers!

### **Practice in Smaller Groups**

15. Allow the participants to practice the skills in smaller groups. They should practice in pairs with their family member.
16. Walk around the room supporting and praising participants.
17. Have a group discussion on how the group practice went.

## **4.5 CLOSING**

Each session ends with a closing activity. The closing activity should take place only ***after the assignment of home activities.***

In the same way that you start each session with an Emotional Check-in, you also end the session with an Emotional Check-out.

Certain closing activities may also model or practice new skills learned in the session. For example, doing a Compliment Circle may be done every closing, starting after the session on Praise.

You should allow participants to decide how they would like to end the session. No matter how your group decides to close the session, you should make sure the following happens:

- Review key Building Blocks from the session.
- Remind parents of the home activities and the next session.
- Thank and praise parents for coming.

## **4.6 REFRESHMENTS**

If possible, we recommend that you provide participants with nutritious refreshments during or at the end of each session. Families may come from far away to participate in the programme.

Refreshments are an incentive for participants to attend each session. Try to keep snacks/drinks varied and nutritious. It is important to respect local customs when serving food. Some persons like to pray before eating.

## **4.7 SUPPORTING ACTIVITIES**

### **PLH BUDDIES**

During Session One, you help parents connect with a 'PLH Buddy.'

Each parent will pair up with another participant from their group. You should encourage participants to pick their own buddy. A PLH Buddy could be someone who lives close by or travels the same route to get to sessions.

PLH Buddies are important during the delivery of the programme – they can help to catch up participants when they miss a session or talk about home practice with each other. They are also important after the programme has ended, so that people can keep supporting each other if they want to.

Participants are encouraged to meet up with their PLH Buddy as part of their weekly home practice.

Teens can also have their own PLH Buddy!

### **TEXT MESSAGE BOOSTERS**

Each week, you will send out text message boosters to the participants who have phones. These reminders reinforce key building blocks for the programme. They also prompt the parents to remember to do their home activities and praise them for trying. These reminders should be sent about midway between each session.

***The text message boosters are included at the end of each session in the manual.***

### **STRUCTURED PHONE CONSULTATIONS**

PLH Teens also includes structured phone consultations to support parent engagement in the programme and provide you with the opportunity to check in with each parent in an individual and personal way.

***One phone consultation should be done for each parent in between each session.***

During the phone consultation, you should explore how the parent and teen are doing, both in a general way as well as in regard to the specific home activities for that previous session.

You should also ask specific questions regarding the relationship between the parent and teen based on your knowledge of their individual circumstances at home. Check your participant profile beforehand!

If the parent is having difficulties or challenges with the home activity or his/her relationship with his/her teen, you can discuss possible solutions with the parent on the phone. Make sure that you allow the parent to think of solutions on his/her own with guidance from you!

It is okay if you cannot come up with a solution during the phone call. If the problem is too difficult to solve in a simple way, you should reassure the parent that you will work with him/her at the beginning of the next session.

Sometimes the problem will be relevant to other parents (i.e., many parents are raising the same issue). You might want to also address these challenges at the beginning of the next session during the home activity discussion. You can also raise these issues at your next coaching session since other facilitators might be experiencing them, too!

The phone consultations are also a way to check in with parents who have missed the previous session. If this is the case, then you will want to do the following:

- Tell the parent that you missed his/her presence at the previous session.
- Find out the reason for missing the session. Discuss ways to overcome any barriers to participation.
- Ask the parent how s/he is doing with the home activities from the most recent session that s/he attended.
- Provide a brief overview of the main themes, principles, and building blocks that were covered in the session.
- Ask if there are any questions.
- Thank the parent for his/her time and encourage the parent to come to the next session.

**NOTE:** It is very important that every parent receives a phone consultation in between each group session.

**The following is a suggested structure for how to conduct a phone consultation:**

1. Make sure you are calling at a suitable time when you will not be disturbing the parent. You can ask parents during the pre-group session consultations when is best to call each week (e.g., in the afternoon on a Saturday). Emphasize that it is a short phone call (maximum 10 minutes) so that they do not feel anxious about it.
2. If you find it is difficult to get in touch with a parent during the week, you can make an appointment at the end of the session for a time when it is more convenient. We recommend that you try at least 3 times to make this phone consultation with a parent before giving up.

3. Greet parent:
  - a. Ask generally how the week is going?
  - b. Ask how the teen is in general?
4. Ask about specific home activity for the week.
  - a. Has the parent done the home activity? Ask what happened? Ask for details?
  - b. Remember to use the **Accept, Connect, Explore and Practice** method (see below).
  - c. Ask if there are any challenges?
    - i. Connect to emotions of parent about how s/he feels.
    - ii. Ask for details about what happened.
    - iii. Do a brief discussion about possible solutions.
    - iv. Choose a solution, and practice/rehearse the solution if it can be done by phone.
- NOTE:** You do not need to solve the problem in the phone call.
- d. Praise parent for trying.
- e. If parent still has questions or you cannot resolve the problem:
  - i. Bring it up at your coaching session.
  - ii. Reassure that you will help solve challenges and practice solutions in next session.
5. If parent missed the last session:
  - a. Tell the parent that you missed his/her presence at the previous session.
  - b. Find out the reason for missing the session. Discuss ways to overcome any barriers to participation.
  - c. Ask the parent how s/he is doing with the home activities from the most recent session that s/he attended.
  - d. Provide a brief overview of the main themes, principles, and building blocks that were covered in the session.
  - e. Ask if there are any questions.
6. Thank parent for time and say you are looking forward to seeing them at the next session.

**Please note:** Ask specific questions regarding the parent's relationship to the child. Check your participant profiles to see how they are progressing in the programme and whether there are any specific issues that need extra support.

## 4.8 REFLECTION, REPORTING AND SUPERVISION

### POST-SESSION REFLECTION

It is important that you make time to reflect with your co-facilitator on the session as soon as it is over. It is best to do this while your memories are still fresh.

The Facilitator Report Forms that accompany this manual have some suggested questions that will help guide you in your reflection and report.

You should also indicate whether you were able to complete all the activities in the session.

Core questions to report on include:

- Did you complete all the core activities? If not, why?
- What was a specific highlight for a parent during the session?
- What was a specific highlight about your facilitation during the session?
- What was a specific challenge for a family during the session?
- What was a specific challenge for you as a facilitator during the session?
- Are there any families that need extra support with the content, the logistics or other unrelated challenges? If so, in what way?

***It is important to name at least one good thing that you did and that your partner did during the session.***

### REVIEWING PARENT PROGRESS

We also recommend that you have a conversation with your co-facilitator about each participating family directly after each session.

Each family has a participant profile that you should fill out at the end of each session. Make notes in your participant profile folder about each family's progress in the programme. You may decide that a particular family needs more support. This could be in the form of an individual conversation or text message before the next session.

You can also use this time to call any families who missed the session.

When you review each family's experiences, goals, and challenges, it will help you give him or her that individual attention that is an important component of group-based programmes alongside the group problem solving and social support.

## **SUPERVISION AND COACHING**

You will meet with the other facilitators and a certified PLH Coach or Trainer for a coaching or supervision session in between every parent-teen group session that you deliver.

These sessions are an important aspect of programme delivery. They provide an opportunity to receive feedback and support from other facilitators and an experienced coach. They also allow you to increase your skills and confidence as a facilitator.

During coaching sessions, you will have the opportunity to report on any attendance issues, share highlights and challenges experienced during the week, discuss possible solutions to challenges, and practice these solutions before applying them in the next session.

In many ways, they are very similar to what you do with family during the Home Practice Discussion!

Supervision sessions also give you the opportunity to discuss with your supervisor if there are any families that may need additional support beyond what the parenting programme can offer.

Remember that we only should make referrals with the family's permission unless it is a serious child protection issue in which a child's safety is at risk.

You will also have the chance to discuss any suggestions that might help us improve the delivery of the previous session;

Lastly, you will review the next session and have the opportunity to ask questions regarding the activities, plan the workload with your co-facilitator, and practice activities if necessary.

## PART TWO

### BUILDING BLOCKS FOR EFFECTIVE FACILITATION

## **5 | OVERVIEW OF BUILDING BLOCKS FOR EFFECTIVE FACILITATION**

This manual will guide you on what to do each session. It describes the activities in detail. It provides possible questions that you can ask for discussions and role-plays. It also includes a background on each parenting principle and lists Building Blocks that are important for parents to identify during group discussions.

It is important to remember that the content of the programme is only a small part of what it takes to deliver PLH Teens.

***HOW YOU DELIVER*** the programme is just as important as ***WHAT YOU DELIVER***.

***There are 7 core building blocks that describe HOW to facilitate PLH Teens in the best possible way:***

1. Use a collaborative approach to learning that will help to empower families.
2. Model the behaviour you want to see in the way that you behave towards families.
3. Go at the families' pace, keep everyone on board.
4. Practice active listening.
5. Understanding child development needs during adolescence
6. Make PLH Teens a happy place to learn.
7. Come prepared to each session.

### **5.1 USE A COLLABORATIVE APPROACH TO LEARNING**

In many other programmes, facilitators tell participants what to do and why it is important. Participants are used to this because our education was probably delivered in a didactic, teacher-knows-best manner.

In PLH Teens, we do things differently. We like to think of this as a collaborative approach to learning.

As facilitators, you are ***collaborators or partners*** working with families to identify plans and practice solutions that will help them to improve life at home.

***It is helpful to think of the participants as the experts who know their own teen and circumstances.***

Many families will already be practicing lots of positive ways interacting with each other. Others will be able to identify ways of improving their relationships on their own with some guidance from you and the other participants.

***Our job is to help participants learn for themselves how to achieve their goals.***

This sometimes means we have to work harder to ask the right sort of open-ended questions that will help families work out the benefits of using these techniques to improve the relationships in their families and care for each other

***When participants teach themselves, they learn a skill that will help them for a long time after the programme ends.***

## **5.2 MODEL THE BEHAVIOUR YOU WANT TO SEE**

The modelling principle is at the foundation of how we deliver PLH Teens.

If we lead sessions in a collaborative approach, praise participants often, practice active listening, and use positive instructions, participants will do the same with each other.

Likewise, if we tell participants what to do, criticise or laugh at them, ignore their needs or concerns, or only say what we do not want them to do, they will do the same.

***It is like the old saying, "practice what you preach."***

It is important to model all of the different Building Blocks in this programme.

For example, "Praise and Go," means exactly that. Praise your families and then stop there. No buts, ifs, or any other criticisms!

Use transition warnings to help prepare participants for the next activities or at the end of the break. A transition warning is letting someone know a little beforehand what will be happening next. It is also a very helpful skill.

Give positive, specific instructions that describe the behaviour you want to see.

You may even be able to ignore negative behaviour, such as snide or obnoxious comments about the programme, and praise the same participant for the next positive behaviour.

If one participant is being negative towards another participant, you may be able to deal with it by supporting the participant that is being criticized, or you may have to remind the group about the ground rule of respect without specifying why you are having the ground rule reminder.

Use simple rewards to encourage participants to arrive on time for sessions, to complete their home activities, and when they accomplish something very challenging.

Practice the relaxation activities to help reduce your own stress. It can even be taking a deep breath. Participants will learn from your example and begin to mirror your behaviour.

In many ways you are interacting with the participants in the way that you would like them to interact with each other. ***It really works!***

### **5.3 GO AT YOUR PARTICIPANTS' PACE**

You should always go at your participants' pace when delivering the programme.

PLH Teens introduces many concepts and practices that are new to parents. Sometimes, participants will initially resist learning a new approach. At other times, they may have difficulty understanding some of the more complex practices like working together to solve problems.

Make sure that the parents in your group have learned a specific parenting skill associated with the session before moving on to new content.

***Remember that building a House is a step-by-step process.***

If your families have not mastered giving praise and giving instructions, you cannot move on to household rules. Likewise, participants must understand how to solve problems together before you can discuss how to respond to crises.

This may mean that you repeat a session or take extra time problem-solving issues that come up during discussion on home activities.

***It is more important that the participants can use a parenting skill accurately and correctly than that they get through the entire programme.***

### **5.4 PRACTICE A-E-C-P: ACCEPT, EXPLORE, CONNECT, AND PRACTICE**

**A-E-C-P** is a core building block in the collaborative approach to facilitating PLH Teens. **A-E-C-P** stands for the 4 key steps in facilitating a discussion with participants:

A = ACCEPT

E = EXPLORE

C = CONNECT

P = PRACTICE

A-E-C-P can be applied at any time during the session, Home Activity Discussion, Group Discussion, and during feedback for Practicing Skills. It is also important that you model A-E-C-P so that participants begin to do the same with each other.

## **1. ACCEPT**

Participants feel encouraged and empowered to share when you **ACCEPT** whatever is said during a discussion. **ACCEPT** shows that you are paying attention to them and acknowledges that they are important and respected.

**ACCEPT** is also an important skill to model for the participants to do with each other.

There are several ways you can demonstrate acceptance:

**Reflect back, repeat, or reword** what she/he says to the entire group. This shows that you heard and understood what a participant is saying and feeling. This is also useful for summarizing and clarifying the main point of the participant to the rest of the group.

**Praise** the participant's contribution to the discussion – especially when it is a teen who is offering a suggestion since that is sometimes not easy. Thank the participant for his or her sharing, especially if it was a difficult or negative story. Highlight the aspects of the sharing that are helpful for the learning of the group.

**Use non-verbal gestures and body language** to convey that you are paying attention, acknowledging, and respecting the contribution of the participant. Name the participant by his or her name, lean towards the speaker, establish eye contact, nod and attend to all the participants in your group to maintain their inclusion and engagement in the discussion.

### ***Example from a Home Practice Discussion about One-on-One Time:***

You: How did it feel to spend 5 minutes each day together during One-on-One Time?

Parent: I was uncomfortable at first because I wanted to tell my teen what to do. But then I looked at my "teen" and started just following what she wanted to do.

You: I can understand that you would feel uncomfortable at first because you wanted to direct the activity. This is perfectly natural. But after a while you were able to allow your "teen" to take the lead in the activity and to follow her suggestions. Thank you for sharing.

## **2. EXPLORE**

Take the time to **EXPLORE** the experience fully with the participant. In order to help participants solve challenges (or to highlight positive experiences), we need to know exactly what happened either during the Home Activities or an activity during the session.

**EXPLORING** helps us understand more about the situation and identify the specific issue that the participant has experienced.

**EXPLORING** also helps develop observation skills for the participant. It helps them understand how their actions are related to each other's behaviours.

Ask questions and really know the relevant details about an event or experience that the participant is sharing to understand it fully.

If the participant is sharing a challenging experience, having more information can help you and the group consider the best possible solutions to that situation.

**Ask what, where, when, who, and how of the event or experience.** Bring a sense of *curiosity* to your questioning.

**Explore** the feelings of the parent and the teen (if appropriate).

***Examples of possible EXPLORING questions from the previous Home Activity Discussion on One-on-One Time:***

What was it like to allow your teen to lead in the activity? Did you notice anything different in the interaction?

What thoughts were you experiencing?

How did following your child's lead make you feel?

How do you think it made your teen feel?

***Example of EXPLORING with a parent from the previous Home Activity Discussion on One-on-One Time:***

Parent: I tried to do One-on-One Time with Amani but did not want to talk to me.

You: That must have been difficult for you. Can you tell us more about what happened?

What was it that you were trying to do with Amani?

Parent: Well, he was watching T.V. and I sat down next to him and I started talking about what he was watching and then he got up and left me there!

You: I can see that you felt frustrated that he left you after making the effort to spend One-on-One Time with Amani. Good for you for making the effort, though!

You (to Amani): How did you feel about your mother sitting down next to you? What made you want to get up and leave? What could she have done differently?

### **3. CONNECT**

**CONNECT** the participant's experience or sharing to larger concepts or themes from the session.

You can connect to the principles about building a House, or to the specific Building Blocks or principles being practiced in the session.

Participants may make their own connections on how a certain experience might inform other parts of their lives. Doing this can reinforce and help participants remember the key principles of good relationship building and the House.

*Example of CONNECTING from the previous Home Activity Discussion on One-on-One Time:*

You: What can we learn from this experience? [Solicit responses from the group.]

Sum up: By spending One-on-One Time with each other and allowing teens to take the lead, we build their confidence and self-esteem. They also feel loved and appreciated when we simply notice what they are doing with our full attention. This goes back to what we are learning in the first part of building our House – how we can strengthen our relationship with each other. (Point or refer back to the Building Blocks of the session on One-on-One Time.)

### **4. PRACTICE**

#### **It is what you do at home that makes a difference!**

Scientific evidence tells us that people are more likely to use skills at home if they practice them during the session.

This means that you have to give participants as many opportunities as possible to practice key skills, whether in Group Practice or Practice in Pairs.

Practice may also happen during Home Activity Discussion, such as when a participant shares a challenging situation. This allows the participant to practice a possible solution to her challenging situation with her teen/parent before trying it at home.

### **TIPS: What to do when you have a participant who talks too much?**

Sometimes we have participants who want to share their thoughts and experiences too much. While it is important to be open to everyone, facilitators must also make sure everyone has a chance to talk. Here are some tips to use if someone is taking all the time during a group discussion:

- Thank the participant for sharing
- Explain that it is important for others to have a chance
- Tell the parent that we all appreciate how much we can learn from him or her
- Offer to talk more during break time or after the session
- Refer back to what the participant said so that she or he feels heard and respected

### **A-E-C-P with Sensitive Issues**

Facilitators may want to be aware of the following ways that **Accept, Explore, Connect, and Practice** can be helpful while leading discussions relating to difficult issues such as substance use or sexual behaviour:

- **Accept** by showing that you are listening and acknowledging how brave it can be to speak about sensitive issues that may be affecting families in the homes and communities they live in.
- **Accept** by showing that you understand and respect whatever feelings participants express. Remember to praise participants for being brave when they share feelings.
- **Accept** by reminding participants that it is important that they know they are in charge of telling or talking about their experience. The workshop is a safe space for exploring different ways of talking about sensitive experiences.
- **Accept** by reminding participants that they can say as little or as much as they want. They don't have to answer questions that may be seemingly sensitive if they don't want to.
- **Explore** by reminding participants that there is no right or wrong response to what they share in the group whether it's about the way they respond to issues such as substance use or sexual behaviour

**[There are as many different opinions, experiences and ways as there are people. It is important that as a facilitator you ensure that the group foster mutual respect when listening and sharing.]**

- **Connecting** to sessions in which participants discuss sharing emotions, collaborative problem solving and making long-term goals are particularly helpful in talking about sensitive issues.
- **Connect** to "Taking a Pause" when discussions feel stressful or difficult.

During the programme you will speak about sensitive issues. It is important to note that it is okay if you do not have all the answers about these topics.

**Remember: Your role as a facilitator is to help parents and teens identify their own solutions problems that they are experiencing.**

Remember to draw on the collective experience of the group and the knowledge that exists outside the group. During the programme you will be able to share on some of the referral services available to the group outside of the sessions.

- Counselling and Testing (e.g. for STIs)
- Social services
- Psychosocial / spiritual support/ Support groups (parent groups & teen clubs)
- Educational support
- Income generation/ Economic Strengthening

You may want to discuss with your supervisors where parents and teens can access facilities that provide professional advice about dealing with sensitive issues and other additional support services to families.

**Remind participants and yourselves of these sources of support.**

**Are some participants quiet during discussions relating to sensitive issues?**

**Do participants want to discuss why?**

As a facilitator, you should be aware that sensitive issues such as depression, sexuality, substance use, and sexual behaviour may have stigma attached to them.

Stigma can lead to lots of different feelings, including of being alone; of being cut off from opportunities at school or work; of feeling depressed or down; of feeling increased stress; of isolation from communities, friends and family.

During discussions about sensitive issues, facilitators should remind participants that they will be accepted for what they do or do not say.

Remind the group how important it is to appreciate the support and listening skills of others if they are quiet.

## **5.5 UNDERSTANDING CHILD DEVELOPMENT NEEDS DURING ADOLESCENCE**

Adolescents (ages 10-18) are going through different experiences and have different needs than younger children. It can be a period of life that is very positive and fun – a time of growth and potential – but it is also a time that can be very challenging and stressful. Do you remember? We were all adolescents once!

The adolescent body is changing dramatically: in height, in shape, inside (the reproductive organs mature) and outside (skin, facial hair, voice). This means that teenagers can feel more self-conscious and may feel good or bad about their looks.

The teenage brain also continues to grow and change through their 20s! Studies have shown that parts of the brain that regulate emotions mature earlier (around 13-16) than parts of the brain that control decision-making, impulse control, and thinking about consequences of actions. This means that teenagers may be more likely to engage in risky and impulsive behaviours, especially if these are pleasurable or fun, because they are still learning how to control themselves. This also means that adults must help to guide their thinking and their behaviours.

Teenagers are on the road to become adults in society. Part of helping them become a productive and well-adjusted adult is to balance the setting of rules and limitations with independence. You can think of this process as “scaffolding”, like the guideposts surrounding a house that is being constructed.

While the child is less mature, adults may provide more rules, monitoring, and direct instructions. But when the child is older and is showing more responsibility, the adults can gradually step back and adjust their family rules and routines to allow their teen to behave more independently and take responsibility for their actions. The ways adults and teenagers communicate with each other will change too to become more collaborative.

Finally, teenagers are concerned about understanding and forming their identities. They can develop a positive identity when adults recognize and praise their good qualities and behaviours. They may experiment and explore what they like and who they are, and this is part of figuring out their identities.

## **5.6 MAKE PLH TEENS A HAPPY PLACE TO LEARN**

Parents will want to come to the sessions and participate in the activities if you create an environment that is welcoming, open, and respectful.

Everyone likes a place that is warm and inviting. It can be helpful to think of the group as a family itself.

### **Tips for facilitators to make PLH Teens a happy place to learn:**

1. Invite parents and teens to participate: Notice when someone is holding back and ask if he or she wishes to share an opinion or experience.
2. Make sure that everyone in the room can hear you (and each other).
3. Sit when you are talking. Be on the same level as the participants and sit among them. If it is possible, try to sit among them instead of at the front of the group.
4. Create a comfortable and welcoming place to meet.
5. Make sure there are enough chairs and that the room is clean, use a fan or an air conditioner (if it is available) in the summer. Even decorate the room if you want!
6. Establish the language needs of the participants.
7. Notice whether participants have physical challenges or disabilities that may require adjusting the way they participate in activities.
8. Respect whatever a participant shares with the group.
9. There will be lots of laughter in the group but try to laugh *with* not *at* a participant even if what they say sounds ridiculous. Everything is an opportunity to learn a new building block.
10. Praise participants for their effort and dedication.
11. Model the behaviour you want from the participants in the way that you treat them.
12. Praise, respect, and reflect on participants' contributions.

## **5.7 COME PREPARED TO EACH SESSION**

The more preparation that you do for each session, the easier time you will have in delivering the material. You will feel more relaxed and be more receptive to how participants are feeling and to their experiences.

Read through the manual in preparation for each session. Write down any notes or reminders that might be helpful for delivering particular activities.

You can even practice facilitating parts of the session with your co-facilitator!

Sometimes, the participants will not initially understand what you are asking them if you say the exact words in the manual. You can say, "Sorry I did not explain that very well, let me try again."

It can be helpful to write down different ways of asking the questions for discussion. We like to think about this as "redialling a question."

If you don't understand something or forget how to do an activity, ask your facilitating partner. You can also talk to your supervisor or coach prior to the session.

Practice the stories, energisers, and relaxation exercises at home for yourself. You can try them out with your friends or families. They are fun and helpful for everyone!

Look through your participant profiles to review each family's progress in the programme and to remember any special needs or concerns.

This is particularly important for the goals that participants set themselves at the end of the session and the discussion on home activities.

Arrive early so that you can prepare the space. You want to be relaxed, smiling, and ready to go when the participants arrive so it is important to give yourself plenty of time.

Decide who is going to be leading which specific activity and who is going to be giving support. Make sure you share responsibilities with each other and support each other collaboratively.

Use a watch or clock to keep on time and within the amount of time that you have for each session activity.

***FINALLY, REMEMBER TO HAVE FUN! ☺***

# **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 (20 min)</b>	<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 (15 min)</b>	<ul style="list-style-type: none"> <li>• Discussion: Becoming a Teenager</li> </ul>
<b>CORE LESSON – FAMILY GOALS (30 min)</b>	<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 (30 min)</b>	<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 (5 min)</b>	<ul style="list-style-type: none"> <li>• Activity: Taking a Pause</li> </ul>
<b>BUDDIES (5 min)</b>	<ul style="list-style-type: none"> <li>• Assign PLH Buddies</li> </ul>
<b>ASSIGN HOME ACTIVITIES (10 min)</b>	<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 (5 min)</b>	<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 have 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.**

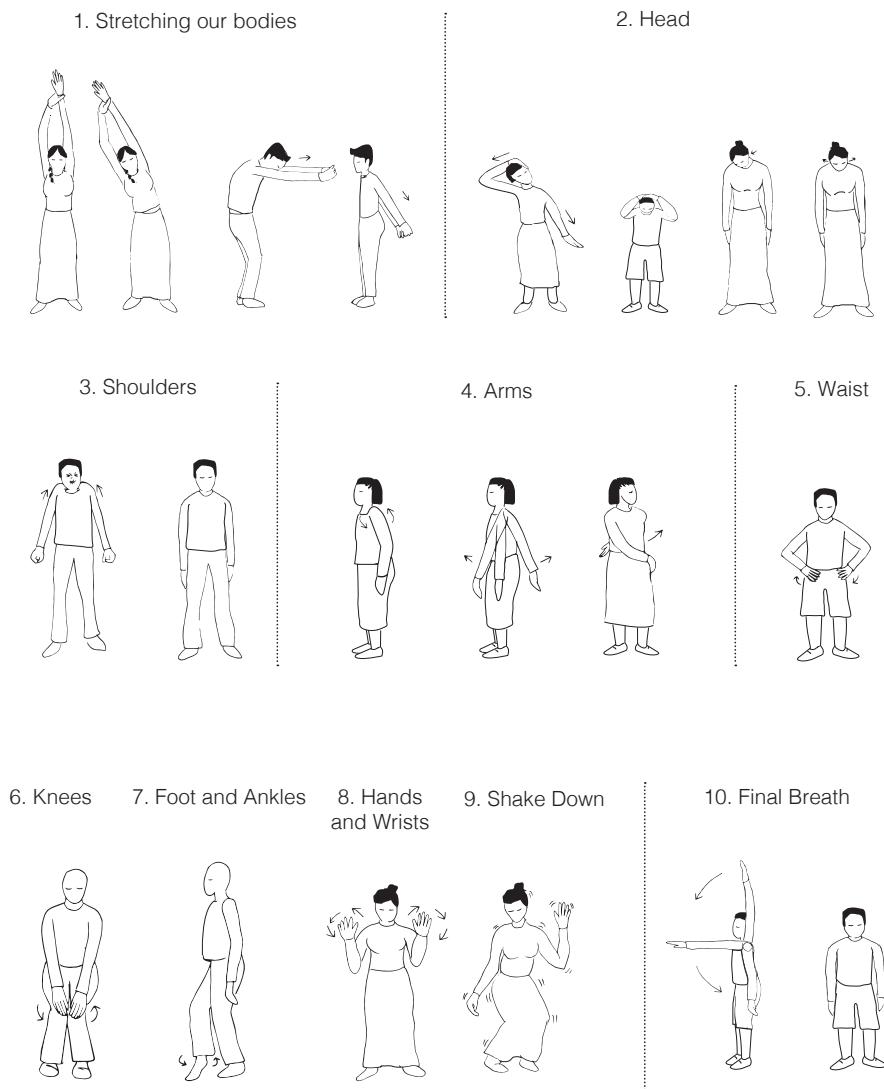
## 2.5 PHYSICAL EXERCISES (5 min)

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 their 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 our 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]*
- 

<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.

# **SESSION TWO: KEEPING IT POSITIVE: PRAISE AND INSTRUCTIONS**

SESSION TWO OVERVIEW					
<b>GOALS</b>	<ul style="list-style-type: none"> <li>Parents and teens learn how to praise and appreciate each other</li> <li>Parents become more effective at giving specific, positive, and realistic instructions</li> <li>Teens learn how to communicate their needs and wants in a clear and calm way</li> </ul>				
<b>CORE PRINCIPLES</b>	<ul style="list-style-type: none"> <li>Praise the behaviour you want to see in your parent/teen</li> <li>Appreciate your parent/teen for the positive things that s/he does</li> <li>Be specific, immediate, and enthusiastic when you praise your parent/teen</li> <li>Your parent/teen will feel better about him/herself when you praise him/her</li> <li>Instructions should be positive, specific, and realistic and given in a calm voice</li> <li>Praise your teen when s/he follows your instruction</li> <li>Explain what you want to your parent/teen in a clear and calm way</li> <li>Praise yourself!</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>Take a Pause</li> <li>Physical exercise</li> </ul>				
<b>HOME ACTIVITY</b> <b>DISCUSSION</b> (40 min)	<ul style="list-style-type: none"> <li>Remind parents/teens of core home activity</li> <li>Ask parents/teens to share highlights and challenges</li> <li>Discuss solutions to challenges and practice solutions</li> </ul>				
<b>BREAK (5 Minutes)</b>					
<b>CORE LESSON – PRAISING YOUR PARENT/TEEN</b> (20 min)	<ul style="list-style-type: none"> <li>Role-play: Ignoring the Good</li> <li>Role-play: Noticing the Positive</li> <li>Discussion: Why should we praise each other?</li> <li>Practice: Praising your parent/teen</li> </ul>				
<b>CORE LESSON – KEEPING IT POSITIVE</b> (25 min)	<ul style="list-style-type: none"> <li>Game: Sipho says</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"><b>Parents:</b></td><td style="width: 50%; padding: 5px;"><b>Teens:</b></td></tr> <tr> <td> <ul style="list-style-type: none"> <li>Role-play: Negative instructions</li> <li>Role-play: Positive instructions</li> <li>Activity: Identifying things we would like our teens to do</li> </ul> </td><td> <ul style="list-style-type: none"> <li>Role-play: A misunderstanding</li> <li>Role-play: Say what you want</li> <li>Activity: Identifying needs &amp; wants, and how to ask for them</li> </ul> </td></tr> </table>	<b>Parents:</b>	<b>Teens:</b>	<ul style="list-style-type: none"> <li>Role-play: Negative instructions</li> <li>Role-play: Positive instructions</li> <li>Activity: Identifying things we would like our teens to do</li> </ul>	<ul style="list-style-type: none"> <li>Role-play: A misunderstanding</li> <li>Role-play: Say what you want</li> <li>Activity: Identifying needs &amp; wants, and how to ask for them</li> </ul>
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<b>ASSIGN HOME ACTIVITIES</b> (10 min)	<ul style="list-style-type: none"> <li>Practice praising your parent/teen at least three times per day</li> <li>Parents: Notice how you give instructions and try to make them positive, specific and realistic</li> <li>Teens: Talk in a calm and clear way about things that are important to you</li> <li>Do something nice for yourself during the week</li> <li>Spend 10 minutes each day in One-on-One Time with your parent/teen</li> <li><i>Take a Pause</i> 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, remind families about next session and home activities</li> <li>Thank and praise families</li> </ul>				

## **1 NOTES FOR SESSION TWO**

*Read this in preparation for delivering the session.*

### **1.1 Overview**

Session Two of PLH Teens keeps the focus on building positive relationships between parents and their teens. This is done by helping families understand the importance of appreciating each other through **Praise**. They also learn how to **specific, positive, and realistic** instructions to help support compliance and positive relationships.

As families learned in Session One, it is important to establish a strong and positive relationship with each other. Teenagers develop positively when they have a solid and healthy relationship with their parents/caregivers. Parents will also understand more and worry less if they feel they have a teenager who trusts and communicates with them.

Positive communication plays an important role in establishing a warm relationship.

Speaking to teenagers in a positive and encouraging way makes them to develop confidence and feel good about themselves. When teenagers speak to their parents in a positive way, parents feel that their hard work as parents is appreciated.

When spoken to in a harmful way, teenagers feel bad about themselves and about others around them. When the foundation is right, parents/caregivers are able to communicate with their teens about a number of issues. Even sensitive issues are better talked about when the relationship is healthy.

**During Session Two, you want to accomplish 3 things:**

1. Discuss home activities from Session One
2. Families discuss and practice praising each other
3. Parents discuss and practice giving positive, specific, and realistic instructions
4. Teens discuss and practice identifying and communicating their needs and wants clearly

### **1.2 Using Praise To Encourage Good Behaviour**

Session Two introduces families to using positive reinforcement in the form of **praise** and **simple rewards** to help teens improve their behaviour.

**It is important to praise teens (and parents) when they do something that we would like them to do more often.**

Everything we do is more likely to happen again if it is rewarded in some way. Behaviour that is ignored, or not rewarded, is less likely to happen again.

When parents/caregivers reward good behaviour with praise or simple rewards, teens will be encouraged to behave that way more often in the future.

This session emphasizes the importance of praise (an expression of approval, warmth, or appreciation) and rewards (simple, affordable, and tangible incentives) that are directly connected to a specific behaviour.

For example, "It is great to see that you did your schoolwork before dinner, (Name of Teen)!" or "Thank you for making my favourite dessert, Mother!"

Self-praise is equally important for parents/teens. It recognizes their own efforts in building a healthy, stable, and happy life for their family and themselves.

### **The way we praise is also important.**

**Praise should be specific.** Parents/teens should say exactly what they have done that has pleased them.

**Praise should also be immediate.** Parents/teens should try to praise as soon as possible after the good behaviour.

**Praise should also be enthusiastic and genuine.** People respond much better when the person who praises them really means what s/he is saying.

It can sometimes be difficult for parents to notice **any** behaviour that they can praise in their teens, especially those who have behavioural problems. The same is true for teens who have a negative attitude or relationship with their parents.

To begin with, parents/teens might have to praise them for small things, such as folding their clothes nicely or playing a game with their little sibling. Their patience will soon be rewarded as their relationships improve over time.

It can also be difficult for teens to notice anything positive about their parents when they have a difficult relationship with them. It can be helpful for teens to notice the small things that parents do things all the time to help them, and praise them for these things: like making dinner, working so that they can go to school, coming with them for an appointment.

Many parents/teens feel embarrassed about praising each other and may have few experiences of praise or positive attention themselves. Many parents/caregivers also may have had little praise when they were teens themselves, so they are lacking a positive example.

***Praising becomes easier each time that they do it and it is also rewarded by the responses that it gets for them.***

### **1.3 Giving Specific, Positive, And Realistic Instructions**

Many parents have problems getting teens to follow instructions. Even well-behaved teens who do not have behaviour problems only follow about 75% of the instructions that they are given by their parents.

***This is especially true during adolescence when teens start questioning authority.***

Unfortunately, if parents know that teens have challenging behaviour, they usually only notice the times when they do not follow instructions and miss the times when they do.

There are a number of common mistakes often made when giving instructions.

***Instructions are often phrased in a negative way.***

Parents often give instructions in a negative way to their teens, like "Stop doing that," or "Don't do that."

It is better to give a specific instruction that ***identifies what you want your teen to be doing.*** So instead of "Don't forget to do your schoolwork before watching T.V." you could say "Please remember to do your schoolwork before watching T.V."

Learning how to give positive instructions can be very difficult for anyone, especially parents. Parents are used to seeing problem behaviour and telling the teen to stop doing it.

You need to be persistent in reminding participants about giving instructions in a positive way and praise them when they do. Remind them to describe the behaviour that they want to see.

***You can model this yourself!***

## **2 INTRODUCTION**

### **2.1 Welcome**

Welcome participants warmly and enthusiastically when they arrive to the session.

### **2.2 Take a Pause**

**Take a Pause** with the participants. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

Remind participants that they should try to **Take a Pause** before reacting to their parents or teens when they do something that annoys or angers them.

This may help them respond in a less negative and violent way. **Take a Pause** can even be a couple deep breaths!

### **2.3 Physical Exercises**

At the end of the physical exercises, ask participants to notice if they feel any differences in their bodies.

Ask them if they have been doing any of the physical exercises in the morning. Praise and encourage those who are trying!

### **2.4 Progress on the House of Support**

Show participants their progress in building the House of Support.

### **3 DISCUSSION OF HOME ACTIVITIES**

This is the first discussion on home activities in the PLH Teens programme. Divide the parents and teens so that both can feel more comfortable talking about their experiences openly.

Explain that you are separating parents and teens to help them feel more comfortable talking openly with their peers, and not to get parents and teens to tell on each other. You should answer any questions or worries participants might have about this.

#### **Home Activities Recap**

The core home activities were to **1) share their goals with their families and 2) to spend 10 minutes One-on-One Time together**

Ask participants to share their experience when they tried to do the home activity.

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

#### **Possible questions for Discussion on Home Activities in Session Two:**

- Who did you share your goal with? What was their response? What was it like to share your goal?
- Did anyone have any challenges when discussing their goals with their family? What happened? How did you feel?
- Who was able to spend One-on-One Time with your parent/teen this week? How often did you do this? What did you do? What was your experience like?
- Parents:
  - Were you able to allow your teen to take the lead during One-on-One Time?
  - Were you able to use active listening skills to show your teen that you were really listening to him/her?
  - How did your teen respond during One-on-One Time?
  - How did you feel during and after One-on-One Time? How did your teen feel?
- Teens:
  - Did your parent allow you to take the lead in the conversation/activity??
  - How did your parent show (or not show) that s/he was really listening to you?
  - How did you feel during and after One-on-One Time?
- Did anyone encounter any challenges to spending One-on-One Time?

It may be helpful to remind participants of the main principles for One-on-One Time from the previous session.

Remember to praise the participants for even *trying* to do One-on-One Time. Ask them how they think their parents/teens were feeling when they did the activity.

### **3.2 Sharing Highlights and Challenges**

#### **What to do when a participant shares a challenge?**

Some participants will have experienced some challenges doing One-on-One Time with their teens/parents. This is perfectly normal. When someone shares a challenge, you can do the following:

1. Thank the participant for sharing. It is not easy to share something that was challenging!
2. Notice and comment on how the participant is feeling or was feeling when s/he experienced the challenge. It is important to affirm the participant's emotions.
3. Ask **Exploring** questions (Who, What, Where, When, How, Why) to help you understand exactly what happened. This will also help develop his/her own observation skills.
4. Make sure you understand the challenge. You should already have one or two solutions in mind that you can guide the group to identify.
5. Ask the group for possible solutions to each challenge. Write these solutions down on the flip chart. *Only write down solutions that might work!*
6. Ask the participant to choose one of these solutions (or a combination of a few).
7. Ask the participant to **Practice** this solution in a role-play.
8. Debrief on the experience with the participant.
9. Praise the participant and encourage her/him to try the solution at home. Remind her/him that we are here to help out if s/he has more challenges next week.

**Please note:** You need to check in with each participant to explore his/her experience doing Home Activities:

#### **What to do if nobody wants to share or if nobody did the home activities?**

Sometimes, parents and teens may feel shy or uncomfortable sharing about their experiences at home in between the sessions. This may be because they have not been able to do their home activities or they experienced challenges or conflict at home.

You may want to try the following strategies to encourage more sharing:

- Be enthusiastic and genuine when you praise parents/teens for sharing their home activities. You can even use simple rewards like stickers for those who share. It is amazing how well this works even with adults!
- Explore reasons why parents/teens were not able to do their home activities. Then explore solutions to these challenges.
- Be clear that it is normal for parents/teens to have difficulties finding time to do their home activities. Explore possible times when the home activities might be easier to do.
- Explore with parents/teens the benefits of doing the home activities. Let them come up with the reasons.
- Allow parents/teens to share in pairs first. This makes them feel more comfortable sharing with the bigger group.

### **3.3 Discuss Solutions to Challenges and Practices**

- Explore solutions to difficulties in doing the Home Activities with parents/ teens.
- Encourage parents/teens to offer ways to overcome challenges as a group.
- Choose a strategy from the group's solutions and practice it.
- Then evaluate how it worked and encourage the parent/teen to try it again at home.

**BREAK**

## **4      CORE LESSON: PRAISING YOUR PARENT/TEEN (TOGETHER)**

### **4.1 Role-play – Ignoring the Good**

*Shukuru is doing her homework. She is practicing reading her book out loud while her sister Faraja is helping her. Mother is busy cooking dinner and does not notice the girls.*

**Shukuru:** (*struggling over a difficult word*): "The girl braw... broo... brought the ball to her brother."

**Faraja** (*happy*): "Shukuru! Well done! You read well! Keep reading! The more you practice the better you will get."

**Faraja** (*calling her mother*): "Mother! Come and hear Shukuru read! She's doing so well!"

**Mother** (*doesn't really listen*): "Mmmmmm, that's good but dinner will be ready soon, so hurry up. I wish you could do your schoolwork earlier. I want to sleep early today. I am tired."

**Faraja:** "But Mother, I'm helping Shukuru and she is getting so much better. You should come and listen!"

**Mother** (*angry*): "I don't have time for that – I said I was tired! Now stop working and come and help serve dinner."

*Faraja and Shukuru look upset.*

#### **Questions for Role-play:**

1. What do you like about the way Faraja praises her younger sister?
2. How does the mother make Faraja and Shukuru feel when she criticises her daughters?
3. How could the mother respond differently to her teens? What could she do if she was feeling stressed?

#### **BUILDING BLOCKS**

Notice when your teens are behaving well and praise them.

Take a Pause when you are feeling stressed so you can respond to your teens in a positive way.

Praise your teens for their good behaviour without criticism.

## 4.2 Role-play – Noticing the Positive

*Shukuru is doing her homework. She is practicing reading her book out loud while her sister Faraja is helping her. Mother is busy cooking dinner, but looks at her daughters regularly.*

**Shukuru:** (*struggling over a difficult word*): "The girl braw... broo... brought the ball to her brother."

**Faraja** (*happy*): "Shukuru! Well done! You read well! Keep reading! The more you practice the better you will get."

**Mother:** "I am very proud of you, my two daughters. Shukuru, you are working so hard. I know reading is no easy. And thank you very much, Faraja, for helping your sister so I can cook. You are a big help to me."

### Questions for Role-play:

1. Why do you think Mother praises her teens?
2. How do the teens feel when Mother praises them?
3. What works about the way Mother praises her daughters?
4. How do you think Shukuru feels when her sister praises her?

### BUILDING BLOCKS

Be specific when you praise your teens.

Praise your teens for good behaviour even when it is expected.

Use your teens' name when you praise them.

Praise your teen with enthusiasm!

## 4.3 Discussion – Why Should We Praise Each Other?

Lead a discussion about the reasons why participants should praise each other. Write down their ideas on the flip chart.

### The following questions may be useful:

- Why should you use words to show your appreciation of your teen/parent?
- What does your teen learn when receiving attention and praise for good behaviour?
- Why should we praise behaviour that we already expect our teens to do?
- Why might it be important to praise your parent when sh/he does things that you like?

### **Possible suggestions for why we should praise each other:**

- Praise motivates us to do the behaviour again.
- Praise boosts confidence. We feel appreciated.
- Praise improves trust and communication.
- We like being praised and will feel good about the behaviour.
- We will put effort into doing good things and being helpful.
- When praised, teens will learn to also praise others, including parents/caregivers.
- We feel good about ourselves when we praise genuinely.
- Praise strengthens positive relationships between teens and parents/caregivers.

### **4.4 Practice – Praising Your Teen/Parent**

**Note: You should model how each part is done by demonstrating with your co-facilitator.**

#### Part One:

1. Ask participants to work with their parent/teen in pairs.
2. Each parent/teen should think of ONE thing that s/he appreciates that his/her parent/teen has done recently.
3. Make sure each participant chooses a specific behaviour.
4. Parents/teens practice praising their teen/parents for this one thing.
5. Report back to the group about what it was like to praise each other.

#### Part Two:

1. Each parent/teen should think of ONE positive thing that s/he would like her parent/teen to notice about his/herself.
2. Make sure each participant chooses something specific (e.g., "I was on time for school today" or "I came to the PLH Teens programme with you.").
3. Parents/teens share this with their teens/parents.
4. Parents/teens practice praising them for it.
5. Report back to the group.

## **5      CORE LESSON: KEEPING IT POSITIVE (PARENTS & TEENS TOGETHER)**

*Tell participants that they are now going to move on to a new topic focusing on giving instructions.*

### **5.1 Activity: Sipho Says (Parents and Teens Together)**

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

1. Participants stand in a big circle.
2. You play "Sipho" who is the only one who talks.
3. Participants can **only** Do as Sipho Says when Sipho says **positive instructions**.
4. First step: Only provide positive instructions. Example:
  - a. Sipho says: Walk backwards
  - b. Sipho says: Stand on one foot
  - c. Sipho says: Jump up and down
5. Second step: Start to alternate with negative instructions. Example:
  - a. Sipho says: Walk around the room
  - b. Sipho says: Don't walk
  - c. Sipho says: Stand still
  - d. Sipho says: Jump up and down
  - e. Sipho says: Don't jump
  - f. Sipho says: Don't stand still
  - g. Sipho says: Stand still
6. Praise participants when they get it right.
7. Play until you have a winner!

#### **Questions for activity:**

- How did you feel about being given negative instructions?
- How did you feel about being given clear, positive instructions?
- How does it feel to get praise when you follow an instruction?
- Why might you want to praise your parent/teen when s/he follows an instruction?

Parents and teens separate into 2 groups for the next activities

## **6 CORE LESSON: KEEPING IT POSITIVE – GIVING INSTRUCTIONS (PARENTS)**

### **6.1 Role-plays**

#### **Role-play – Negative Instructions**

*Bibi is cleaning the house while Amina is practicing dance moves with her friend.*

**Bibi:** "Don't make such a mess while I am cleaning the house. You are in the way!"

**Amina:** "But I need to practice for the competition at school tomorrow. You never let me do anything."

**Bibi:** "Don't you talk back to me!"

*Amina walks out of the house and drags her friend along.*

**Amina (embarrassed and angry):** "Let's go. I hate Bibi. She is always yelling at me."

**Bibi (mumbling to herself):** "That child is always making trouble."

#### **Questions for Role-play:**

1. How did Amina feel when Bibi yelled at her?
2. Why do you think Amina responded in a disrespectful way to Bibi?
3. What was the impact of the story on their relationship?
4. How could Bibi have asked Amina in a way that would make it easier for her to follow instructions?

#### **BUILDING BLOCKS**

Teens need time and space for themselves to explore the world.

Take a Pause before reacting to your teens in a negative way.

Your teens will respond negatively when you communicate  
in negative ways towards them.

## Role-play – Positive Instructions

*Bibi is cleaning the house while Amina is practicing dance moves with her friend.*

**Bibi:** "Amina, it is nice to see you practicing your dance moves with your friend. Please take it outside, so I can finish cleaning the house. Afterwards, you can show me your dance."

**Amina:** "Okay, Bibi!"

*Amina and her friend practice their dance moves outside while Bibi cleans inside.*

*After a while, Bibi comes outside too.*

**Bibi:** "Thank you for practicing outside while I finished cleaning the house, Amina. Now, I have some time to watch your dance."

*Bibi is watching the girls dance.*

**Bibi:** "Wow, Amina! You have such good dance moves!"

### Questions for Role-play:

1. How did Bibi manage to avoid a conflict with Amina this time? What did she do that was effective?
2. How did this help make it easier for her to get Amina to do what she wanted?
3. What did Bibi do to after Amina followed her instruction that made it more likely that she will do it again? How did this effect their relationship?

### BUILDING BLOCKS

Use positive words when you give instructions to your teen.

Say your teen's name when you give him/her instructions.

Speak calmly and politely to your teen when you give instructions.

Make sure that your teen can follow your instructions.

Praise your teen for following instructions.

## **6.2 Activity: Identifying Things We Would Like Our Teens To Do**

This activity helps parents identify things that they would like their teens to do more often and to practice using positive words to give instructions to their teens:

1. Parents think of behaviours or activities that they would like their teens to do more often.  
Make sure that they are SPECIFIC, POSITIVE, and REALISTIC behaviours.
2. Parents share in pairs with a partner.
3. Parents report to big group. Write these behaviours/activities on the flip chart.
4. Parents practice with their partner.
  - a. Use positive words to give instructions to their teens
  - b. Praise them using specific words afterwards.
  - c. Take turns being the “parent” and “teen”
5. Discussion about how the activity was for the parents:
  - a. What would be the benefit of giving instructions in a positive way?
  - b. How would this be good for you?
  - c. What would this teach your teen?

## **7 CORE LESSON: KEEPING IT POSITIVE – SAY WHAT YOU WANT (TEENS)**

### **7.1 Role-plays**

#### **Role-play – A Misunderstanding**

*Father and Amani are inside. Father is cleaning the mud from his shoes.*

**Amani:** "I am going with friends to the computer shop."

**Father:** "No, you are not. You need to stay here and finish your schoolwork."

**Amani** (*trying to explain*): "But, I need to go to the shop..."

**Father** (*stern, looking at his shoes*): "No Buts. You are not going anywhere."

**Amani** (*angry complaining*): "Who made you the boss of my life? You never listen or let me do what I want! It's always no, no, no!"

#### **Questions for Role-play:**

1. Why do you think the interaction between Father and Amani got so heated and angry?
2. How do you think Amani feels about his Father? What about how Father feels about Amani?
3. What could the Father have done to avoid it becoming negative? What could Amani have done?

#### **BUILDING BLOCKS**

Take a Pause before reacting to your parents in a negative way.

Take your time to explain what you want and what you need.

Recognise when your parents are saying what THEY want too!

## Role-play – Say What You Want

*Father and Amani are inside. Father is cleaning mud from his shoes.*

**Amani:** "Hi Father, I have an assignment at school that requires me to use a computer. Is it okay if I go to the computer shop with Alex and Junior?"

**Father:** "Thank you for asking me, Amani. It is nice to see you making your schoolwork a priority. As long as you are back before dinner, it is okay. I would also like to see your finished project."

**Father:** "How about you treat yourself to some sweets. Here is some money. You might get hungry doing that assignment"

**Amani (smiling):** "Thank you, Father! I will get you some, too!"

*A few hours later Father and Amani are sitting at the table after dinner looking at Amani's assignment.*

**Father:** "This essay on typhoons is really well written, Amani. Well done!"

**Amani:** "Thanks, Father! I worked hard on this one! I know that you and Mother work so hard to get us to continue our studies, so I try my best in my studies."

### Questions for Role-play:

1. Why do you think that the story ended up differently than the previous one?
2. What did Amani do to make sure his father listened to him?
3. Why do you think Father wanted to see the finished project?
4. Why do you think Father rewarded Amani?

### BUILDING BLOCKS

Take the time to think about how you can ask your parents for something.

When you talk to your parents in a calm and respectful voice,  
they are more likely to listen to you.

When you are honest with your parents, they will trust you with other  
responsibilities too.

Tell your parents when you appreciate them.

## **7.2 Activity: Identifying Needs & Wants and How To Ask For Them**

This activity helps teens identify things that they need or want from their parents and to practice how to express these needs and wants in clear and calm ways.

1. Teens think of something that they want or need from their parents. Make sure that they are SPECIFIC, POSITIVE, and REALISTIC.
2. Teens share in pairs.
3. Teens report to big group. Write these needs and wants on the flip chart.
4. Teens practice in pairs expressing these needs/wants to their parents in a calm and clear way. Teens practice praising their parents for listening.
5. One teen plays him/herself and the other teen listens as his/her "parent".
6. Discussion about how the activity was for the teens:
  - a. What would be the benefit of speaking in a polite and calm way to your parents?
  - b. How will this help them listen to what you need or want?
  - c. How would this be good for you?

## **8      ASSIGNING HOME ACTIVITIES**

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

Assign Home Activities to practice at home:

- Practice **Praising your parent/teen** at least **3 times a day**.
- **Praise yourself** when you notice you are doing something good, too. You deserve it!
- Parents: Notice how you **give instructions** and try to make them **positive, specific, and realistic**.
- Teens: Remember to be **calm and clear** when talking to your parent about things that are important to you.
- Do something nice to **reward yourself** for your hard work in the PLH Teens programme!
- Spend **at least 10 minutes** of **One-on-One Time** each day with your teen/parent.
- **Take a Pause** whenever you are feeling stressed or upset. You can even **Take a Pause** to appreciate a positive emotion!
- Do the **Physical Exercise** every morning.
- **Meet with or contact (call or text message) your PLH Buddy** one time during the week.

The **core activities** are to practice **Praising, Giving Instructions, and Communicating in a Calm and Clear Way**.

Families should also make the commitment to spend **One-on-One Time**.

*Please note: Discuss with the families each goal for the coming week.  
Make a note of it so that you know what they are planning to do at home.  
Then you can follow this up during the next session's discussion on home activities.*

Parents and teens come back together in one group

## **9 CLOSING**

### **9.1 Sharing One Thing You Learned**

Bring all of the participants together for the closing activity. Ask parents and teens to share ONE thing that they learned during the session with their parent/teen.

### **9.2 Take A Pause**

After taking a brief pause with parents/caregivers (30 seconds), ask them to notice how they feel emotionally and in their bodies.

### **9.3 Goodbye**

Remind participants of the Home activities.

Refer to the Family Handbook and to the place for families to record whether they have done the home activities. Remind families of the core home activities for the session.

***Thank and praise the parents/caregivers and teens for coming!***

# **SESSION THREE: KEEPING IT COOL: MANAGING ANGER AND STRESS**

SESSION THREE OVERVIEW	
<b>GOALS</b>	<ul style="list-style-type: none"> <li>Parents and teens learn how to become more aware of their own emotions</li> <li>Parents and teens learn how to respond effectively to other people's emotions</li> <li>Parents and teens learn how to communicate about their own emotions</li> </ul>
<b>CORE PRINCIPLES</b>	<ul style="list-style-type: none"> <li>Being aware of how you feel can help you cope with difficult emotions</li> <li>Noticing how your teen feels can also help him/her cope with his/her own emotions</li> <li>If we communicate about our frustrations, we are less likely to act in anger</li> <li>Communicating about emotions improved relationships</li> <li>Communicating about emotions helps us understand each other better so we can learn how to support each other</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 (20 min)</b>	<ul style="list-style-type: none"> <li>Welcome</li> <li>Take a Pause</li> <li>Physical exercise</li> </ul>
<b>HOME ACTIVITY</b> <b>DISCUSSION (40 min)</b>	<ul style="list-style-type: none"> <li>Remind parents/teens of core home activity</li> <li>Ask parents/teens to share highlights and challenges</li> <li>Discuss solutions to challenges and practice solutions</li> </ul>
<b>BREAK (5 Minutes)</b>	
<b>CORE LESSON – TALKING ABOUT EMOTIONS (PARENTS AND TEENS SEPARATE) (40 min)</b>	<ul style="list-style-type: none"> <li>Identifying emotions</li> <li>Emotions Game: I said a Boom Chicka Boom</li> <li>Role-plays</li> <li>Discussion: Benefits of talking about how we feel</li> <li>Practice: Acknowledging emotions</li> <li>Review: Key steps of acknowledging and accepting emotions</li> </ul>
<b>ASSIGN HOME ACTIVITIES (10 min)</b>	<ul style="list-style-type: none"> <li>Become aware of your own emotions and the thoughts connected to them</li> <li>Try to be more aware of the emotions of others</li> <li>Ask your parent/teen about how s/he is feeling</li> <li>Practice I Feel Statements when talking about feelings</li> <li>Take a Pause whenever you are feeling stressed or upset</li> <li>Spend 15 minutes each day in One-on-One Time with your parent/teen</li> <li>Practice praising your parent/teen at least once per day</li> <li>Become more aware about how you give instructions</li> <li>Do something nice for yourself during the week</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 (5 min)</b>	<ul style="list-style-type: none"> <li>Sharing one thing you learned with your parent/teen</li> <li>Compliment Circle</li> <li>Take a Pause</li> <li>Emotional Check Out</li> <li>Remind families about next session and home activities</li> <li>Thank and praise families</li> </ul>

## **1 NOTES FOR SESSION THREE**

*Read this in preparation for delivering the session.*

### **1.1 Overview**

Session Three of PLH Teens helps families to become more aware of emotions and to learn to talk about them. This is an important step to help adolescents deal with anger, stress, anxiety, disappointment and frustration – emotions connected to difficult behaviour.

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 avoid interacting with anybody because they feel ashamed or 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 are at risk of making emotional decisions that can affect them for the rest of their life.

The way parents/caregivers sometimes respond to their teens when they face emotional issues can either result in positive or negative management of those issues.

Caregivers often feel they need to protect their teens from emotions, but may realise that this is not as healthy for themselves or their families as they believe.

That is why it is important that parents/caregivers too are able to control their own emotions. Additionally, if parents can model positive control of their emotions, their teens can learn from them!

**During Session Three, you want to accomplish 4 things:**

1. Discuss home activities and challenges experienced from Session Two
2. Parents and teens learn how to acknowledge and accept emotions
3. Parents and teens learn how to communicate about emotions
4. Parents and teens learn how to respond to difficult emotions in a healthy and accepting way

### **1.2 Acknowledging and Accepting Emotions**

Parents and teens learn how to recognise their own emotions and the emotions of others. They also explore how emotions are connected to thoughts and behaviour.

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 behaviours such as violence, resorting to alcohol and even risky sexual behaviours – all of which can make them more at risk of harm or negative effects on their health.

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

### **There are 6 Basic Emotions: Happy, Sad, Angry, Disgusted, Surprised, and Afraid**

Teens of all ages can feel and express these emotions. As teens get older, they learn to identify lots of other emotions like excited, frustrated, proud, lonely, peaceful, guilty, or confused.

Often, when someone feels a certain way, his/her mind begins telling a story about those feelings. These thoughts get played over and over and over again in his/her mind making the feelings more intense.

This can lead to behaviour or thoughts that lead to "spinning out" or losing control. Sometimes, these feelings can get so overwhelming that someone might feel as if the world is crashing down or that there is nothing positive in life.

When parents and teens can connect feelings to thoughts and behaviour, and sometimes a place in the body, they can stay in the present moment and allow those feelings to run their course and pass. This can help them from being trapped in their feelings.

### **1.3 Talking About How We Feel**

Session Three also helps parents and teens communicate about emotions, especially difficult or uncomfortable feelings.

Complicated or difficult emotions may come up due to not being able to afford expensive things, or experiencing bullying at school, or simply not being able to do something an older sibling can do. As teens get older, they may also experience complex feelings around school work, sexual identity, relationships, peer pressure, or even abuse.

It is normal for both parents and teens to have difficulty talking about and expressing emotions and feelings. Many people were told not to cry when they were sad or laugh when they were happy. This may be especially the case for boys and men. It is important for participants to understand that boys/men and girls/women have the same feelings, even if they might express them in different ways.

It is also important to emphasize that negative emotions are as normal as positive ones. Some parents/caregivers might feel disrespected or defied when their teens display negative emotions.

Allowing teens to express negative emotions does not mean that the parent is "losing control or authority" over their teen. It also does not mean that the teen is disrespectful or rebellious. It is more helpful to allow teens to become aware of their emotions and talk about their emotions, as this will help them to learn to regulate their emotions.

Parents can help adolescents learn how to communicate about how they are feeling by modelling this for their teens. When parents use words to describe their own feelings, it also helps them to develop emotional control.

Talking about feelings with teens is an important step to help teens manage anger, disappointment, and frustration – emotions connected to challenging thoughts and difficult behaviour.

Talking about feelings also brings awareness to the positive emotions such as a sense of peace, happiness, or calmness. It can also allow teens to appreciate a beautiful moment or feeling of love!

### **Responding in a positive way to difficult emotions**

It is important that parents are able to accept their teens' emotions and communicate with them in a calm and supportive way.

If parents react negatively to teens when they raise difficult issues, teens will feel unheard, unloved, and unwanted. This will weaken their relationship, causing their teens to turn to other less healthy or even dangerous sources of support.

PLH Teens helps both parents and teens remember to Take a Pause whenever they are feeling stressed or angry **before** reacting in a negative way. This may help them respond in a more controlled and effective way.

If the emotions are too much, parents and teens can also walk away from the situation. This is much better than acting in a violent or abusive way!

### **1.4 I Feel Statements**

Using "I Feel" Statements may be an effective way of communicating about emotions. Sometimes teenagers feel that their parents do not understand them or that they are not listening to what they need or want. This can be very frustrating and make teens feel like they should just give up trying to talk to them.

**"I Feel" Statements** are simple ways to express exactly what one is feeling without directly attacking the other person:

"I feel [emotion] because [reason of emotion]." For example, "I feel **sad** because **I was not invited to the party.**"

Parents and teens can also use "**I Feel" Statements** as a way to talk something that they find is difficult or annoying about how their teen or parent is behaving towards them:

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

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

It's a calm way to tell their parents exactly what they are feeling, to explain their side of the story without lashing out in anger.

## **2 INTRODUCTION**

### **2.1 Welcome**

Welcome participants warmly and enthusiastically when they arrive to the session.

### **2.2 Take a Pause**

**Take a Pause** with the participants. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

Remind participants that they should try to **Take a Pause** before reacting to their parents or teens when they do something that annoys or angers them. This may help them respond in a less negative and violent way.

**Take a Pause** is also a good time to identify and acknowledge any emotions you are dealing with right now.

**Take a Pause** can even be a couple deep breaths!

### **2.3 Emotional Check-In**

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

This allows participants to share how they are feeling at the beginning of the session. You should model how to check-in or -out by demonstrating, before going around to each participant in a circle:

1. Describe how you are feeling emotionally.
2. Describe where you feel this in your body.
3. Describe the physical sensation of that feeling in your body  
(if the participant is aware of where s/he feels the emotion in his/her body).
4. Describe the thought that is connected to that feeling.

For example:

*"I am stressed. I feel it in my shoulders, which are heavy. I am worried about the bills I have to pay this month."*

*"I am happy. I feel it in my heart. My son passed his exams!"*

At the end of the session, participants will also have an opportunity to check-out as a way of transitioning back into the rest of their daily lives.

**Please note:** If you are short on time or there are too many families in your group, you can also do the Emotional Check-In and Check-Out in pairs

## 2.4 Physical Exercises

Ask participants to notice how they feel at the end of the physical exercises. Ask participants to notice if they feel any differences in their bodies.

Ask them if they have been doing any of the physical exercises in the morning. Praise and encourage those who are trying!

## 2.5 Progress on the House of Support

Show participants their progress in building the House of Support.

## **3 DISCUSSION OF HOME ACTIVITIES**

Divide the parents and teens so that both can feel more comfortable talking about their experiences openly.

### **Home Activities Recap**

The core home activities were to:

- Practice praising your parent/teen at least once per day
- Become more aware about how you give instructions

Ask participants to share their experience when they tried to do the home activity. When challenges are being discussed, try to encourage the participants to come up with solutions and support them in trying them.

There are three key points to be aware of during the home activity discussion on praise and instructions:

- Are parents and teens praising a specific behaviour? Was there criticism involved?
- Were parents and teens able give positive and specific instructions?
- Were teens able to remain calm when talking about their needs to their parents? How did the parents respond their teens?

Remember to also check in about One-on-One Time. Try to be like a detective and investigate whether the parents and teens are following the instructions for One-on-One Time correctly and which Building Blocks they have used.

**Possible questions for Discussion on Home Activities in Session Three:**

- What happened when you were praising your teen or parent? Did you encounter any difficulties in praising your teen or parent?
- Were you able to notice times when you were doing a good job? Did you remember to praise yourself?
- Parents
  - Who can share an experience of giving instructions to your teen?
  - Were you able to remember to praise your teen for following instructions?
- Teens
  - Did anyone talk to their parent about something that was important to you? What happened? How did your parent respond?

**Please remember:** You need to check in with **each participant** to explore his/her experience doing Home Activities:

- Explore solutions to difficulties in doing the Home Activities with parents and teens.
- Encourage parents and teens to offer ways to overcome challenges as a group.
- Choose a strategy from the group's solutions and practice it.
- Then evaluate how it worked and encourage the participant to try it again at home.

**BREAK**

## **4      CORE LESSON: TALKING ABOUT FEELINGS (PARENTS & TEENS TOGETHER)**

### **4.1 Identifying Emotions Activity**

This activity helps participants identify different kinds of emotions. It also helps them notice that emotions are connected to thoughts and feelings in the body.

- Ask the group to name different emotions that people experience. Write these on the flipchart with a circle around each one.
- Ask the group what sort of thoughts are connected to each emotion. Write these thoughts as branches coming off each circled emotion.
- Ask the group where they feel these emotions in their bodies? (i.e., a sharp pain in the shoulders when angry, or a dull ache in the head when stressed, or lightness in the chest when happy).

### **4.2 Emotions game – Boom Chicka Boom**

This playful call-and-response activity helps participants identify and name emotions based on how someone is physically acting.

Steps in emotions game are as follows:

1. Participants stand in a circle.
2. Tell group to say what you say and do what you do.
  - a. I said Boom Chicka Boom (repeat)
  - b. I said Boom Chicka Rocka chicka rocka chicka boom! (repeat)
  - c. Oh yeah?
  - d. Ah hah!
  - e. One more time.
  - f. A little \_\_\_\_\_ this time...
3. Tell the group: "a little *happier* this time".
4. Repeat call-and-response with everyone expressing "happy" with their faces and bodies.
5. Tell the group to show a different emotion and repeat call-and-response.  
(You can try: happy, sad, angry, scared, excited, worried, proud)

Discussion on emotions game:

- What can we learn from this game about how our physical appearance may or may not show how we feel?
- What can we do to really know how someone is feeling?

- What would happen if we do not notice how someone is feeling?
- How do our emotions affect each other? What happens when you are with someone who is feeling sad, happy, angry, or scared?

Parents and teens separate into 2 groups for core lesson

## **5 CORE LESSON: TALKING ABOUT FEELINGS (PARENTS)**

### **5.1 Role-plays**

#### **Role-play – Dealing with Negative Feelings**

*Father has lost his job. He sits in a chair with a beer looking frustrated and stressed.*

**Father** (*thinking to himself*): "How am I going to tell the family that I lost my job?"

*Amani enters.*

**Amani:** "Hello Father! Can I have money to buy some airtime?"

**Father** (*snapping angrily*): "Leave me alone and mind your own business!"

**Amani** (*shouting*): "What did I do? You never listen!"

**Father:** "I said leave me alone or you will get a beating!"

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

**Shukuru:** "Amani! Look! I have built a house made out of paper!"

**Amani** (*angrily crushing the house with his hand*): "Who cares about your stupid house!"

*Father sits and watches, looks upset and discouraged.*

#### **Questions for role-play:**

1. Why do you think Father acted that way towards Amani?
2. What could Amani have done differently when he saw his father upset?
3. Why do you think Amani responded to Shukuru like he did?
4. How could Father communicate differently to his teens?

#### **BUILDING BLOCKS**

Identify how you feel and what thoughts are connected to those feelings.

It is okay to feel upset or angry.

Take a Pause when you are feeling upset.

Communicate and explain to your teens how you feel in a calm way.

You are a model to your teens. They will act as you act.

## Role-play – Acknowledging Our Own Emotions

*Father has lost his job. He sits in a chair with a beer looking frustrated and stressed.*

**Father** (*thinking to himself*): "How am I going to tell the family that I lost my job?"

*Amani enters and notices his father is upset.*

**Amani:** "Hello Father! Is everything okay?"

**Father** (*breathes*): "It's okay, son. You can come sit here. I had a difficult day today. I lost my job."

**Amani** (*worried*): "Oh no! What are we going to do? I was hoping to be able to get a new school uniform."

**Father** (*puts his arm around Amani*), "Let's see what we can do to make that happen. And your Mother's job will help us get by while I look for another job."

**Amani:** "I can help out with looking for work, too, Father?"

**Father:** "No it's okay, Amani. I appreciate you offering. Right now, the most important thing is that you work hard at school so that you can go to university. Thank you for listening me."

**Father:** "Let's play some soccer together. It will help me get this stress off my mind for a bit."

**Amani:** "Okay, Father!"

### Questions for Role-play:

1. How does Father handle his emotions in a positive way here?
2. How does he respond to Amani's question? How does he provide comfort to his son?
3. What do you think would have happened if he avoided his son?
4. How do you think playing soccer with his son will help him feel?
5. What are some of the ways you can cope with negative emotions?

### BUILDING BLOCKS

It is okay to allow your teens to see you sad.

Talking about emotions helps us control our actions.

It is good to accept both positive and negative emotions.

Notice where you feel these emotions in your body.

Notice what thoughts are connected to these emotions.

## Role-play – Talking about feelings

*Amina comes home from school. Bibi is sitting at home.*

**Bibi:** "Hello Amina, how was your day at school?"

**Amina** (*sad, sulking*): "Who cares?"

**Bibi** (*concerned*): "Amina, you don't seem very happy, do you want to talk about it?"

**Amina** (*sad*): "I am sorry Bibi, I just find it so frustrating that I studied so hard for my math test and still failed."

**Bibi** (*hugging Amina*): "That is frustrating, my girl. I know how hard you studied. Maybe we can ask your teacher for extra help with math? I can come to school to talk to her tomorrow if that would help?"

**Amina** (*smiling*): "Thank you, I think that might be a good idea."

**Bibi:** "You know, you might feel frustrated about not being good at math right now, but I have never met someone who can write stories the way you can, Amina!"

### Questions for Role-play:

1. How does Bibi respond when her granddaughter rejects her greeting?
2. How does Bibi help her granddaughter cope with her emotions?
3. What does Bibi do to show that she recognises how her granddaughter is feeling?
4. What specifically helped the Amina communicate to Bibi how she is feeling?
5. What do you think would have happened if Bibi responded negatively to her granddaughter when she rejected her greeting?

### BUILDING BLOCKS

Notice how your teen is feeling.

Allow your teen space to share how s/he feels and why.

Appreciate when your teen shares.

Reflect back what your teen tells you.

Respond in a calm and compassionate way.

Accept both negative and positive emotions.

Explore solutions with your teen.

Offer emotional and physical support.

## **5.2 Discussion – Talking About Emotions**

Lead a discussion about why it would be helpful to communicate about emotions with teens. Write the ideas of the parents/caregivers on the flipchart.

Possible questions include:

- What would be the benefit of accepting your child's positive and negative emotions?
- Why do you think it is important for you to communicate about your own emotions?
- Why might be helpful for us to learn how to cope with anger and stress?
- What are some possible strategies for coping with anger and stress?

Some things that might come up:

- Talking about emotions helps us control our reactions to these emotions.
- If we communicate about our frustrations, we are less likely to act in anger.
- Communicating about emotions increases the joy we get from the positive emotions.
- Communicating about emotions improves relationships.
- Communicating about emotions 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.) and safe (by preventing impulsive or sudden decisions that may have harmful consequences).

## **5.3 Practice – Acknowledging Difficult Emotions In Ourselves and Others**

1. Parents/caregivers practice helping their teens cope with negative emotions. You can use this scenario as a guide. Make sure you establish the scenario clearly so that they understand their roles:
  - a. Teen is sad because s/he received a poor result from school.
  - b. Parent: "I see that you are sad. What do you want to talk about it?"
  - c. Teen: "I didn't do as well as I wanted on the math test even though I studied so hard."
  - d. Parent Response
    - i. Appreciate teen for sharing: "Thank you for telling me."
    - ii. Reflect back what s/he heard: "I am sorry that you didn't do well on your math test."
    - iii. Respond in a calm way.
    - iv. Accept that the feeling is okay: "It is okay to feel frustrated about it."

- v. Offer emotional and physical support (if appropriate).
  - vi. Explore solutions with teen: "What do you think we could do to help you improve in your math?"
  - e. Teen responds with an idea: "Maybe you could go with me to ask for help from our neighbour – she is good with math!"
  - f. Parent accepts teen's idea and praises him/her.
2. Provide plenty of support to the parent while s/he practices.
  3. Stop the practice after 1 minute or less. Ask for feedback about Parent and Teen's experience.
  4. Ask parents/caregivers to talk in pairs about other times when a teen might be upset about something.
  5. Share these scenarios as a group. Ask parents/caregivers for suggestions on how they can help their teens cope with these difficult emotions.
  6. Parents/caregivers practice these scenarios in pairs with you and your co-facilitator providing support.
  7. Tell parents/caregivers to switch roles after practicing for about 1 minute.
  8. Ask for feedback from each pair in a group discussion on how the practice went.

#### **5.4 Review – Key Steps for Acknowledging Emotions of Your Teens**

1. Notice how your teen is feeling.
2. Allow your teen to share how s/he feels and why.
3. Appreciate when your teen shares.
4. Reflect back what your teen shares.
5. Respond in a calm and compassionate way.
6. Accept that the feeling is okay, even if it is negative.
7. Explore solutions with your teen if appropriate.
8. Offer emotional and physical support.

## **6 CORE LESSON: TALKING ABOUT FEELINGS (TEENS)**

### **6.1 Role-plays**

#### **Role-play – Dealing with Negative Feelings**

*Amina comes home from school. Bibi is sitting at home.*

**Bibi:** "Hello Amina, how was your day at school?"

**Amina** (*in a terrible mood, sad, sulking*): "Who cares?"

**Bibi:** "Don't talk to me that way. How did your math test go? You failed again, right?"

**Amina:** "Yes! I failed, OK?! I hate school! You should not have enrolled me!"

*Amina storms out of the house while Bibi looks angry.*

**Bibi** (*thinking*): "She is so rude. It is so difficult to deal with her."

**Amina** (*thinking*): "Uuugh I wish Bibi did not ask these things. I am stupid with Math. I don't want to go to school anymore."

#### **Questions for Role-play:**

1. Why do you think Amina reacted that way to Bibi?
2. What could have Bibi done differently when she said, "Who cares?" to her?
3. What did Amina need from Bibi?

#### **BUILDING BLOCKS**

Identify how you feel and what thoughts are connected to those feelings.

It is okay to feel upset or angry.

Take a Pause when you are feeling upset.

Communicate and explain to your parent how you feel in a calm way.

## Role-play – Talking about feelings

*Amina comes home from school. Bibi is sitting at home.*

**Bibi:** "Hello Amina, how was your day at school?"

**Amina** (*in a terrible mood, sad, sulking*): "Who cares?"

**Bibi** (*concerned*): "Amina, you don't seem very happy, do you want to talk about it?"

**Amina** (*sad*): "I am sorry Bibi, I just find it so frustrating that I studied so hard for my math test and still failed."

**Bibi:** (*hugging Amina*): "That is frustrating, my girl. I know how hard you studied. Maybe we can ask your teacher for extra help with math? I can come to school to talk to her tomorrow if that would help?"

**Amina** (*smiling*): "Thank you, I think that might be a good idea."

**Bibi:** "You know, you might feel frustrated about not being good at math right now, but I have never met someone who can write stories the way you can, Amina!"

### Questions for Role-play:

1. How does Bibi respond differently this time when her granddaughter rejects her greeting?
2. How does Bibi help her granddaughter cope with her emotions?
3. What does Bibi do to show that she recognises how her granddaughter is feeling?
4. What specifically helped the Amina communicate to Bibi how she is feeling?
5. What do you think would have happened if Bibi responded negatively to her granddaughter when she rejected her greeting?

### BUILDING BLOCKS

Notice how you are feeling.

Allow yourself space to share how you feel and why.

Accept both negative and positive emotions.

Respond in a calm and compassionate way.

Explore solutions with your parent.

## 6.2 Discussion – Talking About Emotions

Lead a discussion about why it would be helpful to talk about emotions. Write the ideas on the flipchart. Possible questions include:

- What would you get out of sharing how you feel with someone else? What about positive emotions? And negative emotions?
- Why do you think it is important for you recognise the emotions of other people?
- What can we do to help us cope when we are stressed or angry or upset?
- What are some possible strategies for coping with anger and stress?

Some things that might come up:

- Talking about emotions helps us control our reactions to these emotions.
- If we communicate about our frustrations, we are less likely to act in anger.
- Communicating about positive emotions increases the joy we get from the positive emotions.
- When we share our emotions, we are more likely to get the support we need.
- Communicating about emotions 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.) and safe (by preventing impulsive or sudden decisions that may have harmful consequences).

## 6.3 Practice – Talking About Difficult Issues

1. Make a list with the teens about different issues that might be emotionally difficult to talk about. Write these on one side of the flip chart.
2. Ask teens to think of something that they could do to help them cope with their difficult emotions. Write these on the other side of the flip chart.
3. Teens practice using “I Feel” Statements.
  - a. Teen 1 is sitting looking [Emotion].
  - b. Teen 2: “How are you doing, [Name]?”
  - c. Teen 1: “I feel **[emotion]** because **[reason of emotion]**.”  
For example, “I feel **sad** because **I was not invited to the party**.”

- d. Teen 2 (accepts emotions and helps Teen 1 see a positive): "I see you are feeling [emotion]. [Suggest positive activity]." For example, "I am sorry you feel upset. Let's do something fun together instead of going to the party."
- 4. Provide plenty of support to the participants while they practice.
- 5. Tell participants to switch roles after practicing for about 1 minute.
- 6. Ask for feedback from each pair in a group discussion on how the practice went.

## **7      ASSIGNING HOME ACTIVITIES**

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

Assign Home Activities to practice at home:

- Try to be more **aware of your own emotions and the thoughts that are connected to those feelings.**
- **Try to notice the emotions of others – positive and negative ones.**
- Ask your parent/teen about how s/he is feeling at least **1 time during the week.**
- Practice **I Feel Statements** when sharing about your feelings to your parent or teen at least **1 time during the week.**
- Spend **at least 15 minutes** of **One-on-One Time** each day with your teen/parent.
- **Take a Pause** whenever you are feeling stressed or upset:
  - Notice how you are feeling.
  - Notice what thoughts are connected to that feeling.
  - Notice where you feel it in your body.
  - Notice if you feel any differently after Taking a Pause.

Ongoing home activities

- **Praise** your parent/teen, yourself, and others in your family!
- Parents: Notice how you **give instructions** and try to make them **positive, specific, and realistic.**
- Teens: Remember to be **calm and clear** when talking to your parent about things that are important to you.
- Do something nice to **reward yourself** for your hard work in the PLH Teens programme!
- Do the **Physical Exercise** every morning.
- **Meet with or contact (call or text message) your PLH Buddy** one time during the week.

The **core activities** are to practice **Being Aware of How You Feel** and **Communicating about Emotions.**

**Please note:** Discuss with the families each goal for the coming week. Make a note of it so that you know what they are planning to do at home. Then you can follow this up during the next session's discussion on home activities.

Parents and teens come back together in one group

## **8      CLOSING**

### **8.1 Sharing One Thing You Learned**

Bring all of the participants together for the closing activity. Ask parents and teens to share ONE thing that they learned during the session with their family member.

### **8.2 Compliment Circle**

Introduce participants to the Compliment Circle, something that they will do at the end of every session before closing.

Model the compliment circle for participants before they do it in pairs.

- Parents and teens take turns praising each other.
- Then parents and teens take turns praising themselves for something specific that they did well.
- Encourage participants to make eye contact and use the name of their parent/teen. The compliments can be about anything as long as they are sincere.

Ask the participants what it was like to be praised and what it was like to praise themselves.

### **8.3 Take A Pause**

Take a brief pause with families (30 seconds).

### **8.4 Emotional Check-Out**

Model the emotional check-out by describing your emotion, where you feel it in your body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy to have learned about emotions."

## **8.5 Goodbye**

Remind participants of the Home activities.

Refer to the Family Handbook and to the place for families to record whether they have done the home activities. Remind families of the core home activities for the session.

***Thank and praise the parents/caregivers and teens for coming!***

# **SESSION FOUR: ESTABLISHING RULES TO KEEP HEALTHY AND SAFE**

SESSION FOUR OVERVIEW	
<b>GOALS</b>	<ul style="list-style-type: none"> <li>Parents and teens learn how make rules together</li> <li>Parents and teens learn how to create rules to keep them safe</li> </ul>
<b>CORE PRINCIPLES</b>	<ul style="list-style-type: none"> <li>Rules should be simple, clear, and expressed in a positive way</li> <li>Be consistent when enforcing and following rules</li> <li>Parents and teens can make rules together</li> <li>Learning how to follow rules helps build responsibility and independence</li> <li>Some rules are necessary to keep teens safe and healthy</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 (20 min)</b>	<ul style="list-style-type: none"> <li>Welcome</li> <li>Take a Pause</li> <li>Emotional Check-In</li> <li>Physical exercise</li> </ul>
<b>HOME ACTIVITY DISCUSSION (40 min)</b>	<ul style="list-style-type: none"> <li>Remind parents/teens of core home activity</li> <li>Ask parents/teens to share highlights and challenges</li> <li>Discuss solutions to challenges and practice solutions</li> </ul>
<b>BREAK (5 Minutes)</b>	
<b>CORE LESSON – ESTABLISHING RULES AS A FAMILY (20 min)</b>	<ul style="list-style-type: none"> <li>Role-play: Making a Rule</li> <li>Role-play: Amani's cellphone</li> <li>Role-play: Rules for Girls or Boys?</li> <li>Role-play: I don't want to go to school!</li> <li>Discussion: Establishing rules as a family</li> <li>Practice: Establishing rules as a family</li> </ul>
<b>CORE LESSON – TALKING ABOUT RELATIONSHIPS AND SEXUAL BEHAVIOUR (25 min)</b>	<ul style="list-style-type: none"> <li>Role-play: My New Boyfriend</li> <li>Role-play: Talking About Sex</li> <li>Discussion: Sexual and reproductive health (parents and teens separate)</li> <li>Review: Tips for talking about sexual and reproductive health with your teen</li> </ul>
<b>ASSIGN HOME ACTIVITIES (10 min)</b>	<ul style="list-style-type: none"> <li>Establish ONE household rule and ONE daily routine with your teen/parent</li> <li>Have a conversation with your parent/teen about sexual and reproductive health</li> <li>Spend 15 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>Other activities from previous sessions</li> <li>Meet with, or contact, your PLH Buddy once during the week</li> </ul>
<b>CLOSING (5 min)</b>	<ul style="list-style-type: none"> <li>Sharing one thing you learned with your parent/teen</li> <li>Compliment Circle</li> <li>Take a Pause</li> <li>Emotional check-out</li> <li>Remind families about next session and home activities</li> <li>Thank and praise families</li> </ul>

## **1 NOTES FOR SESSION FOUR**

*Read this in preparation for delivering the session.*

### **1.1 Overview**

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

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

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

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

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

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

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

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

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

### **1.2 Establishing rules together as a family**

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

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

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

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

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

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

### **1.3 Rules to keep teens safe and healthy**

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

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

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

## **2 INTRODUCTION**

### **2.1 Welcome**

Welcome participants warmly and enthusiastically when they arrive to the session.

### **2.2 Take a Pause**

**Take a Pause** with the participants. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

Remind participants that they should try to **Take a Pause** before reacting to their parents or teens when they do something that annoys or angers them.

This may help them respond in a less negative and violent way. **Take a Pause** can even be a couple deep breaths!

### **2.3 Emotional Check-In**

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

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

### **2.4 Physical Exercises**

Ask participants to notice how they feel at the end of the physical exercises, ask participants to notice if they feel any differences in their bodies.

Ask them if they have been doing any of the physical exercises in the morning. Praise and encourage those who are trying!

### **2.5 Progress on the House of Support**

Show participants their progress in building the House of Support.

### **3 DISCUSSION OF HOME ACTIVITIES**

Divide the parents and teens so that both can feel more comfortable talking about their experiences openly.

#### **Home Activities Recap**

The core home activities were to:

- Become aware of your own emotions and the thoughts connected to them.
- Try to be more aware of the emotions of others.
- Ask your parent/teen about how s/he is feeling at least 1 time during the week.
- Practice **I Feel Statements** when talking about feelings at least 1 time during the week.
- *Take a Pause* whenever you are feeling stressed or upset

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

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

#### **Possible questions for Discussion on Home Activities in Session Four:**

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

**Please remember:** You need to check in with **each participant** to explore his/her experience doing Home Activities:

- Explore solutions to difficulties in doing the Home Activities with parents and teens.
- Encourage parents and teens to offer ways to overcome challenges as a group.
- Choose a strategy from the group's solutions and practice it.
- Then evaluate how it worked and encourage the participant to try it again at home.

#### **BREAK**

## **4 CORE LESSON: ESTABLISHING RULES TOGETHER AS A FAMILY**

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

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

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

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

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

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

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

*Amani smiles as Mother hugs him.*

#### **Questions for Role-play:**

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

#### **BUILDING BLOCKS**

Open communication with your parent/teen is important.

Make your household rules clear and specific.

Make your household rules fair and realistic.

Make sure your teen understands the rule.

Allow your teen the chance to ask questions.

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

## 4.2 Role-play – Amani's cellphone

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

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

**Amani:** "Okay, Father."

**Father:** "What do you think would be an appropriate rule?"

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

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

**Amani:** "That's fine, Father."

*A month later, Amani is finishing his homework.*

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

**Amani:** *(smiling)* "Thank you, Father!"

### Questions for Role-play:

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

### BUILDING BLOCKS

Explain the reason behind the rule.

Make rules together with your parent/teen.

Rules can be adjusted according to the situation!

#### 4.3 Role-play – Rules For Boys And Girls

*Mother is washing the dishes.*

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

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

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

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

*Mother hugs Faraja.*

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

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

#### Questions for Role-play:

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

#### BUILDING BLOCKS

Make sure your teen knows what the household rules are.

Make your household rules clear and specific.

Make your household rules fair and realistic.

Involve your teen in establishing household rules.

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

Boys and girls can have the same household rules.

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

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

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

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

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

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

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

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

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

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

#### Questions for Role-play:

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

#### BUILDING BLOCKS

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

Explain the reason behind the rule.

Rules should be simple and clear.

There are consequences for when we do not follow rules.

Learning how to follow rules helps build responsibility and independence.

#### **4.5 Discussion – Establishing Rules Together As A Family**

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

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

Write their responses on a flip chart.

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

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

#### **4.6 Practice – Establishing Rules and Routines Together As A Family**

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

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

### **5.1 Role-play – My New Boyfriend**

*George is hanging out with Faraja.*

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

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

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

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

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

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

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

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

*Faraja sits down next to Mother*

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

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

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

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

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

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

### **Questions for Role-play:**

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

### **BUILDING BLOCKS**

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

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

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

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

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

Involve your teen in identifying a solution to the risks.

## 5.2 Role-play – Talking about Sex

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

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

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

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

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

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

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

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

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

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

### Questions for Role-play:

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

## BUILDING BLOCKS

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

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

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

Open communication with your parent/teen is important.

### Practice the solutions with I Feel Statements

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

Parents and teens separate into 2 groups for the next activity

### **5.3 Discussion – Sexual and Reproductive Health**

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

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

Parents and teens come back together in one group

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

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

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

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

## **6      ASSIGNING HOME ACTIVITIES**

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

Assign Home Activities to practice at home:

- Establish **ONE daily routine** and **ONE household rule** with your teen
- Have a **conversation** with your parent/teen about **sexual and reproductive health**
- Spend **at least 15 minutes** of **One-on-One Time** each day with your teen/parent.
- **Take a Pause** whenever you are feeling stressed or upset. You can even **Take a Pause** to appreciate a positive emotion!

Ongoing home activities

- Try to be more **aware of your own emotions and the emotions of others**.
- Ask your parent/teen about how s/he is feeling at least **1 time during the week**.
- Practice **I Feel Statements** at least **1 time during the week**.
- **Praise** your parent/teen, yourself, and others in your family!
- Parents: Notice how you **give instructions** and try to make them **positive, specific, and realistic**.
- Teens: Remember to be **calm and clear** when talking to your parent about things that are important to you.
- Do something nice to **reward yourself** for your hard work in the PLH Teens programme!
- Do the **Physical Exercise** every morning.
- **Meet with or contact (call or text message) your PLH Buddy** one time during the week.

The **core activities** are **establishing rules and routines** and **talking about health and safety**.

***Please note: Discuss with the families each goal for the coming week.***

***Make a note of it so that you know what they are planning to do at home.***

***Then you can follow this up during the next session's discussion on home activities.***

## 7 CLOSING

### **7.1 Sharing One Thing You Learned**

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

### **7.2 Compliment Circle**

Parents and teens take turns praising each other.

Then parents and teens take turns praising themselves for something specific that they did well.

Encourage participants to make eye contact and use the name of their parent/teen. The compliments can be about anything as long as they are sincere.

### **7.3 Take A Pause**

Take a brief pause with families (30 seconds).

### **7.4 Emotional Check-Out**

Model the emotional check-out by describing your emotion, where you feel it in your body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy to have learned about how to create fair rules together."

### **7.5 Goodbye**

Remind participants of the Home activities.

Refer to the Family Handbook and to the place for families to record whether they have done the home activities. Remind families of the core home activities for the session.

***Thank and praise the parents/caregivers and teens for coming!***

# **SESSION FIVE: FAMILY BUDGETING AND WAYS TO SAVE**

SESSION FIVE OVERVIEW	
<b>GOALS</b>	<ul style="list-style-type: none"> <li>Parents and teens learn how to identify ways to manage money and reduce stress about money</li> <li>Parents and teens learn about different ways of saving money with a particular focus on establishing plans on how to save together as a family</li> </ul>
<b>CORE PRINCIPLES</b>	<ul style="list-style-type: none"> <li>Better management of money reduces family stress</li> <li>Managing how money for the family is spent is important to ensure that parents are able to provide for their teens</li> <li>Budgeting together as a family helps you to reflect on the things that are most important to the family</li> <li>Planning and saving money as a family helps us to reach our goals</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>Attendance register, name tags, temporary adhesive, pens, paper, flipchart, refreshments for the break</li> <li>Needs and Wants cards, beans and maize kernels</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 (20 min)</b>	<ul style="list-style-type: none"> <li>Welcome</li> <li>Take a Pause</li> <li>Emotional Check-In</li> <li>Physical exercise</li> </ul>
<b>HOME ACTIVITY DISCUSSION (40 min)</b>	<ul style="list-style-type: none"> <li>Remind parents/teens of core home activity</li> <li>Ask parents/teens to share highlights and challenges</li> <li>Discuss solutions to challenges and practice solutions</li> </ul>
<b>BREAK (5 Minutes)</b>	
<b>CORE LESSON – FAMILY BUDGETING AND SAVING (40 min)</b>	<ul style="list-style-type: none"> <li>Activity: Needs and Wants</li> <li>Story: Grandma Sara</li> <li>Activity: Visual Budgeting</li> <li>Discussion: Visual Budgeting</li> <li>Activity: Coping with financial emergencies</li> <li>Activity: Ways to save money</li> <li>Activity: Making a savings plan</li> </ul>
<b>ASSIGN HOME ACTIVITIES (10 min)</b>	<ul style="list-style-type: none"> <li>Establish ONE daily routine and ONE household rule with your child</li> <li>Discuss with your parent/teen about how s/he can share responsibilities</li> <li>Have a conversation with your parent/teen about health and safety</li> <li>Spend 15 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>Other activities from previous sessions</li> <li>Meet with, or contact, your PLH Buddy once during the week</li> </ul>
<b>CLOSING (5 min)</b>	<ul style="list-style-type: none"> <li>Sharing one thing you learned with your parent/teen</li> <li>Compliment Circle</li> <li>Take a Pause</li> <li>Emotional check-out</li> <li>Remind families about next session and home activities</li> <li>Thank and praise families</li> </ul>

## **1 NOTES FOR SESSION FIVE**

*Read this in preparation for delivering the session.*

### **1.1 Overview**

Session Five is focused on helping families reduce stress around money. It is important that parents learn involve their teenagers in discussing issues about money.

Being involved in the management of money and creation of a saving plan, teens learn an important skill that will benefit them when they are adults.

Session Five, focuses on the following core skills and principles:

- Having goals can help families save money
- Budgeting – or making plans around money and saving – shows what our choices are when it comes to money
- Reducing stress about money can reduce family stress
- Understanding the different ways to save
- Understanding the benefits and risks of borrowing money
- Making small steps to reach family saving goal

This session explores some of the ways that are available to assist families to increase household income and ensure that their teens are protected from harm due to lack of income.

### **1.2. Making a budget as a family**

Parents and teens discuss how families can better manage the household income. Having enough money for day to day living is important for every home.

Families use money to buy food, clothes, pay for education, transport to go to work or school, and to meet a number of other needs.

In many families the expenses are many and the resources are few.

If families do not manage our money well, they find themselves struggling month on month to make ends meet. Without budgeting the family expenses can become more than the amount of money that is available affecting how families live.

Families find themselves with not enough money to buy food, take the teens to school, and even get medical care when necessary.

Teenagers in the family are also affected! They might be forced to leave school due to the lack of income at home and expose them to other forms of harm.

Some people take advantage of these situations and offer teens money in exchange for sex putting our teens at risk of falling pregnant and contracting sexually transmitted diseases.

It is important that families know how to use the available money effectively and work together when such challenges come up.

### **1.3. Making a plan to save money**

Session Five also discusses the importance of saving money as a family.

Savings are important for families. They help them achieve financial goals and to withstand some of the short-term shocks that families may encounter. These emergencies may include job loss, disability, illness or loss of property due to break ins or other disasters.

Savings help meet the family needs in the case of emergencies too. Savings also allow families to plan ahead preparing for important future events such as teens' education.

Families can also save a little bit at a time in order to be able to make bigger things possible. It is important that each and every family is able to identify ways of saving that works for them.

## **2 INTRODUCTION**

### **2.1 Welcome**

Welcome participants warmly and enthusiastically when they arrive to the session.

### **2.2 Take a Pause**

**Take a Pause** with the participants. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

Remind participants that they should try to **Take a Pause** before reacting to their parents or teens when they do something that annoys or angers them.

This may help them respond in a less negative and violent way. **Take a Pause** can even be a couple deep breaths!

### **2.3 Emotional Check-In**

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

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

### **2.4 Physical Exercises**

Ask participants to notice how they feel at the end of the physical exercises, ask participants to notice if they feel any differences in their bodies.

Ask them if they have been doing any of the physical exercises in the morning. Praise and encourage those who are trying!

### **2.5 Progress on the House of Support**

Show participants their progress in building the House of Support.

### **3 DISCUSSION OF HOME ACTIVITIES**

Divide the parents and teens so that both can feel more comfortable talking about their experiences openly.

#### **Home Activities Recap**

The core home activities were to:

- Establish **ONE daily routine** and **ONE household rule** with your child
- Have a **conversation** with your parent/teen about **health and safety**

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

- Were parents and teens able to be consistent with their household rules and routines?
- Were the household rules positive, specific, and realistic?
- Do any families need extra support when talking about relationships and sexual behaviour?

#### **Possible questions for Discussion on Home Activities in Session Five:**

- What was it like to have a new household rule during the week?
- What did you do when the rule was followed or not followed?
- What was it like to have a conversation about sexual health with your parent/teen?
- Did anyone experience any challenges during the week?
- Does anyone want to share a positive experience about spending One-on-One Time with your parent/teen?

**Please remember:** You need to check in with **each participant** to explore his/her experience doing Home Activities:

- Explore solutions to difficulties in doing the Home Activities with parents and teens.
- Encourage parents and teens to offer ways to overcome challenges as a group.
- Choose a strategy from the group's solutions and practice it.
- Then evaluate how it worked and encourage the participant to try it again at home.

#### **BREAK**

## **4 CORE LESSON: FAMILY BUDGETING AND SAVING MONEY**

### **4.1 Activity: Needs and Wants**

This activity helps families start to think about priorities and how they spend money. Start by asking the following questions:

- Can anyone describe what "needs" and "wants" are?
- How they are different from each other?

Facilitator to write these down on a flipchart.

#### How to lead the Needs and Wants Game

1. Participants stand in a circle.
2. Throw a ball or point at a participant and write a word from the list below on the flipchart.
3. The participant explains to the others why s/he thinks the item is a "NEED" or a "WANT".  
*Remind participants there is no right or wrong answer.*
4. Ask the other participants whether they agree or disagree. Encourage a discussion so that the group comes up with an agreement.
5. Draw a circle around "NEED" or a square around "WANT" on the flipchart.
6. The participant throws the ball or points at another person in the circle who then gets a new word.
7. Repeat steps 3, 4, 5 and 6 through all of the words
8. Discuss how this activity relates to the relationship families have with money.

Needs	Wants	Needs	Wants
Clean Air 	Fashionable Cloths 	Medical Care 	Bed 
Clean Water 	Mobile phone 	Food 	A Radio 
Shelter 	Money to Spend as you like 	Community 	A Bicycle 
Going to school 	TV 	Right to Express your Opinion 	Drinks 

## 4.2 Story: Grandma Sara

*Read the following story to the participants:*

Grandma Sara/Bibi is the mother of Mary. She takes care of her other daughter's children, **Amina** (16-year-old girl) and **Baraka** (12-year-old boy). Grandma Sara has looked after her grandchildren since their parents died of AIDS when the children were still very young.

They struggle to get by, but Bibi receives a small amount of money of 20 000 TZS from her grant to assist her in the caring for the children. Combined with the income that Grandma Sara makes from selling vegetables at the market, she can almost make ends meet. However, things get tough at the end of the month before the next grant payment.

One day, as she watches her grandchildren come in from school, Grandma Sara thinks:

"Amina is so clever! She will graduate next year and surely go to study at the university! She will need all those books for university!"

And Baraka, he is just like his grandfather, honest and serious and responsible. Soon he will go to high school! But he will need a new uniform and transport money to get to school! And food!"

Grandma Sara then thinks to herself: "Times are so tough, but I want the best possible future for my grandchildren. They deserve all of the happiness and success in the world. I don't know how; I don't know where the money will come from. I could borrow the money, from the loan sharks but they are so dangerous and paying them back is so expensive. I must make money and save but how?"

\*\*\*

This is why we are all here today. Sometimes in life there are times when it feels impossible to save money, or to avoid borrowing more and more money from other people. Not having enough money can make someone feel very stressed. Parents often also feel bad that they cannot provide for their children.

Grandma Sara's goal is to make sure her grandson can go to high school and her granddaughter could fulfil her dream of going to university. How she can solve the problem of saving a lot of money with the little money she has?

*Interrupt the story and ask participants the following questions:*

- 1 How much does Grandma Sara earn each month with her grant and small business?
- 2 What do you think are some of the expenses that Grandma Sara has each month?

*Draw a circle around each expense that Bibi has. Then draw an additional circle and tell participants that the last circle represents SAVINGS – money that Grandma Sara will put away each month to save for Amina and Baraka’s education.*

*Then continue the story...*

It will take Grandma Sara a long time to save up for her two grandchildren that is why it is important to plan well how she will save. First, she sits down and makes a budget – a plan for how she could save her money. Then she will begin to save just a little bit of money at a time – she has even joined a savings and loans group.

Grandma Sara discusses with Amina and Baraka to choose little things that they could spend on just a little bit less on each week. The children are great at helping her to think about the things they don’t need.

And over the next few years as her children grow, Grandma Sara is finally able to fulfill her dreams. Without borrowing any money from friends or loan sharks, she manages to pay for Baraka’s high school costs and save some money for Amina’s university expenses.

*End of story.*

#### **Questions to ask about the story:**

1. How did Grandma Sara help with her grandchildren’s future goals?
2. How do you think Grandma Sara felt when she finally saved enough?
3. What are your and your family savings goals? Make sure that they are realistic! Make a list of saving goals shared by the participants.
4. Discuss how you might need to budget/save your money to reach these goals.

#### **4.3 Activity: Visual Budgeting**

The goal of this exercise is to practice making a budget using beans instead of money.

1. Ask parents and teens to work in pairs. Give each pair a piece of flipchart paper and crayons.
2. Ask parents and teens to draw pictures of all the things their family spend money on each month. Parents can let teens draw or do it together.
3. Ask families to think of the following when making their budgets:
  - a. What are all the needs for your family and for your household?

- b. How much do these needs cost?
  - c. What are wants for your family?
  - d. How much do these wants cost?
4. Walk around and make sure participants understand instructions. Remind participants to spread their drawings out.
  5. Ask participants to share all of the things that they spend money on to the big group.
  6. Write down answers on the flipchart.
  7. Ask participants if there is anything they might have forgotten to put on their visual budget after hearing from other pairs. Give them time to add these.
  8. **Explain the following scenario:**
    - a. Ask families to imagine today is grant day and they have also made some income from a small business.
    - b. Each family is going to be given beans and maize kernels. This is their income. The beans are worth more money than the maize kernels.
    - c. Distribute bean and maize bags to each team. Every bag contains 10 beans and 20 maize kernels.
    - d. Every bean is worth 10 000 TZS and every maize kernel is worth 5 000 TZS.
  9. Ask families to make a budget with their beans and maize.
    - a. The beans and maize kernels are all the money that families have available for the next month.
    - b. Families need to think about how many things they need to buy and how many beans and maize kernels they have.
    - c. Now you will start to think about how many things you want to buy and how many beans and maize you have.
  10. Participants put beans and maize kernels on the circles that they have drawn on their visual budgets.
    - a. They buy an expensive thing by putting down a bean on the circle; you buy a less expensive thing by putting down a maize kernel on the circle.

b. Two things to think about when making these choices:

i. Which things are most important to you as a family?

ii. Which things do not mean too much to you?

11. Let families play around with the beans and maize kernels to create a family visual budget.

a. Remind families that they may have to make choices between different things.

b. Sometimes these choices can be very difficult.

c. There are no wrong or right answers!

12. Make sure everyone understands the instructions. Remind participants that this is a game and they should have fun while making their budgets.

13. Walk around and support participants who have difficulties with this exercise.

14. Praise the decisions that are being made in each of the groups!

#### **4.4 Discussion about Visual Budgeting Activity**

Ask participants the following questions about the visual budgeting activity

- Why do you think we asked you to make a visual budget?
- Teens, what did you learn about how your parents spend money?
- Did we have enough beans and maize kernels to cover our needs? What about our wants?
- What things could you try to spend less money on as a family?
- Are there ways to try and earn more?
- Did parents and teens want to spend money on the same things?
- Did we learn anything about how to handle our money?

*The activity may have helped participants to think about how to spend their money without being stressed.*

#### **4.5 Activity: Coping with financial emergencies**

*Continue the story about Grandma Sara...*

Now, let's think back to Grandma Sara. One night there was a horrible storm. The wind blew and blew so hard that Bibi's little house was shaking. All of a sudden, the roof flew off. The rain came in. Everything was flooded.

After the terrible storm, Grandma Sara suddenly had to find money as quickly as possible to get her roof fixed. She had to support her grandchildren after their parents left, and now this. What could she do...?

*Ask participants to list other possible emergencies that could cause stress on home finances:*

*Possible ideas could include:*

- Severe illness or death of a friend or family member
- Robbery
- Flooding
- Earthquakes
- Political violence

#### **Continuation of Visual Budgeting with Financial Emergencies**

Now continue the Visual Budgeting activity...

1. Ask participants to imagine an emergency like the storm in the story.
2. Walk around the room and take away 1 bean and 2 maize kernels for each family.
3. Put these in a new circle labelled "EMERGENCY".
4. Ask families to adjust their visual budget with this new scenario.
5. Ask families the following:
  - a. If there is an emergency, where can you take the money from to cover the costs?
  - b. How could savings help you in a situation like Grandma Sara's?
  - c. Ask families if it would be possible for them to save some maize each month?
  - d. Why might it be important to put away some maize each month? (e.g. for emergencies, for the future, for big events like a wedding or a funeral, etc.)

6. Parents and teens discuss in pairs together to think about the need for saving.
7. Walk around the room and make sure that everyone understands. Praise any suggestions that participants make!

#### **4.6 Activity: Ways to Save Money**

This activity helps families identify the risks and benefits involved when using different ways to save money.

1. Ask participants to share different ways of saving money in their community. Possible sources of savings include:
  - a. Saving at the bank
  - b. Keeping money at home
  - c. Saving money in a savings and loans group
2. Ask participants to think about the potential good things (benefits) and problems (risks) of each example carefully.
3. Remind the participants that there is no right or wrong answer: every family is different and what might be good for one family might not be good for another family.
  - a. For some families hiding money in the house in order to save might be a great idea, but for another family it might cause a lot of problems!
4. Encourage participants to share their experiences (whether positive or negative) with the others.

##### Choice 1: Saving at home

"Good things" about saving this way could be:

- Doesn't cost anything
- Easy to keep track of how much money we spend/save

"Problems" about saving this way could be:

- Dangerous as house can get robbed
- Could lose money in a fire or flood
- More difficult not to spend the money

Participants brainstorm ideas about where they could put their money at home.

The list could include:

- Hiding your money in a book or in your socks?
- Hiding money in more than one place in the house?
- Buying a lock box with a padlock and nailing it to the floor.
- Investing in livestock or stock for a small business  
(e.g. buying and selling vegetables or charcoal).

#### Choice 2: Saving at the bank

- Families can choose from different banks: Ecobank, Barclays Bank, Stanbic Bank, VICOBIA.
- Do any participants use bank accounts? Are participants in savings groups that have bank accounts?
- Encourage participants to share their experiences (whether positive or negative) with the others.

#### Choice 3: Saving in a savings and loans group

*Once everybody has moved to one side of the room, discussion points could be:*

- Can participants who are part of a saving and loans group explain how it works?
- Encourage participants to share their experiences (whether positive or negative) with the others.

### **4.7 Activity: Making a savings plan**

1. Facilitators distribute family saving plan sheets.
2. Remind participants of the list of the different saving choices discussed in the session:  
Saving at home, saving in a bank, saving in a saving group.
3. In pairs, teenagers and their parents think about which saving strategy could work best for their family.
4. Each pair writes or draws a saving plan for their family. Think about the small saving steps that we have discussed today. How much money can you save each week? How much money can you save each month?
5. Walk around to check for understanding and review saving plans for safety.

## FAMILY SAVING PLAN

\_\_\_\_\_  
(your name)

Target amount: \_\_\_\_\_

Savings goal: \_\_\_\_\_

Start date: \_\_\_\_\_

End date: \_\_\_\_\_

### REASONS TO SAVE

- To deal with emergencies
- To realise your dreams
- To invest in business

### TIPS

- Put aside your savings first, so you can see how much you can spend
- Identify your:

"NEEDS"  
(necessary expenses)

"WANTS"  
(optional expenses)

### THINGS TO CONSIDER

1. How much will we save this week? This month?  
\_\_\_\_\_
2. Where will we get this money from?  
\_\_\_\_\_
3. Which savings choice is best for us to keep the money?  
\_\_\_\_\_
4. Which expenses can we reduce?  
\_\_\_\_\_

### SAVINGS PER WEEK

Week 1	Week 2	Week 3	Week 4
Week 5	Week 6	Week 7	Week 8
Week 9	Week 10	Week 11	Week 12

## **5      ASSIGNING HOME ACTIVITIES**

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

Assign Home Activities to practice at home:

- **Make a visual budget** with your entire family.
  - Involve your family in the visual budget activity.
  - You can use the beans and maize kernels or even try making a real budget on paper
  - Think about how much money your family has available each month and think about where this money comes from.
  - Then think about how this money can cover all of your family's "needs" for the whole month.
  - Try to include savings for emergencies and long-term goals in your budget plan.
- **Make a savings plan** with your entire family
  - Have a conversation with your whole family about different saving choices.
  - Present your saving plan sheet to your other family members.
  - Discuss together which saving plan will work best for your family.
  - Try and implement your saving plan as a family.
  - Remind each other of the saving steps
  - Praise each other whenever someone follows the saving plan!
- Spend **at least 15 minutes** of **One-on-One Time** each day with your teen/parent.
- **Take a Pause** whenever you are feeling stressed or upset. You can even **Take a Pause** to appreciate a positive emotion!

Ongoing home activities

- Continue to be consistent with **household rules**
- Have a **conversation** with your parent/teen about **health and safety**
- Try to be more **aware of your own emotions and the emotions of others**.
- Ask your parent/teen about how s/he is feeling at least **1 time during the week**.
- Practice **I Feel Statements** at least **1 time during the week**.
- **Praise** your parent/teen, yourself, and others in your family!

- Parents: Notice how you **give instructions** and try to make them **positive, specific, and realistic.**
- Teens: Remember to be **calm and clear** when talking to your parent about things that are important to you.
- Do something nice to **reward yourself** for your hard work in the PLH Teens programme!
- Do the **Physical Exercise** every morning.
- **Meet with or contact (call or text message) your PLH Buddy** one time during the week.

***Please note:*** *Discuss with the families each goal for the coming week.*

*Make a note of it so that you know what they are planning to do at home.*

*Then you can follow this up during the next session's discussion on home activities.*

## **6 CLOSING**

### **6.1 Sharing One Thing You Learned**

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

### **6.2 Compliment Circle**

Parents and teens take turns praising each other.

Then parents and teens take turns praising themselves for something specific that they did well.

Encourage participants to make eye contact and use the name of their parent/teen. The compliments can be about anything as long as they are sincere.

### **6.3 Take A Pause**

Take a brief pause with families (30 seconds).

### **6.4 Emotional Check-Out**

Model the emotional check-out by describing your emotion, where you feel it in your body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy to have learned about how to create fair rules together."

## **6.5 Goodbye**

Remind participants of the Home activities.

Refer to the Family Handbook and to the place for families to record whether they have done the home activities. Remind families of the core home activities for the session.

***Thank and praise the parents/caregivers and teens for coming!***

# **SESSION SIX: ACCEPTING RESPONSIBILITY FOR OUR ACTIONS**

SESSION SIX OVERVIEW	
<b>GOALS</b>	<ul style="list-style-type: none"> <li>Parents and teens learn how to share responsibilities</li> <li>Parents and teens will learn how identify realistic, appropriate, and reasonable consequences for noncompliance or rule breaking</li> </ul>
<b>CORE PRINCIPLES</b>	<ul style="list-style-type: none"> <li>Sharing responsibilities helps reduce stress in the house and builds confidence</li> <li>Give your teen privileges as a reward for accepting more responsibilities</li> <li>Consequences should be realistic, immediate, consistent, and reasonable</li> <li>Use your I Feel Statements and Take A Pause before reacting to a negative behaviour of your teen/parent</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>Attendance register, name tags, temporary adhesive, pens, paper, flipchart, 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 (20 min)</b>	<ul style="list-style-type: none"> <li>Welcome</li> <li>Take a Pause</li> <li>Emotional Check-In</li> <li>Physical exercise</li> </ul>
<b>HOME ACTIVITY DISCUSSION (40 min)</b>	<ul style="list-style-type: none"> <li>Remind parents/teens of core home activity</li> <li>Ask parents/teens to share highlights and challenges</li> <li>Discuss solutions to challenges and practice solutions</li> </ul>
<b>BREAK (5 Minutes)</b>	
<b>CORE LESSON – SHARING RESPONSIBILITIES AS A FAMILY (20 min)</b>	<ul style="list-style-type: none"> <li>Role-play: Teens Helping Out</li> <li>Discussion: Sharing responsibilities as a family</li> <li>Practice: Ways to accept more responsibilities</li> <li>Review: Sharing responsibilities as a family</li> </ul>
<b>CORE LESSON – REASONABLE AND FAIR CONSEQUENCES (25 min)</b>	<ul style="list-style-type: none"> <li>Role-play: Consequences for not following rules</li> <li>Role-play: Unreasonable consequences</li> <li>Discussion: Accepting responsibility for our actions</li> <li>Activity: Identifying appropriate consequences for not following through with responsibilities</li> </ul>
<b>ASSIGN HOME ACTIVITIES (10 min)</b>	<ul style="list-style-type: none"> <li>Discuss with your parent/teen about how s/he can share responsibilities</li> <li>Discuss with your parent/teen appropriate consequences for not following through with responsibilities or forgetting household rules</li> <li>Spend 15 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>Other activities from previous sessions</li> <li>Meet with, or contact, your PLH Buddy once during the week</li> </ul>
<b>CLOSING (5 min)</b>	<ul style="list-style-type: none"> <li>Sharing one thing you learned with your parent/teen</li> <li>Compliment Circle</li> <li>Take a Pause</li> <li>Emotional check-out</li> <li>Remind families about next session and home activities</li> <li>Thank and praise families</li> </ul>

## **1 NOTES FOR SESSION SIX**

*Read this in preparation for delivering the session.*

### **1.1 Overview**

Session Six is focused on helping teens learn responsibility for their own actions. The main focus is on sharing responsibilities as a family and identifying appropriate consequences for misbehaviour.

Session Six focuses on the following core skills and principles:

- Sharing responsibilities helps reduce stress in the house and builds confidence
- Give your teen privileges as a reward for accepting more responsibilities
- Consequences should be realistic, immediate, consistent, and reasonable
- Use your I Feel Statements and Take A Pause before reacting to a negative behaviour of your parent/teen

### **1.2 Sharing responsibilities as a family**

In a family, sharing responsibilities is very important. As teens get older, they are more able to accept responsibility for their own actions. They can also take on more responsibilities around the house.

While a 10-year-old child may need more supervision and limit setting, an older adolescent may have more freedom to make his or her own decisions. Older teens are also more able to help out with the caring of other siblings and other household chores, as well as responsibilities around schooling.

Parents should also remember to praise their teens for helping out – even when it is expected! Teens feel good about being recognized for contributing to the welfare of the family. It becomes an important part of their identity.

It is also important that parents understand that their teens also need time to study, play and have fun socially. If they give their teens too much responsibility, their teens may rebel or feel overwhelmed.

During this session, parents and teens explore positive consequences that may result when teens fulfil their responsibilities.

Possible positive consequences can range from teens simply feeling good about themselves, doing well in school, or the fact that their parents trust them with more responsibilities, to extra

privileges like a later bedtime, to knowing that they are helping to make a more peaceful and happy home environment.

### **1.3 Negative consequences to support compliance**

During this session, we will also discuss how parents and teens can discuss appropriate consequences when their teens forget rules or responsibilities.

When parents involve their teens in discussing consequences, it is more likely that their teens will a) follow the agreed upon rules, and b) accept the consequences for their actions.

It is important that you continue to emphasize the core building blocks for these skills and to also remind participants to focus on the walls of the House of Support:

- Spending One-on-One Time Together
- Talking about Emotions
- Praising Positive Behaviour
- Using Positive Instructions
- Discussing Rules Together as a Family

The more parents are able to avoid difficult behaviours by supporting the positive opposite behaviours, the less likely their teens will disobey them meaning they will not have to use consequences.

### **Avoiding the problem**

It is important to emphasize that the first thing to do to try to avoid having to give a consequence in the first place.

Parents can give their teens a warning before using a consequence. This gives teens the chance to change their behaviour and avoid the consequence.

They should also use plenty of praise when their teens follow instructions and rules to encourage it to happen more often.

### **Consequences for instructions and household rules**

Consequences are most effective when used to support existing issues like following instructions or household rules that have already been discussed with teens.

These should be connected to the instruction and the rule (e.g., doing your schoolwork before watching T.V. or spending time with friends) and enforced as soon as possible.

For example, a consequence for coming home late after dark could be that a teen cannot play with friends the following day.

### **What is a consequence?**

A consequence is the result of an action. They can be either natural or logical.

Natural consequences require no interference from parents. They are a natural result of a child's behaviour. For example: "If you do not do your schoolwork, you will get a bad mark on your test".

Logical consequences are a result of a specific behaviour such as noncompliance. For example: "If you do not help clear the table, you cannot watch T.V. after dinner."

It is important for teenagers 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, reasonable, and consistent.**

- Realistic: Parents must be able to follow through with the consequence they give.
- Immediate: Consequences should happen as soon as possible after the negative behaviour.
- Reasonable: Consequences should be related to the behaviour and fair.
- Consistent: Whenever teens break a rule or behave negatively, parents need to be able to use a consequence. If they only do it some of the time, then their teens will think that they can get away with that behaviour some of the time, too.

There may also be situations that call for flexibility and adjustment in the instructions or household guidelines and consequences, especially if teens are growing older. For example, a guideline that may be good for a 10 year-old may not be appropriate for a 16 year-old. Or teens may feel that a guideline is unfairly applied to girls or boys (see Role-play from Session 4 on Guidelines for Boys and Girls).

When teens resist or do not follow guidelines, it may be an opportunity to talk about whether the guideline should be adjusted to meet the teen and parent's needs.

It is also important for parents to continue encouraging teens to behave in a positive way so that they can avoid having to use consequences in the first place. They should be reminded to involve their teens in establishing guidelines and to praise their teens when they behave well.

### **Consequences are not punishments.**

It may be helpful for parents and teens to think of them as opportunities for teens to learn that their actions will have an impact on themselves and others. They help teach teens independence, decision-making, and responsibility.

Consequences also prepare teens to take responsibility for their decisions and actions. Parents should accept responsibility for their actions too!

Teaching teens about responsibility for their actions is an important step for parents to prepare teens for their life outside of the family as they get older.

## **2 INTRODUCTION**

### **2.1 Welcome**

Welcome participants warmly and enthusiastically when they arrive to the session.

### **2.2 Take a Pause**

**Take a Pause** with the participants. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

Remind participants that they should try to **Take a Pause** before reacting to their parents or teens when they do something that annoys or angers them.

This may help them respond in a less negative and violent way. **Take a Pause** can even be a couple deep breaths!

### **2.3 Emotional Check-In**

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

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

### **2.4 Physical Exercises**

Ask participants to notice how they feel at the end of the physical exercises, ask participants to notice if they feel any differences in their bodies.

Ask them if they have been doing any of the physical exercises in the morning. Praise and encourage those who are trying!

### **2.5 Progress on the House of Support**

Show participants their progress in building the House of Support.

### **3 DISCUSSION OF HOME ACTIVITIES**

Divide the parents and teens so that both can feel more comfortable talking about their experiences openly.

#### **Home Activities Recap**

The core home activities were to:

- **Make a visual budget** with your entire family
- **Make a savings plan** with your entire family

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

- Explore whether parents and teens were able to involve the entire family in the creating a visual budget
- Explore any challenges regarding choosing an appropriate savings plan for the family

#### **Possible questions for Discussion on Home Activities in Session Five:**

- What happened when you tried to make a visual or actual budget with your entire family? What questions or challenges came up during the activity?
- What happened when you tried to make a savings plan with your entire family? What questions or challenges came up during the activity?
- Does anyone want to share a positive experience about spending One-on-One Time with your parent/teen?

**Please remember:** You need to check in with **each participant** to explore his/her experience doing Home Activities:

- Explore solutions to difficulties in doing the Home Activities with parents and teens.
- Encourage parents and teens to offer ways to overcome challenges as a group.
- Choose a strategy from the group's solutions and practice it.
- Then evaluate how it worked and encourage the participant to try it again at home.

#### **BREAK**

## **4 CORE LESSON – SHARING RESPONSIBILITIES AS A FAMILY**

### **4.1 Role-play – Teens Helping Out**

**Mother:** "Faraja, the children were late to school once again today!"

**Faraja** (*sad, annoyed*): "Mother, I am doing my best!"

**Mother:** "You know I need your help so I can do my studies, but what use is it if everybody is always late?"

**Faraja** (*angry*): "They don't listen to me! And Shukuru and Amani are always fighting so they we all lost time. Do you even care that they are making me late to school as well? When will this ever end?"

**Mother** (*calmer*): "Okay, I can see that we are both upset. Let's take a deep breath and then see what we can do to solve this problem."

*Faraja smiles at her mother.*

**Faraja:** "I know you need help in the house because of your own studies, Mother. Is there anything else I can do to help?"

**Mother:** "Thank you for offering, Faraja. It would be great if you could help the others with their homework. It is important to me that you are also on time for school – I know you work hard and you are doing so well."

**Faraja:** "I can also help put out their school uniforms in the morning. Maybe that will help everybody get out of the house earlier in the morning?"

**Mother:** "Great idea. And thank you, Faraja, I appreciate all the help you give. I know it is not easy for you, either."

#### **Questions for Role-play:**

1. Why is it important that Faraja helps out with taking care of her younger siblings?
2. Who is angry in the story, and why is she angry?
3. How does Mother reduce the tension in the conversation with Faraja?
4. How do Mother and Faraja resolve the issue?
5. Do you think that their solution is a realistic one? Is it specific enough?
6. What did Mother do to show that she appreciates Faraja? Could she have done more?

## BUILDING BLOCKS

Notice when you are feeling angry and Take a Pause!

Listen to what your teen wants and needs. Their needs also change as they grow older.

Involve your teen in solving conflicts and assuming responsibility.

Show your teen that you appreciate it when s/he helps out.

Allow some flexibility when daily situations change.

## 4.2 Discussion – Sharing Responsibilities As A Family

Lead a discussion about how parents/caregivers can give more responsibilities to their teens. Allow participants to discuss responses while you write them down on the flipchart.

Possible questions include:

- What would be the benefit of giving teens responsibilities? For parents? For teens?
- What kind of responsibilities could teenager have to help out in the house?
- How could teenagers feel appreciated when they accept these responsibilities?

### Benefits of giving your teen responsibilities:

- Empowers teen as an individual
- Helps share some of the household chores and tasks
- Teenagers will learn how to be responsible in other situations outside the house
- Being responsible about doing schoolwork will improve performance in school and build good discipline skills for later in life
- Teenagers learn that they are growing more mature and can be trusted
- Strengthens the family
- Accepting responsibility may make teenagers feel useful and important
- When teenagers accept more responsibilities, parents can reward them with more privileges.

### Possible responsibilities for teens

- Helping out with caregiving of other children
- Household chores such as cleaning, cooking, taking out rubbish
- Assistance with shopping

- Completing schoolwork before going out to play with friends
- Being on time for school and helping siblings prepare for school too
- Being in charge of planning fun activities for the family to do together

**PLEASE NOTE:** Allow participants to come up with ideas on their own with gentle prompting from you. They are the experts!

#### **4.3 Practice – Ways to Accept More Responsibilities**

1. Make a list with participants what sort of responsibilities they could take on (or want their teens to do) in the house.

*Create three columns on the flipchart and write responsibilities in the left column.*

2. Ask participants what would be possible positive consequences that might happen when teens follow through with these responsibilities.

*Write these in the middle column of the flipchart.*

- a. Increased privileges such as a later bedtime or more autonomy
- b. A simple reward if the responsibility is extra difficult  
(make sure these are FREE like extra One-on-One Time!)
- c. Increased sense of maturity and self-esteem knowing that you are helping out
- d. A more happy and peaceful home environment
- e. Completing schoolwork so that you do well in school and can spend time playing with friends
- f. Appreciation and praise from their parents

3. Parents and teens discuss in pairs existing responsibilities that teens already are doing, and what privilege they could receive (if they are not already being rewarded for following through with the task).

4. Parents and teens also decide on ONE new responsibility the teens can do to help out in the house. Discuss what privilege they could receive.

5. Review tips for sharing responsibilities as a family

#### **4.4 Review – Sharing Responsibilities as A Family**

- Introduce new responsibilities when both you and your teen are calm
- Responsibilities can be things to help out in the house or around schoolwork/education
- Use "I" statements and share how you feel

- Allow your teen to express how s/he feels
- Allow your teen to choose what responsibilities s/he could take on
- Make a Specific, Positive, and Realistic plan. For example, "I will help out with preparing dinner once a week"
- Discuss what privilege or praise will be a result of fulfilling the responsibility
- Praise your teen whenever s/he helps out with responsibilities!

## **5 CORE LESSON – CONSEQUENCES TO HELP LEARN RESPONSIBILITY**

### **5.1 Role-play – Consequences for Not Following Rules**

*Amani is trying to sneak into the house quietly.*

**Father (angrily):** "Amani! What time is it! It is late!"

**Amani (worried):** "Sorry Father – you can go back to sleep".

**Father (angrily):** "It is WAY past the time you were supposed to be home!"

**Amani (worried):** "I can explain, Father, I can."

**Father (worried, calmer):** "Amani, it is the middle of the night and you came home later than we agreed. Whatever the reason is, you must understand that this is not acceptable. Your mother and I felt really worried."

**Amani (worried):** "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."

**Father (more friendly):** "I am glad you did not get in the car with a drunk driver, Amani. That was a good decision. Let's talk more about this in the morning when we have had some rest."

**Amani:** "I am sorry I worried you and Mother."

**Father:** "Thank you. Now go to bed, but just to be clear, as you came home later than we agreed, you will not be allowed to go out next weekend."

#### **Questions for Role-play:**

1. Why does Father respond to Amani's behaviour the way he does?
2. What would have happened if Father responded violently or shouted at Amani?
3. How does Father share his emotions with Amani (using I Feel statements)?
4. Why does Amani react to his Father in the way he does?
5. Do you think the consequence for coming home too late is fair?

#### **BUILDING BLOCKS**

Make sure your teen knows what the household rules are.

Household rules need to be specific, positive, and realistic.

Allow your teen space to explain his/her actions.

It is okay to apologise to your parent/teen.

Make sure your teen knows the consequences for his/her actions.

## 5.2 Role-play – Unreasonable Consequences...

*Bibi is coming home from work. She is at the door about to open it up.*

**Bibi** (*thinking to herself*): "Ay my poor feet! I need to sit down a moment and drink a cup of coffee before I start preparing food for everyone."

**Bibi** (*enters the kitchen and sees Baraka eating bread*): "Baraka! What are you doing? That bread is for dinner! Now there won't be enough to feed us all!"

**Baraka** (*worried*): "Sorry, Bibi, I was just hungry. I can explain, you see, the thing is there is this guy at school...."

**Bibi** (*interrupting Baraka and raising her hand as if she is going to hit him*): "I don't care what happened at school, money doesn't grow on trees! I don't have enough money to go out and buy more bread! Tonight you won't get dinner with the rest of us!"

**Baraka** (*angry*): "That's unfair! You never listen to me! You hate me!"

*Amina enters the kitchen looking concerned.*

**Amina:** "What is going on? Is it almost dinner? I am so hungry!"

**Bibi:** "Mind your own business!"

### Questions for Role-play:

1. What could Bibi have done before shouting at Baraka?
2. Is the consequence to not have dinner a reasonable one for eating the bread?
3. What does the consequence teach Baraka?
4. How does Baraka feel when Bibi yells at him like that?
5. What would he like her to do instead of getting angry with him?
6. How could YOU fix the scenario?
  - o Ask participants for solutions to the scenario.
  - o Ask participants to choose a solution.
  - o Act out the solution in a role-play.
  - o Discuss whether the solution was realistic.

### BUILDING BLOCKS

Consequences should be appropriate and reasonable.

Take a Pause before reacting to negative behaviour.

Allow your teen space to explain his/her actions.

It is okay to show your disappointment when your teen breaks a rule.

As parent or teen, you can both apologise when you  
lose your temper or forget a rule.

### 5.3 Role-play – Accepting Consequences

*Faraja is talking to the boy she likes, George. Her brother Amani is watching them from nearby looking upset.*

**George:** "I like you, Faraja"

**Faraja:** "Oh, George!"

*Faraja comes home while Father and Mother are sitting on the couch.*

**Father (friendly):** "Hi Faraja. Thank you for being home at the time we agreed on."

**Mother (friendly):** "Come sit down with us and tell us about your day."

**Faraja:** "School is okay. And George and I were hanging out together earlier."

**Mother (calm but concerned):** "Ah yes... Amani actually said he saw you and George together when you were supposed to be in class. Is that true?"

**Faraja (worried):** "Sorry, Mother. I know I should not be alone with George. And that I should not skip class."

**Father (calm but concerned):** "Thank you for being honest, Faraja. We do not allow you to be alone with George because we want you to be safe."

**Mother (calm but concerned):** "Father is right. Many girls your age drop out of school because they get pregnant or get married too young. We want you to graduate and get a good job."

**Father (calm):** "We will also talk to George to remind him of our family's rules. I hope you remember to follow the rules in the future, Faraja."

**Mother (calm):** "Because you did not follow our rule, you will not be allowed to go out with George on Saturday. Okay?"

**Faraja:** "Okay, Mother and Father. I understand. Thank you for caring about me."

#### Questions for Role-play:

1. How did Father and Mother deal with Faraja breaking their rule?
2. What do you think of the consequence that Father and Mother gave to Faraja? Was it reasonable?
3. What helped Faraja take responsibility for her actions?

#### BUILDING BLOCKS

Allow your teen space to explain his/her actions.

It is important for teenagers to learn that their negative actions have consequences.

Consequences should be reasonable and connected to the behaviour and household rule.

## **5.4 Discussion – Accepting Consequences for Our Actions**

Discuss with participants about the benefits of using consequences when teens do not follow instructions or break rules. Write ideas on the flipchart.

### **Suggested questions to help with the discussion:**

- What would be the benefit of helping teens learn that there are consequences for negative behaviour? What about consequences for positive behaviour?
- What would be the benefit of using reasonable and nonviolent consequences instead of yelling or hitting teens?
- What would be the benefit of involving teens in deciding what would be an appropriate consequence for a specific behaviour?
- Why would we want to try to avoid having to use consequences in the first place? How can we do that?

### **Key points to draw out from the parents/caregivers:**

- Consequences help teens learn responsibility for their actions
- Teens learn that if they do something negative, it will have a negative result
- Teens learn that if they do something positive, it will have a positive result
- Involving your teen in identifying appropriate consequences for specific behaviours increases the likelihood that they will accept those consequences
- Consequences allows parents to discipline their teens in a controlled way
- Hitting or shouting teaches your teens that aggression and violence is an appropriate way of resolving conflicts – your teens may then use that with their partners or peers
- Hitting or shouting makes everyone feel bad
- Parents often lose control or act out of anger when disciplining violently
- Responding in a firm and authoritative way maintains your control and allows your teen to remain under the Sunshine of Positive Attention

## **5.5 Practice – Identifying Consequences for Not Following Through With Responsibilities**

This activity helps participants identify appropriate consequences for situations when they do not follow through with their responsibilities.

1. Revisit the paper with the Responsibilities and Privileges.

2. Ask participants to list any additional responsibilities that they might have (e.g., doing their schoolwork) and what privileges might connect to them.
3. Parents and teens work in pairs to identify appropriate consequences if they do not fulfil their responsibilities.
4. These consequences should also be **Specific, Realistic, Reasonable, and Consistent**.
5. Write these behaviours in the far right column of the flipchart.
6. Ask participants what they think about the relationship between increased responsibilities, positive consequences, and negative consequences.
7. Ask participants why they think it is important to discuss these issues together.

## **6      ASSIGNING HOME ACTIVITIES**

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

Assign Home Activities to practice at home:

- Discuss with your parent/teen about how s/he can **share responsibilities**.
  - Discuss at least ONE new or existing responsibility that the teen can do to help in the house. Make sure the teen can still fulfil his/her responsibilities around school work too.
  - Identify a special privilege for the teen that s/he can have if s/he follows through with the responsibility.
  - Identify an appropriate consequence if the teen does not follow through.
  - Discuss other consequences for not following through with household rules that you have established during PLH Teens.
- Spend **at least 15 minutes** of **One-on-One Time** each day with your teen/parent.
- **Take a Pause** whenever you are feeling stressed or upset. You can even **Take a Pause** to appreciate a positive emotion!

Ongoing home activities

- Continue to monitor your **family budget** and **savings plan**
- Continue to be consistent with **household rules**
- Have a **conversation** with your parent/teen about **health and safety**
- Try to be more **aware of your own emotions and the emotions of others**.
- Ask your parent/teen about how s/he is feeling at least **1 time during the week**.
- Practice **I Feel Statements** at least **1 time during the week**.
- **Praise** your parent/teen, yourself, and others in your family!
- Parents: Notice how you **give instructions** and try to make them **positive, specific, and realistic**.
- Teens: Remember to be **calm and clear** when talking to your parent about things that are important to you.
- Do something nice to **reward yourself** for your hard work in the PLH Teens programme!
- Do the **Physical Exercise** every morning.
- **Meet with or contact (call or text message) your PLH Buddy** one time during the week.

**Please note:** Discuss with the families each goal for the coming week. Make a note of it so that you know what they are planning to do at home. Then you can follow this up during the next session's discussion on home activities.

## **7 CLOSING**

### **7.1 Sharing One Thing You Learned**

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

### **7.2 Compliment Circle**

Parents and teens take turns praising each other.

Then parents and teens take turns praising themselves for something specific that they did well.

Encourage participants to make eye contact and use the name of their parent/teen. The compliments can be about anything as long as they are sincere.

### **7.3 Take A Pause**

Take a brief pause with families (30 seconds).

### **7.4 Emotional Check-Out**

Model the emotional check-out by describing your emotion, where you feel it in your body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy to have learned about how to create fair rules together."

### **7.5 Goodbye**

Remind participants of the Home activities.

Refer to the Family Handbook and to the place for families to record whether they have done the home activities. Remind families of the core home activities for the session.

***Thank and praise the parents/caregivers and teens for coming!***

# **SESSION SEVEN: SOLVING PROBLEMS TOGETHER AS A FAMILY**

SESSION SEVEN OVERVIEW	
<b>GOALS</b>	<ul style="list-style-type: none"> <li>Parents and teens learn collaborative methods to solve problems as a family</li> </ul>
<b>CORE PRINCIPLES</b>	<ul style="list-style-type: none"> <li>Peaceful solutions for family problems are possible</li> <li>Making a plan of action can help solve problems</li> <li>Take everybody's opinion seriously</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>Attendance register, name tags, temporary adhesive, pens, paper, flipchart, 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 (20 min)</b>	<ul style="list-style-type: none"> <li>Welcome</li> <li>Take a Pause</li> <li>Emotional Check-In</li> <li>Physical exercise</li> </ul>
<b>HOME ACTIVITY</b> <b>DISCUSSION (40 min)</b>	<ul style="list-style-type: none"> <li>Remind parents/teens of core home activity</li> <li>Ask parents/teens to share highlights and challenges</li> <li>Discuss solutions to challenges and practice solutions</li> </ul>
<b>BREAK (5 Minutes)</b>	
<b>CORE LESSON – SOLVING PROBLEMS AS A FAMILY (40 min)</b>	<ul style="list-style-type: none"> <li>Activity: The Human Knot</li> <li>Role-play and Practice: Faraja's New Cell Phone</li> <li>Role-play: Dealing with Bullies</li> <li>Discussion: Solving problems as a family</li> <li>Practice: Working together to solve problems.</li> </ul>
<b>ASSIGN HOME ACTIVITIES (10 min)</b>	<ul style="list-style-type: none"> <li>Take a Pause whenever a conflict or difficult situation comes up.</li> <li>Try to work together whenever a problem or conflict comes up in your family. Use the 6 Steps of Problem Solving.</li> <li>Spend 15 minutes each day in One-on-One Time with your parent/teen</li> <li>Other activities from previous sessions</li> <li>Meet with, or contact, your PLH Buddy once during the week</li> </ul>
<b>CLOSING (10 min)</b>	<ul style="list-style-type: none"> <li>Sharing one thing you learned with your parent/teen</li> <li>Compliment Circle</li> <li>Take a Pause</li> <li>Emotional check-out</li> <li>Remind families about next session and home activities</li> <li>Thank and praise families</li> </ul>

## **1 NOTES FOR SESSION SEVEN**

*Read this in preparation for delivering the session.*

### **1.1 Overview**

Session Seven is focused on learning skills to solve problems as a family. Parents and teens are together again in this session.

Session Seven has the following core skills and principles:

- Peaceful solutions for family problems are possible
- Making a plan of action can help solve problems
- Take everybody's opinion seriously

There are many challenges that families face today which can prove to be stressful. Many people do not adequately address problems as they arise because they lack the appropriate skills to manage them.

Positive family life involves healthy interactions where problems that arise are solved. The ability to solve problems amongst teens is learned from the family, as the skills they learn are taken from how the caregivers approach problems.

Session Seven builds on the skill learned on previous sessions, especially Session Three on managing difficult feelings such as anger and stress, as well as communication skills learned in all the other sessions!

### **1.2 Six steps for solving problems**

There six main steps in solving problems:

1. Identify the problem
2. Brainstorm solutions
3. Explore the consequences of each solution
4. Choose a solution
5. Try the solution out
6. Reflect on whether the solution worked

Participants may notice that they have already practiced problem-solving in different ways during the programme (e.g. when finding ways to deal with angry behaviour).

Learning how to solve problems in a peaceful and effective way is a skill that teens will take with them for the rest of their lives and caregivers can apply in all different areas of their lives (work, home, etc). *What a gift!*

## **2 INTRODUCTION**

### **2.1 Welcome**

Welcome participants warmly and enthusiastically when they arrive to the session.

### **2.2 Take a Pause**

**Take a Pause** with the participants. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

Remind participants that they should try to **Take a Pause** before reacting to their parents or teens when they do something that annoys or angers them.

This may help them respond in a less negative and violent way. **Take a Pause** can even be a couple deep breaths!

### **2.3 Emotional Check-In**

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

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

### **2.4 Physical Exercises**

Ask participants to notice how they feel at the end of the physical exercises, ask participants to notice if they feel any differences in their bodies.

Ask them if they have been doing any of the physical exercises in the morning. Praise and encourage those who are trying!

### **2.5 Progress on the House of Support**

Show participants their progress in building the House of Support.

### **3 DISCUSSION OF HOME ACTIVITIES**

Divide the parents and teens so that both can feel more comfortable talking about their experiences openly.

#### **Home Activities Recap**

The core home activities were to:

- Discuss with your parent/teen about how s/he can share responsibilities
- Discuss with your parent/teen appropriate consequences for not following through with responsibilities or forgetting household rules

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

- Make sure that parents are giving their teens time for relaxation and fun along with increased responsibilities
- Make sure that consequences were reasonable, consistent, immediate, and realistic
- Make sure parents and teens are still spending One-on-One Time together

#### **Possible questions for Discussion on Home Activities in Session Six:**

- What was it like to discuss with your parent/teen about sharing responsibilities?
- What were some of the possible consequences that you discussed with your parent/teen?
- Did anyone have to use those consequences? What happened?
- Does anyone want to share a positive experience of spending One-on-One Time together?

**Please remember:** You need to check in with **each participant** to explore his/her experience doing Home Activities:

- Explore solutions to difficulties in doing the Home Activities with parents and teens.
- Encourage parents and teens to offer ways to overcome challenges as a group.
- Choose a strategy from the group's solutions and practice it.
- Then evaluate how it worked and encourage the participant to try it again at home.

#### **BREAK**

## **4      CORE LESSON – SOLVING PROBLEMS AS A FAMILY**

### **4.1 Activity – The Human Knot**

This activity helps parents and teens explore how to work together to solve a problem that they created in the first place.

1. Divide parents and teens into two groups. If the group is very big, then divide parents and teens into two groups of about 8 each. It is best if there is an even number in each group.
2. Groups stand in a circle facing inwards.
3. Everyone lifts his/her left hand and holds the hand of another person **across** the circle.
4. Keeping hold of the hands, the participants need to untie the "Human Knot"
5. Participants first do this with **talking allowed**. After 2 minutes, tell participants to continue working but in **silence**.
6. Remind participants to be aware of each other and ensure that everyone is safe.
7. It is very important that you allow the groups to struggle on their own.
8. Most groups will be able to untie their Human Knot. However, sometimes a group will find themselves stuck.
9. Ask the entire group if anyone knows how they can do to solve this problem.
10. If the group is still stuck, you can suggest one last solution – letting go.
11. Ask participants what they learned from the activity

**Please note:** You should ensure that older participants or participants that have difficulty moving are able to participate in this activity comfortably. Otherwise they are welcome to sit and watch.

## 4.2 Role-play and Practice – Faraja’s new cell phone

Mother is looking at a phone on Faraja’s bedside table which she has never seen before.

**Mother:** "Faraja, where did you get that thing?"

**Faraja** (*excited*): "Mapesa, bought it for me. It is a nice phone, Mother. It takes photos – let me take a selfie of you and I!"

**Mother:** (*shouting angrily*) "I don't want to see that expensive thing! That boy is no good! How does he think you are going to repay him for this?!"

**Faraja** (*upset*): "That's not how it works, Mother! That's not fair!"

**Mother:** "I don't want to hear it!"

**Faraja** (*frustrated*): "You're not even trying to listen to me! I don't know why I even try with you!"

### Questions for Role-play:

1. What do you think is the problem in this scenario?
2. Why do you think Mother is worried about her daughter getting a new cell phone from her boyfriend?
3. What is the impact of her reaction on Faraja?
4. How could she have avoided this conflict but still express her concern for her daughter's safety?
  - a. Ask parents and teens for solutions.
  - b. Explore consequences for the solutions
  - c. Choose a solution that might work best
  - d. Practice the solution in role-plays
  - e. Reflect on whether the solution might work
5. After practicing, ask the participants if anyone noticed the steps that they used to solve the problem. Write them down in the following order:
  - a. Identify the problem (Where is the fire? What is the problem?)
  - b. Discuss solutions (What are the different options to put out the fire?)
  - c. Explore consequences (What the advantages and disadvantages of each option)
  - d. Choose one solution (Which solution should we chose?)
  - e. Try it (Try it out!)
  - f. Reflect on whether it worked (Did our solution work?)

#### 4.3 Role-play – Dealing with Bullies

This story revisits the one from the previous session, "Unreasonable consequences." Here Grandma Sara remembers to Take a Pause and help her grandson solve his issue with being bullied.

*Bibi is coming home from work. She is at the door about to open it up.*

**Bibi** (*thinking to herself*): "Ay my poor feet! I need to sit down a moment and drink a cup of coffee before I start preparing food for everyone."

*Bibi enters the kitchen and sees Baraka eating bread.*

**Bibi** (*angrily*): "Baraka! What are you doing? That bread is for dinner! Now there won't be enough to feed us all!"

**Baraka** (*worried*): "Sorry, Bibi, I was just hungry. I can explain, you see, the thing is there is this guy at school...."

**Bibi** (*thinking to herself and taking a deep breath*): "Take a Pause...just breathe..."

**Bibi** (*telling Baraka*): "Just give me a moment. I am tired and now worried about having enough food for dinner."

**Baraka:** "I am sorry, Bibi. Let me make you a cup of coffee."

*Bibi and Baraka are sitting down together.*

**Bibi:** "Now tell me, why are you so hungry? Did you not eat your lunch at school?"

**Baraka:** "Well, actually, that is the problem. There's a guy at school who is picking on me and he takes my lunch every day. He says if I do not give it to him, he and his friends will hurt me. He makes me so mad!"

**Bibi** (*placing a hand on Baraka*): "I am sorry to hear that but am glad that you told me, Baraka. It doesn't mean that you can eat everybody's supper. After we speak, you need to go to the shop to buy some more bread. But first, let's work out a solution to this bully problem. What do you think we should do about it?"

**Baraka:** "Well...I want to just hit him or get him back."

**Bibi:** "Hmmm...what do you think will happen to you if you do that?"

**Baraka:** "I don't know. He is bigger than me so will probably hurt me more. And I could get into trouble at school and expelled."

**Bibi:** "Yes, that could happen. Any other ideas?"

**Baraka:** "I guess I could tell the teacher. But then the other kids will call me a snitch. Maybe you could talk to the teacher?"

**Bibi:** "That sounds like a better idea. I could also have a word with his parents if you want me to."

**Baraka:** "Sure. If you think that would help, too. Thanks, Bibi."

**Bibi:** "Anything for you, my dear. I will do it first thing after dinner. And you know? If that doesn't work, we can always try something else together."

**Baraka:** "Thanks, Bibi. I appreciate it!"

### **Questions for Role-play:**

1. How did Bibi avoid getting into a conflict or fight with Baraka?
2. Why was it important for Bibi to Take a Pause after seeing Baraka eating the bread?  
What did it help her to do?
3. Why was it important that she still gave Baraka a consequence for eating the bread?
4. What steps did she use to help Baraka solve the bullying problem with her?
5. Do you think that their solution is a practical one?

### **BUILDING BLOCKS**

Notice when you are feeling angry and Take a Pause!

Comfort your teen when s/he has a problem. Notice his/her emotions!

Involve your teen in solving problems.

Remember the 6 steps: Identify the problem. Discuss solutions. Explore consequences to each solution. Choose a solution. Try it out. And Reflect!

#### **4.4 Discussion – Solving problems as a family**

Lead a discussion about the benefits of involving teens in resolving problems and conflicts.

The following questions may be useful:

1. What would be the benefit of learning how to effectively solve problems together as a family?
2. Why might you want to discuss solutions to problems between you and your parent/teen instead of using consequences straight away?

#### **Possible discussion points:**

- Resolving conflicts together as a family helps avoid using consequences and keeps teens in the Sunshine of Positive Attention.
- Parents and teens find solutions to challenging situations working as a team.
- Parents and teens learn how to identify peaceful/nonviolent ways of solving conflicts.
- Parents and teens learn self-management and positive social skills.
- Resolving conflicts together helps identify positive and negative consequences to actions.

*Please note: Remember to draw these reasons and others out of the parents and teens during the discussion. Help them find answers themselves!*

#### **4.5 Practice – Working together to solve problems**

1. Divide parents and teens into groups of 6 to 8 participants each. Parents and teens can be together.
2. Each group will practice 6-steps of problem solving using one case study each.
3. They can do this in one of two ways:
  - a. By creating a role-play to show how could they make this decision together, or
  - b. By presenting the six steps of problem solving based on their case.

4. Hand out one scenario to each group:
  - a. **Scenario One:** Faraja wants to spend the day alone with her boyfriend and she wants to visit him at his house. She feels responsible and has told her mother about it. Mother is scared that Faraja might find herself in a situation where she will be exposed to the risk of falling pregnant.
  - b. **Scenario Two:** Amani forcibly kisses a girl from his class after school as part of bet he made with his friends to prove that he is strong and a good example of a man. His father is worried that this bad behaviour and negative influence might get him into trouble and get him expelled from school.
  - c. **Scenario Three:** Faraja and Shukuru come home two hours after they were supposed to. It is late and dark, and their parents have been worried about whether or not they are safe.
  - d. **Scenario Four:** Amani keeps walking home through an unsafe area because he wants to walk his girlfriend home. Parents repeatedly warn him against doing this. Amani is trying to help his girlfriend to be as safe as possible. His parents want Amani to be as safe as possible.
  - e. **Scenario Five:** Mother hears Amani fighting with his best friend outside. When he comes in, he looks very upset and says that he has just lost his best friend.
  - f. **Scenario Six:** Amani and Shukuru both want to watch T.V but Amani wants to watch soccer and Shukuru wants to watch a television soapie. Father and Mother hear them starting to argue.

5. Give each group about 5 to 10 minutes to discuss their scenario and find a solution.
6. Remind the groups about the 6 Steps of Problem Solving.
7. Groups come together to present their scenarios or solutions.
8. Group discussion providing feedback on the exercise.

*Remember that the activity is an exercise on the process of coming up with possible solutions to problems in a collaborative and peaceful way, and not for the group to evaluate the solution itself! (Families can try out the solution and see if it worked or not).*

## **5      ASSIGNING HOME ACTIVITIES**

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

Assign Home Activities to practice at home:

- **Take a Pause** whenever a conflict or difficult situation comes up. You may even need to walk away from the situation before engaging with it!
- Try to **work together** whenever a problem or conflict comes up in your family. **Use the 6 Steps of Problem Solving.**
- Spend **at least 15 minutes** of **One-on-One Time** each day with your teen/parent.

Ongoing home activities

- Continue with your parent/teen about how s/he can **share responsibilities**.
- Be realistic, immediate, reasonable, and consistent when using **consequences**.
- Continue to monitor your **family budget** and **savings plan**
- Continue to be consistent with **household rules**
- Have a **conversation** with your parent/teen about **health and safety**
- Try to be more **aware of your own emotions and the emotions of others**.
- Ask your parent/teen about how s/he is feeling at least **1 time during the week**.
- Practice **I Feel Statements** at least **1 time during the week**.
- **Praise** your parent/teen, yourself, and others in your family!
- Parents: Notice how you **give instructions** and try to make them **positive, specific, and realistic**.
- Teens: Remember to be **calm and clear** when talking to your parent about things that are important to you.
- Do something nice to **reward yourself** for your hard work in the PLH Teens programme!
- Do the **Physical Exercise** every morning.
- **Meet with or contact (call or text message) your PLH Buddy** one time during the week.

**Please note:** Discuss with the families each goal for the coming week.

Make a note of it so that you know what they are planning to do at home.

Then you can follow this up during the next session's discussion on home activities.

## **6 CLOSING**

### **6.1 Sharing One Thing You Learned**

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

### **6.2 Compliment Circle**

Parents and teens take turns praising each other. Then parents and teens take turns praising themselves for something specific that they did well.

Encourage participants to make eye contact and use the name of their parent/teen. The compliments can be about anything as long as they are sincere.

### **6.3 Take A Pause**

Take a brief pause with families (30 seconds).

### **6.4 Emotional Check-Out**

Model the emotional check-out by describing your emotion, where you feel it in your body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy to have learned about how to create fair rules together."

### **6.5 Goodbye**

Remind participants of the Home activities.

Refer to the Family Handbook and to the place for families to record whether they have done the home activities. Remind families of the core home activities for the session.

***Thank and praise the parents/caregivers and teens for coming!***

# **SESSION EIGHT: KEEPING SAFE IN THE COMMUNITY AND RESPONDING TO CRISIS**

SESSION EIGHT OVERVIEW	
<b>GOALS</b>	<ul style="list-style-type: none"> <li>Parents and teens learn skills on how to effectively reduce risks and respond to crises when they arise</li> </ul>
<b>CORE PRINCIPLES</b>	<ul style="list-style-type: none"> <li>Discussing safety concerns and making a plan can help to keep safe in the community</li> <li>Be aware of places in the community where there may be threats to health and safety</li> <li>All families experience crises. Being prepared can help deal with these crises</li> <li>There are services available in the community that can help us during a crisis</li> <li>Know where sources of support are and how to access them</li> <li>Work together as a family to create a plan before something really bad happens</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>Attendance register, name tags, temporary adhesive, pens, paper, flipchart, 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>Take a Pause &amp; Emotional Check-In</li> <li>Physical exercise</li> </ul>
<b>HOME ACTIVITY</b> <b>DISCUSSION</b> (40 min)	<ul style="list-style-type: none"> <li>Remind parents/teens of core home activity</li> <li>Ask parents/teens to share highlights and challenges</li> <li>Discuss solutions to challenges and practice solutions</li> </ul>
<b>BREAK (5 Minutes)</b>	
<b>CORE LESSON – MAPPING RISK</b> (25 min)	<ul style="list-style-type: none"> <li>Activity: Mapping Part 1</li> <li>Discussion: Safe and dangerous areas</li> <li>Activity: Mapping Part 2</li> <li>Discussion: Ways to avoid risky situations</li> </ul>
<b>CORE LESSON – RESPONDING TO CRISIS</b> (30 min)	<ul style="list-style-type: none"> <li>Role-play: The Fight (negative)</li> <li>Role-play: The Fight (positive)</li> <li>Role-play: Faraja's Crisis</li> <li>Role-play: Money Problems</li> <li>Discussion: Planning ahead to avoid crises</li> </ul>
<b>ASSIGN HOME ACTIVITIES</b> (10 min)	<ul style="list-style-type: none"> <li>Review the Mapping Exercise with your other family members. Discuss potential safe and dangerous areas as well as sources of support.</li> <li>Discuss ONE possible crisis together with your parent/teen.</li> <li>Make a short-term plan and a long-term plan about how you are going to manage the crisis.</li> <li>Remember to Take a Pause whenever a conflict or difficult situation happens.</li> <li>Spend at least 15 minutes of One-on-One Time each day with your teen/parent.</li> <li>Other activities from previous sessions</li> <li>Meet with, or contact, your PLH Buddy once during the week</li> </ul>
<b>CLOSING</b> (10 min)	<ul style="list-style-type: none"> <li>Sharing one thing you learned with your parent/teen</li> <li>Compliment Circle</li> <li>Take a Pause</li> <li>Emotional check-out</li> <li>Remind families about next session and home activities</li> <li>Thank and praise families</li> </ul>

## **1      NOTES FOR SESSION EIGHT**

*Read this in preparation for delivering the session.*

### **1.1 Overview**

You are almost done with the PLH Teens programme!

Session Eight focuses on helping parents and teens keep safe in the community and respond to crises when they arise. It combines many of the skills learned during the entire programme.

Session Eight has the following core skills and principles:

- Discussing safety concerns and making a plan can help to keep safe in the community
- Be aware of places in the community where there may be threats to health and safety
- All families experience crises. Being prepared can help deal with these crises
- There are services available in the community that can help us during a crisis
- Know where sources of support are and how to access them
- Work together as a family to create a plan before something really bad happens

### **1.2 Keeping safe in the community**

In Session Eight, parents and teens discuss how to keep **safe outside the home**. It is important to have these conversations and it is also important to make plans together to avoid risks.

Exposure to criminal activity, abuse and exploitation, health threats and sexual violence are some of the realities that young people are exposed to – particularly adolescent girls.

The threats faced are a reality and commonly happen in places where they live in and hang out – they happen in their communities.

Parents cannot but help worrying about the safety and well-being of their teens. Teenagers like exploring and sometimes find themselves in places or situations that could potentially be harmful to them.

There are threats to a teenager's safety in many communities, even in the company of well-meaning friends or peers.

Many families also have limited knowledge and understanding of the services that exist in our communities.

It is important that parents and teens know where to go for help or places of safety that they can turn to when they encounter problems or are in danger.

The ability to identify unsafe places helps teens to establish their own personal safety strategies regarding the different places they go to in the community.

It is very important that parents and teens know where they can get information and support. These may include clinics, child protection units, churches, schools, and police stations.

However, sometimes one person may think a place is a safe one and another might see it as a place of danger. For example, a school may be a safe haven for someone while a place where another person gets bullied.

Session Eight helps participants identify places in their communities where they can receive services that are available to assist.

The mapping exercise of essential services that are provided within the community will assist both the parents and teens to know where to seek help and support in times of need.

### **1.3 Dealing with difficulties**

Many families experience challenges and stress due to poverty, unemployment, debt, marital conflict, family separation, disease, long-term illness, disability, and violence in the community.

It is natural for teens to be worried or concerned about these challenges. They often will ask parents/caregivers questions or look for reassurance and support from them.

This session helps parents and teens think about ways that they might be able communicate about some of these issues.

Participants should already be familiar with many of the skills that have been addressed in the programme. These include keeping calm, acknowledging feelings, and being honest with each other.

If the participants need or ask for additional support, you can talk to them one-on-one or inform them about services from other agencies that may have more experience or ability to help.

Remember that sharing a parent's contact information directly with another agency should only be done if that parent gives permission to do so and is fully informed of what that agency does.

Remember that your job as a facilitator is to focus on the parent-teen relationship, parenting skills, and teen behaviour. It is important that you connect parents/caregivers to other support that you cannot give.

## **1.4 Managing crisis**

You will also help parents and teens explore how they can work together when something bad happens to them.

Parents and teens discuss how they can use some of the skills they have learned during the programme to manage some of the crises that they may face in life.

The best way to manage a potential crisis is to be prepared and to try to avoid risks in the first place. This will help participants respond in a constructive and caring way.

It is also important to remind participants to try to remain calm when someone shares something that is especially troubling. Remind them that the goal is to keep their families under the Sunshine of Positive Attention!

You also help participants identify what services are available in the community that they can access when a crisis happens. Families learn how they can work together to create a plan for managing when something really bad happens

Note: The role-plays may or may not be relevant to each family's individual circumstances. It is important to remind participants that bad things happen to all families. Although it may not be their family that is in the story, it could be anyone's family.

## **2 INTRODUCTION**

### **2.1 Welcome**

Welcome participants warmly and enthusiastically when they arrive to the session.

### **2.2 Take a Pause**

**Take a Pause** with the participants. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

Remind participants that they should try to **Take a Pause** before reacting to their parents or teens when they do something that annoys or angers them.

This may help them respond in a less negative and violent way. **Take a Pause** can even be a couple deep breaths!

### **2.3 Emotional Check-In**

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

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

### **2.4 Physical Exercises**

Ask participants to notice how they feel at the end of the physical exercises, ask participants to notice if they feel any differences in their bodies.

Ask them if they have been doing any of the physical exercises in the morning. Praise and encourage those who are trying!

### **2.5 Progress on the House of Support**

Show participants their progress in building the House of Support.

### **3      DISCUSSION OF HOME ACTIVITIES**

Divide the parents and teens so that both can feel more comfortable talking about their experiences openly.

#### **Home Activities Recap**

The core home activities were to:

- **Take a Pause** whenever a conflict or difficult situation comes up. You may even need to walk away from the situation before engaging with it!
- Try to **work together** whenever a problem or conflict comes up in your family. **Use the 6 Steps of Problem Solving.**
- Spend **at least 15 minutes** of **One-on-One Time** each day with your teen/parent.

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

- Explore whether participants remembered to Take a Pause and keep calm if they found themselves in a conflict situation.
- Participants may have left confused about the 6 Steps of Problem Solving. You might have to review these again.
- Make sure parents and teens are still spending One-on-One Time together

#### **Possible questions for Discussion on Home Activities in Session Six:**

- Does anyone want to share an experience when they were able to solve a problem or challenge together as a family? What happened?
- Does anyone want to share an experience when they tried but it didn't work out? What happened?
- Does anyone want to share a positive experience of spending One-on-One Time together?

**Please remember:** You need to check in with **each participant** to explore his/her experience doing Home Activities:

- Explore solutions to difficulties in doing the Home Activities with parents and teens.
- Encourage parents and teens to offer ways to overcome challenges as a group.
- Choose a strategy from the group's solutions and practice it.
- Then evaluate how it worked and encourage the participant to try it again at home.

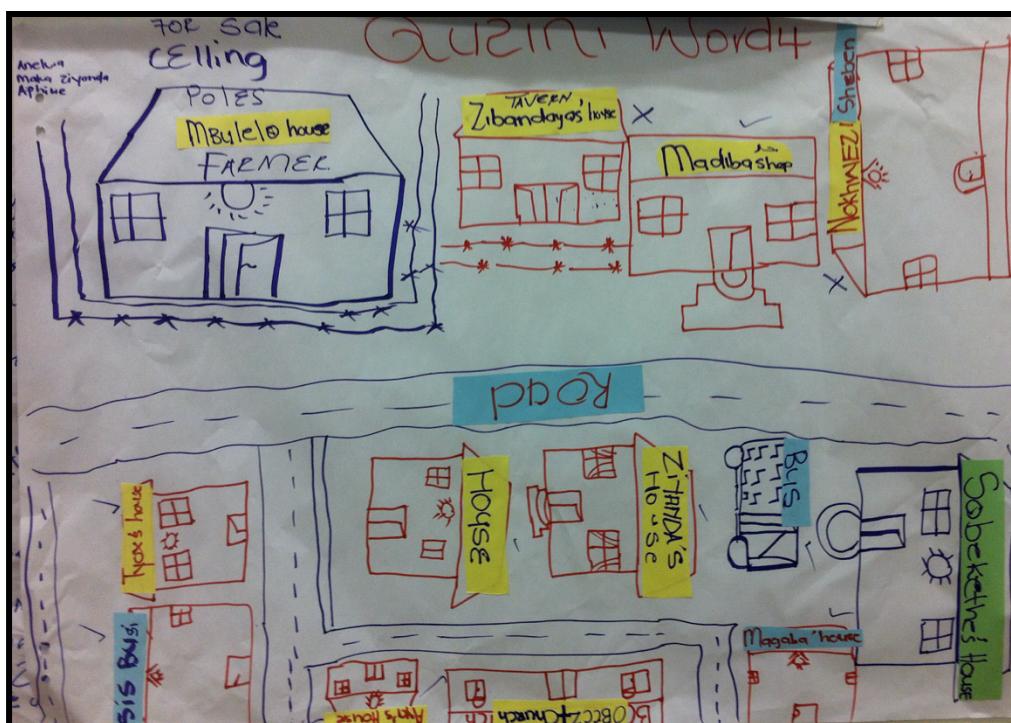
#### **BREAK**

## 4 CORE LESSON – MAPPING RISK AREAS AND SAFE SPACES

This activity helps parents/caregivers identify places that are safe and risky for themselves and their teens in the community.

## 4.1 Mapping activity (Part 1):

1. Divide the group into teams of 4 or 5 participants each.
  2. Distribute materials: Flipchart paper, markers, tape.
  3. Explain that parents and teens need to draw a map of the community they live in.
  4. Talk about what sorts of places to show on the map.
  5. Ask parents and teens to draw a map showing all the places the participants think are important.
  6. These might include churches, markets, health services, schools, taverns, homes, places where people meet, places where people socialise, roads that they have to walk on and so on.



## An Example of a Community Map.

#### **4.2 Mapping activity (Part 2):**

1. Ask parents and teens to put a circle on all the areas on their map that they think of as safe places.
2. Ask parents and teens to put an "X" on all the areas on their map that they think of as unsafe places.
3. Invite participants to come to the larger group and display their maps on the wall.
4. Each team presents their map.
5. Discuss in the group the different understandings of what is "safe" and "unsafe", or "risky"/ "dangerous".
6. Ask parents/caregivers whether there are any specific places where teens might be at risk of being:
  - a. Sexually exploited / sexually abused?
  - b. Exposed to drugs or alcohol abuse?
  - c. Exposed to physical violence?
7. Ask participants to identify specific places where families can obtain support or help during a crisis (health centre, police station, schools, etc.).

#### **4.3 Discussion about Mapping Activity**

##### **Part 1: Discussion about identifying safe and dangerous areas in the community.**

Possible questions include:

- Why do you think we made you do the mapping activity with your teen/parent?
- Why it is important to involve the teens in the discussion about safety outside the home?

##### **Some points that might come up or can be introduced by the facilitator are:**

- Teens might know of risks that their parents/caregivers have never heard of.
- Teens might know that something that seems very dangerous to parents/caregivers is not as bad as parents/caregivers think.
- Teens might have practical ideas about staying safe.
- If teens feel that the parents/caregivers take them seriously, they generally behave more responsibly.
- If teens are part of the discussion, they think about the consequences of their actions.

- If teens feel trusted, they will trust their parents/caregivers as well. This means that they are more likely to share if they are in trouble.

## **Part 2: Discussion about different ways to avoid risky situations.**

Possible questions include:

- How can parents and teens work together to avoid risky areas and situations?
- Are there negative consequences to forbidding a teen from going into risky areas?

## **Some points that might come up or can be introduced by the facilitator are:**

- If teenagers are used to talking to their parents, they are more likely to ask for advice.
- Use the 6 steps of problem solving
- Be calm and focus on the specific problem.
- Discuss solutions together: Ask for and listen to each other's opinions.
- When making decisions, think through the possible consequences together.

## **5      CORE LESSON – RESPONDING TO CRISIS**

### **5.1 Role-play – The Fight (Negative)**

*Amani is sitting at the table shaking with fear. Father is at the door looking at him with concern.*

**Father:** "Amani, what is wrong? I have been watching you since yesterday. Tell me what's going on?"

**Amani:** "On Saturday my friends and I went to a soccer match. Some guys who were drunk started a fight with my friend."

**Father (angry):** "Oh no! I hope you did not get into a fight!?"

**Amani (shaking):** "I didn't want to, but I couldn't just stand there and let them beat up my friend, so..."

**Father (shouting):** "So, what Amani?"

**Amani (crying):** "Eventually there was a huge fight, everyone was fighting. I couldn't really tell what was happening, and then suddenly I saw someone lying on the field in a pool of blood. He looked... very hurt."

**Amani (crying):** "I am afraid that these guys will come after me and kill me, Father ..."

**Father (shouts aggressively at Amani):** "You idiot! Now we are all in danger! Get out of this house and don't bring your trouble here! Or even better, come here and I will give you a beating you will never forget!"

#### **Questions for Role-play:**

1. How do you think the Father felt when hearing Amani's story?
2. What do you think about the way the Father responded to Amani?
3. How do you think his response made Amani feel?
4. What do you think Amani needs in this situation?
5. What do you think will be the consequence of Father's actions on his relationship with his son?
6. What about how Amani will feel about confiding with him about other issues in the future?
7. What do you think Father could have done differently?

## **BUILDING BLOCKS**

When you respond negatively to a negative situation,  
it just gets worse.

Notice when your teen needs support and  
deal with the problem later.

Take a Pause! Allow yourself some time to think of a better way  
to respond.

Appreciate your teen when s/he shares something sensitive or bad.

## 5.2 Role-play – The Fight (Positive)

*Amani is sitting at the table shaking with fear. Father is at the door looking at him with concern.*

**Father:** "Amani, what is wrong? I have been watching you since yesterday. Tell me what's going on?"

**Amani:** "On Saturday my friends and I went to a soccer match. Some guys who were drunk started a fight with my friend."

**Father (calm):** "Continue, I am listening. I hope you did not fight?"

**Amani (shaking):** "I didn't want to, but I couldn't just stand there and let them beat up my friend, so..."

**Father (putting hand on Amani):** "So, did you fight in order to help defend your friend?"

**Amani (crying):** "Eventually there was a huge fight, everyone was fighting. I couldn't really tell what was happening, and then suddenly I saw someone lying on the field in a pool of blood. He looked... very hurt."

**Father:** "Oh dear, I am glad you came to talk to me about this, Amani. Well done for that. Let's sit down together now and discuss how we should involve the police."

**Amani:** "Thank you, Father"

**Father (hugging Amani):** "We will get through this. Remember, we will support you as a family."

### Questions for Role-play:

1. How do you think the Father felt when hearing Amani's story?
2. What do you think about the way the Father responded to Amani this time?
3. What specific skills did Father use that helped this scenario end in a positive way?
4. How do you think his response made Amani feel?
5. What are some of the short-term solutions that Father and Amani could do to help?
6. What are some of the long-term solutions that they could do to avoid it happening again?

## **BUILDING BLOCKS**

Remember to take a deep breath and calm yourself.

Listen to your child. Get the facts before responding.

Notice how your teen is feeling when s/he shares something sensitive.

Recognise that your teen is coming to you for support.

Appreciate your teen when s/he shares something sensitive with you.

When you are aware of a crisis,  
work with your teen to find a solution together.

Use the 6 Steps of Problem Solving!

### 5.3 Role-play – Faraja’s Crisis

*Faraja is sitting and crying. Mother comes home.*

**Mother** (*worried*): "Oh my dear, what happened? Why are you crying my girl?"

**Faraja** (*crying*): "He... he... he touched me."

**Mother** (*hugging Faraja*): "Tell me what happened? And when it happened? Come and sit down next to me. It's not your fault and I'm not going to blame you."

*Father enters the house and sees Faraja and Mother.*

**Father:** "What's wrong, my daughter?"

*Father, mother and Faraja sit down together*

**Faraja** (*still crying*): "It's true, he... he... Made me do it! He made me have sex with him! Please believe me. I didn't want to, I swear. I even said "NO" but he held me down and told me I would be in trouble if I told anybody, and then..."

**Father:** "Take your time, Faraja. I'm listening. You are not in trouble. This is not your fault."

**Faraja** (*looking at father and mother*): "Please believe me. I didn't want it, I swear. Yesterday when you went to see Bibi he just came and that is when it happened."

**Mother:** "It's okay, I believe you my child. This is a big thing and we will find a way to get the help we need. I wonder where we can go to ask for help."

*Faraja is calming down a bit*

**Father:** "We need to report this to the police and we should go the clinic. They will know what we can do to help you. Does that sound okay to you?"

**Faraja:** "Yes... Ok... But will you come with me?"

**Mother** (*smiling softly to Faraja*): "Of course we both will. And Faraja? Remember this is not your fault. We love you. We will get through this."

#### Questions about the Role-play:

1. What do you think about this situation? What is the crisis that occurs in this story?
2. What did the Mother do well in this story (accept teen, not-blaming)?
3. What are the consequences of shouting and yelling at a teen in Faraja's situation?
4. What about the opposite? Are there consequences to treating rape as a "normal" event?
5. Is Faraja in a dangerous situation? Why?
6. How do Father and Mother help Faraja in finding a solution to this crisis?

7. Where could Faraja go for help after she is raped?
8. What would be some of the difficulties or barriers in seeking support?
9. Can the police or hospital help Faraja and her parents/caregivers?
10. Could this situation happen to a boy?

### **BUILDING BLOCKS**

When you are aware of a crisis, work with your teen  
to find a solution together.

Identify what the problem or crisis is.

Calmly ask questions and allow your teen to talk without blaming him/her.

Discuss possible solutions with your parent/teen.

Assess the different options and choose one solution.

Try it out (or practice if possible).

Reflect whether the solution worked.

## 5.4. Role-play – Money problems

*Father and Mother are making a family budget.*

**Father** (*worried*): "Looks like we will have too little money again this week, Mary..."

**Mother** (*worried*): "Yes. Do you think we need to take Baraka out of school?"

**Father:** "Maybe I can teach him how to grow vegetables?"

**Mother:** "Yes, our income will also increase if you both work. And Faraja is smart, she can finish high school and get a good job."

**Father** (*sad*): "But I would feel so bad for Baraka. And if he can graduate like Faraja, they can both get a good job."

**Mother:** "You are right, Samuel. If we sacrifice now, it may help us in the future. What else could we try?"

**Father** (*hopeful*): "You know, Mary, I like your cooking. What if you sell the food you cook to our neighbors?"

**Mother** (*happy*): "Thank you, Samuel. All right, let's first try if the family income will increase with my sales. And let's also continue to save, so we can pay for Baraka's school fees."

### Questions about the Role-play:

1. What is the problem Father and Mother are facing?
2. What did Father and Mother do to address the problem?
3. How did Father and Mother evaluate the solutions they came up with?
4. What helped them come up with the best solution?

### BUILDING BLOCKS

When you are aware of a crisis, work together to find a solution  
that will benefit the entire family.

When exploring the consequences of possible solutions, look at both the  
positives and the negatives of each solution.

Consider both short-term and long-term solutions and consequences.  
A short-term solution may lead to something negative in the long-term but  
a short-term sacrifice may lead to a better long-term consequence.

Know the strengths of the members of the family to see how they can best  
contribute to solving a problem or crisis.

## **5.5 Discussion – Planning ahead to avoid crises and ways to respond to them when they arise**

Lead the parents and teens in a discussion about the importance of planning ahead in order to be prepared for crises.

1. Divide the flipchart into quarters.
2. Make a list with parents and teens of potential crises that may arise. Write these in the top left of the flipchart.
3. Ask participants to identify ways to avoid these crises in the first place. Write these on top right of the flipchart.
4. Ask participants to identify short-term plans that they could make in order to immediately manage a crisis. Write these on the bottom left of the flipchart.
5. Ask participants to identify long-term plans that they could make in order to avoid the repeat of the crisis.
6. Revisit the Mapping Activity to identify any other sources of support for participants.
7. Ask the following questions during a final discussion:
  - a. What would be the benefit of discussion short- and long-term plans for managing a potential crisis?
  - b. What can you do to respond in an effective way when a crisis happens?
  - c. How can you maintain a Sunshine of Positive Attention even when the Dark Clouds cover it up?

### **Possible discussion points:**

- Staying calm allows you the space to be able to see the problem and think of a solution with a clear mind.
- Helping your teens resolve conflicts prepares them for when they will be adults.
- Responding in a calm and supportive way will make it more likely that you will have an open and trusting relationship with your teens.
- Open and accepting communication with your teens will enable you to protect them when they are needing help.
- Making short-term plans usually means dealing with the crisis that is in front of us right away. Like what we can do soon after someone is arrested or raped.
- Making longer-term plans means talking and planning in order to try to avoid a repeat of the crisis. These include things like talking to each other and knowing about the dangerous places around our homes.

## **6 ASSIGNING HOME ACTIVITIES**

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

Assign Home Activities to practice at home:

- Review the **Mapping Exercise** with your other family members. Discuss potential safe and dangerous areas as well as sources of support.
- Discuss **ONE possible crisis** together with your parent/teen. Make a **short-term plan** and a **long-term plan** about how you are going to manage the crisis.
- Remember to **Take a Pause** whenever a conflict or difficult situation comes up.
- Spend **at least 15 minutes** of **One-on-One Time** each day with your teen/parent.

Ongoing home activities

- **Work together** with your parent/teen whenever a problem or conflict comes up in your family. **Use the 6 Steps of Problem Solving.**
- Continue with your parent/teen about how s/he can **share responsibilities**.
- Be realistic, immediate, reasonable, and consistent when using **consequences**.
- Continue to monitor your **family budget** and **savings plan**
- Continue to be consistent with **household rules**
- Have a **conversation** with your parent/teen about **health and safety**
- Try to be more **aware of your own emotions and the emotions of others**.
- Ask your parent/teen about how s/he is feeling at least **1 time during the week**.
- Practice **I Feel Statements** at least **1 time during the week**.
- **Praise** your parent/teen, yourself, and others in your family!
- Parents: Notice how you **give instructions** and try to make them **positive, specific, and realistic**.
- Teens: Remember to be **calm and clear** when talking to your parent about things that are important to you.
- Do something nice to **reward yourself** for your hard work in the PLH Teens programme!
- Do the **Physical Exercise** every morning.
- **Meet with or contact (call or text message) your PLH Buddy** one time during the week.

**Please note:** Discuss with the families each goal for the coming week.

Make a note of it so that you know what they are planning to do at home.

Then you can follow this up during the next session's discussion on home activities.

## **7 CLOSING**

### **7.1 Sharing One Thing You Learned**

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

### **7.2 Compliment Circle**

Parents and teens take turns praising each other.

Then parents and teens take turns praising themselves for something specific that they did well.

Encourage participants to make eye contact and use the name of their parent/teen. The compliments can be about anything as long as they are sincere.

### **7.3 Take A Pause**

Take a brief pause with families (30 seconds).

### **7.4 Emotional Check-Out**

Model the emotional check-out by describing your emotion, where you feel it in your body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy to have learned about how to create fair rules together."

### **7.5 Goodbye**

Remind participants of the Home activities.

Refer to the Family Handbook and to the place for families to record whether they have done the home activities. Remind families of the core home activities for the session.

***Thank and praise the parents/caregivers and teens for coming!***

# **SESSION NINE: WIDENING CIRCLES OF SUPPORT**

SESSION NINE OVERVIEW	
<b>GOALS</b>	<ul style="list-style-type: none"> <li>Parents and teens reflect on their experience during the programme and discuss how to continue supporting each other after the programme</li> </ul>
<b>CORE PRINCIPLES</b>	<ul style="list-style-type: none"> <li>Your House of Support requires constant support and nurturing</li> <li>Stay connected to your PLH Buddy and continue supporting each other</li> <li>The end of the programme is the beginning of a happier and healthier family for the rest of your lives!</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>Attendance register, name tags, temporary adhesive, pens, crayons, paper, flipchart, refreshments for celebration, certificates, music for dance party</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 (20 min)</b>	<ul style="list-style-type: none"> <li>Welcome</li> <li>Take a Pause</li> <li>Emotional Check-In</li> <li>Physical exercise</li> </ul>
<b>HOME ACTIVITY</b> <b>DISCUSSION (30 min)</b>	<ul style="list-style-type: none"> <li>Remind parents/teens of core home activity</li> <li>Ask parents/teens to share highlights and challenges</li> <li>Discuss solutions to challenges and practice solutions</li> </ul>
<b>BREAK (5 Minutes)</b>	
<b>CORE LESSON – PROGRAMME REFLECTION (30 min)</b>	<ul style="list-style-type: none"> <li>Silent Reflection</li> <li>Art Activity</li> <li>Sharing in Group</li> </ul>
<b>CORE LESSON – MOVING ON (20 min)</b>	<ul style="list-style-type: none"> <li>Story: Stone Soup</li> <li>Discussion: Keeping the momentum moving forward</li> <li>Review: Tips for continuing support</li> </ul>
<b>LOVING KINDNESS ACTIVITY (5 min)</b>	<ul style="list-style-type: none"> <li>Loving Kindness meditation</li> </ul>
<b>ONGOING HOME ACTIVITIES (10 min)</b>	<ul style="list-style-type: none"> <li>Spend at least 15 minutes of One-on-One Time a day with your teen/parent.</li> <li>Continue to praise your parent/teen, yourself, and others in your family</li> <li>Try to give positive, specific, and realistic instructions to each other</li> <li>Be calm and clear when talking about things that are important to you.</li> <li>Try to be more aware of your own emotions and the emotions of others.</li> <li>Ask your parent/teen about how s/he is feeling at least once a week.</li> <li>Practice I Feel Statements when communicating about emotions.</li> <li>Take a Pause whenever a conflict or difficult situation comes up.</li> <li>Try to maintain stable and strong household routines</li> <li>Be consistent and appreciative with rules and responsibilities</li> <li>Continue to monitor your family budget and savings plan</li> <li>Continue to be consistent with household rules</li> <li>Work together with your parent/teen when experiencing difficulties</li> <li>Work together with your parent/teen whenever a problem or conflict comes up in your family. Use the 6 Steps of Problem Solving.</li> </ul>

	<ul style="list-style-type: none"> <li>• Remember to think about short-term and long-term plans about how you are going to manage the crisis.</li> <li>• Be realistic, immediate, reasonable, and consistent when using consequences.</li> <li>• Keep updating the Mapping Exercise noting potential safe and dangerous areas as well as sources of support.</li> <li>• Meet with your PLH Buddy at least once week.</li> <li>• Do something nice to reward yourself for your hard work in the PLH Teens programme!</li> </ul>
<b>CLOSING CELEBRATION</b> (30 min)	<ul style="list-style-type: none"> <li>• Certificates</li> <li>• Freeze Dance</li> <li>• Compliment Circle</li> <li>• Emotional check-out</li> <li>• Thank and praise families</li> </ul>

## **1 NOTES FOR SESSION NINE**

*Read this in preparation for delivering the session.*

### **1.1 Overview**

Session Nine is the final session for PLH Teens!

Congratulations! You deserve a lot of self-praise and recognition of all the hard work that you have done to get to this point of the programme. It is an amazing accomplishment!

During Session Nine, parents and teens will have the opportunity to reflect on the changes they have experienced over the course of the programme.

There is also time to discuss how participants can keep their House of Support strong and stable so that the Sunshine of Positive Attention continues to shine on their families.

### **1.2 Reflecting on experiences**

Participants share how they have changed as well as what changes they have noticed in their relationship with their parents/teens and their life at home.

The artistic exercise drawing a picture allows them to process their experience as a group in a creative way and to hear from others about the impact of the programme on their lives.

### **1.3 Usefulness of PLH Teens**

During this part of the session, you will lead parents and teens in a discussion about benefits using the new parenting strategies learned during PLH Teens. This activity helps families make their own decision on how the programme impacted their lives.

You should help them see that the skills from PLH Teens will promote positive relationships between parents and teens that are based in love, affection, respect, and consistent parenting.

Hopefully, by this point in the programme, families will come up with that conclusion themselves!

### **1.4 Keeping the House of Support strong**

The last session of the programme can be emotionally challenging to many parents and teens. They may have developed strong relationships with each other and changed quite a lot over the course of the programme.

It has also provided them with a source of support and sense of community that many parents and teens will have found helpful and nourishing.

**This support can continue after PLH Teens ends.**

"Stone Soup" is a helpful story that shows how the skills and knowledge have always existed in the community. Although the programme helped bring these skills to the surface, all of the principles, building blocks, and solutions to problems came from the families.

**In other words, the parents and teens have always been the experts.**

Your role is to encourage them to discuss ways in which they might be able to continue integrating the practices and building blocks into their lives on an ongoing basis.

This may be in monthly or weekly support groups, get-togethers with PLH Buddies, or anything else that the families decide.

It is important that you affirm whatever the families decide to do. They can also check what resources including meeting occasionally with the group, providing a room for future meetings, and other sources of support.

### **1.5 Sending loving kindness**

Participants learn one more relaxation activity called "Sending Loving Kindness." This activity can be especially helpful when parents or teens are feeling alone and needing support.

It is a simple mindfulness exercise in which they send thoughts of "Loving Kindness" to themselves, wishing that they are happy, safe, healthy, and loved.

They also learn that they can send these thoughts to their loved ones, especially each other.

***You should also practice this activity for yourself since you deserve plenty of Loving Kindness too!***

## **2 INTRODUCTION**

### **2.1 Welcome**

Welcome participants warmly and enthusiastically when they arrive to the session.

### **2.2 Take a Pause**

**Take a Pause** with the participants. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

Remind participants that they should try to **Take a Pause** before reacting to their parents or teens when they do something that annoys or angers them.

This may help them respond in a less negative and violent way. **Take a Pause** can even be a couple deep breaths!

### **2.3 Emotional Check-In**

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

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

### **2.4 Physical Exercises**

This is the last time the parents do the physical exercises together. Take the time to review all the different steps of the exercise: stretching, isolations from head-to-toe, and shaking down the body.

You can also review any other physical activities that you have done during the programme including shoulder circles, back massages, and body pat downs.

Remember that the most important thing is to *breathe!!!*

### **3      DISCUSSION OF HOME ACTIVITIES**

Divide the parents and teens so that both can feel more comfortable talking about their experiences openly.

#### **Home Activities Recap**

The core home activities were to:

- Review the **Mapping Exercise** with your other family members. Discuss potential safe and dangerous areas as well as sources of support.
- Discuss **ONE possible crisis** together with your parent/teen. Make a **short-term plan** and a **long-term plan** about how you are going to manage the crisis.
- Remember to **Take a Pause** whenever a conflict or difficult situation comes up.
- Spend **at least 15 minutes** of **One-on-One Time** each day with your teen/parent.

You should also make time to discuss any other challenges that may have arisen regarding consequences and solving problems together as a family.

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

- Make sure that participants have chosen realistic short-term and long-term plans that maintain a positive relationship between them and their teens
- Make sure parents and teens are still spending One-on-One Time together

#### **Possible questions for Discussion on Home Activities in Session Nine:**

- Does anyone want to share your experience making a short- and long-term plan for managing a crisis together with your parent/teen? What was the crisis?
- Does anyone have any questions about the Mapping Exercise and sources of support in the community?
- Does anyone want to about spending One-on-One Time together?

**Please remember:** You need to check in with **each participant** to explore his/her experience doing Home Activities:

- Explore solutions to difficulties in doing the Home Activities with parents and teens.
- Encourage parents and teens to offer ways to overcome challenges as a group.
- Choose a strategy from the group's solutions and practice it.
- Then evaluate how it worked and encourage the participant to try it again at home.

#### **BREAK**

## **4 CORE LESSON – PROGRAMME REFLECTION**

### **4.1 Silent reflection**

The programme reflection gives participants an opportunity to look back on their experiences, to notice how they and their relationship with each other may have changed.

Take the participants through a visualization of the entire programme drawing attention to key moments, Building Blocks, and experiences that may have arisen:

1. Ask participants to close their eyes and sit in a comfortable position.
2. Ask them to recall what their lives and relationships were like when you visited them at their homes before the programme began.
3. Guide participants through each session as you describe building the House of Support:
  - a. Setting Positive, Realistic, and Specific Goals
  - b. Spending One-on-One Time Together
  - c. Giving Praise and Positive Instructions
  - d. Managing Anger and Stress
  - e. Establishing Rules and Routines
  - f. Family Budgeting and Ways to Save
  - g. Accepting Responsibility for Our Actions
  - h. Solving Problems Together as A Family
  - i. Keeping Safe in the Community
  - j. Responding to Crises
4. Ask participants to think about their experiences looking at role-plays, practicing skills during sessions, and practicing skills with each other at home.
5. Ask them to think about whether their goals for themselves and their relationship with each other have been achieved or have changed.
6. Ask them to think about how they have changed, how their parents/caregivers and their teens have changed, and how their families have changed.
7. You might want to ask the following questions:
  - a. How helpful have you found the PLH Teens programme?
  - b. How is your relationship with your parent/teen different from before you started the programme?

- c. What are the main skills or things that you learned from the programme? How are these different from the way you related to your parent/teen before?
  - d. How would these skills help you/your teen develop as a human being?
  - e. What do you think are the long-term consequences or benefits of these skills?
  - f. Do you see yourself continuing to use it?
  - g. What kind of support do you need to continue using them?
8. Ask the participants to open their eyes.

#### **4.2 Art activity**

After the reflection, distribute paper and crayons for the art activity. Ask the participants to draw pictures that relate to some of the following questions:

1. What was their relationship with their parent/teen like before the programme?
2. How has the relationship changed? How have you changed? Your parent/teen? Your family?
3. What was the most important/significant thing that you learned? Why was this significant?

Participants share their drawings in pairs with their parent/teen and then as a larger group.

After each participant shares, s/he places his/her picture in the middle of the circle as if giving an offering to a communal fire within the House of Support.

***Please note:*** Allow every participant to share but try to keep the sharing brief (1-2 minutes each). You can draw a picture and share too!

## **5      CORE LESSON – MOVING ON**

At this point in the session, the focus shifts to the future. The programme ending can be a very emotional time for parents and teens. Many may feel anxiety about the next chapter in their lives. It is important to provide parents with some support and encouragement.

The next activities help parents identify ways of continuing to support one another.

"Stone Soup" is a story about community building that is shared with the parents to help them take ownership of their own skills, knowledge, and wisdom.

Depending on how much time is available and whether there is a separate celebration planned, you may want to tell this story during the community celebration.

### **5.1 Story – Stone Soup**

*(traditional tale as narrated by Jamie McLaren Lachman)*

There was once a beautiful village. The people of this village were always happy because they never needed anything. They had livestock, fruits, and vegetables, as theirs was a very fertile village. They never knew suffering.

However, after some time there was drought. There was no more rain and their livestock was dying. Times became difficult because now there was hunger in the village. The people stopped talking to each other because everyone was focusing on their own problems.

One day an old woman came to this village carrying a big black pot on her head and a small brown bag. When she arrived in the middle of the village, she placed the big black pot on the ground and sat next to it to take a rest. No one saw this woman, except a little boy who was out playing that day.

When the boy saw this old woman, he asked her "Bibi, what are you doing with that big black pot?"

"I am going to make some Stone Soup!" answered the old woman. This confused the boy. Who ever heard of such a thing as Stone Soup?

Because he was a curious boy and always full of questions, he asked, "Can I please help you Bibi?"

The old woman was very happy when he asked to help. "Of course, you can! Go and get some water and collect some wood, my child," she said.

So, the boy collected some wood in the nearby forest. As the old woman was busy making the fire, he went down to the river to fetch some water.

By the time the boy returned with water, the old woman had a large, warm fire burning.

She placed the big black pot on the fire and poured in the water. She then opened her small brown bag and took out a shiny, round white stone. She placed it in the big black pot and began to stir, humming an old cooking song.

Soon, the water began to boil. The old woman licked her lips and said to the boy, "Mmmmm...this is going to be a delicious pot of Stone Soup."

It wasn't long when the others began to notice the fire burning in the middle of the village. One by one, they left their homes to see what was happening.

"What is going on here?" asked one man. The boy answered, "She is cooking Stone Soup!"

Those who were there exchanged looks as if they had never heard of such a thing. Stone Soup?

The news spread fast and throughout the village. All the villagers left their homes to see this crazy old woman and her Stone Soup with their own eyes. As the people were arriving, the old woman continued to stir the pot while humming.

When she noticed that there were many people gathered, she stopped stirring and tasted the watery soup. "Mmmmmmm... This is going to be the most delicious soup. It is just missing something. If only there were some onions..."

One woman had a few old onions that she had been saving. They were small and wrinkly but still good to eat. "I have some onions," she offered. She fetched them from her home, chopped them up, and added them to the big black bubbling pot.

After a little while longer, the old woman tasted the soup again. "Yes, this soup is going to be so good. But it is missing something.... If only there were some more...."

"Vegetables!" said a voice from the crowd, "It needs more vegetables. I have some spinach. It's not much but you can use it." Another person brought a couple of old potatoes. Someone else had a cabbage. Another garlic. Carrots. A pumpkin. Salt. An old scrawny chicken. Some chillies. Spices.

*[At this point, the storyteller can ask people for suggestions what to put in the soup]*

The smell of the soup filled the village. It reminded people of the old days. They began to talk to each other, exchanging stories and news, even jokes. Laughter was heard again for the first time in many years.

At last, the old woman stopped stirring. She tasted the soup and declared with a twinkle in her eye, "This Stone Soup is nearly ready. And so much to eat. I wonder if you will help me finish it please."

Everyone went back to his or her homes and brought bowls and spoons. Even though there were so many people, there was just enough for each person. They ate the soup until they were all full. And it was the most delicious Stone Soup they had ever tasted.

When they were done, the villagers brought out their drums and other musical instruments and began to sing songs and dance. They sang and danced until dusk. Then, the villages thanked the woman and returned to their homes chatting with each other. Once again, there was the sound of laughter and song in the air that evening.

As the evening stars began to shine, the old woman was left alone in the middle of the village. She gathered the white stone in her small brown bag and placed her big black pot on her head. Without a word of farewell, she slowly began to walk down the windy road that led out of the village.

Before she could leave, the boy saw her and ran to her. "Why are you leaving, Bibi?" he asked.

"My work here is done," the old woman replied. "But we need someone like you to help us," said the boy.

She reached into her small brown bag and handed the boy the white stone. "You have all the ingredients that you need to make Stone Soup." Then she slowly walked down the road. The boy watched and waved until he couldn't see her any longer.

The villagers never saw that woman again. But life in the village continued to thrive – in the best of times and the worst of times they never lost their connection to each other again as they continued to make the most delicious Stone Soup.

*The end.*

## **5.2 Discussion – Keeping the momentum going**

Lead a discussion to help participants to identify specific ways in which they can continue to support each other. Useful questions to help prompt discussion may include:

1. What are some of the ingredients that we have in our community to continue supporting us as families?
2. In what ways can we continue to support our teens' development and our lives after the programme?

You can suggest that someone takes the responsibility for getting the group together if participants suggest staying in contact or continuing to meet regularly.

For peer support groups, it is important to identify the following:

- Person (or people) responsible for organizing the support groups
- Place where the parents can meet and if help can be provided from an organisation
- Time and day that will best suit everyone

## **5.3 Review – Tips for Continuing Support:**

1. Keep practicing all the Building Blocks that you used to build your House of Support.
2. Stay connected to your PLH Teens partner. Try to meet once a week!
3. There may be other families who have done the PLH Teens programme in your neighbourhood. Start your own PLH Teens Support Group!
4. Learn what services and support you can get in your community.

## **6      CORE LESSON – LOVING KINDNESS EXERCISE**

Participants learn one last stress reduction activity – a Loving Kindness exercise.

This activity helps participants connect with a sense of loving-kindness towards themselves and their families. It brings closure to the culminating activity while reconnecting participants to a sense of wellbeing and calmness after all the excitement and anticipation for the closing.

### **Suggestions for leading the Loving Kindness activity:**

*NOTE: Use the below text as a guide to leading the activity.*

*Just like **Taking a Pause**, you can 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, feeling alone, or just needing support, it can be helpful to send thoughts of loving kindness to ourselves.

This exercise helps us to become more grounded and present – which increases wellbeing and balance - helping us to manage stress, illness and difficulty. [Pause ]

Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap. [Pause ]

Close your eyes if you feel comfortable. [Pause ]

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

Ask yourself, "What is my experience in this moment?" [Pause ]

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

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

Notice how your body feels. Notice any discomfort or tension. [Pause ]

#### **Step 3: Opening to Loving Kindness**

Connect to your heart in a kind and gentle way. You may want to place one hand on your heart or chest. [Pause ]

You can then say the following words silently to yourself [Pause ]

May I be peaceful. [Pause]

May I be safe. [Pause]

May I be healthy. [Pause]

May I be happy. [Pause]

May I feel loved. [Pause]

*Repeat slowly once or twice taking your time between each phrase.*

If you feel comfortable, you can also send thoughts of loving-kindness to your teen/parent, your partner, your family, and anyone else who is close to you in your life. [Pause]

May you be peaceful. [Pause]

May you be safe. [Pause]

May you be healthy. [Pause]

May you be happy. [Pause]

May you feel loved. [Pause]

*Repeat slowly once or twice taking your time between each phrase.*

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

Allow your focus to expand to the whole body. [Pause]

Allow your focus to expand to the sounds in the room. [Pause]

When you are ready, open your eyes. [Pause]

#### **Step 5: Reflecting**

Take a moment to reflect on your experience.

When you are ready, open your eyes. [Pause]

Remember that you can do this activity at any time whenever you feel like you need extra support.

## **7      ONGOING HOME ACTIVITIES**

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

It is important to remind participants that they need to continue keeping their House of Support strong and healthy even though PLH Teens has come to an end.

The home activities are a great way for parents and teens to stay connected to the programme by actively engaging in positive relationship building.

Families should be encouraged to reward themselves whenever they do a home activities activity!

- Spend **at least 15 minutes** of **One-on-One Time** each day with your teen/parent.
- Keep the Sunshine of Positive Attention shining on you and your parent/teen
  - Continue to **praise** your parent/teen, yourself, and others in your family
  - Try to **give positive, specific, and realistic instructions** to each other
  - Be **calm and clear** when talking about things that are important to you.
- Continue to build awareness of emotions and your ability to communicate about them
  - Try to be more **aware of your own emotions and the emotions of others**.
  - Ask your parent/teen about how s/he is feeling at least **1 time a week**.
  - Practice **I Feel Statements** when talking about emotions at least **1 time a week**.
  - Remember to **Take a Pause** whenever a conflict or difficult situation comes up.
- Try to maintain stable and strong household routines
  - Be consistent and appreciative with **rules and responsibilities**
  - Continue to monitor your **family budget** and **savings plan**
  - Continue to be consistent with **household rules**
- Work together with your parent/teen when experiencing difficulties
  - **Work together** with your parent/teen whenever a problem or conflict comes up in your family. **Use the 6 Steps of Problem Solving**.
  - Remember to think about **short-term** and **long-term plans** about how you are going to manage the crisis.
  - Be realistic, immediate, reasonable, and consistent when using **consequences**.
- Keep updating the **Mapping Exercise** noting potential safe and dangerous areas as well as sources of support.

- Remember your **Coping Strategies**:
  - **Take a Pause** when you feel stressed or angry.
  - **Physical Exercises** when you wake up.
  - **Loving Kindness** when you are feeling lonely and need support.
  - Do **Something Nice for Yourself**.
- Meet with your **PLH Buddy** one time during the week.
- Do something nice to **reward yourself** for your hard work in the PLH Teens programme!

## **8 CLOSING CELEBRATION**

### **8.1 Certificates**

Hand out certificates of completion to parents at the end of the session. This is a simple recognition for their accomplishment in finishing the programme.

You may also want to plan a special reward for those who only missed one session or attended all of the sessions. Make sure that you have told the parents and teens about this at the first session!

### **8.2 Freeze Dance Party**

This activity is a fun way to celebrate the end of PLH Teens:

1. When the music plays, participants all dance.
2. When the music stops, everybody must FREEZE and not move.
3. Give an instruction for something fun to do when the music starts again. For example:
  - a. Dance backwards
  - b. Dance with your hands in the air
  - c. Dance in pairs
  - d. Make up your own!
4. Remember to praise the performances!

### **8.3 Compliment Circle**

Parents and teens take turns praising each other.

Then parents and teens take turns praising themselves for something specific that they did well.

Encourage participants to make eye contact and use the name of their parent/teen. The compliments can be about anything as long as they are sincere.

### **8.4 Emotional Check-Out**

Model the emotional check-out by describing your emotion, where you feel it in your body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy to have learned about how to create fair rules together."

***Thank and praise the families for their commitment to making loving and nurturing relationships together!***