

Session 2 Agenda

Activity	Time	Required Materials
TEEN PROGRAM SCHEDULE		
2.1 Welcome and Check-In	20 Minutes	Adolescent Handbooks, flip chart, magic markers
2.2 Adolescent Needs	50 minutes	Adolescent Handbooks, flip chart, magic markers, slips of paper
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 Visualization	10 Minutes	Visualization CD, CD player
2.6 Home Practice and Praise Circle	5 minutes	Parent and Adolescent Handbooks

Parents will be learning ...

<i>PARENT PROGRAM SCHEDULE</i>		
2.1 <i>Welcome & Check-In</i>	<i>20 Minutes</i>	<i>Flip chart, magic markers</i>
2.2 <i>Adolescence and Teen Brain Development</i>	<i>50 Minutes</i>	<i>Parent Handbooks, flip chart, magic markers, DVD program: "Adolescence: It's Normal for Teens to Act Weird," DVD player</i>

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

GOAL To increase teens' awareness of the conditions of their families lives.

OBJECTIVES

1. To increase teens' awareness of the quality of home life.
2. To increase teens' awareness of the need to build more satisfying family lives.

PROCEDURES

1. Welcome the teens to Session 2. Check with them to see how the past week was for them. Also, review the Home Practice Assignment.
2. Begin today's session by writing the following statements on the flip chart and asking each teen to respond:

A color that best indicates my mood right now is _____.

One word that best describes my life at home now is _____.

One word that best describes my parents' lives at home now is _____.
3. Transition to the next activity.

NOTES & SUGGESTIONS

1. Increasing an awareness of their own lives and the lives of their parents is an important step toward building family cohesion. In some families, expect this to take a long time.
2. The color question might be viewed as weird. Encourage them to respond. Color represents moods and responses reflect creativity.
3. Do not forget to discuss the completion of the Home Practice Assignment.

NOTES:

ACTIVITY 2.2	Adolescent Needs
TIME	50 Minutes
CONSTRUCT	Empathy, Self-Awareness
MATERIALS	Adolescent Handbooks, flip chart, magic markers, slips of paper

GOAL To increase teens' abilities to identify needs and understand payoffs to behavior.

OBJECTIVES

1. To identify the six need areas of human beings.
2. To build teens' abilities to get their needs met.
3. To help teens understand the relationship between behavior and self-esteem/self-concept.
4. To increase teens' abilities to understand their own needs and the needs of their parents.

PROCEDURES

NOTE: See Step 5. Have slips of paper with words and phrases on them prepared before the lesson begins.

1. Assemble the teens in a circle. Inform them that today's discussion will focus on being an adolescent, basic needs of teens, and understanding the terms self-esteem/self-concept. Being a teen is not easy. Your body is playing tricks on you almost seeming to change overnight. At times, it seems like no one understands you. It is also a time of acceptance, rejection, love, dating, and school. Instruct the teens to locate the information titled, "**Growing Up In Adolescence**" on **Page 6** in the **Adolescent Handbook** and have each teen respond to the following:

The best thing about being a teenager is _____.

The worst thing about being a teenager is _____.

2. Using the flip chart, write down the six areas of needs common to everyone and briefly discuss them. Instruct the teens to locate the information titled, "**Adolescent Needs**" located on **Page 7** in the **Adolescent Handbook**. To help remember these types of needs, remember the word **SPICES**.

SOCIAL The need for friendship and companionship.

PHYSICAL The need for food, sleep, exercise, sex, air, water.

INTELLECTUAL The need for stimulation of new ideas or thoughts.

CREATIVE The need to express one's inner self. Creative needs are expressed in areas like a person's appearance, dress, dance, poetry and cooking.

EMOTIONAL The need for love, praise, security, trust, and other basic emotions.

SPIRITUAL The need for belonging and membership. The need to believe in the power of goodness. Membership in a family is a spiritual experience.

In the process of explaining needs, get examples of the ways teens get their needs met.

3. Explain that all behavior is designed to get a need met. That is, people behave to meet their needs. Any behavior can be classified in one or more of the need areas.
4. Ask teens to locate the information titled, "**Our Self-Concept and Our Self-Esteem**" on **Page 7** in the **Adolescent handbook**. Discuss the terms **SELF-CONCEPT** and **SELF-ESTEEM**. Explain that "self-concept" is the **thoughts** we have about ourselves. "Self-esteem" is the **feelings** we have about ourselves. The way we think and feel about ourselves influences the way we get our needs met.

Simply put:

- a. Everyone has thoughts and feelings about themselves. Thoughts about “self” are called a person’s “self-concept.” Feelings about “self” are called a person’s “self-esteem.”
 - b. When teens have good thoughts and feelings about themselves, they usually behave in positive ways to get their needs met.
 - c. When teens have negative thoughts and feelings about themselves, they often behave in negative ways to get their needs met.
 - d. How we feel and think about ourselves will determine how we behave and how we treat ourselves and others.
5. Before the session begins, have the following words and phrases written on separate slips of paper:

Jogging	Fighting	Kissing
Dating	Shoplifting	Going to church
Sex	Using drugs	Praying
Eating lunch	Rape	Using contraception
Saying no to sex	Dropping out of school	Saying no to drugs
Writing a poem	Trusting others	Dancing
Falling in love	Getting married	Helping a friend
Drinking beer	Playing football	Reading a book
Studying for a test	Watching a movie	Being alone
Cheating on a test	Driving drunk	Attempting suicide
Taking a shower		

6. Fold the slips of paper in half and put them all in a bag. Shake up the bag.
7. Have each teen reach in the bag, pull out a slip and categorize it in one of the need areas that you have written on the flip chart. Next, ask each teen to speculate whether they feel the behavior on the slip of paper indicates the teen is feeling good or bad about themselves. Some behaviors may not be enough to indicate whether the person has a positive or negative self-image. Keep going until all the slips are used up.
8. Write the following statements on the flip chart and have each teen respond to the following:

One need I have that is not getting met is _____.

One way I can get this need met is by _____.

NOTES & SUGGESTIONS

1. Draw the parallel: positive/negative feelings about self lead to appropriate/inappropriate behaviors, which reinforce either positive or negative feelings toward self. This is a very repetitive pattern.
2. There is a lot of information presented in this activity. Understanding is crucial to beginning to take responsibility for behavior.

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 too 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's 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.