

Session 2 Agenda

Activity	Time	Required Materials
PARENT PROGRAM SCHEDULE		
2.1 Welcome & Check-In	20 Minutes	Parent Handbooks, flip chart, magic markers
2.2 Adolescence and Teen Brain Development	50 Minutes	Parent Handbooks, flip chart, magic markers, DVD program: "Adolescence: It's Normal for Teens to Act Weird," DVD player
PARENTS & TEENS TOGETHER		
2.3 Family Nurturing Time	20 Minutes	Snacks and beverages
2.4 Praise for Being and Doing	75 Minutes	Parent and Adolescent Handbooks, flip chart, magic markers
2.5 Sanctuary Relaxation	10 Minutes	Visualization CD, CD player
2.6 Home Practice and Praise Circle	5 minutes	Parent and Adolescent Handbooks

Teens will be learning ...

TEEN PROGRAM SCHEDULE		
2.1 <i>Welcome and Check-In</i>	<i>20 Minutes</i>	<i>Adolescent Handbooks, flip chart, magic markers</i>
2.2 <i>Adolescent Needs</i>	<i>50 minutes</i>	<i>Adolescent Handbooks, flip chart, magic markers, slips of paper</i>

ACTIVITY 2.1	Welcome and Check-In
TIME	20 Minutes
CONSTRUCT	Self-Awareness,
MATERIALS	Parent Handbooks, flip chart, magic markers

GOAL To welcome the parents and build a close supportive group.

OBJECTIVES

1. To encourage parents to share memories of being a teen.
2. To encourage listening skills.

PROCEDURES

1. Welcome the parents to Session 2. Check in with them by reviewing their week.
2. Review last session's Home Practice Assignment. Encourage parents to try their best in completing their assignments. Mention that learning new skills involves practice and the Home Practice Assignments are designed to help them and their teens learn new ways of interacting.
3. Mention that the session before break will focus on adolescent brain development and the unique developmental aspects of being a teenager. Ask each parent to respond to the following:

Two memories I have of being a teenager are _____ and _____.

The reason why these memories stand out is _____.

4. After everyone has responded, review the memories with the group. Determine if the memories were pleasant or unpleasant ones. Take a tally. Which were more common – pleasant or unpleasant?
5. Briefly discuss the significance of your findings.

NOTES & SUGGESTIONS

In a life that is generally described as nurturing, painful memories are generally remembered more often because of the trauma associated with them. Often, people remember the memories that haven't been resolved, or that have greatly influenced their lives. In a life that is generally described as abusive, nurturing memories are generally remembered as isolated incidents not to be trusted.

NOTES:

ACTIVITY 2.2	Adolescence and Teen Brain Development
TIME	50 Minutes
CONSTRUCT	Developmental Expectations
MATERIALS	DVD titled, "Adolescence: It's Normal for Teens to Act Weird," DVD player, Parent Handbooks, flip chart, magic markers,

GOAL To increase parents' awareness of the influence brain development has on a teen's behavior.

OBJECTIVES

1. To increase parents' understanding of teen behavior.
2. To increase parents' awareness of the impact of brain development on a teen's behavior.
3. To increase parents' awareness of the developmental tasks of adolescence.

PROCEDURES

1. Mention to the parents that for the next 50 minutes the focus will be on the developmental period of adolescence.
2. Have parents locate the information title, "**Adolescence: It's Normal for Teens to Act Weird**" on **Page 6** in the **Parent Handbook**. Use the information to review the normal aspects of adolescent development.
3. Present the **DVD** titled "**Adolescence: It's Normal for Teens to Act Weird.**"
4. At the end of the third scene, and when instructed, pause the DVD and review the facts presented by playing the "Myth or Fact Game." Mention that you will read a statement and parents are to respond in one of three ways:
 - a. Thumbs up – means parents agree.
 - b. Thumbs down – means parents disagree.
 - c. Flat hand with palm facing down, slightly waving – means parents are unsure.

MYTH OR FACT

1. **Teens are going through a period of rapid brain development.** Myth or Fact?

Fact: New research has discovered that from pre-adolescence through the early 20's, the brain is undergoing more changes than any other time except immediately after birth. For girls, the growth peaks around the age of 11; for boys, the growth peaks around 12 ½ years of age.

2. **The biggest change to the brain involves the limbic system, the part of the brain that controls emotions.** Myth or Fact?

Myth: The biggest changes are occurring in the brain's prefrontal cortex, located right behind the forehead, which governs "executive" thinking (our ability to use logic, make good decisions and size up potential risks).

3. **The teen brain is feverishly reshaping itself by "pruning neural connections at the rate of 30,000 per second."** Myth or Fact?

Fact: Changes to the logic center of the brain explains why teens sometimes make poor judgments. In moments of high arousal, particularly when teens are with their peers, emotions often override logic. Some examples include:

- Shoplifting even though the teen has money to pay for the item.
- Driving drunk even though the teen knows getting caught will mean a suspension of his license or even the risk of serious injury or death

4. **Teens often have difficulty assessing and responding appropriately to the emotions of others.** Myth or Fact?

Fact: Teens read the facial expressions of others differently than adults do. Brain scans show teens have increased activity in the amygdala (the part of the brain that governs gut and impulsive actions). Adults, on the other hand, have been shown to use their more stable frontal cortex which enables them to distinguish between facial expressions.

5. **Defiance on the part of a teen is natural.** Myth or Fact?

Fact: Many scientists think that teenage defiance has become instinctive. Coupled with a diminished control of logic and a higher influence of impulses, teens are at risk for serious injuries.

- 78% of high school students have tried alcohol.
- 5 million admit to binge drinking monthly.
- The average age a teen begins drinking is 14.
- One out of five teens has sex before age 15.
- Teens are a high risk population for AIDS.

6. **Teens need no more than 7 hours of sleep to maintain their health.** Myth or Fact?

Myth: Scientists have found that teens are in a constant state of sleep deprivation. The average teen needs about 9 ½ hours of sleep a night and they get about 7. For teens, melatonin (the chemical that governs sleep) kicks in around 10:30 p.m.

7. **Teens need to be involved in extracurricular activities.** Myth or Fact?

Fact: A lot of free time for teens correlates with early sexual activity, drug use, drinking and delinquency. Sports, clubs, volunteer efforts and after school jobs are good for teens, in moderation.

8. **Sex hormones are especially active in the limbic system (the brain's emotional center).** Myth or Fact?

Fact: The relationship between hormones and teen brain development increase the thrill seeking to explore situations where teens allow their passions and emotions to run wild.

5. Turn the DVD back on and review the list of nurturing strategies that parents can use to help their teens through their challenging times.
6. Process the strategies with the parents. Which of the suggestions presented are things the parents are doing or can do?

NOTES & SUGGESTIONS

Dispelling myths by presenting facts helps parents understand the behavior and psychology of teens.

ACTIVITY 2.3	Family Nurturing Time
TIME	20 Minutes
CONSTRUCT	Empathy
MATERIALS	Snacks and beverages

GOAL To build positive parent-teen relationships.

OBJECTIVES

1. To encourage parents and teens to enjoy each other.
2. To foster nurturing ways of interacting.
3. To physically and emotionally nourish teens and their parents.

PROCEDURES

1. Encourage parents and teens to enjoy the snacks and beverages.
2. Make no other expectations on the two groups. Let them use their break time as they choose.
3. Keep the break time to 20 minutes.

NOTES & SUGGESTIONS

1. Provide the snacks and beverages the first few sessions. Encourage families to rotate bringing in snacks after Session Three.
2. Spend time talking to family members. Offer them food to eat and something to drink.

NOTES:

ACTIVITY 2.4	Praise for Being and Doing
TIME	75 Minutes
CONSTRUCT	Empathy, Self-Awareness
MATERIALS	Parent & Adolescent Handbooks, flip chart, magic markers

GOAL To increase parents' and teens' knowledge and ability to use praise.

OBJECTIVES

1. To understand the importance of praise.
2. To provide experience giving and receiving praise.
3. To increase individual self-esteem.

PROCEDURES

(Large Group – Time: 25 Minutes)

1. Assemble parents and teens around the flip chart. At the top of the paper, write the word PRAISE. Ask parents and teens to brainstorm what the word means. Write their responses on the flip chart.
2. Mention that Praise can be a compliment, gesture, facial expression or form of gentle touch like hugs or high-fives that promote feelings of self pride, worth and accomplishment. Praise provides positive recognition that increases feelings of competence and confidence.

Praise is both important to give and receive because:

- People learn that their actions are pleasing to others.
- People enhance their sense of self-worth.
- People who are positively recognized begin to positively recognize others.
- People who feel good about themselves generally are more popular, are more successful in life in the things they do, don't get as easily disappointed, and generally live more productive lives.

3. Mention that there are two ways to Praise: One way is called "**Praise for Being**" and the other, "**Praise for Doing.**"

Praise for Being is unconditional. It is the highest form of praise anyone can receive. **Praise for Being** lets people know you value them for just who they were. It is unconditional because it doesn't have requirements. It is given freely.

4. Brainstorm with the group some **Praise for Being** statements. Some examples are:

"I really love you."

"You're a unique person."

"What a special person you are."

"I'm so happy you are my son."

"You're a wonderful person to know."

5. Mention that when you praise people for **Being**, they don't have to do anything to earn it. **Praise for Being** is a powerful parenting practice for building a positive sense of self-worth.
6. **Praise for Doing** is related to behavior. It lets people know you appreciate and value their efforts and behaviors. Teens want to please their parents. When they hear **Praise for Doing** statements they know they've pleased mom and dad. Praising a teen's behavior can be for something they tried and accomplished or tried but didn't quite succeed or finish. As parents, if you acknowledge your teen's efforts, they are more likely to try again. **Praise for Doing** is earned through accomplishment or effort.

7. Brainstorm with the group some Praise for Doing statements. Some examples are:

"What a good job you did cleaning your room."

"I'm really pleased to see you try so hard."

"You take good care of the car. Thanks."

"I'm so proud of the way you cooperated."

"Thanks for walking the dog."

"You're doing really well in school."

8. Many people unknowingly use praise incorrectly by using Praise for Being and Praise for Doing together. Examples of such statements are:

"What a nice job cleaning your room. You really are a good girl."

"Daddy really loves you for cooperating with me."

Such statements indicate you only love or appreciate them when they do something that pleases you. This is known as "conditional love" – love that has to be earned.

9. Below is a list of statements that you will read aloud. **The parents and teens are to decide if the statements are correct or incorrect ways to offer praise.** If a person thinks the statement is Correct, have him or her signal with a "thumbs-up." If a person thinks the statement is Incorrect, have him or her signal with a thumbs-down." If a person is unsure, have him or her signal by giving the "maybe/unsure" sign of hand out, palm facing down, rocking hand to the left and right. Demonstrate the three hand signals and then begin reading the statements.

- a. *"Thanks for cooperating with me. You really are a nice person."*
Incorrect. This kind of praise is called "conditional." A person's behavior is never tied into the worth of the person.
- b. *"You are a fantastic person"*
Correct. This type of praise is called Praise for Being. Praise for Being is "unconditional praise." It comes with no strings attached.
- c. *"You know, you're really a nice person; I just wish you would stop smoking."*
Incorrect. This type of praise is "conditional praise. A person's smoking habit has nothing to do with their personal value. What's a better way to state your concern? How about, "I'm concerned for your health. I will support you in stopping your smoking."
- d. *"I really like the way you put your clothes away."*
Correct. Which type of praise is this? Praise for Doing. Praise for doing only focuses on behavior – not on the quality of the person. Praise for Doing is conditional. It is dependent on a person attempting or successfully completing a task.
- e. *"You really worked hard on that project. I bet you feel really proud right now."*
Correct. What type of praise is this? Praise for Doing. Praise for Doing encourages others to feel pride in their efforts or accomplishments.
- f. *"I feel really proud of the dinner I made tonight."*
Correct. This type of praise is Self-Praise. Self-Praise is different from statements of conceit. Self-Praise does not compare "doing or being" to another person. Get examples of conceit statements.

- g. *"Thanks for helping me. You're really good at math."*
Correct. This type of praise is Praise for Doing.
- h. *"I am so grateful to have you as my son (daughter.)"*
Correct. This type of praise is Praise for Being.
- i. *"You know, even though I didn't score a goal, I felt I played an excellent defense."*
Correct: This is Self-Praise for Doing.
- j. *"I can play the drums better than anyone in the room."*
Incorrect. This is a statement of conceit because it the person is comparing their accomplishment to another person's. Reword the statement to make it correct Self-Praise for Doing. ("I play the drums really well.")
- k. The correct response to give when a person offers you praise is:
- 1) Ignore the person and maybe he will go away.
 - 2) Tell the person *"You don't really mean it."*
 - 3) Ask the person *"What do you want?"*
 - 4) Say *"Thank you."*

The correct response is 4) Say *"Thank you."* When someone gives you a gift (verbal or physical or object) say, *"Thank you."*

- l. The correct response to give a person when he says, "John you look really good tonight" is:
- 1) *"You look really good too."*
 - 2) *"Didn't I look good yesterday?"*
 - 3) *"Well, I don't like the way I look"*
 - 4) *"Thank you. That's kind of you to notice."*

The correct response is 4) *"Thank you, that's kind of you to notice."*

10. Review the types of Praise:
- Praise for Being**
 - Praise for Doing**
 - Self-Praise for Being**
 - Self-Praise for Doing**

11. Mention that there are also non-verbal forms of recognition. Brainstorm with the group possible responses:

- a. Positive or gentle touch
- b. A smile
- c. Praise e-mail
- d. Gift giving
- e. Helping another person

(Nurturing Group – Time: 30 Minutes)

12. Have the large group form their small nurturing groups
 - a. Explain that the small nurturing groups are going to practice giving and receiving praise for being and doing.
 - b. Review the steps for praising with the large group. Have the steps written on the flip chart. Begin by going over each of the seven steps in praising. Remind families that the information is in their Handbooks.

STEPS FOR PRAISING

- Step 1 Focus your attention on the other person and the situation.
- Step 2 Move close to the person, if possible.
- Step 3 Make eye contact.
- Step 4 Look pleasant.
- Step 5 When possible use gentle, positive touch, i.e. arm around shoulder, pat on the back, high five, squeeze a hand.
- Step 6 Describe what you see.

"That was a great catch. I bet you felt pretty good!"

"Thanks for cleaning up the kitchen. That was a big help"

"You are so patient. That means a lot to your little brother."

- Step 7 Praise ANYTIME!

13. In small nurturing groups, have each person share what he or she would like to be praised for. As facilitator, praise the person next to you for what he or she wants to be praised for. Have that person praise the person next to him/her on what he/she wants to be praised for. Continue until all group members get praised for what they want. Have each person use the steps of praising. Recipients cannot negate the praise, they can only say, "Thank you."
14. Review with the group if the praise they received was for **Being** or **Doing**. If they asked for praise for "being" this time they need to ask for praise for "doing." Repeat the procedure, this time praising the person for either being or doing so that each person has received and given both types of praise. Give the group members an opportunity to praise others for either being or doing.
15. Process the activity in the small groups:
 - Which felt better to receive -- Praise for Being or Praise for Doing?**
 - Which felt better to give – Praise for Being or Praise for Doing?**
 - Which might you need a little more practice with?**
16. Brainstorm with the group the ways they can praise members of their families for both being and doing.

(Family Groups - Time: 20 Minutes)

17. Instruct group members to sit together with their family. Family members will now practice giving and receiving praise from each other. Before they start, instruct them to breathe from their stomachs in rhythm with the other members of their family. Tell them to just be silent and breathe in the same rhythm for a few minutes. This is called "getting in synch" and people of any age do it to unconsciously, including newborn babies and their mothers.
18. Each member of the family will practice giving and receiving praise for being and doing with each other family member. As a family, everyone is sitting in a circle. Mother or father starts by offering the person to his/her right a praise statement. The statement can be either praise for being or doing. The person who began continues to praise every member of the family for either doing or being. Follow the steps in praising. The person receiving the praise can only say "Thank you." No one can negate the praise. Keep going until everyone has had a chance giving and receiving praise from all other family members.

NOTES & SUGGESTIONS

1. Remind the group that all statements of praise are to be said seriously, even though the statements may seem contrived.
2. Some will experience shyness during this activity. Encourage them by recognizing and affirming their feelings and by modeling praise.
3. Share that praise needs to be sincere and spontaneous; praise is never used to manipulate a person's behavior.
4. Tell participants that it is also good and proper to praise our self for "being" and "doing."

NOTES:

ACTIVITY 2.5	Sanctuary Visualization
TIME	10 Minutes
CONSTRUCT	Self-Awareness
MATERIALS	Visualization CD and CD player

GOAL To provide parents and teens with the experience of a safe, pleasant place.

OBJECTIVES

1. To increase family members' respect for their own creativity, power, and potential.
2. To give another technique for restoring peace to family members.
3. To create good experiences with visualization.

PROCEDURES

1. Instruct all families to sit together and hold the hands of the people on both sides of them
2. Explain to the group the importance of visualizations: to learn to breathe for calming, to relax and reduce stress, etc. Tell the group that this experience is the gift of each person's sanctuary, each person's own safe place.
3. Do a few moments of deep breathing, calming, relaxing, and focusing. Instruct people to breathe in; breathe out. Breathe in calm; breathe out stress.
4. Begin the tape for the *Sanctuary Visualization* or read the visualization to the group.

Imagine being outside in your own special space.

Place anything you want in it – a lake, a beach, a river, a meadow, trees, flowers, birds...anything you want.

Now, imagine a wall around this space.

This is a safe wall to keep this special place totally safe.

You can make this wall as tall as you want or as low as you want.

It is your wall and it is your own special space.

There is one strong gate to this safe place. The gate is locked and you have the only key with you.

Enjoy the feeling of being in your own safe place.

Enjoy the sunlight and the sky; enjoy the quiet and soft sounds.

If you want to add or change anything, you can.

You can have a spiritual guide to keep you and your sanctuary free from all evil thoughts.

If you want, you can do it yourself by always focusing on the good parts of the sanctuary.

It is your own sanctuary.

Look around you again.

See the wall and see all the beauty in your sanctuary.

Select the place you will go to the next time you come.

Or, perhaps you will come back to the place you are right now.

It is a beautiful and safe place.

Now it is time to take your key out and walk towards the gate.

You are going to unlock the gate of your sanctuary, and then lock it again behind you.

That way it will stay just as you left it until you come again.

Now, open your eyes whenever you are ready.

5. Ask families to share what they wish of their experience.

NOTES & SUGGESTIONS

1. If you are not using the CD, it is important to read slowly and in calm, reassuring voice for the visualization to be effective. Practice before you read the words to the group.
2. Family members can sit back to back rather than in a circle.

ACTIVITY 2.6	Home Practice and Praise Circle
TIME	5 Minutes
CONSTRUCT	Empathy, Self-Awareness
MATERIALS	Parent & Adolescent Handbooks

GOAL To reinforce family cohesion and communication.

OBJECTIVES

1. To provide families practice in using praise.
2. To promote awareness of self-feelings and feelings of others.
3. To reinforce family nurturing touch.

PROCEDURES

1. Instruct families to locate their **Home Practice Assignment** on **Page 11** in the **Parent Handbook** and on **Page 10** in the **Adolescent Handbook**. Review the assignment with them:

Home Practice Assignment

- 1) During Family Home Nurturing Time, take turns responding to the following statements:
 - a. Review the techniques of Praise for Being and Praise for Doing. Make a commitment as a family to recognize the good in others.
 - b. Discuss the family's involvement in the program so far. Ask the question: How is it going?
- 2) End the discussion with a family hug. Let everyone make physical contact in a way that is safe.
- 3) During the week:
 - a. Practice praising other family members for being and doing.
 - b. Practice praising yourself twice each day: once for being and once for doing.
 - c. Read the information in **Chapter 2** located in your **Handbook**. (Parents read Chapter 2 in the Parent Handbook; Teens read Chapter 2 in the Adolescent Handbook).
2. Get the large group to form a circle and close the session with a **Praise Circle**. Have everyone hold hands. Allow members to say anything they wish. As facilitators, offer praise to the group members for trying hard, for their attendance, for sharing.

NOTES & SUGGESTIONS

1. Express your delight with the efforts the families are making in nurturing.
2. Praise is not the easiest concept to learn if you are not used to it. Model what you want more of – praise the group and its members.
3. The group hug is an essential part of the program. Although some teens and parents may complain or try to get you to drop the Praise Circle – DON'T! Be supportive and encouraging.