

Parenting for Lifelong Health Programme for Parents and Teens

Family Guidebook (FLOURISH Project)



The responsibility for this deliverable was with work package 1 lead (Nina Heinrichs, Lara Barg) and with input from work package 2 (Marija Raleva, Slavica Gajdadzis-Knezevik, Viorel Babii, Irina Pasat). Other FLOURISH consortium members provided input on the adaptations (Galina Lesco, Nevena Calovska, Anita Burgund Isakov, Yulia Shenderovich, and Heather Foran). Jenny Doubt (PLH) provided comprehensive feedback on an earlier version.

The FLOURISH variant is an adaptation of the South African Teens manual by Jenny Doubt, Sibongile Tsoanyane, Jamie M. Lachman, Catherine Ward, and Lucie Cluver.

This variant of the PLH suite of programs was developed on the basis of available variants of PLH manuals. The ownership of this core material is with those who originally developed the core and the other variants. We adapted PLH teens for FLOURISH based on the South African Teens Manual to the Eastern European context in Moldova and N. Macedonia.

The family workbook is only to be used in conjunction with the 6-week FLOURISH PLH Teen programme).

The pictures used in this Family Guidebook are either freely available or taken from the existing African Family Guidebook.

This Guidebook belongs to:

(Write your name using colours and/or pictures to make it look beautiful)

Name of Parent

Name of Teen

This Guidebook will be your personal guide and support as you embark on your FLOURISH journey!

My FLOURISH Facilitator's name: _____

My FLOURISH Facilitator's contact number: _____

When we say **parent**
we mean:



Caregiver of a teenager (whether a biological parent or not... we also mean grandmothers, aunts and uncles, older siblings, cousins and foster parents)

When we say **teenager**
we mean:

A person aged between 10 and 18 years



Dear Parent and Teenager!

Welcome! We are delighted and excited that we will be learning together over the coming weeks! It's so wonderful that you have made this time for yourself and your family.

This Guidebook is for parents and teenagers who are part of the FLOURISH Programme for Parents and Teens (adapted from the PLH Programme for Parents and Teens). It is also for other members of your household who may want to learn more about building a caring joyful family.

In FLOURISH, parents and teenagers actively learn skills to make their relationships better, together. We also learn to deal with stress and to solve problems together in a fun way.

We are all experts in our own families! We are here to learn from each other and to work out ideas that might help us collectively as a community.

In our learning journey, we use the idea of building a house to help us learn about building joy and wellness for ourselves and our families. Building strong foundations, steady walls, solid roofs, safe windows, doors, and beautiful gardens, are all important when building a house.

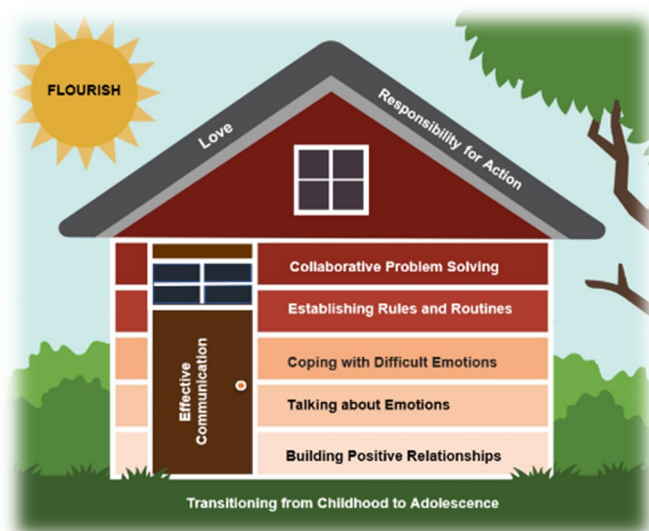
Like building a house that can withstand all kinds of stormy weather, FLOURISH helps to build loving and supportive homes for you and your family, focusing on a strong foundation and principles to ensure that development is step by step in the right direction.

In addition, FLOURISH has been built on a foundation of what we have found to help families around the world. We can advise and support you while you build your own home... just the way you like it!

Let's support each other to build strong houses with walls that stand steady and roofs that keep us warm and dry.

We wish you all the best for your Parenting for Lifelong Health adventure!

Team FLOURISH



Looking after a teenager can be challenging!



Parents, what's it like for you being a parent of a teenager?

Circle the pictures that relate to your experience



happy



calm



silly



sad



afraid



excited



angry



worried



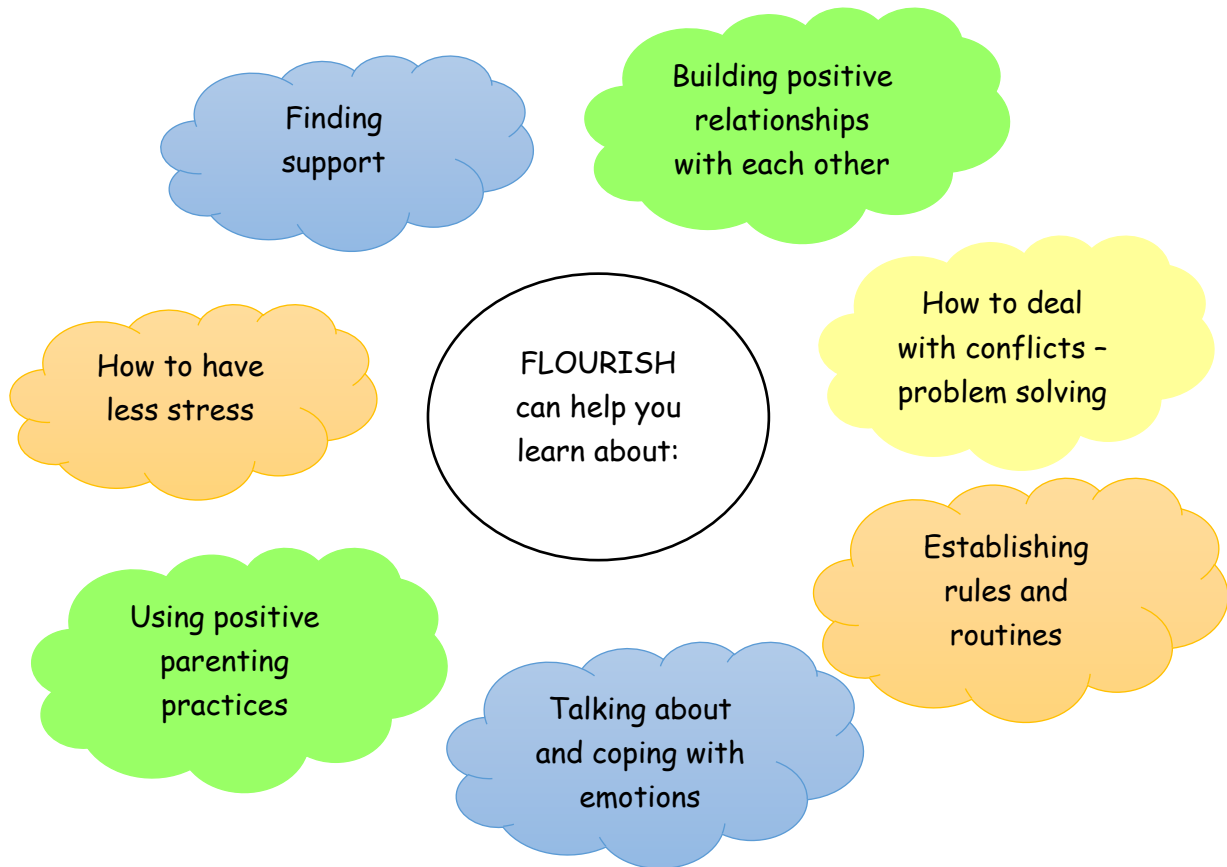
Being a teenager is not easy either, especially with all the changes in your life.

What's it like for you being a teenager?

Write your answer here:



The FLOURISH Program helps families learn and practice how to get along better ...



You can use this Home Workbook to:

- strengthen learning in the group sessions
- support your Home Activities
- help you remember new information and new skills between sessions
- share what you are learning with the rest of your family and friends



What are you hoping to gain from PLH? Let's make some goals!!!



Dear Caregiver, what are your GOALS?

1. What are your goals for your teenager when he/she is an adult?
2. What do you want to get out of the program for yourself?
3. How would you like things to be different for you and your teenager?
4. What would help you to make life at home easier?

When setting your goals...
talk about your own goals... your
own feelings ... your own
thoughts

(choose what you want... not
what you think your parent or
your teen wants).

When I know what
I want, it is easier
to make choices
that support my
family.



Hey Teen! What are your GOALS??

1. What are your goals for when you are an adult?
2. What do you want to get out of the program for you and your family?
3. How would you like things to be different for you and your parent?
4. What would help you to make life at home easier?

You can do
it! It's
possible!

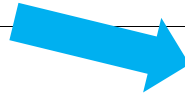
Reach your
goals!

Wishes can
come true


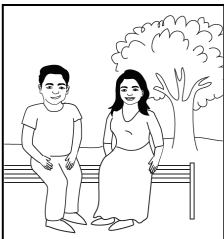
Let's make
it happen!

Session 1: Developmental Stages

Understanding the development of teenagers and their age-specific needs forms the foundation of our House of Support.



HANDOUT FOR PARENTS - STAGES OF ADOLESCENCE

| | | |
|--|---|---|
| <p>Early adolescence (10-12/14 years)</p> |  | <ul style="list-style-type: none"> • Beginning to challenge adult rules • Often insecure and confused • Feelings get hurt easily and have mood swings • Try to be the boss and are unhappy if they lose • Peers are important and influential • Needs: Some freedom but consistency in rules, affection, reassurance, self-esteem, encouragement to believe in their abilities |
| <p>Later adolescence (15-19 years)</p> |  | <ul style="list-style-type: none"> • They are able to communicate with you about almost anything • They can think about new ideas, develop their own ideals and set their own course • They are forming their own identity and have a growing sense of their sexuality • They may prefer being with peers more than with caregivers • They may show risk-taking behaviours, frequent mood swings, and rebellious attitudes • The most important things that caregivers can do in this stage are: <ul style="list-style-type: none"> - Continue providing love, support and guidance and build a strong caregiver-child connection - Monitor the child's activities - Nurture the child's independence - Encourage to begin to take responsibility for their own future |



HANDOUT FOR PARENTS - DEVELOPMENT OF SEXUAL CHARACTERISTICS

At the age of about seven years, the hormone production increase, especially the growth hormone, that regulates the growth of the sex glands and the production of the 'male' sex hormone testosterone and the 'female' estrogen. After five more years (age of twelve) the effects of this process become visible.

The order of development of sexual characteristics in boys is fairly constant (see order in the table). The testicles and scrotum grow first, after that the pubic hair. Beard and armpit hair usually appear late in puberty. The timing of the first ejaculation is not clear. Some speak of an age of around fourteen, a year after the onset of penis growth, others of an average age of twelve. According to research, increases in testosterone are associated with increases in sexual and romantic fantasies, as well as behaviors such as infatuation, wet dreams, and masturbation. Another consequence of the 'male' hormone is the deepening of the voice.

In girls, there is less of a fixed sequence of development. Breast growth usually occurs before the growth spurt begins. The first menstruation occurs later in puberty, between the ages of thirteen and fifteen. Being overweight increases the risk of premature menarche. After menstruation, it usually takes another one to two years until the girl is sexually mature. Boys are biologically adult around the age of sixteen, girls at fifteen.

| Area of Change | Description and Potentially Associated Challenges |
|-------------------------------|--|
| Hormones | <p>Secretion of sex hormones cause the development of primary and secondary sexual characteristics.</p> <p>Boys: growth of testicles and penis, pubic hair growth, beard growth, first ejaculation, change in voice</p> <p>Girls: breast growth, maturing of the uterus and ovaries, pubic hair growth, first period</p> <p>Secretion of growth hormones cause growth spurts. The development of the internal organs lags behind physical growth. This can lead to fatigue or cardiovascular problems. In the further course of the development, the internal organs then also adapt to the new body. Bodily changes precede psychosocial development.</p> |
| Self/body image | A specific aspect of self-image that plays an important role in adolescence is body image. The physical changes that take place during puberty have to be accepted, which is also closely related to accepting one's gender role and dealing with one's own sexuality. |
| Sleep | Changes in the circadian rhythm can lead to lack of sleep. This can lead to a lower attention span and learning performances, but also a reduced emotion regulation with a stronger dependence on rewards and reduced behavioral inhibition. This can encourage risky and addictive behavior. |
| Gender strategies | Female adolescents increasingly report looking for social support and problem-centered coping, whereas male adolescents report cognitive avoidance strategies (especially in socially demanding situations). |
| Individual Differences | Individual differences in puberty are caused by genetics but are also connected to population groups. Healthy eating habits and psychological wellbeing are also important topics in adolescent development as may be climate change. |

Physical Exercise

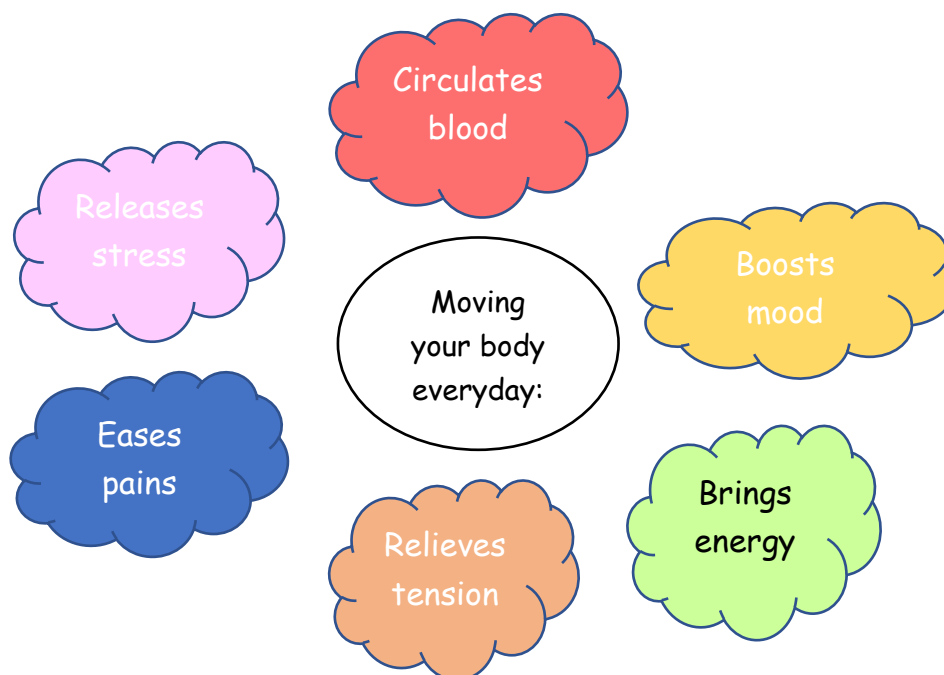
Practice one physical exercise every day at home



Only do what is comfortable for you



Have fun



Daily physical exercise helps us to be healthy and happy!

Did you do your physical exercise today?

Yes ☐

No ☐

Some ways to move and feel goooooood:



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

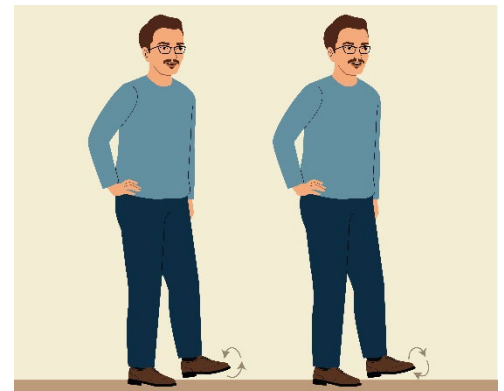
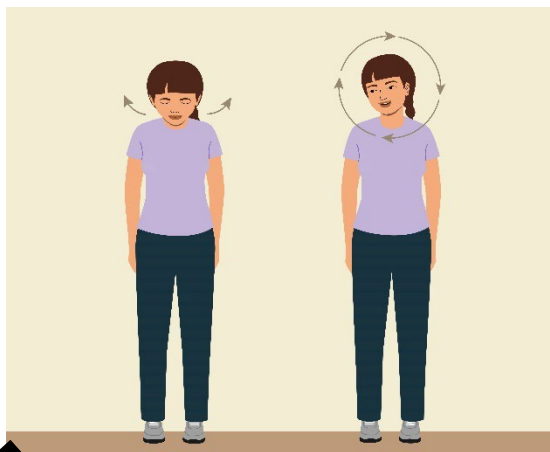
Stretch arms straight up as if you want to touch the sky (4 deep breaths).

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



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

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



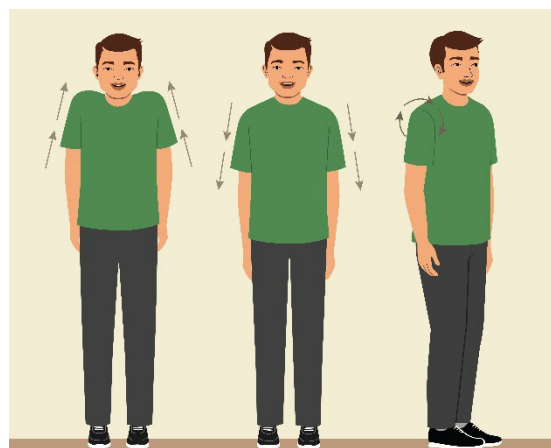
Place one foot on the ground in front of you. Rotate your ankle outward and inward. After 10 circles in each direction, switch feet.

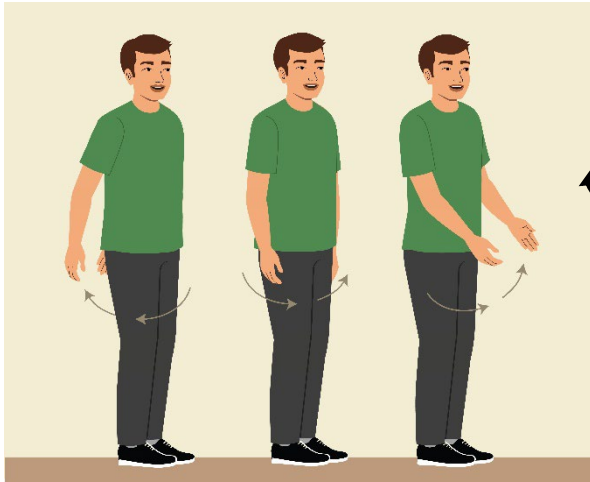
Scrunch your face, squeeze your hands, and bring your shoulders up to your ears. Hold your body tight with your breath.

Release everything and breathe out loudly (4 times).

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

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



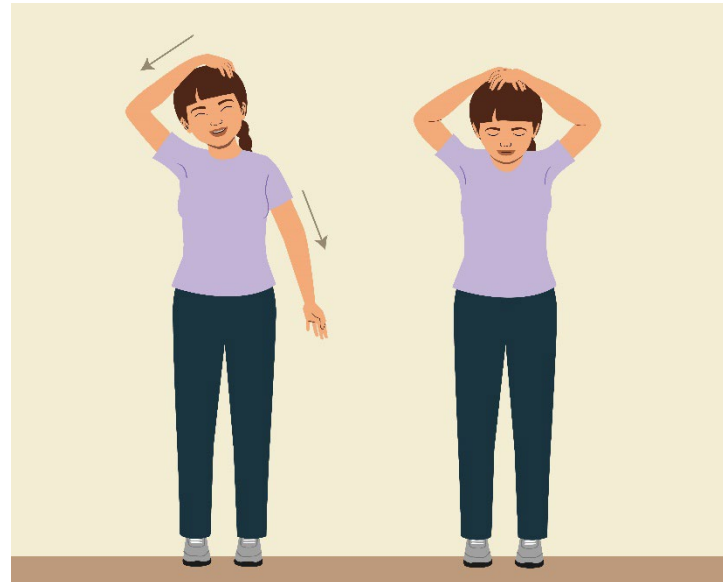


Relax your arms and let them swing from your shoulders forward and backward with your knees bent slightly (10 Times).

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

Stretch your 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)



What else do you do to stay healthy??

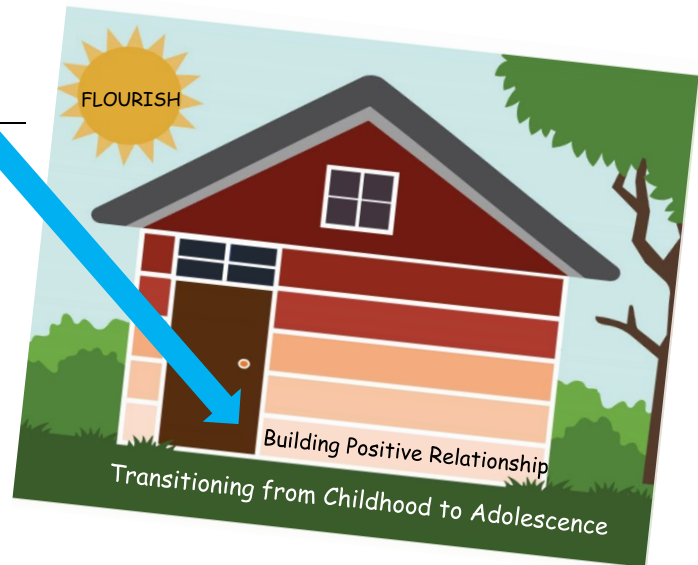
Remember to breath and relax as you move!

Do these exercises every morning when you wake up!

Session **2**: Building a Positive Relationship

Spending quality time together is the beginning of building relationships, one basic need of the walls of our home!

Continue to build the walls of our home by praising each other.



Do you want

To improve your bond with each other?

To feel valued and loved by the other?

Parents to understand how they can support their teens?

Teens to be more willing to help around the house?

Parents to feel that their work in the house is appreciated?

Teens to feel their ideas are valued?

Teens to be encouraged to think for themselves?

HOW?

Have Quality Time TOGETHER...

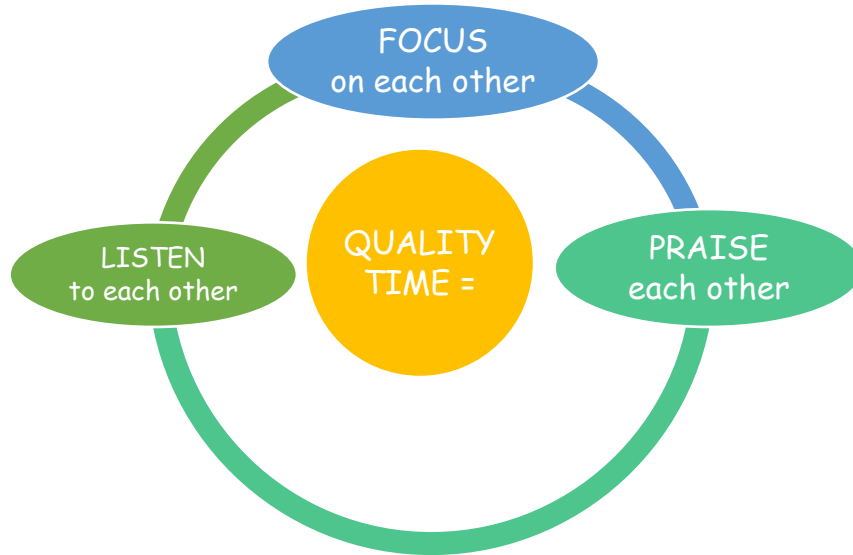
What is important to you?.....Share this with each other!

What do you enjoy doing?Spend that time together!

What is stressing you?.....Talk to each other about this!

When we know what is really going on in each other's lives, then
we know how to support each other...

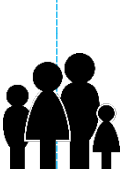
When we spend Quality Time with each other,
we have to listen to each other
(even if we do not agree with each other).



**Spend at least 15 minutes of
Quality Time together every week.**

Remember:

Activities during Quality Time can be free. They don't have to cost any money



Teens: Decide which activities you'd like to do...

Parents: Make the decision together but try to follow your teen's lead!

If you are both very busy, you can even spend time doing chores together...
and make it fun!




You can also do these activities together:

- Doing chores
- Walking somewhere
- Singing a song
- Eating dinner
- Telling a story

Ask each other:
"How was your day?"
Then... Listen carefully
to each other's
answers!

How do we build strong relationships with each other????

1. Give positive attention...

- Acknowledging each other when you have done something well
- Supporting each other (by going to a soccer match or helping with chores)
- Encouraging each other (to finish some homework that might be difficult or completing knitting that blanket)
- Smiling at them 
- Thanking them 
- Hugging them! 

"Well done, the way you spoke to your grandmother was very respectful"

"How can I help you?"

I know you can finish it, come on, you can do it..."

2. Offer Praise...

Praise is when somebody says something good about something we have done.

Praise is a way of showing what behaviour we really like.

Giving and receiving **praise** makes us feel GREAT.

Giving **praise** also increases the behaviour that we are praising.

"You are playing with your brother so nicely and gently!"

Remember:

Be specific when you praise ... we must tell the other person exactly what they have done that has pleased us

Be enthusiastic about your praise... really mean it!

Give praise soon after you notice the good behaviour...

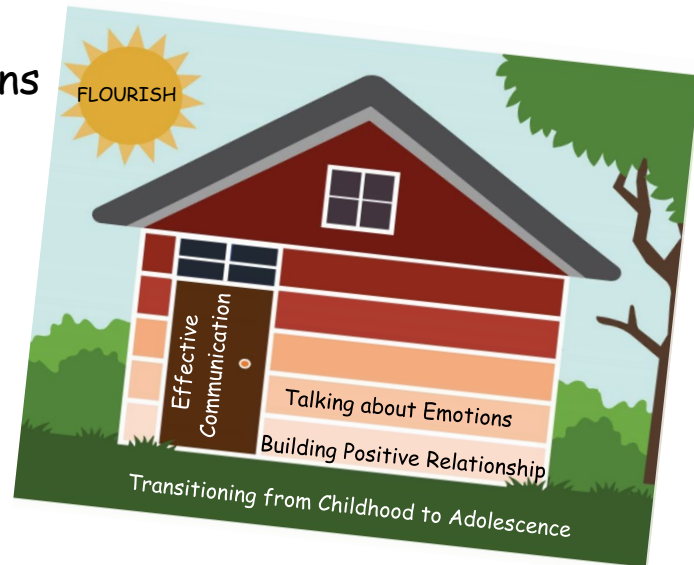
Warning: praise + criticism don't work together. Think about how you feel when someone praises you and then says BUT...

"The food is very tasty and well-prepared."

There are many opportunities to praise your parent/teen!
Think of all the things you like and appreciate about them!!

Session 3: Talking about Emotions

1. Identifying my feelings
2. Accepting how I feel
3. Responding in a controlled way



The CIRCLE OF PLEASANT & UNPLEASANT EMOTIONS can help with a quick identification:



stressed



happy



annoyed



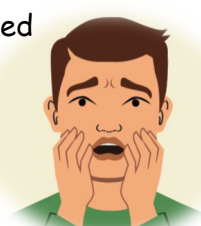
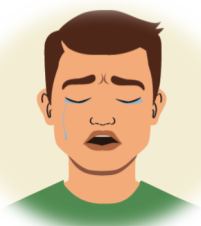
angry



sad



scared

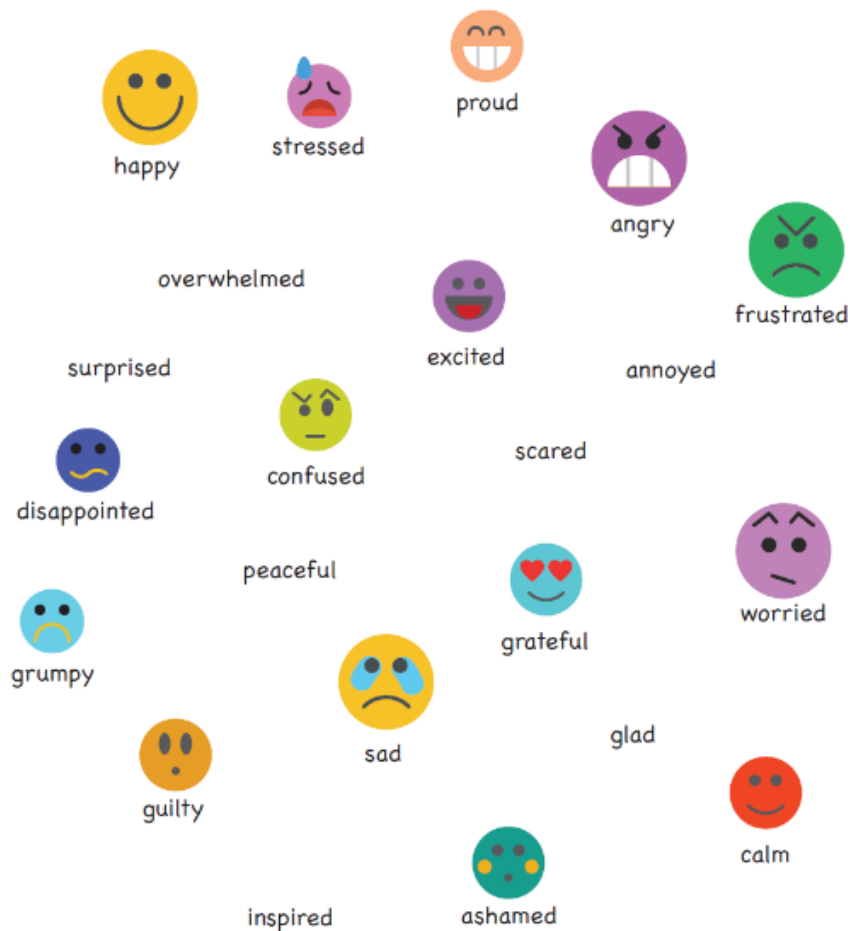


Look at the faces below. Circle the feelings that are positive.

Think of a time when you felt each emotion. How did your body feel (e.g., open, relaxed, light, smiling)? What thoughts did you have at that moment?

Underline the feelings that are negative. Think of a time when you felt each emotion. How did your body feel (e.g., tense, headache, knot in the stomach, etc.)? What thoughts did you have at that moment?

I feel...



Feeling stressed? Want to calm down?

TAKE A PAUSE

How to Take a Pause?

Find a comfortable sitting position with your feet flat on the floor, your hands resting in your lap. Close your eyes if that feels comfortable for you.

Feelings...

Ask yourself, „What do I feel right now?“

Thoughts ...

Notice what thoughts you have. Notice if they are jumping from one thing to another or if they are still.

Become aware of:

Breath ...

Notice that you are breathing. You may want to place one hand on your stomach and feel it rise and fall with each breath. Follow your breath all the way in, notice how it pauses, and how it exhales out.

If you notice that you have started to think about something, this is completely natural. Just keep going back to the sensation of your breath.

Body ...

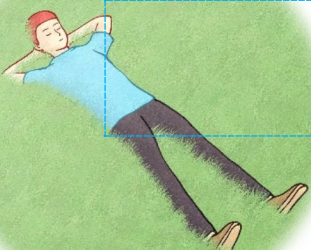
Notice how your body feels. Notice any discomfort or tension.



Allow your focus to expand to the whole body.
Notice if there is any tension, or pain.
Allow your breath to travel to that part of the body.
Try telling yourself: "It's okay. Whatever it is, I am okay."
When you are ready, open your eyes.

Take a moment to think about your experience.
Do you feel any different from before Taking a Pause?!
Can you feel the benefits of Taking a Pause?

You can Take a Pause at any time in the day when you are feeling stressed. It can even be just 5 seconds of feeling your breath go in and out!

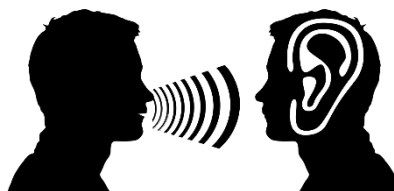


COMMUNICATION RULES¹



How to speak:

| Do's | Don'ts |
|----------------------|--------------------------|
| Using the "I- form" | You / One |
| Concrete situations | Always / Never |
| Concrete behavior | "Typical" / "Boring" |
| Stick to the subject | Then |
| Open yourself | Reproaches / Accusations |



How to listen attentively

Listen receptively
("hmm", "aha", nodding, eye-contact)

Summarize
(Summarize what has been said in your own words,)

Ask open questions
(E.g.: about feelings, needs, requests)

Praise the way your partner is talking
("It is wonderful that you said it so clearly and openly.")

Show the feelings the conversation is causing
("I am very surprised / glad ...")

¹ Institute for Research and Training in Communication Therapy e.V., Munich www.institutkom.de

For PARENTS



KEY TIPS FOR TALKING ABOUT SENSITIVE ISSUES
(SUCH AS BULLYING, ALCOHOL, BODY CHANGES AND INTIMATE
RELATIONSHIPS)

Teens ...

... might feel that talking about sensitive topics (alcohol, bullying, intimate relationships) with their caregivers is embarrassing or that they might get in trouble, so caregivers will probably have to start the discussion.

... generally, behave responsibly when they feel that their caregivers take them seriously.

... think about the consequences of their actions when they are part of the discussion.

... trust their caregivers when they feel trusted. This means that they are more likely to share if they are in trouble.

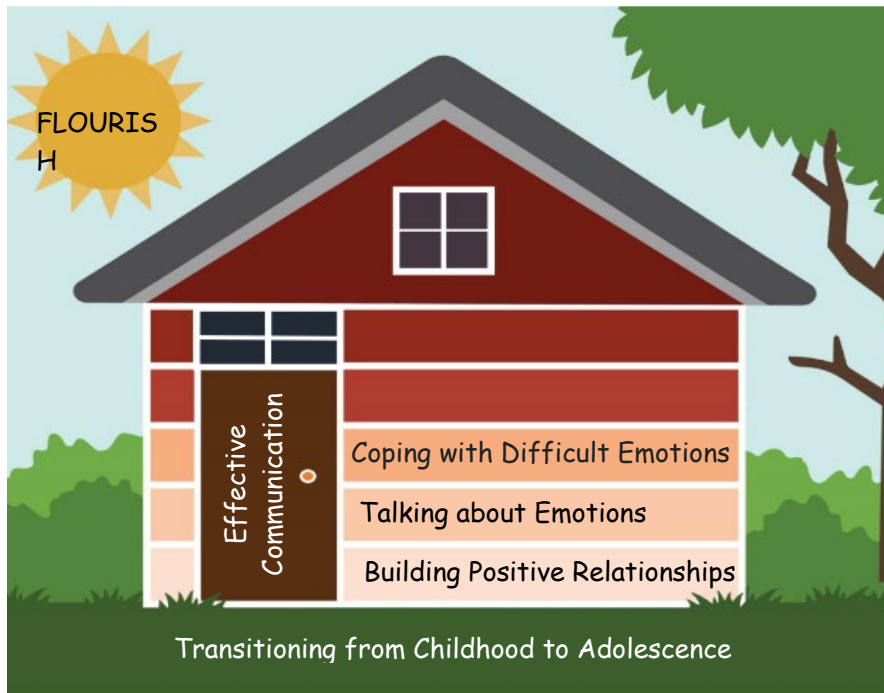
... Teens are more likely to ask for advice if they are used to talking to their caregivers.

... are finding their way in life and typically insecure. Try to discuss and explore together how they could either wait with alcohol or intimacy until they are older (e.g. if the worries are too great) or how they can approach the topic safely and in an age-appropriate way (e.g. if curiosity is too great). Be calm and focus on finding solutions together.

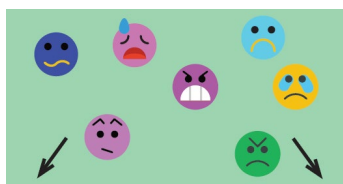
- It is okay to feel awkward about discussing body changes and intimate relationships with teens, but it is a caregiver's responsibility to be open and factual. Making these topics secret just makes them more mysterious and interesting.
- Explain that an intimate relationship is good for mature people who care for each other and can carry responsibility for each other.
- If a caregiver discovers that his/her teen is having a relationship, drinking alcohol, smoking, being bullied he/she should try to remain calm (though he/she can express feeling disappointed). Anger towards the teen will harm their relationship.
- Discuss solutions together: Ask for and listen to each other's opinions. When making decisions, think through the possible consequences together.
- If the caregiver lacks information or needs advice themselves about bullying, drinking alcohol, smoking or sexual and reproductive health, they can consult with their community health worker or social worker or even a trusted friend or relative. Caregivers can better guide their teens when they have the right information.

Session 4: Managing Anger

Learning to manage our stress
and
anger can improve our situation and help us feel better



Everyone experiences negative feelings and all relationships
sometimes have conflict... this is a part of life.



React in a violent way

BOOM...!

This is usually when bad things
happen.

OR

Choose another way:

Take a pause - Become aware of your thoughts, feelings,
body. Breathe. Breathe. Breathe and stay calm.

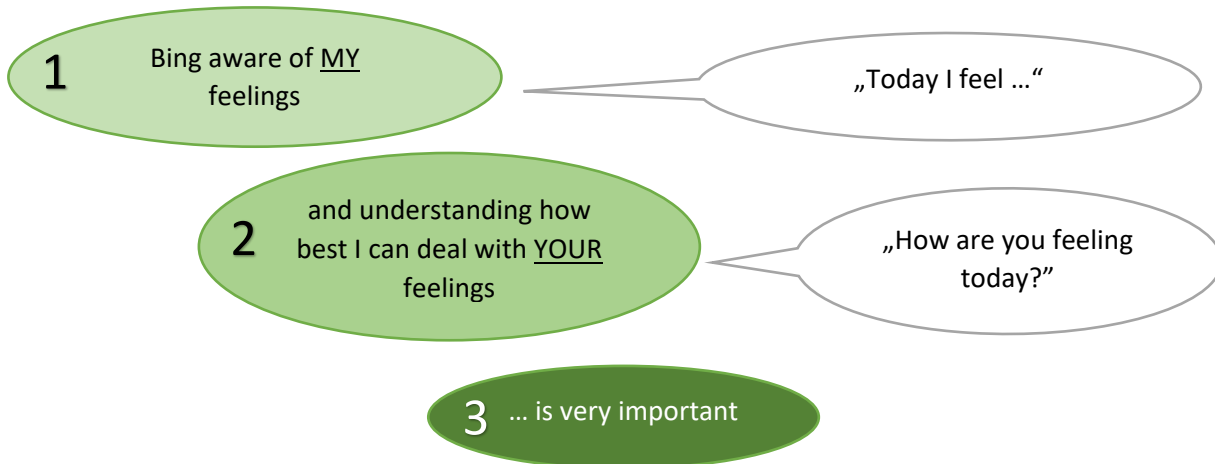
Name your feelings - Talk about how you feel and why

Connect to your family or friends - Find support to help
find ways to behave differently.

Change negative to positive thoughts

TALKING ABOUT YOUR FEELINGS

- Be aware of your own feelings
 - Understand how best to deal with other people's feelings
 - Talking about our feelings makes us happier and helps us to build stronger relationships with each other



“Naming feelings”

=

being aware of how I am feeling ... saying how I feel...
talking about my feelings

- Helps us control our own responses to negative feelings
- Increases the joy we get from our positive feelings
- Helps us understand each other better
- Shows us ways to support each other
- Allows us to have both positive and negative feelings (no matter how we feel...it is okay!)
- Helps us stay healthy, reducing the risk of heart disease and high blood pressure

Naming feelings allows us to let feelings “out” in a skillful way... so we don’t hold it inside and then react with harsh words and behaviours.

Changing negative to positive thoughts

When negative feelings and thoughts arrive, here is another way to stay **CALM** and deal with anger and frustration:

Let's stop ourselves from thinking over and over about a problem...

Catch negative thoughts before they become too big! Then...turn them into positive thoughts that are more helpful!



Practice finding positive thoughts to help make negative situations feel less stressful:

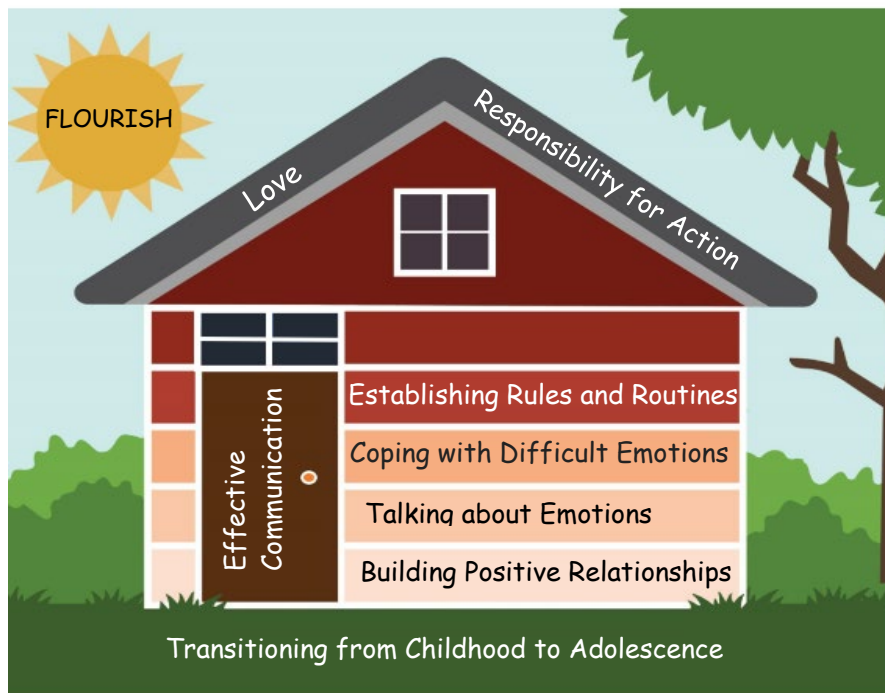
What are the problems you are dealing with at the moment?

Write down all the negative thoughts and feelings you have about this

Change these negative thoughts into more positive ones

Session **5**: Rules and Routines

Rules and Routines at home help keep families secure and reduce stress



RULES = What is okay? What is not okay?

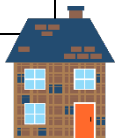
Rules of the road



Rules of a country



Rules in the home



Rules at home usually are made for a good reason like:



Keeping us safe



Making sure that things run smoothly







Helping us to understand each other

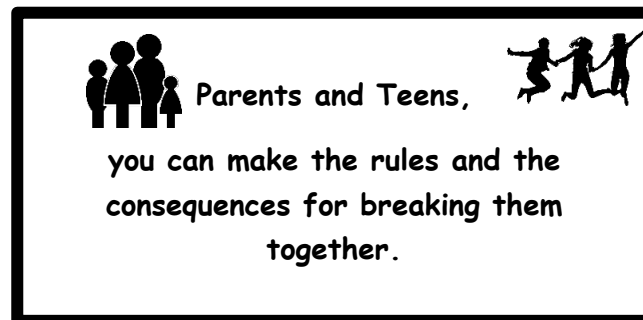


Letting us know what we expect from one another

When everyone follows the rules, the home become a happy place to be!

Rules about Rules

-  Rules should be simple
-  Rules are for everyone in the home
-  Rules must be realistic and reasonable
You need to be able to follow them and enforce them
-  Rules should be Positive. Describe the behaviour you want to see!



Teens you like responsibility
because it helps you to feel
useful and needed.

Think about the responsibilities
you have



Parents, praise Teens when they
are being responsible!

Think about the responsibilities
you can already praise your teen
for.



Dear Parent,

Look at the scenarios below and follow these steps:

- Identify what are the difficult problems
- REMEMBER: be specific about the behaviour that is causing the problem
... focus on your teen's behaviour not on him/her as a person
- Think about how you could find an effective way of managing this challenge instead of reacting negatively to it?

1. STAYING OUT LATE:

Your teen comes home two hours after they were supposed to. It is late and dark and you have been worried about whether or not they are safe. As soon as they walk in the door, you:

- How would you normally respond to this?
- What feelings come up for you?
- What happens when you respond like this?

OR...

- How could you respond differently?



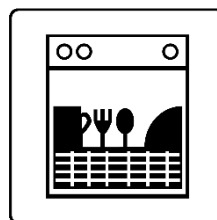
2. CHORES:

You have asked your teenager twice to do the dishes, but instead she or he stays in front of the TV. After asking a third time, and still they won't move from the TV:

- How would you normally respond to this?
- What feelings come up for you?
- What happens when you respond like this?

OR...

- How could you respond differently?



Write or draw a picture of your own difficult situation at home

How would you solve the problem without conflict?

**TEEN: You be the Parent!**

Pretend to "be the parent" in each scenario and write down how you would feel about this and how they would deal with the situation... imagine what you would want your parents to say if you were the teenager in trouble...

Try to think of positive solutions to the problems in each scenario!

1. Lying: Teen says s/he is visiting his/her grandmother overnight but really goes to a party with their friends.

Parent: _____

2. Boyfriend: Teenage girl wants to date someone who is much older than her. He has a lot of money and brings her home really late.

Parent: _____

3. Walking in unsafe areas: Teenage boy keeps walking home through an unsafe area because he wants to walk his girlfriend home. Parents repeatedly warn him against doing this.

Parent: _____

4. Short skirt: Teen wears school blouse with too many buttons undone despite parents telling her not to. Teacher makes a comment and eventually issues a "warning" that needs to be given to the parent. Teen doesn't want to give their parent the warning note.

Parent: _____

Try to see problems from two points of view!

When you work together with your parents, you can achieve the things that you want to!

ROUTINE = Things that we do and follow regularly

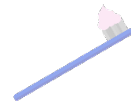
Daily wake-up time



Weekly house clean



Personal hygiene daily



Routines at home usually have a good reason like:



Helping create a sense of security in the household



Everybody is ready for school at the right time



House is hygienic and clean



Making sure that you have healthy habits (eating, sleeping, homework)

Routines are helpful in getting things done on a regular basis ... and can help everyone **STICK TO THE RULES!**



Dear Parents,

HOW TO IDENTIFY HOUSEHOLD RULES



Checklist:

1. Discuss together with your child what household rules you would like to establish.
2. Household rules can either be rules that apply all the time (e.g. - Talk respectfully to your elders) or rules that happen at a certain time in the day and specifically for children (e.g. - Come home at 6 pm).
3. Identify together with your child one specific household rule that you would like to introduce during the week ("Which one this week?").
4. Write down your household rule.
5. How to make a household rule with your child:
Key steps are similar to giving an instruction:
 - a. Get your child's attention: Use name, go to child's level, establish eye contact.
 - b. Offer one suggestion for a house rule, which is important to you, that you'd like to discuss with the child common.
 - c. Explain the rule and reason for the rule.
 - d. Make sure, that the child has the possibility to say his/her opinion.
 - e. Make sure you word the rule in a positive way. Instead of "No child should be out of the house after dinner", word it as "All children must remain at home after dinner".
 - f. Predict success.
 - g. Plan a reward!
6. Praising and encouraging all the time.
7. Discussion, reflection and evaluation about practice.

Remember your goals for your family at the beginning of the programme...

GO BACK TO SESSION 1 TO REFRESH YOUR MEMORY

Now, think about all the daily/weekly/monthly routines in your home...

Think about the rules that already exist at home...

Write down some of these rules and the reason these rules exist

| RULES | ROUTINES |
|-------|----------|
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Think about why you think families should make rules.

What other rules and routines will help to support you and your family in your goal for a caring happy family? Sit down with your family and make the rules for your house.

Rules for our family

Remember: Make sure that the rules are specific, positive, and realistic.

For example, what is wrong with this rule:

"Nobody can be outside of the house in the evening".

Does this rule tell you what you are supposed to do or
what you are not supposed to do?

What about someone who has to work late? Or if there is a church event on a
Saturday night?

Does everyone know when the "evening" starts?

How can you make this rule more specific, positive, and realistic?

Choose rules that will help you work together!

Focus on teaching teenagers respectful behaviour through consequences instead of punishing them.

Consequences teach our teenagers that their bad behaviours have results that they might not like...

Consequences need to be

REALISTIC

(you are able to enforce it),

IMMEDIATE

(followed through as soon as possible),

and **REASONABLE**

(related as much as possible to the behaviour)

There are 2 types of consequences:

Natural consequences (if you do not go to school, you will not pass your exams) AND

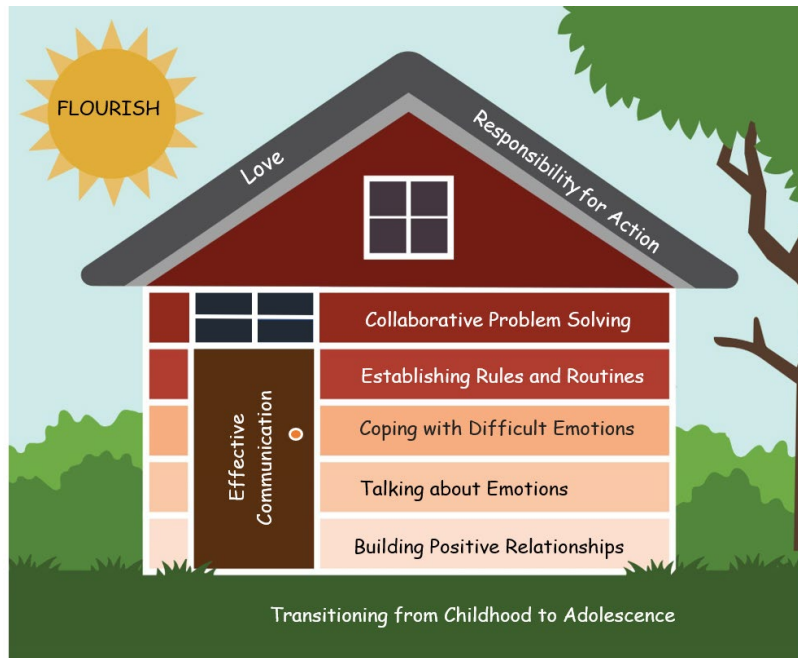
Logical (if you do not do your homework before dinner, you cannot watch TV tonight)



- Before discussing the consequences with your teen, remember to take a deep breath and try to respond with a calm voice (even if you feel angry inside!)
- When discussing consequences with your teen, remember to focus on the behaviour you want to change, not on your teenager!

Session 6: Problem Solving

Developing and practicing problem-solving skills helps us to face challenges and find new solutions to difficult situations



Dear PARENT,

Sometimes it can feel like your teenager's
behaviour is making you crazy, stressed, or angry...
...which can make you want to react with harsh punishment...
But usually that makes you and your teen feel worse, not better!

VIOLENT REACTIONS

- teach your teen that hitting and violence is how he or she must deal with people and situations (siblings/friends/others)
- teach your teen to find ways to not get caught the next time - which doesn't solve the problem!

Remember, teens can often act disrespectfully or like they only care about themselves. Growing up is a difficult time for teens when they are learning about who they are and how they want to be in the world.

Luckily, there are other ways to discipline your teen without using violence...and they work better!

Harsh punishment (hitting, screaming) is not the same as Discipline!

DISCIPLINE = teaching for the future

Putting out a fire!

Solving problems can be a lot like putting out a fire because of the steps we have to go through to put the fire out:



First, we have to decide what kind of fire it is (Is it from the paraffin stove? From a wood fire?)



Then we ask, what are my options to put out this fire? Which option would work best? Choose one!



Try it out!



Reflect on whether or not it worked.

Next time having a problem remember these six steps you need to put out a fire to find a solution for your problem of a different kind also.

| Problem-solving | | Putting out a fire |
|-----------------|---|--|
| 1 | Identify the problem (what is the problem) | First, we ask, what are my options to put out this fire? |
| 2 | Brainstorm solutions (What are the different solutions) | Then we ask, what are my options to put out this fire? |
| 3 | Figure out what the consequences of each solution would be. (A consequence is the result of an action. What are the advantages and disadvantages of the different solutions?) | Which option would work best? |
| 4 | Choose one solution (which solution should we chose?) | Choose one! |
| 5 | Try it out! | Try it out! |
| 6 | Reflect on whether it worked (Dis your solution work?) | Think about whether or not it worked. |

Think of a problem in your own life at the moment...

Maybe there's an issue at home that needs fixing? Something that is a source of conflict between you and your parent/teen? Or a problem at school with a friend?

Practice these Problem- Solving steps with your family to help solve your problem! REMEMBER TO TAKE EVERYBODY'S OPINION SERIOUSLY

MY ACTION PLAN

Identify the problem:

Brainstorm solutions:

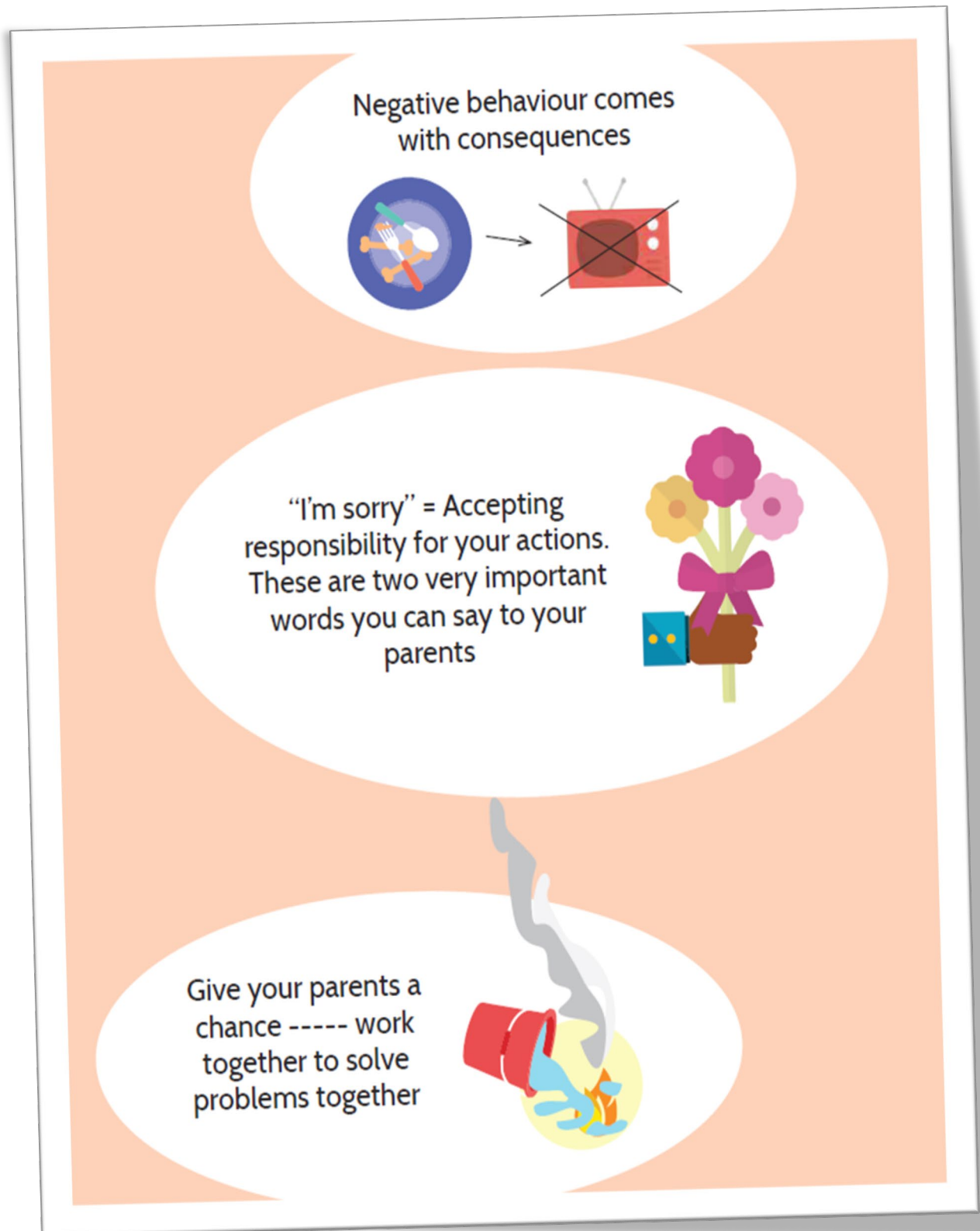
Figure out what the results of each solution would be:

Choose one solution:

Try it out!

Did it work?

TEENS REMEMBER:



CONCLUDING WORDS



Dear PARENTS,

When there is a problem in the family....

And we are getting stressed or angry at someone or something...
we could hit... or we could yell...

OR

we could try to choose another way:

BREATHING:

„take a pause"! Become
aware of anger and
stress. Take a deep
breath or count to 10
BEFORE you react.



PRAISING:

Give specific praise
whenever your teen
behaves in a positive way.
This will help to encourage
more of their good
behaviour and gives you a
chance to be positive!



OR

SAY WHAT YOU WANT,
TO GET WHAT YOU
WANT:

Give clear, positive
instructions to your teen. Tell
your teen which behaviours are
okay and which not. Put the
focus on the behaviour instead
of your teen as a person.



LISTENING

There are two sides to
every story - encourage
your teen to tell you how
they feel and then listen to
what they have to say.



CONCLUDING WORDS



Dear TEENS:

Teens, even though parents are sometimes not very cool, they have been around for longer than you have, and can have important things to teach you. When there is a problem in the family, we could hit... or we could yell...

TALKING:

- Sometimes when you have a problem that scares or worries you or feels too big for you to handle, it can be helpful to talk it through with your parents in case they have good ideas about how to help.
- Sometimes you may have a problem with your parents. They might have partners or friends that you don't like, or they may want you to help out so much at home that you don't have enough time to do your homework or go out with your friends. These kinds of problems are also good to talk about with your parents, instead of just letting them make you more frustrated.



OR

we could try to choose another way to approach the difficult situation like:

BREATHING:

"take a pause"! Become aware of anger and stress. Take a deep breath or count to 10 BEFORE you react.



OR

USE YOUR PROBLEM-SOLVING SKILLS:

Focus on finding solutions to difficult situations (including your own!). Give your parent a chance! Sometimes you can work out the problem together.



Remember: Think about your parents' side of the story!
Try see it from their point of view!

APPENDIX: Short Session Summaries

Home Catch up

If you miss a session, it's a good idea to catch up on the content of the missed session in a short summary worksheet. For each session, you will find a worksheet for independent work below.

CONTENT

| | |
|--|----|
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HOME CATCH-UP 1

Caregiver's Name

Teenager's Name

Date

Group

Facilitator's Name

SESSION 1: INTRODUCING THE PROGRAMME & ESTABLISHING RULES

Goal: Introduce the programme and make ground rules and goals with participants

Overview: In PLH - FLOURISH we want to build a house of support with strong walls to support the roof to keep everybody sheltered.

Facilitators are partners who work with participants to make plans and practice solutions to help make life at home better and less stressful. Facilitators will not be providing answers!

Participants are experts in their own lives! During PLH - FLOURISH we share our expert knowledge and solve problems together.

Core Lesson:

- Ground rules help us to work together, both in sessions and in our homes. Discuss ground rules that were agreed during the session. Do you agree or disagree with these rules?
- What makes our relationships healthy and supportive, and what can make our relationships unhealthy and stressful?
- Review caregiver/teen goals for the programme.
- Review changes occurring in the developmental stage for the age of the individual teen
- Make a name tag to wear to the next session.

Home activity: We practice at home what we learnt during the session. This helps us remember. At the beginning of each session, we discuss how home activity went to try to understand what worked and find solutions for things that were difficult.

Think about what you want to get out of the PLH - FLOURISH programme for you and your family? Share this goal with your other family members.

Attending sessions can be difficult. Is there anything we can do to help you attend sessions? It is important to have a non-blaming attitude about attendance!

Did any other members of the household participate in this home catch-up? Who?

HOME CATCH-UP 2

Caregiver's Name

Teenager's Name

Date

Group

Facilitator's Name

SESSION 2: BUILDING A POSITIVE RELATIONSHIP THROUGH SPENDING TIME TOGETHER & PRAISING EACH OTHER

- Goals:**
- 1) Building a positive relationship while spending quality time with each other.
 - 2) Understand the benefits of praise and practice ways of praising.

Overview:

In this session, you find out how trust can grow by spending quality time with each other.

When people spend quality time with each other, they have to listen carefully to each other (even if we do not agree with each other).

Quality time:

- FOCUS on each other
- LISTEN to each other
- PRAISE each other for good things
- PRAISE without criticizing

Furthermore, you focus on the importance of positive attention and praise. Positive attention can be when somebody supports or encourages you, like going to your soccer match or encouraging you to complete a difficult task. Praise can be when somebody says something good about something you have done.

Illustration: Notice the good! (Positive) In this illustration you see how positive attention is important to building good relationships and encouraging good behaviour.

Core Lesson:

Let's discuss "quality time". Think about the illustration:

1. What does it mean to spend "quality time" together? When you spend quality time with each other, you don't have to agree with each other, but you do have to listen to each other.
2. There are lots of good reasons to spend time with each other: Spending time with each other gives caregivers a chance to learn a lot about their teenager's interests and what they can do. It also helps caregivers understand how they can support their teens to be happy, healthy and safe.

3. There are lots of ways to spend quality time together: If you spend time with each other, you might talk about the things that give you stress. Then it is much easier to support each other because you know what is upsetting to the other person.

4. How does Axenia feel when mama praises her? Do you think mama's praise will affect Axenia's reading? Can you think of something you appreciate or like about your caregiver/teen?

Structured praise is one way to show that you like someone's positive behaviour. It is based on the idea that everything you do is more likely to happen again if it is rewarded in some way. Behaviour that is ignored, or not rewarded, is less likely to happen again. The way you give praise is also important: You must tell the other person exactly what they have done that has pleased us.

Caregivers: You must try to praise out teenagers as soon after their good behaviour as possible. To begin with, you might have to praise them for small things.

Teenagers: You should also be praising and appreciating things that your caregivers do for you!

Home activity:

- 1) Spend at least 15 minutes of quality time together. Each day ask about each other's day and try to listen carefully.
- 2) Practice giving each other structured praise once a day.

Make it a routine to practice and automate your skills:

From Session 1: Complete a physical exercise once a day! You can either use the physical exercise we did at the beginning of the programme, or you can invent your own.

Attending sessions can be difficult. Is there anything we can do to help you attend sessions? It is important to have a non-blaming attitude about attendance!

Did any other members of the household participate in this Home catch-up? Who?

ILLUSTRATION FOR SESSION 2

Quality time and notice the good! (Positive)



Catalina: That was already very good.
Now calculate the next task, to practice even more.



Mama: I am very proud of my two daughters. Axenia, you are working so hard, I know math is not easy. And thank you very much Catalina for helping your sister so I can cook. You are a big help to me.

HOME CATCH-UP 3

Caregiver's Name

Teenager's Name

Date

Group

Facilitator's Name

SESSION 3: TALKING ABOUT EMOTIONS

Goal: Learn to identify, name and discuss emotions

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

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

Illustration: Talking about emotions

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

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

- Talking about emotions helps you control your reactions to these emotions. If you are frustrated and you speak about it, you are less likely to shout in anger at other people.
- By sharing your emotions, you strengthen your relationships.
- Letting feelings "out" in a controlled way actually helps you stay healthy and make safe and healthy decisions.
- Talking about your emotions and becoming calm also makes it easier to talk about sensitive topics like bullying, drinking alcohol, smoking or intimate relationships.

Try Taking a Pause - which can help you control your reactions to stressful emotions:

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

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

Attending sessions can be difficult. Is there anything we can do to help you attend sessions? It is important to have a non-blaming attitude about attendance!
Did any other members of the household participate in this Home catch-up? Who?

ILLUSTRATION FOR SESSION 3

Talking about emotions...



HOME CATCH-UP 4

Caregiver's Name

Teenager's Name

Date

Group

Facilitator's Name

SESSION 4: WHAT DO WE DO WHEN WE ARE ANGRY?

Goal: Managing anger and solving problems

Overview: In Session Five, participants continue thinking and talking about emotions. This session specifically focuses on "negative" emotions such as stress and anger.

- Everybody experiences stress and anger sometimes.
- What needs to be managed is what you do and say when you feel them.

Illustration: Mama is sick (positive)

Core Lesson: What do anger and stress mean to you? Have you ever experienced these emotions? Let's think about how you act when you get angry:

- What do you do when you get stressed and angry?
- How do stress and anger affect the way you make decisions?
- Why might it be good for you to learn how to cope with stress and anger?
- Can you think of any skills that might be helpful in a stressful situation like the in the illustration?

Remember being aware of emotions, taking a pause, and talking? Another helpful trick is to change negative into positive thoughts.

Share what happens to you when something is frustrating or stressful. Share the negative thoughts and feelings that come up in a situation like this. These are easy ways to express exactly what you are feeling in a simple way. They work like this: "I feel [emotion]" ... when you [name action] ... and I would like you to [name wish]."

Change the negative thoughts into positive thoughts that can help during stressful situations.

Try it out using an example of a time something made you feel stressed out or frustrated.

Home activity:

When you feel stressed or angry, practice one of the skills you talked about (being aware of your emotions, breathing, talking, changing negative thoughts).

Practice using "I feel [name emotion]" statements. Can you think of any "I feel" statements that you can form for yourself right now?

Attending sessions can be difficult. Is there anything we can do to help you attend sessions? It is important to have a non-blaming attitude about attendance!

Did any other members of the household participate in this Home catch-up? Who?

ILLUSTRATION FOR SESSION 4

Mama is sick ...



Axenia: Hi mama you don't look well, is there anything wrong? What did they say at the clinic?

Mama: They found out that I am diabetic, which is making me feel stressed.

Axenia: Oh no! That sounds bad! Diabetic! Should I worry?

Mama: Don't you worry too, Axenia - it will only make everything feel worse.



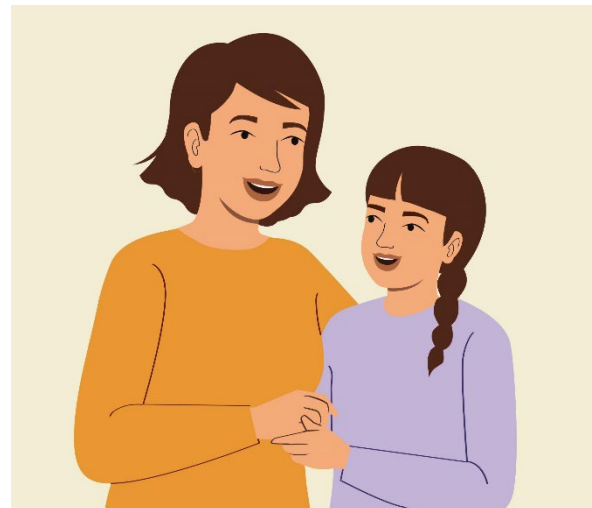
Axenia: Ok, well, I understand why you look worried, Mama... But you know what? My teacher is also diabetic and she's now healthy again! I think you are going to be fine like my teacher, mama.



Mama: Yes, the nurses at the clinic told me and other women that we will be fine. I need to look after ourselves, eat healthy, and make sure I take my medication every day.

Mama: "It's always nice to talk to you my girl, every time we talk I feel better and stronger. Come, let's do something fun together. Do you want to listen to some music?"

Axenia: Yes, let's listen to your favorite song.



HOME CATCH-UP 5

Caregiver's Name

Teenager's Name

Date

Group

Facilitator's Name

SESSION 5: ESTABLISHING RULES AND ROUTINES

Goal:

- Making family rules and routines.
- Learn relevant and non-harmful alternatives to harsh discipline

Overview: In this session, we discuss rules and think about the consequences of breaking rules. We also talk about the importance of household rules and how these go together with routines that can be helpful for everyone in the home.

Core Lesson: Based on the handout 'IDENTIFYING HOUSEHOLD RULES', why do you think is it important to have rules? How does having a routine - doing the same thing every day - help structuring the daily life in families?

Rules and routines usually go together:

- Rules help to tell us what is okay and not. They should be clear and can be for everyone in the home.
- Rules can protect young people from a number of harmful experiences and also help to positively manage their behaviours and health. Healthy boundaries are particularly important in relationships and with regard to physical closeness.
- Routines are things that we do that we follow regularly. Like rules, they usually have a reason, like making sure that we take medication every day, or helping to make sure everybody is ready for school at the right time.
- Conflicts can happen in every family and house. There are lots of different ways to approach difficult situations without hitting and yelling.
- In this session, you think about acting on problems without violence, by using consequences.
- Caregivers focus on giving clear instructions to their teens in order to encourage good behaviour.

Rules and routines can help you to understand what you can expect from each other, and that can sometimes help bring the stress down in the home.

Do you follow any rules or routines? Are they helpful?

Talking about the consequences of difficult behaviour with your teenagers is also a good idea:

- Consequences tell your teenagers that their actions may have results that they don't like, and this may help them fix their difficult behaviour.
- Consequences should focus on the specific behaviour you want to change.
- For consequences to work, they need to be realistic, immediate, consistent, and reasonable.

Home activities:

1. Make two rules for your household and share these with your family.
2. Practice Taking a Pause.

Attending sessions can be difficult. Is there anything we can do to help you attend sessions? It is important to have a non-blaming attitude about attendance!

Did any other members of the household participate in this Home catch-up? Who?

HOME CATCH-UP 6

Caregiver's Name

Teenager's Name

Date

Group

Facilitator's Name

SESSION 6: PROBLEM SOLVING

Goal:

- Learn the techniques of problem solving
- Identify problem behaviours and focus on the behaviours you want

Overview:

- This session is about developing and practicing problem-solving skills that will help face challenges.
- This session aims to give participants a plan of action they can follow to find a new solution to a problem.
- Teens focus on working with their caregivers to problem-solve.

Illustration: Putting out a fire...(See the illustration in chapter 5).

Core Lesson: Solving problems can be a lot like putting out a fire because of the steps we have to go through to put the fire out:

1. Identify the problem (Where is the fire? What is the problem?)
2. Brainstorm solutions (What are the different options to put out the fire?)
3. Figure out what the advantages and disadvantages of each option (What are the consequences?)
4. Choose one solution (Which solution should we chose?)
5. Try it (Try it out!)
6. Reflect on whether it worked (Did our solution work?)

Can you think of how you could use these six steps to solve the following problem?

A teenage girl has been given a fancy expensive phone as a gift from a man in the neighborhood.

You are concerned as a caregiver about this. How do you use the 6 steps to solve this problem?

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

The first step to dealing with their difficult behaviour is to remember to try to be in control of your emotions.

You can do this by using "I feel" statements to express ourselves when you have to talk about a difficult problem.

Practice communicating and problem-solving the following case:

Teenager comes home two hours after they were supposed to. It is late and dark and mama has been worried about whether or not they are safe.

As soon as they walk in the door mama starts yelling: "Where have you been? Didn't you think I would be worried about you? You only ever think about yourself!"

When a situation is not safe, you can say "NO" using your voice and body language. If the situation continues - which can happen - always make sure to ask for help.

Home activity:

1. Practice (6 steps of) problem-solving with a problem from your home.
2. You should discuss together how you can "say no" using words and body language in unsafe situations (and practice this if an unsafe situation arises).

References

The information in the handout "Stages of adolescents" is taken from: Naungan Kasih Positive Parenting Program ("Protecting through Love" in Bahasa Melayu) was developed for Malaysia and is based on Parenting for Lifelong Health (PLH). PLH is a charitable organization based in the United Kingdom that developed content for this Malaysian version of PLH.

The information in the handout "Development of sexual characteristics" is taken from:

Delfos, M. F., Kiefer, V., & Delfos, M. F. (2009). „Wie meinst du das?": Gesprächsführung mit Jugendlichen; [13—18 Jahre] (3. Aufl). Beltz.

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