

# **Parenting for Lifelong Health Programme for Parents and Teens**

## **Facilitator Manual (FLOURISH Project)**

Version 2.2

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<sup>1</sup> to the Eastern Europe context in Moldova and N. Macedonia based on the PLH teen model.

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

<sup>1</sup>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.

## Table of Contents

INTRODUCTION	TO THE PLH PROGRAMME FOR PARENTS AND TEENS	p. 2
SESSION 0:	PRE-PROGRAM CONSULTATIONS	
SESSION 1:	DEVELOPMENTAL STAGES	p. 45
SESSION 2:	BUILDING A POSITIVE RELATIONSHIP THROUGH SPENDING TIME TOGETHER	p. 71
SESSION 3:	TALKING ABOUT EMOTIONS AND SENSITIVE TOPICS	p. 83
SESSION 4:	WHAT DO WE DO WHEN WE ARE ANGRY	p. 104
SESSION 5:	ESTABLISHING RULES & ROUTINES	p. 118
SESSION 6:	PROBLEM SOLVING	p. 130
	BIBLIOGRAPHY	p. 147

## INTRODUCTION TO THE PARENTING FOR LIFELONG HEALTH PROGRAMME FOR PARENTS AND TEENS

- including Session 0: Pre-program consultation -

### TABLE OF CONTENT

PART 1: OVERVIEW OF THE THREE KEY PROGRAMME COMPONENTS.....	3
PART 2: THE PRACTICALITIES OF DELIVERING THE PROGRAMME – THE 3 COMPONENTS IN MORE DETAIL.....	5
COMPONENT 1: PRE-PROGRAM CONSULTATION - SESSION 0 .....	5
1.1 OVERVIEW .....	5
1.2 SESSION 0: WHAT TO DO AS A FACILITATOR DURING PRE-PROGRAM CONSULTATION .....	9
COMPONENT 2: SIX WEEKLY GROUP SESSIONS .....	9
2.1 WHAT HAPPENS IN THE PROGRAMME?.....	9
2.2 SESSION BREAKDOWN.....	10
2.3 DAILY SESSION STRUCTURE .....	11
2.4 DAILY ROUTINE & TIME KEEPING .....	11
2.5 PREPARATION .....	12
2.6 SETTING UP THE VENUE .....	12
SESSION 1-6: GUIDE TO FACILITATING (REPEATING) SESSION ACTIVITIES.....	12
WELCOME.....	12
PHYSICAL EXERCISES.....	12
CIRCLE SHARE (EMOTIONAL CHECK-IN AND CHECK-OUT .....	19
HOME ACTIVITY .....	19
HOME ACTIVITY DISCUSSION .....	19
BOX OF IDEAS .....	21
FRAMING THE DAY .....	21
CORE LESSON.....	22
INTRODUCING THE CORE LESSON .....	22
ROLE-PLAYS.....	22
INTRODUCING THE MAIN CHARACTERS OF THE ROLE-PLAY.....	22
TYPES OF ROLE-PLAY .....	23
Example of a Role-play from Session 2 .....	23
ROLE PLAY: IGNORING THE GOOD .....	23
FACILITATING A ROLE-PLAY DISCUSSION .....	24
GAMES .....	25
ILLUSTRATIONS.....	25
SESSION CLOSE .....	25

FACILITATOR REFLECTIONS AFTER EACH SESSION .....	26
REVIEWING FAMILY PROGRESS .....	26
COMPONENT 3: FAMILY GUIDEBOOK AND PLH (HOME) CATCH-UP .....	26
HANDLING DISCLOSURES OF ABUSE .....	26
HANDOUT: EMERGENCY INFORMATION.....	29
PART 3: FACILITATOR CORE PRINCIPLES – Process of Delivering the PLH Teen Programme.....	30
NOTES TO THE FACILITATOR .....	30
PRINCIPLE 1: USE A COLLABORATIVE APPROACH OF LEARNING .....	30
PRINCIPLE 2: MODEL THE BEHAVIOUR YOU WANT TO SEE .....	30
PRINCIPLE 3: GO AT YOUR PARTICIPANT’ PACE .....	31
PRINCIPLE 4: PRACTICE A-E-C-P: Accept, Explore, Connect, and Practice.....	31
PRINCIPLE 5: ATTEND TO SPECIAL NEEDS IN COMMUNICATION WITH CHILDREN AND TEENS .....	34
PRINCIPLE 6: UNDERSTANDING CHILD DEVELOPMENT NEEDS.....	35
PRINCIPLE 7: MAKE PLH GROUP MEETINGS A HAPPY PLACE TO LEARN.....	37
PRINCIPLE 8: COME PREPARED FOR EACH SESSION.....	38
PRINCIPLE 9: STAY CALM IN THE FACE OF CHALLENGES .....	38
CHALLENGE: LACK OF UNDERSTANDING .....	39
CHALLENGE: LACK OF COMPLIANCE .....	39
CHALLENGE: GROUP DYNAMICS .....	39
CHALLENGE: ROLE-PLAYS .....	39
CHALLENGES WITH HOMEWORK ACTIVITIES .....	39
HOW TO PICK UP ISSUES IN THE GROUP PROCESS EARLY .....	40
LASTLY, HAVE FUN!.....	40
APPENDIX.....	41
INSTRUCTIONS FOR THE HOME ACTIVITY DISCUSSION .....	41
SOLUTIONS FOR POSITIVE BEHAVIOR IN THE ROLE PLAYS.....	43
SESSION 2: IGNORING THE GOOD .....	43
SESSION 5: TURN DOWN THE VOLUME .....	43
SESSION 6: THE NEW FANCY PHONE .....	44

When facilitating the Parenting for Lifelong Health Programme for Parents and Teens there are three parts to focus on: (1) the structure of the programme including the materials, (2) the content of each session using the materials and (3) the detailed process of facilitating this content.

#### **PART 1: OVERVIEW OF THE THREE KEY PROGRAMME COMPONENTS**

The Parenting for Lifelong Health Programme for Parents and Teens has the following three components:

- **Component 1:** Before the beginning of the group sessions, facilitators conduct **pre-program consultation (Session 0)** with each participating family to learn more about the family and their home environment and undertake any assessments that may be required before the program starts. We name this “Session 0” to indicate that this is an important element to the program that needs to be conducted PRIOR to beginning with the group sessions.
- **Component 2: Six (6) weekly group sessions** on parenting and relationship building skills for groups of caregivers and teens which increase in difficulty for families. Therefore, it is very important to provide the skills in the initial sessions to later on build up on these when addressing topics that may cause more conflict or tension in the family. This is illustrated in the House of Support and we will come back to this important point throughout the program. The program uses role-plays and illustrations that have been specially developed to deliver the core lessons of each session.



- A very important guiding principle for the implementation of the training: always prioritize practicing and exercising when time is tight! **Practicing and repeating are more important** than teaching information. During the sessions, look out for the following symbol as a reminder that practical exercise takes priority!
  - If time is short, shorten sections that are repeated weekly, for example:
    - Physical exercises
    - Homework discussion or alternatively
    - Discussion of new homework
- **Component 3:** There is a **Family Guidebook** that accompanies the program. The main purpose of the Guidebook is to provide families with some activities that they can engage in during the week, in-between sessions, to practice skills they learned during the session. At the end of each session, facilitators (like you) will assign participants specific home activities (things to try out at home on their family) until the following week and encourage them to use the Family Guidebook to remind themselves about what was done in session and make notes when they completed the activities. This is also helping to structure the homework review during the next session (see below).

The Parenting for Lifelong Health Programme for Parents and Teens ends with a discussion about what participants have learned and how to continue to work together in the future to maintain healthy relationships in the family.

Towards the end of the programme, participants are given the opportunity to organize their own celebration of the learning process which can be in the form of a *PLH Teens graduation ceremony* where they receive a certificate of completion. This celebration should involve typical sharing experiences as characteristic and significant for the contextual country.

If participants want to, they can continue meeting in groups in order to keep supporting each other. These support groups are also chances to address other issues facing the community including health care, school support and involvement, and government support.

The groups meet **weekly** with **two facilitators** to work together on positive caregiver-teen interactions, managing stress and conflict, and building good, strong relationships. Facilitators support one another to facilitate group session activities and also help with taking notes during the programme. It also helps share the client load when you are facilitating more than one group.

The facilitators should also encourage **participants** who have **missed a session**, to catch up the content and material (with the help of the **PLH Home Catch-Up**). You can provide additional support if necessary, but this does not have to take place through home visits. The participants can ask before, during and after the sessions they attend.

Individual participation by one person from the dyad possible! Remind the participants that they can not only participate as a Caregiver-Teen-Dyad, but also individually if one of them is unable to attend.

## PART 2: THE PRACTICALITIES OF DELIVERING THE PROGRAMME – THE 3 COMPONENTS IN MORE DETAIL

### COMPONENT 1: PRE-PROGRAM CONSULTATION - SESSION 0

#### 1.1 OVERVIEW

It is important that trained facilitators meet with each participating family before the start of the programme in a preparatory session, the **pre-program consultations (session 0)**. If possible, both the caregiver and the child should attend the visit, if given even the second caregiver.

The WHY? of this pre-group individual session: Pre-group session visits give caregivers and teens the opportunity to learn more about the programme and ask any questions about their involvement. They also give you the chance to learn more about each caregiver and teen who will be participating in the group. When a caregiver and teen begin to change the way that they interact together in the household, it will also affect everyone else. The HOW? Of this pre-group individual session in a nutshell: Facilitators should bring the Family Workbook with the illustration of the House of Support to the pre-program consultation to explain the programme clearly. You can also invite other members of the household to participate in the programme if they are interested. The facilitator works through pages 3-7 of the Family Guidebook together with the family during this session.

*There are 5 elements for you as facilitators to cover in this session:*

- (1) *Get to know the family better,*
- (2) *Explain the House of Support (page 3 in the Family Guidebook),*
- (3) *Discuss how it is to be (a) a parent/caregiver of a teen, and (b) a teen, so collect individual experiences from both, caregiver and child in their respective roles (page 4 in the Family Guidebook),*
- (4) *Explain the FLOURISH PLH goals (what the programme can help with, page 5 in the Family Guidebook), and*
- (5) *Set (individual) goals with the caregiver (page 6 in the Family Guidebook) as well as with the teen (page 7 in the Family Guidebook). These need to be individualized and the goals can be different! Everyone is working on their own behavior (and not on the behavior of another person in the family, so stay with the goal for the respective person when setting goals).*

If participants do not want to meet in their homes than just meet in an individual session prior to the group session somewhere. It's important to get to know the family a bit better before they join the PLH group.

To reach the goal of getting to know the family better (element 1), facilitators should ask as many questions as possible about the family circumstances and challenges:

- How many children are in the household?
- Who else provides care for the children?
- How does a typical day for this family look like?
- What are some of the difficulties that the caregiver and teen are facing in their relationship or communication?
- What are some of the things they appreciate about their family life?

#### *Setting family goals (element 5)*

During the pre-program consultations, facilitators ask the participants to describe their expectations about the programme. Facilitators should help the caregivers and teens to identify **ONE positive, specific, and realistic goal** for their relationship with each other.

*Positive* means that the goal should describe something they want to happen instead of something that they do not want. For example, instead of saying, “I want my child to stop swearing at me,” a caregiver should be helped to state the behaviour that she or he wants to see: “I want my child to talk in a polite and friendly way to me” or “I want my child to communicate in a calm way when s/he is angry.”

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

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

Parents/Caregivers and teens should be able to accomplish goals!

- For instance, “I would like my teen to be ready to leave for school at 7am every morning” is a specific goal.
- “I would like my teen to do well at school” is not [what does “well” mean?].
- But it is a good goal if you have an example of a specific behaviour that will work towards this goal – like being ready to leave for school on time at 7am!
- “My teen is always late in the mornings when she needs to go to school” is also not a helpful goal – it doesn’t focus on the future or tell us exactly what is wanted.
- For teens, it’s helpful to be able to say “I would like my parent to thank me when I do the dishes”, but it’s not as helpful to say “I would like my parent to be nice to me” because that is not specific.
- Listen to the challenges that the participants are facing.
- All the goals should be recorded on a flipchart and then reviewed after the group finishes. It is okay if caregivers and teens have similar goals.

Facilitators should manage responses. It is okay to interrupt a caregiver or teen to clarify what they are talking about and to guide them towards the Core Principles of the programme. Talking about challenges at home might cause some tension between some caregivers and teens. If you are not confident you can manage and resolve this tension using the positive facilitation approaches you learned, you can discuss goals separately with the caregiver and with the teen, and help them identify positive goals.

**Make sure they write down their goals for the programme on page 7 and 8 in the Guidebook.**

### *Family profiles from Session 0*

After each pre-program consultation, you should create a family profile for each family. You can use the proposed structure on the next page. These profiles will help you remember the individual circumstances that each family participating in the programme is experiencing. You can also update the profiles as the family 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. This will help you managing the group because you will know each family and remember better (or remind yourself shortly before the next group session) what challenges they face and also what resources they bring along. You can structure the family profile according to the guidelines valid in your institution. The next page is just a blank page as an example for your notes from the pre-group session meeting with the family.

Finally, pre-program consultations are opportunities to discuss any logistical matters with the caregivers and teens about the time and place for the sessions, any transportation or childcare needs, or specific food requirements for the meals offered during the programme (if provided for).

In the next section (1.2) you will find each point to be covered in Session 0, this pre-program consultation, with the individual family.



FAMILY PROFILE Of \_\_\_\_\_

Session Number: \_\_\_\_\_

Date: \_\_\_\_\_

## 1.2 SESSION 0: WHAT TO DO AS A FACILITATOR DURING PRE-PROGRAM CONSULTATION

In this section we outline relevant guiding questions for the pre-program consultation so you know what you can explore in this individual session and how to do it concretely.

1. Introduce yourselves to the caregiver, teen and the whole family if possible.
2. Provide an overview of programme using the Family Guidebook and the House of Support as an example. (This can just be the basics like the programme will help you strengthen your relationship with your teen/caregiver and the caregiver's ability to guide and support teens as they make life decisions)
3. Discuss with the caregiver and teen about life at home:
  - a. What is life like at home with your caregiver/teen?
  - b. What is your feeling about your relationship with your caregiver/teen?
  - c. What are some difficulties that you are facing?
  - d. What are some of your caregiver/teen's strengths?
4. Family background:
  - a. What is happening at home?
  - b. Who else lives there? Husband? Wife? Partner?
  - c. Who else cares for the teen?
  - d. Does that person want to participate in the programme, too?
  - e. What kind of support network does the participant already have?
5. 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/caregiver to be different? What would make life at home easier?

*Please note:* Help both the caregiver and the teen to each identify ONE positive, specific, and realistic goal for the programme.

  - c. Remind them to take notes in the Family Guidebook.
  - d. Write the goals down and explain that all participants will share their goals in Session 1.
6. Practicalities
  - a. Time and place of session (based on preference, not necessarily in the home)
  - b. Transport, food and childcare needs (can they arrange someone to look after their child(ren) during the session?) - this is important to pre-discuss to reduce barriers for continuous participation
7. Any other questions?

## COMPONENT 2: SIX WEEKLY GROUP SESSIONS

### 2.1 WHAT HAPPENS IN THE PROGRAMME?

There are 6 sessions in the programme. They all follow the same basic pattern. These sessions build on each other (i.e. the order of sessions is important), which means the participants can develop and practice new skills around communication, supporting each other and problem-solving better if they follow the order. We call this significance of sequence (meaning that learning the next skill is easier or even sometimes only possible when the previous one has already been discussed and practiced) **"building blocks"** because the session content is linked. You find more information on this in section 2.2 below.

Every week we start the sessions together. Parents/Caregivers and teens meet together at the same time in the same room. In sessions one, three, four and six there are activities where teens and caregivers separate into teen-only and caregiver-only groups. Only the second and fifth sessions are carried out

jointly for the entire time. The separate activities should be held in different spaces for these core lessons although each group session starts and ends together. This means you need two rooms<sup>1</sup> at the same time on the same day in the location where you conduct the program.

If you are facilitating a separate session at the same time, the manual will tell you when to separate the group into teen-only and caregiver-only groups (just before the core lesson). It will also tell you when to bring the group back together. Each session has a goal that is expressed in more detail in the core principles. These core principles are the main focus of each session and all activities have the purpose of helping participants to understand them. Illustrations accompany each session. These are based on a role-play or activity that is central to the goal of the session.

Illustrations are important to the delivery of Home Catch-ups at home for those who have missed sessions. While leading a game, a role-play, or a discussion, facilitators should be aware of how these activities link up with the main goal of the session.

## 2.2 SESSION BREAKDOWN

The following is a brief overview of the six (6) sessions in the programme. A more detailed description of each of these sessions is provided in the subsequent chapters of the facilitator manual.

[Session 0: Pre-programme visit → see component 1 above]

Session 1: Introducing the programme & Developmental stages

Session 2: Building a positive relationship through spending time together & praising each other

Session 3: Talking about emotions

Session 4: What do we do when we are angry?

Session 5: Establishing rules and routines

Session 6: Problem solving: Putting out the fire

The session breakdown provides you with an overview of core lessons for each session and how they are connected. It is important to reinforce these links between sessions in the discussion in every session so families also recognize the connections between sessions. For example, we start in Session 1 with discussing developmental stages and developmental tasks usually encountered during adolescence. This knowledge is important to be able to align and set one's own expectations for behaviors. And this is true for teens themselves (e.g. expectations regarding their emotions or how they expect themselves to behave or to appear) as well as for parents/caregivers (e.g. expectations for their child will be linked to what they demand from them and are usually also reflected in their parental goals). And you may – based on the experiences from the individual pre-group session meeting (or the family profile) – already know a lot about each individual family, which helps in facilitating this first session with the entire group of families. The knowledge about development and (to be expected) changes during adolescence are then important for what is the core lesson in the next session, building a positive relationship through spending time together and praise. This is more successful if parents/caregivers and teens know what to expect, and what the other family member wishes for and why this is an important goal for them. Learning the new skill in Session 2 is therefore building upon what is facilitated in the core lesson of Session 1. It is a building block! And there are many of these, between sessions and also throughout sessions. Learning the new skills for building positive relationships in the family from Session 2 will then help in Session 3 in which families will be talking about emotions under your guidance. Everyone discloses more comfortably emotions if they feel they are paid attention to and have a positive and comforting bond to the person they speak to. This building up on each other is going on across all sessions with Session 4 then focusing on how to talk about strong negative emotions (anger), which requires that everyone knows how to share and communicate about

<sup>1</sup> Depending on resources, climate and location, the two spaces don't need to be 'rooms'.

emotions - a skill introduced in the previous Session 3. In the 5th session, rules and routines are discussed together with parents/caregivers and teenagers. Together they look at appropriate consequences for non-compliance with rules and routines. And in Session 6 you will facilitate problem-solving and support families in resolving conflicts peacefully which demands skills surrounding dealing with strong emotions, something learned in Session 4! Do you recognize the building blocks principle? With every session, new skills are learned but the previous ones also need to be maintained! It is very important to link the sessions in this way during sessions for parents/caregivers and teens. This is why we included a reminder for you as facilitators to make these links when you are moderating the discussion.

### 2.3 DAILY SESSION STRUCTURE

Each session has a similar structure in which programme facilitators guide caregivers and teens through a series of activities along a core central theme. While the content might vary from week to week, the core group facilitation activities remain the same. We always start with welcoming activities, then move on to discussion on home activities followed by introducing the core lesson. Each session ends with a new home activities assignment.

At the beginning of each chapter, this manual provides an overview of the session to help facilitators remember these activities.

Facilitators should complete all of the activities. However, if time is tight, the core lesson (usually 60 mins) is to prioritize. That might mean that the programme takes a little longer than 130 minutes per session! The most important thing is to make sure that the caregivers understand and can apply the core lesson of each session. If time gets tight, do not skip core lessons but rather from the part before or after the core lesson and make sure that practicing is prioritized.

### 2.4 DAILY ROUTINE & TIME KEEPING

During the PLH Teens Programme, it is very important to establish a regular routine for each session. Participants then have an idea of how each session will unfold and feel comfortable with the programme.

Routines are meant to be a guideline for facilitators. However, the sessions never happen exactly as we plan them to happen. As a result, you will need to be flexible with the timing of the programme. Each session has a routine with about 6 or 7 sections. These sections are numbered for you in the boxed overview that starts each session. The more detailed notes about what to do in each section uses the same numbering pattern, so it will be easy to find instructions when you need them.

Facilitators are responsible for time keeping so it might be helpful to have a watch or clock or timer nearby. Facilitators will make decisions about how time is spent during the session, but will need to make sure that enough time is spent on the core programme activities, which are home activity discussion, role-play and core lesson discussion.

The overview for the day ('Framing the Day') and home activity for that week should also be clearly explained. We make suggestions about how much time to spend on each section in the boxed overview, which looks like this:

Suggestion for Daily routine:

Session Breakdown	Time
1. Welcome (including home activity discussion, physical exercise)	50 minutes
2. Overview (including Game/Activity)	10 minutes
3. Core Lesson	50-60 minutes

4. Closing (including new home activity)	15 minutes
Total sum of minutes	130-140 minutes

More details about each section of the programme start on the next page. At the end of each session, facilitators make sure that they leave the room in order. If they have any facilitator checklists, they fill this in. They also help participants to fill in any questionnaires.

## 2.5 PREPARATION

It is very important for the facilitators to be well prepared. This shows respect for the participants and will make them feel welcome. For every session the facilitators should prepare as follows:

Before the session:

- Re-read the session you will be giving and make sure you are absolutely clear on your goals for that session.
- Go through your family profiles and reports from the last sessions. This will help remind you of what happened last session and prepare you for the next session.
- Spend your time according to the needs of the group. Remember that you will have about 130 to 140 minutes total and that you will need to spend enough time on home activity discussion (about 45 minutes) and core lesson and discussion (about 60 minutes).

## 2.6 SETTING UP THE VENUE

Arrive early! Make sure you have plenty of time to set up the room and prepare yourself for each session. Facilitators 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.

For every session the facilitators need to bring/organize the following materials:

- Flip chart, paper, and pens or markers, name tags
- Notes from flipchart paper from previous sessions (put these on the wall)
- Handouts for the session for each participant
- Any other materials such as transportation vouchers, attendance registers, etc.

Make sure you have all your materials necessary. Be sure to check the manual each week to see if any extra materials are needed for the session!

## SESSION 1-6: GUIDE TO FACILITATING (REPEATING) SESSION ACTIVITIES

### WELCOME

Facilitators should welcome participants as they arrive and praise them for making the effort to make a commitment to their child by attending the session.

The warmth and kindness that you show as a caregiver can make a huge difference on how he or she feels during the session. It also encourages caregivers to attend more frequently. If possible, it is also nice to provide some tea and a small snack (biscuits or simple sandwich) for those who arrive early to the session. In winter, this can also boost attendance and participation! At the beginning of the session, facilitators should also greet and welcome the entire group. Praise them for making the effort to come to the programme.

### PHYSICAL EXERCISES

We also begin each session with a short physical exercise or exercises to help caregivers and teens connect to their body and relieve stress or tension in the body and mind. For the caregivers, 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. Have a sense of play and creativity with the exercises. It's also very important that participants only do the exercises that are comfortable for them. Everybody is different and can do different exercises – we don't want anybody to hurt themselves!

When teaching the physical exercises with caregivers for the first time, we need to be patient and explain each movement clearly. Facilitators instruct participants in a series of movements moving through the body from head to toe. It is okay to pause and gently correct postures and movements if necessary. Many of the caregivers are not used to moving their bodies and may need encouragement and more guidance than you expect.

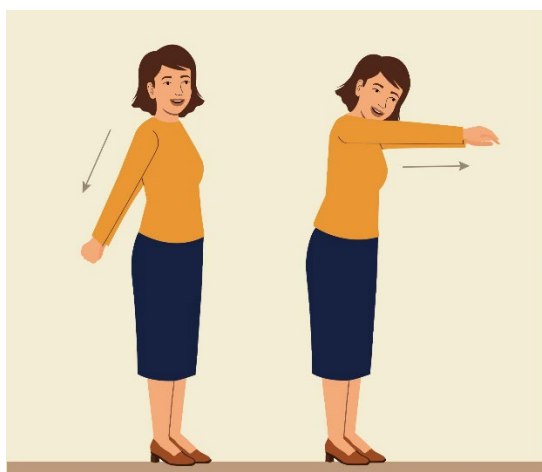
If someone needs to sit down, you should encourage him or her to participate as best as they can from a sitting position. It is also very important to make sure the movements are smooth and the breath is relaxed. As you lead the physical exercises each session, the caregivers will gradually become more comfortable with the movements. Facilitators can also introduce letting caregivers – and especially teens! – lead these sessions (but the facilitator should lead the first one or two).

Facilitators should encourage caregivers to do the physical exercises at home on an ongoing basis. You can suggest that caregivers do it first thing in the morning.

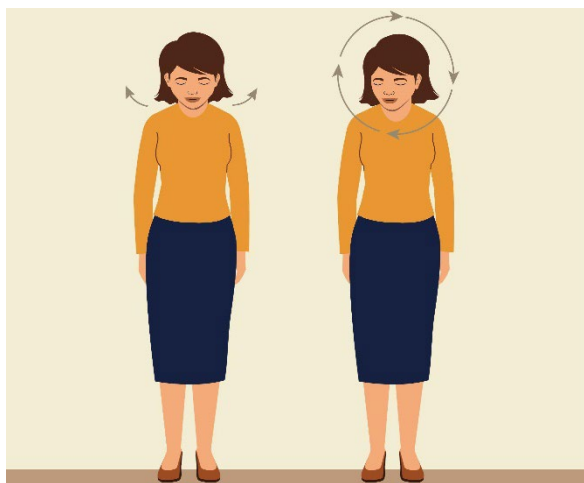
**GUIDELINES: Leading the physical exercise**



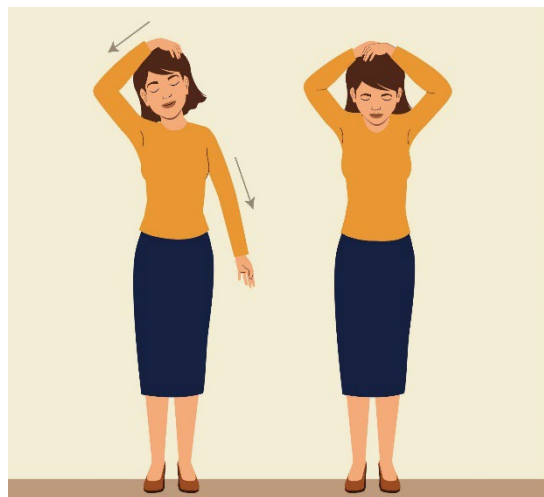
Stretch arms straight up as if you want to touch the sky (4 deep breaths).  
Stretch up into your left and right sides (4 deep breaths).



Stretch to the back (4 deep breaths). Stretch to the front (4 deep breaths).



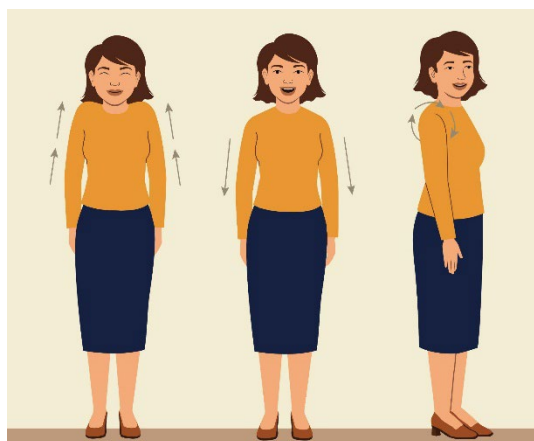
Place your chin on your chest and then move your head to the left so that your ear is near your shoulder. Then move the head to the right (4 times).  
Move your head around in full circles slowly (4 times).



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).



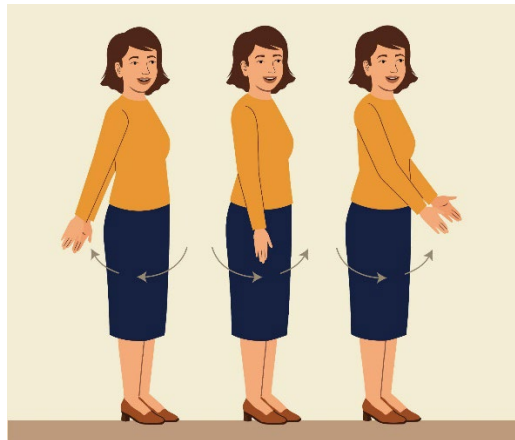
Scrunch your face, squeeze your hands, and bring your shoulders up to your ears. Hold your body tight with your breath.

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).

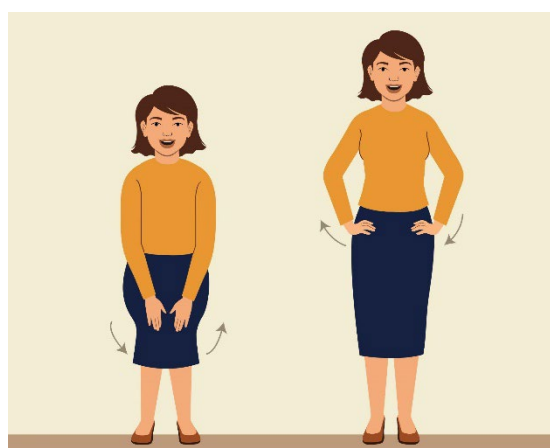




Relax your arms and let them swing from your shoulders forward and backward with your knees bent slightly (10 times).

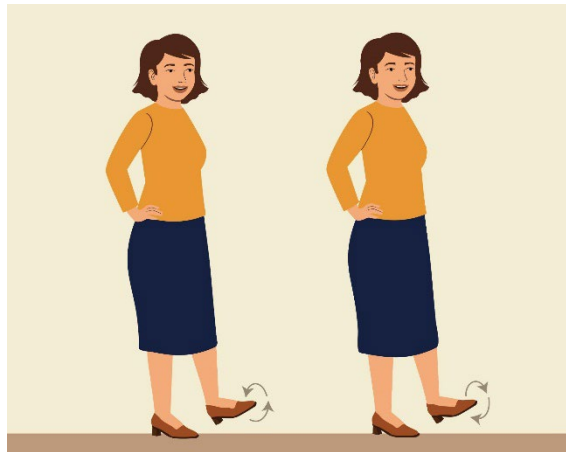


Slightly bend your knees and relax your arms. Turn from side to side leading with your hips and letting the rest of your body follow, including your arms, neck, and head. Allow your arms to swing from side to side (10 times).



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

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



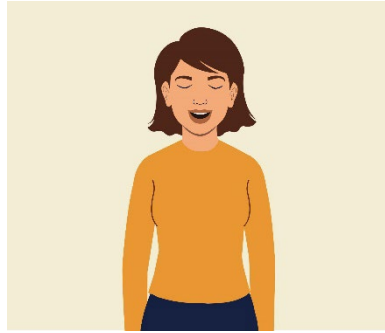
Place one foot on the ground in front of you. Rotate your ankle outward and inward. After 10 circles in each direction, switch feet.



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



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.

### CIRCLE SHARE (EMOTIONAL CHECK-IN AND CHECK-OUT)

During circle share facilitators lead the participants in an emotional check-in by inviting the participants to share how they feel emotionally. This allows participants to simply share how they are feeling at the beginning of the session. Facilitators should model (meaning show the participants by doing it first ourselves) describing their emotion, where they feel it in their body, and what thoughts are connected to that feeling.

Facilitators 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.
4. Describe the thought that is connected to that feeling

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,” or “I am happy. I feel it in my heart. My son passed his exams!”

By connecting emotional feelings to physical sensations in the body, we help participants to 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. At the end of each session, the participants will also have an opportunity to check-out as a way of transitioning back into the rest of their daily lives. Remember that the programme is delivered in a group but with an individualized approach!

### HOME ACTIVITY

Each week, participants are given activities to practice at home and strengthen what they have learned during the session. These activities are related to the Core Principles 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 the own lives. Sometimes participants may have difficulty doing the home activities. They may face challenges or resistance from their children or other family members. They may also misunderstand a building block or use the relationship to build parenting skills incorrectly. The job of the facilitators is to help guide the participants through group problem-solving to find solutions to the different challenges they may have faced during the week. Facilitators should also use home activities to make sure everyone in the group understands a particular relationship building principle or skill before moving on to the next one.

You might find it necessary to spend an entire session problem-solving and doing group practices instead of introducing a new principle. For example, if caregivers and teens are struggling with how to establish rules and routines, you may want to repeat this session and redo all the role plays.

It is important to go at your participants’ pace!

### HOME ACTIVITY DISCUSSION

At the beginning of each session, we discuss the home activity assignment from the previous session and the experiences of the participants during the week. Discussion on home activities are also opportunities for participants to share successes and positive experiences during the previous week. They can also share changes that they have seen in their own lives or in their children’s behaviour. You may also use this discussion very well to remind participants to practice each

home activity every week, so that the skills are reinforced in a cascading way for them. This links homework and homework discussions to the building block principle.

Ask the participants to focus on the core activity from the previous week. They should share one activity that they did and one thing that worked well for them. Participants should be encouraged to describe one key idea from the last session that they used. This can provide an opportunity for participants to show what they did that worked well. Facilitators must help participants to explore the challenges and difficulties that they encountered with the home activities. Facilitators explore solutions with participants to difficulties in doing the home activities. Everyone will have different experiences. The facilitator's role is to accept each participant's experience without judgment and to think about that experience fully with the participant. Sometimes this may involve asking challenging questions.

It is very important that each participant gets a chance to share her experience at home. Ensure that you do not omit the teens. Whilst the culture of 'reporting on the home' needs to be respected, teens should be given the chance to participate. Be careful, caregivers may not approve of the idea of their children reporting about home in a space that they are not also present in. Talking about home activity is important to help participants remember new skills from one session to another. It will also help participants to remember new information. It is important that participants feel comfortable to express themselves freely, but it is also important for them to know that they only share what they are comfortable with, and that they understand that what is said in the group, stays in the group!

In each session there is a section for discussing homework. **You can use the following instructions for the home activity discussion:**

1. For the facilitators, the homework from the previous week is listed there again each week in a few words. **Briefly repeat what the participants should have practiced in the previous week.**

**GUIDELINES: HOME ACTIVITY DISCUSSION**

Without exception, you will find in each session such a guideline box for the home activity discussion. This **box provides targeted questions** that have been adapted to each week's homework and can be used unchanged by the facilitators.

- 2.
3. 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.
4. **One facilitator** should **lead** the discussion on home activities while **another takes notes** as to what each caregiver did during the week. This will allow you to reflect after the session about whether a caregiver or teen needs extra help or maybe even a home visit to support his or her learning.
5. Over the course of the 6 weeks, the focus of the group discussion changes slightly. For sessions 1-3, the aim of the discussion is to strengthen group cohesion. The participants should gain experience with discussions in a group and familiarize themselves with the method. Everyone should feel comfortable.  
In sessions 4-6, the focus shifts towards practicing. More time should be spent working on challenges (Share → Practice).  
Remember: It is important **not only to talk about homework, but also to practice** overcoming challenges or reported difficulties in the plenary session. Practicing together should happen directly, so choose 1-2 challenges and set them.

6. During the homework discussion, the **groups should not be separated** under any circumstances, even if the caregivers might monologue. The connection between caregivers and teens should be strengthened. If a caregiver monologue, this can be reported back as an observation: "I find it quite interesting that you talk all the time, maybe it would be interesting to hear what your child wants to say."
7. When a parent/caregiver/teen is talking more than 30 seconds or 1 min, interrupt politely no one should speak more than a minute.
8. **Limit discussion and make sure to also practice challenges, if possible, specifically in later sessions when families feel comfortable in the group.** If a person/family reports too much, they should be kindly interrupted. How should this work? You can say:
  - "This is really interesting, we will continue this later. If someone else also has an interesting point to report, they can link to it."
  - If caregivers get too detailed: "Oh that's an interesting idea, we'll put that idea in the idea box (set up a symbolic idea box to collect talking points that there is no time for at that particular point when the caregivers bring them up) and come back to it at a later time if their point is still important then."
  - If caregivers report something that does not fit / belong to the topic at all, you politely thank them for their contribution and move on: "If we have time, we can come back to this later".
  - Another possibility is to refer caregivers to counselling centers if the topic does not fit the programme at all.
9. Finally, facilitators should actively **praise** participants for trying and encourage and support those who have difficulties in finding realistic achievable solutions. Every participant will have both positive and negative experiences. Through praising the participants, you show them how to praise and appreciate each other – praise them often!  
It's our job to promote the positive while helping caregivers overcome their challenges!

It is okay if leading the discussion is difficult at first. It is a hard skill to master. 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 were some of the challenges with doing their home activity so that the group can then trouble-shoot these together.

**Facilitator should redirect what the participant says to topics related to the programme.**

Be confident in your skills as facilitators. You will find the instructions for the homework discussion as a handout in the appendix so that you can refer to the key points in the sessions.

### BOX OF IDEAS

Sometimes participants bring up issues that are important to them but do not fit with the topic of discussion for the session. If it is a discussion topic that would be relevant for the entire group and fits well with the programme, then put it in the Box and save it for later! Facilitators can write it down on a piece of paper from the flip chart under "Box of Ideas" to be discussed later. Only put in the "Box of Ideas" things that are going to be discussed in the programme. If there is something that is important to a participant but doesn't fit in the programme, let them know that you will find a time to discuss this with them after the session. Be aware that you may need to refer them to another support service.

### FRAMING THE DAY

It's important to give participants a quick – but clear – idea of what they can expect from each session.

Now that we've looked back at last week's home activity, it's time to look forward to the session ahead. If possible, make links between last week's content and the current week's content.

### CORE LESSON

Every session of the PLH Teens Programme contains a Core Lesson that follows the theme of the session. The Core Lesson focuses on a specific parenting principle or set of Core Principles that contribute to the House of Support.

The Core Lesson includes the following activities: Framing the Day, Introducing the Core Lesson, Role-Plays, Illustrations, and Group Discussions.

### INTRODUCING THE CORE LESSON

The core lesson focuses on the main goal for each session. It might help to have a clock or watch to check the time. The core lesson allows the participants to explore that session's goal through role-plays and discussions. These are also strengthened through the home activity. It usually starts with a negative role-play and then a short discussion following the role-play. It then goes on to a positive version of the role-play and a longer discussion. Use the discussion questions in this manual as guidance – if you don't get through all of them, that's fine!

Not all core lessons are alike! Some involve drawing, others involve small group work and yet others involve story-telling – but all involve discussion. **Facilitators should prioritize time for the Core Lesson.**

### ROLE-PLAYS

The PLH Teens Programme uses role-plays also known as dramatization to introduce the central theme in the core lesson.

Role playing is an educational technique in which people act out different situations to convey specific information, skills or knowledge. It allows participants to engage in the acted out situations and relate to some of the situations with what is taking place in their lives. Except for some chairs, none of these role-plays need special props or great acting skills. It is enough if people read the lines and mime – or pretend or invent – the actions. **Problematic parenting behaviour should always be acted out by the facilitator, never by a participant. Facilitators and participants can get creative with the role-plays!** If the participants come up with their own solutions to the problems shown they should try them out in a role-play!

**Participants should only ever act out positive role-plays.** This is because acting out a negative one may make them remember the bad things instead of the good things to do! **Role-plays are meant to start a discussion.** This is an important part of the programme. At the same time, reflecting on the role-plays may not be sufficient and both, parents/caregivers and teens, need to actively practice, for example, how to praise or communicate with one another. Practice is very important. It is very difficult to learn a new behavior (such as praising or communicating with some speaker or listener rules in mind) if the level of difficulty is too high. As it is usually easier to practice with other participants and with same age group, it is recommended to practice within groups (adolescents with adolescents and caregiver with another caregiver). If a caregiver shall practice with a teen (or vice versa), they may start with practicing with the respective age group but not within the family, so not with the other member of the family dyad. In the end, it is of course the goal that they are practicing at home with each other. Practicing it in session with less challenge may help building up the new behavior and makes it more likely that this behavior can then confidently be tried out during the week at home.

### INTRODUCING THE MAIN CHARACTERS OF THE ROLE-PLAY

PLH Teens follows the lives of two fictional families. These families have caregivers who sometimes struggle to manage their teens' behaviour, much like all caregivers - including those in the group. The first family consists of mama, tata, and their children, Catalina (17-year-old girl), Radu (15-year-old boy) and Axenia (10-year-old girl).

There is another family consisting of grandmother Doina, the mother of Tata, who takes care of two children, Stela (16-year-old girl) and Ion (12-year-old boy) who are cousins of Catalina and her siblings.

Participants will enjoy getting to know this family!

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/caregivers 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.

#### TYPES OF ROLE-PLAY

There are two types of role-plays: 'negative' and 'positive'.

- Negative: These are role-plays that show a negative scenario, where a problem or situation or discussion does not end well.
- Positive: These are role-plays that show a positive scenario, where a problem or situation or discussion ends well. Most negative scenarios have positive versions that can be acted out as one example of how a negative role-play is resolved.

Both types of role plays can be acted out with the support of the participants. It is desirable that the caregivers do not portray undesirable parenting behaviour, but rather play supporting roles or portray the desired parenting behaviour.

Formally, there is a distinction between positive and negative role-plays for the facilitators. In most cases, the first role-play models negative parenting behaviour and the second positive parenting behaviour. However, this designation of negative and positive should be abstained from in front of the participants.

#### Example of a Role-play from Session 2

##### ROLE PLAY: IGNORING THE GOOD

Axenia (thinking about a difficult task):	<i>"....add it first.... and then subtract the number ...."</i>
Catalina:	<i>"Axenia! Well done! You calculated the result correctly! Keep doing! The more you practice the better you will get."</i>
Catalina:	<i>"Mama! Come and see! She's doing so well!"</i>
Axenia smiles at the idea of her mother coming to see her calculating.	
Mama (doesn't listen):	<i>"Yes, very good Axenia, but dinner will be ready soon, so I wish you could learn to do your homework quicker. I want to sleep early today. I am tired."</i>
Catalina:	<i>"But mama, I'm helping Axenia and she is getting so much better. You should come and have a look!"</i>
Mama (getting angry):	<i>"I don't have time for that – I said I was tired! Now please do as you are told and finish up and come and help serve dinner."</i>

Facilitators read the role-play with assigned roles out loud. Remember: Try not to let a caregiver role-play the unfavorable parenting behaviour. Caregivers and teens can play supporting roles or model the favorable parenting behaviour.

Format for working with a 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. The facilitator assigns the roles to individual participants.
3. Play the role-play aloud with distributed roles.  
When you are acting out the role-play, make sure you are standing in a way that all of the participants can see and hear you.
4. Explores the actions, behaviours and most importantly the emotions of the roles and participants in the role play.

Remember that the focus is on the relationship between the parent/caregiver and the child!

5. Use guided questions to explore the story with parents/caregivers.
6. If the story is about a negative or challenging experience, discuss possible solutions about how the family members could have responded.
7. Write down these solutions on a flipchart and ask participants to choose one of them to practice.
8. If time is available, 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!

Please refer to the appendix of this introductory chapter. Here you will find additional material for carrying out the role plays (such as solutions to role-plays, and how to positively address the core issues).

#### FACILITATING A ROLE-PLAY DISCUSSION

Facilitators play the role-play together with participants and then participants can talk about what they have felt and seen. Discussion is an important part of role-plays. We use discussion in every session. The discussion can then involve practicing problem-solving in situations that participants can use in their daily lives. It can be helpful to ask participants: “Can you think of a time when this, or something like this, happened to you?”

Facilitators need to remember to guide the discussion so that participants can link the role-play with the core lesson.

The PLH Teens Programme uses 3 key steps in facilitating a discussion with the participants: **Acceptance, Exploration, and Connection.**

#### STEP 1: Acceptance

- Participants feel empowered to share when facilitators accept whatever is said during a discussion. There is no wrong answer.
- Facilitators can show that they have really heard the participant by repeating what the participant says to the entire group.
- This also makes sure that the facilitators understand what is being said.

#### STEP 2: Exploration

- Sometimes we need to ask questions that explore the details about something to understand it properly.
- When participants share an experience, facilitators can ask questions like: Where? What? Who? and How?
- Often participants have difficulty exploring – or asking themselves more questions about – an experience.
- Example follow-up questions (from previous discussion): “Where else do you think you could spend quality time together? Why do you think this worked well?”

**STEP 3: Connection**

- Facilitators connect experiences that participants share to the session's core principles.
- In discussion with participants, the group may also make their own connections on how a certain experience might relate to the session.

Remember that most participants will expect the facilitators to have all the answers. But that's not the way PLH works. We know that participants have already solved many problems and that they can solve their own problems. We are all going to work together to continue doing this no matter what the content of the session!

**GAMES**

Games and lesson activities give us a sense of play and creativity. We use this opportunity to let caregivers and teens pretend to be children 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 the facilitator to decide.

Try to allow the participants to explore the activity themselves, unless they do not understand. Facilitators should ask themselves WHY they are facilitating a certain game or activity and encourage participants to explore this question in discussion after they have played the game.

**ILLUSTRATIONS**

Illustrations are part of the program and can be found in the Family Guidebook.

The illustrations depict specific relationship or situational issues for the participants that were addressed during the session.

Since the illustrations are in the Family Guidebook, participants also have the illustrations at home to review topics on their own.

The illustrations are in the Guidebook at the back of the PLH Home Catch-ups. They are used to help participants if they have missed a session as they often show the role plays that were done or discussed during the session.

Facilitators can also use the illustrations to revisit the topics covered in a particular session with participants. This is a good way for participants to remember what we covered in the session.

**SESSION CLOSE**

Each session ends with a closing activity. Facilitators should allow participants to decide how they would like to end the session.

Closing is also an opportunity to remind participants of what they have covered during the session and of their home activity for that week. Remember to involve participants in trying to remember the goals for that session.

No matter how your group decides to close the session, before this happens facilitators should make sure the following happen.

- Remind caregivers and teens of the home activities.
- Ask caregivers and teens to commit to a specific goal related to the home activity ("I will try to spend five minutes each day with my teen, without the distraction of my phone").
- Inform them of the Family Guidebook chapter they will be focusing on for the week.
- Thank caregivers and teens for coming and for giving their best effort.
- Check out.

We should also thank them for the hard work they have done towards improving their relationships!

### FACILITATOR REFLECTIONS AFTER EACH SESSION

It is important that facilitators make time to reflect on the session as soon as it is over.

It is best to do this while your memory is still fresh. You can even do this while the caregivers are enjoying the refreshments (though it is nice to share the refreshments with the caregivers!). Reflections are useful discussion points you can use in your weekly supervision sessions.

In the manual, there are some suggested questions that will help guide you in your reflection.

Core questions to think about include:

- Did you manage to complete all the core activities? If not, why?
- What went well during the session?
- What could be improved upon? How will you improve on it?
- Are there any participants that need extra support with the content, the logistics or other unrelated challenges? If so, in what way?
- Do any participants require referral to support services?

When filling out reports or reflecting about the session, discuss why things went well or did not go well, not just what went well and did not. If you can remember a particular part of the programme where you had difficulty, write it down so that it can be discussed during your weekly supervision with your manager or trainer. It is important to name at least one good thing that you did and that your partner did during the session.

### REVIEWING FAMILY PROGRESS

We recommend that you have a conversation about each participant directly after each session.

Make notes in your family profile folder about each family's progress in the programme. These notes are useful for deciding whether a particular caregiver or teen needs more support. This could be in the form of a home visit or an individual conversation before or after a session.

You can also use this time to call any caregivers who missed the session to arrange a consultation or a home visit.

When you review each caregiver's or teen's experiences, goals, and challenges, it will help you give him or her that individual attention that is so important for group-based programs!

### COMPONENT 3: FAMILY GUIDEBOOK AND PLH (HOME) CATCH-UP OVERVIEW

At the end of each session, participants are given home activities. These activities help participants to remember and strengthen the skills they learned during that session.

In addition, there is a PLH Teens Family Guidebook that goes with this facilitator manual. This Guidebook is for the parents/caregiver 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/caregivers and teens can do together at home.

Participants sometimes find it difficult to attend sessions. This happens for a lot of different reasons, but doesn't mean that they have to miss out on the PLH Teens programme! For families who may have missed a group session, the Family Guide includes support sessions to deliver the content in so-called "PLH Home Catch-ups". These short summaries, showing what families have missed, are a good way to ensure that no one is left behind and to encourage participants to come back to the group sessions when they can.

### HANDLING DISCLOSURES OF ABUSE

During all stages of the programme, it is important that facilitators know what to do if a caregiver or a

teen discloses any form of abuse.

Before implementation and disclosure takes place:

- **Understand abuse, neglect and exploitation. Know about the different kinds of abuse:** physical, emotional, sexual and neglect. This should be part of the training you received as a facilitator of this programme.
- **Know your organization's child safeguarding policies and procedures.** All FLOURISH-involved organizations should have or develop child safeguarding policies and procedures, including details on how to respond appropriately when a child discloses abuse (for more details how this is handled in FLOURISH see FLOURISH safety protocol). You should have accurate knowledge of all protocols and response plans. These will tell you what to do within your organization if a child reports abuse (e.g. who to report to, internal resources for supporting the child), as well as how to engage outside resources (e.g. local referral pathways, when to engage with authorities). It is your responsibility to act regardless of whether you are responding to disclosures of past and/or present abuse. However, you are not responsible for resolving the situation on your own. It is important that you discuss the situation with your supervisor to agree on what steps to take next.
- **Ensure children know that you are someone who can help.** Children participating in your sessions need to know that they can come to you for help, regardless of when abuse occurred. You should make sure that they know that they can trust you and that you will listen and support them without judgement or any further harm.

During disclosure:

- **Provide a safe environment.** Make sure the setting is confidential and comfortable. Speak slowly, stay calm, and allow the child to explain what happened in his or her own words. Do not ask the child a lot of questions. Do not rush them. Do not stop them in the middle of the story to go get someone or do something else.
- **Listen carefully to the child.** Avoid expressing your own views or asking leading questions. A reaction of shock or disbelief could cause the child to shut down and stop talking. Avoid asking leading questions (like 'did he/she touch you here?') or for details. This may confuse the child or make it difficult for them to tell you what happened. Leading questions might also interfere with any future legal processes. Limit your questions to those provided below if the child has not already provided this information. Make sure you document the child's story using notes that include the date, time and location of the disclosure as well as who was present. Avoid writing opinions in the notes and focus on what you observed. For example, instead of writing 'the child seemed scared', state what you saw, such as 'the child was crying and staring at the ground.' Ask the following: What happened? When did it happen? Where did it happen? Who was there? How do you know them?
- **Determine if there is immediate danger:** There should be a tool or questionnaire included in your organization's standard operating procedures that you can use to determine if the child is in immediate danger. This should include what protocols and resources are available to keep the child safe and will likely involve engaging formal authorities (e.g. child protection, law enforcement, and /or traditional structures). For additional information, see the resources list at the end of this document.
- **Avoid denial:** A common reaction to a child's disclosure is denial. Respect the child by listening to what he or she has to say and taking what the child says seriously. A child may keep abuse secret in fear that they will not be believed. They have told you because they want help and trust you will be the person who will listen and support them.
- **Let them know they have done the right thing:** Reassurance can make a big impact for the child who may have been keeping the abuse a secret.
- **Be supportive and free of judgement:** Abuse is never the child's fault and they need to know this. Remain supportive and not judgmental. Avoid talking negatively to the child. Even though the child may be disclosing terrible things that may have happened at the hands of a family

member or friend, the child may still love that person and is just beginning to recognize that he or she was and/or is being abused. Avoid asking questions like: Why didn't you tell me before? What were you doing there? Why didn't you stop it? What did you do to make this happen/encourage it? Are you telling the truth? What were you wearing?

- **Let the child know that you will share what he/she told you with your supervisor to find a way to support and protect him/her:** Do not tell the child that you will not tell anyone what they tell you. The child will have fears about what will happen next. You should be mindful of those fears while also explaining that it is your duty to provide support and protection to ensure his or her safety and well-being.
- **Explain what you will do next:** If it is age appropriate, explain to the child that you will need to report the abuse to someone who will be able to help. Tell the child what you are going to do, what is going to happen next, and who else they may need to talk to about the abuse. This will help the child feel some sense of control over the events surrounding his or her disclosure.

After disclosure:

- **Do not talk to the alleged abuser:** Confronting the alleged abuser about what the child has told you could make the situation a lot worse for the child. It could also jeopardize future legal proceedings.
- **You are not alone:** Remember you are not in this alone. Even though it is your responsibility to act regardless of whether addressing past and/or present abuse, do not try to resolve the issue by yourself. Get help from your supervisor and discuss with him/her how to involve social services.

Reporting the abuse:

- **Follow your organization's reporting protocol:** You should report the abuse to your supervisor immediately, even if you are unsure of whether the child is at risk. Remember, it is the responsibility of adults to take action and keep children safe.
- **What happens next?** If it is determined that the child is at risk of further harm, your supervisor or child protection colleague will share the information with the appropriate local authorities. In instances of physical and/or sexual violence, it is critical that clinical and auxiliary services are accessed and administered in a timely manner.

**To help you identify any unhealthy and unsafe situations, it is important that you know what the laws of your country and the policies of your organization say about:**

- Child protection
- The legal age for sexual consent
- Power- and age-differences between sexual partners
- Gender-based violence

It is also important to know what services are available to families in need of assistance. You can familiarize yourself with these services by completing and/or reviewing the "Emergency information" handout (next page) together with your team. Make sure to include contact details for police, medical services, counselling services, and legal support if available in your area.

**The respective country which are implementation sites and use this program during FLOURISH will insert the country-specific regulations for dealing with abuse in the local language here in their local language manuals.**

## HANDOUT: EMERGENCY INFORMATION

### What can I do in the case of rape?

After a rape happens, it is important that the rape survivor receives medical attention as soon as possible. At the hospital or clinic, staff can help the survivor by:

- Treating injuries and giving information on possible medical consequences of the rape.
- Documenting injuries and collecting evidence of the rape (essential if the case will be reported to the police).
- Giving medication to reduce the risk of sexually transmitted infections (STIs).  
This medication e.g. for HIV is called “post-exposure prophylaxis” or PEP. It needs to be taken as soon as possible – at least within 3 days of the rape – and the survivor needs to complete the full treatment for it to be effective.
- Giving medication to reduce the risk of STDs.
- Giving medication to reduce the risk of unintended pregnancy.  
This medication is called “emergency contraceptive pills” or ECP, and needs to be taken as soon as possible – at least within 3-5 days of the rape.
- Providing counselling to help the survivor process her/his emotions and traumatic experience, and to help him/her understand how to take the prescribed medication to keep him/her healthy.

### HELPFUL NUMBERS:

Who can I contact?	Contact number	Services provided	Details on services & instructions for contact (opening times, referral system, fees, etc.)
Police		Police respond to and investigate crimes/accidents	
Ambulance		Ambulances transport patients to hospital in case of medical emergencies	
Other local services:			
1.			
2.			
3.			

This should be completed during facilitator training.

### PART 3: FACILITATOR CORE PRINCIPLES – Process of Delivering the PLH Teen Programme NOTES TO THE FACILITATOR

This manual will guide you on what to do each week. It describes the activities in detail. It provides possible questions that you can ask for discussions and illustrated stories. It gives you a background on the Core Principles that are important for caregivers and teens to learn. However, the content of the programme is only a small part of what it takes to deliver the Parenting for Lifelong Health Programme for Parents and Teens.

Much of the benefit that your caregivers will receive is in the delivery.

In other words, how you facilitate the programme is just as important as the content you deliver.

There are 9 core principles to facilitating the FLOURISH version of PLH Teens in the best possible way:

1. Use a collaborative approach of learning.
2. Model the behaviour you want to see in the way that you behave towards participants.
3. Go at your participants' pace.
4. Practice A-E-C-P: Accept, Explore, Connect, and Practice.
5. Attend to special needs in communication with children and teens.
6. Understanding child developmental needs
7. Make PLH group meetings a happy place to learn.
8. Come prepared to each session.
9. Stay calm in the face of challenges

#### PRINCIPLE 1: USE A COLLABORATIVE APPROACH OF LEARNING

In some programs, facilitators tell participants what to do and why it is important.

Participants are used to this because our education system is delivered in a didactic, teacher-knows-best manner. In the PLH Teens Programme, we do things differently. We like to think of this as a collaborative approach to learning. As facilitators, we are collaborators or partners working with caregivers 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.

Many of the caregivers will already be practicing lots of positive ways of parenting with their children and adolescents. Other caregivers and teens will be able to identify ways of improving their relationship on their own with guidance. **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 caregivers and teens work out the benefits of positive parenting and relationship building. When caregivers and teens are able to teach themselves how to relate and behave, they learn a skill that will help them for a long time after the programme ends.

#### PRINCIPLE 2: MODEL THE BEHAVIOUR YOU WANT TO SEE

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

If we lead sessions in a collaborative approach, praise caregivers often, practice active listening, and use positive instructions, caregivers will do the same with their children, and teens may do the same with their caregivers (and with each other)! Likewise, if we tell caregivers what to do, criticize or laugh at them, ignore their needs or concerns, or only say what we do not want them to do, they will



the do the same.

It is like the old saying, “practice what you preach.”

Facilitators need to model all the different Core Principles in this programme.

For example, “Praise and Go,” means exactly that. Praise your participants and then stop there.

No buts, ifs, or any other criticisms! Use transition warnings to help prepare participants for next activities or at the end of teatime. Give positive, specific instructions that say the behaviour you want to see in the participants. You may be able to ignore negative behaviour, such as snide or obnoxious comments, but praise the same participant for the next positive behaviour. However, some behaviours may need to be addressed such as a caregiver coming drunk to the group and one facilitator may need to ask the caregiver to leave the room with them and discuss the situation.

Use simple rewards to encourage caregivers and teens 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. The participants will learn from your example and begin to mirror your behaviour, too.

**It really works!**

### PRINCIPLE 3: GO AT YOUR PARTICIPANT’ PACE

The PLH Teens Programme provides a space for participants to practice concepts and skills that may be new. Sometimes, caregivers will initially resist trying a new approach with their children. Other times, they may need additional time to understand a complex practice like distinguishing between punishment and discipline. Facilitators should always go at the participants’ pace when delivering the programme.

Make sure that the participants in your group have learned a specific parenting or relationship building skill before moving on to the next one.

Remember that building a House of Support is a step-by-step process.

### PRINCIPLE 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 the PLH Teens parenting programme.

We like to think of 4 key steps facilitating a discussion with the participants:

Acceptance, Exploration, Connection, and Practice.

#### 1. Acceptance

Participants feel empowered to share when Facilitators accept whatever is said during a reflection.

There is no wrong answer. Facilitators can show that they have really heard the participant by reflecting back or rewording what she/he says to the entire group.

This also clarifies that the Facilitators understand what is being shared.

#### 2. Exploration

Take time to explore the experience fully with the participant. Sometimes we need to ask questions and really hear the details about something to understand it properly. Facilitators can bring a sense of curiosity to this part of discussion to explore where, what, who, and how of the emotional/physical/mental experience. Do not be afraid to go deeply into the experience!

#### 3. Connection

Facilitators connect the experience to the programme Core Principles that help build our House of Support. In discussion with participants, the group may make their own connections on how a certain experience might inform other parts of their lives.

#### 4. Practice

A core building block in PLH Teens is that it is what you do at home that makes a difference. Scientific evidence tells us that participants are more likely to use new 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.

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 before trying it at home.

**Active listening is important and can also be physical.**

It is also important to model Active Listening so that caregivers begin to do the same with their own children. Isn't it wonderful how all of these Core Principles fit together!

The way you behave physically also shows that you are actively listening to someone.

Facilitators should sit upright and lean slightly forward to indicate that you are paying attention to the speaker. You can also make eye contact from time to time if appropriate given the cultural context. Nodding your head and smiling also is very helpful.

**Stay focused on the person who is speaking.**

There may be other distractions in the room like a clock, or your facilitating partner, or someone else fidgeting, or even noises outside the room. As long as you keep your focus on the person speaking, he or she will feel heard.

**Be patient.**

When people pause while talking, allow them time to come up with their own thoughts before asking if others have any ideas to contribute.

**GUIDELINES What to do when you have a participant who talks too much?**

Sometimes we have participants who want to share their thoughts or 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 participant that we all appreciate how much we can learn from her
- Offer to talk more during tea 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**

Talking about issues relating to strong emotions, family conflicts, peer relationships, intimate relationships and sexuality, dating violence or suicidality can be uncomfortable and difficult. As a facilitator you should be aware of the difficulties of leading discussions around potentially sensitive material. This may include discussion about preventing sexual violence and responding when it occurs, sexual health, or planning for the future.

**Accept, Explore, Connect, and Practice** can be helpful while leading discussions relating to difficult issues. When talking about stigmatized or taboo subjects, such as substance abuse, STIs or sexual behaviour, A-E-C-P can be helpful in the following ways:

- **Accept** by showing that you are listening and acknowledging how brave it can be to speak about sensitive issues (like the ones relating to HIV/AIDS and sexual violence) 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 issues, including experiences with HIV/AIDS and sex.
- **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 when they share in the group, whether it's about the way they respond to issues such as substance abuse, sexual behaviour, or HIV (around disclosing one's HIV status, or relaying an experience on how HIV/AIDS or pressure/force around sex has affected them).

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.

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

During the programme you will speak about sensitive issues, including strong emotions such as anger or shame, about peer relationships and maybe bullying or difficulties at school or for the older teens also about intimate relationship and sexuality. It is important to note that it is okay if you do not have all the answers or solutions for these difficulties. You offer ways that help them finding a solution together for their individual family.

Remember: Your role as a facilitator is to help caregivers and teens identify their own solutions to 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 which include:

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

Make sure you discuss with your supervisors where caregivers and teens can access facilities that provide professional advice about dealing with sexuality making decisions about sex, and other additional support services to families. Note any details so that you have this information ready if you need to pass it on to a participant.

Remind participants and yourselves of these sources of support.

As a facilitator, you should be aware that sensitive issues, depression, substance abuse, and sexual behaviour can 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 sex, facilitators should remind participants that they will not be judged 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.

#### PRINCIPLE 5: ATTEND TO SPECIAL NEEDS IN COMMUNICATION WITH CHILDREN AND TEENS

A “silent” (taciturn) adolescent in individual counseling or even in family conversations is not uncommon. Teens in particular may be reluctant to talk about personal and sensitive issues or problems, and they usually prefer to talk to peers. Topics that may make them feel ashamed are often avoided and may cause reluctance to talk about it (Fryszler & Eggemann-Dann, 2022, pp. 56-57). There are a couple of things you can attend to as facilitator in addition to the A-E-C-P which may help run these discussions more smoothly.

The following tips are intended to help you prepare for talking with a young person:

- The conversation should have a clear structure
- Working with symbols is helpful, especially for younger adolescents. They are the central form in which children up to the age of 10 or 12 deal with their reality.
- For the more “teeny” group (from approx. 11 on), it is still often convenient to choose methods that contain symbols and thus support the conversation but may be less central compared to younger adolescents.
- From the very beginning, the adolescent person should be seen as equal
- The conversation should always acknowledge and support the teen’s (developmentally appropriate) pursuit of autonomy.
- Create a setting in which the teens and adult do not sit directly opposite each other for longer time, but talk in motion and play.
- Communicating with children and adolescents is a lot about your attitude as a facilitator, and how you introduce topics and themes
  - Avoid focusing on problems for a long time.
  - Don’t signal your own shame and disappointment when discussing sensitive topics or problems.
  - Be patient in enduring setbacks, radiate optimism about development.<sup>2</sup>

When implementing these recommendations, the following details may be helpful:

1. In general, adults should try to create a friendly and positive start that contributes to the success of conversations with children and adolescents.
2. Children often have the impression that adults know everything. When talking to teens, make sure that the child gets the feeling of reciprocity and a conversation “at eye level”.
3. Playing and talking can be combined. Through a game, children and teens get to tell stories and problems more quickly, as if they were only sitting in a circle or in a 1:1 situation.<sup>3</sup>
4. Helpful conversational techniques with teens are grounded on the following four assumptions:
  - Be convinced of the other’s expertise in relation to him-/herself (the young person is an expert for him-/herself, their feelings and knowledge).
  - Elicit the expertise of the other.
  - Ask rather than tell.
  - Let them discover (the conversation as a joint discovery tour).

As a conversation partner, try to create trusting conditions through the following behaviors:

- Clarify the goal of the conversation.
- Inform the child/adolescent about their own intentions.

As cited in:

<sup>2</sup> (Fryszler & Eggemann-Dann, 2022, p. 57)

<sup>3</sup> (Delfos et al., 2011, p.91)

- Show the child/adolescent that feedback is needed.
- Let the child/adolescent know that they are allowed to remain silent.
- Try to name what you feel.
- Invite the child/adolescent to express their opinion about the conversation.<sup>4</sup>

The table shows a short summary of the mentioned communication frame and techniques. A distinction is made between general communication conditions, which apply to most conversations with a counseling nature, and communication conditions for children and adolescent.

Children and early adolescents	Teens
General Conditions of Communication	
Treating the teen with respect Take the teen seriously Make the teen feels comfortable Listen to the teen Give the teen the opportunity to relax after a hard conversation (opportunities to play and/or move, opportunities for physical activity, e.g. with the exercises during the program)	
Be the same (eye) height as the child or teen when addressing them (accommodate the potential difference in height)	brain "turn on" (accompany the young person in thinking and let him discover things himself or herself)
Look at the child or teen while speaking to pick up non-verbal signals	Encourage storytelling
Alternate making and breaking eye contact while speaking to the child or teen	Targeted further questions
Show with examples that what the child or teen says has an effect	Expressing appreciation for the thought process (especially the beliefs, perspectives and knowledge)
Encourage the child or teen to tell about what they need and want, otherwise it cannot be known	Show willingness to learn (also that the adult can and wants to learn from the young person)
Combine playing and talking as much as possible	
Point out that if you notice that the child or teen is not paying attention, you will interrupt the conversation and will continue later	

Even if an attempt has been made to comply with all the conditions of communication that we have mentioned, it may well happen that a child does not want to speak.<sup>5</sup>

#### PRINCIPLE 6: 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

As cited in

<sup>4</sup> (Melzer & Methner, 2012, pp. 69-70)

<sup>5</sup> (Melzer & Methner, 2012, pp. 67-68)

– 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 high risk and impulsive behaviours, especially if these are pleasurable or fun, because they are still learning how to consider consequences and control impulses. 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 child 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.

Overview of essential changes that can be observed between the ages of 11 and 19 (Fryszek & Eggemann-Dann, 2022, pp. 53-56)

Early adolescence/puberty: 11 to 14 years of age
<p>Physical changes:</p> <ul style="list-style-type: none"> <li>– Girls are at the peak of their growth.</li> <li>– Girls gain more fat than muscle mass.</li> <li>– Girls start menstruating.</li> <li>– Boys experience a growth spurt</li> <li>– Both sexes are becoming aware of their sexual orientation.</li> <li>– Both sexes show stronger stress reactions and at the same time an increased interest in new things.</li> </ul>
<p>Emotional and social changes of both genders:</p> <ul style="list-style-type: none"> <li>– Gender identity is strong, but is oriented even more towards gender stereotypical attitudes and behavior.</li> <li>– Due to the desire for autonomy, less time is spent with caregivers and siblings and more time with peers.</li> <li>– The number of friendships decreases. The existing ones are more intensive and are based on familiarity, mutual understanding and loyalty.</li> <li>– Same-sex cliques dominate.</li> <li>– Cliques with similar values get together.</li> <li>– Conformity with peer pressure increases</li> </ul>
Middle adolescence: 14 to 16 years of age
<p>Physical changes:</p> <ul style="list-style-type: none"> <li>– In girls, the growth spurt ends.</li> <li>– Boys are now experiencing the peak of their growth spurt.</li> </ul>

<ul style="list-style-type: none"> <li>– In boys, the voice begins to break.</li> <li>– Boys gain a lot of muscle mass while fat tissue decreases.</li> <li>– First experiences with intimate relationships occur in both sexes and some teens may also decide to engage in sexual activity.</li> </ul>
<p>Cognitive changes of both sexes:</p> <ul style="list-style-type: none"> <li>– Young people are now more concerned about the opinions of others.</li> <li>– They are significantly more competent to make day-to-day decisions on their own.</li> </ul>
<p>Emotional and social changes of both genders:</p> <ul style="list-style-type: none"> <li>– Individual characteristics of the self can now be more fully integrated into an organized self-concept.</li> <li>– Self-assessment and self-worth become more differentiated and increase.</li> <li>– Problems can now be understood and judged from a societal perspective.</li> <li>– Conflicts between moral arguments, social conventions and personal freedom of choice can be reflected on in a more differentiated way.</li> <li>– Gender identity is becoming more individual and is less based on stereotypes.</li> <li>– Mixed-sex cliques are becoming more common.</li> <li>– First dates with sexually attractive partners take place.</li> <li>– Conformity through peer pressure can decrease and allow for individual development.</li> </ul>
Late adolescence: 16 to 18 years of age
<p>Physical changes:</p> <ul style="list-style-type: none"> <li>– In boys, the growth spurt ends.</li> </ul>
<p>Cognitive changes:</p> <ul style="list-style-type: none"> <li>– The ability to make your own decisions continues to increase.</li> </ul>
<p>Emotional and social changes:</p> <ul style="list-style-type: none"> <li>– The self-concept now has individual moral principles.</li> <li>– Finding identity takes place more intensively.</li> <li>– Cliques and groups become less important.</li> <li>– Emotional closeness and intimacy in love relationships are now increasingly being sought. These love affairs now last longer.</li> </ul>

#### PRINCIPLE 7: MAKE PLH GROUP MEETINGS A HAPPY PLACE TO LEARN

Parents/caregivers and Teens 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 PLH Teens Programme as a family itself.

Ways in which facilitators can make PLH Group Meetings a happy place to learn:

- Respect whatever a participant talks about. Facilitators should be aware and respectful of different ages, genders, values, and circumstances.
- Model the behaviour you want from the participants. The workshop space should be a judgement-free space in which participants feel comfortable sharing sensitive material.
- Notice and talk about the ways that participants talk, help each other and participate in the sessions.
- Invite caregivers and teens to participate: Notice when someone is holding back and ask if he or she wishes to share an opinion or experience.
- Make sure that everyone in the room can hear you (and each other). Sit when you are talking: Be on the same level as the participants and sit among them.
- Create a comfortable and welcoming place to meet. Make sure there are enough chairs, the room is clean, use a fan in summer and a heater in the winter, etc. Even decorate the room if you want!
- Establish the language needs of the participants.

- Notice if participants have physical challenges or disabilities that may require adjusting the way they participate in activities.
- There will be lots of laughter in the group but try not to laugh at a caregiver even if what they say sounds ridiculous. Everything is an opportunity to learn a new building block.
- Praise participants for their effort and dedication.
- Model the behaviour you want from the caregivers in the way that you treat them.
- Praise, respect, and reflect on participants' contributions.
- Encourage participants to play and enjoy the session!

#### PRINCIPLE 8: COME PREPARED FOR EACH SESSION

The more you prepare for each session, the easier time you will have in delivering the material.

You will feel more relaxed and be more receptive to how caregivers are feeling and to their experiences. Read through the manual the night before each session. Write down any notes or reminders that might be helpful for particular activities. Sometimes, the participants will not initially understand what you are asking them if you say the exact words in the manual. It can be helpful to write different ways of asking the discussion questions. We like to think about this as “redialing 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 prior to the session. Practice the songs, activities and relaxation exercises. You can even try them out with your friends or families. They are fun and helpful for everyone! Look through your family profiles to review each caregiver's progress in the programme and to remember any special needs or concerns. This is particularly important for the goals that caregivers 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 caregivers 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. Remember that this manual is just a guide. While it is very important that you deliver the programme content as it was designed, it is also important that you find ways to make it your own PLH Teens Programme.

#### PRINCIPLE 9: STAY CALM IN THE FACE OF CHALLENGES

Always remember, caregivers and teens know more about what is going on in their family and likely also why than you (→ always acknowledge each perspective, even if different; it is very often the case that two individuals in a family have different perspectives on the same situation). Your task as facilitator in FLOURISH is to provide them with skills to building positive relationships and solve problems and conflicts without violence. You should not judge the content or comment on what they are talking about with each other or telling them that a certain point of view (either teen or caregiver) is right or wrong, allowed or not; you will simply try to give you indications of what behaviours will help them in their conversations and which behaviors will not be effective or productive for a positive caregiver-adolescent relationship.

The purpose of the programme is not to solve any particular problems that families may have or will have in the future; what FLOURISH wants is to provide a basic set of rules and skills for communicating with each other more effectively, dealing non-violently with strong emotions and also empower them to solve problems that they may encounter in their family, now or in the future.

Finally, maintain professional distance, do not take comments from adolescents or caregivers personally.



### CHALLENGE: LACK OF UNDERSTANDING

The content may be too abstract, e.g. when talking about thoughts or feelings and how to deal with those. It is always important to be concrete and also to shift from engaging in a concentrating way and loosening up and being playful.

### CHALLENGE: LACK OF COMPLIANCE

If families attend sessions very irregularly, this can be addressed early on if possible. It may be helpful to discuss during the Catch-Ups that the success of the programme depends on the teen's and caregiver's attendance and cooperation. As the sessions build on each other, the teen / caregiver will not fully understand the content if they are frequently absent.

### CHALLENGE: GROUP DYNAMICS

Sometimes, in groups, especially when separated and gender-mixed, conflicts may arise (e.g. some may lack concentration and disturb the group process or someone may make statements that include de-evaluation of group members). As these are everyday problems that adolescents (and caregivers) constantly encounter at school and at home, they represent a good opportunity to train everyone's communication and problem-solving skills. In other words, it is a good idea to talk openly with the group members about these problems and support them in their search for solutions. In the case of de-evaluating comments, for example, it is important to ask how the teen/caregiver would feel if they heard something like that. You may also refer to the group rules established at the beginning (and if needed, these could also be expanded).

### CHALLENGE: ROLE-PLAYS

Some teens/caregivers may not take the role-playing situation seriously, fool around a lot and distract themselves by laughing. This may sometimes be due to self-image/self-presentation (they want to be perceived as "cool" and deny any difficulties) and/or they are anxious about the activity and do not want to share their negative feelings. Anticipating this may help so if you perceive group members as maybe covering something else though such behavior, you could address this with them afterwards and next time anticipate it. Another reason may be that individual group members may be very tired, or overwhelmed, it is usually helpful to plan for sufficient variety in activities.

Finally, also how role-plays are designed is quite important: During preparation, the roles of the individual participants should be discussed in detail. If situations are acted out that had happened outside the group (e.g. when you review homework activities) and you want to role-play this, make sure to consider the wishes of the family who shared their experience as to how the others should behave. The family can start by telling exactly what happened and who behaved how. In this way, the role play can be more realistic.

### CHALLENGES WITH HOMEWORK ACTIVITIES

#### *FAMILIES FORGET ABOUT THE HOMEWORK*

This happens and be reminded that families usually have to lot to juggle and manage. You can anticipate this and tell families that is initially may be difficult to build into their daily lives. Many homework activities though do not take up much time, like praising or spending quality time (Session 2). Even the stretching (physical exercise) can be – once clear and memorized – take up less than 5 minutes. When you introducing homework activities, you may specifically ask them, when they think would be a good time during the next week for each one to practice these activities. You can also suggest that teens and/or parents/caregivers may set themselves a reminder, e.g. on the cell phone or on a piece of paper or even a mental note. Something that helps them remember during the busy week.



### *FAMILIES ARE ANXIOUS ABOUT HAVING DONE SOMETHING WRONG*

Families may not want to share their experience or their fears that may even have prevented them from trying the activity. It usually is sufficient to mention this once as a worry some may have and let them know that for many skills they will get to know, trying them out is essential and it is not a big deal if they did not work out as intended. It is a good thing to share these experiences as they will be helpful to everyone in the group to improving their skills. You may also let them know that in every session you will devote considerable time to discuss homework activities to support everyone in implementing the skills.

### *LACK OF COMPLIANCE*

If a family frequently fails to do homework, this can be addressed. It may be helpful to clarify why they are not doing their homework, because it makes a difference whether they have not understood the activity, or whether they have too much else to do, or whether they simply don't feel like doing it or have forgotten. At the end of the session, for example, they can be asked to catch up the activity to check whether they have understood it.

Sometimes family may bring up that they already tried these skills before and they did not work. Then explore exactly what they mean with this.

### *HOW TO PICK UP ISSUES IN THE GROUP PROCESS EARLY*

Whenever you notice in yourself a lack of patience or you realize your mind is wandering away, this may be a very early sign of a process issue emerging. In this case, seek supervision and describe as closely as possible, what happened during the session before you noticed the change.

### *LASTLY, HAVE FUN!*

Thank you... for being a Parenting for Lifelong Health Parent and Teen Programme Facilitator.

We know that you will put a lot of time and energy into learning this programme, and finding new ways to work with families.

We know that you are doing this because you want to help people who are struggling. You are the heroes of helping families in our communities!

#### **GUIDELINE: Term 'parent' or 'caregiver'**

Dear facilitators,

a brief comment on the use of the various terms to avoid confusion. FLOURISH is open to caregivers and parents of teenagers alike. It doesn't matter if they are biological parents or not... we also mean grandmothers, aunts and uncles, older siblings, cousins and foster parents).

In the Family Guidebook, we refer to caregivers as parents and use the term 'parents'. The reason for this is that the Family Guidebook is read jointly by parents and teenagers, and teenagers are likely to be more familiar with the term parent.

In the PLH Manual we talk about 'caregivers' to keep it general and open and not to exclude anyone conceptually.

## APPENDIX

### INSTRUCTIONS FOR THE HOME ACTIVITY DISCUSSION

1. For the facilitators, the homework from the previous week is listed there again each week in a few words. **Briefly repeat what the participants should have practiced in the previous week.**

#### GUIDELINES: HOME ACTIVITY DISCUSSION

Without exception, you will find in each session such a guideline box for the home activity discussion. This **box provides targeted questions** that have been adapted to each week's homework and can be used unchanged by the facilitators.

- 2.
3. 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.
4. **One facilitator** should **lead** the discussion on home activities while **another takes notes** as to what each caregiver did during the week. This will allow you to reflect after the session about whether a caregiver or teen needs extra help or maybe even a home visit to support his or her learning.
5. Over the course of the 6 weeks, the focus of the group discussion changes slightly. For sessions 1-3, the aim of the discussion is to strengthen group cohesion. The participants should gain experience with discussions in a group and familiarize themselves with the method. Everyone should feel comfortable.  
In sessions 4-6, the focus shifts towards practicing. More time should be spent working on challenges (Share → Practice).  
Remember: It is important **not only to talk about homework, but also to practice** overcoming challenges or reported difficulties in the plenary session. Practicing together should happen directly, so choose 1-2 challenges and set them.
6. During the homework discussion, the **groups should not be separated** under any circumstances, even if the caregivers might monologue. The connection between caregivers and teens should be strengthened. If a caregiver monologue, this can be reported back as an observation: "I find it quite interesting that you talk all the time, maybe it would be interesting to hear what your child wants to say."
7. When a parent/caregiver/teen is talking more than 30 seconds or 1 min, interrupt politely no one should speak more than a minute.
8. **Limit discussion to 35 minutes.** If a person/family reports too much, they should be kindly interrupted. How should this work? You can say:
  - "This is really interesting, we will continue this later. If someone else also has an interesting point to report, they can link to it."
  - If caregivers get too detailed: "Oh that's an interesting idea, we'll put that idea in the idea box (set up a symbolic idea box to collect talking points that there is no time for at that particular point when the caregivers bring them up) and come back to it at a later time if their point is still important then."
  - If caregivers report something that does not fit / belong to the topic at all, you politely thank them for their contribution and move on: "If we have time, we can come back to this later".

- Another possibility is to refer caregivers to counselling centers if the topic does not fit the programme at all.
9. Finally, facilitators should actively **praise** participants for trying and encourage and support those who have difficulties in finding realistic achievable solutions. Every participant will have both positive and negative experiences. Through praising the participants, you show them how to praise and appreciate each other – praise them often!  
It's our job to promote the positive while helping caregivers overcome their challenges!

## SOLUTIONS FOR POSITIVE BEHAVIOR IN THE ROLE PLAYS

In the sessions 2, 5 and 6 only negative examples of role plays are shown in the session descriptions, as only these should be discussed due to time constraints.

Here are the positive endings of the scenarios for both cases, so that you can get an idea of how the role plays could end in an alternative positive way.

If you find it necessary or helpful, make notes in the respective session description or take this appendix with you to session 2, 5 or 6.

The appendix is not necessary for the implementation of sessions 2, 5 and 6, this is only additional material as an assistance.

### SESSION 2: IGNORING THE GOOD

Axenia (thinking about a difficult task):	<i>"....add it first.... and then subtract the number ...."</i>
Catalina:	<i>"Axenia! Well done! You calculated the result correctly! Keep doing! The more you practice the better you will get."</i>
Catalina:	<i>"Mama! Come and see! She's doing so well!"</i>
Axenia smiles at the idea of her mother coming to see her calculating.	
Mama (listen):	<i>"Yes, very good Axenia, you are trying very hard and seem to be making progress."</i>
Catalina:	<i>"Mama, I'm helping Axenia and she is getting so much better!"</i>
Mama:	<i>"It's great that you're helping your sister and that you both work well together. I would very much like to listen to you in peace. Dinner will be ready soon, would it be okay for both of you if we take our time after dinner and we eat now? It all goes much faster if you help me, then we can look at the math homework afterwards."</i>

### SESSION 5: TURN DOWN THE VOLUME

Mama:	<i>"Radu, can we talk for a moment, please?"</i>
Radu (shouting over the music):	<i>"What's wrong Mom?"</i>
Mama (shouting back, friendly):	<i>"Radu, I can't hear you over the loud music, I don't want to have to shout at you. Can you please turn the music down?"</i>
Radu (annoyed):	<i>"I don't want to, but all right..."</i>
Mama (grateful and explaining):	<i>"Thank you. It's really exhausting for me when you have the music on so loud in the house. I know you like it and it's important to you, but for me it's often too loud and hurts my ears. I wish it was that unpleasant for me, then I wouldn't mind. Can we find a compromise with headphones or music times?"</i>
<i>Radu's sister Axenia comes running into the room to show her brother that she has made a house out of paper</i>	
Axenia:	<i>"Radu! Look! I have built a house made out of paper!"</i>
Mama:	<i>"Radu, you know what, you can listen to music and play with Axenia for now and then we'll think about a solution in peace, okay?"</i>
<i>Radu agrees and plays with his sister.</i>	
<i>Mama withdraws and looks for a quiet place. Later, mom and Radu sit together and discuss solutions.</i>	

## SESSION 6: THE NEW FANCY PHONE

*Mama sees a phone on Catalina's bedside table which she has never seen before.*

Mama:	<i>"Catalina, where did you get that thing?"</i>
Catalina:	<i>"It's from Mihai, my friend who bought it for me. It's a gift to say thank you for helping his sister with Math last weekend.... It's a nice phone mum it takes photos – let me take a selfie of you and I!"</i>
Mama:	<i>"That is a very expensive gift. Catalina, I'm worried that the young man might ask for something in return, what do you think?"</i>
Catalina (upset):	<i>"That's not how it works, mama!"</i>
Mama:	<i>"I'm just worried that you'll end up in an unpleasant situation. Please explain what you mean?"</i>
Catalina (surprised):	<i>"Oh ok, I hadn't thought about it. I thought it was just a cool phone...! Maybe I should ask him first if he expects something in return, then I could give it back to him if I get unsure."</i>
Mama:	<i>"That sounds like a good clarification. If you need help with this, I can always help you and we can talk about it."</i>

## SESSION 1: DEVELOPMENTAL STAGES

### Table of content

PART 1 INTRODUCTION FOR FACILITATORS .....	46
1. WELCOME & SESSION PREPARATIONS.....	48
1.1 FACILITATORS TAKE ATTENDANCE .....	48
1.2 PARTICIPANTS SETTLE DOWN AND DO THEIR NAME TAGS .....	48
1.3 WELCOME AND THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING .....	49
1.4 ACTIVITY: DO THE “NAME GAME” .....	49
2. SESSION OVERVIEW FOR THE DAY .....	49
2.1 FRAMING THE DAY: INTRODUCING THE PROGRAMME & SESSION .....	49
2.2 BUILDING A HOUSE OF SUPPORT FOR CAREGIVERS AND TEENS .....	50
2.3 PHYSICAL EXERCISE .....	52
PART 2 .....	56
3. CORE LESSON.....	56
3.1 ESTABLISHING GROUND RULES: THINGS THAT WILL HELP US WORK TOGETHER .....	56
3.2 CONTENT WORK .....	58
3.2.1 STAGES OF CHILD DEVELOPMENT .....	58
GROUP DISCUSSION ABOUT STAGES OF CHILD DEVELOPMENT .....	59
3.2.2 CAREGIVERS PART (SEPARATE) .....	59
3.2.2.1 DEVELOPMENTAL STAGES AND TASKS DURING ADOLESCENCE .....	59
GROUP ACTIVITY: EXPLORING DEVELOPMENTAL TASKS .....	60
GROUP DISCUSSION: DISCUSSION ABOUT DEVELOPMENTAL TASKS .....	60
3.2.2.2 CHALLENGES ASSOCIATED WITH CHANGES DURING THE DEVELOPMENTAL STAGE OF ADOLESCENCE .....	62
3.2.2.3 FACILITATOR’S SUMMARY: PARENTING CONSIDERING THE DEVELOPMENTAL CHALLENGES OF ADOLESCENTS .....	63
3.2.3 TEENS PART (SEPARATE) .....	64
3.2.3.1 DEVELOPMENTAL STAGES AND TASKS DURING ADOLESCENCE .....	64
GROUP ACTIVITY: EXPLORING DEVELOPMENTAL TASKS .....	64
GROUP DISCUSSION: DISCUSSION ABOUT DEVELOPMENTAL TASKS .....	64
3.2.3.2 CHALLENGES ASSOCIATED WITH CHANGES DURING THE DEVELOPMENTAL STAGE OF ADOLESCENCE .....	66
3.2.3.3 FACILITATOR’S SUMMARY: PARENTING CONSIDERING THE DEVELOPMENTAL CHALLENGES OF ADOLESCENTS .....	67
4. SESSION CLOSE .....	68
4.1 PREPARING FOR HOME ACTIVITY .....	68
4.2 REVIEW TOPICS COVERED .....	69

4.3 INTRODUCTION FAMILY GUIDEBOOK – Link Content of Session 1 to the Family Guidebook	69
4.4 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY.....	70
4.5 THANK AND PRAISE PARTICIPANTS & CLOSE .....	70
4.6 AFTER SESSION CHECKLIST FOR FACILITATORS – SESSION OBJECTIVES ACHIEVED? .....	70

## LEGEND

- **GUIDELINE**-Boxes indicate important information that should definitely be considered and possibly communicated to participants (“key messages”).
- Sentences marked in black always refer to separate group work
- *Green cursive font marks passages of text are examples of text passages to illustrate how key messages can be delivered. They only serve as demonstration; your own wording is preferred.*
- Normal upright writing marks content that can be conveyed in a general sense

## PART 1 INTRODUCTION FOR FACILITATORS

In this session, your main goals as a facilitator will be to:

- Introduce the programme to participants
- Make common ground rules and discuss what makes a healthy relationship
- Support participants in their understanding of developmental changes that come along physically, emotionally, socially and sexually when transitioning from childhood to adolescence

### **GUIDELINES: Session One**

In Session 1 it is important to create a space that is welcoming and safe. Start as we want to continue! We begin this session with simple but fun “getting to know you” activities that help build trust in the facilitators and within the group.

We will all now talk about establishing some ground rules for the programme and then work together to define our individual goals we seek to achieve during the programme. We will take some time at the end of the programme to check and see if we have managed to meet our goals and celebrate our achievements.

In the first part of Session One, Facilitators do 4 things:

1. Welcome the participants to the programme
2. Introduce the programme
3. Establish common ground rules and discuss behaviours in healthy relationships
4. Help participants to think about and share goals.

**Table 1 - SESSION 1 PREPARATIONS & OUTLINE**

Goal of the session	<ul style="list-style-type: none"> <li>➤ To introduce the programme to participants and to help them reflect on relationship strengthening and behaviour change goals that they would like to achieve by the end of the programme.</li> <li>➤ Get a better understanding of the diverse changes occurring during child development, in particular when transitioning into adolescence.</li> </ul>
Core Principles	<ul style="list-style-type: none"> <li>➤ Ground rules are useful for helping us to run the sessions.</li> <li>➤ Rules should be positive, specific, and realistic.</li> <li>➤ Thinking about common ground rules helps to focus on a social interaction.</li> <li>➤ Setting ground rules can lead to healthy relationships and long-term achievements in life.</li> <li>➤ To understand child and adolescence development to learn about developmental task teens are facing and how you can best support them in successfully meeting the challenges associated with their development.</li> </ul>
Training materials & resources	<ul style="list-style-type: none"> <li>➤ Flip chart, paper, pens, markers</li> <li>➤ Attendance register</li> <li>➤ Name tag materials</li> <li>➤ Poster of the 'House of Support' (in order to use it in the session)</li> </ul>
Venue Preparations:	<ul style="list-style-type: none"> <li>➤ Make sure the workshop venue has the opportunity for using two different rooms to separate the large group into adolescents only and caregivers only.</li> <li>➤ Make sure that the workshop venue is clean.</li> <li>➤ Set up chairs where the participants will sit in a circle.</li> <li>➤ Prepare all the materials that you will use during the group session.</li> </ul>

COMPONENT	TIME <sup>1</sup>	ACTIVITIES	
Welcome & Session Preparation	20 mins	<ul style="list-style-type: none"> <li>➤ Facilitators take attendance</li> <li>➤ Participants settle down &amp; do their name tags</li> <li>➤ Welcome, thank everyone for coming and praise time keeping</li> <li>➤ Do the "Name Game"</li> </ul>	
Session overview for the day	20 mins	<ul style="list-style-type: none"> <li>➤ Framing the day: Introducing the programme &amp; session</li> <li>➤ Building a house of support for caregivers and teens</li> <li>➤ Programme activities</li> <li>➤ Do physical exercise</li> </ul>	
Core Lesson	60 mins	<ul style="list-style-type: none"> <li>➤ Establishing ground rules: Things that help us work together</li> <li>➤ Content work: Stages of child development</li> </ul>	
		<b>CAREGIVERS PART</b> <ul style="list-style-type: none"> <li>➤ Developmental stages and tasks during adolescence</li> <li>➤ Group activity: Exploring developmental tasks</li> </ul>	<b>TEENS PART</b> <ul style="list-style-type: none"> <li>➤ Developmental stages and tasks during adolescence</li> <li>➤ Group activity: Exploring developmental tasks</li> </ul>

<sup>1</sup> Suggestions may be adjusted by facilitator on demand.



		<ul style="list-style-type: none"> <li>➤ Group discussion: Discussion about developmental tasks</li> <li>➤ Challenges associated with changes during the developmental stages of adolescence</li> <li>➤ Facilitator's summary: Parenting considering the developmental challenges of adolescents</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group discussion: Discussion about developmental tasks</li> <li>➤ Challenges associated with changes during the developmental stages of adolescence</li> <li>➤ Facilitator's summary: Parenting considering the developmental challenges of adolescents</li> </ul>
Session Close	20 mins	<ul style="list-style-type: none"> <li>➤ Home activity for the week <ul style="list-style-type: none"> <li>• Complete a physical exercise once a day</li> <li>• Praise your teen/caregiver once a day</li> </ul> </li> <li>➤ Today's session review</li> <li>➤ Reminder of the Family Guidebook</li> <li>➤ Reminder of next session date</li> <li>➤ Thank &amp; close</li> <li>➤ Thank and praise participants and close</li> <li>➤ Make sure you leave the room in order</li> <li>➤ Share your observations in facilitator report</li> </ul>	
Total sum of minutes		120 mins	

## 1. WELCOME & SESSION PREPARATIONS

### 1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

### 1.2 PARTICIPANTS SETTLE DOWN AND DO THEIR NAME TAGS

As participants settle down, they can start making name tags that they will use each week. Name tags are a way for us to begin to get to know each other. They are handed out at the beginning of each session and collected at the end of each session.

#### **GUIDELINES: Making Name-Tags**

1. Hand out blank name tags and markers.
2. Each participant writes his/her name on the name tag using whatever colors they want to use.
3. Ask the participants to add a picture or word or mark that will help them to identify their name tag on their own. Maybe they want to draw yellow stars all over their name tag?
4. Make sure they use markers so that we can all see their name tags properly!

### 1.3 WELCOME AND THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

Formally welcome participants to their first session! At the beginning of the session, invite the participants to share how they are feeling today.



**Remember: You want to show what positive behaviour looks like.  
So give participants lots of praise for sharing!**

### 1.4 ACTIVITY: DO THE “NAME GAME”

This game should help everybody get to know each other. Participants introduce themselves to the group before playing the “Name Game”. Ask the participants to show their name tags and explain what they drew or wrote on it. You can go around the circle to do this. A variation could be that you ask the participants to choose a shape or a gesture describing their symbol.

#### GUIDELINES: Leading the Name Game

- The participants start by sitting in a circle.
- One person says their name and makes a shape.
- The entire circle then repeats that person’s name and makes the same shape.
- The person sitting next to them says their name and makes a shape.
- Repeat for everyone in the circle!

## 2. SESSION OVERVIEW FOR THE DAY

### 2.1 FRAMING THE DAY: INTRODUCING THE PROGRAMME & SESSION

The introduction provides an overall picture of the programme. It is important to outline what will happen over the next 6 sessions. It is like giving a map of the journey that the caregivers and the teens must travel on together as a group. Facilitators provide an overall picture of what we’re doing in the PLH – FLOURISH programme. It is also important to outline what will happen each day.

*Many programs have lots of sitting and listening. This programme is different. The PLH – FLOURISH programme is a very exciting programme where we come and learn and also play! Instead of only sitting, there will also be lots of doing. We want your ideas! In this programme we will be doing a lot of sharing, singing, dancing, laughing and practicing skills for the first time. We will have dramas which we call role plays. We will watch and refine role-plays, talk about different solutions together, practice different skills together, and also have time to practice at home. Role-playing is an important part of each session. In our programme we use them to act out different scenarios that have different fictional characters showing experiences that we all have sometimes. We often encourage everyone to step in and do some of the acting and directing themselves! We also sometimes hand out illustrated stories that show some of the things we talk about during sessions.*

*Sometimes these show the role-play story and sometimes they show things that might be helpful to remember what we talked about, like the physical exercise illustration we will hand-out today! These are for you to keep, take home with you, and show to your families.*

*Caregivers: None of us were born with the full understanding of parenting skills. It is challenging to be caregiver. Caregivers had to learn most of them through their own personal experiences and in other cases from others. It is important to remember that the way caregivers interact with children has a lasting effect on their wellbeing. It is important that caregivers are satisfied with the way they behave towards their children and be willing to change if their behaviours negatively impact them. Raising teenagers can be challenging. Sometimes the way they behave may affect how caregivers behave.*

*Teens: Being a teenager can be both one’s best or worst experience.*

*Teens face so many pressures around. Their bodies are changing. They have new responsibilities and people have high expectations of them. Sometimes, they are not sure about how to deal with some of these changes.*

*In most programs, participants might expect that the person leading or facilitating the programme like me, has all the answers. But that's not the way PLH - FLOURISH works. We know that you have already solved many problems and that you can solve your own problems.*

## 2.2 BUILDING A HOUSE OF SUPPORT FOR CAREGIVERS AND TEENS

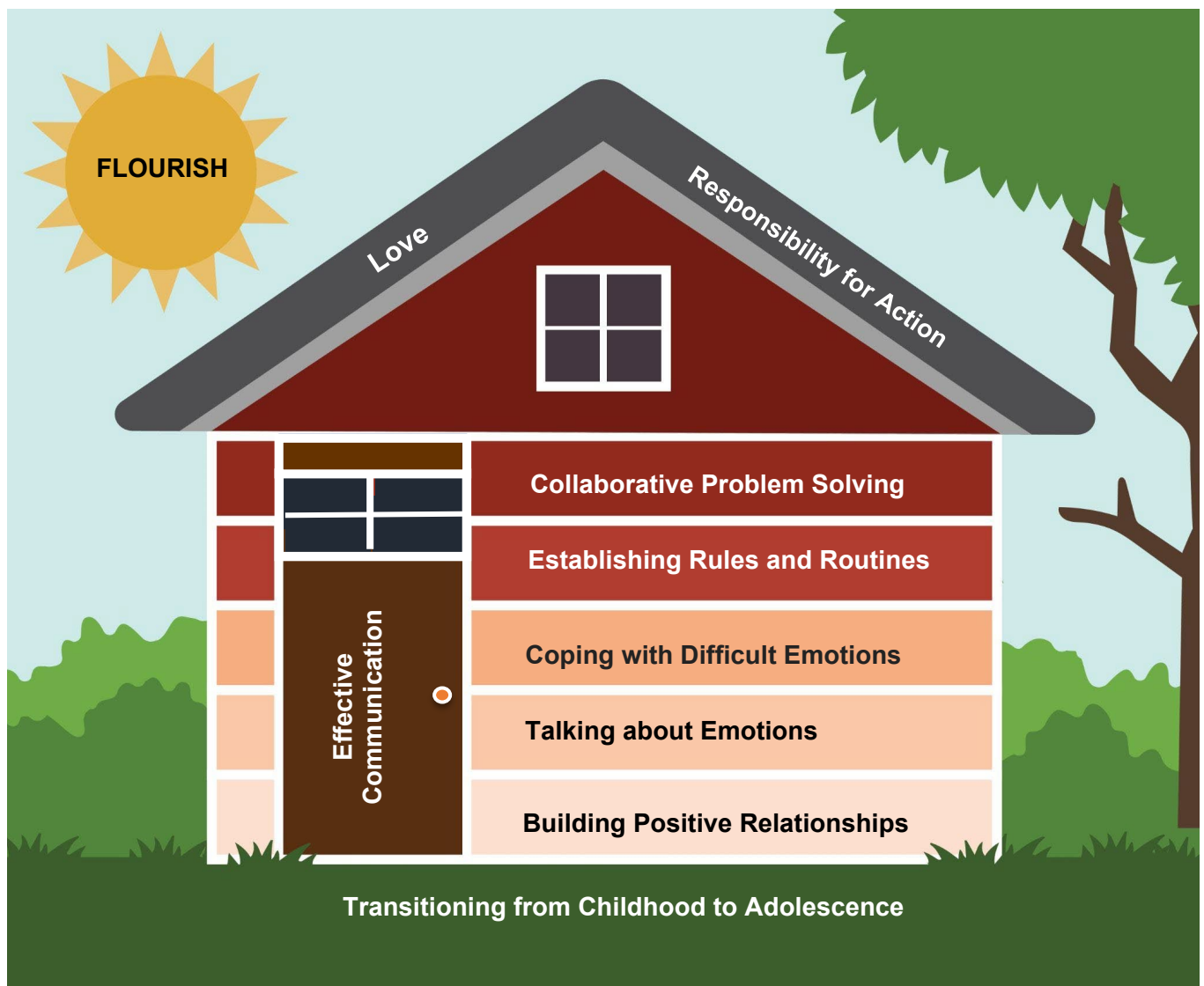
### **GUIDELINES**

The House of Support should have been explained during the pre-group session home visit so this discussion is a recap to allow caregivers to ask questions as a group.

Facilitators display the poster for the House of Support during the introduction of the programme. The introduction provides an overall picture of the programme. It is important to outline what will happen over the next 6 sessions.

*The programme uses the House of Support to demonstrate why it is important to build a strong, positive relationship with their teenagers. Like building a strong House of Support with walls to support the roof that keeps everybody sheltered, in the PLH – FLOURISH programme, we will be working together to make plans and practice solutions that will help each other improve life at home. Think of the PLH – FLOURISH programme as a team of experts who know how to build a strong house with walls that stand and roofs that don't leak, who can advise and support you while you build your own House of Support just the way you like it. We will focus in this 6 session programme on the house itself.*

**Illustration 1 – House of Support**



**GUIDELINES: Explaining the House of Support**

The programme uses the House of Support filled with warmth and love to demonstrate why it is important to build a strong, positive relationship with children and adolescents.

The goal is a home founded on strong relationships that are built from trust and positive relations.

The **walls** make the foundation for good parenting. They are most important part of the programme. The walls symbolize **positive** and **healthy caregiver-child interaction** – One-on-One time with children and adolescents, praising each other, talking about feelings, and supporting good behaviour.

As we move to the **roof**, we focus on **dealing with problems collaborative**, building a bond based on **mutual love** and each family member should learn to **take responsibility** for their **own actions**. Adolescence is a developmental period in which young people must be granted more autonomy, but are also expected to take on more responsibility (for their own actions). This will help age-appropriately learn to gradually take over more responsibility for their behavior. Once transitioned into adulthood, everyone needs to take responsibility for their actions, including the caregivers (also for their parenting). So, adults are also a model for this!

The more time that caregivers spend time with and praising their teenager, the more comfortable their teenagers will feel about **communicating openly** to their caregivers and behaving in a positive way. When caregivers spend more time **building positive relationships** with their children, they often need to set **less consequences**. Caregivers and children/adolescents feel supported and **loved**. Caregivers have less stress.

If the foundation of the Home is strong, the roof will be easier to maintain (love and responsibility for action). If the walls are made poorly, out of bad, negative material, or if we spend all our time worrying about how to disciplining and punishing our children without building strong walls, our House of Support will fall down.

If teenagers feel disconnected and emotionally insecure they engage in high risk behaviour that may endanger their lives or affect their future. This will make caregivers feel stressed and unhappy.

As we build the House of Support, it is important to praise caregivers and teens for the commitment that they are making to their children/caregiver, their family, and themselves.

**2.3 PHYSICAL EXERCISE**

*We start off every session with a physical exercise. Physical exercise can help with stress and tension in the body and the mind. Everybody is different and can do different exercises – we don't want anybody to hurt themselves! Since this is the first session, let's start with a very simple exercise that participants can also practice at home. This exercise uses the whole body.*

*We start with our heads, and then move down and across our bodies, moving our neck from side to side, and then each of our arms, hands, bellies, legs... and finally our feet.*

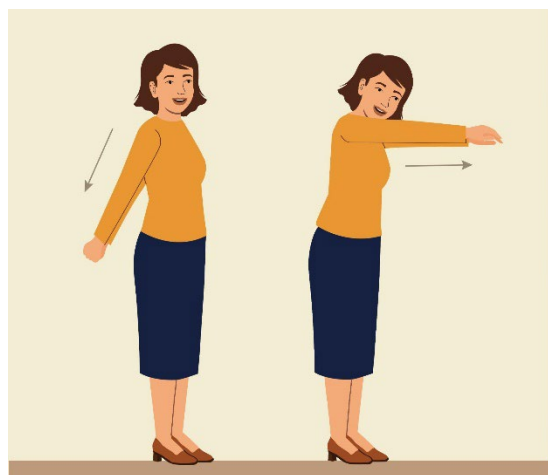
### **GUIDELINES: Leading Physical Exercise**

**When teaching the physical exercise with participants for the first time, facilitators need to be patient and explain each movement clearly. It is okay to pause and gently correct movements if necessary. But it's very important that participants only do the exercises that are comfortable for them. It is also very important to make sure the movements are smooth and the breath is relaxed.**

- If someone needs to sit down, encourage him or her to participate as best as they can from a sitting position.
- Many of the caregivers are not used to moving their bodies and may need encouragement and more guidance than you expect. Teenagers should be encouraged to be energetic and playful.
- As you lead the physical exercises each session, the caregivers will gradually become more comfortable with the movements.
- Facilitators should encourage caregivers to do the physical exercises at home regularly and on an ongoing basis, for example first thing in the morning.
- You can suggest that caregivers do it first thing in the morning.
- As you lead warm-ups during each session, the participants will gradually become more comfortable with the movements.
- Facilitators demonstrate the movement that they want participants to copy.
- Facilitators should be creative with this! Use sounds with the movements for fun. Try different movements in different sessions.



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 back (4 deep breaths).  
Stretch to the front (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)



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)

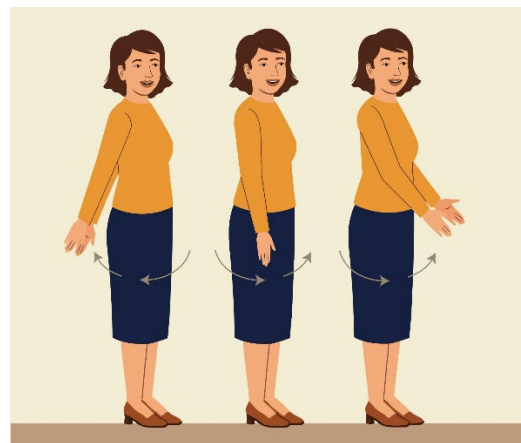


Scrunch your face, squeeze your hands, and bring your shoulders up to your ears. Hold your body tight with your breath.

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)



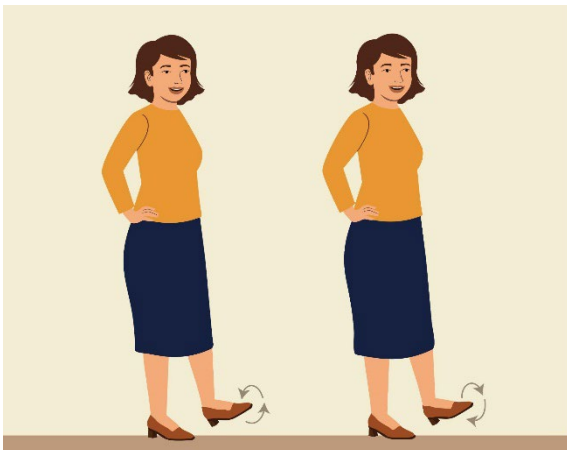


Slightly bend your knees and relax your arms. Turn from side to side leading with your hips and letting the rest of your body follow, including your arms, neck, and head. Allow your arms to swing from side to side. (10 times)



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

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



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

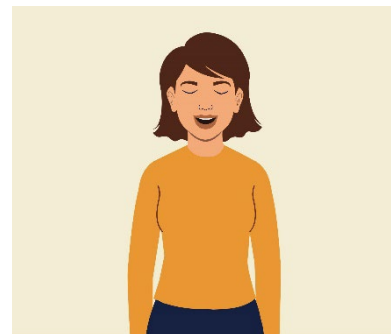


Rotate your wrists in circles as if you are painting. Make sure you go in both directions. Shake your whole body in all directions.





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.

## PART 2

### 3. CORE LESSON

#### 3.1 ESTABLISHING GROUND RULES: THINGS THAT WILL HELP US WORK TOGETHER

During this session, facilitators ask participants for their ideas about what rules would be helpful to maintain a good environment when the group meets:

*What do we need in order to feel comfortable, respected, and supported in the PLH – FLOURISH programme group each week?*

*It is important that we, as a group, set ground rules on how we will ensure that the time and experiences together over the next 6 weeks are fruitful. These rules should be developed as a group and owned by our group. By creating common rules of how the group will engage, we will ensure that this caregiver-teen workshop is safe, warm and welcoming. Ground rules, or basic rules, will help us to work well together. When we establish Ground Rules it is like we are making a group contract. Can anybody share what they think a “ground rule” is?*

*Ground rules are useful for helping us to run these sessions. These can also help us to live peacefully together in our homes. In this session we will start with the ground rules for the programme and then we will talk about how ground rules, or household rules, work in your home.*

**GUIDELINES: Facilitating the Ground Rules Discussion**

1. Participants are divided into two groups, one with the teens, one with the caregivers.
2. Everyone needs to have a chance to speak if they want.
3. One Facilitator per group leads the discussion and writes rules and comments on the flip chart (or big paper stuck to the wall) to look at later.
4. Facilitators can ask participants for rules around specific issues like arriving on time, cell phone use, respect, etc.
- 4a. An important ground rule can also be that teens and caregivers arrange who reminds whom about homework and when.
5. Make sure everyone in the group understands. For example, if someone mentions respect, ask what that means to her. What sort of behaviour shows respect? Does everyone agree? Would someone like to add something?
6. Help participants to make the rules in a positive way. So, instead of “no interrupting” we could say “listen respectfully when other people talk”.
7. Give participants a chance to debate and discuss what a “rule” could be. For example: Someone might suggest “Keep your cell phone on silence”. You may want to talk about “What counts as “silent”?”, “Can we keep our phones on “vibrate”?”
8. Everybody must agree on a rule before we write it down!
9. The groups return to the large group and share the rules they have collected using the posters. No individual contributions are identified. The rules should remain anonymous.
10. Compare similarities and differences between the group works. As a facilitator it is very important to start with the positive aspects and similarities of the two groups. This allows caregivers and teens to see that there are overlapping rules and commonalities. Emphasize and strengthen the commonalities, address the feelings of the two groups if they find strong commonalities.
11. In total, about 10 rules should be set for the large group.



**Praise! Praise! Praise!**

**Praise suggestions and praise actions – praise what you want to see more of from your participants!**

Some helpful ground rules might include:

- “Please try to come on time and be at every session”
- “If you cannot attend, please tell the facilitators (It is okay to send a ‘please call me!’)”.
- “There is no right and no wrong in whatever we do or say. Everyone is different and will have different experiences in the workshops.”
- “Everyone has an opportunity to speak and practice.”
- “Respect each other by listening and paying attention to whoever is speaking.”
- “What we say in the group, stays in the group. Nobody talks about it to anyone else who wasn’t here.”

- “Share only what you feel comfortable about sharing.”
- “Accept and respect that people hold different rules”.
- “Feel free to ask the Facilitators any questions you might have”

### 3.2 CONTENT WORK<sup>2</sup>

#### 3.2.1 STAGES OF CHILD DEVELOPMENT



During this activity, you will introduce to the participants the different stages of child development. It is important that caregivers/adolescents are aware of different competencies and characteristics of children and adolescents of different stages as they develop. The characteristics of children and adolescents can shape caregivers’ expectations, goals, and activities with their children/adolescents and can support the children and adolescents in developing a better self-understanding. This new information can promote mutual understanding and ensure a uniform knowledge base in the families. It may be that the challenges and problems that caregivers face are rooted in expecting children and adolescents to behave in ways that they are not yet developmentally ready for.

#### Display the Stages of Child Development up until Early Adolescence (Table 2a)

Explain to the group that although children and adolescents develop at different rates, there are certain things that we expect children and adolescents to be able to do at certain times, called ‘developmental’ milestones. Remind participants that a range of factors affect children’s development. These include nutrition, health, genetics, physical environment, stress, interaction, presence of siblings, and other factors. Explain that all children and adolescents develop at different rates so they may not always fit within these age stages.

As you discuss Table 2a, emphasize that there are developmental tasks for age four and under, but up for the session you want to focus on age 8 and up as this covers the relevant ages for your group.

**Table 2a – Stages of child development (early and middle childhood) with developmental tasks**

<p><b>Early Childhood (4–7 years)</b></p>		<ul style="list-style-type: none"> <li>• Same as infant (0 -1 years) and toddler (2-3 years) but also...</li> <li>• Learns through actions; play. Develops relationships with other children. (Play is important and can teach social values.)</li> <li>• Has questions; seeks answers.</li> <li>• Finds it difficult to separate fantasy from reality. Expresses feelings in dramatic ways.</li> <li>• May talk a lot; ask many questions. Answers can be short but should be honest. The child may ask again if not clear or if she or he wants more information.</li> <li>• Does not like to lose, share or take turns, but losing and taking turns can be taught.</li> </ul>
<p><b>Middle Childhood (8–12 years)</b></p>		<ul style="list-style-type: none"> <li>• Same as infant, toddlers, and early childhood but also...</li> <li>• Interested in learning in school.</li> <li>• Starts to want independence and trust.</li> <li>• Wants to spend time with other children.</li> <li>• May express interest in religious matters, spirituality.</li> <li>• May answer back to adults to show that they “know”.</li> <li>• Can be very self-conscious and sensitive. May be very active.</li> </ul> <p>(The child’s unique temperament emerges clearly at this</p>

<sup>2</sup> Information for CONTENT WORK is taken from:

Delfos et al., 2009, 2011; Eschenbeck & Knauf, 2018; Konrad & König, 2018

		stage.) But can learn to better manage anger and tolerate frustration.
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#### GROUP DISCUSSION ABOUT STAGES OF CHILD DEVELOPMENT

Remember that it is your job to guide caregivers/adolescents to find their own reasons instead of lecturing them. Use questions to help guide the discussion. Write the ideas that caregivers/adolescents suggest on the flipchart.

**Facilitate a group discussion about the activity. The following questions might be helpful:**

For caregivers:

- Why do you think is important for us to know what children and adolescents can already do (and cannot do yet) at a specific age?
- How does this affect the way caregivers parent or discipline their children?
- How does this affect the way we relate and communicate to children?

For adolescents:

- Why do you think is important to you to know what you can already do (and cannot do yet) at a specific age?
- How does this affect the way of your own thinking about yourself?
- How does this affect the way you can communicate to your caregivers?

**Possible reasons to understand child developmental levels:**

- It allows you to have realistic expectations for children and adolescents
- You can be patient with children and adolescents as they learn new skills
- Helps you to know how to communicate to your children and adolescents
- You can approach children and adolescents at their level and go at their pace
- You can support children and adolescents to develop through life
- You can be aware if children and adolescents are experiencing developmental delays or problems that might need extra support.
- It allows you to have realistic expectations for your own behaviour
- You can be patient with yourself as you learn(ed) new skills
- You can develop a better self-understanding
- It helps you to express and communicate your thoughts and feelings to your caregivers more appropriately

#### GROUP DIVIDES: SEPARATE CAREGIVERS AND TEENS HERE

You can briefly explain the reason for the separation: *In separate sessions, similar topics are prepared and discussed in an age-appropriate manner. Separate sessions are helpful, because they allow caregivers and adolescents to openly and freely share their views with their respective peer group first. This usually helps everyone to feel more comfortable sharing. Everyone will come back into the joint group to then usually share results across the two peer groups. We will reflect upon those results together and extract similarities and potential differences in perspectives.*

#### 3.2.2 CAREGIVERS PART (SEPARATE)

##### 3.2.2.1 DEVELOPMENTAL STAGES AND TASKS DURING ADOLESCENCE

*Adolescence is defined as between the ages of 11-20. The phase of adolescence is distinguished from childhood because many developments and changes take place at the onset of adolescence.*

*Three stages can be distinguished in adolescence.*

*Early adolescence (approx. 10-12/13 years), middle adolescence covers the period between 14/15-17 years, while late adolescence is characterized by the direct transition to young adulthood (16-20 years).*

*The three stages are considered separately because the developmental tasks of the young people in each stage differ from each other.*

*A developmental task is a task believed to be mastered at a specific developmental stage of life for everyone in this stage (in this case during adolescence) and how successful this task is completed is related to healthy adjustment. These tasks may relate to physical skills, emotional adjustment, intellectual advancement, or social relationships. They may also refer to attitudes toward the self and the body, or the formation of standards and values.*

#### GROUP ACTIVITY: EXPLORING DEVELOPMENTAL TASKS

Divide caregivers into groups of 3-4 people.

Give each group a piece of flipchart paper and pens.

Ask them to collect developmental tasks of adolescence.

The caregivers should number the individual developmental tasks as they write them down so that it is easier to compare them later.

The participants (and facilitators) may require additional support with this – examples from the developmental chart above may help or perhaps they can go around and dig up a few examples communally first.

When the groups have finished, invite each group to explain their notes to the whole group.

Allow the participants to add anything that the groups might have missed.

#### GROUP DISCUSSION: DISCUSSION ABOUT DEVELOPMENTAL TASKS

Remember that it is your job to guide caregivers to find their own reasons instead of lecturing them.

Use questions to help guide the discussion. Write the ideas that caregivers suggest on the flipchart.

At the end, hand out the lower part of the Table.

**Facilitate a group discussion about the activity. The following suggestions might be helpful:**

Possible developmental tasks of adolescence:

- Acquisition of school and professional qualifications.
- Developing gender identity and building social bonds with peers.
- Shifting the frame of reference in which young people orient themselves from the family reference system to the peer group. The adolescents become more independent from their families in favor of the orientation towards the peer group.
- Beginning to challenge adult rules (including their values and moral).
- Use of consumer, media and leisure offers.
- Building their own value system, developing their own ideals and set their own course.
- Exploring intimate relationships, including sexual activity.
- Forming their own identity and have a growing sense of their sexuality.
- Developing a healthy attitude towards their own body (and body changes occurring during adolescence).
- Dealing with having mood swings.

Events that are not faced by every young person and are not age-related in their occurrence:

- Critical life events
- Everyday stressors

**The following questions might be helpful:**

- Why do you think is important for you to know which developmental tasks your children and adolescents have to cope with?
- How does this affect the way you parent or discipline your children and adolescents?
- How does this affect the way you relate and communicate to your children and adolescents?


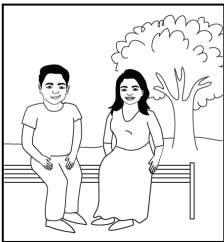
**Possible reasons to understand adolescents' developmental tasks:**

- You can be patient with your children and adolescents
- Helps you know how to communicate to your children and adolescents
- You can have a better understanding for their behaviour
- You can support your children and adolescents to develop through life
- You can be aware if your children and adolescents are experiencing developmental delays or problems

**GUIDELINES: Facilitating the Collection of Suggestions**

1. One facilitator leads the collection while the other writes notes and comments on the flip chart (or big paper stuck to the wall) to look at later.  
Attention, in separate parts in which only one facilitator leads the discussion, you can ask a participant to support you.
2. Facilitators can ask participants for the description of developmental tasks more detailed or around specific issues like arriving on time, cell phone use, respect, etc.
3. Make sure everyone in the group understands. For example, if someone mentions self-confidence, ask what that means to her/him. What sort of behaviour shows self-confidence? Does everyone agree? Would someone like to add something?
4. Give participants a chance to debate and discuss what a "self-image" could be. For example: Someone might suggest "It is important to accept your Self/body image". You may want to talk about "What counts as "accept"?", "Should we love us or can we just accept ourselves?"

**Table 2b – Stages of child development (early and late adolescence) with developmental tasks**

<p><b>Early adolescence (10-12/14 years)</b></p>		<ul style="list-style-type: none"> <li>• Beginning to challenge adult rules.</li> <li>• Often insecure and confused.</li> <li>• Feelings get hurt easily and have mood swings</li> <li>• Try to be the boss and are unhappy if they lose.</li> <li>• Peers are important and influential</li> <li>• Needs: Some freedom but consistency in rules, affection, reassurance, self-esteem, encouragement to believe in their abilities.</li> </ul>
<p><b>Later adolescence (15-19 years)</b></p>		<ul style="list-style-type: none"> <li>• Your child is almost an adult, he/she is able to communicate with you about almost anything.</li> <li>• He/she can think about new ideas, develop their own ideals and set their own course.</li> <li>• They are forming their own identity and have a growing sense of their sexuality.</li> <li>• They may prefer being with peers more than with caregivers.</li> <li>• They may show risk-taking behaviours, frequent mood swings, and rebellious attitudes</li> </ul>

		<ul style="list-style-type: none"> <li>• The most important things that caregivers can do in this stage are: <ul style="list-style-type: none"> <li>- Continue providing love, support and guidance and build a strong caregiver-child connection</li> <li>- Monitor the child's activities</li> <li>- Nurture the child's independence</li> <li>- Encourage child to begin to take responsibility for the future</li> </ul> </li> </ul>
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### 3.2.2.2 CHALLENGES ASSOCIATED WITH CHANGES DURING THE DEVELOPMENTAL STAGE OF ADOLESCENCE

Extend the group discussion to possible challenges that adolescents might have to cope with if these have not yet come up automatically in the group discussion.

Facilitator: It is important to emphasize clearly distinguishing developmental tasks and challenges. There are intersections, but there are also clear differences. It is important that challenges and tasks are collected on different flipchart sheets. Otherwise they will be mixed up and no clear distinction is possible.

The developmental task is set for every healthy teen, but not every child and adolescent is equally exposed to the challenges. Developmental challenges influence the child's and adolescents's ability to deal with the tasks; they are influencing factors that can prevent the child from coping with the tasks in a normative manner.

Ask the caregivers for possible challenges in coping with development tasks. One facilitator leads the collection and writes short notes and comments on the flip chart (or big paper stuck to the wall) to look at later. Make sure to number the notes.

When the collection is finished, display table 3.



**Table 3 - Selection of challenges in adolescence<sup>3</sup>**

Area of Change	Description and Potentially Associated Challenges
<b>Hormones</b>	<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>
<b>Self/body image</b>	<p>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.</p>
<b>Sleep</b>	<p>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.</p>
<b>Gender strategies</b>	<p>Female adolescents increasingly report looking for social support and problem-centered coping, whereas male adolescents report cognitive avoidance strategies (especially in socially demanding situations).</p>
<b>Individual Differences</b>	<p>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.</p>

After the table has been discussed, hand out the HANDOUT – DEVELOPMENT OF SEXUAL CHARACTERISTICS.

### 3.2.2.3 FACILITATOR'S SUMMARY: PARENTING CONSIDERING THE DEVELOPMENTAL CHALLENGES OF ADOLESCENTS

*Adolescents can get under a lot of pressure through growing up. Speed of development in physical aspects, emotions, moral aspects can be different. In addition, there are often changing expectations of the environment or society of the young people. That can create a field of tension which is sometimes overwhelming for the teens.*

*Recommended is a parenting style characterized by a high degree of warmth and responsiveness with clear rules and requirements for children and adolescents to behave competently. Being informed about your teens life is not so much a matter of extreme close supervision and more so, the result of establishing a close trustful relationship that allows teens to communicate their experiences openly.*

*Have you got any questions left?*

Facilitators should make space for questions at regular intervals and should model these questions in

<sup>3</sup>Based on and adapted from Delfos et al., 2009; Konrad & König, 2018



order to normalize the enquiry process: *“One question I had when I was first learning about this was...”*

### 3.2.3 TEENS PART (SEPARATE)

#### 3.2.3.1 DEVELOPMENTAL STAGES AND TASKS DURING ADOLESCENCE

*Adolescence is defined as between the ages of 11-20. The phase of adolescence is distinguished from childhood because many developments and changes take place at the onset of adolescence.*

*Three stages can be distinguished in adolescence.*

*Early adolescence (approx. 10-12/13 years), middle adolescence covers the period between 14/15-17 years, while late adolescence is characterized by the direct transition to young adulthood (16-20 years).*

*The three stages are considered separately because the developmental tasks of the young people in each stage differ from each other.*

*A developmental task is a task believed to be mastered at a specific developmental stage of life for everyone in this stage (in this case during adolescence) and how successful this task is completed is related to healthy adjustment. These tasks may relate to physical skills, emotional adjustment, intellectual advancement, or social relationships. They may also refer to attitudes toward the self and the body, or the formation of standards and values.*

The teens should understand that changes are normal and that these don't all happen to the same people at the same time. With development being different but for everyone at some time during this phase, teens may be self-conscious to discuss their development (one reason why we separate caregivers and teens). As facilitator please consider the importance of separating the groups according to gender if suitable. Finally, it is very important to also set boundaries around talking about bodies. You may support teenagers in perceiving and expressing e.g. setting their boundaries.

#### GROUP ACTIVITY: EXPLORING DEVELOPMENTAL TASKS

Divide teens into groups of 3-4 people.

Give each group a piece of flipchart paper and pens.

Ask them to collect developmental tasks of adolescents.

The teens should number the individual developmental tasks as they write them down so that it is easier to compare them later.

When the groups have finished, invite each group to explain their notes to the whole group.

Allow the participants to add anything that the groups might have missed.

#### GROUP DISCUSSION: DISCUSSION ABOUT DEVELOPMENTAL TASKS

Remember that it is your job to guide the teens to find their own reasons instead of lecturing them. Use questions to help guide the discussion. Write the ideas that teens suggest on the flipchart.

**Facilitate a group discussion about the activity. The following suggestions might be helpful:**

Possible developmental tasks of adolescents:

- Acquisition of school and professional qualifications.
- Developing gender identity and building social bonds with peers.
- Shifting the frame of reference in which young people orient themselves from the family reference system to the peer group. The adolescents become more independent from their families in favor of the orientation towards the peer group.
- Beginning to challenge adult rules.
- Use of consumer, media and leisure offers.
- Building their own value system, developing their own ideals and set their own course.

- Exploring intimate relationships, including sexual activity
- Forming their own identity and have a growing sense of their sexuality.
- Developing a healthy attitude towards their own body (and body changes occurring during adolescence)
- Dealing with having mood swings.

Events that are not faced by every young person and are in their occurrence not age-related:

- Critical life events
- Everyday stressors

**The following questions might be helpful:**

- Why do you think it is important for us to know which developmental tasks adolescents have to cope with?
- Have you already experienced some of these (or others) developmental tasks yourself?
- How does this might affect the way your caregivers interact with you?
- How does this affect the way how you communicate to your caregivers?


**Possible reasons to understand your own developmental tasks:**


- You can have a better understanding for your behaviour
- You are able to ask your caregivers for support in a more targeted manner
- You are able to classify your own changes better
- Helps us know that it is normal to deal with some challenges

**GUIDELINES: Facilitating the Collection of Suggestions**

1. One facilitator leads the collection. Either he/she takes notes him-/herself on what the teens say on the flip chart (or big paper stuck to the wall) to look at later or he/she asks a teenager to support him.
2. Facilitators can ask participants for the description of developmental tasks more detailed or around specific issues like arriving on time, cell phone use, respect, etc.
3. Make sure everyone in the group understands. For example, if someone mentions self-concept, ask what that means to her/him. What sort of behaviour shows self-confidence? Does everyone agree? Would someone like to add something?
4. Give participants a chance to debate and discuss what a “self-image” could be. For example: Someone might suggest “It is important to accept your Self/body image”. You may want to talk about “What counts as “accept”?”, “Should we love us or can we just accept ourselves?”

**Table 2b – Stages of child development (early and late adolescence) with developmental tasks**

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

Extend the group discussion to possible challenges, they might have to cope with.  
Leave the teens in groups.

Facilitator: It is important to emphasize clearly distinguishing developmental tasks and challenges. There are intersections, but there are also clear differences. It is important that challenges and tasks are collected on different flipchart sheets. Otherwise they will be mixed up and no clear distinction is possible.

The developmental task is set for every healthy teen, but not every child and adolescent are equally exposed to the challenges. Developmental challenges influence the child's and adolescent's ability to deal with the tasks; they are influencing factors that can prevent the child from coping with the tasks in a normative manner.

Ask them for possible challenges in coping with their development tasks. One facilitator leads the collection and writes notes and comments on the flip chart (or big paper stuck to the wall) to look at later.

When the collection is finished, display table 3.

**Table 3 - Selection of challenges in adolescence**

Area of Change	Description and Potentially Associated Challenges
<b>Hormones</b>	<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>
<b>Self/body image</b>	<p>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.</p>
<b>Sleep</b>	<p>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.</p>
<b>Gender strategies</b>	<p>Female adolescents increasingly report looking for social support and problem-centered coping, whereas male adolescents report cognitive avoidance strategies (especially in socially demanding situations).</p>
<b>Individual Differences</b>	<p>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.</p>

### 3.2.3.3 FACILITATOR'S SUMMARY: PARENTING CONSIDERING THE DEVELOPMENTAL CHALLENGES OF ADOLESCENTS

Explain to the group, that the asynchronous development of individual areas (e.g. physical, emotional, moral) creates a field of tension, that is often intensified by the changed expectations of the environment or society of young people.

*In summary it is important for everyone to have space to express their personality and interests. This is equally relevant for adolescents and should be done in a collaborative process with the adolescent. Recommended is a parenting style characterized by a high degree of warmth and responsiveness with clear rules and requirements for adolescents. Your caregivers' interest and their questions about your life is not so much a matter of extreme close supervision and more so, the result of establishing a close trustful relationship that allows you to communicate your experiences openly and have valuable exchange with your caregivers.*

*Have you got any questions left?*

#### **GROUP COMES BACK TOGETHER**

As a facilitator you should acknowledge that the groups have had related but separate conversations, and why. Sometimes it is important to think something through with someone who is at the same

developmental stage before sharing with the caregiver (or child). Hang up the posters with the collected notes in the large group for everyone to see. If required to make it comfortable going forward invite some discussion.

Questions following group work:

- Is there anything that surprises you positively when you look at the list?

Questions for caregivers:

- What surprises you about the results of your children and adolescents?

Questions for teens:

- When you look at the caregivers' chart, is there anything that makes you wonder about your caregivers or makes you proud?
- Does anyone think something like: Oh, my mother knows about my challenges, she understands me?

Facilitator should emphasize...

... that caregivers and their help are important for young people to overcome challenges.

... positive aspects of the points made, e.g. positive emotions that were mentioned. Emphasis on caregivers' pride in their children.

... on strengthening factors of children's self-confidence (e.g. caregivers are proud of children, which can promote children's self-confidence).

Building Block: As a caregiver, you can help your children to cope with many of the challenges and in crises. You will learn how this can be done in the following sessions. You learn strategies and methods. The main learning effect is that **you can support your children and adolescents**. Caregivers can support children and adolescents in their autonomy and help them exploring safely.

As a teen, you can learn that it is okay to be supported and be independent simultaneously. To become more independent does not mean to not be involved in a family anymore.

#### 4. SESSION CLOSE

##### 4.1 PREPARING FOR HOME ACTIVITY

Each week, participants are encouraged to practice at home what they have learned during the session. Facilitators will review what the home activity is at the end of every session.

##### **GUIDELINES: Facilitating Home Activity**

1. Set practical goals with participants about when, where, and what they will be doing for their home activity.
2. Facilitators should ask the participants the following questions ahead of home activity:
  - What time? Where in the house or outside?
  - How can you do it without too much distraction?
  - Why might the TV make it difficult for everybody to participate (concentration skills)?

At the beginning of each new session, participants will share their experiences doing the home activity. These discussions will be an opportunity to share what went well, talk about how home

activity is connected to the core principles, and problem-solve ways of dealing with challenges that participants faced at home. When challenges are being discussed, participants will be encouraged to come up with solutions and support them in trying them out in role-play or something else. Always give big praise and applause to everyone brave enough to stand up and act.

#### HOME ACTIVITY EXERCISE FOR THE UPCOMING WEEK (UNTIL SESSION 2):

Before the end of the session, make sure you remember to assign Home Activities.

1. Encourage caregivers and teens to do their physical exercises we introduced at the beginning of the session or they can use the simple physical exercise which is part of the handout they will use at home!
2. Caregivers and teens should review their goals that they set during the pre-group session home visit. They can, but they don't have to, share these goals with their other family members. Take a moment either here or previously to acknowledge that if the entire family is not present, the group may want to strategies on how to share information and experiences with others in the household, and why this might be important.

#### 4.2 REVIEW TOPICS COVERED

Facilitators reflect with group on today's session to summarize learning:

*Which topics and core principles did we talk about today?*

Possible answers from participants include:

- We built ground rules which are useful for helping us to run these sessions.
- Thinking about developmental stages helps us to ....
  - ... to have realistic expectations for children.
  - ... to be patient with children and adolescents as they learn new skills.
- Understanding developmental tasks of teens and knowing their possible challenges can lead to healthy relationships and long-term achievement in life, because ...
  - ... we can communicate to children and adolescents in a proper way.
  - ... we can approach children and adolescents at their level and go at their pace.
  - ... we can support children and adolescents to develop through life.
  - ... we can be aware if children and adolescents are experiencing developmental delays or problems that might need extra support.
- Recommended is a parenting style characterized by a high degree of warmth and responsiveness with clear rules and requirements for children and adolescents.
- Caregivers' interest and questions about the life of adolescents is not so much a matter of extreme close supervision and more so, the result of establishing a close trustful relationship that allows them to communicate experiences openly and have valuable exchange.

Facilitators ensure to draw out all important points of today's session from participant responses by asking follow-up questions as needed.



#### 4.3 INTRODUCTION FAMILY GUIDEBOOK – Link Content of Session 1 to the Family Guidebook

**You may introduce the family handbook. The handbook reminds parents and teens of the activities, their homework and core building blocks during the sessions.**

During the Pre-Group Home Visits (Session 0), the families should have already worked through the first pages of the Family Guidebook (read the House of Support, write down goals). After the first session, the families should continue working in the book on pages 8-12 to repeat and deepen the topic of today's session. The pages cover the core content of the developmental tasks and physical exercises.

#### 4.4 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

Facilitators tell participants that in the next session they will talk about building a positive relationship whilst spending quality time together. Remind participants to do their home activity. Facilitators tell participants about time and location of next session.

#### 4.5 THANK AND PRAISE PARTICIPANTS & CLOSE

##### REMINDER for the Facilitators:



**If a family missed the session, please call the family after the session and discuss together the corresponding Home Catch-Up on page 40-41 in the Family Guidebook.**

#### 4.6 AFTER SESSION CHECKLIST FOR FACILITATORS – SESSION OBJECTIVES ACHIEVED?

##### Have you .....?

... established ground rules	
... discussed the stages of child development	
... discussed developmental tasks during adolescence.	
... discussed challenges associated with changes during the developmental stages of adolescence.	
... summarized that parenting should consider the developmental challenges of adolescents (link development with parenting and parental expectations).	
... prepared the home activity for the week • Complete a physical exercise once a day • Caregivers and teens should review their goals that they set during the pre-group session home visit	
... summarized the today's session	
... taught the Building Blocks * <b>Understanding</b> the competences and characteristics of my teenager at different stages of development * <b>Understanding</b> my teenager's challenges * <b>Rethink</b> your own <b>parenting behaviour</b> and age/development appropriateness * <b>Caregivers support</b> children and adolescents in their development. They <b>help them exploring safely</b> * <b>Understanding</b> what I <b>need</b> at different stages (developmental stages) of my life and what is <b>good for me</b> (physical exercise)	
... reminded the participants work through the relevant pages (for Session 1) in the Guidebook	
... shared your observations in facilitator report	

## SESSION 2: BUILDING A POSITIVE RELATIONSHIP THROUGH SPENDING TIME TOGETHER

### Table of content

PART 1 INTRODUCTION FOR FACILITATORS.....	72
1. WELCOME & SESSION PREPARATIONS.....	73
1.1 FACILITATORS TAKE ATTENDANCE .....	73
1.2 WELCOME PARTICIPANTS & CIRCLE SHARE .....	73
1.3 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING .....	74
1.4 HOME ACTIVITY DISCUSSION .....	74
1.5 PHYSICAL EXERCISE.....	74
2. SESSION OVERVIEW FOR THE DAY .....	75
2.1 FRAMING THE DAY: INTRODUCING THE PROGRAMME & SESSION .....	75
2.2 GAME.....	75
TRUST GAME: PAIR TASK .....	75
TRUST GAME: DISCUSSION .....	76
PART 2 .....	76
3. CORE LESSON.....	76
3.1 WHAT IS SPENDING QUALITY TIME AND PRAISE?.....	76
3.2 ROLE-PLAY .....	78
ROLE PLAY: IGNORING THE GOOD .....	79
3.3 DISCUSSION ABOUT ROLE-PLAY .....	79
3.4 ACTIVITY: PRAISING EACH OTHER .....	79
3.5 DISCUSSION ABOUT ACTIVITY .....	80
4. SESSION CLOSE .....	80
4.1 PREPARING FOR HOME ACTIVITY .....	80
4.2 HOME ACTIVITY .....	81
4.3 REVIEW TOPICS COVERED .....	81
4.4 REMINDER FAMILY GUIDEBOOK .....	81
4.5 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY.....	81
4.6 THANK AND PRAISE PARTICIPANTS.....	81
4.7 CHECKLIST – SESSION OBJECTIVES ACHIEVED? .....	82



## Legend

➤ **GUIDELINE**-Boxes indicate important information that should definitely be considered!

➤ *Green cursive font marks passages of text are examples of text passages to illustrate how key messages can be delivered. They only serve as demonstration to facilitate your own wording which is preferred.*

➤ Normal upright writing marks content that can only be reproduced in the general sense

## PART 1 INTRODUCTION FOR FACILITATORS

The focus of this week's session is on

- building a positive relationship while spending time with each other
- understanding the benefits of praise and practice ways of praising for establishing a strong relationship

In this session your main goals as a facilitator will be to engage participants on:

- Spending time together to get to know each other
- Establishing trust
- Listening to each other carefully
- Praising because it will increase the behaviour that you are praising
- Giving praise right after good behaviour because it makes praise more effective
- Trying to give specific praise

**Table 1 - SESSION 2 PREPARATIONS & OUTLINE**

Goal of the session	<p>The goals of the session are</p> <ul style="list-style-type: none"> <li>➤ To introduce the participants to the concept of spending quality time together. Quality time = special attention to your family.</li> <li>➤ To encourage caregivers to praise their child and to share some of the benefits of structured praise.</li> </ul>
Core Principles	<ul style="list-style-type: none"> <li>➤ Spending time makes us get to know each other better.</li> <li>➤ Spending time provides us an opportunity to communicate to each other our needs and wants.</li> <li>➤ Spending time strengthens the bond between a caregiver and child.</li> <li>➤ Spending time helps us pay attention to each other's interest.</li> <li>➤ Praise helps to build positive relationships.</li> <li>➤ Praise encourages the behaviour you want to see.</li> <li>➤ The positive behaviours you praise will happen more often.</li> <li>➤ Praise helps to boost a teenager's self-confidence and sense of responsibility.</li> </ul>
Training materials & resources	<ul style="list-style-type: none"> <li>➤ Flip chart, paper, pens, markers</li> <li>➤ Attendance register</li> <li>➤ Name tag materials</li> </ul>

Venue Preparations:	<ul style="list-style-type: none"> <li>➤ Make sure that the workshop venue is clean.</li> <li>➤ Set up chairs where the participants will sit in a circle.</li> <li>➤ Prepare all the materials that you will use during the group session.</li> </ul>
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COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	50 mins	<ul style="list-style-type: none"> <li>➤ Facilitators take attendance</li> <li>➤ Participants settle down &amp; do their name tags</li> <li>➤ Welcome, thank everyone for coming and praise time keeping</li> <li>➤ Home activity discussion</li> <li>➤ Physical exercise</li> </ul>
Session overview for the day	15 mins	<ul style="list-style-type: none"> <li>➤ Framing the day</li> <li>➤ Trust Game</li> </ul>
Core Lesson	55 mins	<ul style="list-style-type: none"> <li>➤ Discussion: What is spending quality time and praise?</li> <li>➤ Role-play: Ignore the good</li> <li>➤ Discussion about role-play</li> </ul>
Session Close	10 mins	<ul style="list-style-type: none"> <li>➤ New home activity for the week <ul style="list-style-type: none"> <li>• Spend 15 minutes' quality time together, therefor think of an activity to do together</li> <li>• Practice giving each other structured praise once a day</li> </ul> </li> <li>➤ Today's session review</li> <li>➤ Reminder of the Family Guidebook</li> <li>➤ Reminder of next session date and thank &amp; close</li> <li>➤ Make sure you leave the room in order</li> <li>➤ Share your observations in facilitator report</li> </ul>
Total sum of minutes		130 mins

## 1. WELCOME & SESSION PREPARATIONS

### 1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

### 1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling today. *Can you do this in one word?*

**GUIDELINES: Facilitating Circle Share**

1. Facilitators start the circle share with themselves, using one word to describe how they feel.
2. Move around the circle, giving participants a chance to say one word about how they feel.
3. Remember to praise and thank participants for sharing – especially at the beginning when this is new.
4. It is fine if participants do not want to share, simply move on to the next person.



**Try taking 5-10 minutes to use circle share at the beginning of each new session so that participants can get a chance to practice sharing emotions. Remember that facilitators should model this process too!**

**1.3 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING**

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

**1.4 HOME ACTIVITY DISCUSSION**

Guide a discussion about the previous week's home activity. As a reminder, last week participants were asked to review their goals and if they wanted, share them with other members of the family.

Home activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- Brainstorm solutions with participants
- Practice applying the solution.
- Evaluate how it worked

**GUIDELINES: Guide a Discussion**

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

Always give big praise and applause to everyone brave enough to share.

As this is the first home activity discussion, here are some possible questions to get the discussion going:

You can use Who? What? Where? Why? When? How? during every discussion.

- WHO? Who was able to review their goals and maybe even shared them with other family members?
- WHAT? **What goals did you share?** What goals did you not share?
- WHERE? **Where did you talk about your goals?**
- WHY? **Why was it important to share and talk about your goals?** Or **Why was it important to you not to share at this point?**
- WHEN? **When did you talk about your goals?** (or **Do you like to share your goals here now?**)
- HOW? **How did you feel reviewing (and sharing) your goals?**

**1.5 PHYSICAL EXERCISE**

Encourage participants to do their physical exercises once a day! Lead them through the head-to-toe stretch that we introduced in the first session.

*Did anybody try this exercise at home?*

If anybody did/do this at home then now is a good moment to ask if they would like to lead the group. This helps establish the collaborative culture of the group as it gives the 'leadership' role to another caregiver – or teen.

Remind participants to do the exercise together at home every day!

## 2. SESSION OVERVIEW FOR THE DAY

### 2.1 FRAMING THE DAY: INTRODUCING THE PROGRAMME & SESSION

In this session, we help participants discover that trust is essential to building positive relationships. Trust can grow by spending quality time with each other. We focus on four main points:

1. Spend time focusing on each other
2. Make time to listen to each other
3. Don't criticize
4. Praise the good things you see in each other

In this session, you will introduce caregivers and teens to two very important skills - spending quality time together and praise.

Due to various demands that caregivers and teenagers encounter daily – such as school and work, it can be challenging sometimes to find time to spend time together. A strong caregiver-child relationship is not possible without spending dedicated time together.

*Spending time creates space for you, as a caregiver, to be more available to your children and adolescents and more involved in their life - protecting them from unhealthy or unsafe behaviours and situations.*

*As a caregiver, having a strong connection with your child is important. Teenagers do their best when they have a solid and healthy relationship with their caregiver(s). Positive communication plays an important role in establishing a warm relationship. Speaking to your teenager in a positive and encouraging way makes them to develop confidence and feel good about themselves.*

*When spoken to in a harmful way, teenagers feel bad about themselves and about others around them.*

*When the foundation is right a caregiver is able to communicate with their child about a number of issues. Even sensitive issues (drinking alcohol, smoking or making decisions about intimate relationships) are better talked about when the relationship is healthy.*

*For teenagers, benefits equally accrue from a healthy relationship with their caregivers. A healthy relationship makes it possible to understand the caregivers' point of view and experiences, to solve problems together with the caregivers and to enjoy sharing the things and ideas that interest them or make them curious.*

### 2.2 GAME

#### TRUST GAME: PAIR TASK

In this game the participants think about how to care for their partner and how to allow oneself to be led.

**GUIDELINES: How to facilitate the Trust Game**

1. During exercise, it can be entertaining to have music playing.
2. For the exercise, caregiver-child/teen pairs are to be formed. The children and teenagers should choose their partner, but not their own caregiver. They should choose a stranger. Decide if you would like to play inside or outside.
3. Facilitators show activity with a partner. Show both a secure and insecure ways of leading. The safe style of leadership means leading the partner carefully and calmly, the unsafe style means shaking, making more hectic and restless movements. The person being guided can be led around the room either from the front by the hands or from behind by the shoulders.
4. Ask participants to choose who will go first. That person will be the leader.
5. The leader asks the guided person for permission to touch their shoulders or hands.
6. Ask second person to close his/her eyes and allow him/herself to be led around the room or the space.
7. When the facilitator claps after some time, the leadership style should change from secure to insecure.
8. Finally, the facilitator gives another verbal signal so that the roles of leader and follower switch.

**TRUST GAME: DISCUSSION**

Get them to explain the experience of the game first as this enables them to articulate to themselves some of the characteristics of trust.

- *Try to transfer the experience about trust and mutual responsibility in the game to the topic of today's session. What can you learn for dealing with each other?*
- *Why do you think you played this game?*
- *Did you learn anything?*

*This game reminds you about how trust works. It also reminds you that people communicate in lots of ways without using words!*

**Ask targeted questions with the goal of drawing out building blocks (linking trust to building positive relationships in the family!**

Reminder: Last week, building block 1 "Establishing an Understanding of Variations in Child & Adolescent Development" was elaborated. Caregivers, children and adolescents discussed what can and cannot be expected from young people at what age and that age expectations are very variable. This week we will work on the building block "Building Positive Relationships".

Mutual trust is the basis for a good relationship. Trust is necessary in order to want to open up to each other in the first place and thus to be able to talk about sensitive issues. Praise helps to build trust.

**PART 2****3. CORE LESSON****3.1 WHAT IS SPENDING QUALITY TIME AND PRAISE?**

The Core Lesson focuses on "quality time" and "praise" and begins with a discussion about what "quality time" and "praise" is. Let participants brainstorm both questions separately so that they can focus on exploring distinct concepts before bringing them together. Helpful questions to start a discussion see next page.

For most “quality time” will be a new idea – including facilitators. Ask participants what “quality time” means to them. Write down their ideas!

Quality time:

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

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

*There are lots of ways to spend quality time together. Let's brainstorm a few:*

**OPTIONAL GUIDELINES: Make It a Pantomime Game!**

Want to make it fun? Instead of saying their activity out loud, caregivers and teens could mime (act) their activity and the other participants can guess the activity.

- It is important to talk about the things that matter to caregivers and their teenagers. Say what is important to you!
- Another good way to support someone is to spend time with them when they are doing something that they enjoy. For example, go to see your teenager's soccer match!
- But you don't have to do something special to spend quality time together. You can spend quality time just sitting next to each other. You can spend quality time together whether you are feeling healthy or sick, energetic or tired, strong or weak.

**A few things to keep in mind when you spend “quality time”:**

- 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.
- Communication is very important to build healthy relationships. You need to listen to each other and respect each other's choices as family members, friends, partners.



Reminder: practical exercise has priority!  
Don't go into too much theoretical detail, favor practice.

*What does it mean to “praise”?*

*Can anybody share any ideas about what they think “structured praise” might be?*

**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. It is important to reward teenagers and caregivers when they behave in a way that you would like to see them repeat. When you reward good behaviour with praise, others want to behave that way more often in the future. The way you give praise is also important. You must tell the other person exactly what they have done that has pleased you.*

**Caregivers:**

*You try to praise our teenagers as soon after their good behaviour as possible.*

*With some teenagers, especially teenagers who have behaviour problems, it can be difficult to notice any good behaviour. To begin with, you might have to praise them for small things, such as folding their clothes nicely or playing a game with their little sibling. With some situations that can feel stressful, it can be difficult to try to be positive and give structured praise. Try to start with something really small and manageable, like remembering to take medication every day.*

### Teenagers:

*Sometimes when you're really in a bad mood with your caregiver, you only notice the times they are angry with you. But your caregivers do things all the time to help you, like making dinner, or working so that you can afford to go to school or coming with you for an appointment at the clinic. It can be really helpful to notice some of these things and praise them for it. You should also be praising and appreciating things that your caregivers do for you!*

Here are some questions to start the discussion:

- ➔ Facilitators use the Who?, What?, Where?, Why?, When?, How? questions to guide brainstorming.
- WHO? Who should spend time together that feels special? Who should praise?
- WHAT? What activity could caregivers and teenagers do together that would feel special? What can you praise about each other?
- WHERE? Where could caregivers and teens spend time together that would be special?
- WHY? Why should caregivers and teens try to spend time together doing something special? Why should caregivers and teens praise each other?
- WHEN? When is a good time to spend quality time together? At night? In the morning? On weekends?
- HOW? How can caregivers and teens spend time together in a special way? How can they praise each other?

There are lots of good reasons to spend time with and praise each other.

Here are a few to add to the discussion:

- Improves bonding between caregiver and teenager.
- Builds self-esteem since caregiver/teen feels that they are valuable and loved.
- Builds learning skills and problem-solving.
- Teenagers become more willing to help around the house.
- Caregivers feel like their hard work in the house is more valued.
- Listening carefully to teenagers and valuing their ideas encourages them to think for themselves and take the lead.
- 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.



**Establishing a safe and supportive environment at home will make kids and teens less likely to engage in unhealthy or unsafe (sexual) behaviours and will help caregivers to have conversations with their teens around difficult topics.**

### BUILDING BLOCKS

- LISTEN to each other, to what the other is saying and doing (Remember: Listening does not mean agreeing with each other, always LISTEN)
- PRAISE each other for good things (PRAISE without criticizing)

### 3.2 ROLE-PLAY

In Session 2 we introduce **role-plays as an important learning tool** used in the programme. Like storytelling, these role-plays, which we also sometimes call “scenarios”, let **participants see the experiences of other caregivers and teens outside of their own lives**.

Role-plays can also allow participants to be assertive – or active – in the scenarios. This helps participants develop problem-solving skills that they can use in their daily lives. To begin, in this session **facilitators act out** the following role-plays:

#### Introducing the Family



*Today we meet the families that we will follow during the PLH - FLOURISH programme. The first family consists of mama, Tata, their two adolescents, Catalina (17-year-old girl), Radu (15-year-old boy) and the child Axenia (10-year-old girl). We also meet the grandmother Doina (the mother of tata), who is taking care of Stela (16-year girl) and Ion (12-year boy) who are orphans. Stela and Ion are cousins to Catalina and her siblings.*

*Throughout the programme we will be talking and reflecting on their family experiences. In some instances, we will be acting out their family experiences! This will be great fun! Just like our families, these families face many challenges including relational problems that exist between the caregivers and their child and adolescents. It is important to note that the characters in the role plays are fictional.*

**Please inform the participants that the family is not a real family that exists even though common names have been used.**

### ROLE PLAY: IGNORING THE GOOD

*In this first role-play, we meet mama and her daughters, 17-year-old Catalina and 10-year-old Axenia. Axenia is doing her homework. She is doing her math homework while her sister Catalina is helping her. Mama is busy cooking dinner.*

*Let's watch and listen to what happens.* Facilitators read the role-play with assigned roles out loud.

Remember: Try not to let a caregiver role-play the unfavorable parenting behaviour. Caregivers and teens can play supporting roles or model the favorable parenting behaviour.

Axenia (thinking about a difficult task):	<i>"....add it first.... and then subtract the number ...."</i>
Catalina:	<i>"Axenia! Well done! You calculated the result correctly! Keep doing! The more you practice the better you will get."</i>
Catalina:	<i>"Mama! Come and see! She's doing so well!"</i>
Axenia smiles at the idea of her mother coming to see her calculating.	
Mama (doesn't listen):	<i>"Yes, very good Axenia, but dinner will be ready soon, so I wish you could learn to do your homework quicker. I want to sleep early today. I am tired."</i>
Catalina:	<i>"But mama, I'm helping Axenia and she is getting so much better. You should come and have a look!"</i>
Mama (getting angry):	<i>"I don't have time for that – I said I was tired! Now please do as you are told and finish up and come and help serve dinner."</i>

### 3.3 DISCUSSION ABOUT ROLE-PLAY

Now think about the role-play you just saw, it's time to discuss. Here are some questions to get you started:

- How does Axenia feel if mama would praise her? How does it affect her math?
- How does Axenia feel when her mother tells her to hurry up?
- How do you think mama telling Axenia to "learn to calculate quicker" affected the praise she first gave to Axenia when she said "Yes, well done"?
- How do you think that mama's criticism will affect Axenia's attitude about math in the future?
- What would you suggest they could do differently?

### 3.4 ACTIVITY: PRAISING EACH OTHER

*Think of a time when you were praised – when someone said something good about you. How did it make you feel? What are the benefits of praise?*

Participants should practice praising each other here (using the guidelines below).



**GUIDELINES: Facilitating the Practice of Praising**

- This activity is to take place in the family caregiver-teen pairs.
- First, each person compliments her or his partner. Encourage participants to make eye contact and use the name of the person they are complimenting.
- The compliments can be about anything as long as they are sincere.
- Participants should keep praise specific and enthusiastic.
- Then they should think of activities they can do together.
- Motivate them to think of things that don't cost any money. Remember to try to encourage the teens to lead!
- Remind them to provide praise!
- The one who receives praise must not interrupt, must not criticize the praise, he only listens and thanks.

**3.5 DISCUSSION ABOUT ACTIVITY**

Here are some questions to get you started:

- How did the praise feel?
- How did it feel to praise someone else?
- Was it difficult to find something to praise about the other person?

Facilitator: Remember, caregivers and children are always in a relationship through their life together, they know many aspects of each other's actions, so that they have many possibilities to develop praise based on each other's actions. Because praise does not refer to something somebody like or dislike, it is not identical to a compliment. You can praise how someone does something even if you don't like the result. E.g. you can praise someone for their conscientious way of putting on make-up even if you don't like the result/make-up visually yourself.

One praises the other person's personal contribution to any result/action.

**4. SESSION CLOSE**

**4.1 PREPARING FOR HOME ACTIVITY**

This activity will help participants get ready for home activity by helping them to think of different activities they can do together to spend quality time during the week.

Each caregiver/teen team should try to think of a few ideas and present these to the group.

Facilitators can write down ideas on the flip chart so that participants can see a "bank" of activities to choose from if they are having trouble deciding.

Possible activities could include:

- Doing chores together
- Eating dinner together
- Telling a story
- Walking somewhere together
- playing the teens favorite game together

Finally, each family in turn should decide on an exercise and share it with the group.

This activity should also help warm up participants for second home activity by giving them a chance to practice praising. Focus the home activity preparation first on establishing ways that each dyad can spend time with each other. Then create a quick segue that establishes that quality time is also a good time to practice praising.

#### 4.2 HOME ACTIVITY

##### **Building Block: It is what you do at home that makes the difference!**

1. *Spend at least 15 minutes of quality time together during the week. Allow the teen to take the lead in deciding what activity it will be. Caregivers: Make the decision together but try to follow your teen's lead! If you don't have time because you have too many chores to do, can you do one of these together, like walking together to the shops? Each day ask about each other's day and try to listen carefully.*
2. *Practice giving each other structured praise once a day.*

Remind participants of the skills they learned last week and motivate them to continue training.

*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 session, or you can invent your own.*

#### 4.3 REVIEW TOPICS COVERED

Facilitators reflect with group on today's session to summarize learning:

*Which topics and core principles did we talk about today?*

Possible answers from participants include:

- It is important to spend quality time together.
- Spending time together helps to get to know each other and to establish trust.
- It is important to listen to each other carefully when spending quality time together.
- Praise will increase the behaviour that you are praising.
- Giving praise right after good behaviour makes praise more effective!
- Try to give specific praise
- Praise should come without criticism

Facilitators ensure to draw out all points above from participant responses by asking follow-up questions as needed.

#### 4.4 REMINDER FAMILY GUIDEBOOK

On pages 13 -15, the key messages on quality time and praise are deepened in order to develop a strong relationship together.

#### 4.5 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

*In the next session we talk about 'Problem Solving'.*

*But before then, remember to do your home activity!*

Facilitators remind participants about time and location of next session.

#### 4.6 THANK AND PRAISE PARTICIPANTS

##### **REMINDER for the Facilitators:**



**If a family missed the session, please call the family after the session and discuss together the corresponding Home Catch-Up on page 42-44 in the Family Guidebook.**

#### 4.7 CHECKLIST – SESSION OBJECTIVES ACHIEVED?

**Have you .....?**

... discussed what spending time and praising means	
... done the role-play 'Ignore the good'	
... discussed the role-play and brainstormed solutions to it	
...practiced any solutions with caregivers / teens? (alternatively: practice during homework review)	
... prepared the home activity for the week • Spend 15 minutes' quality time together, therefor think of an activity to do together • Practice giving each other structured praise once a day	
... summarized the today's session	
... taught the Building Blocks * When people want to SPEND QUALITY TIME with each other, they have to listen to each other. * LISTEN to each other, to what the other is saying and doing (Remember: Listening does not mean agreeing with each other, always LISTEN) * PRAISE each other for good things (PRAISE without criticizing)	
... reminded the participants to continue using the Guidebook	
... shared your observations in facilitator report	

## SESSION 3: TALKING ABOUT EMOTIONS AND SENSITIVE TOPICS

### Table of content

PART 1: WELCOME AND INTRODUCTION FOR FACILITATORS .....	84
1. WELCOME & SESSION PREPARATIONS.....	85
1.1 FACILITATORS TAKE ATTENDANCE .....	85
1.2 WELCOME PARTICIPANTS & CIRCLE SHARE .....	85
1.3 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING .....	86
1.4 HOME ACTIVITY DISCUSSION .....	86
2. SESSION OVERVIEW FOR THE DAY .....	86
2.1 FRAMING THE DAY: INTRODUCING THE PROGRAMME & SESSION .....	86
CIRCLE OF PLEASANT & UNPLEASANT EMOTIONS.....	89
EMOTIONS (FEELINGS) AND DECISION-MAKING .....	90
2.2 GAME: CONTAGIOUS EMOTIONS.....	90
2.2.1 DISCUSSION .....	91
PART 2 .....	91
3. CORE LESSON: NAMING FEELINGS, TALKING ABOUT EMOTIONS & OTHER SENSITIVE ISSUES ....	91
3.1 ROLE-PLAY: AXENIA’S TEST.....	91
3.2 DISCUSSION ABOUT ROLE-PLAYS .....	92
3.3 DISCUSSION - TALKING ABOUT EMOTIONS.....	92
3.4 ACTIVITY: TAKING A PAUSE .....	93
3.5 HOW TO SPEAK AND HOW TO LISTEN (COMMUNICATION SKILLS) .....	95
3.6 ACTIVITY – TALKING ABOUT EMOTIONS .....	99
PRACTICE – ACKNOWLEDGING DIFFICULT EMOTIONS .....	99
3.7 GROUP DISCUSSION.....	100
4. SESSION CLOSE .....	101
4.1 HOME ACTIVITY .....	101
4.2 REVIEW TOPICS COVERED .....	101
4.3 REMINDER FAMILY GUIDEBOOK .....	101
4.4 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY.....	101
4.5 THANK AND PRAISE PARTICIPANTS.....	102
4.6 CHECKLIST – SESSION OBJECTIVES ACHIEVED.....	102

## LEGEND

- **GUIDELINE**-Boxes indicate important information that should definitely be considered!
- Sentences marked in black always refer to separate group work
- *Green cursive font marks passages of text are examples of text passages to illustrate how key messages can be delivered. They only serve as demonstration to facilitate your own wording which is preferred.*
- Normal upright writing marks content that can only be reproduced in the general sense

## PART 1: WELCOME AND INTRODUCTION FOR FACILITATORS

Welcome to the Session 3 of the Parenting for Lifelong Health Programme for Parents and Teens! This session is about emotions, how to identify, name and discuss them and sensitive issues and communicating about them.

In this session caregivers and teens will be taught on the following:

- How one can be aware of their own emotions
- Understanding how to react and deal with other people's emotions.
- How talking about emotions makes us happier and helps us build stronger relationships.
- How using your communication skills is also essential when we need to talk about sensitive topics, like drinking alcohol, smoking, having the first relationship, kissing....

**Table 1 - SESSION 3 PREPARATIONS & OUTLINE**

Goal of the session	The goal of this session is to help caregivers and teens to learn how to be aware of their emotions and express them in a healthy way. Both positive and negative emotional experiences are part of our normal life and being aware of them helps one to manage them better.
Core Principles	<ul style="list-style-type: none"> <li>➤ Talking about our emotions helps us control how we react or respond in difficult situations.</li> <li>➤ Talking about our emotions helps develop awareness of our feelings and thoughts.</li> <li>➤ Talking about emotions helps us to move past difficult ones and resolve conflicts better.</li> <li>➤ Offer a safe, blame-free conversational space when you discuss sensitive topics.</li> </ul>
Training materials & resources	<ul style="list-style-type: none"> <li>➤ Flip chart, paper, pens, markers</li> <li>➤ Attendance register</li> <li>➤ Name tag materials</li> <li>➤ Printed posters: <ul style="list-style-type: none"> <li>• Circle of pleasant and unpleasant emotions</li> <li>• Skills for speaking</li> <li>• Skills for listening</li> </ul> </li> </ul>
Venue Preparations:	<ul style="list-style-type: none"> <li>➤ Make sure that the workshop venue is clean</li> <li>➤ Set up chairs where the participants will sit in a circle</li> <li>➤ Prepare all the materials that you will use during the group session</li> </ul>

COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	50 mins	<ul style="list-style-type: none"> <li>➤ Facilitators take attendance</li> <li>➤ Circle share</li> <li>➤ Welcome, thank everyone for coming and praise time keeping</li> <li>➤ Home activity discussion</li> </ul>
Session overview for the day	20 mins	<ul style="list-style-type: none"> <li>➤ Framing the day</li> <li>➤ Emotions Game</li> </ul>
Core Lesson	60 mins	<ul style="list-style-type: none"> <li>➤ Role-play: Axenia's Test</li> <li>➤ Discussion about role-plays</li> <li>➤ Discussion - Talking about emotions</li> <li>➤ Taking a pause</li> <li>➤ Activity - Talking about Emotion</li> </ul>
Session Close	15 mins	<ul style="list-style-type: none"> <li>➤ New home activity for the week                             <ul style="list-style-type: none"> <li>• Taking a Pause at home and thinking about how you feel</li> <li>• Comment on your own emotions and ask your teen/caregiver about theirs</li> </ul> </li> <li>➤ Maintain practicing previous home activities</li> <li>➤ Today's session review</li> <li>➤ Reminder of the Family Guidebook</li> <li>➤ Reminder of next session date</li> <li>➤ Thank &amp; close</li> <li>➤ Make sure you leave the room in order</li> <li>➤ Share your observations in facilitator report</li> </ul>
Total sum of minutes		140 mins

## 1. WELCOME & SESSION PREPARATIONS

### 1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

### 1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling today. *Can you do this in one word?*

#### **GUIDELINES: Facilitating Circle Share**

1. Facilitators start the circle share with themselves, using one word to describe how they feel.
2. Move around the circle, giving participants a chance to say one word about how they feel.
3. Remember to praise and thank participants for sharing – especially at the beginning when this is new.
4. It is fine if participants do not want to share, simply move on to the next person.



**Try taking 5-10 minutes to use circle share at the beginning of each new session so that participants can get a chance to practice sharing emotions.**

### 1.3 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

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

### 1.4 HOME ACTIVITY DISCUSSION

Guide a discussion about the previous week's home activity.

As a reminder, last week participants were asked to practice giving each other structured praise once a day and to spend at least 15 minutes of quality time together during the week.

Home activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- Brainstorm solutions with participants
- Practice applying the solution.
- Evaluate how it worked



**Reminder: practical exercise has priority!**  
When challenges are reported, go back to practicing together.

#### **GUIDELINES: Guide a discussion**

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

Always give big praise and applause to everyone brave enough to share.

As this is the second home activity discussion, here are some possible questions to get the discussion going:

You can use Who? What? Where? Why? When? How? during every discussion.

- WHO? Who was able to spend some quality time together or to collect some experiences with praising?
- WHAT? What did you praise?
- WHERE? Where have you enjoyed quality time?
- WHY? Why was it important to have quality time or to praise each other?
- WHEN? When did you take quality time or praise each other?
- HOW? How did you feel praising and spending time together?

**Feel free to ask follow-up questions!**  
**Always give big praise and applause to everyone brave enough to share.**

## 2. SESSION OVERVIEW FOR THE DAY

### 2.1 FRAMING THE DAY: INTRODUCING THE PROGRAMME & SESSION

In Session 3, participants learn some communication skills. They practice naming feelings and talking about emotions.

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

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

In this session and also the next ones over the following weeks, we will be talking about all types of emotions, including the positive and difficult ones. We will practice how to express unpleasant, often called "negative" feelings. That means that feelings that we are not comfortable with, like anger, irritation, annoyance, anxiety, fear, sadness, shame, or sorrow. As you will see, it is not so easy to disclose negative feelings to your caregiver or teen because you might implicitly blame the other, or he or she might feel responsible for them.

As a general rule, one can say: it is important to accept your own feeling and also to express them in a way that the other person (e.g. your teen or your caregiver) is able to understand and then also accept them. It is so much easier to accept what we understand and incredibly challenging to accept what we do not understand. This is why it is so important to talk about feelings. A constructive approach is based on understanding the point of view of the other. This is why you need knowledge about emotions, effective skills to communicate, when you speak as well as when you listen<sup>1</sup>.

Talking about emotions helps the participants to become aware of emotions – it does not mean that they have to share the specific reasons for or stories behind their emotions with the person they would like to understand them better. What is shared in the session remains confidential.

At this point, we will briefly introduce what emotions actually are.

*This description does not claim to be universally valid, but merely represents one of many understandings of emotions.*

The terms emotions and feelings are synonymous and can be used interchangeably. In common speech, a distinction can be made between unpleasant and pleasant emotions. A distinction between negative and positive should be avoided, as emotions cannot be evaluated; both groups are helpful.

First collect emotions that the participants know and write the terms on a large piece of paper.

#### Examples of pleasant emotions

Joy  
Pride  
love

#### Examples of unpleasant emotions

Fear  
anger  
Disgust

When the participants have collected emotions in the group, the facilitator can show the circle of emotions with the illustrations on the next page.

#### **But why do we need these feelings or emotions?**

First collect suggestions from the participants.

Feelings convey important information to us and our environment.

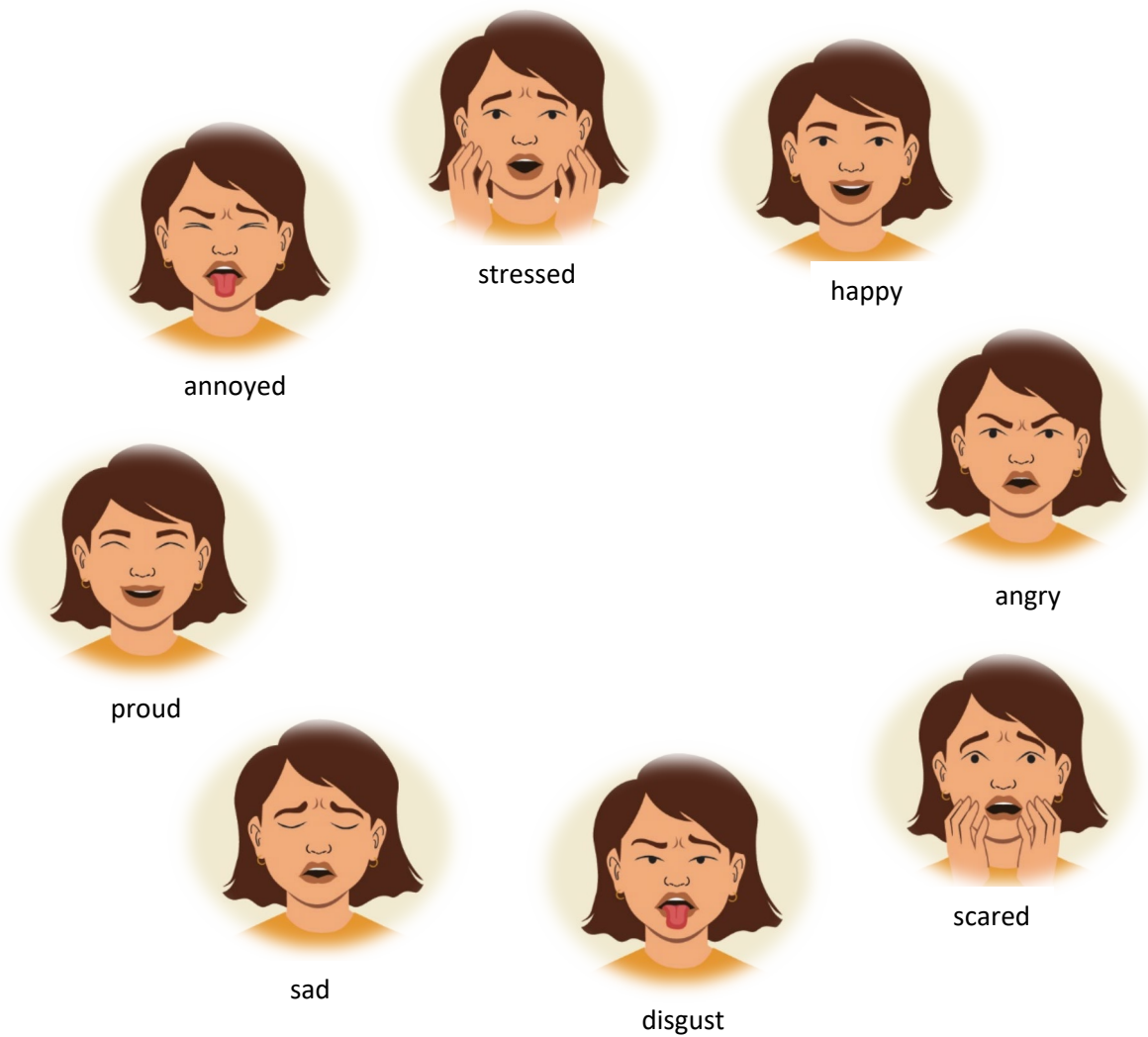
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<sup>1</sup> Information is with allowance adapted from Thurmaier, Engl & Hahlweg



Emotions are usually associated with certain facial expressions, body postures or gestures. Even physical sensations can be influenced by feelings. People often report a lump in their throat, tingling in their arms or legs, butterflies in their stomach. All of these can be caused by a feeling. Feelings therefore inform us and those around us about our needs and how we are feeling. This can also be recognized in the emotional circle of faces (see below).

CIRCLE OF PLEASANT & UNPLEASANT EMOTIONS



## EMOTIONS (FEELINGS) AND DECISION-MAKING

Facilitators should include a brief discussion about how one's emotional health is also related to risk behaviour and decision-making, e.g. around alcohol, smoking or first (intimate) relationships with peers

Remember: Facilitators should be aware that relationships itself should not be identified as the problem needing resolving, but rather the pressure and potential risks that can come with building peer relationships and – maybe later on - sexual activity.

For example:

An adolescent experiencing emotional problems such as depression, may feel very sad and try to look for ways to help him or her feel better. Some of the choices that they make may have negative consequences.

- They might use alcohol to make them feel better
- Some may think that smoking with peers will make them feel better.

Both of these choices also may seem promising in getting peer attention or may be additionally linked to experiencing peer pressure.

Just like how some adults can also make poor decisions when their emotions are not managed, young people are at risk of making emotional decisions that can affect them for the rest of their life (e.g. drinking alcohol, smoking or becoming unexpectedly pregnant or feeling bad for a long time about yourself after having taken drugs or having had a relationship that turned out different than you expected or even included violence).

Naming feelings can help to deal with fear, resentment, anger, shame, rejection or self-stigma that may occur as they experience violence.

The way caregivers sometimes respond to their children when they face emotional issues can either result in positive or negative management of those issues. That is why it is important that caregivers too are able to model positive control of their own emotions so that the children too may learn from them. When both caregivers and teens are able to acknowledge and process how they feel, they are able to make better choices and avoid negative consequences together. This also requires that caregivers and teens can talk about difficult things together, like relationships, kissing for the first time, alcohol, smoking and violence.

## 2.2 GAME: CONTAGIOUS EMOTIONS

For facilitators only: This game should help participants to start thinking about the different emotions they feel and how they express them. This game also introduces the idea that their emotions rub off on those around them and can be “contagious”!

**GUIDELINES: Facilitating contagious emotions game**

1. Participants stand in a circle.
2. The facilitator starts by showing an emotion on his/her face to the person standing next to him/her. The participant will have to make the same face and then show it directly to the whole group.
3. At the same moment when the facial expression is shown to the group, all participants in the group are asked to guess what emotion it is.
4. Then a participant thinks about an emotion, mimics it on his or her face and passes the emotion on to the person standing next to him or her. The other person mimics the emotion and presents it to the group again. All participants guess.

With this game, participants can practice expressing many emotions right from the start, get more in touch with feelings and learn that there are clear signals for certain emotions that many people interpret in a similar way.

Having trouble thinking of emotions?

Try out these ideas: Happy, sad, angry, scared, excited, worried, funny, proud.

**2.2.1 DISCUSSION**

*How do you feel now after the game? What did you notice about yourself when you showed the emotion?*

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

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

Remember: Ask targeted questions with the goal of drawing out building blocks!

**PART 2****3. CORE LESSON: NAMING FEELINGS, TALKING ABOUT EMOTIONS & OTHER SENSITIVE ISSUES****3.1 ROLE-PLAY: AXENIA’S TEST**

1)

*Axenia comes home from school. Tata is sitting at home.*

Tata:	<i>“Hello my dear, how was your day at school?”</i>
Axenia (in a terrible mood):	<i>“Who cares?”</i>
Tata:	<i>“Axenia, please don’t talk to me that way. Did you get the results of your math test? How did you do?”</i>
Axenia:	<i>“Yes! I failed, OK?! I hate school! And I hate you for making me go!”</i>
Axenia storms out of the house.	

2)

*Axenia comes home from school. Tata is sitting at home.*

Tata:	<i>“Hello my dear, how was your day at school?”</i>
Axenia (in a terrible mood):	<i>“Who cares?”</i>
Tata:	<i>“Axenia, you don’t seem very happy, do you want to talk about it?”</i>
Axenia:	<i>“I’m sorry, I just miss my old math teacher who passed away. She was so nice and always explained in a way that I understood. Now I just find it so frustrating that I studied so hard for my math test and still failed”</i>

Tata:	<i>"That is sad and frustrating. I know how much you liked her and how hard you studied. Maybe we can ask your new teacher for extra help with math? I can come in to talk to her tomorrow if that would help?"</i>
Axenia:	<i>"Thank you, I think that might be a good idea."</i>
Tata:	<i>"You know, you might feel sad about losing your teacher and frustrated about not being good at math right now, but I've never met someone who can write stories the way you can, Axenia!"</i>
Axenia smiles at her tata.	

### 3.2 DISCUSSION ABOUT ROLE-PLAYS

*What is similar in both role plays, what is different? What did you notice?*

*Think about how Axenia's emotions affect the action in the first role-play you saw.*

Here are some questions to get you started:

- How did you feel in the role of Axenia/Tata? (Direct questioning of the actors' emotions in the role-play situation.)
- How is it in your daily life, are there similar situations, how do you feel there? (The aim is to link everyday experiences with the role-play situation.)
- What is upsetting Axenia?
- What emotion is Axenia feeling?
- How does she respond to her tata's question about her test?
- How do you think tata feels about her response?

*Think about how the way Axenia handles her emotions affect the positive action in the second role-play you saw.*

Here are some questions to get you started:

- How does Axenia handle her feelings at first?
- How does the teacher's death affect how she sees life?
- What happens when Axenia apologizes to her tata and explains to him what is wrong?
- How is Axenia feeling at the end of the scenario?

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

- Identifying emotions (Example Questions)
  - How does it feel physically to be happy, sad, angry, disgusted, surprised, or afraid?
  - When in your life have you felt these emotions?
  - What are the thoughts that are associated with these feelings?
  - How do these thoughts affect your behaviour?
  - Where do you feel that in your body? What does it look like in your face?
  - How do you know when you or your child/caregiver is feeling this emotion?
- Accepting emotions
- Responding in a controlled way to emotions

### 3.3 DISCUSSION - TALKING ABOUT EMOTIONS

*Now let's talk more generally about it is important to speak about emotions.*

*Can you give examples of when you have experienced difficult emotions and made an unhelpful decision as a result of that emotion? Why were these bad decisions?*

*What are some bad decisions someone can make when:*

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

*Sometimes you go through experiences that affect you deeply that may cause you to see life's experiences in a negative way. It is important that you realize that negative experiences are part of life but they should not determine the decisions you make or the goals you have set for yourselves.*

Here are some questions to get you started:

- What would you get out of sharing how you feel with someone else? What about positive emotions? And difficult emotions?
- What impact does sharing of emotions have on the type of decisions you make?  
Why do you think it is important for you to recognize the emotions of other people? How can this impact your relationship with them?

Some things that might come up:

- 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.
- Talking about emotions increases the joy you get from the positive emotions.
- By sharing your emotions, you strengthen your relationships. It helps you understand each other better so you can learn how to support each other.
- Letting feelings "out" in a controlled way actually helps you stay healthy (by reducing the risk of heart disease, high blood pressure etc.) and safe (by preventing impulsive or sudden decisions that may have harmful consequences).

Facilitators can close-off the role-play discussion with the following text:

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

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

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

#### **Building Blocks:**

- \* Share your feelings in the family
- \* Notice how your teen/caregiver is feeling
- \* **Accept both difficult and pleasant emotions**
- \* **Allow space to share how s/he feels and why**
- \* Use words to describe your caregiver's/teen's emotions
- \* Reflect back what your teen/caregiver told you
- \* Explore solutions with your caregiver/teen

For Caregivers:

- \* model positive control of your own emotions  
(we are models of behaviour to our children!)
- \* Acknowledge your (teens) feelings
- \* Support with positive reinforcement. Notice the good!

#### **3.4 ACTIVITY: TAKING A PAUSE**

Taking a Pause is an activity that participants can use to help them deal with unpleasant emotions and difficult situations.

**Building Block**

Using the tool Taking a Pause caregivers/teens learn to be aware of their feelings, to breath consciously and to stay calm.

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

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

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

*The Taking a Pause is introduced in 3 key steps:*

*1. Becoming Aware:*

*You recognize what is happening and acknowledge your experience.*

*You stop yourselves from thinking over and over about a problem.*

*You become aware of your thoughts, emotions, and physical body.*

*2. Gathering Attention:*

*You focus on the feeling of the breath moving in and out of your body.*

*You keep your attention on your breath for as long as you feel is necessary.*

*You notice when your mind wanders off and bring the attention back to the breath.*

*3. Expanding Awareness:*

*You open to the whole body and into the world.*

*You notice your thoughts, emotions, and physical sensations.*

*You prepare yourselves to take your next step in your day.*

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

### GUIDELINES: Leading Taking a Pause

*Sometimes when you are experiencing stress or your children or caregivers are making you very annoyed, you need to take a Moment to stop, acknowledge your experience, and compose yourselves.*

*We call this Taking a Pause.*

#### *Step 1: Preparation*

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

*Close your eyes if you feel comfortable.*

#### *Step 2: Becoming Aware*

*Ask yourself, "What is my experience in this moment?"*

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

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

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

#### *Step 3: Gathering Attention*

*Notice that you are breathing.*

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

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

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

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

#### *Step 4: Expanding Awareness*

*Allow your focus to expand to the whole body.*

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

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

*You may want to reassure yourself by saying "It's okay. Whatever it is, I am okay."*

*When you are ready, open your eyes.*

#### *Step 5: Reflecting*

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

Facilitators should remind participants that they can Take a Pause at any moment in the day – especially when they feel stressed.

### 3.5 HOW TO SPEAK AND HOW TO LISTEN (COMMUNICATION SKILLS)

*Please use the posters with the skills for speaking and listening (see next page).*

Before the group is split up and the communication exercise is started to practice addressing and expressing feelings, communication skills are briefly discussed. This is recommended as to provide participants with some rules to stick to while discussing challenging topics. They are easy and only a few, so you can quickly introduce those and them available in the group room (e.g. by hanging them up as posters in the room).

#### Building Blocks

- \* Be an attentive listener: show interest in your counterpart - summarize important points - don't judge - give positive feedback
- \* Practice your speaking skills: refer to a specific situation, a specific behaviour - stay on topic - speak directly about your thoughts and feelings - speak from the I-form



1. Hang the posters up in the room so that everyone can see it, so that the participants can also look at it afterwards during the practice phase.
2. Go through the skills together in a large group to clarify understanding.

You may link the feedback skill in the role of the listener also to the praising skill from Session 1. If positive feedback is provided, they can be linked.

## POSTER: Skills for speaking

1. **Speaking about concrete situations:** Speak about concrete situations, in order to avoid generalizations (always, never). Generalizations usually cause immediate opposition and distract from the actual content: the concrete situation. This rule helps you to make your point of view clear.
2. **Speaking about concrete behaviour:** Speak about concrete behaviour in certain situations. You avoid ascribing negative characteristics to your partner. Imputing negative characteristics to the other causes protest as well. Examples for comments of that kind: "typical", "unable", "boring", "never active". By speaking of concrete behaviour, your statements become comprehensible and acceptable.
3. **Sticking to the subject!** Speak only about things directly related to the subject you have chosen and speak only of things that are related to the subject and make your position clearer and more comprehensible to the other person. Otherwise, the conversation may run the risk of going off the subject.
4. **Opening yourself up:** Open yourself and describe what you feel. By describing your feelings and thoughts directly you avoid reproaches and accusations. → for caregivers: make sure to disclose in age-appropriate ways content and feelings to your child.
5. The last important component of communication skills is covered in detail in session 4: Speak about your own thoughts and feelings **using the “I” – form.**

## POSTER: Skills for listening

1. **Show the speaker nonverbally** that **you are listening** and that you are interested in what is being said, e.g., supporting gestures such as nodding or brief interjections "hmm", "aha". It is important to keep eye- contact and an open posture, turned towards your teen/caregiver (or any other person you listen to). Encourage the other to keep talking: "I would like to hear more about that."
2. **Summarize** the most important points of what has been said in your own words, in order to show that you have understood the other. If it causes you difficulties to use your own words, don't be afraid of repeating word for word.
3. It is important to **avoid judging. Offer interpretations instead.** e.g., "Did you feel insecure?" Instead of: "That's because you were insecure, isn't it?" In the first case, the speaker can say yes or no, make his or her position clear. The second case leads to justifications.
4. **Giving positive feedback** about the behaviour during the conversation. Give positive feedback for open and comprehensible messages, in order to encourage the speaking person, e.g., "I am very glad that you said it so clearly and openly."

**GROUP DIVIDES: SEPARATE CAREGIVERS AND ADOLESCENTS HERE**

Caregivers and teens both cover the same or similar content, but in separate locations.  
Facilitators to lead all activities in this core lesson as outlined.

**3.6 ACTIVITY – TALKING ABOUT EMOTIONS**

- Make a list with the teens/caregivers about different issues that might be emotionally difficult to talk about with their other participating family member.
- Discuss briefly possible ways to talk to teens/caregivers about these issues by using of the speaker and listener skills.

**PRACTICE – ACKNOWLEDGING DIFFICULT EMOTIONS**

1. During this group practice, teens/caregivers practice commenting on their caregiver's/children's negative emotions. You can use this scenario as a guide. Make sure you establish the scenario clearly so that they understand their roles:

Scenario for caregiver:

- a. Teen is sad because s/he received a poor result from school.
- b. Caregiver comments, "I see that you are sad. What do you want to talk about it?"
- c. Teen, "I didn't do as well as I wanted on the math test even though I studied so hard."
- d. Caregiver Response
  - i. Appreciate child for sharing, "Thank you for telling me."
  - ii. Reflect back what s/he heard, "I am sorry that you didn't do well on your math test."
  - iii. Respond in a calm way.
  - iv. Accept that the feeling is okay, "It is okay to feel frustrated about it."
  - v. Offer emotional and physical support (if appropriate).
  - vi. Explores solutions with child, "What do you think we could do to help you improve in your math?"
- e. Child responds with an idea, "Maybe you could help me after dinner?" Caregiver accepts child's idea and praises him/her.

Scenario for teens:

- a) Caregiver is sad.
- b) Teen comments, "I see that you are sad."
- c) Caregiver, "It is alright, you can come in. Come sit with me."
- d) Teen, "What is wrong, Mama?"
- e) Caregiver, "Sometimes I miss your father so much, it hurts a lot."
- f) Teen Response
  - a. Appreciate caregiver for sharing, "Thank you for telling me."
  - b. Reflect back what s/he heard, "I am sorry that you miss him so much."
  - c. Respond in a calm way.
  - d. Accept that the feeling is okay, "It is okay to feel sad about it."
  - e. Offer emotional and physical support (if appropriate).
  - f. Respond with understanding, "I know, I miss him too."
- g) Caregiver reacts, "But I feel so blessed to have you and your sister here with me. Together we can help each other. Come, let's go cook together."

2. Provide plenty of support to the teen/caregiver while s/he practices.
3. Stop the practice after 1 minute or less because this is just about familiarizing talking about emotions. Ask for feedback about caregiver's/teen's experience.

4. Ask teens/caregivers to talk in pairs about other times when a caregiver/child might be upset about something.
5. Share these scenarios as a group. Ask teens/caregivers for suggestions on how they can name the emotions.
6. Teens/caregivers practice these scenarios in pairs with you and your cofacilitator providing support.
7. Tell teens/caregivers to switch roles after practicing for about 1 minute.
8. Ask for feedback from each pair in a group discussion on how the practice went.

### GROUP COMES BACK TOGETHER

#### 3.7 GROUP DISCUSSION

As a facilitator you should acknowledge that the groups have had related but separate conversations, and why. Hang up a poster to collect notes in the large group. If required to make it comfortable going forward invite some discussion.

Questions following group work:

- How did you feel in the other role?
  - What was it like to slip into the role of caregiver as a teenager?
  - What was it like to take on the role of a teen as a caregiver?
- What can you take from the exercise?

Questions for caregivers:

- What surprises you about the results of your children and adolescents?

Questions for teens:

- When you the caregivers' experiences, is there anything that makes you wonder?

Facilitator should emphasize...

...similar experiences across both groups

...all examples of empathy, independent of role

...that it is unfamiliar for everyone to talk like this with using rules such as I-feel statements for speakers or summarizing for listeners but that this gets easier and easier with more practice

... that caregivers and their help are important for young people to overcome unpleasant emotions.

... positive aspects of the points made, e.g. positive emotions that were mentioned.

... on factors strengthening the building blocks, e.g.:

- \* Share your feelings in the family
- \* Notice how your teen/caregiver is feeling
- \* **Accept both negative and positive emotions**
- \* Allow space to share how s/he feels and why
- \* Use words to describe your caregiver's/teen's emotions
- \* Reflect back what your teen/caregiver told you
- \* Explore solutions with your caregiver/teen
- \* Be an attentive listener: show interest in your counterpart - summarize important points - don't judge - give positive feedback

- \* Practice your speaking skills: refer to a specific situation, a specific behaviour - stay on topic - speak directly about your thoughts and feelings, don't paraphrase - speak from the I-form

For Caregivers:

- \* model positive control of your own emotions  
(we are models of behaviour to our children!)
- \* Acknowledge your (teens) feelings
- \* Support with positive reinforcement. Notice the good!

#### 4. SESSION CLOSE

##### 4.1 HOME ACTIVITY

At least once during the week

- *try Taking a Pause at home and think about how you feel*
- *comment on your own emotions and ask your teen/caregiver about theirs. Need a tip? This is often easiest to do when they look happy. Or maybe when you are spending quality time together!*
- *share that feeling with your caregiver or teen. You can also share with teachers and neighbors and friends!*
- *If you find this strange to do at first, keep it very simple:*
  - *"Today I feel..."*
  - *"How are you feeling?"*

Remind participants of the skills they learned last week and motivate them to continue training.

*Make it a routine to practice and automate your skills:*

*From Session 2: Spend at least 15 minutes of quality time together during the week.  
Each day ask about each other's day and try to listen carefully.  
Practice giving each other structured praise once a day.*

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

##### 4.2 REVIEW TOPICS COVERED

Facilitators reflect with group on today's session to summarize learning:

*Which topics and core principles did we talk about today?*

Possible answers from participants include:

- Be aware of your own emotions
- Understand how to react and deal with other peoples' emotions
- Speaking about emotions makes us happier, helps us to build stronger relationships, and helps us to make calm decisions that keep us healthy and safe.

Facilitators ensure to draw out all points above from participant responses by asking follow-up questions as needed.

##### 4.3 REMINDER FAMILY GUIDEBOOK

As you have already done in the last few weeks, please work on pages 16-20 for today's session. Among other things, you will find written instructions for "Taking a Pause" and tips for talking to each other about sensitive topics. Have fun and enjoy reading.

##### 4.4 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

*In the next session we talk about 'What do we do when we are angry'.*

*But before then, remember to do your home activity!*

**Building Block: It is what you do at home that makes the difference!**

Facilitators remind participants about time and location of next session.

#### 4.5 THANK AND PRAISE PARTICIPANTS

##### REMINDER for the Facilitators:



**If a family missed the session, please call the family after the session and discuss together the corresponding Home Catch-Up on page 45-46 in the Family Guidebook.**

#### 4.6 CHECKLIST – SESSION OBJECTIVES ACHIEVED

##### Have you .....?

... done the role-play 'Axenia's Test!'	
... discussed the topic 'emotions'	
... introduced and practiced 'Taking a pause'	
... practiced acknowledging difficult emotions	
... summarized the separate work phases	
... prepared the home activity for the week <ul style="list-style-type: none"> <li>• Taking a Pause at home and thinking about how you feel.</li> <li>• Comment on your own emotions and ask your teen/caregiver about theirs.</li> <li>• Have a conversation with your caregiver/teen about emotions.</li> </ul>	
... reminded practicing previous home activities	
... summarized the today's session	
... taught the Building Blocks <ul style="list-style-type: none"> <li>* Using the tool Taking a Pause participants learn to be aware of their feelings, to breath consciously and to stay calm</li> <li>* Share your feelings in the family</li> <li>* Notice how your teen/caregiver is feeling</li> <li>* <b>Accept both negative and positive emotions</b></li> <li>* <b>Allow space to share how s/he feels and why</b></li> <li>* Use words to describe your caregiver's/teen's emotions</li> <li>* Reflect back what your teen/caregiver told you</li> <li>* Explore solutions with your caregiver/teen</li> <li>* Be an attentive listener: show interest in your counterpart - summarize important points - don't judge - give positive feedback</li> <li>* Practice your speaking skills: refer to a specific situation, a specific behaviour - stay on topic - speak directly about your thoughts and feelings, don't paraphrase - speak from the I-form</li> </ul>	
For Caregivers:	

<ul style="list-style-type: none"> <li>* model positive control of your own emotions (we are models of behaviour to our children!)</li> <li>* Acknowledge your (teens) feelings</li> <li>* Support with positive reinforcement. Notice the good!</li> </ul>	
... reminded the participants to fill in the Guidebook	
... shared your observations in facilitator report	



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

### TABLE OF CONTENT

PART 1 INTRODUCTION FOR FACILITATORS.....	105
1. WELCOME & SESSION PREPARATIONS.....	106
1.1 FACILITATORS TAKE ATTENDANCE .....	106
1.2 WELCOME PARTICIPANTS & CIRCLE SHARE .....	106
1.3 THANK AND PRAISE EVERYONE FOR COMING .....	106
1.4 HOME ACTIVITY DISCUSSION .....	106
1.5 PHYSICAL EXERCISE.....	107
2. SESSION OVERVIEW FOR THE DAY .....	107
2.1 FRAMING THE DAY: INTRODUCING THE PROGRAMME & SESSION.....	107
PART 2 .....	108
3. CORE LESSON: WAYS OF COPING WITH ANGER AND STRESS .....	108
3.1 CAREGIVERS PART (SEPARATE) .....	108
3.1.1 ROLE-PLAY: MAMA IS SICK .....	108
3.1.2 DISCUSSION ABOUT ROLE-PLAYS .....	109
3.1.3 ACTIVITY: REHEARSING FOR LIFE.....	110
OLD TOOLS: TALKING AND TAKING A PAUSE .....	110
NEW TOOL: CHANGING UNHELPFUL TO HELPFUL THOUGHTS.....	110
3.1.4 ACTIVITY: STAY CALM AND EXPLAIN YOURSELF: “I FEEL” STATEMENTS.....	111
3.2 TEENS PART (SEPARATE) .....	111
3.2.1 ROLE-PLAY: THE TEST .....	111
3.2.2 DISCUSSION ABOUT ROLE-PLAYS .....	112
3.2.3 ACTIVITY: REHEARSING FOR LIFE.....	113
OLD TOOLS: TALKING AND TAKING A PAUSE .....	113
NEW TOOL: CHANGING UNHELPFUL TO HELPFUL THOUGHTS.....	113
3.2.4 ACTIVITY: STAY CALM AND EXPLAIN YOURSELF: “I FEEL” STATEMENTS.....	114
4. SESSION CLOSE .....	115
4.1 HOME ACTIVITY .....	115
4.2 REVIEW TOPICS COVERED .....	116
4.3 REMINDER FAMILY GUIDEBOOK .....	116
4.4 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY.....	117
4.5 THANK AND PRAISE PARTICIPANTS.....	117
4.6 CHECKLIST – SESSION OBJECTIVES ACHIEVED? .....	117

## LEGEND

- **GUIDELINE**-Boxes indicate important information that should definitely be considered and possibly communicated to participants (“key messages”).
- Sentences marked in black always refer to separate group work
- *Green cursive font marks passages of text are examples of text passages to illustrate how key messages can be delivered. They only serve as demonstration to facilitate your own wording which is preferred.*
- Normal upright writing marks content that can be conveyed in a general sense

## PART 1 INTRODUCTION FOR FACILITATORS

In this session, we will be talking about managing anger and solving problems. Like in the last session, the teens and caregivers are in different groups for the core lesson. Key points of Session 4:

- This session specifically focuses on “difficult” emotions such as stress and anger.
- It’s important to understand that these emotions are not bad and shouldn’t be ignored.  
Everybody experiences stress and anger sometimes.
- What is important to manage actions and sayings when somebody feels stressed and angry.
- We use this session to help participants come up with and practice ways of dealing with these emotions and expressing them in non-violent ways.

**Table 1 – SESSION 4 PREPARATIONS & OUTLINE**

Goal of the session	In this session caregivers and teens learn about how to manage anger in an effective way. It is important that both caregivers and teens develop strategies that will help them respond to situations that make them angry in a more effective and non-aggressive way.
Core Principles	<ul style="list-style-type: none"> <li>➤ Managing your anger helps you to control aggressive reactions towards a situation.</li> <li>➤ Learning to manage your stress and anger can improve your situation and help you feel better.</li> </ul>
Training materials & resources	<ul style="list-style-type: none"> <li>➤ Flip chart, paper, pens, markers</li> <li>➤ Attendance register</li> <li>➤ Name tag materials</li> </ul>
Venue Preparations:	<ul style="list-style-type: none"> <li>➤ Make sure the workshop venue has the opportunity for using two different rooms to separate the large group into adolescents only and caregivers only</li> <li>➤ Make sure that the workshop venue is clean</li> <li>➤ Set up chairs where the participants will sit in a circle</li> <li>➤ Prepare all the materials that you will use during the group session</li> </ul>

COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	50 mins	<ul style="list-style-type: none"> <li>➤ Facilitators take attendance</li> <li>➤ Participants settle down &amp; circle share</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Welcome, thank everyone for coming and praise time keeping</li> <li>➤ Home activity discussion</li> <li>➤ Physical exercise</li> </ul>	
Session overview for the day	5 mins	<ul style="list-style-type: none"> <li>➤ Framing the day</li> </ul>	
Core Lesson	60 mins	<b>CAREGIVERS SESSION</b> <ul style="list-style-type: none"> <li>➤ Role-play: Mama is sick</li> <li>➤ Discussion about role-play</li> <li>➤ Activity: Rehearsing for life</li> <li>➤ Old tools: Talking and Taking a Pause</li> <li>➤ New tool: Changing negative to positive thoughts</li> <li>➤ Activity: Stay calm and explain yourself: “I feel” statements</li> </ul>	<b>TEENS SESSION</b> <ul style="list-style-type: none"> <li>➤ Role-play: The Test</li> <li>➤ Discussion about role-play</li> <li>➤ Activity: Rehearsing for life</li> <li>➤ Old tools: Talking and Taking a Pause</li> <li>➤ New tool: Changing negative to positive thoughts</li> <li>➤ Activity: Stay calm and explain yourself: “I feel” statements</li> </ul>
Session Close	15 mins	<ul style="list-style-type: none"> <li>➤ New home activity for the week                             <ol style="list-style-type: none"> <li>1. Practice “Take a Pause”</li> <li>2. Saying “I feel”: Caregivers and teens should try to have an “I feel” discussion with each other</li> </ol> </li> <li>➤ Today’s session review</li> <li>➤ Reminder of the Family Guidebook</li> <li>➤ Reminder of next session date and thank &amp; close</li> <li>➤ Make sure you leave the room in order</li> <li>➤ Share your observations in facilitator report</li> </ul>	
Total sum of minutes		130 mins	

## 1. WELCOME & SESSION PREPARATIONS

### 1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

### 1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling today in one word.

### 1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behaviour – including providing praise for sharing emotions, which can be difficult!

### 1.4 HOME ACTIVITY DISCUSSION

Facilitators lead a discussion about the previous week’s home activity.

As a reminder, last week participants were asked to try to comment on their emotions and ask their caregiver/teen about theirs. That caregivers and children learn to talk appropriately about different sensitive topics is a big part of this programme. The families were encouraged to practise Taking a Pause.

Home activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- Brainstorm solutions with participants
- Practice applying the solution.
- Evaluate how it worked



Reminder: practical exercise has priority!  
When challenges are reported, go back to practicing together.

#### **GUIDELINES: Guide a Discussion**

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

Always give big praise and applause to everyone brave enough to share.

As usual, here are some possible questions to get the discussion going:

You can use Who? What? Where? Why? When? How? during every discussion.

- WHO? Who was able to try Taking a Pause? Who had a talk about emotions?
- WHAT? What emotions did you discuss? What experiences did you have during Taking a Pause?
- WHERE? Where did you talk about your feelings? Where did you do Taking a Pause?
- WHY? Why was it important to Take a Pause or to talk about your feelings?
- WHEN? When did you talk about your emotions or Take a Pause?
- HOW? How did you feel after Taking a Pause or discussing your emotions?

**Feel free to ask follow-up questions!**

## 1.5 PHYSICAL EXERCISE

Encourage participants to do their physical exercises once a day!

*Did anybody try this exercise at home?*

Lead them through the head-to-toe stretch that we introduced in the first session.

If anybody did/do this at home then now is a good moment to ask if they would like to lead the group. This helps establish the collaborative culture of the group as it gives the 'leadership' role to another caregiver – or teen.

Remind participants to do the exercise together at home every day!

## 2. SESSION OVERVIEW FOR THE DAY

### 2.1 FRAMING THE DAY: INTRODUCING THE PROGRAMME & SESSION

Remind participants that what they say in the sessions remains confidential.

*In Session 4, we continue thinking and talking about difficult emotions and conversations. You know that it can be challenging to manage the demands of life whether as a caregiver or as a teenager.*

*And sometimes you encounter situations or people that make you angry or upset. Stress or anger can be caused by life's difficulties, such as challenges at school, relational problems you have at home and at school with friends and family, and even worries about the future. You may have experienced a situation or behaviour that you see as being unfair, hurtful, or in some other way 'wrong'.*

Questions for an introductory discussion:

- Did anybody ever felt angry?
- What strategies did you use already?

Have a discussion on successful and useless strategies to regulate feelings like anger.

Develop in the group a common list about strategies.

If the participants in the large group are silent, the facilitators can, if necessary, flexibly decide to separate the groups and discuss strategies with teens and caregivers separated, after that bring the results together in the whole group.

## PART 2

### 3. CORE LESSON: WAYS OF COPING WITH ANGER AND STRESS

#### GROUP DIVIDES: SEPARATE CAREGIVERS AND TEENS HERE

##### 3.1 CAREGIVERS PART (SEPARATE)

###### 3.1.1 ROLE-PLAY: MAMA IS SICK

1)

*Mama felt sick and decided to go to the clinic. She found out that she is diabetic. Mama is sitting in her room, looking and feeling stressed. Axenia walks in.*

Axenia:	<i>"Hi mama you don't look well, is there anything wrong? What did they say at the clinic"</i>
Mama (becomes angry):	<i>"Get out of my room, you come and ask silly questions, huh! Who told you to come into my room! Who are you to ask that question? Silly child."</i>
Axenia (scared):	<i>"I am sorry mama, I didn't mean to make you angry, I was just asking."</i>
Mama (shouting):	<i>"Next time you should not ask me things that don't concern you! GET OUT!"</i>
<i>Axenia runs out of the room, crying.</i>	

2)

*Remember last time mama was sick and decided to go to the clinic. When she went there she found out that she is diabetic. She is sitting in her room, looking and feeling stressed. Axenia walks in.*

Axenia:	<i>"Hi mama you don't look well, is there anything wrong? What did they say at the clinic?"</i>
Mama (sighs):	<i>"They found out that I am diabetic, which is making me feel stressed."</i>
Axenia (worried):	<i>"Oh no! That sounds bad! Diabetic! Should I worry?"</i>
Mama:	<i>"Don't you worry too, Axenia – it will only make everything feel worse."</i>
Axenia:	<i>"Ok, well, I understand why you look worried, Mama... But you know what? My teacher is also diabetic and she's now healthy again! (smiling) I think you are going to be fine like my teacher, mama."</i>

Mama:	<i>"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."</i>
<i>Axenia looks at her mother and they both smile and look more relaxed.</i>	
Mama:	<i>"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?"</i>
Axenia (smiling):	<i>Yes, let's listen to your favourite song.</i>

### 3.1.2 DISCUSSION ABOUT ROLE-PLAYS



**Reminding participants that all caregivers and teenagers experience stress and anger and that all relationships sometimes have conflict – it's a normal part of life. In this role-play different ways of dealing with anger and stress will be displayed.**

During this discussion, the facilitator can ask a participant for writing down others' suggestions while the facilitator can guide the discussion.

This should be a guided discussion led initially by the facilitator.

Questions to ask regarding the role-plays:

- What is different in the two role-plays?
- How does communication differ?
- How would Axenia deal with her own problems in the future if she takes scene 1 as a model?
- What feelings does Axenia experience in the two different role plays?
- How did the mother feel in the different role plays?
- How does mama deal with her stress?
- How does it affect Axenia?
- How does Axenia's reaction to her mother's stress feel for Axenia? And for mama?
- Does mama's anger help her to feel better?

In the second role-play mama dealt with her stress very differently than in the first role-play, where we saw her get angry and shout.

- What are some of the better ways to respond to a stressful situation than with anger?
- Can anybody remember any of the skills we talked about in other sessions that might be useful for mama and Axenia?
- Can you think of any other skills that might be helpful in a stressful situation like the one we saw in the role-play?

Ways of Coping with Anger and Stress: We saw how mama acted when she was angry.

Let's think about how you act when you get angry.

- Have you ever experienced any of these emotions?
- How do you behave when you are feeling angry or stressed? Does your behaviour help?
- 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?

Facilitator: If caregivers interject that they want to protect their child/teen by withholding potential overwhelming information from them emphasize the perspective of the child/teen.

- What is the child's perspective? The child feels excluded and that information is withheld from him/her. The child/teen is feeling excluded, not included and possibly not being old/intelligent enough.

Facilitators should emphasize: Children often understand more than caregivers give them credit for!

### 3.1.3 ACTIVITY: REHEARSING FOR LIFE

Now there is a thematic leap that should be made clear. Participants are now introduced to strategies which do not directly relate to the previous role play.

Ask the caregivers for tools they've already learned in earlier sessions that they can use in order to deal with difficult emotions.

#### OLD TOOLS: TALKING AND TAKING A PAUSE

- Taking a Pause:** Using the tool Taking a Pause caregivers learn to be aware of their feelings, to breath consciously and to stay calm.
- Talking:** Caregivers can express their feelings and communicate with another person. This promotes mutual understanding and strengthens the relationship.

#### Building Blocks

**Being aware of anger or stress:** Learning to identify our feelings before we react is a good starting point for managing negative emotions

**Breathing (Take a Pause):** The breathing exercise we practiced last week help to stay calm and remind us that whatever we are feeling is okay.

**Talking:** Positive conversations – even about difficult emotions or topics such as drinking alcohol, smoking or intimacy (kissing, physical closeness) – with our caregivers/teens can help reduce stress.

Remind caregivers to use these tools when responding to their teen, and to help their teen to also use these tools before making decisions in their relationships.

#### NEW TOOL: CHANGING UNHELPFUL TO HELPFUL THOUGHTS

This activity gives participants a new way to stay calm and deal with anger and frustration. It helps them to catch negative thoughts before they become too big and turn them into positive thoughts that are more helpful!

#### How to change unhelpful to helpful thoughts?

1. Participants share what happens to them when something is frustrating.  
E.g.: A) I found out I am diabetic.  
B) My teenager stole money from me.
2. Participants share some of the unhelpful thoughts and feelings that come up in a situation like this.  
E.g.: A) This means I am sick and will not be able to lead a normal life.  
B) Now I will teach it discipline.  
→ **Facilitators write these on one half of a flipchart.**
3. Facilitators ask participants to change the unhelpful thoughts and feelings into helpful thoughts that can help them during stressful situations.  
E.g.: A) I am going to be fine if I take good care of myself, take my medication and get support and advice from the clinic. My family will also help to support me.  
B) I am annoyed, but I don't even know the reason. I should try to understand my child and work out a solution with him/her.  
→ **Write these on a flipchart as well.**

**Rehearsing for life:** Now that you know a few different ways that you can deal with stress and anger, let's practice:

**GUIDELINES: Facilitating Rehearsing for Life**

1. Participants pair up and “practice” telling each other they have a serious illness/lost their jobs/experienced violence.
2. One person starts by telling their partner how they feel about the fact they have a serious illness/lost their jobs/experienced violence.
3. Practice thinking and then telling your partner a helpful thought that might help to make the difficult situation feel less stressful and more manageable.
4. Change places!

**3.1.4 ACTIVITY: STAY CALM AND EXPLAIN YOURSELF: “I FEEL” STATEMENTS**

*Sometimes it feels like our teens just don’t understand us! Other times it feels like they just don’t listen. This can be very frustrating and make us feel like we should just give up trying to talk to them. One way to try to talk to your teens about something difficult is to use an “I feel” sentence. 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].”*

*So, one example could be: “I feel disrespected when you yell at me. I would like you to talk to me in a normal voice.”*

*These statements are also useful for you to use with your children because it teaches them to do the same.*

*Let’s practice!*

*Can you think of some cases you could use an “I feel...” statement based on situations you experienced with your teen?*

*Can you think of any other “I feel...” statements that might help in your daily life?*

*Can you offer any “I feel...” statements about yourself right now?*

Remember to praise participants for their efforts!

**Building Block**

Caregivers can use I-feel sentences to express their feelings and communicate with another person more appropriate. This promotes mutual understanding and strengthens the relationship.

**3.2 TEENS PART (SEPARATE)**

**3.2.1 ROLE-PLAY: THE TEST**

1)

*Tata, mama, Catalina and Radu are at the dinner table. They have just finished eating. Catalina and her brother Radu got their final reports today at school. Radu has failed and Catalina has passed.*

Tata:	<i>“Mhh! Children now it’s time for me and your mama to see how did you do at school.”</i>
Mama:	<i>“Yes, I can’t wait to see your reports my children.”</i>
	<i>Catalina runs to get hers, Radu walks slowly, with his head down, to fetch his. They both give their reports to their tata.</i>
Catalina (smiling, pushes her report into her tata’s hands):	<i>“Tata! Look! I passed!”</i>
<i>Tata looks at Catalina’s report and smiles.</i>	
<i>Tata frowns as he looks at Radu’s report first.</i>	



Tata:	<i>"And this Radu? Do you know how much I pay towards your fees and you waste my money like this!"</i>
Radu (angry and shouting):	<i>"I hate school! I want to drop out anyway, I am a man I will take care of myself I don't need school"</i>
<i>Radu storms out.</i>	

2)

*Tata, mama, Catalina and Radu are at the dinner table. They have just finished eating. Catalina and her brother Radu got their final reports today at school. Radu has failed and Catalina has passed.*

Tata:	<i>"Mhh! Children now it's time for me and your mama to see how did you do at school."</i>
Mama:	<i>"Yes, I can't wait to see your reports my children."</i>
<i>Catalina runs to get hers, Radu walks slowly, with his head down, to fetch his. They both give their reports to their tata.</i>	
<i>Tata frowns as he looks at Radu's report first.</i>	
Catalina (smiling, pushes her report into her tata's hands):	<i>"Tata! Look! I passed!"</i>
<i>Tata looks at Catalina's report and smiles.</i>	
Radu (takes a deep breath):	<i>"Catalina, hold on a second, he was looking at my report."</i>
Radu (addressing his tata):	<i>"I know you will be disappointed, and I am too. I felt really scared about showing you my report. I know I can do better at school, it's just that I feel like I don't get it sometimes."</i>
Tata:	<i>"I know you are doing your best, Radu. We'll have to put our heads together and think of how we can help. You are so clever, after all! Catalina, congratulations on a great report. You are both doing your best, and I am proud of my children for this."</i>

### 3.2.2 DISCUSSION ABOUT ROLE-PLAYS

**Remember: Ask targeted questions with the goal of drawing out building blocks!**

The facilitator can ask a teen to write down discussion points on a flipchart. The facilitator guides the discussion.

Questions to ask after the role-play:

- What is different in the two role-plays?
- How does the communication differ?
- How does the father's behaviour influence Radu's attitude towards school in role-play 1 and 2?
- How does Tata's response affect Radu?
- What feelings does Radu experience in the two different role plays?
- How did the father feel in the different role-plays? How does Radu feel about his school grades?
- How does Radu feel about the fact that Catalina has passed?
- What could Radu do to make it easier for him to show bad school grades to his family?

Let's talk a little bit about how you deal with anger:

- What do you do when you get stressed and angry? Does it help your stress or anger?
- How do stress and anger affect the way you make decisions?

Then participants should be encouraged to think about a time that they were stressed or angry and acted out in a violent way. They should talk about what bad things happen when you use violence because you are stressed or angry.

Participants should now think about a time when they were stressed or angry and reacted with withdrawal. Explain to the teens that sometimes children hide within themselves their feelings of anger and frustration, long before they act out violently or react in another unhealthy way.

Finally, participants should think about why might it be good to learn how to cope with stress and anger?

### 3.2.3 ACTIVITY: REHEARSING FOR LIFE

Now there is a thematic leap that should be made clear. Participants are now introduced to strategies which do not directly relate to the previous role play.

Ask the teens for tools they've already learned in earlier sessions that they can use in order to deal with difficult emotions.

#### OLD TOOLS: TALKING AND TAKING A PAUSE

Taking a Pause:	Using the tool Taking a Pause helps participants to learn to be aware of their feelings, to breath consciously and to stay calm.
Talking:	Participants can talk to express their feelings. This promotes mutual understanding and strengthens the relationship.

#### Building Blocks

**Being aware of anger:** Learning to identify our feelings before we react is a good starting point.

**Breathing (Take a Pause):** The breathing exercise we practiced last week help to stay calm and remind us that whatever we are feeling is okay.

**Talking:** Positive conversations with our caregivers – even about tricky subjects like drinking alcohol, smoking or intimacy (kissing, physical closeness) – can help reduce stress.

Remember to praise the suggestions that teens are making!



**Remind teens to use these tools when they are feeling overwhelmed with a negative emotion like anger or stress**

#### NEW TOOL: CHANGING UNHELPFUL TO HELPFUL THOUGHTS

This activity gives participants a new way to stay calm and deal with anger and frustration. It helps them to catch negative thoughts before they become too big and turn them into positive thoughts that are more helpful!

#### How to change unhelpful to helpful thoughts?

1. Participants share what happens to them when something is frustrating.  
E.g.: I keep failing math.
2. Participants share some of the unhelpful thoughts and feelings that come up in a situation like this.  
E.g.: This means I am stupid and will not be able to lead a normal life.  
➔ Facilitators write these on one half of a flipchart.
3. Facilitators ask participants to change the unhelpful thoughts and feelings into helpful thoughts that can help them during stressful situations.

E.g.: I am going to be fine if I keep working at it and get support and advice from my teacher.  
My family will also help to support me.

➔ **Write these on a flipchart as well.**

**Rehearsing for life:** Now that you know a few different ways that you can deal with stress and anger, let's practice.

### 3.2.4 ACTIVITY: STAY CALM AND EXPLAIN YOURSELF: "I FEEL" STATEMENTS

#### 1. Sit in a discussion circle with the children.

*Instead of watching a positive role-play, you are going to take turns pretending to be Radu in role-play you just saw.*

*Sometimes it feels like your caregivers just don't understand us! Other times it feels like they just don't listen. This can be very frustrating and make us feel like we should just give up trying to talk to them. One way to try to talk to your caregivers about something difficult is to use an "I feel" sentence. 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]."*

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

Facilitators will use the following scenario to help participants practice how to manage stress and anger in a controlled way.

#### 2. Facilitator models activity:

- Get up and slip into the role of angry Radu. Tell the others why you, Radu, are angry.
- Express how Radu feels using a "I feel" sentence.
- Think about what he would like to change, and why.
- Suggest about what would make the situation better for Radu.
- Can you think of any other "I feel..." statements that might work in this role-play?
- Can you offer any "I feel..." statements about yourself right now?

#### 3. Participants volunteer to try "being Radu" one by one: The facilitator can use the following questions to guide the task:

- *Tell the group why Radu is angry.*
- *Express how Radu feels using a "I feel" sentence.*
  - *Can you think of some ways Radu could use an "I feel..." statement based on the role-play you just saw?*
- *Think about what he would like to change, and why.*
- *Suggest about what would make the situation better for Radu.*
- *Can you think of any other "I feel..." statements that might work in this role-play?*
- *Can you offer any "I feel..." statements about yourself right now?*

#### Building Block

Teens can use I-feel sentences to express their feelings and communicate with another person more appropriate. This promotes mutual understanding and strengthens the relationship.

#### GROUP COMES BACK TOGETHER

As a facilitator you should acknowledge that the groups have had related but separate conversations, and why. Hang up the posters with the collected notes from the "NEW TOOL: CHANGING UNHELPFUL TO HELPFUL THOUGHTS" in the large group for everyone to see. If required to make it comfortable going forward invite some discussion.

### Questions following group work:

- Is there anything that surprises you positively when you look at the list?
- Do you understand everything?
- Do you notice anything when you compare the contents?

### Questions for caregivers:

- What surprises you about the results of your children and adolescents?

### Questions for teens:

- When you look at the caregivers' chart, is there anything that makes you wonder about your caregivers or makes you proud?

To conclude the short group discussion, you can ask the participants to form "I feel" sentences in the round.

### Facilitator should emphasize...

... stress or anger can be caused by life's difficulties, such as challenges at school, relational problems you have at home and at school with friends and family, and even worries about the future.

... that caregivers and their help are important for young people to overcome these challenges and to learn to deal with their anger.

### **Building Blocks**

- \* Be aware of your anger
  - Learning to identify your feelings before you react is a good starting point
- \* Breath (Take a Pause)
  - The breathing exercise you practiced last week help to stay calm and remind you that whatever you are feeling is okay
- \* Talk about Emotions
  - Positive conversations – even about tricky subjects like drinking alcohol, smoking or intimacy (kissing, physical closeness) – can help reduce stress
  - use I-feel sentences to express feelings and communicate with another person more appropriate. This promotes mutual understanding and strengthens the relationship.

## 4. SESSION CLOSE

### 4.1 HOME ACTIVITY

1. *Take a pause, notice your feelings: When you feel stressed or angry, practice one of the skills we talked about during the session (being aware of our emotions, breathing, talking, changing negative into positive thoughts).*
2. *Saying "I feel": Caregivers and teens, you should try to have an "I feel" discussion with each other:*
  - *Sometimes the best way to let your caregiver or teen know how you feel is just to start a conversation by saying "I feel".*
  - *Caregivers can use this sentence as a way to talk about behaviour that they find difficult in their teen. They can then use the same conversation to let their teen know that there will be consequences if they continue the difficult behaviour. Caregivers should*

*think about whether there is a behaviour that annoys them that they could talk about with their teen in this way.*

- *Teens can say “I feel” as a way to talk to their caregivers if they feel like their caregivers are not being fair or not giving them a chance to speak. It’s a calm way to tell your caregivers exactly what you are feeling, to explain your side of the story... and even to say “I feel sorry”! Is there a recent time when you have wanted to say “I feel sorry” to your caregivers?*

Remind participants of the skills they learned last week and motivate them to continue training.

*Make it a routine to practice and automate your skills:*

- From Session 3:*                      *At least once during the week*
- 1. try Taking a Pause at home and think about how you feel*
  - 2. comment on your own emotions and ask your teen/caregiver about theirs. Need a tip? This is often easiest to do when they look happy. Or maybe when you are spending quality time together!*
  - 3. share that feeling with your caregiver or teen. You can also share with teachers and neighbors and friends!*  
*If you find this strange to do at first, keep it very simple:*
    - *“Today I feel...”*
    - *“How are you feeling?”*
  - 4. Have a conversation with your caregiver/teen about body changes and intimate relationships.*
- From Session 2:*                      *Spend at least 15 minutes of quality time together during the week.*  
*Each day ask about each other’s day and try to listen carefully.*  
*Practice giving each other structured praise once a day.*
- From Session 1:*                      *Complete a physical exercise once a day! You can either use the physical exercise we did at the beginning of the session, or you can invent your own.*

#### 4.2 REVIEW TOPICS COVERED

Facilitators reflect with group on today’s session to summarise learning:

*Which topics and core principles did we talk about today?*

Possible answers from participants include:

- Feeling stressed and angry is part of life
- We can learn to manage our reactions to feeling stressed and angry
- Managing our anger will make us feel better and will help us to make good decisions
- We already have several useful tools to help us deal with anger and stress
- “I feel” statements can help someone else understand your situation better

Facilitators ensure to draw out all points above from participant responses by asking follow-up questions as needed.

#### 4.3 REMINDER FAMILY GUIDEBOOK

Pages 21-23 summarise the strategies and methods you have learned so far. You can use the pages to practise forming I feel sentences and changing difficult thoughts.

#### 4.4 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

In the next session we will focus on establishing rules and routines as well as collecting conflict solutions without the use of verbal or physical violence, e.g. insults, pressuring or hitting and discuss why it is important to have them. But before then, remember to do your home activity. Facilitators remind participants about time and location of next session.

#### 4.5 THANK AND PRAISE PARTICIPANTS

##### **REMINDER for the Facilitators:**



**If a family missed the session, please call the family after the session and discuss together the corresponding Home Catch-Up on page 47-50 in the Family Guidebook.**

#### 4.6 CHECKLIST – SESSION OBJECTIVES ACHIEVED?

##### **Have you .....?**

... done a role-play and discussed it afterwards	
... done the activity 'Rehearsing for life'	
... mentioned old tools, like Talking and Taking a Pause	
... explained the new tool 'Changing negative to positive thoughts'	
... practiced "I feel" statements	
... prepared the home activity for the week •Practice 'Take a Pause' •Saying "I feel": Caregivers and teens should try to have an "I feel" discussion with each other	
... summarized the today's session	
... taught the Building Blocks * Be aware of your anger ○ Learning to identify your feelings before you react is a good starting point * Breath (Take a Pause) ○ The breathing exercise you practiced last week help to stay calm and remind you that whatever you are feeling is okay * Talk about Emotions ○ Positive conversations – even about tricky subjects like drinking alcohol, smoking or intimacy (kissing, physical closeness) – can help reduce stress ○ use I-feel sentences to express feelings and communicate with another person more appropriate. This promotes mutual understanding and strengthens the relationship.	
... reminded the participants to fill in the Guidebook	
... shared your observations in facilitator report	

## SESSION 5: ESTABLISHING RULES & ROUTINES

### Table of content

PART 1 INTRODUCTION FOR FACILITATORS .....	119
1. WELCOME & SESSION PREPARATION .....	120
1.1 FACILITATORS TAKE ATTENDANCE .....	120
1.2 WELCOME PARTICIPANTS & CIRCLE SHARE .....	120
1.3 THANK AND PRAISE EVERYONE FOR COMING .....	120
1.4 HOME ACTIVITY DISCUSSION .....	120
1.5 PHYSICAL EXERCISE.....	121
2. SESSION OVERVIEW.....	121
2.1 FRAMING THE DAY .....	121
2.2 GAME OF NO RULES .....	122
2.3 DISCUSSION ABOUT THE GAME OF NO RULES.....	122
PART 2 .....	122
3. CORE LESSON.....	122
3.1 ROLE-PLAY: ROUTINES FOR COMING HOME.....	123
3.2 DISCUSSION ABOUT ROLE-PLAYS .....	123
3.3 THINKING ABOUT CONSEQUENCES .....	124
3.4 WHY HAVE CONSEQUENCES FOR DIFFICULT BEHAVIOUR? .....	125
3.5 BRAINSTORMING ALTERNATIVES TO VIOLENCE AND YELLING .....	125
ROLE PLAY: TURN DOWN THE VOLUME .....	126
ROLE-PLAY DISCUSSION .....	126
4. SESSION CLOSE .....	126
4.1 PREPARING FOR HOME ACTIVITIES: WHY SHOULD WE MAKE FAMILY RULES AND ROUTINES? .....	126
4.2 HOME ACTIVITIES .....	127
4.3 REVIEW TOPICS COVERED .....	127
4.4 REMINDER FAMILY GUIDEBOOK .....	128
4.5 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY .....	128
4.6 THANK AND PRAISE PARTICIPANTS.....	128
4.7 CHECKLIST – SESSION OBJECTIVES ACHIEVED .....	128

### LEGEND

➤ **GUIDELINE**-Boxes indicate important information that should definitely be considered!

➤ Sentences marked in black always refer to separate group work

➤ *Green cursive font marks passages of text are examples of text passages to illustrate how key messages can be delivered. They only serve as demonstration to facilitate your own wording which is preferred.*

➤ Normal upright writing marks content that can only be reproduced in the general sense

#### PART 1 INTRODUCTION FOR FACILITATORS

This week's session is focused on making family rules and routines. Caregivers and teens will be together again in this session. In Session 5, we focus on the following core skills and principles on establishing rules and routines:

- Rules should be simple and clear
- Household rules are for *everyone* in the home
- Caregivers and teens can make rules and the consequences for breaking them together
- Rules and routines help keep families secure and reduce stress

**Table 1 - SESSION 5 PREPARATIONS & OUTLINE**

Goal of the session	<p>This session builds the main skills on how caregivers can establish rules and routines with their teenagers. The session emphasizes the importance of household rules and how routines can help</p> <ul style="list-style-type: none"> <li>• to establish a positive home environment,</li> <li>• to reduce stress and to keep families secure.</li> </ul>
Core Principles	<p>➤ Rules and Routines at home help keep families secure and reduce stress inside and outside of the home.</p> <p>➤ Establishing rules can ensure that everyone at home takes responsibility and make healthy decisions about their actions</p> <p>➤ Rules should be simple and clear</p> <p>For caregivers: Some of the good about house rules and routines:</p> <ul style="list-style-type: none"> <li>• They teach responsibility.</li> <li>• Children and teenagers understand what is expected of them.</li> <li>• They help keep family members safe and healthy.</li> </ul> <p>Remember: Offer a safe, blame-free conversational space if you discuss sensitive topics.</p>
Training materials & resources	<p>➤ Flip chart, paper, pens, markers</p> <p>➤ Attendance register</p> <p>➤ Name tag materials</p>
Venue Preparations:	<p>➤ Make sure that the workshop venue is clean</p> <p>➤ Set up chairs where the participants will sit in a circle</p> <p>➤ Prepare all the materials that you will use during the group session</p>

COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	50 mins	<p>➤ Facilitators take attendance</p> <p>➤ Participants settle down</p> <p>➤ Welcome and circle share</p>



		<ul style="list-style-type: none"> <li>➤ Thank everyone for coming and praise</li> <li>➤ Home activity discussion</li> <li>➤ Physical Exercise</li> </ul>
Session overview for the day	10 mins	<ul style="list-style-type: none"> <li>➤ Framing the day</li> <li>➤ Activity: “Game of No Rules”</li> <li>➤ Discussion on “Game of No Rules”</li> </ul>
Core Lesson	60 mins	<ul style="list-style-type: none"> <li>➤ Role-play: Routines for coming home</li> <li>➤ Discussion about role-play</li> <li>➤ Thinking about consequences</li> <li>➤ Why have consequences for difficult behaviour?</li> <li>➤ Brainstorming alternatives to violence and yelling</li> <li>➤ Role-play: Turn down the volume</li> <li>➤ Discussion about the role-play</li> </ul>
Session Close	20 mins	<ul style="list-style-type: none"> <li>➤ Preparing for Home Activity: Why should families make rules?</li> <li>➤ New home activity for the week                             <ul style="list-style-type: none"> <li>• Teens and caregivers make together two rules for their household and share these with the rest of the family</li> <li>• Have at least one mealtime together as a family during the week</li> <li>• Identify an appropriate consequence</li> </ul> </li> <li>➤ Today’s session review</li> <li>➤ Reminder of the Family Guidebook</li> <li>➤ Thank and close</li> <li>➤ Make sure you leave the room in order</li> <li>➤ Share your observations in facilitator report</li> </ul>
Total sum of minutes		140 mins

## 1. WELCOME & SESSION PREPARATION

### 1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

### 1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling today in one word.

### 1.3 THANK AND PRAISE EVERYONE FOR COMING

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

### 1.4 HOME ACTIVITY DISCUSSION

Facilitators lead a discussion about the previous week’s home activity.

As a reminder, last week caregivers and teens were asked to practice “Taking a Pause”. Caregivers and teens should have also practiced trying to notice their feelings consciously during the week (being aware of their emotions, breathing, talking) and changing unhelpful into helpful thoughts. Some activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- Brainstorm solutions with participants
- Practice applying the solution.
- Evaluate how it worked



Reminder: practical exercise has priority!  
When challenges are reported, go back to practicing together.

**GUIDELINES: Guide a discussion**

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

Always give big praise and applause to everyone brave enough to share.

As usual, here are some possible questions to get the discussion going:

You can use Who? What? Where? Why? When? How? during every discussion.

- WHO? Who was able to practice some skills and who had an “I feel” discussion?
- WHAT? What skills did you practice? What feelings did you discuss?
- WHERE? Where did you practice or talk about your feelings??
- WHY? Why was it important to practice and to talk about feelings?
- WHEN? When did you practice or talk about your feelings?
- HOW? How did you feel after practicing skills and discussing your feelings?

**Feel free to ask follow-up questions!**

## 1.5 PHYSICAL EXERCISE

Encourage participants to do their physical exercises once a day! Lead them through the head-to-toe stretch that we introduced in the first session.

## 2. SESSION OVERVIEW

### 2.1 FRAMING THE DAY

*In Session 5, we discuss the importance of rules:*

*Rules are there to keep family members safe and to make sure that everybody helps in the household.*

*Remember the rules you made during our first session? Can anybody remember any of the ground rules you made? Like those, household rules should be simple and specific.*

*They also apply to everyone, even if they change according to the needs of the house and age of the teenagers. Can anybody think of a rule they might already have in their household?*

*Rules also help caregivers protect their children from unsafe behaviours or harm. Teens often start feeling pressured by their peers into behaving irresponsibly or doing things that may cause them harm. They are also starting to engage in intimate relationships and may feel pressure from others to do something that they may or may not want to.*

*Rules can protect young people from a number of harmful experiences and also helps to positively manage their behaviours and health. Healthy boundaries – or lines that mark the limit of an area of comfort – are especially important in relationships and around corporal closeness.*

## 2.2 GAME OF NO RULES

1. Ideally there should be 4 teams of about 5 players each.

### **GUIDELINES: Group size**

In order for this calculation to work, the PLH groups would have to be limited to a maximum of 10 caregiver-teen-pairs. However, sometimes more than one caregiver can come to a session, so that you can adapt the group sizes flexibly and spontaneously to the conditions.

2. You will need some sort of treasures e.g. papers with “treasure” written on them.
3. Each team is assigned an area in a playing field.
4. At the centre of the area at equal distance from each team, there is a pile of “treasures”.
5. At the signal of the facilitator the teams are told to collect as many “treasures” as they can for their teams and to deposit the treasure in their corner.

The expected outcome is that first all teams scramble to the centre and grab the treasure like crazy, then they will start “stealing” from each other/ snatching them from each other/ from each other’s corners, then they will begin devising methods of “protecting” their treasures... The facilitator must be careful that no one gets hurt!!!

6. At the signal of the facilitator the game stops. Participants are out of breath and should be accusing each other of treasure theft at this point and no winner/loser can be decided!
7. Warning! Participants should be careful and play gently with each other so that nobody gets hurt as they race for the treasure!

## 2.3 DISCUSSION ABOUT THE GAME OF NO RULES

Ask teams to explore why having no rules was not a good way to play a game:

- What rules would you make for the game?
- Was the game fair?
- Were people being considerate of others?
- Why did people behave the way they did?
- How can this be made so it doesn’t happen?
- Why are rules so important for a game?

## PART 2

### 3. CORE LESSON

Facilitators to lead all activities in this core lesson as outlined.

#### *What’s a rule?*

*Rules help to tell you what is okay and not. Like the laws that run a country, they usually have a reason, like keeping you safe or making sure that things run smoothly. They also help to understand each other and to know what you expect from one another. And this helps bring down stress for everyone in the home.*

*Creating and keeping rules together helps families to stay healthy and safe. When teens have clear rules at home, this can also help them set clear boundaries towards people outside the home, for example in their relationships with others.*

- *Praise your children when they follow the household rules.*
- *Be consistent with your household rules and routines.*
- *Rules and routines give your children a sense of security and keep them safe.*

#### *Recommendation for establishing house rules:*

- *Caregivers should establish house rules when everyone is calm and quiet.*
- *Caregivers should make their household rules clear and specific.*

- *Caregivers should praise and rewards can help support adolescents in following a household rule.*

### 3.1 ROLE-PLAY: ROUTINES FOR COMING HOME

Note on the role play: Caregivers decide what time is appropriate for the children to come home. This may depend on the neighbourhood in which the family lives, daylight, the age of the child and other factors. Individual family decisions can be communicated so that young people need to be home at different times.

There should be a regular discussion within the family to clarify the appropriateness of the time, there should be an opportunity to explain and discuss concerns.

1)

*Catalina is lying in her bed, reading a book.*

Mama (enters):	<i>"Catalina why are still reading your book; what time is it? Huh!"</i>
Catalina:	<i>"It's 10 o'clock, mama and I'm reading my book, I don't see any problem with that."</i>
Mama:	<i>"It is bed time and you've been coming home from your friends after 8 pm. You know you are supposed to be home before every day!"</i>
Catalina:	<i>"I don't like being home so early, I'd like to stay outside as long as my friends do."</i>
Mama:	<i>"Ok, that's your choice but it's not my fault if you get any trouble!"</i>
<i>Mama walks out and slams the door.</i>	

2)

*Catalina is lying on her bed, reading a book.*

Mama (enters):	<i>"Catalina, you have been coming home from your friends after 8 pm."</i>
	<i>"It is too dangerous in this community after dark. From now on, our household rule is that you need to come home before 8 pm, okay?"</i>
Catalina:	<i>"I don't like being home so early."</i>
Mama:	<i>"I know that it is hard to come home before every day, although some of your friends stay out longer. I am concerned for your wellbeing and want you to be safe. It will feel normal once you start doing it every day."</i>
Catalina:	<i>"Okay, then it would be helpful for me at the beginning, if you write me a short reminder."</i>
Mama (hugs Catalina):	<i>"I'm so happy that we can talk about these kinds of things and make rules together. It makes me feel relieved that you are willing to listen to me when it comes to safety. You are such a responsible young lady now, soon it will be your turn to remind me about things."</i>

### 3.2 DISCUSSION ABOUT ROLE-PLAYS

Questions regarding the role play:

- What does mama do differently in the two role-plays?
- How does mum communicate the house rules in the two role-plays to Catalina?
- What does mama do to support Catalina to follow the house rule in role-play one and two?
- What rule is broken in the first role-play?
- How does having a routine – doing the same thing every day – help Catalina and mama?
- Do you have any routines in your household?
- Can you think of any differences between rules and routines?
- Why is it important for children/teens to be home before sunset every day?
- What could mama and Catalina do together to help them to remember to be home punctual?
- Can you think of a time this happened to you?

**Remember: Ask targeted questions with the goal of drawing out building blocks!**

*Rules and routines usually go hand-in-hand.*

*If the rule is that school starts at 8 am every day in order to ensure that everybody can start learning at the same time, it's usually helpful to have a routine in the morning to make sure that all teenagers attending school get there by 8.*

*Routines are things that you do that you follow regularly. Like rules, they usually have a reason, like making sure that you take medication every day, or helping to make sure everybody is ready for school at the right time, or as the above, coming home at the same time each day. Routines are usually helpful in getting things done on a regular basis.*

*Can you think of any good things about routines?*

Some good things about routines:

- They help create a sense of security in the household.
- Normal routines reduce the stress of a busy life.
- They make it easier to have healthy eating and sleeping and homework habits.

*Rules and routines may also be helpful to develop for situations in which you feel unsafe. This will be discussed in the next section where the main topic is to set clear boundaries. A very important part of rules is setting "personal rules", rules that are important to you in order to set clear boundaries.*

### **Building Blocks**

\*Household rules must be positive, specific, and realistic as well as clear

\*Pay positive attention to support rules and routines

\*Be consistent with your household rules and routines

\*Household rules and routines may help everyone feeling safe and secure in the family

### **3.3 THINKING ABOUT CONSEQUENCES**

*Thinking about the pluses and minuses – the consequences – of solutions when your problem solve can be tricky, just like being tangled up in a human knot and not really knowing which way is best to get out!*

*What is a consequence?*

*A consequence is simply the result of an action: Like the consequence of not doing the dishes today is having no clean dishes to eat from tomorrow, or the consequence of driving drunk might be a car accident. It's important for teenagers to learn that their actions have consequences. Positive actions are more likely to result in positive consequences and negative actions are more likely to result in negative consequences and potentially harm. It is also important that caregivers learn the core principles of consequences so that they can set fair consequences for their children: Consequences must be realistic, immediate, consistent, and reasonable.*

*Caregivers can use consequences if teenagers break household rules, like staying out too late. These consequences can mean taking away privileges, or things that teens are allowed to do, like going to a friend's house. Consequences help teach teenagers how to be responsible and make decisions about their actions. Teenagers like responsibility because it helps them to feel useful and needed. Can any of the teens think of responsibilities they might have?*

*Praising responsibility is rewarding for teens and a positive experience for caregivers.*

### 3.4 WHY HAVE CONSEQUENCES FOR DIFFICULT BEHAVIOUR?

Facilitators can use the information about consequences to help guide the conversation:

*Sometimes it feels like teenagers are experts at making caregivers feel stressed or frustrated. This can sometimes make caregivers want to react with hitting or yelling. Hitting is a way of punishing that usually only makes the problem worse for everyone in the long run. It may also teach your teen that it is okay to hit or yell, which may cause more problems: What if they hit their little sister or yell at their teacher?*

*All sorts of relationships and actions have consequences – not just those affecting caregivers and teens.*

*Can you think of other relationships and issues that may be affected by consequences? Friendships? Romantic relationships? Professional relationships, for instance, with the clinic nurse or doctor?*

*Here are three things to remember about consequences:*

1. *Consequences teach your teenagers that their negative behaviours, like staying out late or not doing the dishes when you ask them, have results that they might not like. These could be things like not being allowed out after school for a week, or not being allowed to watch television until they wash the dishes. And these results will help teenagers to remember to correct their negative behaviour.*
2. *Consequences should focus on the negative behaviours you want to change.*
3. *In order for consequences to work as a deterrent for unwanted behaviour they must be realistic, immediate, consistent, and reasonable:*
  - *Realistic: Caregivers must be able to follow through with the consequence they give*
  - *Immediate: Consequences should happen as soon as possible after the negative behaviour*
  - *Consistent: Whenever your teen breaks a rule or does a negative behaviour, you need to be able to use a consequence. If you only do it some of the time, then your teen will think that s/he can get away with it sometimes!*
  - *Reasonable: Consequences should be related to the behaviour and fair!*
4. *Discuss consequences in advance with your teenager. When caregivers discuss the consequences of behaviours and relationships with their teens, this helps teens make safe and healthy decisions. Remember consistency of consequences and communicating them in advance are very important features of consequences. Never come up with them surprisingly or in anger.*

*It's also important for caregivers to use praise so that teenagers understand all of their good behaviours, like doing the dishes today means we eat off a clean plate tomorrow. This will encourage them to behave in this way more and more.*

*Staying calm helps caregivers and teens to talk about problems and the consequences of specific behaviours. Understanding each other and considering consequences is important to make good decisions. In contrast, violence and yelling are not helpful consequences, and it is important for caregivers and teens to have alternatives in place when conflicts arise.*

### 3.5 BRAINSTORMING ALTERNATIVES TO VIOLENCE AND YELLING

Rules and routines help caregivers protect their children from unsafe behaviours or harm. Teens often start feeling pressured by their peers into behaving irresponsibly or doing things that may cause them harm. They are also starting to engage in intimate relationships and may feel pressure from others to do something that they may or may not want to.

Routines can protect young people from a number of harmful experiences and also help to positively manage their behaviours and health. Healthy boundaries are especially important in relationships and physical closeness.

Use the role-plays “Turn down the volume!” to help participants think about alternatives to violent behaviour.

### ROLE PLAY: TURN DOWN THE VOLUME

*Mama has lost her job. She comes home, frustrated and stressed, and finds Radu listening to loud music. She sits down and tries to think through her situation, but she can't concentrate because of the music.*

Mama (shouting):	<i>"Radu why do I have to repeat myself every day? Please stop playing music so loud! I can't hear myself think!"</i>
Radu (shouting over the music):	<i>"What's wrong Mom?"</i>
Mama (angry):	<i>"You don't listen to me when I am talking, Radu – I asked you to TURN THE VOLUME ALL THE WAY DOWN! I can't hear myself think! Come here so I can twist your ear!"</i>
Radu (covering his ears):	<i>"No! Mama! You will hurt me if you do that!"</i>
	<i>Radu's sister Axenia comes running into the room to show her brother that she has made a house out of paper.</i>
Axenia:	<i>"Radu! Look! I have built a house made out of paper!"</i>
	<i>Radu (angry) is not interested in playing with his sister and crushes her house with his hand.</i>
Radu:	<i>"Who cares about your stupid house!"</i>
	<i>Axenia runs out of the house, crying... Mama sits and watches, looks upset and discouraged.</i>

### ROLE-PLAY DISCUSSION

Questions to help discuss the role play:

- Is there a better way mama could have expressed herself or managed the situation a bit better?
- Facilitator asks participants to act these positive solutions out in front of the group.
- Is there a relationship between mama's reaction and how Radu treated his sister?
- What alternative methods did you as a group identify that mama can use to handle the situation?

*Caregivers also sometimes worry that their teens will not be able to think about the consequences for the decisions and actions they make outside of the home.*

*By discussing consequences in a calm way, caregivers can help their teens understand the potential harm associated with specific choices, for example in choices regarding having a relationship or even just in choosing new friends.*

### Building Blocks

- \* Consequences must be specific, realistic, and as immediate as possible
- \* Give your child a choice before giving the consequence
- \* When you give your child a consequence, you must follow through with it
- \* Violence and yelling are not helpful consequences, and it is important for caregivers and teens to have alternatives in place when conflicts arise

### 4. SESSION CLOSE

#### 4.1 PREPARING FOR HOME ACTIVITIES: WHY SHOULD WE MAKE FAMILY RULES AND ROUTINES?

Now that participants have had a chance to think about how hectic it can be to play a game with no rules and a chance to think about the differences between rules and routines, they should start thinking about how rules and routines might work in a house and why they are important.

*What are some of the rules and routines you think work well in your house? Why do you think they work well?*

Some of the good things about house rules and routines could include:

- They teach responsibility.
- They help keep family members safe and healthy.
- Children and teenagers understand what is expected of them.



## 4.2 HOME ACTIVITIES

### New Home Activities

- *Select some rules and discuss them with each other before making them house rules. Both, teens and caregivers should have the possibility to introduce a rule, or at least to suggest a rule.*  
*For support refer to the Family Guidebook.*
- *Choose 2 specific household rules to discuss with each other and with other family members.*
- *Additionally, try to establish the new house rule having at least 1 mealtime together as a family during the week.*
- *Identify an appropriate consequence: Caregivers and teens, you should identify together one appropriate consequence (realistic, immediate, consistent and reasonable) for when the teen shows a specific challenging behaviour (e.g. a risky behaviour).*

Remind participants of the skills they learned last week and motivate them to continue training.

*Make it a routine to practice and automate your skills:*

*From Session 4: Take a pause, notice your feelings: When you feel stressed or angry, practice one of the skills we talked about during the session (being aware of our emotions, breathing, talking, changing negative into positive thoughts).*

*Saying “I feel”: Caregivers and teens, you should try to have an “I feel” discussion with each other.*

*From Session 3: At least once during the week*

- 1. try Taking a Pause at home and think about how you feel*
- 2. comment on your own emotions and ask your teen/caregiver about theirs. Need a tip? This is often easiest to do when they look happy. Or maybe when you are spending quality time together!*
- 3. share that feeling with your caregiver or teen. You can also share with teachers and neighbors and friends!*  
*If you find this strange to do at first, keep it very simple:*
  - *“Today I feel...”*
  - *“How are you feeling?”*
- 4. Have a conversation with your caregiver/teen about body changes and intimate relationships.*

*From Session 2: Spend at least 15 minutes of quality time together during the week. Each day ask about each other’s day and try to listen carefully. Practice giving each other structured praise once a day.*

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

## 4.3 REVIEW TOPICS COVERED

Facilitators reflect with group on today’s session to summarise learning:

*Which topics and core principles did we talk about today?*

Possible answers from participants include:

- Rules should be simple and clear.
- Household rules are for everyone in the home.
- Caregivers and teens can make rules and the consequences for breaking them together.
- Rules and routines help keep families secure and reduce stress.



- Personal rules can help keep teens safe and healthy in relationships (with peers).
- Thinking carefully about the consequences of a plan can help solve problems.
- Remember to consider your teen's / caregiver's point of view, too. This might help you see a problem (and solution!) differently.

Facilitators ensure to draw out all points above from participant responses by asking follow-up questions as needed.

#### 4.4 REMINDER FAMILY GUIDEBOOK

The pages 24-32 summarize today's topic in more detail than in previous weeks. The terms 'rule', 'routine' and 'consequence' are explained and directly linked to examples of their use.

#### 4.5 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

In the next session, we focus on problem solving. Before then, please remember do your home activities! Again, caregivers and teens will separate into two groups for the core lesson.

Building Block: It is what you do at home that makes the difference!

Facilitators remind participants about time and location of next session. It's important to stress that they meet at the same time, even though the group will separate into smaller teen-only and caregiver-only groups for the core lesson.

#### 4.6 THANK AND PRAISE PARTICIPANTS

##### REMINDER for the Facilitators:



**If a family missed the session, please call the family after the session and discuss together the corresponding Home Catch-Up on page 51-52 in the Family Guidebook.**

#### 4.7 CHECKLIST – SESSION OBJECTIVES ACHIEVED

##### Have you .....?

... done and discussed the role-play 'Routines for coming home'	
... explained and discussed the topic 'consequences'	
... brainstormed alternatives to violence and yelling	
... done and discussed the role-play 'Turn down the volume'	
... prepared the home activity for the week <ul style="list-style-type: none"> <li>• Teens and caregivers make together two rules for their household and share these with the rest of the family</li> <li>• Have at least one mealtime together as a family during the week</li> <li>• Identify an appropriate consequence</li> </ul>	
... reminded practicing previous home activities	
... summarized the today's session	

<p>... taught the Building Blocks</p> <ul style="list-style-type: none"> <li>* <b>Household rules</b> must be positive, specific, and realistic as well as clear</li> <li>* Pay positive attention to support rules and routines</li> <li>* Be consistent with your household rules and routines</li> <li>* Household rules and routines may help everyone feeling safe and secure in the family</li> <li>* <b>Consequences</b> must be specific, realistic, and as immediate as possible</li> <li>* Give your child a choice before giving the consequence</li> <li>* When you give your child a consequence, you must follow through with it</li> <li>* Violence and yelling are not helpful consequences, and it is important for caregivers and teens to have alternatives in place when conflicts arise</li> </ul>	
... reminded the participants to fill in the Guidebook	
... shared your observations in facilitator report	

## SESSION 6: PROBLEM SOLVING

### TABLE OF CONTENT

PART 1 INTRODUCTION FOR FACILITATORS.....	131
1. WELCOME & SESSION PREPARATION .....	132
1.1 FACILITATORS TAKE ATTENDANCE .....	132
1.2 WELCOME PARTICIPANTS & CIRCLE SHARE .....	132
1.3 THANK AND PRAISE EVERYONE FOR COMING .....	132
1.4 HOME ACTIVITY DISCUSSION .....	132
2. SESSION OVERVIEW.....	133
2.1 FRAMING THE DAY .....	133
2.2 PHYSICAL EXERCISE: HUMAN KNOT .....	134
PART 2 .....	136
3. CORE LESSON.....	136
3.1 ROLE-PLAY: THE NEW FANCY PHONE.....	136
3.2 DISCUSSION ABOUT ROLE-PLAY .....	136
3.3 “SAYING NO” ACTIVITY.....	138
3.4 MY BODY IS MINE .....	139
3.5 GROUP DISCUSSION.....	140
4. SESSION CLOSE .....	141
4.1 HOME ACTIVITY .....	141
4.2 REVIEW TOPICS COVERED .....	142
4.3 REMINDER FAMILY WORKBOOK .....	143
4.4 PROGRAMME CLOSURE & CELEBRATING.....	144
4.5 CHECKLIST – SESSION OBJECTIVES ACHIEVED?.....	145

### LEGEND

- **GUIDELINE**-Boxes indicate important information that should definitely be considered and possibly communicated to participants (“key messages”).
- Sentences marked in black always refer to separate group work
- *Green cursive font marks passages of text are examples of text passages to illustrate how key messages can be delivered. They only serve as demonstration to facilitate your own wording which is preferred.*
- Normal upright writing marks content that can be conveyed in a general sense

## PART 1 INTRODUCTION FOR FACILITATORS

In this session, we will learn the techniques of solving problems.

In Session 6, we focus on the following core skills and principles:

- Peaceful solutions for family problems are possible
- Planning of action can help solve problems
- Take everybody's opinion seriously

**Table 1 - SESSION 6 PREPARATIONS & OUTLINE**

Goal of the session	<p>The goal of this session is for the caregivers and teens to learn effective methods of solving problems so that problems that arise at home can be effectively solved without using harsh forms of discipline.</p> <p>Caregivers and teens will get an opportunity to reflect on some challenges faced in families and how to deal with them. The session will support caregivers in</p> <ul style="list-style-type: none"> <li>• assisting teens manage their behaviours</li> <li>• AND ALSO: keeping teens safe and healthy in relationships with peers</li> </ul>
Core Principles	<ul style="list-style-type: none"> <li>➤ Developing and practicing problem-solving skills helps us to face challenges and find new solutions to difficult situations.</li> <li>➤ There are peaceful ways to approach difficult situations and resolving conflicts.</li> </ul> <p>For caregivers:</p> <ul style="list-style-type: none"> <li>➤ Stick to today's problem: Remember it is the behaviour that is difficult, not the teenager, and there are ways of addressing the problem that are peaceful and collaborative.</li> </ul> <p>For teens:</p> <ul style="list-style-type: none"> <li>➤ Give your caregiver a chance, sometimes you can work out a problem together. It can be helpful to share problems with caregivers.</li> </ul> <p>Transboundary Issues (e.g. Consent and Intimacy):</p> <ul style="list-style-type: none"> <li>• Only a clear, conscious, and continuous "yes" means "yes", and everything else means "no".</li> <li>• Make your right to your own body rules heard - your body belongs to you.</li> </ul>
Training materials & resources	<ul style="list-style-type: none"> <li>➤ Flip chart, paper, pens, markers</li> <li>➤ Attendance register</li> <li>➤ Name tag materials</li> </ul>
Venue Preparations:	<ul style="list-style-type: none"> <li>➤ Make sure that the workshop venue is clean</li> <li>➤ Set up chairs where the participants will sit in a circle</li> <li>➤ Prepare all the materials that you will use during the group session</li> </ul>

COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	50 mins	<ul style="list-style-type: none"> <li>➤ Facilitators take attendance</li> <li>➤ Participants settle down</li> <li>➤ Welcome and circle share</li> <li>➤ Thank everyone for coming</li> <li>➤ Home activity discussion</li> </ul>

Session overview for the day	15 mins	<ul style="list-style-type: none"> <li>➤ Framing the day</li> <li>➤ Activity: “Human Knot”</li> </ul>
Core Lesson	50 mins	<ul style="list-style-type: none"> <li>➤ Role-play: The new fancy phone</li> <li>➤ Discussion about role-play / Introduction of the problem-solving stages</li> </ul>
		<p>CAREGIVERS / TEENS PART (SEPARATED)</p> <ul style="list-style-type: none"> <li>➤ Activity: “Saying No”</li> <li>➤ My Body is mine</li> </ul>
Session Close	15 mins	<ul style="list-style-type: none"> <li>➤ New home activity for the week</li> <li>➤ Practice problem solving on the problem you decided on in the session</li> <li>➤ Today’s session review</li> <li>➤ Reminder on the Family Guidebook</li> <li>➤ Programme closure and celebration</li> <li>➤ Thank and close</li> <li>➤ Make sure you leave the room in order</li> <li>➤ Share your observations in facilitator report</li> </ul>
Total sum of minutes		130 mins

## 1. WELCOME & SESSION PREPARATION

### 1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

### 1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling today in one word.

### 1.3 THANK AND PRAISE EVERYONE FOR COMING

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

### 1.4 HOME ACTIVITY DISCUSSION

Facilitators lead a discussion about the previous week’s home activity.

As a reminder, last week caregivers and teens were asked to practice “Selecting and discussing some rules”. Some activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- Brainstorm solutions with participants
- Practice applying the solution.
- Evaluate how it worked



Reminder: practical exercise has priority!  
When challenges are reported, go back to practicing together.

**GUIDELINES: Guide a discussion**

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

Always give big praise and applause to everyone brave enough to share.

As usual, here are some possible questions to get the discussion going:

You can use Who? What? Where? Why? When? How? during every discussion.

- WHO? Who was able to discuss some rules?
- WHAT? What rule did you discuss?
- WHERE? Where did you talk about rules and routines?
- WHY? Why was it important to practice and to talk about rules and routines?
- WHEN? When did you practice or talk about your feelings?
- HOW? How did you feel after practicing skills and discussing your feelings?

**Feel free to ask follow-up questions!**

## 2. SESSION OVERVIEW

### 2.1 FRAMING THE DAY

*This session is about developing and practicing problem-solving skills that will help you to face challenges and resolve conflicts. Conflicts happen in every family and house.*

*Sometimes conflicts are a result of unhelpful behaviour. Everybody misbehaves sometimes – including caregivers and teens!*

*• Teenagers go through a lot of physical and emotional changes and can sometimes get into difficult situations or make poor decisions.*

*• Sometimes caregivers feel so stressed they let feelings of anger take over.*

*This session aims to give you a plan of action you can follow to find a peaceful solution to a problem.*

*In order to do this, you will also think about consequences and how thinking about these can help you to make decisions when you face problem situations.*

*Can you think of any skills we talked about in previous sessions that might be helpful for this session? Before we start, let's remind ourselves in detail about some of the skills we already have that might be useful in these two sessions.*

- Spending quality time together (Session 2)
  - When people spend time together they know each other better and create opportunities to talk about problems before they get too big.
- Praising positive behaviour (Session 2)
  - Strengthens a positive relationship and makes it easier to address difficult issues with each other.
- Be aware of your emotions (Session 3)
  - Facilitates communication and sharing emotional experiences and helps addressing one's own problems.
- Learning to cool down with Taking a Pause (Session 3)
  - Can lower the tension level and makes you act and react less emotionally in a conflict situation.
- Coping with negative thoughts: Consider helpful thoughts (instead of unhelpful thoughts) through changing your way of thinking (Session 4)
  - Can defuse problems in advance and make them less significant.
- Establishing rules and building routines together without conflict (Session 5)
  - Can protect young people and prevent conflicts and problems

## 2.2 PHYSICAL EXERCISE: HUMAN KNOT

There is so much exciting content on the agenda for today that we have combined the physical exercise with a game to save a little time. The physical exercise this week will be the human knot.

Today you are doing a physical exercise that will get you already thinking about solving problems.

This activity helps explore how people can work together to solve a problem that they created in the first place.

This can be a helpful lesson: When we have a problem without a solution, we can let go. Letting go is different from giving up!

It is important to show how this activity works before you start so that everyone knows what is expected.

**GUIDELINES: Facilitating the Human Knot**

1. Facilitators should ensure that older participants are able to participate in this activity comfortably. Otherwise they are welcome to sit and watch.
2. Divide caregivers and teens into two groups. If the group is very big, then divide caregivers and teens into two groups of about 8 (care should be taken to ensure an even number of participants. In case of an uneven number of participants, a) one is left out or b) one facilitator joins the group.)  
It should not be divided into a caregiver and an adolescent group, but into mixed groups. But care should be taken that the caregiver-child-pairs are mixed and that stranger caregivers and adolescents hold hands.
3. Each group takes a turn to watch each other as they “untie the knot”.
4. To start, everyone stands up. If some participants cannot stand, make sure the standing participants work around them.
5. Everyone stands in a circle facing each other. Now pairs are formed by two people holding each other's hands at a time. The hands should not be crossed. Each person holds the hands of only one person. Don't hold the hand of someone standing next to you.
6. Now you are in a human knot!
7. Without letting go of hands, the Human Knot must be “untied” until it becomes a circle. Participants should be aware of each other and ensure that nobody gets hurt!
8. Start untangling... but no talking!
9. Facilitators instruct caregiver/teen group to say what the other group is doing well.
10. Once separate caregiver and teen groups have a turn, the entire group creates human knot. Entire group tries to untangle the human knot. Remember – no talking!
11. Facilitators comment on what the group is doing well. It is very important that the facilitator does not interfere with the groups – let them do it themselves!
12. Most groups will be able to untie their Human Knot. However, sometimes a group will find themselves stuck.
13. The facilitator can ask the entire group if there is anything they can do to solve this problem.
14. If the knot is still tied, the facilitator can suggest there is another alternative – letting go.
15. Ask participants what they learned from the activity. Possible answers:
  - a. Cooperation is necessary for problem solving.
  - b. It is important to be careful with each other.
  - c. Trial and error are often necessary until a good solution is found
  - d. Sometimes new ideas / unconventional ways are necessary for problem solving.
  - e. If the first attempt does not work, do not get frustrated, it is important to test different options.
  - f. Communication is a precondition for joint problem solving.



## PART 2

## 3. CORE LESSON

Facilitators to lead all activities in this core lesson as outlined.

## 3.1 ROLE-PLAY: THE NEW FANCY PHONE

*Mama sees a phone on Catalina's bedside table which she has never seen before.*

Mama:	<i>"Catalina, where did you get that thing?"</i>
Catalina:	<i>"It's from Mihai, my friend who bought it for me. It's a gift to say thank you for helping his sister with Math last weekend.... It's a nice phone mum it takes photos – let me take a selfie of you and I!"</i>
Mama (shouting):	<i>"I don't want to see that expensive thing! That man is no good! How does he think you are going to repay him for this?!"</i>
Catalina (upset):	<i>"That's not how it works, mama! That's not fair!"</i>
Mama:	<i>"I don't want to hear it!"</i>
Catalina (frustrated):	<i>"You're not even trying to listen to me! I don't know why I even try with you!"</i>

## 3.2 DISCUSSION ABOUT ROLE-PLAY

Questions to discuss about the role-play:

- How did Catalina feel, how did mum feel?

What is the problem in this role-play? What does mama see the problem is? What does Catalina see the problem is?

- Why is mama worried about Catalina receiving gifts?
- Did mama and Catalina have a good conversation about relationships with peers in the role-play you just saw? Why or why not?
- Why is it challenging for caregivers to talk to their children about this?
- Why do teenagers find it difficult to also talk to their caregivers about these issues?

Facilitators can have the following discussion with caregivers:

*Caregivers are often concerned about protecting their teenagers from sexual exploitation, abuse or maltreatment, emotionally, physically and/or sexually. They also would like to protect them from experiences of Intimate Partner Violence and all of these associated consequences for feelings and the body, including STI, teen pregnancy, addiction, anxiety or mood disorders and want to support them staying healthy, focused at school and a lot of other things that can affect them today and into the future.*

*Teenagers are more concerned with having independence and making their own decisions – including decisions about relationships – at this stage in their lives. This means that problems can arise because caregivers and teenagers have different priorities.*

*Problems can be a lot like a fire. Think about if you are cooking and accidentally your pot catches on fire. Fires are hot, dangerous and can easily get out of control if we don't tackle them early enough. When there is a fire, we need to keep calm and think clearly. Otherwise, the fire will be difficult to contain and may cause more damage to our homes.*

*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.*

*Six steps to problem-solving:*

1. *Identify the problem: Ask yourself, "What is the problem?"*
2. *Brainstorm solutions: Ask yourself, "What are the different solutions?"*
3. *Figure out what the consequences of each solution would be: Ask yourself, "What are the pluses and minuses of each solution?"*
4. *Choose one solution: Ask yourself, "Which solution should we chose?"*
5. *Try it out! Try the solution that you chose.*
6. *Reflect on whether it worked: Ask yourself, "Did our solution work?"*

Facilitators can use the illustration with the fire when they are reviewing the steps to problem solving.

*Because teenagers are no longer young children, they are able to work out problems together with their caregivers. Now let's look at the role-play we just saw and use the 6 steps we need to put out a fire to find a solution.*

To start the discussion off, facilitators could ask:

- Does mama use any of the six steps to solve the problem?
- What resolutions did they come up with?
- How could mama and Catalina use the 6-steps of problem-solving to identify a better solution?

Some of the suggestions that may come up include:

They could...

- ... Ignore the problem.
- ... Explore the consequences of different actions.
- ... Discuss the problem together.
- ... The caregiver could punish the teens.

One of the facilitators should write all the comments on the flip chart.

Once you have a lot of suggestions, ask the participants to put them in the order that we use for problem-solving and re-write them on the flipchart.

At the end, you should have a list of the six problem solving steps.

It is perfectly fine if they are worded differently, but it is important that all six steps are there.

Participants might struggle to think of some steps (especially 1, 3 & 6) and you might have to guide them there with questions.

### Building Blocks

- \* Resolving conflicts together can help teens learn how to solve their own problems in a constructive way
- \* Help him/her identify the problem
- \* It is important to talk together about the problem in order to develop a common understanding
- \* In order to reach agreement on the problem, it needs the communication of emotions, i.e. I-feel statements.
- \* You cannot look for solutions to the problem if you do not yet agree on the problem. Only when the problem is clear to both sides can solutions be sought.
- \* Think together of solutions.
- \* Choose a solution jointly.

- \* Try it out. See if it works
- \* Reflect with your teen on whether it worked
- \* Praise each other for working together to solve the issue!

*The 6 steps to problem-solving may also be helpful to consider for situations in which you feel unsafe. Problems can also arise with very sensitive issues such as you and your body, your own boundaries and weighing up the consequences. This will be discussed in the next section where the main topic is to set clear boundaries. A very important part of consequences is weighing up the consequences for one's own well-being and setting "personal boundaries", that are important to you in order to protect yourself.*

#### GROUP DIVIDES: SEPARATE CAREGIVERS AND ADOLESCENTS HERE

Caregivers and teens both cover the same or similar content, but in separate locations. Caregivers can work through this by thinking about how their child usually says no in different contexts.

Facilitators to lead all activities in this core lesson as outlined.

### 3.3 "SAYING NO" ACTIVITY

*In some situations – especially when you (your child) do not feel safe – you (your child) need to set clear boundaries, instead of explaining how you feel. In these cases, you should use the word "NO!".*

- *In which kind of situations can it be helpful to say "NO" clearly (for your child)?*  
Possible answers from
  - caregivers include: In unhealthy or unsafe situations that pose a risk of force or harm.
  - teens include: when you are pressured/forced to hug or kiss someone, experiences pressure to drink alcohol/smoke or is bullied
- *How can we say "NO" with our voice and with our body?* Practice this with the children if you have time (discuss only with caregivers). Possible answers from caregivers / teens include:
  - Saying "NO" with specific words: "NO! I don't want to drink alcohol/smoke/ I don't want you to touch me / kiss me / I am not ready!
  - Saying "NO" loud and clear with your voice
  - Saying "NO" with your body by stepping away, putting a hand out, crossing arms.
  - Saying "NO" in a meaningful way by looking someone in the eye.
- *Will saying "NO" always work to stop a situation?*  
Possible answers from caregivers / teens include: No, sometimes the other person will not listen or will continue to put pressure using his/her higher status/age/authority/money. Saying "NO" can be especially difficult if abuse has occurred.
- *Where can we get help or support if saying "NO" does not work?*  
Possible answers from participants include: Adults/friends/family/partners we trust, local support services – see referral policy



**Remember to praise each volunteer for coming forward!**

**Remind participants that it is always best to avoid a situation that puts them at risk but that this is not always in their control.**

*As we mentioned in the beginning of the programme it is challenging to be caregiver or teenager, especially when it comes to these issues.*

*The teenage years are an important stage when caregivers need to prepare their child for adulthood.*

*No one was born with the full understanding of skills. Caregivers had to learn most of them through their own personal experiences and in other cases from others. It is important to remember that the way caregivers interact with children has a lasting effect on their well-being.*

*A healthy caregiver-child-relationship is important for encouraging positive behaviours.*



**It is important that caregivers are able to effectively handle stressful situations and problem behaviours of their teens in a constructive manner.**

### 3.4 MY BODY IS MINE<sup>1</sup>

Facilitator lead a group discussion:

#### **GUIDELINES for the group of caregivers**

As a facilitator, point out to the caregivers that the following exercise is carried out using the same language as with the adolescents. The caregivers can think about how they can support their children to protect their personal boundaries. They may also be encouraged to think about situations from the past where they remember a (mild) boundary crossing in the family, for example, an extended family member who did not ask and just kissed the child. **Caregivers should be asked the same questions as the teens and the facilitator collects the answers.**

*Your body belongs to you. You can decide for yourself which physical touches you allow and which not, also in the family or with friends. You have your own rules about your body. Show others clearly what your 'personal rules' are by saying "no" to boundary violations.*

*What does the term 'sexual abuse' mean?*

- *If you feel that someone is pressuring you, making stupid comments about your appearance or body, touching you without asking, hugging you, kissing you or wanting you to touch them, this is called abuse or sexual abuse. That is not OK!*
- *Sexual violence can happen to boys and girls.*
- *Sexual violence can occur among children and young people, both women and men become perpetrators.*
- *Perpetrators are often known and familiar people and only rarely strangers.*
- *Looks and words can also hurt. Abuse can take many forms. Sexual violence often begins insidiously and triggers strange, contradictory feelings. It does not necessarily have to feel like violence or be associated with pain.*
- *Sexual violence can also take place without direct physical contact, e.g. when someone wants a nude photo. So, there is also sexual violence in chat rooms and on social networks.*

*All your feelings are important and valuable and must be respected and recognized by those around you – your personal rules about how you want to be touched and treated must be respected. You have the right to be comfortable and to trust your feelings. If you have a strange feeling, then you are allowed to listen to it and take it seriously.*

*For Teens: What would you do, if somebody does something to you, you don't want – if they break one of the rules you have set about how you want to relate?*

<sup>1</sup> This information is taken from

Bundeszentrale für gesundheitliche Aufklärung (BZgA), o. J.

*Wie kann ich mit Kindern über sexuelle Gewalt sprechen?*, 2023

*For caregivers: What would you do, if someone does something to your child they do not want? Do you remember any incident where the personal boundaries of your child were crossed? What do you think could be done in such a situation?*

- *You can say no*
- *walk away*
- *talk about it: Talk to People you trust until you find someone who believes you and will help you fight back. Even if you promised not to tell: You are allowed to pass bad secrets on. You are allowed to talk about what happens to you and to get some help. There are nice secrets that make fun like surprises. But there are also bad secrets that e. g. cause stomach pain or make you feel uncomfortable.*
- *defend yourself*
- *you can get loud and rude*

*Where you can get help?*

*There are counseling centers that you can turn to anonymously, where you will be listened to and believed. Even if you're not quite sure whether what happened to you counts as sexual violence, talk to someone you trust about it or contact a counseling center. The responsibility and blame always lies with the perpetrators. No matter what you were told.*

### **Building Block**

Show others clearly what your 'personal rules' are by saying "no" to boundary violations.

## GROUP COMES BACK TOGETHER

### 3.5 GROUP DISCUSSION

In the large group, the last activity is taken up again. Take a big poster and collect all the ideas, thoughts and learning experiences from the exercise MY BODY IS MINE.

As in a brainstorming process, the participants can express any thoughts that occur to them after the exercise.

Hang up the posters with the collected notes in the large group for everyone to see. If required to make it comfortable going forward invite some discussion.

Questions following group work:

- Is there anything that surprises you positively when you look at the list?
- What do you, the caregivers and the teens, take away from the exercise?
- Are there commonalities?
- What do teens value from the list and experiences of the caregivers?
- What do the caregiver value from the list and experiences of the adolescents?

Questions for caregivers:

- What surprises you about the results of your children and adolescents?

Questions for teens:

- When you look at the caregivers' chart, is there anything that makes you wonder about your caregivers?
- Does anyone think something like: Oh, my mother/father knows about that, she understands me?

Facilitator should emphasize...

... that caregivers and their help are important for young people in difficult situations.

... positive aspects of the points made, e.g. positive emotions that were mentioned. Emphasis on teens' power of saying "No".

... on factors strengthening children's right over their own body (e.g. to say no, body posture, caregivers' support of children's boundaries).

### Building Block

- \* As a caregiver, you can help your children to cope with many of the challenges and in crises.
- \* **You can solve problems together with your children and adolescents.**
- \* Caregivers can support children and adolescents in their ability to deal with problems and to express themselves appropriate.

## 4. SESSION CLOSE

### 4.1 HOME ACTIVITY

1. *Problem-solving: Choose a problem from home that you will practice problem-solving during the week.* The "problem" can be around risky situations or any other problem that participants want to work on together practicing collaborative problem-solving and can commit to now. *Using the problem that was chosen during the session might be a great option if participants can agree to, practice problem-solving regarding the respective issue at home. Remember to think about the consequences of each solution that you consider as a family.*

Remind participants of the skills they learned last week and motivate them to continue training.  
*Make it a routine to practice and automate your skills:*

*From Session 5:*      *Establish rules and build routines together without conflict. Identify an appropriate consequence together.*

*From Session 4:*      *Take a pause, notice your feelings: When you feel stressed or angry, practice one of the skills we talked about during the session (being aware of our emotions, breathing, talking, changing negative into positive thoughts).*

*Saying "I feel": Caregivers and teens, you should try to have an "I feel" discussion with each other.*

*From Session 3:*      *At least once during the week*

1. *try Taking a Pause at home and think about how you feel*
2. *comment on your own emotions and ask your teen/caregiver about theirs. Need a tip? This is often easiest to do when they look happy. Or maybe when you are spending quality time together!*
3. *share that feeling with your caregiver or teen. You can also share with teachers and neighbors and friends!*  
*If you find this strange to do at first, keep it very simple:*
  - *"Today I feel..."*
  - *"How are you feeling?"*
4. *Have a conversation with your caregiver/teen about body changes and intimate relationships.*
- 5.

*From Session 2: Spend at least 15 minutes of quality time together during the week.  
Each day ask about each other's day and try to listen carefully.  
Practice giving each other structured praise once a day.*

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

#### 4.2 REVIEW TOPICS COVERED

Facilitators reflect with group on today's session to summarize learning:

- *Which topics and core principles did we talk about today?*

Possible answers from participants include:

- Peaceful solutions for family problems are possible.
- Planning of action and thinking carefully about the consequences of a plan can help solve problems.
- The six steps to problem-solving:
  1. Identify the problem
  2. Brainstorm solutions
  3. Figure out what the results of each solution would be
  4. Choose one solution
  5. Try it out
  6. Did it work?

For caregivers:

- Stick to today's problem: Remember it is the behaviour that is difficult, not the teenager.
- Say exactly what you want to get what you want.
- Use praise to encourage good behaviour.
- Hitting and screaming make you and your teen both feel worse, not better.
- Discipline is about teaching for the future and not punishment.
- Strategies to deal with difficult conversations:
  - Be open and neutral when talking about sensitive issues,
  - managing emotions through taking a pause,
  - using special time together to build trust required to talk about these types of issues,
  - using 'I feel' statements,
  - collaborative problem-solving.

For Teens:

- Stay calm and explain yourself.
- Give your caregiver a chance! Sometimes you can work out a problem together.
- Remember to consider your caregiver's point of view, too. This might help you see a problem (and solution!) differently.

Finally, if there is enough time left, you can summarize the building blocks for everyone and outline the current status of the House of Support.

#### Building Blocks

- \* Resolving conflicts together can help teens learn how to solve their own problems in a constructive way
- \* Help him/her identify the problem

- \* It is important to talk together about the problem in order to develop a common understanding
- \* In order to reach agreement on the problem, it needs the communication of emotions, i.e. I-feel statements.
  
- \* You cannot look for solutions to the problem if you do not yet agree on the problem. Only when the problem is clear to both sides can solutions be sought.
- \* Think together of solutions.
- \* Choose a solution jointly.
  
- \* Try it out. See if it works
- \* Reflect with your teen on whether it worked
- \* Praise each other for working together to solve the issue!
  
- \* Show others clearly what your 'personal rules' are by saying "no" to boundary violations.

#### Caregivers

- \* As a caregiver, you can help your children to cope with many of the challenges and in crises.
- \* **You can solve problems together with your children and adolescents.**
- \* Caregivers can support children and adolescents in their ability to deal with problems and to express themselves appropriate.

Facilitators ensure to draw out all points above from participant responses by asking follow-up questions as needed.

#### 4.3 REMINDER FAMILY WORKBOOK

The topic of problem solving is deepened on pages 33 - 36 of the Family Guidebook. Following this, caregivers will find a brief overview of the core strategies of recent weeks on page 37 and teenagers on page 38.

#### REMINDER for the Facilitators:



**If a family missed the session, please call the family after the session and discuss together the corresponding Home Catch-Up on page 53-54 in the Family Guidebook.**



#### 4.4 PROGRAMME CLOSURE & CELEBRATING

##### 4.4.1 INVITE PARTICIPANTS TO THINK ABOUT THE PROGRAMME

Participants talk about the things that they thought were helpful during the programme. They have the opportunity to listen to what other participants thought was helpful, too.

Some questions that might get the discussion going:

- What were your goals at the beginning of the PLH – FLOURISH programme?
- What have you achieved during the programme?
- What was the most important thing that you learned?
- How have you changed? How has your relationship with your caregiver/teen changed?
- Has safety changed inside your house and/or outside your house?

A reminder of what we covered:

Session 1: You established common ground rules and learned new information about developmental stages of children.

Session 2: You learned about building a positive relationship through spending time with each other. We discussed praise and you practiced ways of praising.

Session 3: You learned to identify, name and discuss emotions.

Session 4: You learned ways to manage anger.

Session 5: You made family rules and routines without using violence.

Session 6: You discuss problem solving skills and practiced saying "no" and protecting your personal boundaries.

**This topics may be outlined on a flipchart and hung up when the discussion starts.**

##### 4.4.2 TALK ABOUT HOW THEY CAN CONTINUE TO SUPPORT EACH OTHER

The last session of the programme can feel difficult to many caregivers and teens because of the support and community that the sessions have given them every week.

The programme helped to show us that we have skills, but many of these came from the ideas and knowledge of the participants.

This means that participants have what they need to continue to support each other and their families. You can do this by setting up meetings with each other every week or month, or get-togethers with your PLH - FLOURISH Partners, especially those who live near you. Remember, too, that there are people you can contact in the community who can help you (Lifeline and the clinic, for example). Facilitators should remember to praise whatever suggestions the participants make.

##### 4.4.3 YOUR ON-GOING HOME ACTIVITY: KEEPING THE FIRE ALIVE

*The programme may be over but your work as a caregiver and teen continues.*

*The home activities are the most important part of the PLH – FLOURISH programme.*

*It is important that you and your families continue to do these activities.*

*If it helps, you can use a checklist to help remind you to do your home activities each week.*

*One day, they will become so natural that we will not even think about them when we do it.*

*Until then, we must practice! Reward yourself whenever you do a home activity!*

##### ONGOING HOME ACTIVITIES

- *Quality time - Spend Quality time with your teen.*
- *Praise - Praise your teen for positive behaviours. Praise yourself and other members of your family, too!*
- *Clear Positive Instructions - Give clear and positive instructions to your teen.*
- *Problem-Solving - Problem-solving together. Try using the 6 steps.*
- *Household Rules - Reinforce household rules with lots of praise for good behaviour.*

#### 4.4.4 CELEBRATE ACHIEVEMENTS!

*We do this in a ceremony where each participant will receive a certificate of achievement. We'll need your help with presenting certificates and cheering everybody on!*

##### **GUIDLINE: CELEBRATION**

Facilitators organize handing out certificates. This will be done in two big groups:

First caregivers and then teens.

To start off, one facilitator should hold all the certificates for caregivers and the other should hold all the certificates for teens.

Caregivers collect certificates for their teens from facilitator 1.

Teens collect certificates for their caregivers from facilitator 2.

Ask caregivers to present a certificate to their teen. Remember to encourage everybody to clap as certificates are being handed out.

Ask teens to present a certificate to their caregiver. Remember to encourage everybody to clap as certificates are being handed out.

#### SESSION CLOSURE & PROGRAMME END

#### 4.5 CHECKLIST – SESSION OBJECTIVES ACHIEVED?

##### **Have you .....?**

... done and discussed the role-play 'The new fancy phone'	
... explained the problem-solving stages	
... done the activity 'Saying No'	
... explained and discussed personal boundaries	
... prepared the home activity	
• Practice problem solving on the problem you decided on in the session	
... reminded practicing previous home activities	
... summarized the today's session	
... taught the Building Blocks <ul style="list-style-type: none"> <li>* Resolving conflicts together can help teens learn how to solve their own problems in a constructive way</li> <li>* Help him/her identify the problem</li> <li>* It is important to talk together about the problem in order to develop a common understanding</li> <li>* In order to reach agreement on the problem, it needs the communication of emotions, i.e. I-feel statements.</li> <li>* You cannot look for solutions to the problem if you do not yet agree on the problem. Only when the problem is clear to both sides can solutions be sought.</li> <li>* Think together of solutions.</li> <li>* Choose a solution jointly.</li> </ul>	

<ul style="list-style-type: none"> <li>* Try it out. See if it works</li> <li>* Reflect with your teen on whether it worked</li> <li>* Praise each other for working together to solve the issue!</li> </ul> <p>In summary: 1. talk about the problem, 2. agree on the problem, 3. find a solution.</p> <ul style="list-style-type: none"> <li>* Show others clearly what your 'personal rules' are by saying "no" to boundary violations.</li> </ul> <p>Caregivers</p> <ul style="list-style-type: none"> <li>* As a caregiver, you can help your children to cope with many of the challenges and in crises.</li> <li>* <b>You can solve problems together with your children and adolescents.</b></li> <li>* Caregivers can support children and adolescents in their ability to deal with problems and to express themselves appropriate.</li> </ul>	
... reminded the participants to fill in the Guidebook	
... <b>celebrated the programme closure</b>	
... shared your observations in facilitator report	

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