

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). 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/). 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

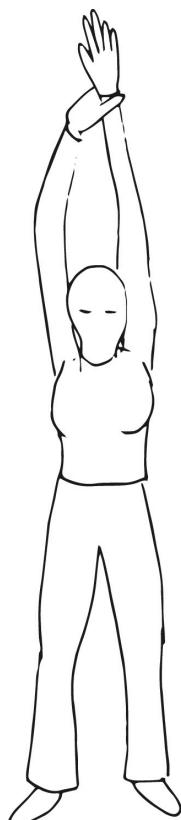
Turn your wrist as if you are painting, with both sides in and out.

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

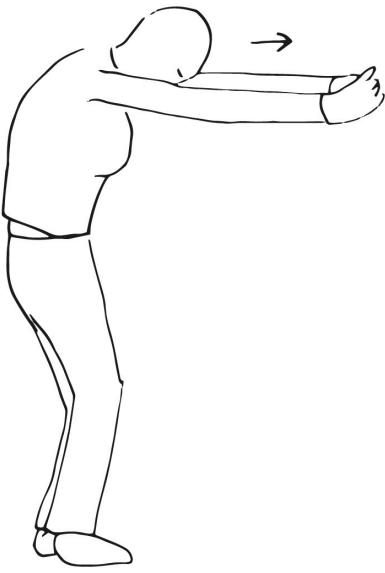
1. Stretching our bodies



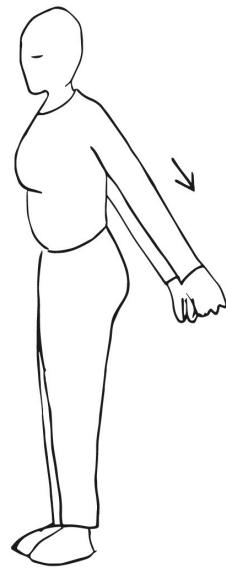
Stretch arms straight up as if you want to touch the sky
(4 deep breaths)



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

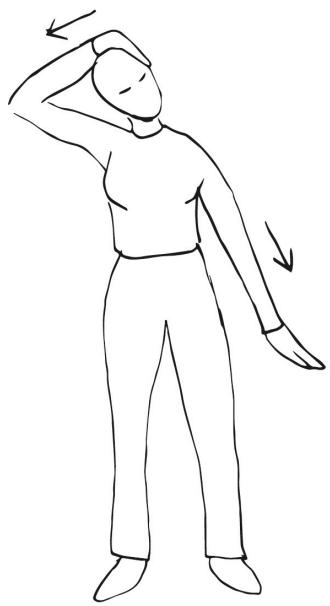


Stretch to the front
(4 deep breaths)



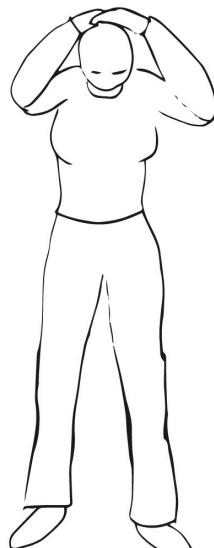
Stretch to the back
(4 deep breaths)

2. Head

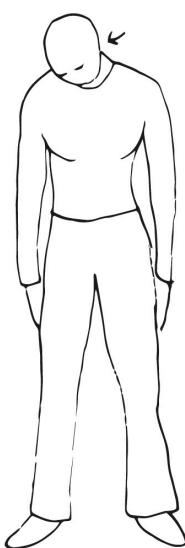


Stretch right arm up and put your head on your right shoulder, then put your hand on your ear.
(4 deep breaths)

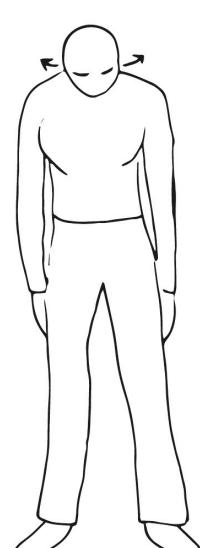
Stretch left arm up and put your head on your left shoulder, then put your hand on your ear.
(4 deep breaths)



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

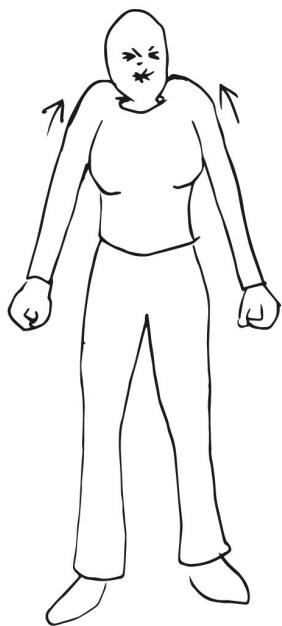


Place chin on your chest and then move your head to the left so that your ear is near your shoulder Then move head to the right. (4 times)

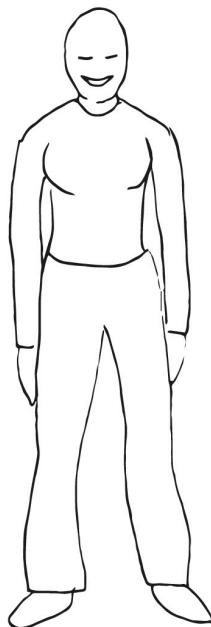


Move your head around in full circles slowly (4 times)

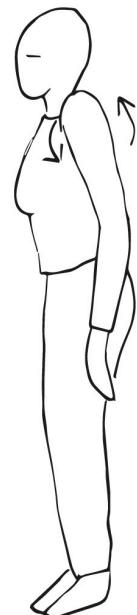
3. Shoulders



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

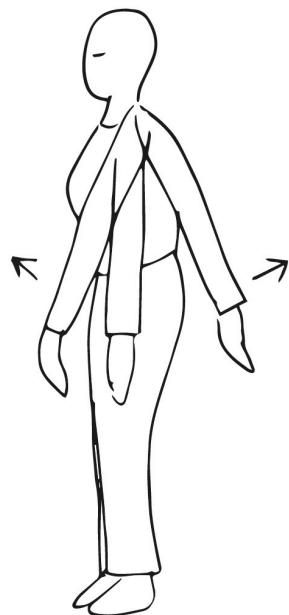


Release everything breathing out loudly.
(4 times)



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

4. Arms

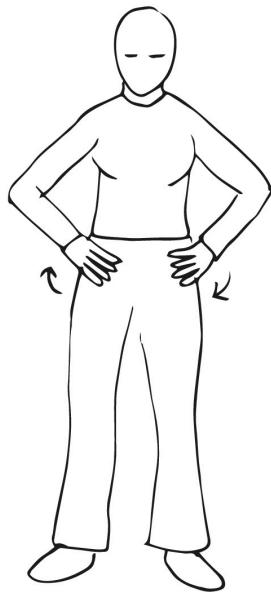


Relax your arms and let them swing them from your shoulders forward and backward with your knees bent slightly (10 times)



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



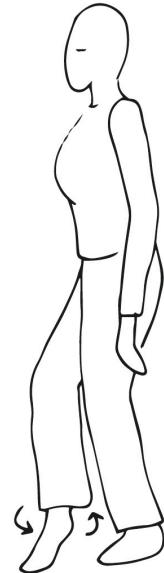
Hold your waist and make small circles in both directions (10 circles each direction)

6. Knees



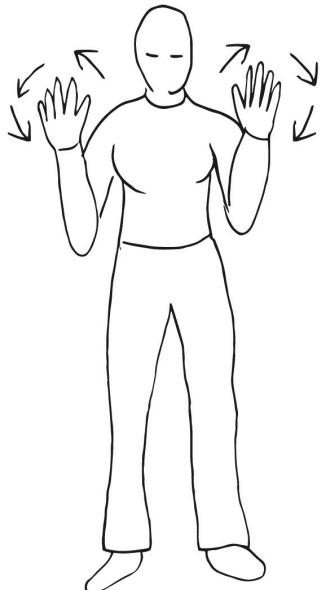
Bend your knees a little and hold them with both hands, and make small circles in both directions (10 circles each direction)

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



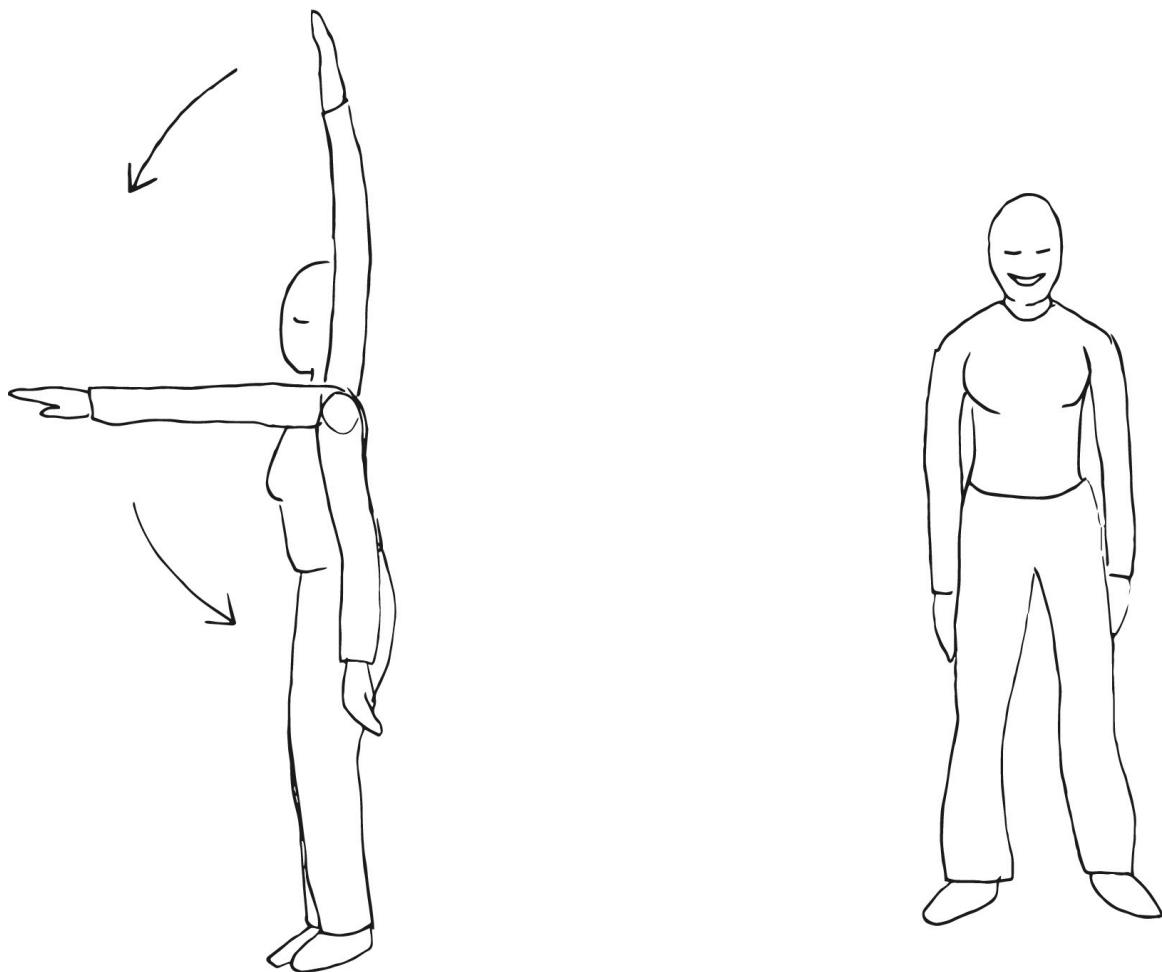
Rotate your wrists in circles as if you are painting. Make sure you go in both directions.

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! ☺